

# JOURNAL OF EDUCATION AND DEVELOPMENT

Multi-disciplinary, Peer Reviewed Journal

Vol-16, No. 27, June 2024  
ISSN: 2248-9703

UGC Approved Journal-41042  
IMPACT FACTOR-7.626-(SJIF)

**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 16th 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, 2024

**Editor-in-Chief**

JOURNAL OF  
EDUCATION AND DEVELOPMENT



## JOURNAL OF EDUCATION AND DEVELOPMENT

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## **SIGNIFICANCE ROLE OF ARTIFICIAL INTELLIGENCE TECHNOLOGY TO OPTIMIZE BLENDED TEACHING IN HIGHER EDUCATION**

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### **ABSTRACT**

In the process of using artificial intelligence technology to explore classroom rotation it is easy to find that the students' active learning ability is useful. The rotating classroom teaching method is useful in filling many problems such as lack of communication in higher education institutions. In recent years it has gained the recognition of more and more teachers and students considering the challenge and diversity in the application of competencies. This paper proposes the adoption of AI technologies in higher education to support student learning. Using multi-modal blended learning theory and independent learning fundamental theory explores the use of AI to evaluate and improve the effectiveness of blended teaching in courses. A new model of deep learning and a learning model of human job functions are proposed to explore the hybridization of education under the back ground of artificial intelligence. This study provides a road map for using AI in courses and offers valuable contributions to the field including the proposed models of deep learning and human job functions which can be applied to other subjects and fields by leveraging modern technologies such as cloud computing big data and AI. This study highlights the potential for educators to transform the way we teach and learn and improve the quality of education and support student success. Overall this provides valuable insights for future research in the intersection of AI and education and emphasizes the importance of integrating technology in higher education to enhance the learning experience and meet the needs of modern students. This approach promotes open independent and deep learning experiences leading to more meaningful and lasting educational outcomes. From a theoretical



standpoint study contributes to the fields of artificial intelligence and education by introducing novel methods for content analysis. These methods offer insights into effective ways of processing and managing educational content potentially advancing AI models for various applications. Furthermore findings underscore the importance of pedagogical approaches that align with the characteristics of subjects and can elevate student competence and engagement. Lastly the theoretical implication of seamlessly integrating information technology into education emphasizes the need for technology to facilitate profound understanding and meaningful learning experiences promoting a more effective educational system. In the future it is necessary to find teaching methods and approaches that are appropriate to the characteristics of university subjects and can better promote the educational reform of the subject thus improving the standards and abilities of students. Information technology has great potential for improving cultural education.

**Key Words:** Artificial Intelligence, Technology, Blended Teaching, Higher Education.

## INTRODUCTION

The advent of technology has brought about significant changes and opportunities in various sectors including education (Alam, 2022). Learning management systems student information systems and other applications are also used for educational purpose such as assignment distribution, schedule management, communications, and track student progress (Watson and Watson, 2007). In present times technological progress has changed the trend of knowledge renewal which is turning faster and making people under tremendous pressure (Wajcman, 2008). To relieve this pressure and to adapt these social changes people must learn to adapt these changes actively. Higher education institutions have been particularly impacted by technological advancements leading to educational reforms aimed at enhancing teaching and learning experiences (Johnson *et al.*, 2016). One such technological development that has gained prominence in recent years is artificial intelligence (AI). AI has the potential to revolutionize the field of education by offering novel ways to support and enhance student learning. One of the key trends driving educational technologies in India is the shift towards deep learning which emphasizes the development of learners' highest level competencies and problem

solving skills in real life situations (Liu and Wang, 2009; Yau *et al.*, 2023). As a result the requirements for learner competencies in the information age are aligned with the core principles of deep learning.

Use and popularity of big data the Internet of Things cloud technology artificial intelligence and symbolic technicality continue to give a new technological revolution is inevitably on the horizon (Sezer *et al.*, 2017). Through analyzing large amounts of data and information inherent regularities relationships and development trends can be identified and applied to various sectors and industries (Glazer, 1991). However, in addition to the demand for trained data analysis talent in the Internet era there is also a growing need for students to acquire knowledge and skills related to data analysis as well as a demand for the development of data analysis course content across various disciplines. The overall goal of deep learning is to enhance the higher learning training ability of learners (Aminanto and Kim, 2016). Deep learning review takes the overall goal of deep learning as the starting point focusing on the value orientation of the process results of deep learning and reflecting on and adjusting the overall goal of deep learning. The field of deep learning in education has emerged significant attention from researchers and educators alike aiming to enhance learning outcomes and instructional practices through the integration of advanced technologies (Zhu *et al.*, 2016). Numerous studies have explored the effectiveness of deep learning approaches in classroom instruction. Belland *et al.*, (2017) conducted a comprehensive meta-analysis of empirical studies and found that incorporating deep learning strategies. Similarly, Annetta *et al.*, (2009) investigated the impact of deep learning pedagogies on student engagement and reported increased motivation and active participation among learners. Artificial intelligence (AI) technologies have been increasingly integrated into educational practices opening new avenues for personalized and adaptive learning experiences. Recent research by Wang *et al.*, (2023) examined the use of AI-driven adaptive learning platforms and found that personalized instruction based on students' individual needs and learning styles improves learning outcomes. Moreover AI-based tutoring systems as studied by Hsiao *et al.*, (2010) have demonstrated the ability to provide personalized guidance and support to students. The integration of AI technologies in tutoring systems has shown promising results in improving students' problem solving skills conceptual understanding and overall academic performance (Beal *et al.*, 2010). Despite the promising outcomes of deep learning approaches there are challenges to their widespread adoption in educational settings. Bingimlas (2009) identified barriers such as limited teacher training in deep

learning pedagogies resistance to change and a lack of suitable technological infrastructure. DeMatthews and Mawhinney (2014) highlighted the opportunities for deep learning to address educational inequities and promote inclusive practices. Assessment methods have also been influenced by deep learning approaches for revolutionizing traditional forms of evaluation. Research by Ariely *et al.*, (2023) explored the use of machine learning algorithms in automated assessment and reported high accuracy and efficiency in grading student assignments. These automated assessment systems can analyze large amounts of data providing timely feedback to students and reducing the time burden on teachers. Furthermore Huang *et al.*, (2022) investigated the potential of deep learning models in assessing higher order thinking skills, such as problem solving and critical analysis. The integration of deep learning techniques in assessment strategies holds promise for more authentic and comprehensive evaluations of students' learning outcomes.

The literature high lights the positive impact of deep learning approaches in education particularly in enhancing student engagement promoting personalized learning experiences and revolutionizing assessment strategies. While challenges and considerations exist in the adoption of deep learning practices the opportunities for improving educational outcomes and fostering inclusive and equitable learning environments are significant (Qaisur, 2021). This indicates that there is opportunity for future research to explore experimental teaching methods grounded in practical contexts. This holds significant implications for the field of higher education. By exploring the adoption of AI technologies in courses the growing demand for innovative teaching methods for effectively integrate technology and enhance the learning experience. This seeks to bridge the gap between traditional teaching approaches and the potential of AI in education with a specific focus on deep learning and the use of multimedia multi-modal blended learning models. The examining the effectiveness of these approaches which aims to contribute for the development of evidence based practices and can inform curriculum design instructional strategies and educational policy. Furthermore by leveraging AI technology we can personalize and adapt instruction to cater to the diverse learning needs of students ultimately improving learning outcomes and fostering a more engaging and effective educational environment. The findings of this research have the potential to not only enhance education but also pave the way for the integration of AI technologies in other disciplines revolutionizing teaching and learning practices in higher education institutions.

## **MULTIMEDIA MULTI MODAL LEARNING IN HIGHER EDUCATION**

The multi-model hybrid independent learning model refers to the use of multimedia to facilitate interactive learning based on multiple senses such as visual and auditory perception (Lin *et al.*, 2020). Teachers can take advantage of multimedia assisted teaching by selecting and preparing colourful content from college texts and visual materials to present their teaching mode to students thus greatly increasing students' motivation to learn (Wang and Jan, 2022). This approach, known as the multimedia multi model blended learning model plays a crucial role in shaping students' overall literacy and creative thinking skills (Salim Keezhatta, 2020). The value of the multimedia multi-model independent learning model in higher education institutions lies in its ability to serve as a comprehensive service platform for learning and training enabling students to actively build professional skills through various modes (Mathivanan *et al.*, 2021). This illustrates the model of multi modal classroom teaching entities in the field of Internet multimedia. Multi-modal teaching is an instructional approach that incorporates a range of teaching methods such as networking group collaboration association role-playing and more. The goal is to engage learners actively in the learning process and promote interaction (Richard *et al.*, 2006). This approach combines listening speaking and writing practice in foreign language education fostering a genuine interest in language learning. In multi-modal teaching teachers are encouraged to select one or more teaching methods based on factors like the curriculum learning environment and educational objectives. These methods can include listening exercises communication activities systemic reactions suggestions direct instruction situational teaching grammar translation and more. The selection of methods should be thoughtful and tailored to the specific language learning context. In a multi-modal classroom multimedia tools and resources are used to create real life language environments. These tools stimulate learners through various senses including auditory visual and tactile experiences. This approach helps learners better understand and use the language enhancing their vocabulary and language output skills (Qaisur, 2023). Overall multi-modal teaching aims to make language learning more engaging and effective by incorporating a variety of teaching techniques and multimedia resources.

## **DATA ANALYSIS OF DEEP LEARNING**

Using year as a keyword the research employed software to sort out the references pertaining to deep learning scientific research in India from different years. This data compilation was then visualized in a data map showcasing the annual

distribution of the number of references. By closely examining the development trend the deep learning scientific research can be categorized into three distinct stages: In the early stage the development stage and the current developing trend stage. These categorizations are based on the patterns and shifts observed in the annual distribution of references. This analysis provides valuable insights into the progression and evolution of deep learning research within the context.

## **APPLICATIONS OF ARTIFICIAL INTELLIGENCE TECHNOLOGY**

The role of student awareness and motivation of interest in learning high lighting how students often recognize their own and others' academic research abilities but may not reflect on their own limitations. It emphasizes that motivation driven by interest plays a crucial role in maintaining learning behavior with specific academic goals. Personal interests and development along with cognitive provisions and external factors further contribute to students' engagement in learning (Guo *et al.*, 2019). In the era of artificial intelligence students are increasingly adopting two learning strategies seeking help managing time and environment and choosing to learn with a small partner particularly among students at lower school levels. The AI era has led to biased online learning that focuses on learning innovation offering more avenues for seeking help and facilitating students' management of their time and environment. Compared to simple response reporting the AI era stimulates students to select higher quality learning strategies in online learning. The research focus in the field of deep learning is primarily on educational science research with a strong emphasis on instructional design. Some scholars argue that deep learning involves guiding students through a meaningful and engaging cognitive learning process during specialized sessions with their teacher.

Consequently teachers' plans play a crucial role in achieving deep learning objectives (Gao *et al.*, 2020). Curriculum design is a key component in guiding students towards deeper learning and classroom activities are an essential element in implementing instructional design. Our educational research focuses on innovative classroom teaching models such as flipped lessons and blended teaching to achieve deep learning. Through the reinvention of curriculum design and using the new AI technology educational application deep learning can be accomplished in the classroom. The integration of science technology and education has greatly influenced productive activities becoming a key driver for advancement in these fields. Artificial intelligence technology plays a critical role in deep learning by fostering learner interest and motivation facilitating the integration of new and

existing knowledge and promoting interdisciplinary and contextual understanding (Liu *et al.*, 2022). It enables the transfer of internal relationships and external expansion while mitigating learners' reliance on cognitive strategies. However current curricula often prioritize surface level learning over-looking the potential of deep learning. To address this deep learning aims to surpass superficial knowledge and encourage students to explore research topics develop a comprehensive understanding, and engage in critical thinking (Sun *et al.*, 2021). While artificial intelligence and deep learning techniques have been incorporated into university classrooms their application is still in the early stages and lacks a well-defined frame work.

### **METHODOLOGY OF EXPERIMENTAL VALIDATION**

At the First step the experimental method used a combination of quantitative and qualitative analysis (Wu, 2020) to gain a comprehensive understanding of the relevance and effectiveness of the multimedia multi modal independent learning model design on students' comprehensive abilities in courses based on the reliability analysis of the evaluation scale for the Artificial Intelligence Experimental Course using Cronbach's alpha coefficient. The implementation of the multimedia multi-modal independent learning model will significantly enhance students' comprehensive abilities. The hypothesis serves as the foundational premise driving study and aim to empirically validate this hypothesis. In the pursuit of empirical evidence to either support employed a combination of quantitative and qualitative analysis techniques including the application of a t-test to rigorously assess the model's impact on student performance. In this study a combination of quantitative and qualitative analysis techniques to gain understanding of the impact of the multimedia multi-modal independent learning model on students' comprehensive abilities in colleges. Quantitative analysis was utilized to assess the numerical data while qualitative analysis was applied to gain insights from non-numeric data. The quantitative analysis involved various data collection methods including pre- and post-experiment assessments of student performance through standardized examinations and surveys. In addition to quantitative data collected qualitative data through interviews open ended survey questions and observations. Qualitative analysis was used to extract valuable insights from the narratives opinions, and experiences of the participants. It conducted thematic analysis to identify recurring themes and patterns in the qualitative data which enriched our understanding of the factors contributing to the observed results. This shows that

there was no significant difference between the experimental and control groups before the experiment indicating that the starting point of students in both groups was similar. After one year of using the multimedia multi modal university independent learning model in three classes of the experimental group students in six classes took the university final exam. Statistical analysis was conducted on the exam results of the two sample groups. By employing both quantitative and qualitative analysis techniques we aimed to provide a comprehensive assessment of the effectiveness of the multimedia multi-modal independent learning model in enhancing students' comprehensive abilities not only by examining statistical differences but also by delving into the qualitative aspects of the learning experience and its impact on student outcomes.

### **DEEP LEARNING ALGORITHMS**

At the second step we have harnessed the power of deep learning algorithms to introduce innovative models for assessing the impact of the multimedia multi-modal independent learning model on students' comprehensive abilities in higher education. Deep learning's capacity to uncover complex data patterns and relationships automatically extract relevant features and its scalability in handling large educational datasets makes it a vital tool. Additionally its track record of achieving state-of-the-art performance in education as well as the option for efficient transfer learning from pre-trained models enhances our ability to introduce new models. The availability of extensive resources for deep learning simplifies their implementation aligning with the specific demands of our research to enrich our understanding of educational dynamics.

### **INSTRUCTIONAL DESIGN FOR DEEP LEARNING**

To determine the similarity of high-frequency key words were used SPSS to generate a similarity matrix. The matrix indicates the relationships between different key words and provides an initial understanding of the analysis perspective of the current deep learning. To better demonstrate the relevance of other key words to deep learning were ranked the dissimilarity matrix from near to far (Wu and Zu, 2019). As shown in the research related to deep learning are ranked in order of core literacy to artificial intelligence and reflecting the current domestic research that focuses on deep learning from the perspective of core literacy. Some researchers have also explored micro perspectives of deep learning such as flipped classes shallow learning advanced thinking learning assessment and teaching strategies which have some relevance to the literature.

## **DEEP LEARNING BASED TEACHING MODEL FOR CLASS ROOM**

The study explained the intelligent classroom teaching model for learning teaching is constructed from the perspective of deep learning. This teaching model comprises three main modules smart classroom teaching objectives smart classroom teaching activities and smart classroom teaching evaluation. The model is designed to promote deep learning and ensure that students are fully engaged in the learning process. Using intelligent classroom teaching objectives activities and evaluation the model provides a frame work for effective teaching and learning in the modern classroom. The model has four main components and plays a crucial role in achieving the objectives of the model. The smart classroom teaching model also encourages publishing resources and providing preview feedback. Overall the smart classroom teaching model is a comprehensive approach that leverages artificial intelligence and deep learning techniques to enhance the teaching process. By providing teachers with a framework that focuses on multiple factors such as teaching objectives activities evaluations and deep process knowledge this model can facilitate more effective teaching and learning experiences. The approach to reforming the blended teaching system is to analyse its effectiveness in the context of big data a series of statistical analysis samples were taken using questionnaires and sample testing methods. First time an intelligent evaluation index system for the effectiveness of the integrated teaching management system of university competition was established (Wang and Ma, 2020).

## **ARTIFICIAL INTELLIGENCE LEARNING MODEL**

The artificial intelligence learning system comprises artificial intelligence assessment exclusive agent teaching content online live platform and learning data analysis. This explains that HAD (Human + AI + Data) teaching mode incorporates a comprehensive artificial intelligence technology teaching method. In this approach students are provided with pre-reading materials and matching teaching videos through a platform before the classroom instruction. In the classroom knowledge is systematically taught and students are engaged in intellectual training. The students' learning status is regularly assessed through unit tests and their progress is monitored in real-time. Any learning problems encountered by the students are addressed appropriately. This teaching model allows for effective learning both inside and outside the classroom (Wang and Ma, 2020).

## **T-TEST RESULTS OF EXPERIMENT**

This study used the experimental method used a combination of quantitative and qualitative analysis Our qualitative analysis revealed valuable insights into the



experiences and perceptions of students participating in the multimedia multi-modal independent learning model. Through interviews open-ended survey responses and observations were identified recurring themes and patterns in the qualitative data. Students consistently reported a sense of engagement with the multi-modal approach citing increased motivation and interactivity as key factors. Furthermore the model facilitated personalized learning experiences allowing students to tailor their approach to their individual preferences and needs. Qualitative findings suggest that the multimedia multi-modal independent learning model not only enhances academic performance but also fosters a deeper connection to the learning process creating a more enriching and dynamic educational environment. The results indicate that there was a significant difference between the two groups in terms of learning teaching proficiency test scores after the experiment with the experimental group scoring higher than the control group. This suggests that the multimedia multi-modal independent learning model design used in the experimental group was effective in improving students' proficiency.

The findings of this study carry significant practical and theoretical implications. In practical terms the proposed model for grading and awarding classifications through artificial intelligence presents a valuable tool for educational institutions and instructors. It streamlines the review process saving time and resources and provides students with faster more consistent feedback thereby enhancing the overall educational experience. Moreover the recognition of active learning's effectiveness in the rotating classroom setting has practical implications for educators. It suggests that institutions should consider implementing more active learning strategies to mitigate issues such as lack of interaction in higher education thus improving the quality of education. Additionally the incorporation of information technology for deep learning within the classroom environment holds promise for both students and instructors.

## **DISCUSSION**

Our study demonstrates that the multimedia multi-modal independent learning model significantly enhances students' comprehensive abilities particularly in terms of learning teaching proficiency. Quantitative data shows that no initial difference in proficiency but after implementing the model the experimental group performed good than the control group. This quantitative shift aligns with qualitative insights revealing increased student engagement and motivation in the experimental group. Together these findings strongly support and emphasize the model's effectiveness in elevating proficiency and fostering an engaging learning environment. In addition to

our quantitative and qualitative findings the outcomes presented further substantiate the impact of the multimedia multi-modal independent learning model on students' comprehensive abilities. This presents the results of the reliability analysis for the teaching evaluation scale of artificial intelligence laboratory course. This shows three dimensions: teaching content evaluation, satisfaction with teaching aids and student suggestions. Each dimension has a different number of items and the Cronbach's alpha coefficient is used to measure the internal consistency reliability of each dimension. The Cronbach's alpha coefficient ranges from 0 to 2 with higher values indicating greater internal consistency. The finding reveals that teaching content evaluation dimension has five items and a Cronbach's alpha of (0.735) indicating a satisfactory level of internal consistency. Similarly, the Satisfaction with Teaching Aids dimension featuring four items and a Cronbach's alpha of (0.685) indicating an acceptable level of internal consistency. The student suggestions dimension consisting of three items and a Cronbach's alpha of (0.656) respectively. These results collectively underscore the good internal consistency. Overall the teaching evaluation scale of the artificial intelligence laboratory course has good internal consistency reliability of the teaching evaluation scale lending further support to hypothesis that the multimedia multi-modal independent learning model enhances students' comprehensive abilities in the context of the artificial intelligence laboratory course. The application of information technology in classroom teaching and learning needs to take the teaching purpose as the starting point and promote the generation of deep learning as the main goal seamlessly integrating information technology into the classroom teaching and learning. With the strong support of information technology students are liberated from the process of closed independent and dull learning and can shift to deep learning that is open to the outside world independent and promotes understanding (Qaisur, 2023).

The key to educational reform lies in the innovation of teaching modes. Therefore to provide practical and effective feasible solutions for cultivating everyday application abilities as per our model the blended teaching approach of the intelligent teaching platform divides the teaching content into pre-class post-class and in-class sections allowing for better interaction and deep learning between teachers and students during class time. It exercises students' analytical evaluative and creative abilities. These suggestions are in line with (Castro, 2019) and (Shen and Chang, 2023). This enhances students' cognitive abilities cooperative skills and innovation capabilities meeting the requirements for key competencies in foreign language courses in the new era and promoting classroom teaching reform more

effectively. Teachers play a leading role in educational reform they are the crucial factor in teaching reform. The result concluded that by utilizing abundant online resources and intelligent tools teachers not only supplement students' professional background knowledge but also enhance their own professional knowledge and information technology literacy. These results are closely aligned with (Ikpeze and Boyd, 2007). In the context of blended learning teachers transition between multiple roles they are not only evaluators of teaching effectiveness but also interpreters of teaching objectives designers of teaching content implementers of teaching environments and integrators and analyzers of teaching data. The flexible and diverse teaching approaches in blended learning not only serve as an important way to enhance teachers' teaching abilities but also provide intrinsic motivation for their innovative development. In addition to achieve better teaching results in education learning activities need to be integrated into every aspect of the curriculum effectively stimulating students' initiative in learning (Parvin and Salam, 2015). Based on the intelligent teaching platform teachers can monitor students' independent learning status and learning outcomes before and after class in real-time. They can analyze diagnose integrate and summarize the learning data collected by the platform thus understanding students' learning progress and needs. This approach allows for individualized instruction based on students' characteristics achieving dynamic comprehensive evaluation throughout the learning process combined with summative assessment and promoting the shift from passive learning to active learning. The competition based teaching mode focuses on quality education and integrates classroom teaching and learning network resources (Qaisur, 2022). A comprehensive teaching system is established to enhance the quality education level of competition culture education. In the teaching process the integrated teaching system of competition teaching is utilized the interactive teaching service platform is built the integrated information management teaching method is selected and micro-courses' diverse teaching network resources are integrated. Teaching with the aid of multimedia systems facilitates the direct representation of basic knowledge, such as words and language structures in translation teaching (Hai *et al.*, 2020; Orzhel, 2020). Therefore teachers should use multimedia systems to enhance their teaching methods during classes fostering an engaging and challenging classroom environment. Teachers can also demonstrate translation techniques using classic films which can play an important role in translation teaching. Integration of valuable linked course content would help learners to think deeply. Students can build knowledge by connecting independent knowledge strengthening the relationships between knowledge points

and integrating learned knowledge based on cognitive strategies. Creation of concrete learning situations would promote deeper learning experiences for learners. Constructive learning training focuses on using work experience in a specific environment (Qaisur, 2023).

## CONCLUSION

To effectively grade and award classifications this study proposes a new model based on the application of artificial intelligence. The linear parameter information combination approach is used to collect segmentation data information and dissect the main features. Then the classical soft clustering method is employed to complete the optimal control of semantic information for the identification of the main parameters of the review of the assisted segmentation and artificial intelligence techniques are used to design the review data management system of the program assisted segmentation. While this study represents a novel model for grading and awarding classifications based on artificial intelligence it is essential to acknowledge certain limitations in the research. The real world applicability and the proposed model may vary and further testing in diverse settings is needed to validate its effectiveness. The generalizability of our findings may be limited due to the specific data used and the nature of the segmentation tasks. The model's performance could be influenced by factors such as the quality and quantity of training data. Additionally acknowledge of the soft clustering approach used in this research while effective in our context may not be universally applicable and may require adaptation for different types of data. Finally the study does not address the ethical implications of employing artificial intelligence in the educational setting which is an important aspect that should be considered in future research. These limitations provide valuable insights for potential areas of improvement and further investigation in the application of artificial intelligence in education.

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## PORTRAYAL OF DALIT WOMEN IN BENGAL: KALYANI THAKUR CHARAL'S *CHANDALINIR BIBRITI*

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### ABSTRACT

*Dalits are always oppressed and tortured directly or indirectly in every aspect of life. Dalit women face more discrimination as with color, caste and creed it adds gender inequality. Many Dalit poets, novelists and writers showcase this miserable scenario of India. Kalyani Thakur Charal is a new age Bengali Dalit woman writer who tearlessly protests against all sorts of discrimination through her literature. Reorienting and understanding the situation of Dalit women in Bengal is a critical perception of study. This paper deals with portrayal of actual scenario Dalit women in various contexts like, educational discrimination, working women problems, class and caste conflicts, gender-based discrimination through the lens of Charal's Chandalinir Bibriti [Statement of Chandalini]. For that I am following Content Analysis method. In content analysis, I quantify and analyze the situation of Dalit women, social nomenclature of Dalits and its relationships with education, polity, economy and culture.*

**Keywords:** *Dalit women, Kalyani Thakur Charal, Chandalinir Bibriti, Bengal*

### Introduction

As a poet Kalyani Thakur Charal exhibits her sharp writing on Dalit feminism and Dalit women's movements in Bengal has shaken the system repeatedly. Charal wrote numerous poetry collections, story collections, essay collection, novel and edited books and magazines. *Chandalinir Bibriti [Statement of Chandalini]* is the compilation of her essays. In this book she accommodated seven independent articles, mostly based on casteism, Dalit women, Dalit leader and so on. But some of them deal with topic not related to Dalit, like *Samassa- Astana (Problem-Shelter)*. This is totally related to how a woman has to combat to the society to get a shelter in Kolkata. It is mainly showcase the struggle of a lady in a hostel. But other

than this all are not associated to casteism or Dalits or Namasudras or related issues. Four articles are absolutely or partially related to Dalits or Dalit women. The book is in Bengali language. So I consider the essays in its original language and translate into English whenever necessary. Here I try to understand the status of Dalit women through four articles of *Chandalinir Bibriti*. Those are—

- Nari-Pragati o Guruchand [Women Development and Guruchand]
- Namasudra Meyeder Samajik Abasthan [Social Status of Namasudra Women]
- Matua Darshan o Ajker Rajniti [Matua Philosophy and Today's Politics]
- Narir Adhikar Pratisthapne Ambedkar o Goutam Buddhho [Ambedkar and Goutam Buddha in implementation of Women's Rights]

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

Analysis of the data refers to breaking up the full data into its constituent part and exports the data as per research in it. Interpretation of the result follows the analysis of data. It calls for careful logical discussion as well as personal reflection, comparison and suggestion of the result of data analysis.

### **Article-1: Nari-Pragati o Guruchand [Women Development and Guruchand]**

**Analysis of article:** Before get into this article we have to make a brief overview about *Guruchand*. *Guruchand Thakur* (1846-1937) was an Indian reformer who works for the upliftment of the untouchable peoples in Indian society. He leads the Matua sect of Hindus after the death of his father *Harichand Thakur*. Under his strong leadership, the Matua section achieved a major organizational push and started the Namasudra protest movement (also known as the Matua Movement or Namashudra Movement) in 1872. In this article Charal focused on how *Guruchand Thakur* took a strong stand for the upliftment of Dalit women in nineteenth century. But when we get into the article, in the introductory section Charal Shows her regret by saying, “...পিছিয়ে পড়া দলিত মানুষের পথ নির্দেশক গুরুদাঁদ ঠাকুরের জন্মের দেড়শ বছর পরে তাঁর মূল্যায়ণে বসেছে আরও কিছু দলিত মানুষ। আশ্চর্যের বিষয় গুরুদাঁদ ঠাকুরের উল্লেখ উদার (!) বাংলা সাহিত্যের কোন পাতাতেই নেই। ব্যতিক্রমী দু'একজন লেখক পাওয়া গেলেও আজও কোন পুস্তক বা পত্রিকা রাজী নয় তাদের কাগজে গুরুদাঁদের জন্য সূচাগ্র জায়গা ছেড়ে দিতে” (2012) which I try to translate as follows—

*“After 150 years after the birth of Guruchand Thakur, the pathfinder of the backward Dalit people, some other Dalit people are there to dicuss about him. Surprisingly Guruchand Thakur is not mentioned in any page of generous Bengali literature. Although a couple of exceptional writers have been found to give*

*importance to him, but no book or magazine is willing to leave a little space for Guruchand in their paper even today”.*

In the article Charal mentioned that high school for Dalits had been established by the effort of Guruchand in 1908. She also emphasized how Thakur played a significant role in establishment of educational institutions, the spread of women’s education, the practice of widow marriage, and the revision of the 1911 census report. After 1901, widow-marriage became common among Dalit people under the initiative of him. In 1911 census report Namashudras are referred to as ‘Chandals’. In this regard Thakur took advice of Australian missionary C. S. Bheed who then promised to cooperate in revising the census report instead of widow-marriage. Vidhu Chowdhury, Devichad Gosai and Gopal Sadhu helped him in this matter.

Next Charal mentioned about Thakur’s contribution in women education where she profoundly praised his noteworthy initiative for women education. She said, “Guruchand’s efforts for women’s education are incomparable. Girls were brought to marshy land by boat. Not only the education of women but also the establishment of English schools for boys was part of his work. The people of the remote villages have been able to become educated people today because of the actions of that legend for Dalit people” (translated by me, 2012). Charal also criticized the then higher castes’ polygamous marriage system by saying, “...the polygamy of the aristocratic society was eroding the status of Hindu women”. She considers herself blessed as she belonged to Guruchand’s community and she proudly mentioned that Guruchand is against polygamy by citing his lines which advocate monogamy—

“এক নারী ব্রহ্মচারী”

or,

“নিজ নারী ভিন্ন অন্য নারীতে গমন।

মহাপাপী ব্যভিচারী সেই একজন॥”

If we try to analyze the above lines then we get a wholesome understanding about Guruchand’s opinion where he remarked if a man is intimate more than one woman he commits a sin which is not advisable. Charal also praised the leader’s ideology about women. His point of view put forward by writer as a hundred years ago, Guruchand said that the beauty of a woman is not in shame but in bravery, which is the feminist slogan in today’s progressive society. People of all classes of society need to know that people can think modernly without being educated in the so-called modern education system. She concluded her article with a prose of

Guruchand which mainly explain how Thakur thinks about the betterment of women in Dalit community.

**Interpretation of article:** Understanding the time period (a hundred years ago) is crucial. Gender roles were likely more rigid then. His views might have been progressive for his time. The writer might be interpreting or emphasizing certain aspects of Guruchand's ideology. Guruchand seems to believe in monogamy. Being intimate with more than one woman is considered a sin. Guruchand emphasizes the importance of a woman's inner strength and bravery, not just physical beauty. This resonates with modern feminist ideals that value women beyond their appearance.

## **Article-2: Namasudra Meyeder Samajik Abasthan [Social Status of Namasudra Women]**

**Analysis of article:** This article totally aligns with Dalit women empowerment as this topic is focused on social position of Dalit women. Charal here advocated that the first invention of civilization i.e. agriculture started with in hands of Dalit women. But she also gives evidences in favor of her statement from fables. She mentioned that in early ages there is matriarchal society in various countries all over the world like, ancient Rome, China, Tibet and Africa etc. She provides numerous example of interesting fact of matriarchal society in different communities. Like, in the southern region of China, there was a community called *Su-Mu*, among them the queen was the ultimate power. Queen's daughter will be queen. *Pandit Granet* claimed that there was a matriarchal society in ancient China. In Africa, Agonna, Luttka and Ubera, etc. was seen, especially among the backward people, who had no king. Queen's rule was still strong among them. In ancient Egypt, brother-sister marriage is an example of the how to grab queen's property. The matriarchal society still exists among the *Khasias* all over the world. However, the right of their property is given to the nephew instead of the son. In the case of the Romans, the father-in-law's property is given to the son-in-law instead of the son.

After discussing all the evidences of matriarchal society, Charal comments that ancient Indian civilization like *Harappa-Mohenjodaro* civilization was matriarchal. But after Arya invasion and Muslim invasion, women were pushed inside and many of their freedoms were taken away which helped to shift society to patriarch. After this elaborate introductory session Charal tried to narrow down her discussion on Dalit women. As we discussed in the previous article i.e. *Nari-Pragati o Guruchand* about the Census report of 1911 where we are abreast of how Namasudra name had been given to the Chandal. Guruchand took initiatives to change this which discussed

previous article. However, Charal didn't appreciate this move which can be clear by her statement (2012),

*"If there were Chandal or Charal, what was the loss because there was no change in the situation of them?... Perhaps if they termed as Charal, I could think of Hari, Dom, Muchi, Methor as my own people"* (translated by me).

Charal exposed forgery of so-called progressive minded *Annadashankar Roy* by quoting an incident as stated by Roy in *Anadadabazar Patrika*. Roy wrote, "নমঃশূদ্রা প্রকাশ্যেই বিদ্রোহী বা বিক্ষুব্ধ। দাঙ্গার সময় একজন তাদের সাহায্য চাইতে গেলে তারা প্রশ্ন করেন 'বেটির বিয়া দিবা'" (quoted by Charal, 2012). I translate this as follows—

"Namashudras are openly rebellious or angry. When one goes to seek their help during the riots, they ask if he allow marrying their daughter". Charal justified why the Namasudras said so. "In this case, it is necessary to remember that the help seekers of that era did not trample on the shadow of Namashudras but used them during riots" (translated by me).

In this article writer mentioned that Guruchand Thakur established *Santi Satyabhasa M.I. Girls School* for Namasudra Girls' education. In that pre independent period there was a women society for Dalit women in *Orakandi* (birthplace of Guruchand). The members of the society as per writer were *Shefali Biswas, Santosh Kumari Talukdar, Bina Samaddar, D. Swarnalata Hazar, Binapani Thakur, Manjulika Mallick, Hemaprabha Samaddar, Rabiprabha Sarkar* etc. Charal is more sympathetic towards the illiterate self-educated women "whose time has passed to give birth to children". She is more interested in talking about them. For that she chooses to describe various Puja festivals like *Kulo Namano, Subho Chandi pujo* and *Hachra pujo* which is celebrated by Namasudra women. There are specific rituals, methods and procedure of these pujas. All are emancipated by writer. We are not diving in detail discussion about that.

She also gives an overview of post independent Dalit women empowerment with the help of Motua religion. I try to quote as intact as Charal remarked, "In 1975-76, Santhosh Thakur, son of Vijay krishna Thakur, established the first Women's Matua Sangha in the house of Krishna Chandra Thakur. The women of this organization recite Harishava and Harililamrita at each home every wednesday. At the time, Santosh Thakur used to give advice on how girls can progress further. They themselves used to play Jaidanka and perform Matua song. Earlier it was forbidden for girls to play Jaidanka and no one should sing it in public. One of the women was brahmin and the rest were Namashudras. They are Nivarani (Brahmin), Subha Thakur, Usharani Biswas, Haridasi Sikdar, Kaushalya Adhikari, Renuka Thakur,

Geeta Mandal, Savitri Bakshi, Subhasini Biswas, Prabhati Thakur and Bela Thakur” (translated by me). We can get a clear idea how they are getting empowered in that societal downshift. But she regretted that after partition the economical and social security had been compromised. A part of them work as Jhee or household helper in various houses and a part sells vegetables in the city and suburbs. She point out why their social degradation happened which are summarized by me as follows-

- Dowry system
- Female feticide
- Selling girls outside Bengal. Some of them are going to brothels.

But she doesn't end to despair but to the light of hope where she has mentioned that some Dalit women came to the field of education and literature like, *Susama Maitra Sarkar*, *Kiranmanyi Talukdar*, *Bina Roy Sarkar*, *Manju Bala* and *Jharna Haldar* etc.

**Interpretation of article:** While the writer seems more interested in self-educated women who raised children, it's important to acknowledge the societal pressures of that time. Charal describes various pujas like Kulo Namano, Subho Chandi, and Hachra practiced by Namasudra women. Understanding these rituals could offer insights into their cultural identity and traditions. The establishment of the Women's Matua Sangha in 1975-76 marks a significant step towards empowerment. This group engaged in religious activities and discussions on girls' progress, fostering a sense of community and support. Breaking traditions like allowing girls to play Jaidanka demonstrates a push for change.

### **Article-3: Matua Darshan o Ajker Rajniti [Matua Philosophy and Today's Politics]**

**Analysis of article:** Here we can get a new philosophical thought i.e. Matua Philosophy which is introduced and popularized by *Harichand* and *Guruchand Thakur*. Now the question arises is there any relevance with Dalit women? The answer is Dalit women are mostly follower of Matua religion that discussed in the *Nari-Pragati o Guruchand* [Women Development and Guruchand]. So we cannot ignore Matua religion as it is aligned topic. A brief introduction about Matua Philosophy was given by Charal in the article as—

*“The Realism of Motua philosophy has social and political connections. It can be observed that religion is closely connected with politics all over the world. It is difficult to find a state leader who has not used religion as a tool in running the*

state, either directly or indirectly. Matua religion is no exception” (translated by me).

But the basic understanding is not completed if we ignore the history of Matua. As per writer, Matua religion was emaciated against the Hinduism. Let's clear this with the help of Charal as she said the emergence of Matua religion, which had acted as a contrary religion to Hinduism, would become clear only if we put some light on the Matua literature. *Ramakanta Bairagi*, a Namasudra of *Mukhdoba* village used to worship *Vasudeva*. To oppose this worship of untouchable, the gesture of Brahmins is clearly depicted in '*Sri Sri Hari Lalamrita*'. She cited a poem from the above mentioned epic which can make the clear attitude of Brahmin to a Dalit.

“একদিন গ্রামবাসী বিপ্র একজন।  
বাসুদেব ভোগরাগ করিল দর্শন।।  
ক্রোধ করি বলে বিপ্র, “এ কোন বিচার”।  
শূদ্রের কি আছে অন্নভোগ অধিকার?  
শূদ্র হয়ে বাসুদেবে অন্ন দিলি রাঁধি।  
কোথায় শুনিলি বেটা এমত অবিধি।।  
হায় রে বৈরাগী তোর এত অকল্যাণ।  
শূদ্র হয়ে হ'বি নাকি ব্রাহ্মণ সমান।।  
ব্রাহ্মণ কহিল গিয়া ব্রাহ্মণ সকলে।  
শুনিয়া ব্রাহ্মণ সব ক্রোধে উঠে জ্বলে।”

However, this is a poem so I can't translate as it is that will destroy the essence of what Charal intends to present. So I try to summarize the incident as a story like, one day a Brahmin saw a Sudra was cooking bhog for Vasudeva. He ridiculed him by saying he had no right to cook for god as he was from the lower caste.

Charal has significant perception on how Matua was influenced by Buddhism. She said, “kavirasaraj Tarak chandra described that Matua Religion is follower of Buddhism by stating this religion is against Casteism and free from Hinduism” (translated by me). She also quoted a poem from '*Sri Sri Harililamriya*' about communism of Buddha where they praised Buddha to follow beyond caste. She also mentioned some point from *Tripitaka* where Buddha follows equality in humanity. She thought Matua religion help to establish a community against Brahminsiam. She said, “Matuas are mainly farmers, fishermen, bargadars, rickshaw pullers, vegetable vendors, laborers, flower sellers, servants, in a sense they are all more or less laborers or slaves. And there is no need to explain that the dictatorship of these workers has not been established in this country and most of them are unorganized workers. Compared to that, the Matua in religion is much organized by the Sangha introduced by Guruchand. So, instead of subservience to Brahminist political

parties, Dalit empowerment with their self-identity will be the establishment of Matua ideals in the real sense” (translated by me).

Then Charal provides an incident from ‘*Sri Sri Guruchand Charit*’ which showcases how higher caste Brahmin treat Dalits. The incident is like; Guruchand took help of *Girish Bose*, a Kayastha businessman, for establishment of school and hospital. But that school was moved due to the conspiracy of Brahmin, to Tukra village where the Brahmin lived. They believed if they (Dalits) learn, their eyes will be opened. So, it is better to leave them uneducated but give them health. Charal here sarcastically ridicule the mindset of higher caste Brahmin who let not the Dalits get educated so they become aware of their rights. To get that understanding she quotes poems again which beautifully depicted the incident from ‘*Sri Sri Guruchand Charit*’.

Charal illustrated the identity crisis of Dalit people when *Citizenship Amendment Act (CAA)* in 2003 was in action. She showcased how lower castes’ demand was neglected by the political power of parliament. She tried to portray that event as intact as possible. “The Matua Mahasangha and Udvastu Sangram Samiti organized a hunger strike on December 15-21, 2004 with 21 members to oppose the bill in winter session of the Parliament; the aim was to enact a black law to prevent Indian voters from being harassed for thirty years. The strike was held because the forty-two Bengali MPs from West Bengal, who had unhesitatingly agreed to the bill, introduced an opposition bill from the state before it became law” (translated by me). This makes a clear idea about political parties’ attitude towards Dalit people. She cleared this with her statement, “This problem is the issue of caste crisis of Dalits, the upper caste leaders do not even think of them as Bengalis, because these refugees are all lower caste Bengalis”. So it is obvious that powerful political parties try to deviate Dalits from their movement. To stop this movement, Matuas were advised “Why are you connecting politics in religious organization, we are giving money to build temples” (quoted by Charal, 2012). Not only the trend of the political movement of the Matuas was reversed but also the Brahminical political parties continued to provoke them to mislead the Dalits. The Matuas withdrew from the original movement undermining the interests of the larger population. Writer expressed her disappointment as no attempt was made till today to amend CAA (2003) by progressive Bengali MPs or brahmanist politicians or even intellectuals. She even expressed her apprehension that if this problem is not resolved soon the fate of large number of Matuas or refugee Bengalis would be overthrown. From this



section, we can make a transparent judgment that Charal is conscious about the politics of Matuas in regional sect.

In addition to these, various other factors are included in this article which are like why it is important to have Dalit leaders in parliament, why development is neglected in Dalit dominated areas, why refugee problem was not intended to resolve, why Guruchand and Harichand was not given importance in the history. She said, “These upper caste leaders created the crisis of the refugees and the Matuas and became the object of hatred of the leaders of other states across India, because the Matuas’ vocalization of the acute crisis woke up the rulers. They started throwing biscuits. Why is there no road, no educational center, no stadium named after Guruchand Harichand? Why two hundred years of these two people do not find a place in history? Even if these things happen in the name of them, will the education, health and economy of the people of the Dalit-dominated areas not improve? If they talk about development, they will be jailed as traitors, anti-national, if the Matuas do not start a fight for self-esteem and are satisfied with biscuits, then these upper caste rulers will continue their rule for some more time” (translated by me). So it is facile to assume in which direction Charal is indicating the Dalits to move. From that perspective it is vital to understand Charal’s ideology as a Dalit woman.

She tried to awake the Dalits, “If the Matua Mahasanhā is satisfied with small gifts instead of its real demands; is incapable of representing the entire Dalit community and the Matua Dalits today are led by Brahminical politicians, it will not only deviate from the path shown by Guruchand but will also be unable to represent Dalits especially the Namashudra community”. Charal make her standpoint very transpicuous that Matuas should aware of Politics. She farm her voice by appreciating lines of Guruchand,

“আইন সভায় যাও,  
আমি বলি রাজা হও।”

This means Thakur is saying to all Matuas to take active part in politics so if they get the power that can change the fate of his Dalit alleles. Moreover, she concludes by shaking her Dalits people up, “Why don’t you come and take the lead to rescue these fallen people? Even today we need people of other castes to take them up, whose eyes are on the Raj Masanad to resist the Dalits. ... We don’t feel shame. The exploitation strategy of progressive Bengalis is different. Again and again we step into that trap. They point out fingers at the underdevelopment of Bihar, Uttar Pradesh because Dalits are ruling there. We can’t see Amlashol, Lalgarh, Singur,

Nandigram and Sundarbans. Marichjhappi's blood has dried up. So Motua refugees forget about the actions of the government. Step into their temptation again. Those who bring back thousands of refugees and shoot them freely. By making them refugees again and again, by making them uneducated, by throwing new problems, by distinguishing them, by creating group conflicts, by blocking their way forward, new strategies of exploitation. If the Matuas step into their temptation, they suffer greatly. The battle for self-esteem is just beginning. A small awakening has begun" (translated by me). So from the above diatribe it is very clear the flout of Charal towards the political ramifications.

**Interpretation of article:** This excerpt sheds light on Charal's view of the political dimensions of Matua philosophy. Charal argues that Motua religion emerged in opposition to the caste discrimination faced by Namasudra community within Hinduism. Brahminical dominance restricted their right to worship and education. She suggests Matua philosophy finds inspiration in Buddhist ideals of equality and freedom from caste. Charal highlights the role of the 'Sangha' introduced by Guruchand in uniting the Matua community. She emphasizes the importance of political participation for achieving self-identity and social justice. Charal criticizes both Brahminical and progressive Bengali parties for manipulating and neglecting the Matua community's needs. She points out instances where political agendas sidelined the fight for citizenship rights (CAA) and proper development in Dalit-dominated areas. Charal advocates for strong Dalit leadership within the Matua Mahasangha to represent the community's true interests. She urges the Matua community to reject token gestures and fight for their rightful place in society. Charal emphasizes the importance of education and self-determination in achieving self-esteem. Overall, Charal presents a critical perspective on the political landscape surrounding the Matua community. She emphasizes the need for political awareness, self-organization, and a fight for social justice to overcome historical marginalization.

#### **Article-4: Narir Adhikar Pratisthapne Ambedkar o Goutam Buddho [Ambedkar and Goutam Buddha in implementation of Women's Rights]**

**Analysis of article:** As the name suggests this article is based on the how *Ambedkar* and *Goutam Buddha* took a significant role in shaping women's rights and empowerment. Like the other articles Charal illustrated her views on the real facts and findings, not on mythic stories. As we all know, *Babasaheb Ambedkar* was a socialist reformer of India who tearlessly work for women's empowerment, Dalit movement and most importantly the proponent of our constitution. So it is

unavoidable to overlook his contribution in shaping the nation's growth and development. His relentless efforts to build the self-esteem of the Dalit slave and laborer and to establish economic and social justice are undeniable. Instead of his great contribution Charal says with dolour, "But Babasaheb remained the God of Shudras only. The common people of this country and even civilized people were stingy in his assessment. He did not even reach the general public with his multifaceted character".

In the introductory part of the article she advocated how women took an omnipotent role in invention of agriculture, looms and house. If we minutely analyze this section we can find similarity with her '*Namasudra Meyeder Samajik Abasthan*' article where she identically showcased various matriarchal communities all over the world. As that was already discussed in the aforesaid article we don't get into in detail of this part.

Charal precise her objective, "The translation and brief discussion of Babasaheb's speeches on the implementation of women's rights at different times is the main topic of this article". To achieve the objective Charal took various speeches of Ambedkar as primary data source on women status and women rights like,

- The Rise and Fall of Hindu Woman, who are responsible for it?
- The Woman and Counter Revolution.
- The Position of women in Hinduism and Buddhism.

In the first essay, Ambedkar refuted the Buddha's perspiration about women with arguments. In this context he elaborated on the conversation between *Ananda* and *Buddha* from the *Mahaparinirvana Sutta* where it was seemed that Buddha was anti-woman. But Ambedkar discarded this view as he was skeptical that it was an addition by later monks. Charal added more evidence from Ambedkar's speech like, in the Buddhist era there was no difference between the rights of men and women. There was no barring women from meeting elders or attending religious discussions. Buddha's most revolutionary act is the right to give circumcision to women. He believed in equal rights for men and women. In Buddhism, the full right to enlightenment is obtained by gaining the right to women. This is the main platform for the all-round emancipation of the women's society, i.e. the women's revolution.

In the second article Charal manifested Ambedkar's thought about the status of women in Hindu texts. *Srutisutras* mentioned that they could chant Veda mantras and girls were taught Vedic mantras. Even provision of women's upanayana was

mentioned in *Atharvaveda* where they could marry after celibacy. *Panini's Ashtadhyayi* mentioned that after the Vedas, girls used to go to gurukul to become proficient in mimamsa by reading various sankhas. In *Patanjali's Mahabhasya*, girls used to teach Vedas to other girls. Women were openly discussing about religion, philosophy and mythology in that era. *Janaka-Sulva*, *Yajñabandha-Gargi* and *Shankaracha-Vidyadhari's debate* are indicating the position of women in pre-Manu India. It can be said undoubtedly that Indian women once occupied a higher status in society. But Ambedkar also said Manu had derogatory mindset about women. Regarding this he point out the rules of *Manu sanghita* which are given in the article by Charal to showcase the complicated status of women in India.

**Interpretation of article:** In this article, as I said earlier, there is tri-layer analysis of status of women. First is how Goutam Buddha and Hindu texts portray women that is analyzed by Ambedkar, second is how Charal analyzed Ambedkar's portrayal and the third is my analysis on Charal's interpretation on Ambedkar.

Ambedkar challenges the notion of Buddha being anti-women. He argues that restrictions placed on women might be later additions to Buddhist texts. Charal highlights Ambedkar's belief in equal rights for both genders in Buddhism, including access to religious discussions and enlightenment. Charal presents Ambedkar's perspective on the historical decline of women's status in Hinduism. Evidence is drawn from ancient texts like *Srutisutras*, *Atharvaveda*, and *Panini's Ashtadhyayi*, suggesting women's involvement in religious studies and education in earlier times. Debates involving women like *Gargi* and *Vidyadhari* further support this point. However, Ambedkar also criticizes *Manu Smriti* for its derogatory views on women, highlighting the complex and changing status of women in India.

## Conclusion

Bengal society has traditionally been marked by Brahminical dominance in social, economic, cultural, political fields. Here casteism has been somewhat subtle in comparison to that in other regions of the country. Yet its presence can hardly be denied on close personal it will be seen that as in many other fields, the literary field in Bengal has been entirely dominated by upper caste Hindus, Almost all prominent authors be they fiction or non-fiction writers have come from the upper caste just as presentation language and overall perception have been govern by Hindu upper-caste elite ethos. But in case of dalit women the discrimination was not the same as compared to men. Paik in her book *Dalit Women's Education in Modern India: Double Discrimination* manifested the struggle of Dalit women in one arena i.e. caste based discrimination in interconnected social, cultural and political questions

and other is gender based discrimination in their domestic work, public employment, marriage, sexuality, and child bearing and rearing. In this context we can quote *Manohar Mouli Biswas* (2017) —

*“Dalit women are compelled to undergo two kinds of marginalization at a time, one is due to their birth in lower castes and the other one is the sex/gender marginalization. Naturally they are marginalized doubly and it is related to their birth. Unfortunately none has his or her own control as per the choice of his or her birth is concerned”.*

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## CONTRIBUTION OF MAHATMA GANDHI ON SOCIAL PHENOMENON

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**ABSTRACT**

*The present century as a worthy successor to the 20<sup>th</sup> century continues to be an era of war and violence through the growth of science and Technology has reached an all time high. The problem of violence has become much more complex with highly destructive weapons based on latest technology and hence results in loss of life. Gandhiji is one of the greatest examples of non-violence the world has ever known. The doctrine of ahimsa or non-violence, was one of Gandhiji's core principles and ultimately involved active ceaseless love for all life. During the India's pre-independent struggle people experienced fierce violence. But Gandhiji used the weapon of Non-violence to resolve the conflict. To him 'Truth is God' and 'God is truth'. He regarded his own life as an experiment with truth. Gandhiji is more known as the emancipator and prophet in the arena of politics, social service and spiritual dynamics. He is one of the greatest teacher of mankind. Basic Education System was the important contribution of Mahatma Gandhi. His fight for untouchability is remarkable at that time. He also made efforts to win equal and respectable statues for women with male. Besides he was a champion of environmental preservation and protection of the nature.*

**Key words-** Non-violence, ahimsa, pre-independence, untouchability.

### INTRODUCTION:

Mahatma Gandhi was a great leader, a practical philosopher and a political reformer of Modern India. He was an ardent disciple of peace, truth and non-violence. To him 'truth is God' and 'God is Truth'. He regarded his own life as 'an experimental with truth'. Gandhiji is more known as the emancipator and prophet in the arena of politics, social service and spiritual dynamics. He is one of the greatest teacher of the mankind. According to Gandhiji, realization of truth is the ultimate goal of

human life. He advocated truth in all our personal and social dealings. Gandhiji believed in the human brotherhood and in the establishment of a universal community of free persons without artificial barrier of caste, creed, color, wealth and power. This community will be a “Spiritual Society” based on love, truth, justice and non-violence.

### **Philosophy of Gandhiji:**

Mahatma Gandhi's philosophical standing was product of Indian culture and his experiments with truth what he derived at home and abroad. His philosophical ideas and through were underpinned by the various kinds of school of philosophy or 'isms' – ancient Indian thoughts and religions, Swami Vivekananda, some Western Social reformers like Tolstoy, Ruskin, and his experiences with life both in South Africa and India. As such his manifold experiments with truth what he realized and practiced in his life can not be enveloped in any particular philosophical 'ism'. However, he is best called the father of 'Gandhism', a hybrid philosophy.

Gandhi placed full faith on man who, according to him is a being endowed with consciousness, reason, conscience, will, emotion and similar qualities and power which are the expressions of the spirit or soul present in him. Morality is for Gandhi, the very basis of life of man. He looks, morality is the essence of dharma and love (ahimsa) is the essence of morality, it is the nearest approach to God. Love in man is the Divine Law or God inherent in him.

Gandhi realized this truth what was observed in his insatiable love for mankind. Thus he was imbued by the idea that love without truth would be blind and narrow, truth without love would be a mere unrealized ideal. In dealing with all such things Gandhiji prescribed two steps – self analysis and self-purification and for discovering one's self. He advocated for practice of five cardinal virtues: ahimsa (harmlessness), Satya (truthfulness), asteya (non-stealing), brahmacharya (Chastity) and aparigraha (non-possession of unnecessary things).

### **Gandhiji's Objectives of Life:**

Gandhiji has a certain objective of life and all his action were ultimately determined by it. He was perhaps not all the time conscious of the fact that what he was saying and doing was meant to facilitate the fulfillment of that objective. Nevertheless the objective was there and he made mention of that on many occasions.

According to Gandhiji life is more fundamental and more thing, not permanent when we die this life does not become extinct. It continues to be there. Living is more concrete and it is the manifestation of life when it comes in conflict with the

material environments of this world. All may not agree with us when we make this distinction between life and living. But it serves a very useful purpose to bear this distinction in mind. Reading talking, learning, eating, drinking and all acts of consumption and production are acts of living.

The main objective of his life was realization of the self. That is the objective according to all religions preached by the greatest of all men namely prophets. Man has soul, mind and body. Mind and body are material while soul is non-materials. The mind of man is able to reason and think by borrowing consciousness from the soul. For the process of thinking and reasoning the awareness of the things that are thought about is necessary. If to realize our self we have to practice Karma Yoga, Bhakte Yoga or Gyam Yoga we automatically have to be good to others. Selfishness, cruelty to others, disregard for the well being of others and all such things are promoted by our attachment to the material things of this world. And so when we detach ourselves from such things we become selfless and automatically kind and helpful to others.

#### **Gandhi's ideas on Socialism:**

Gandhiji addressed the Delhi provincial political conference on July 2, 1947 and pointed towards Jayaprakash Narayan, said that he holds the reins of the Socialist Party. But he, too, was a socialist". According to Gandhiji Socialism is a beautiful world and so far he was aware in socialism, all the members of the society are equal – none low, none high. In the individual body, the head is not high because it is top of the body, nor are the soles of the feet low because they touch the earth. Even as members of the individual body are equal, so they are the members of society. This is called socialism. The prince and the peasant, the wealthy and the poor, the employer and the employee are all the same level.

In Indian society, he describes with no one rich or poor, 'no class conflict, no class struggle, where there is an equal distribution of the resources and the self-sufficient economy without any violence & exploitation. He stated that rich cannot accumulate wealth without the co-operation or exploitation of the poor, therefore if the poor does not cooperate with the rich the naturally mend their ways. In simple terms, Gandhian Socialism is not a complex term, it is based on the ideas of non-possession, trusteeship and unity of belongings of society. Gandhiji believed in democracy and socialism for developed and organizing a country guided by the moral and social values.



**Social Contributions of Mahatma Gandhi:**

- **Gandhiji and Non Violence:**

Gandhi is one of the greatest exemplars of non-violence the world has even known. The doctrine of ahimsa, or non-violence, was one of Gandhi's core principles and ultimately involved active ceaseless love for all life. During the India's pre-independent struggle people experienced fierce violence. Virtues of non-violence as preached and practiced by the Mahatma are relevant even today and can be used as a potent weapon against terrorism. Non-violence is the nucleus in Gandhi's idea.

A stipulated era of India's glorious history of freedom movement is addressed as the Gandhian Era. Mahatma Gandhi was quite successful to propagate the ideologies among the commoners. He extended this principle to make non-violent opposition a potent weapon. Gandhi gave a new dimension to ahimsa (Non-Violence) – an eternal, natural and the highest human value, in theory and practice. Gandhi is credited to have been the first person to show the efficacy of non-violence in mass social and political action. He looked upon non-violence.

Way of life and a method of action for Gandhi, non-violence is an active, pure and all timely value. Non-violence is the strongest weapon. It is not a weapon of the weak. It has no place for cowardice. It is an active force. Non-violence is impossible without bravery and courage. The courage of dying without killing. According to Gandhi, "Non-violence is the greatest force at the disposal of mankind. It is mightier than the mightiest weapon of destruction devised by the ingenuity of man

- **Idea on Basic Education :**

Mahatma Gandhi was more famous for his educational innovation, popularly called 'Basic Education'. According to Gandhiji by education, I mean all round drawing out of the best in child and man-body, mind and spirit'. His conception of education stands for harmonious development of all the aspects of human personality – intellectual, physical, moral, spiritual and so on basic education held by him as the education for all for building bases of life. Its philosophy and practices have socio-cultural, economic, pragmatic etc. perspectives.

All round development of man was the important aim of education to Gandhiji. Vocational training and efficiency is also one of the aims of education, which means, education must enable every individual to earn his living independently. Therefore, he emphasized on vocational education. He has given importance for character formation. He emphasized culture – its preservation and enhancement.

Gandhiji laid a great stress on the civilization of moral, spiritual, social, ethical and aesthetic values.

In basic education, curriculum constitutes practical activity like spinning, weaving, agriculture and a craft centered activity. No importance is given to text book. Gandhiji's approach was emphasized on health, cleanliness, play and citizenship, languages, Mathematics. Social studies, drawing, general science, home science, music, nature study, astronomy were other subjects. Importance is given for good handwriting. Learning was encouraged both by doing and experiencing. He thought that education is closely associate with the socio-economic development of the society.

- **Gandhiji's Perception of Women:**

While delving deep we can find a clear difference of treatment towards women between Gandhiji and other social reformer. The attitude taken by other social reformers and leaders, prior to Gandhi showcased a vulnerable image of Indian Women. Arrival of Gandhi, brought a new conception of women gradually gained independence. For Gandhi, women were not mere toys or dolls in the hands of men neither their competition. According to Gandhiji, "Intellectually, mentally and spiritually women is equivalent to a male and she a can participate in every activities". He also advocated in his writings and speeches that in many matter, especially those of tolerance, patience, and sacrifice the women are superior to male.

According to Mahatma Gandhi, rules of social conduct must be framed by mutual co-operation & consultation. He added women must realize her full status and play her role on par with men. He confronted the purdah and social evil customs such as sati, child marriage, dowry etc. against women. The customs of child marriage became a target of his criticism. According to him, chastity cannot be sheltered by the fencing the women with purdah. It must develop from within and it should have capability to undo all types of temptation. For him, the purdah system was no less than a "vicious, brutal and barbarous. The system of dowry was not left unturned in front of his hawk-eyes. He called dowry as a heartless demand. He atoned that girls should were marry men who demand dowry, at the cost of their self respect and dignity which are the major indicator of empowerment.

According to Gandhiji women are gifted with equal mental capacities and therefore she has equal rights. However, due to the force of custom, ignorant and worth use men have been enjoying superiority over women the women had greater powers of

self sacrifice and suffering on this account women were capable of infinite strength, which they only needed to realize and channel.

Women had a key role to play in the family, in Gandhi's opinion. The family was the crucible of society where future citizens, leaders and lawgivers were nurtured. Hence, it was here that the mother could mould the value and traits of her children in a direction that could lead to social progress. The ultimate aim was to teach children to be self-reliant and not keep them dependent on the family's resources.

- **Untouchability and Gandhi:**

Gandhiji was trying to make most of Indian social system founded on religion and tradition. But his faith on tradition doesn't make him a traditional leader and hold him behind only. His attempt at revolution in all three fields of religion, social modes and politics were simply unprecedented. Although he called himself an orthodox, he sought to change at least some of the customs which put the society in the clasp of religion, Untouchability was one such deep rooted custom, and it was not easy to awaken public mind against it which Gandhiji tried to do. He sought the help of Hindu Shastris to establish that untouchability was not part of fundamentals of the Hindu Philosophy. Since religion had primacy of the society he thought it crucial to show that the religion disapproved customs like untouchability.

Gandhiji is one of the most fascinating personalities of the 20<sup>th</sup> century. The way in which he stood up against discrimination in South Africa and in India using non-violence combined with the theory. He has been the inspiration for many people including Martin Luther King. Gandhiji is widely portrayed in and outside India as the main champion of the cause of the untouchables (Delites). Gandhiji called them "Harijans" (Children of God) although that term is now considered patronizing and the term Dalit (down trodden) is more commonly used. In Indian context, to fight against untouchability and for equality of all was a very challenging task. The social, economical political exploitation faced by Dalits for ages were unbearable and ruthless. These considerations, it was very challenging for Gandhiji to motivate them stand up to fight against exploitation and for the self respect.

- **Village Industries & Gandhiji**

At the time of Gandhiji villagers in general are not much better off today. The villagers live a lifeless life. Their life is a course of malnourishment. They are burdened with debts. The money lender lends, because he can't do anything or else. In 1934, 16<sup>th</sup> November Gandhiji wrote an article in 'Harijan' namely 'Village Industries'. In this article he describes an idea of self sufficient village. After

resign from congress he established the All India Village Industries Association at Wardha and devoted most of his time towards reorganization of Indian Villages. He believed the hand weaving or spinning i.e. Khadi Cloth was the way to improve the condition of villagers.

Gandhiji started experiments about the life style of rural India such as revival of village crafts and agro-processing industries, village hygiene, etc. He wanted that villages could be developed as self-sufficient in rural reconstruction work such as making Neera from palm trees, jaggery, etc. and in dairy, leather work, pottery, oil pressing, bee-keeping etc.

Gandhiji anticipated that Khadi is the only source of the village solar system. The planets are the various industries which can support Khadi in return for the heat and the sustenance. They derive from it. He engaged them to do so sincerely for the improvement of society as well as country.

- **Environment Ethics & Gandhiji:**

For a majority of people, Mahatma Gandhi was a symbol of peace, non-violence, freedom, justice, religious harmony and all the greater good to the humanity. Besides he was a champion of environmental preservation and protection of Nature. The eminent environmental writers like Ramchandra Guha consider him an early Environmentalist in India.

Gandhiji was not an environmentalist in the modern sense. But his green thought give us a new vision to harmonize nature with the needs of people. Although he did not create a green philosophy or write or write nature poems, he is often describe as an apostle of applied human ecology. His views of nature are scattered through his writing. His thoughts involving to Satyagraha was completely based on truth and non-violence which reveals simple lifestyle can help in sustainability without doing any harm to nature. His idea that nature has enough to satisfy every one's needs, but not to satisfy anybody's greed is still follow as one line ethic of modern environmentalism.

Environmental movement in India used Satyagraha as a moral equivalent of war. Forest Satyagraha as first used effectively in Chipko movement to protest against deforestation. Gandhian techniques like badayatras were conducted to save nature.

Several decades before the rise of environmental movements, Gandhiji picked up fundamental environmental issues like over consumption, deforestation, violence to man and nature etc. Today, the thoughts of Gandhi are essential build up a green future, where there is no place for human greed.

**Conclusion:**

Mohandas Karmachand Gandhi was an Indian – born World’s mentor. Gandhi was a political, philosopher but more than social reformer all rolled into one. United Nations announced on 15th June 2007 to declare 2<sup>nd</sup> October, Gandhi Jayanti in India, as International Day of Non-Violence in deference to the contribution Mahatma Gandhi made to humanity. He remains immortal, not because of his image but because of his ideologies. After the assassination of Gandhi many people felt the Gandhi would be forgotten soon and his ideologies would fade away. But it is a fact that Gandhi and Gandhism still lives both in the hearts and minds of not only Indians but also across the people globally.

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## RELEVANCE OF BUDDHIST SYSTEM OF EDUCATION IN CONTEMPORARY INDIA

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### ABSTRACT

*Ancient Indian civilization boasted of the grandiose of its Brahmanical system of education. Gurukuls and ashrams were the establishments where children used to avail the wealth of knowledge and wisdom. In addition to the knowledge of scriptures, Vedas, Upanishads and other literatures, students were trained in various household skills such as- cooking, sweeping, mopping, and cleaning and many more to inculcate in them the attitude to value all sorts of labor. Life of those following Hinduism was loaded with religiosity. Education was not insulated from it. Every important event of the lives of Hindu folk was celebrated with the recitation of Vedic mantras and performance of rituals. But the hued picture of ancient Indian education system is also embosomed by the squalid color of discrimination. The narrow mindedness that crept inside the sacred ambit of Hinduism restricted the spread of Brahmanical education in lower sections of the society. At a time when Brahmanical School of education was segregating the elements of society on the basis of caste, Buddhist system of education emerged as a messianic movement which sowed the seeds of equality and egalitarianism in the barren lives of underprivileged and neglected section of the Indian society. Thus, this research work would use secondary sources to redraft the type of Education practiced by Buddhist schools in India and how such sanguine structure of teaching and preaching can still be accommodated into the paraphernalia of present academic institutions.*

**Keywords:** Gurukul, Buddhist, Brahmanical, Discrimination, Messianic.

## Introduction

Ancient Indian civilization boasted of the grandiose of its Brahmanical system of education. Gurukuls and ashrams were the establishments where children used to avail the wealth of knowledge and wisdom. In addition to the knowledge of scriptures, Vedas, Upanishads and other literatures, students were trained in various household skills such as- cooking, sweeping, mopping, and cleaning and many more to inculcate in them the attitude to value all sorts of labour. Life of those following Hinduism was loaded with religiosity. Education was not insulated from it. Every important event of the lives of Hindu folk was celebrated with the recitation of Vedic mantras and performance of rituals. “**Vidyarambha Sanskara**”, also known as “**Akshavarasvikanam**” was performed at the commencement of primary education. Children used to proceed to gurukuls for the pursuance of their education only after attaining the minimum age of 5 years. The whole ceremony involved worship of the deities, followed by that of the Guru or the primary teacher and the child was then handed over to the teacher till the completion of his studies.

The life of a student at gurukul wasn't as easy as it is for a twenty-first century school student. During ancient India the student used to subsist on begging and had to help his teacher in his daily works apart from his daily academic classes. From the passages occurring in the Upanishads, Buddhist canon, Jatakas and the Milinda Panha, we get a good idea of the curriculum of the educational institutions of this period. A passage from the **Satapatha Brahman** shows that Itihasa, Purana and Vedic literature formed the basis of the academic syllabus of that period. The conspicuous feature of this period was amalgamation of the liberal and professional education in higher schools and colleges. The entire curriculum was meticulously managed by the Brahmins. **Jataka stories** state that archery or the military art, engineering, medicine, magic, snake charming and the art of finding hidden treasures were among the practical arts taught at Takshasila University at that time. Also, we find inclusion of art education in the curriculum as students were given lessons in music, dancing and painting.

But the hued picture of ancient Indian education system is also embosomed by the squalid colour of discrimination. The narrow mindedness that crept inside the sacred ambit of Hinduism restricted the spread of Brahmanical education in lower sections of the society. Also, **Smritis** throw ample light on the scenario prevalent in ancient India where Brahmins were strictly prohibited to learn under non- Brahmin teachers. Only the children of Brahmins, Kshatriyas and Vaishyas were allowed to study Vedas.

It has been said that, **the Aim of true education isn't to cut down trees for progress but to turn desert into a forest.** At a time when Brahmanical School of education was segregating the elements of society on the basis of caste, Buddhist system of education emerged as a messianic movement which sowed the seeds of equality and egalitarianism in the barren lives of underprivileged and neglected section of the Indian society. In the light of such evidence, we analyse that Buddhist system of education sheltered even the lowest section and nurtured their quest for knowledge with affection and consciousness. In due course of time, Buddhism evolved as one of the most distinguished school of thought which observed and scrutinised everything logically and systematically. The pillars on which the foundation of Buddhist education was laid, focussed on wisdom- based, Value-oriented and concept- based education system which meant right perspective towards everything.

### **GAUTAM BUDDHA AND HIS ORIGINAL TEACHINGS**

“Man’s folly it is!

Or is it his insensibility?

That he agapes in wonder at the vastness of ocean, And forgets to appreciate in it,  
The cognizance of the minutest entity.”

The colossal character of Gautama Buddha is felicitated throughout the world. Many of his followers accept him as an extraordinary man who attained ‘**nibbana**’. Also, there are others who manifest him as an incarnation of God on earth. But this is not what Siddhartha wanted for himself when he relinquished the throne of sensual pleasures to wear the crown of hardships and unending pursuit to seek truth. He wanted the world to acknowledge him as an ordinary individual who endeavoured to reach extraordinary heights. Today, he is worshipped around the world as an enlightened one but the individual who is responsible for the birth and upbringing of this magnificent human has been forgotten as the identity of a single drop gets dissolved in the gargantuan depth of the ocean. It was the restlessness, inquisitiveness, honesty, wisdom and susceptibility in the character of Siddhartha that dragged him to walk the path of solitude and tribulation so that his knowledge can save the fellow ordinary beings from getting immersed into the worldly water of despair and suffering.

To understand Buddhist perspective of education and its relevance we need to understand the great event of transformation which turned Siddhartha into Buddha and the huge corpus of teachings he left behind for the generations to follow.



The original sources which throw light on the life and teachings of Buddha are the **Pali scriptures of Theravada Buddhism**. Buddha in his discourses has dealt with the practical predicaments of human lives and has almost kept his preaching detached from metaphysical questions. Unlike many religious leaders Buddha has never claimed himself as the messenger of God or of belonging to divine origin. Thus, we find that Buddhism evolved as a belief system precisely based on rational human experience.

**Rig Veda states that- “Truth is one, the wise call it by different names”. Nibbana was the name Buddha gave to Truth.** He meditated for years, tortured himself to great extent and contemplated hard to decipher the path to Salvation. He said, “**Sabbe Puthujjana Ummattaka**”, which means “**All Worldlings are deluded**”. So, through his teachings he tried to awaken the souls of masses stucked up in stupor. He believed that human destiny is in human hands for those beings who muster the strength to control the passions of his mind. His vision was free from the discriminatory ideas as he propounded that even the lowliest creature has the capacity to realise the truth and attain the path to Nirvana.

The quote used by Mahatma Gandhi to describe his message to the World, “**My life is my message**”, stands true for Gautama Buddha too. He inspired not only the men who were his contemporary but also the generations who succeeded his times. Through his life he converged men’s attention towards a single entity i.e. truth. He abhorred superstitious beliefs, irrational religiosity, discriminatory practices sheltered by society and appreciated man’s power to attain tranquillity of both mind and soul of highest order through his sheer determination and practice of abstinence from everything delusionary.

## **BUDDHIST PERSPECTIVE ON EDUCATION**

**“We don’t need a revolution to change the world but only right education for the younger generation”.**

The type of education encouraged by Buddhist school of thought was evidently based on teachings of Buddha which always espoused the notion of right vision. Buddhist education considered knowledge, wisdom and reasoning as the three pillars of education system. It focused on the concept of self- improvisation which meant transformation from within. The Buddhist monks taught their students to motivate oneself on the path to attain ethical, intellectual and spiritual perfection. The chief goal of Buddhist education system was to enable the students to attain ultimate wisdom. The idea of ultimate wisdom corresponds to prosecution of pupil

on the path of realizing four noble truths commenced by Buddha.

The curriculum of the Buddhist institutions differed from that prescribed in Hindu colleges to some extent but we find that the study of Hindu and Buddhist works were carried on in Buddhist and Hindu educational institutions respectively. Alike their Hindu brethren Buddhist students used to spend 7-8 years of their student lives in the study of grammar, literature and kosha. After attaining the age of 16 they were asked to read Buddhist works on logic and metaphysics like- Hetu-Vidya and Abhidhamma Shastra and spent 7-8 years in mastering them. We find the inclusion of multidisciplinary subjects in the curriculum of Buddhist education such as- Ethics, language, grammar, medicine, etymology, science, geography, history and many more.

Accounts given by travellers such as I-tsing and Hieun Tsang cast flood of light on the academic life at Buddhist monasteries. I-tsing in his travelogue states that the teacher used to take up the Tripitika passage of the day to give lessons that suited the circumstance. The gurus were so dedicated towards their work that they never left any fact or theory unexplained. Also, the entire body of institution was so designed to facilitate proper mentoring of each student. For the same purpose, every teacher used to take only 15-20 students under their umbrage. Students were guided by their teachers not only in their academic pursuits but also received personal guidance and advice from their instructors. This methodology of education was the strongest fulcrum of ancient Indian education system. In his works Hieun Tsang has honestly eulogised the dedication of the teachers. He was immensely impressed by their tenacity to rouse their students from slumber and inactivity and urge them to progress.

Another striking feature of Buddhist Education system was the method of entrusting teaching work to brilliant students. It endowed capable students with the opportunities to learn the art of teaching and impart their knowledge among the fellow students. Thus, the monasteries in a way performed the role of Teacher's training College.

### **BUDDHIST SYSTEM OF EDUCATION AND CONTEMPORARY VIEWS**

***“The identity of history is that of a museum which contains reminiscence of the past, lessons for the present and admonition for the future.”***

Buddhist system of education is one such thriving body of museum which has incubated the seeds of wisdom earthed by Gautama Buddha and his followers to pass on the still afresh sapling of knowledge and prudence to the present and future

generations of India.

We also find that the aforementioned system of education has not only enriched the Indian soil but has sprawled itself up to China, Japan, Srilanka, Korea, Thailand, Tibet, Mongolia, Myanmar, Cambodia, Laos, Vietnam and many countries across the World.

The Buddhist system of education has received much accolade from great Indian leaders and educationists like Baba Saheb Ambedkar, Dr. S Radhakrishnan and Mahatma Gandhi who advocated the accompaniment of the teachings of Buddha with the school curriculum for the present generation to get inspired from the life of Gautama Buddha.

***“The Hindus wanted the Vedas and they sent for Vyasa, who wasn’t a caste Hindu. The Hindus wanted an epic and they sent for Valmiki, who was an untouchable. The Hindus wanted a constitution and they sent for me.”***

**-B.R Ambedkar**

Considering the views of B.R Ambedkar who was a staunch opponent of Brahmanism interpreted Buddhism as a World transforming religion because of its unprejudiced character we find that study of life of Buddha and his teachings would instil in present generation the feeling of equality. It would also help them to understand the true essence of religion which is the naïve expression for benevolence towards humanity and not just thoughtless veneration of any deity. B.R Ambedkar nowned Buddha as the one who established a classless society by opening the gates of the Sangha to all deserving individuals making no distinction between caste and class. At a time when many Indians still nurture the thought of caste superiority and appreciate discriminatory practices, using Buddhist perspective of education for moulding the thought process of young minds would assuredly cure the malaise of caste based discrimination from the organ of Indian society.

***“So the one great thing necessary is to inculcate in our youths tendency to find a purpose in life, a sense of dedication and to make them feel that they’re born in this life to do something great.”***

**-“True Knowledge”, by Radhakrishnan**

RadhaKrishnan was an educationist who envisioned India’s scintillating future to be in the hands of properly educated youth. He fostered the idea of wholesome development of child which was also there in Buddhist system of education, where attention was paid towards both academic and holistic development of a student.

Radhakrishnan believed that **Education which fails to infuse spiritual feelings among students isn't true education**. He said that man can't be satisfied by wealth and by learning but by developing the quality of detachment, of renunciation and by making himself an instrument of a higher purpose. His views are synonymous to the principles taught by Buddhist monks to their students. Buddhist school tried to develop the habit of meditation and renunciation among its students to prevent them from getting entrapped in worldly fetters. Also, Radhakrishnan believed that only through right education Indian society can conceive the concept of classless society based on freedom, equality and solidarity.

Dr. G.P Malalasekera author of **Encyclopaedia of Buddhism**, eulogised Gautama Buddha as one of the greatest rebels in human history and addressed him as a revolutionary. He further added that Buddha was the first religious leader of the World who embarked on a strenuous journey to find peace not merely for self but to satiate the tormented souls of others too. Preferably, this is the reason that his aura transcended the Indian Territory and enriched the lives of people across the world irrespective of their caste, creed and social status.

One can also find the glimpse of Buddhist system of education in the idea of **Nai Talim** propounded by Mahatma Gandhi. Gandhi's comprehensive aims of education embrace all aspects of life which was, synchronising the mind, body and soul through the threads of true knowledge and attitude of service towards the society. He wanted to discourage the set of school attenders lacking in the thirst for true knowledge. His ideologies incorporated the practices fostered in Buddhist monasteries and Gurukuls for proper and wholesome development of the child.

#### **RELEVANCE OF BUDDHIST METHODOLOGY OF EDUCATION**

***"Our humanity is cultivated through our emotions. Each day we should look not only to be moved by others but also to move them through Kindness, patience and caring."***

**- Master Hsing Yun**

**The aim education intends to accomplish isn't that of making men capable of carving boundaries but upbringing humans wise enough to dissolve disparities.** Buddha's teachings were blessed with the thoughts of fortitude and magnanimity. Hence, Buddhist teachers tried to enrich the souls of their students with the beauty of four noble truths promulgated by Buddha during his life. Students were advised to abstain from materialistic pleasures and seek ethereal joy of a life devoted to realizing the truth. Today, we see serious level of denigration in the characters of

young children who are provided with all worldly pleasures by their parents. The reason lies in faulty education system and defective parenting. Digital media, social networking sites and globalization has undoubtedly ruptured boundaries between people and varied culture but on another front it is also making people suffer from **Digital Dementia**. Spending long hours on social media platforms and having a long list of followers have paralyzed the cognitive acumen of students which in turn has adversely affected their concentration. It was Arjun's deep concentration and sharp focus which helped him to aim exactly at the eye of fish and win accolade and hand of Draupadi in the Swayamvar ceremony organised by the Bride's father (**Episode from Classic epic Mahabharata**). In such circumstances, we find that the Buddhist way of study or the oldest tradition of education followed in gurukuls were perfect to make men out of the little children as these growing buds were kept aloof from the fascinating world of Maya and were made to practice meditation, yoga and strict abstinence from everything detrimental for their fragile minds.

Today, for the mere sake of political gain various ideologies have been contorted. We find no essence of radicalism in leftist thoughts, there is no trace of respect for tradition in the tone of rightists, Marxists no more voice the cause of the voiceless as they are busy with politicising their own sophisticated ideas and beliefs and at last liberals are now a thing of the past. The people in vogue are those living with immature, misdirected and abstruse notions which are in a way noxious for the healthy development of any country. In this precarious situation teachings of Buddha come as a cool breeze impregnating the barren ground of our thoughts with the hope of ensuing rain. **The Madhyastha Marg** or, the **Middle way** or, **Majjhimapatipada** was the term used in the **Dhammacakkappavattana sutta** and was the first teaching that Buddha delivered after his awakening. He showed us that extreme is dangerous for human minds. Hence, it is always advised by him to practice the middle way. Students at Buddhist monasteries were trained to control their extreme passions of desire, anger, want and emotions. **As an old saying goes, excess of everything is bad.** It is time to adopt the same middle path as suggested by Gautama Buddha in order to save the present generation from becoming fanatics, ultra-nationalists, Hindu terrorists or Psychopaths.

*All compound things are impermanent (anicca), those who realise this through insight-wisdom (panna) are freed from suffering. This is the path that leads to purity.*

**- Dhammapada (verses 277-279)**

Science believes that the rigid physical particles aren't permanent and can be broken

down. Buddhism too favours the “**Sunyata doctrine**” and maintains that elements are impermanent and have no existence in and of themselves that they can be broken down into parts, sub parts and so on. Thus all phenomena are opposed to an absolute existence. In today’s world People live unaware of the fact that world is subject to change and there is nothing on this earth which is permanent. Living their lives under the hazy atmosphere full of illusions have made them selfish. Concept of having Single child and nuclear family has accelerated the growth of a diseased society which is literate and skilfully trained but not properly educated, selfless, compassionate and generous. When Gautama Buddha attained enlightenment he was visited by the thought of keeping the knowledge gained after much contemplation to himself as he doubted the conscience of a common man to understand this revelation. But he was a man of selfless substance who sought greatness for himself and guided others towards achieving it. It is high time to realise that academic curriculum of the schools and colleges must include moral classes and community service classes to inculcate the thought of social service among the students. It should be taught to them that the joy of giving is eternal and the habit of giving joy to others, the tendency to help others and the intention to abate the pain of others are attributes that make a living body a human. Right kind of education and knowledge of reality and impermanence of this material world will decrease their affection for illusions and would develop their affiliation to God and fellow humans. Their training should be facilitated in a way that students should never try to succeed by pushing others rather should measure their success with the number of lives transformed by them.

Another important aspect of Buddhist system of education is that Buddha in his teachings used the methodology of rationality and reasoning. When he left his home to explore truth he met with two great teachers named **Alara Kalama** and **Uddaka Ramaputta** who elaborated his knowledge of Hindu scriptures. However, their discourses failed to satisfy the inquisitive and rational mind of Siddhartha who decided to answer his questions through self-contemplation. This episode of his life is a lesson for the current generation to restrict themselves from getting influenced by false knowledge, rumours and factitious beliefs and develop in themselves the instinct to decide **what to question and when to question**.

### **CONCLUSION:**

Open economy, Globalization, Socialising and digitization are the words ruling the cosmopolitan culture today. World has shrink to a small village. Also, modes of education has changed. Google has answers for everything. This digital picture of

education looks scintillating but is also ominous for the generation unacquainted of its impotence.

A study conducted among medical students detected a new sort of mental illness afflicting their minds. Nomophobia is a new virus in the market of disease which defines itself as the fear of being out of mobile phone contact. It pushes people into the black hole of depression, insanity, insomnia and lack of concentration.

Also, All India Institute of Medical Sciences has a Behavioural Addiction Clinic which records a plenty cases of mobile addiction and other psychological issues including peer pressure, examination stress and career worries among the young minds. Doctors from AIIMS has stated that MRI studies and CAT Scans for mobile addicts have shown patterns similar to those suffering from heroin and cocaine addiction.

Even the working parents are carelessly using mobile phones to entertain their toddlers for a peaceful working environment at home which in turn is disastrous for the child's mental health.

Once a boon, the gigantic network of social media and digitization has now become maleficent for the young minds. The human folk need to return back to their roots before the situation turns itself into a deadlock. The oldest tradition of imparting education whether Brahmanical or Buddhist was designed and formulated in a way to build strong character and right conscience in children so that they can face the tremors of life like a ferocious warrior and not as a timid coward. But man moulded everything to suit his convenience. The advent of commercialization into the realm of education transformed it from a noble profession into a commercial activity. High standard schools with AC Classrooms, extravagant college and expensive coaching classes eliminated the exigency of struggle from the lives of students and made the illustrious degree certificates easily available to them. These educational institutes specialized itself in producing well-trained professionals and workers aiming at mediocrity and setting up materialistic goals. It is a well-known fact that the initial 18 years in the life of a child happens to be the period when his/her character takes shape. Taking lessons from the system of education followed in the past, the "childhood should be ornamented with the pearls of perspiration, garland of hardships, attire of renunciation and perfume of simplicity". The aim of education should be to make beautiful human souls full of vivacity, gratitude, fortitude and loaded with the attributes of benevolence, honesty, dedication, simplicity, dexterity and empathy and not to make skilled workers rich with degrees and less with humanity.

This paper concludes commemorating the vision of great leaders of Indian National Movement who envisaged a country blessed with intrepid and enlightened individuals and not white collared nerds colonised by the subjugating hands of sensual pleasures and technology. It was Dayanand Saraswati who raised the slogan of GO BACK TO VEDAS to save tradition, today time has come for us to raise the cry GO BACK TO THE ANCIENT, to save our present and future generations from getting strayed and plundered by the pernicious hands of development.

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## EFFECT OF CONSTRUCTIVIST METHOD ON ACADEMIC ACHIEVEMENT IN ENGLISH AMONG SEVENTH-GRADE STUDENTS

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### ABSTRACT

*The present study investigates the Effect of the Constructivist method on Academic Achievement in English among seventh-grade students. Students were selected randomly through simple random sampling. The experimental design consisted of two groups-One experimental group and the other was a control group. Then the Intelligence test was used by the investigator to check the three levels of Students' intelligence. The sample of 150 students of the seventh class was taken from two different schools in Amritsar, affiliated with CBSE. Seventy-five students were treated as an experimental group and the other seventy-five students were treated as a control group. In this research design pre-test and post-test were used to check the academic achievement of students in English. To get the conclusion, the gathered data were statistically analysed using Mean, SD, T-Test, and ANOVA. This study exposed that constructivist methods were capable of the improvement of higher Order thinking skills in an efficient way. The main findings of the research indicated that there is a significant difference between the achievements of the two groups. Experimental group performance was better as compared to the traditional method. Students more learned through constructivist activities and methods rather than the traditional method in an effective manner.*

**Keywords:** *Constructivist learning approach, traditional learning, 5E'S instructional model, academic achievement, Effect size, etc.*

## **Introduction**

Learning is a process – a journey. A self-directed learning process is arguably the most powerful model for facilitating and inspiring individuals, groups, and organizational learning and development. It is the center of the knowledge-based society where human beings are the creator, preservers, and destroyers. Education helps people to gain knowledge from the inside and outside of the world in an effective way, which helps to develop the creativity, critical thinking, and problem-solving ability of the student. Education is a motive force due to which a man pursues knowledge relentlessly whatever may be his field and teachers are the main sources of motivation. The aim of conventional methods of teaching is to expose all students to identical knowledge and to develop the same interest. In the eyes of reformers, traditional teacher-centered methods focus on rote learning and memorization, on the other hand, the constructivist perspective focuses on how learners construct their own understanding. (Khurana & Kaur 2016). Constructivism in simple terms means learning without being taught. The teacher remains a facilitator and students take ownership of learning. (Thomas, 2020). Teaching in a constructivist classroom is to guide students to grasp the concepts and formulate opportunities for learners to rethink and build new concepts by understanding; teachers ask questions from students to encourage and engage them. (Bashir, Arshad & Noureen, 2020). Constructivism is defined as the development of a theory based on observation and scientific methodology. It states that people develop their own understanding and knowledge of the world via experience and reflection. (Rani and Sandhu, 2017). In the constructivist classroom, the main target is shifted from the teacher to the students. The classroom is not a place where the teacher, expert, pours knowledge into empty vessels, passive students. In the constructivist classroom, the students are actively engaged in the meaning-making process, and knowledge is considered a dynamic, ever-changing process. Constructivist teaching ways are supported by a constructivist learning theory. Dewey's plan of powerful education recommends that education should interact with enlarged expertise and therefore the exploration of thinking and reflection is related to the role of educators. Piaget's role in constructivist teaching recommends that we tend to learn by increasing our keys by experiences that were generated through play from infancy to adulthood that are necessary for learning. Their theories are currently encompassed within the broader

movement of progressive education. Constructivist learning theory says that all knowledge is built from a base of previous data. Youngsters don't seem to be a blank slate and knowledge cannot be imparted without the child making sense of it according to his or her current conceptions. Therefore, youngsters learn best after they are allowed to construct personal understanding, support experiencing things, and reflect on those experiences. The constructivist method has influenced and consistency in retaining supremacy in English process skills of the learner and students achieved high scores through this approach. (Muniyappan & Sivakumar, 2019). The Constructivist approach to learning was more powerful in enlightening the performance of learners and developing their critical thinking and problem-solving ability in an effective way. (Shakshi & Gupta, 2021).

**5E's Learning Constructivist Cycle:** Certain steps should be followed by teachers and students in classrooms to implement constructivism. The 5Es learning model is an instructional model based on a constructivist approach with five stages:

- (1) Engage    (2) Explore    (3) Explain    (4) Elaborate    (5) Evaluate



**Figure: 1.2 5E's Constructivist Instructional Model (Sharma & Poonam, 2016)**

Academic achievement is a complex phenomenon. It is the core of educational growth. Its importance can be judged when we realize that a fuller and happier life, which we wish for every child, would be impossible unless he/she has attained a high degree of proficiency in school subjects. Thus, achievement indicates the relative position of an individual in a group, regarding his accomplishments, proficiency, or performance in a given skill or a body of knowledge. (Rani and Sandhu, 2017). Crow and Crow define achievement as "the extent to which a learner benefits from instruction in a given area of learning." In different words, accomplishment is mirrored by the extent to which talent or information has been not inheritable by someone from the coaching foreign to him. It's the result of

general and specific learning expertise. Therefore, the special acknowledgment of a person's talent, the variety, and depth of his information, and his proficiency in a selected space of learning or behaviour, is indicative of the extent of his accomplishments.

### **Rationale of the study**

Since its introduction, theoretical background, and importance to the modern classroom, constructivism has been the most buzzing topic in the area of research. Constructivism is the basic premise of NCF 2005. According to NCF, "Knowledge can be conceived as experience organized through language into patterns of thoughts (or structure of concepts) thus creating meaning, which in turn helps us understand the world we live in". National Curriculum Frame tells about the children learn without a burden in a social context that is characterized by the hierarchical caste system, combined with globalized market relations and an unequal schooling practice as part of hard reality.

The following guiding principles for the construction of NCF 2005. These are: (1) Connected knowledge of life to the external world. (2) Ensuring curriculum provides for the overall development of children rather than remaining textbook centric. (3) Knowledge is a flexible process and changes according to the needs of the children. (4) Learning is the process of the construction of knowledge. (5) Child is the construction of knowledge. (6) Child constructs knowledge through the interaction of the world in an efficient way. So numerous types of research have been accompanied at diverse places of various age groups of learners with different types of constructivist instruction patterns. (Prajnya Jena, 2014). Firstly, the study undertaken found that the effect of 7E's learning cycle model accompanied with computer animations on the understanding of diffusion and osmosis concepts has the following findings. The findings of the study showed that the use of the 7E learning cycle model accompanied by computer animations caused significantly better acquisition of scientific concepts and was more effective for the improvement of attitude toward biology. (Bulbul, 2010). Then, carried out a study to find out the effectiveness of the constructivist approach on students' understanding of chemical bonding concepts. The findings revealed that the instruction based on the constructivist approach caused a significantly better acquisition of scientific conceptions related to chemical bonding and had a positive attitude towards chemistry as a school subject compared to traditionally designed instruction. (Uzun Tiryaki, 2013). Then the other study determined the impact of constructivist teaching strategy on students' academic achievement. In this study work, the

investigator applied a meta-analysis research method to ascertain the impact of constructivist teaching strategy on students' school performance. They found that the constructivist learning approach has positive effects on the student's academic achievement rather than conventional methods of teaching. (Ayaz & Sekeraci, 2015). The study undertaken in this respect found that "the effect of constructivist approach on achievement in mathematics has the following findings; A significant conflict was found between average scores at understanding, application, and skills. The experimental group gained a higher mean score than the control group. Therefore, the investigator concluded that the 5E constructivist instructional strategy is better than traditional methods. (Chowdhury, 2016). Then another study was carried out to know "the effectiveness of the constructivist approach in teaching science at the primary level". This study was conducted with the purpose to compare the effectiveness of the constructivist approach and the conventional method of teaching science. Results revealed that the experimental group's performance was better than the control group. The use of science process skills and metacognitive skills was more in the experimental group. Thus, it is concluded that the constructivist approach of teaching science at the primary level was more effective than conventional methods of teaching. (Patel, 2016). The other experimental study was then determined to investigate "the effect of constructivist learning approach on mathematics achievement in relation to self-efficacy." The study's findings revealed that experimental clusters performed much better than the control group in an efficient manner. Therefore, the investigator concluded that the constructivist approach is better than the conventional teaching approach. (Sanwal and Mehar, 2017). Then others are going to talk about "the effect of constructivist teaching approaches on secondary school students' academic achievement in mathematics." To achieve sufficient results for this research project, a quasi-experimental research methodology was used. A self-created mathematics achievement test was administered to all students on two occasions as a prior to and post-test. Therefore, it was established that the performance of mathematics school children taught through constructivist teaching methods was better than that of groups taught by conventional methods. (Pangat, 2017). Then, the other study found that the learners trained through a constructivist teaching approach significantly attained superior marks rather than the conventional approach to teaching. In spite of this, learners taught through the constructivist approach of teaching attained higher scores rather than those who taught through conventional methods of teaching. Therefore, the findings indicated that the constructivist teaching approach proved helpful in achieving higher scores in achievement compared to conventional

methods of teaching. (Adak, 2017). Then came a research project to discover out 'the influence of the constructivist approach on primary school kids' mathematical achievement. The main finding of this study indicated that the constructivist method to teaching was more effective than the conventional technique. (Kour & Raman, 2017). The other study was carried out to know "The Effectiveness of IDEAL strategy in Metacognition and 5E model in Constructivism on the Achievement in Physics Scientific creativity and Thinking Skills among the Secondary Students with different creativity levels." Then, it is concluded that the Constructivist approach helps to enhance the creativity level and academic performance of students in an effective way. Students find out the different ways to solve the problem and share their experiences with each other. This method helps to enhance thinking skills and scientific skills rather than the teaching of the traditional method. (Paul & Vijayakumari, 2018). Then another study finds out 'the effect of package based on constructivism on achievement in mathematics and critical thinking ability of students of the basic school'. The conclusion of this research finds out that there is an interaction effect between gender and critical thinking on the achievement of students taught by the constructivist method and students gained more knowledge and experiences with this. (Best & Daboubi, 2019). Then, another study found that the "Enhancement of Science Process Skills through Cognitive Constructivism based Learning Strategy in Science at Secondary level." The findings revealed that the cognitive constructivism-based learning strategy was more effective in the enhancement of science process skills among the learners. It helps to enhance the conceptual understanding and skills of the students in an effective way and achieve greater experiences, which is based on their day-to-day life. (Kalyanasundaram & Sivakumar, 2019). Then, the other study found that 'the development of a constructivist curriculum for the English language for classes Sixth to Eight'. The results showed that the constructivist method helps to increase the communicative skills, critical thinking, and problem-solving ability of the students in an effective way. (Anwar & Vashishtha, 2020). Then, another study revealed that the "Effect of Constructivism and awareness training model on academic achievement of Elementary School Students in Science." The result showed that the Constructivist method helps to enhance the performance level, skills like understanding, critical thinking, and problem-solving ability rather than the traditional method. (Baljinder & Rajinder, 2020). Then another study was carried out to know "The Effect of Package based on Constructivism on Achievement in English and Critical Thinking ability of Students of basic School". The result revealed that the Constructivist method helps to enhance the critical thinking, and problem-solving ability of

students, and understanding skills in an effective way. Students create various ideas about things and find new ways rather than the traditional approach. Students interact with one another and enhance their skills like listening, speaking reading & writing. (Betsur & Amer, 2021). Then, another study found results that the Constructivist approach to learning was more powerful in enlightening the performance of learners rather than the traditional method of teaching. (Shakshi & Gupta, 2021).

From the point of view of all studies, it has been found that most studies emphasize the use of the constructivist instructional model (CIM) as an innovative teaching strategy to improve the academic achievement of students. It helps in enhancing the communication skills of school students. It makes the teaching-learning process learner-centered, interactive, interesting, and effective. In this approach, the teacher plays the role of resource person, facilitator, or mentor. It has been determined from various types of research that the constructivist approach has the unique feature of communicating different concepts and holding the attention of students, which is helpful in improving the achievement and retention of students. Most of the investigators have found in 5 Es of teaching i.e., Engage, Explore, and Explain, Elaborate and evaluate more effective for making the teaching-learning process interesting. The present studies are an attempt to support previous studies and find new directions also. Perhaps, this study is helpful in enlightening the effect of the constructivist instructional approach on the academic achievement of 7<sup>th</sup>-class students in English.

### **Statement of the Problem**

EFFECT OF CONSTRUCTIVIST METHOD ON ACADEMIC ACHIEVEMENT  
IN ENGLISH AMONG SEVENTH-GRADE STUDENTS

### **Delimitations of the Study**

1. The study was limited to only two schools in the Amritsar district.
2. The experiment was limited to only two weeks of the academic session.
3. This study was limited to English subjects only.
4. This study was a purposeful study limited to five lessons (from English Grammar) for seventh-grade students.

### **Objectives of the Study**

1. To construct the lesson plans for teaching concepts of English Grammar to seventh-class students.

2. To investigate the effect of the Constructivist Method vs the Traditional Method on students' English achievement.
3. To compare the effect of the Constructivist Approach vs. Traditional Methods on students' English Achievement in Relation to Intelligence.

### **Hypotheses of the Study**

1. There is no significant difference in achievement test scores in English taught through constructivist and traditional teaching approaches.
2. There is no Interaction Effect of the constructivist method and traditional method on achievement at different levels of intelligence (High, Average & Low).

### **Tools and Techniques**

Two types of tools have been used in this research; (1) Instructional tool and (2) Measuring tool.

- **Instructional tool:** This was in the form of lesson plans based on the 5E instructional approach. Other instructional tools, such as photographs, models, chart papers, and so on, were also employed.
- **Measuring tool:** For grouping, the students, an intelligence test (Raven's Progressive Matrices) was used. Measuring tools in the form of teacher-made achievement test questions based on constructivist principles.

### **Study design**

The study falls under experimental research design.

### **Sample**

Convenient sampling was used for selecting CBSE schools. 150 students were selected from Amritsar City. Two Schools were used to fulfill this purpose. And then divided into two sections for the purpose of the study (Section A & Section B).

### **Statistical Analysis**

The data was analyzed by using appropriate statistical techniques like Mean, SD, T-Test, and Analysis of Variance.

### **Findings and Conclusion**

#### **HYPOTHESIS – 1**

*“There is no significant difference in achievement test scores in English taught through constructivist and traditional teaching approach”.*



**TABLE 1.1**  
**MEAN, SD, AND T- VALUE OF PRE-TEST OF EXPERIMENTAL AND CONTROL GROUP**

Group/Method	N	Mean	S. D	df	T- Value	Remarks
Experimental Group	75	32.50	5.089	148	1.60	NS
Control Group	75	30.92	6.87			

It is evident from Table 1.1 that the mean value for the two groups came out to be 32.50 and 30.92 and the values of SD for the two groups are 5.089 and 6.87 respectively. These values show that the initial behavior regarding the knowledge of English of the two groups was very similar. The t-value of the pre-test is shown in the table as 0.01 which was found to be non-significant. Thus, all the two groups were found to be homogeneous with regard to their initial behaviors i.e., knowledge of English.

**TABLE 1.2**  
**MEAN, S.D AND T- VALUE OF POST-TEST OF EXPERIMENTAL AND CONTROL GROUP**

Group/Methods	N	Mean	S. D	df	T-Value	Remarks
Experimental Group	75	39.30	3.31	148	8.08	Significant
Control Group	75	32.05	7.03			

Table 1.2 reveals that the mean values for the two groups came out to be 39.30 and 32.05 and the values of SD for the two groups are 3.31 and 7.03 respectively. These values show that the terminal behavior regarding the knowledge of English of the two groups was different. It further indicated that the t-value was higher than the table value (1.97) at 0.05 level and (2.60) at 0.01 level. So our Null Hypothesis-“There is no statistically significant difference in achievement test scores in English taught through constructivist and traditional teaching approaches” was rejected. This insignificance of difference is attributed to the fact that the two groups were almost equated on their level of English achievement through the pre-test to avoid any inherent difference in the groups. On administering the post-test for the same to the group, the mean difference was significant at a 0.01 level.

### HYPOTHESIS –2

*“There is no interaction effect of constructivist method and traditional method at different levels of Intelligence (High, Average & Low)”.*

**TABLE – 1.3**  
**SHOWING ANOVA SUMMARY TABLE DEPICTING F-VALUE OF**  
**INTERACTION EFFECT OF LEVELS OF INTELLIGENCE AND**  
**METHODS OF TEACHING**

Sources	Sum of Squares	df	Mean Sum of Squares	F -Ratio	Significance
Intercept	75423.429	1	75423.429	3898.475	0.01*
Levels of Intelligence (A)	1340.478	2	670.239	34.643	
Methods of teaching (B)	883.321	1	883.321	45.657	
Interaction (AXB)	264.390	2	132.195	6.833	
Total	197472.000				

In table 1.3 the F value is used to check the interaction effect between (Levels of intelligence and methods of teaching) of seventh-grade school students came out to be 6.833 which is significant at 0.01 level. It indicates that those students taught by a constructivist teaching approach exhibit a significantly higher level of academic achievement in English as compared to those taught by the traditional method of teaching. Thus, our Null Hypothesis – “*There is no interaction effect of Constructivist method and Traditional method at different levels of Intelligence (High, Average & Low)*” was rejected. It reveals that constructivist methods affect the levels of Intelligence. It means that High, Average & Low Intelligence students performed better through the Constructivist method rather than the traditional method of teaching.

**TABLE – 1.4**  
**ACHIEVEMENT SCORES OF HIGHLY INTELLIGENT STUDENTS IN**  
**ENGLISH TAUGHT THROUGH THE CONSTRUCTIVIST METHOD AND**  
**TRADITIONAL METHOD**

Groups	N	Mean	S. D
Experimental Group	6	42.83	.752
Control group	7	40.57	1.39

Table 1.4 has shown that the mean gain scores of the experimental group taught by the constructivist teaching approach were 42.83 and the control group taught by the

traditional teaching method was 40.57. It has been depicted that the mean gain scores with High IQ Students on achievement in English showed minor differences when taught through constructivist methods.

**TABLE – 1.5**

**ACHIEVEMENT SCORES OF AVERAGE INTELLIGENT STUDENTS IN ENGLISH TAUGHT THROUGH THE CONSTRUCTIVIST METHOD AND TRADITIONAL METHOD**

<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>S. D</b>
<b>Experimental Group</b>	62	39.41	2.94
<b>Control Group</b>	59	32.67	5.88

Table 1.5 has shown that the mean gain scores of the experimental group which was taught by the constructivist teaching approach were 39.41 and the control group which was taught by the traditional teaching method was 32.67. It has been depicted that the mean gain scores of Average IQ Students on achievement in English showed major differences when taught through constructivist methods.

**TABLE – 1.6**

**ACHIEVEMENT SCORES OF LOW INTELLIGENT STUDENTS IN ENGLISH TAUGHT THROUGH THE CONSTRUCTIVIST METHOD AND TRADITIONAL METHOD**

<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>S. D</b>
<b>Experimental Group</b>	7	35.28	4.15
<b>Control Group</b>	9	21.33	4.03

Table 1.6 has shown that the mean gain scores of the experimental group which was taught by the constructivist teaching approach were 35.28 and the control group which was taught by the traditional teaching method was 21.33. This has been depicted that the mean gain scores of Low IQ students on achievement in English showed a greater difference when taught through constructivist methods. Low students had better perform through constructivist methods.

We can conclude that the constructivist method had a significant effect on (High, Average, and Low IQ) Students' Performance. It means that High, Average & Low intelligence students performed better through a constructivist teaching approach rather than the traditional teaching approach.

### **Discussion and Educational Implications**

Later on, in the 1970s educators focused on the Constructivist approach and it became one of the prominent student-centered approaches in teaching and learning environments. Some advanced countries like the USA and UK revamp their curriculum as per the need of this approach. In the USA, a center was established and numerous types of research were conducted and many projects were designed to establish the effectiveness of this approach. It was established that the effectiveness of this approach depends upon teachers' understanding of constructivist theory, principles, and pedagogy. It was established that the effectiveness of this approach depends upon teachers' understanding of constructivist theory, principles, and pedagogy.

1. This study highlights the shift from teacher-centered to learner-centered classrooms wherein the students are given complete freedom to explore and discover things on them. The role of a teacher is just a facilitator and guide. This study could really be very useful to the teacher in creating innovative classroom situations wherein the students are meaning makers which is the ultimate aim of learning.
2. It is found that the constructivist approach is more effective than the conventional method of teaching English in fostering achievement in English. In this method, the learners come to learning situations with knowledge gained from previous experience, and that prior knowledge influences what new or modified knowledge they will construct from new learning experiences.
3. This study focuses on the change in the trend of teaching from the transmission of knowledge from enlightened to unenlightened in constructing the meanings of the concepts based on the prerequisite knowledge. This study also emphasized the importance of a variety of learning experiences to advance different levels of learning.
4. This study also gives a picture of an innovative democratic classroom where priority is given to the students' autonomy and the relationship between students and teachers and among the students. It was revealed that the students really enjoyed the classroom experience and also felt that this method was not at all stressful.
5. This study also revealed that the students liked group work and also expressed that they got an opportunity to discuss and share with each other. Additionally, the constructivist philosophy believes in both individual and group construction of knowledge.

6. The constructivist approach is an effective method in building up a better perception of the nature of English among students which is one of the main objectives of Education. It was also evident that there is a positive relationship between perception of the nature of English, Achievement in English, English process skills, English- related attitude, and opinion towards English.

On the basis of the results of the study students taught by the constructivist teaching approach exhibit a significantly higher level of academic achievement in English as compared to those taught by the traditional method of teaching.

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## GLOBALIZATION OF EDUCATION AND PROSPERITY TOWARDS LIFE SKILLS AND VOCATIONAL TRAINING IN STUDENTS

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### ABSTRACT

*Education and training has a strong relationship with globalization. It suggests three major elements of this relationship. First the quantity and quality of existing education and training in a country that helps to determine the extent to which a country is likely to be involved in globalization. Thus having an acceptable level of skills and knowledge is a necessary condition for a range of foreign investment and decisions. This is not to say that all investments requires high levels of education and training but that the nature will bear a relationship to the types of skills available or potentially available. Equally education and training is clearly a part of the equation when understanding the dynamics of brain drain, brain gain and brain circulation. Thus education and training levels are important factors in both the employment and its exportation. This study seeks to explore these relationships between globalization and education and prosperity through an examination of certain transnational corporations operating in one sector in the specific country. Through an examination of skills development within the country or industry focusing particularly on the cases of the broader debate on the relationship between globalization and education and life. It is intended that this largely sociological study located in a particular context that can provide a useful companion to the global study which is argued primarily from the disciplinary position of the development economist. The study also considers the issue of corporate social responsibility as it results in education and training interventions. The decisions made by these transnational opportunities regarding corporate social responsibility in education and training are shaped in part*



*by their desire to be seen to be good citizens of the country. Hence, globalization and social responsibility do exist in relationship with each other. The department of education has sought to transform public further and higher education institutions through various processes. The new institutions are also charged with being more responsive to national needs including through the forging of industry linkages. In the higher education sector closer linkages to industry have also been supported by initiatives from both the departments of trade and industry (DTI) and science and technology (DST). In the further education and training sector the combined focus on curriculum transformation and recapitalization of college infrastructure. It is planned that relationships with industry will play an important role in making this two pronged approach work and prosperity in human life.*

**Key Words:** *Globalization, Prosperity, Life Skills, Vocational Training, Students.*

## INTRODUCTION

Quality of human resource and man power is largely dependent on the unfolding of human personality and increased opportunities for transformation of their interests, attitude, and values. Today the system of education needs to respond not only to national socio-economic political needs but we also anticipate the system which could fulfill the larger goals of human empowerment in the wake of globalization and knowledge explosion. Recognizing this potential of education, empowerment through teacher education has a crucial role to play, which is conceived as an integral part of any system of education. In the emerging Indian society, knowledge creation, exchange, net-working and maximum utilization have become most vital for advancement of the nation. Knowledge and information sharing serve as a major resource of creating values. Research is something which is concerned with analytical examination of facts and exploring new dimensions of knowledge. Research is an effort to promote qualitative improvement of already known. Teaching and research are two inseparable components. Quality is a complex issue and can be interpreted in many ways. The term quality is comprehensive and it includes standards and as well as the process of teaching and learning, the activities of institutions and the congruence between the goals of a programme and the competencies of its graduates or. In the context of teacher education, quality can be viewed as the ability to meet the goals for which efforts are made. The process of

quality development in education works on the principles of values, instruction, guidance, utilization etc. to state it in different manner, the issue of quality in teacher education is multidimensional. The thrust areas can be listed as curriculum, human resources teacher, staff and stake. Administration, Material resources, Work atmosphere Every institution should have a research culture and strategies should be developed to strengthen the research capacity. Research and intellectual creation are necessary to develop a critical innovative approach. Research can increase the quality of future generation. An increasing investment in research and development, use of information technology and better communication would result in skill and efficiency enhancement and would serve as a foundation for the knowledge society. Time and again, we have proved that Indians have immense potential to innovate. Due to the development in the transnational education, there is growing need to seek more information, exchange and share information and promote co-operation across boundaries on the issue of addressing common issues e.g. diversity ,human rights of the children and women. The research in these areas would promote collaborative working and search for solutions with increased symbiotic relationship. This article conveys that how teacher can sustain the quality in teacher education in various teacher training institutions.

### **SKILL DEVELOPMENT BY VOCATIONAL TRAINING**

India has gradually evolved as a fast developing modern economy due to the abundance of qualified, capable, motivated and flexible human capital. However, there is a need to further develop and empower the human capital to ensure that country is standing tough and tall in global competitiveness. The term skills development is used to describe a wider array of institutions and activities influencing employment and earnings. When referring to the preparation of youth and adults for employment, a subtle shift in understanding occurs. The discussion begins to shift from talking education to talking about skills. Attention extends to informal learning on the job, structured apprenticeships and other enterprise-based training, along with government and non-governmental training programs besides technical and vocational education. Skills development is a much broader concept, more diverse, hence, more difficult to monitor. Despite the utmost important and attention given to education and training, there is still a shortage of skilled manpower in India to address the mounting needs and demands of the economy. In the current scenario, the government is dedicatedly striving to initiate and achieve formal and informal skill development of the working population via education vocational education or skill training and other upcoming learning methods. The

paper will focus on the topic of skills development with special reference to India. Education, research and innovations contribution in to the field of youth and adult education on skills development in India is a focused in this paper. It is in line with the skills acquired in formal education to prepare youth and adults for the world of work ranging from informal learning on the job, apprenticeship and enterprise-based training, to learning off the job in government and non-governmental training institutions. Role of National Skill Development Corporation India (NSDC) and UGC is referred and illustrated. It also highlights livelihood programs run by government under trails. The objective is to look in to the current policies supporting skills development programme. Identification of gaps between government and private programs that need to be filled is duly intended during the study. The aim is to collect lessons learned from past policy interventions, how higher education institutes can contribute in successful skill development of the country which is the flagship programme of the government.

Education is the most powerful weapon we can use to change the world. The benefits of education permeate all walks of life right from the moment of birth. If we are to eradicate poverty and hunger, improve health, protect our planet and build more inclusive, resilient and peaceful societies, then every individual must be empowered with access to quality lifelong learning, with special attention to opportunities for girls and women that provides free access to quality education for all its citizens is far more likely to reduce poverty, promote economic growth, lower child and maternal mortality and achieve social inclusion. Education can build lasting change that is, sustainable change, because it is owned by the learner and reaches hearts and minds. Education is held to be central to sustainable development. Indeed, education and sustainable development are intimately linked, but the distinction between education as we know it and Education for Sustainable Development (ESD) is puzzling for many. ESD is a vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the earth's natural resources.

### **EMERGING TECHNOLOGIES FOR TEACHER EDUCATION**

Emerging technologies are those technologies which are 'likely to have a large impact on teaching, learning, or creative inquiry on learners or those technologies which are on the rise'. The blogs and e-books which are part of it have been shown to be useful to education. Specifically these are seen as particularly useful because of their relative low cost and ease of use. That mobility expands learning across space and time and opens many opportunities for learning that is neither sequential

nor consistent that emerging technologies represent a new paradigm that at first grows on the edge in relative obscurity and often seems to be of no threat or even of little value to users of the sustaining technology. This continues to say that emerging technologies in education can be used in innovative ways to address issues of inequity and social exclusion. Recent developments in digital technologies, especially web tools such as blogs, wikis and social media, and mobile devices such as phones and tablets, have given the end user, much more control over access to and the creation and sharing of information and knowledge. Digital technology empower learners, innovative instructors are also finding ways to harness this media to increase motivation of learners through relevant activities. Findings from the data suggest that teacher-trainees' have access to collaborative tools, social media, Internet and mobile devices. The study suggest that technology has a significant effect on student outcomes when compared with traditional instruction. Over the years it has made advances to strategize for the integration of Information Communication Technology (ICT) across its curriculum. This study used a blend of quantitative and qualitative methods to collect empirical data. The quantitative data was analyzed using simple means and standard deviation. Findings from the study showed that teacher-trainees' received technical support to use the online learning management system (LMS). The main findings of the study showed that number of teacher-trainees' access technology for academic and non-academic activities. The use of the social media is popular among teacher-trainees' however, using it to support learning is still a challenge. The numbers of teacher-trainees' lack confidence in using technological tools because of their low technology cost skills. The lessons drawn from the opportunities and challenges faced by students in the utilization of technology tools could be used to formulate ideas in the deployment of ICT tools and facilities. It is expected that this study will provide useful information to provoke a revolution in technology use in education, learning and research. The results could be a useful reference for the design of ICT curriculum for Teacher Training programmes.

### **TEACHER EDUCATION ISSUES AND CHALLENGES**

Teaching is a profession requiring specialization in terms of Knowledge and skills. The person involve in this process should possess all round development in terms of cognitive, affective and psychomotor domains. There exists a wide gap between theory and the knowledge and skills of teaching required in the actual classroom curriculum transaction. The teacher should have a skill of constructivism as it is the present hour of talk he has to bridge the classroom knowledge to real life situations

by constructing the knowledge of the student. For this reason, a routine bound-teacher cannot act in accordance with the emerging needs unless he or she is trained and frequently orient and update knowledge base on the prevailing needs and situations. One of the most important requirements to promote and strengthen education is the training of teachers who are the key resources in the reform, redirection and renewal of education. For the development of the standards and quality of education, ideal teachers with passion for teaching and wellbeing of society are necessary and for this there is a need of appropriate teachers' training. Keeping the above aspects in mind, the article would make an attempt to explore the answers of the following questions. The effective teacher education curriculum calls for systematic task analysis of teachers at various levels and inclusion of relevant contents keeping in mind the various needs of multilingual, multicultural and multi religious communities in India, which alone can infuse confidence among the prospective teachers to negotiate the school curriculum in classroom. The present teacher education programme is inadequate to meet the challenges of diverse Indian socio-cultural contexts and the paradigm shift envisaged in the NCF (2005). Professionalism needs to be installed in each and every phase of teacher preparation starting from conceptualization to evaluation and appraisal to prepare professionals and improve the quality of education. The development of the standard and quality of education is closely interconnected with the teacher education. A teacher should prepare himself for this special prophetic task before accepting the noble responsibility of teaching. The teachers' training institute plays vital role and helps a lot to do this phenomenal task. But in this present situation constantly changing society how much development in the standard of education has taken place is the million dollars question and it is the context of the present paper.

### **INTEGRATION OF INDIGENOUS KNOWLEDGE SYSTEMS IN THE CURRICULUM**

This study is a meta-analysis of the transformation of the curriculum for education in India. The integration of indigenous knowledge systems (IKSs) in the curriculum is one of the reconciliatory practices adopted in an effort to deal with the rights of indigenous people globally. The aim of this study was to explore the ways in which the curriculum for education can be transformed by other things changing the paradigm of knowledge production through emerging concepts in developmental education and using on the way to recovery experiences of assimilation in the education system. The in-depth literature study relating to IKS perspectives of integration in the curriculum and its implication for transformation in the basic

education curriculum was done. Education provides a learner with new skills and knowledge that should enable him to function in a modern society. Education has a liberating role whereby it is conceived as a tool for illuminating the structures of oppression and equipping learners with the tools to alter those oppressive structures in society. Education is the transmission of the normative heritage of a people from one generation to the next. Their sentiments were found to be similar to the attitude of teachers in one of the provinces with the findings of the particular study showing that teachers did not perceive IK as important while the indigenous ways of knowing were not recognized by some teachers. In both these studies there is a thin golden thread that runs through them and which gives the impression that IK is still under-valued as compared to science which is regarded as the superior knowledge with all other knowledge should be subjected to its control. It is for these reasons that the argument for the integration of IKS into the curriculum for basic education is proposed because the integration of IKS into the curriculum may reconcile two separate ways of understanding the world by its integration into the curriculum may promote the visibility of IK and its integration into the curriculum may help to enhance the IL's self-esteem and interest in schooling. Its integration into the curriculum may act as a buffer against the collapse of local knowledge in the face of the confrontation with the dominant paradigm and its integration into the curriculum should include a curriculum that has been better for modernity. This study may add to the ongoing contributions to the advocacy for the recognition and acknowledgement of IKS in the school curricula. This type of an illusion constructs a limitation that advances IKS to enter the predetermined notion of a school but not in the curriculum for basic education. In other words IKS in this case has no authority as it has been included in the school curriculum in a way that renders it to the subject of the pre-existing traditional curriculum framework to bring modernity's other into the curriculum.

### **IMPACT OF TECHNOLOGY DRIVEN TEACHING AND LEARNING**

India has reached the threshold of the development of new technologies and innovative methods to trained teachers which are likely to revolutionize the classroom teaching. Unless capable and committed are teachers in service the education system cannot become a suitable and potential instrument of national development. The technology in teaching and learning is the keyword for the current educational sector. The study highlights on the implementation of such technology including the various tools and materials available and in practice. The survey and the opinion are adding a greater value for the positive change in the

implementation. The challenges can be over-come by the continuous practice and implementation of the tools available more over the interest towards learning to upgrade is an important culture need to be seen in the educational field. Both the teacher and learner are nourished intellectually and reap the fruits for the betterment of the society and Nation building process. Teaching and learning has been a part of the life since the birth. The study has given an immense pleasure since it is all the part of our life for the past two decades that without the technology the life becomes almost zero. It is not new or an amazing news that the technology is becoming a catalyst in the education sector as well. The youngsters are actually running a head of it but it is the responsibility of the teaching community to teach them the basics other-wise the discipline and culture will become a great question mark. The universities abroad have started well in advance right from the kindergarten and to the research. The Indian educational institutions are inculcating in their curriculum and it is not a surprise teachers will play a very little role but a strong role in the race. Intelligence is no more a property due to the technology. Happiness index must be ensured in all the realm of the changes and challenges. The situation gives us an eye opening that how fast the technology has intervened into the kids and youngsters of this age their learning ability also have changed. If we organize a debate on who learns first through the technology whether the teacher or the student then the conclusion would be amazing. It has through a big challenge for the teachers of the past age as well the importance of the knowing about and implementing the latest technology and getting adapted to that in no time. The research has been carried on keeping all the above points into consideration and trying to screen out the best ways to adapt and succeed in using the latest technology in the teaching-learning environment.

### **LANGUAGE AND CULTURE TOWARDS TEACHING**

Learning a language means also the study of a different culture. This study focuses on the introduction of culture in language teaching into the curriculum of the subject. But we believe that future teachers should have a more thorough theoretical and practical training in terms of what incorporating culture into language and teaching implies. The role and status of culture in language teaching has always been a challenging issue for teachers. Their conception and opinion may be very different regarding the meaning of culture and the possibilities of incorporating cultural content into the language teaching process. These differences can result from their previous experience as language learners from what they have learnt along their training process and from the various possibilities they have had to come

into direct contact with the target culture. The cultural content taught in language classes may also be influenced by the extent of differences between the native and target cultures. Generally in language teaching the emphasis is on the development of four separate skills listening comprehension reading comprehension writing and speaking. However language teachers and scholars often refer to a fifth skill which is culture. It is difficult to imagine language teaching without referring in one way or another to the target culture therefore culture has always been present in the teaching process. Language learners may belong to a culture with different values and moral codes and this may make it difficult for them to understand the target culture's notions of the good and proper way of life. Cultural content and cultural awareness has varied along the history of language teaching and within the different methods. The currently fashionable wider interpretation of culture meaning is that culture is everything that is created made or touched by humans may become relevant from the point of view of planning and language teaching. We believe that future language teachers should be trained to formulate concrete objectives regarding the cultural content of the curriculum and develop specific cultural activities according to their objectives. However they cannot be expected to design all their teaching materials themselves. They must develop a critical approach to available recommended and accredited text books which may be used in the language class room and choose those which offer the best materials not only for the development of the four traditional skills but also of the fifth skill culture. The superiority of any educational process mainly depends upon the excellence of teaching process and teacher. Though teaching is considered as a science and a skill basically it is a transcendent art. It is the teacher who intuitively designs the emergent plastic mind of the child entrusted to him. Thus teaching is not a motorized process. Rather it is a sophisticated rigorous and a very challenging one. With good leadership and correct teaching methodologies the teacher's efficacy can be enhanced. Challenges in Indian educational system have no permanent answers because of the variable nature and continuous demands of human society.

### **CULTURAL DIVERSITY FOR TEACHING AND LEARNING**

Cultural diversity is a debatable open-ended term which generally refers to the reality of coexistence of diverse knowledge beliefs arts morals laws customs religions languages abilities and disabilities genders ethnicities races nationalities sexual orientations of human beings. It could extend to the way people react to this reality and the way people choose to live together with this reality. People are divided by several factitious categories and partitions such as identity politics



around the world where all cultural groups feel their members are to some extent being discriminated. Whether people admit it or not and whether government hide it or not it is a fact that people are full of diversity in terms of gender social class ethnicity race language abilities and disabilities religion orientation needs nationality political ideology citizenship status family composition cultural background income and occupation. Cultural diversity brings both opportunities and challenges to the achievement of this goal. Although many noble terms e.g., equity and social justice in relation to cultural diversity have been widely used and adopted in policies across the world as a politically correct way to deal with cultural diversity and people from different back grounds. Over the past years considerable progress on education access and participation has been made. In addition people from marginalized countries cultures and back grounds are more inclined to lack equitable quality education and life-long learning opportunities. Culture can be used to label other people but it also can serve the purpose of respecting people's differences and avoiding assimilation and coercion. Thus it is necessary to distinguish what aspects of culture are referred to in different situations. In many situations culture can exist in a society at both superficial and substantial levels. Language is another example of cultural differences which can be seen as superficial or substantial. For many people language especially languages other than mother language is just a tool for people to communicate. However behind the noticeable superficial differences languages reflect more substantial aspects in relation to psychology linguistics culture and politics. Language is essential for a culture to survive as it reflects the way that people see the world. Many essential meanings of a culture are embedded in the language that it uses. Additionally language connects with power and resources. Culture links closely to identity such as the way people see themselves and others. Diverse cultures lead to diverse identities which bring both opportunities and challenges to education and the society. Nowadays different countries work places and schools increasingly consist of people from various cultural racial ethnic and religious back grounds. People need to have a level of understanding about each other in order to live together and collaborate with each other which require learning about other cultures and identities.

### **DEVELOPMENT OF LIFE SKILLS IN TEACHER EDUCATION**

Life skills are the abilities that help to promote psychosocial competence and general well-being of individuals. To enhance the efficiency of prospective pre-service teachers and to convert them into individuals with high potential, teacher

education program should be reformed giving due importance to life skill education. Imparting life skills can empower prospective teachers to take positive action, promote healthy and positive social relationships. It also entails being able to establish productive interpersonal relationships. The teacher education curriculum should encompass life skill education to impart diversity of skills among prospective teachers there by to build an open and flexible mind, not only to adapt to diverse classroom situations but also to develop life skills of their students in real teaching situations. Life skill education as a full-fledged subject is necessary to enhance the efficiency and well-being of prospective teachers. Teachers being the facilitators of learning process in classrooms are responsible for overall development of the students. Effective teaching in this century requires more than a basic understanding of educational theory and classroom management. One of the prime duty of the teachers apart from teaching the subject matter is to develop positive attitude among the students and enable them to think critically, make adjustments in adverse conditions and to generate good decision makers. Teachers can also help the students to relate the learnt matter to the real life situation. Life skills are the abilities that help to promote general well-being and psychosocial competence of an individual. Life skills are abilities for adaptive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Training for life skills promotes mental health and general well-being of pre-service teachers which is vital as the teachers often work in diverse situations. It helps to improve the academic performance by enabling to translate acquired knowledge, attitudes and values into actual abilities and there by facilitate to behave in healthy ways. Qualities like critical thinking, effective communication, decision making and problem solving are imperative for quality teaching and that can be obtained through life skill education. It helps to build confidence and self-esteem among the pre-service teachers. Many a time teachers face job stress in the work place and quite often struggle with their emotions which affect their teaching. In order to cope with stress and emotions, a prior training in life skills will be boon for the teachers to carry on the teaching work efficiently. It helps the teachers to tackle adolescents who are in a transition phase and quite often are found struggling due to inappropriate home and school environments and also assist teachers to impart the acquired knowledge of life skills to the students in a better way by employing different teaching methods.

## CONCLUSION

Effective communication skills are really important for teacher in transmitting of education, classroom management and interaction with students in the class. Teacher has to teach the students having different thinking approaches. To teach in accordance with the ability and capability of the students a teacher need to adopt such skills of communication which motivate the students toward their learning process. Good communication skills of teacher are the basic need of academics success of students, and professional success of life. The individual through learning acquires all these aspects. Learning occupies a very important place in everybody's life. Mostly learning influences one's actions. It is an important factor for his personality and behavior. Education system plays an important role in inculcating such kind of learning in the students.

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## UNVEILING NARRATIVES: A COMPARATIVE ANALYSIS OF GENDER DYNAMICS IN JAPANESE AND INDIAN MODERN LITERATURE

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### ABSTRACT

Gender studies in literature provide critical insights into the evolving dynamics of societies, revealing how narratives shape and reflect cultural attitudes towards gender roles. While research has been done in these two fields individually, this research article explores the significance of gender studies within the realms of Japanese and Indian modern literature and their profound impact on respective societies. Through a comparative analysis, I will try to highlight how literary works from both cultures address gender issues, highlighting similarities and differences in their societal impacts. I will put forth my observations on a few selected Indian and Japanese writers such as Higuchi Ichiyō, Tanizaki Jun'ichirō, Haruki Murakami, Ismat Chughtai, Kamala Das, Arundhati Roy while discussing some of their literary works. Key examples from both literary traditions will underscore the narratives that challenge, reinforce, or transform gender norms.

**Keywords:** Gender studies, Japanese literature, Indian literature, modern literature, feminism, cultural identity

### Introduction

Literature serves as a mirror to society, reflecting its values, conflicts, and transformations. The study of gender in literature is pivotal in understanding how narratives shape and are shaped by societal attitudes towards gender roles and identities. Both Japanese and Indian literatures, rich in cultural and historical contexts, provide a fertile ground for examining gender issues. This paper delves into how modern literature in Japan and India addresses gender, exploring its societal impacts and the dialogue it fosters on gender equality.

## Theoretical Framework

Gender studies in literature analyze how texts construct and deconstruct gender identities and roles. This field examines the representation of gender in literature, the impact of these representations on readers, and the broader societal implications. In the context of Japanese and Indian literatures, gender studies reveal how cultural narratives both challenge and perpetuate traditional gender norms, offering insights into the ongoing struggles for gender equality in these societies.

### Japanese Modern Literature: Gender and Society

Japanese literature has a rich tradition of exploring complex gender dynamics. The Meiji Restoration (1868-1912) marked a period of significant cultural and social transformation, influencing literary representations of gender. The rise of modern Japanese literature saw writers like Higuchi Ichiyō and Tanizaki Jun'ichirō addressing gender issues in nuanced ways.

Higuchi Ichiyō, one of the first prominent female writers in modern Japan, depicted the struggles of women in a patriarchal society. In her short story *Takekurabe* (たけくらべ, *Growing up/Child's Play*) (1895-96) Ichiyō portrays the transition from childhood to adolescence within the setting of Tokyo's red-light district, Yoshiwara. The story follows a group of youths over four months, showcasing their interactions and the emotional tumult they face as they navigate societal expectations and personal desires. Through the character of Midori, a 14-year-old girl torn between the innocence of her childhood and the inevitability of her future as a courtesan, Ichiyō poignantly captures the essence of lost innocence in a challenging environment. The narrative delves into significant gender dynamics, highlighting the roles that society imposes on young women. Midori's eventual transition to a courtesan, following in the footsteps of her older sister, illustrates the limited choices available to women in that era. Despite her initial dreams and childlike joy, she is compelled by familial loyalty and societal norms to embrace a future wrought with hardship. This reflects the larger theme of women being ensnared by economic circumstances and social hierarchies, revealing the patriarchal structures that dictate their lives. *Takekurabe* stands as a testament to Ichiyō's ability to articulate the complexities of gender and societal dynamics during the Meiji Era. Her portrayal of women, particularly through characters like Midori, encapsulates the tension between traditional roles and emerging modern facets of womanhood. The tension between individuality and societal expectations underscores Ichiyō's progressive approach in making her female characters' struggles and triumphs resonate with

modern audiences, fostering a deeper understanding of the historical context and its implications for gender dynamics.

Another important figure in the Japanese modern literary world, Tanizaki Jun'ichirō's works often explore the intersection of gender, desire, and aesthetics. In *The Makioka Sisters* (細雪, *Sasameyuki*) (1943-48), Tanizaki Jun'ichirō intricately explores traditional gender roles within the context of a patriarchal society. The portrayal of the four sisters—Tsuruko, Sachiko, Yukiko, and Taeko—reflects the varying responses women have to societal expectations. Tsuruko and Sachiko, as the elder sisters, are depicted as guardians of tradition, demonstrating adherence to family honor and arranged marriage customs. In contrast, Taeko represents a challenge to these norms, expressing a desire for independence and personal agency, thereby highlighting the tension between tradition and modernization. The characters in the novel embody the societal pressures placed on women during pre-World War II Japan. Yukiko, for instance, grapples with the stigma of being unmarried at thirty, which adds complexity to her character as she navigates familial obligations while longing for autonomy. Taeko, the youngest sister, further complicates these dynamics by pursuing her own aspirations, such as becoming a doll-maker and engaging in scandalous romantic relationships, which defy her family's expectations. Male characters in *The Makioka Sisters* symbolize traditional patriarchal authority, significantly affecting the sisters' lives and choices. The relationships between the sisters and male figures often reflect the societal hierarchy that limits women's autonomy. For example, Yukiko's suitors represent societal pressures to marry, while Taeko's rebellious nature challenges these male-dominated expectations. This dynamic illustrates the women's struggles to assert their identities within a framework that often diminishes their agency. Tanizaki successfully imbues the female characters with psychological complexity, capturing the breadth of their experiences, desires, and frustrations. Through detailed character development, he portrays the sisters as multifaceted individuals coping with their roles in family and society. This complexity allows readers to empathize with their struggles, particularly as they challenge or conform to the norms of their time. The novel illustrates how these women navigate their personal aspirations against the backdrop of familial loyalty and societal expectations. As a reflection of the clash between traditional and modern values, *The Makioka Sisters* presents a nuanced portrayal of gender dynamics. Taeko's modernity contrasts significantly with the conservative perspectives of her older sisters, highlighting the generational divide in attitudes toward gender roles. By showcasing these different approaches,

Tanizaki critiques both the restrictive nature of traditional expectations and the challenges posed by modernization.

Contemporary Japanese literature continues to engage with gender issues. Haruki Murakami's novels, well-known within the Indian literature-loving community as well, such as *Norwegian Wood* (ノルウェイの森, *Noruwei no Mori*) (1987), intricately explores gender dynamics through the contrasting portrayals of its female characters, primarily Naoko and Midori, and their relationships with the male protagonist, Toru Watanabe. Naoko represents vulnerability and emotional fragility, as she grapples with the aftermath of her lover's suicide, illustrating the impact of mental health and societal expectations on women. In contrast, Midori embodies independence and vitality, challenging traditional gender roles while showcasing a more liberated and outspoken female character who directly expresses her desires. Murakami addresses traditional gender roles by presenting characters that either conform to or deviate from these expectations. Midori's assertiveness and desires stand in stark contrast to Naoko's passivity and emotional dependency. This dynamic not only highlights the internal conflicts experienced by the characters but also comments on the societal pressures surrounding femininity and the expectations placed upon women in the 1960s Japan portrayed in the novel. Murakami's depiction of the female experience often interlinks with the male gaze, illustrating how male perspectives shape the narrative. The protagonist, Toru Watanabe, frequently projects his desires and insecurities onto Naoko and Midori, reflecting a pattern found in Murakami's broader body of work where female characters often exist to facilitate the male protagonist's journey. This narrative choice raises questions regarding agency and autonomy as the female characters strive to assert their identities beyond their roles as objects of male affection. Literary analyses of *Norwegian Wood* frequently engage in feminist critique, emphasizing the duality of empowerment and objectification present in Murakami's portrayal of women. While characters like Midori exhibit confidence and challenge societal norms, they concurrently face stereotyping and emotional exploitation. The complexity of this portrayal reveals both an acknowledgment of women's strengths and a critique of how societal structures limit their effective expression.

### **Indian Modern Literature: Gender and Society**

Indian literature, with its diverse linguistic and cultural traditions, offers a rich background of gender narratives. The post-independence era saw a surge in literary works addressing gender issues, influenced by the feminist movement and socio-political changes.



Ismat Chughtai, a pioneering feminist writer, challenged societal norms through her bold narratives. Her works explore themes of female sexuality and same-sex desire, breaking taboos and provoking critical discourse on gender and sexuality in conservative Indian society. Ismat Chughtai's exploration of female sexuality is powerfully illustrated in her short story *Lihaaf*, where she writes, "*Having married Begum Jaan he tucked her away in the house with his other possessions and promptly forgot her.*" This quote reflects the neglect of women's desires within the confines of marriage, emphasizing how women's individuality and sexual needs are often sidelined in a patriarchal society.

Chughtai succinctly encapsulates the patriarchal attitudes and societal norms regarding women's roles within marriage during the time period depicted in the story. The Nawab's treatment of Begum Jaan, the protagonist of the story, signifies not only neglect but also the commodification of women within the institution of marriage. This quotation poignantly illustrates the undercurrents of male privilege and female oppression in *Lihaaf*, encapsulating the themes of neglect and the erosion of female identity within the patriarchal structures of society. Chughtai effectively employs this metaphorical language to provoke thought about the emotional and psychological ramifications of such societal norms on women's lives, ultimately pushing for a deeper understanding of the complexities of female sexuality and desire within her narratives.

Arundhati Roy's *The God of Small Things* (1997) intertwines gender with caste and class issues, providing a comprehensive critique of societal structures. Roy's portrayal of forbidden love and female agency highlights the intersectionality of gender issues in India, emphasizing the need for a holistic approach to gender equality. In Ammu's story from *The God of Small Things*, Roy effectively highlights the societal taboos that inhibit women's freedom to express their sexuality. The expectations placed on women to conform to traditional roles, such as marriage and motherhood, create a restrictive environment where desires are suppressed. Ammu's relationship with Velutha, a man from a lower caste, exemplifies a defiance against these norms. Their love transcends societal boundaries but is met with fierce backlash, underscoring the stigma surrounding women's autonomy in choosing their partners. Such portrayals of taboo relationships challenge the reader to reflect on the oppressive structures that dictate women's sexual choices and identities. The severe consequences that Ammu faces for asserting her identity and desires further symbolize the harsh realities that women endure when they challenge societal norms. When Ammu engages in a forbidden love affair, the repercussions manifest

not only personally but also socially and culturally, leading to tragedy for her family and herself. Roy uses these consequences as a lens to critique the patriarchal structure that punishes women for seeking agency and love. This aspect of the narrative invites readers to consider the costs associated with challenging traditional gender roles as well as the systemic injustices that women must face.

Kamala Das's autobiographical writings, on the other hand, such as *My Story* (1976), offer candid reflections on her experiences as a woman in a patriarchal society. Das's exploration of her own sexuality and gender identity challenges traditional notions of femininity and asserts the importance of individual agency and self-expression. Her poetry as well, offers a vivid portrayal of female sexuality, as evidenced by her lines: *"Gift him what makes you woman, the scent of long hair, the musk of sweat between the breasts, the warm shock of menstrual blood, and all your endless female hungers."* This excerpt exemplifies her unflinching embrace of female desire, confronting societal taboos surrounding women's sexuality and advocating for their right to express their physical and emotional needs.

### **Comparative Analysis: Similarities and Differences**

Both Japanese and Indian literatures are deeply rooted in their cultural and historical contexts, influencing how gender issues are addressed. Japanese literature, shaped by the Meiji Restoration and post-war transformations, often reflects the tension between tradition and modernity. Indian literature, influenced by colonialism, independence, and the feminist movement, presents a diverse range of gender narratives. Japanese and Indian literatures both showcase female characters struggling against societal constraints. However, the nature of these struggles varies. Japanese literature often portrays subtle, internal conflicts, reflecting the societal emphasis on harmony and conformity. In contrast, Indian literature frequently depicts overt resistance and defiance against patriarchal norms, influenced by the broader feminist movement. Indian literature tends to address the intersectionality of gender with caste, class, and religion more explicitly than Japanese literature. This reflects India's diverse social fabric and the multiple layers of oppression faced by marginalized groups. Japanese literature, while addressing intersectionality, often focuses more on the individual psychological and emotional aspects of gender issues.

The impact of gender studies in literature on society varies between Japan and India. In Japan, literature has played a crucial role in gradually shifting societal attitudes towards gender roles and identities, fostering greater acceptance of gender fluidity and individualism. In India, literature has been a powerful tool for social activism,

challenging deeply entrenched patriarchal structures and advocating for women's rights and gender equality.

### **Literary Impact on Societal Change**

Indian literature has increasingly reflected the complexities of gender roles, significantly impacting societal norms and perceptions. Authors like Arundhati Roy and Jhumpa Lahiri have explored themes of female agency, desire, and the intricate dynamics within marital relationships. Their works delve into the intersection of gender with caste, class, and cultural identity, challenging traditional stereotypes and advocating for gender equality. Chitra Banerjee Divakaruni's *The Palace of Illusions* (2008), another definitive add to the list of note-worthy contemporary literary work, reimagines the Indian epic Mahabharata from the perspective of Draupadi, a central female character. The novel challenges traditional patriarchal interpretations of the epic, asserting the importance of female agency and voice. The book has resonated with contemporary readers, fostering a re-evaluation of historical narratives and their implications for gender equality. This narrative evolution is essential for reshaping societal attitudes towards women, fostering a more inclusive discourse on gender issues.

The historical trajectory of gender roles in Indian literature is marked by significant shifts from colonial legacies to contemporary feminist discourse. Pre-independence literature often mirrored patriarchal structures, yet the women's movement catalyzed a change, enabling writers to portray women with greater agency and complexity. The post-independence period witnessed more diverse representations of women, addressing their psychological struggles and societal expectations, thereby redefining gender roles within the Indian context.

Similar to India, Japanese literature has also evolved markedly in its representation of gender roles. Historical portrayals of women, particularly during the Heian and Edo periods, often depicted them as submissive and confined to domestic spheres. However, the Meiji period and beyond saw a realism in literature that began to unravel these traditional models, representing women in more independent and assertive roles. Contemporary Japanese authors like Banana Yoshimoto address issues such as identity, sexuality, and gender representation, reflecting the ongoing societal evolution concerning gender roles. Banana Yoshimoto's *Kitchen* (1988) explores themes of grief, family, and gender identity. The novel's portrayal of a transgender character and the fluidity of gender roles reflects the evolving attitudes towards gender in contemporary Japanese society. *Kitchen* has been influential in

promoting greater acceptance and understanding of gender diversity, contributing to the broader societal discourse on gender equality.

The intersectionality of gender with social hierarchies remains a vital area of exploration in Japanese literature. Modern works often highlight the challenges women face within the context of class and cultural expectations, addressing broader societal structures that influence gender dynamics. This exploration contributes to a more nuanced understanding of gender in the context of Japanese society, encouraging critical engagement with traditional norms and expectations.

Both Indian and Japanese literatures incorporate feminist perspectives that challenge existing gender norms. Indian women writers, through narratives depicting female empowerment and societal critique, strive to provide a platform for women's voices and experiences. Likewise, Japanese feminist literary movements, represented by authors advocating for gender equality, have gained traction in contemporary discussions, contributing to societal shifts in perceptions of women. Literature from both regions serves as a reflective and transformative force regarding gender issues. In India, literary works have become instrumental in reshaping societal narratives and inspiring activism for women's rights. They have brought visibility to gender-based concerns by offering alternative narratives that empower women and reshape expectations surrounding gender roles.

In Japan, the growing recognition of female authors and their contributions to literature underscores the evolving dialogue around gender roles. Their stories challenge traditional portrayals, allowing for more diverse representations of women's experiences in society, thus broadening the narrative scope regarding gender.

The continued exploration of gender roles in literature from both India and Japan emphasizes the significance of literary developments in shaping societal attitudes towards gender, enabling conversations about equality and representation in both cultural contexts.

## **Conclusion**

Gender studies in literature provide invaluable insights into the complexities of gender dynamics within societies. By analyzing Japanese and Indian modern literature, we can understand the ways in which gender issues are represented, questioned, and redefined. Both literary traditions have played a crucial role in challenging patriarchal structures, exploring the nuances of gender identity, and influencing social change. Despite the differences in cultural context and historical

trajectory, the impact of gender studies in literature on Japanese and Indian societies underscores the universal significance of promoting gender equality and inclusivity through literary expression.

Through this comparative analysis, it becomes evident that literature not only reflects societal attitudes towards gender but also serves as a catalyst for cultural and social transformation. As we continue to explore and understand the evolving narratives of gender in literature, we can foster a more equitable and inclusive world.

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## TECHNOLOGY-ENABLED PROFESSIONAL DEVELOPMENT OF SPECIAL EDUCATORS

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### ABSTRACT

In the realm of special education, the integration of technology into professional development programs has become increasingly vital to ensure that special educators possess the essential knowledge, abilities, and tools to effectively assist their students. This paper examines the convergence of technology and professional development in special education, emphasizing the significant influence that digital resources and platforms can have on shaping and improving the skills of special educators. By exploring a wide range of materials, participating in collaborative learning activities, and staying updated on emerging trends and best strategies through digital resources, special educators can enhance their teaching practices and cultivate a culture of ongoing enhancement and creativity. Through a thorough examination of fundamental themes and ideas, this paper clarifies the transformative capacity of technology-driven professional development programs in special education. It aims to offer insights and suggestions for leveraging technology's potential to advance the field of special education, empowering educators to excel in a continuously evolving educational landscape.

**Keywords:** Technology, Professional Development, Special Educators, Innovation, Learning Experiences.

### Introduction

The domain of special education is characterized by its dynamic nature and continuous adjustment to cater to the varied learning requirements of students. The foundation of professional development is crucial in ensuring that special educators

possess the essential knowledge, abilities, and tools to effectively assist their students (Yue & Ji, 2021; Kheswa et al., 2014; Choy & Chua, 2019). With the educational sector experiencing rapid changes due to technological progress, the inclusion of technology in professional development programs has become increasingly vital (Jeffs et al., 2014; Fen & Xu, 2010; Moore, 2014). This article examines the convergence of technology and professional development in the realm of special education, highlighting the significant influence that digital resources and platforms can have on shaping and improving the skills of special educators.

In recent times, technological advancements have transformed different aspects of education, introducing new perspectives and approaches. In the sphere of professional development, technology acts as a catalyst for substantial change, providing unique opportunities for advancement and learning (Hashim et al., 2022; Daniela et al., 2017). Through the adoption of digital resources and platforms, special educators can explore a wide range of materials, participate in collaborative learning activities, and stay updated on emerging trends and best strategies. The integration of technology in professional development programs not only enhances the efficacy of learning experiences but also cultivates a culture of ongoing enhancement and creativity among educators (Davies & West, 2010; Polly et al., 2010). This manuscript seeks to investigate the complex relationship between technology and professional development in special education, elucidating the various ways in which digital resources and platforms can empower educators and enhance their teaching practices. By conducting a thorough examination of fundamental themes and ideas, it aims to clarify the transformative capacity of technology-driven professional development programs. Through the analysis of current literature, emerging developments, and innovative approaches, this article aims to offer insights and suggestions for leveraging technology's potential to advance the field of special education.

As we delve into the exploration of the intersection between technology and professional development, it is crucial to acknowledge the fundamental role that digital resources and platforms play in shaping the future of special education. By embracing technology-based methods in professional development, special educators can equip themselves with the essential tools and skills to effectively address the diverse needs of their students and promote inclusive learning environments. Through collaborative endeavors and a dedication to leveraging the transformative power of technology, we can ensure that special educators are empowered to excel in a continuously evolving educational landscape.



## Theoretical Framework

The conceptual framework supporting technology-facilitated professional growth for special educators is rooted in various fundamental concepts in education and learning theory. Comprehending these theoretical viewpoints is crucial for formulating and executing effective professional development endeavors that utilize technology to cater to the diverse requirements of special educators and their pupils (Mechlová & Malčík, 2012; Alomyan & Green, 2019; Scheerens, 2014).

*Adult Learning Theory*, (Bass, 2012) also recognized as andragogy, asserts that grown-ups possess distinct characteristics and incentives for learning that differ from those of youngsters. Developed by Malcolm Knowles, this theory underscores the significance of self-directed learning, relevance to learners' experiences, and practical utilization of knowledge. In the realm of technology-supported professional development for special educators, this theory indicates that programs should be customized to meet the precise needs and inclinations of adult learners (Ludlow, 2001; Bari et al., 2013). Digital platforms and tools can facilitate self-directed learning through interactive modules, personalized learning pathways, and opportunities for reflection and application in real-world scenarios.

*Constructivism* is a learning theory that underscores the active construction of knowledge by learners through meaningful interactions with their surroundings (Terwel, 2013; Kaufman, 2004). According to constructivist principles, learning transpires when individuals actively participate in problem-solving, critical thinking, and collaboration (Muhajirah, 2020). In the sphere of technology-facilitated professional growth, constructivist strategies advocate for establishing interactive and collaborative learning environments where educators can delve into new concepts, exchange experiences, and jointly build knowledge (Makgato, 2012). Digital tools like online forums, virtual simulations, and collaborative platforms enable educators to engage in collaborative problem-solving and knowledge creation, fostering a profound comprehension of content and pedagogical practices.

*The Community of Practice Model*, put forth by Etienne Wenger, accentuates the significance of social learning within a community of peers who share common objectives, interests, and expertise. In a community of practice, members partake in collaborative learning pursuits, exchange resources, and experiences, and collectively contribute to the progression of knowledge and practice within their domain (Thompson, 2019; Teacher Collaboration in School Improvement, 2020). In the context of technology-supported professional development for special educators, virtual communities of practice offer a venue for educators to connect with peers,

exchange best practices, and seek assistance and counsel. Online forums, social media groups, and professional networking platforms facilitate communication and collaboration among educators, nurturing a sense of belonging and collective learning (Cholifah et al., 2020; Fabee & Sultana, 2019).

By anchoring technology-facilitated professional growth initiatives for special educators in these theoretical frameworks, educators can devise more efficient and influential learning encounters that cater to the distinct needs and preferences of adult learners. By integrating principles of adult learning theory, constructivism, and the community of practice model, technology-facilitated professional development programs can enable special educators to enhance their knowledge, skills, and practice, ultimately resulting in enhanced outcomes for students with diverse learning needs.

### **Digital Tools and Platforms**

Digital tools and platforms have transformed the landscape of professional development for special educators, offering a wide range of resources and opportunities for growth and learning (Use of computer technology to help students with special needs., n.d; Rao et al., 2021; Kakoura & Drigas, 2023; Bhat, 2023). This section explores the numerous possibilities that digital platforms offer, catering specifically to the requirements of special educators.

*Online Learning Platforms:* Online learning platforms have become essential resources for special educators seeking opportunities for professional development. These platforms provide a diverse selection of courses, workshops, and training modules aimed at improving educators' knowledge and skills in areas such as inclusive teaching strategies, assistive technology utilization, behavior management techniques, and individualized education plan (IEP) development. Well-known online learning platforms like Coursera, edX, Udemy, and Teachable are examples. Specialized platforms like the Council for Exceptional Children's Learning Management System (CEC LMS) offer targeted courses and resources customized for special educators, covering topics from autism spectrum disorders to differentiated instruction (Vieyra & Gonzalez, 2020; Smith & Basham, 2014; Ayers, 2023).

*Webinars:* Webinars offer a convenient and accessible way for special educators to participate in professional development from their homes or classrooms. These online sessions, whether live or pre-recorded, cover a broad range of topics relevant to special education, including instructional strategies, assessment practices, assistive technology tools, and legal matters. (Smith et al., 2016; Holmes et al.,

2010; Hirsch & McDaniel, 2021). Webinars often feature expert presenters who share their expertise and insights, as well as opportunities for participants to engage with peers and ask questions. Organizations such as the National Association of Special Education Teachers (NASSET) and the Learning Disabilities Association (LDA) regularly host webinars on subjects of interest to special educators.

*Social Media Groups:* Social media platforms have evolved into active centers for special educators to connect, cooperate, and exchange resources and ideas. Facebook groups, Twitter chats, and LinkedIn communities dedicated to special education offer spaces for educators to participate in conversations, inquire, and receive support from colleagues worldwide (Duncan-Howell, 2010; Sheard, 2004; Sheard, 2004; Nagy et al., 2006). These online communities cultivate a sense of community and solidarity among special educators, allowing them to access collective knowledge and expertise. Examples of popular social media groups for special educators include "Special Education Teachers" on Facebook, #SpEdChat on Twitter, and the "Special Education Professionals" group on LinkedIn.

*Resource-Sharing Platforms:* Platforms for sharing resources provide a wealth of materials and tools for special educators to enhance their teaching practices. Websites like Teachers Pay Teachers, Share My Lesson, and the National Center on Intensive Intervention (NCII) grant access to a vast collection of lesson plans, worksheets, instructional materials, and assessment tools specifically created for students with diverse learning needs (Fuchs et al., 2014; Intensive Intervention Course Content, 2016). These platforms empower educators to explore, modify, and personalize resources to meet the distinct needs of their students, thereby saving time and effort in lesson planning and preparation.

By utilizing these digital tools and platforms, educators specializing in special education have the opportunity to tap into a vast array of resources, engage in collaborative efforts with colleagues, and participate in introspective activities, thereby enriching their expertise, competencies, and efficacy in assisting students with varying educational requirements (Fonte & Barton-Arwood, 2017; Khalid et al., 2012). The continuous advancement of technology opens up limitless prospects for professional growth within the special education realm, enabling educators to effectively address the demands of the intricate educational environment of today with assurance and proficiency.

### **Benefits of Technology-enabled Professional Development**

Technology-enhanced professional development has the potential to greatly benefit special educators, providing numerous advantages that enrich their educational

experiences and ultimately enhance outcomes for students with various learning needs (Moreno, 2020). This segment delineates the perks of technology-enhanced methodologies, highlighting the increased accessibility, flexibility, and scalability, alongside enabling personalized learning encounters.

One of the central advantages of technology-enhanced professional development is the heightened accessibility it offers. Conventional professional development activities often necessitate educators to commute to specific venues or partake in on-site workshops, which can pose challenges for those with geographical constraints or limited mobility. Conversely, technology-enhanced methods enable educators to engage in professional development opportunities from virtually any location with internet connectivity (Borko et al., 2010; Little & Housand, 2011; Cholidah et al., 2020). Whether situated in urban areas, rural settings, or remote locales, special educators can engage in online courses, webinars, and virtual communities of practice, thereby broadening the reach of high-quality professional learning opportunities.

Flexibility is a hallmark of technology-enhanced professional development, granting educators unparalleled freedom to partake in learning endeavors at their own pace and convenience. Unlike traditional face-to-face workshops that may demand educators to take time off from their teaching duties or adhere to rigid timetables, digital platforms provide the flexibility to access resources and engage in learning activities at opportune moments (Finch & Jacobs, 2012; Lozovoy & Zashchitina, 2019). Special educators managing hectic schedules, multiple commitments, or familial obligations can leverage the flexibility provided by online courses, webinars, and asynchronous learning modules, enabling them to harmonize professional development with their work and personal lives.

The scalability of technology-enhanced professional development initiatives holds promise in reaching a broader and more varied audience of special educators compared to traditional methods. Digital platforms can cater to numerous participants concurrently, enabling the expansion of professional learning opportunities to suit the requirements of educators across multiple institutions, districts, or even nations (Dankbaar & Jong, 2014; Smith et al., 2016; Benedict et al., 2014). Additionally, digital resources like online courses and instructional videos can be readily duplicated and distributed, empowering educators to access standardized content while still benefiting from personalized learning experiences tailored to their distinct needs and preferences. Furthermore, online professional development offers the advantage of cost-effectiveness (Sung, 2009).

Personalized learning experiences are facilitated through technology-enhanced professional development, customizing learning encounters to the specific needs, passions, and inclinations of special educators (Sung, 2009; Little & Housand, 2011). Digital platforms can harness data analytics and adaptive learning algorithms to evaluate educators' existing knowledge, competencies, and learning objectives, and suggest personalized learning pathways and materials. Special educators can explore a diverse array of content, teaching resources, and learning exercises tailored to their particular areas of interest or professional development requirements (Bondebjerg et al., 2023; Hewett, n.d). Furthermore, digital platforms frequently incorporate interactive components such as quizzes, simulations, and collaborative projects, engaging educators in active learning and fostering comprehensive comprehension and application of knowledge.

In brief, technology-facilitated professional growth presents a multitude of benefits for educators specializing in special education, such as heightened availability, adaptability, expandability, and individualized learning encounters. Through the utilization of digital platforms and resources, educators can surmount obstacles to entry, participate in adaptable learning prospects, reach broader audiences, and obtain customized assistance to enrich their understanding, competencies, and efficacy in aiding students with various learning requirements (Potasheva et al., 2019; Digital learning and improving transitions into employment - Literature Review on the Impact of Digital Technology on Learning and Teaching, 2015). With the ongoing advancement of technology, the capacity for technology-driven professional development to revolutionize special education practices and enhance student outcomes appears boundless. In summary, the incorporation of technology in professional development for special educators offers numerous advantages such as increased availability, adaptability, and individualized learning experiences (Murphy & Lebars, 2009).

### **Challenges and Considerations**

While technology-enabled professional development provides numerous advantages for special educators, it also brings forth various challenges and considerations that need to be addressed to guarantee its effectiveness and fair implementation. This segment outlines prevalent obstacles and deliberates on strategies for alleviating these hindrances.

*Digital Equity Concerns:* One of the primary hurdles of technology-enabled professional development revolves around ensuring fair access to digital resources and platforms. Disparities in technology access and internet connectivity can

worsen existing inequalities, especially for educators in disadvantaged communities or with limited resources (Warschauer & Xu, 2018; Chapman et al., 2010). To tackle digital equity issues, educators and policymakers must prioritize endeavors aimed at bridging the digital gap. This may entail granting access to devices and internet connectivity, providing training and assistance for educators to utilize technology proficiently, and creating culturally relevant and linguistically appropriate digital resources.

*Example:* In rural school districts with restricted access to high-speed internet, administrators could collaborate with local libraries, community centers, or enterprises to offer educators access to Wi-Fi hotspots or temporary devices. Moreover, districts might invest in mobile technology solutions, like tablets or laptops pre-loaded with educational content, to ensure that educators can partake in professional development activities regardless of their geographical location.

*Privacy Challenges:* Another obstacle linked to technology-enabled professional development is ensuring the confidentiality and security of educators' personal data and sensitive details. The escalating use of online platforms and digital tools heightens the risk of data breaches, unauthorized entry, and misapplication of personal information (Walsh, 2017; Bhat, 2023). Educators and policymakers should emphasize data privacy and security measures to safeguard educators' privacy and adhere to relevant regulations, such as the Family Educational Rights and Privacy Act (FERPA).

*Example:* When choosing online learning platforms or digital tools for professional development, districts should conduct thorough evaluations of vendors' privacy policies and data security protocols. Educators should undergo training on optimal methods for protecting their personal information, like crafting strong passwords, employing encryption tools, and refraining from sharing sensitive data on public platforms or social media. Additionally, districts could establish explicit guidelines and procedures for gathering, storing, and exchanging educators' data to ensure compliance with privacy laws.

*Continuous Technical Assistance:* An essential aspect of technology-enabled professional development is the necessity for continuous technical aid and troubleshooting support. Educators may face technical glitches or difficulties in navigating digital platforms, impeding their engagement in professional learning endeavors (Kurniasih et al., 2022; Lawless & Pellegrino, 2007). To tackle this issue, districts should offer extensive technical support services and materials to aid

educators in resolving issues and enhancing their utilization of technology for professional development.

*Example:* Districts could set up help desks or support hotlines manned by IT experts who can provide immediate assistance to educators encountering technical problems. Furthermore, districts might provide training sessions or online guides to help educators cultivate fundamental digital literacy skills and troubleshoot common technical issues autonomously. By investing in a robust technical support structure, districts can ensure that educators possess the necessary resources and aid to actively participate in technology-enabled professional development initiatives.

In swift, it is crucial to address challenges such as digital equity issues, privacy concerns, and the necessity for continuous technical assistance to effectively implement technology-driven professional development programs for special educators (Moreno, 2020; Chen et al., 2013). By employing a comprehensive approach that involves educators, policymakers, and technology providers, school districts can reduce obstacles to entry and encourage fair involvement in professional learning activities (Ludlow, 2001; Murphy & Lebars, 2009). Through deliberate planning, cooperation, and investment in supportive infrastructure, districts can guarantee that all educators have the chance to take advantage of technology-driven professional development and improve their ability to support students with various learning requirements (Twining et al., 2013).

### **Promoting Collaboration and Community Building**

Digital platforms play a pivotal role as transformative instruments for educators specializing in special education, enabling the facilitation of collaboration, mentorship, and peer learning in ways that were previously inconceivable. Virtual communities of practice serve as a vibrant environment where educators have the opportunity to connect with peers globally, exchanging insights, strategies, and resources pertinent to their field (Duncan-Howell, 2010; Yarris et al., 2019). The utilization of online forums, social media groups, and professional networking platforms allows educators to participate in in-depth discussions, seek guidance, and cooperate on initiatives geared towards enhancing outcomes for students with diverse learning requirements. These online communities nurture a sense of inclusivity and camaraderie among special educators, empowering them to access collective knowledge and expertise (Macià & Jordan, 2016). Moreover, digital platforms present avenues for mentorship, where seasoned educators can provide advice and assistance to new teachers, aiding them in navigating the intricacies of the profession and advancing professionally. Within this digital environment, peer

learning thrives as educators collaborate on crafting inclusive lesson plans, educational materials, and evaluation instruments, drawing upon the varied perspectives and experiences of their peers. Through the utilization of technology to establish collaborative networks and communities, special educators can elevate their practice, broaden their understanding, and ultimately, enhance outcomes for students with disabilities (Professional Learning - Office of Educational Technology, 2013; Moreno, 2020).

### **Future Directions and Recommendations**

As technology progresses, the realm of professional development in special education undergoes continuous evolution, presenting both new opportunities and challenges (Mainzer & Mainzer, 2015; Hettiarachchi & Das, 2014). This section explores emerging trends and innovations in technology-enabled professional development, encompassing artificial intelligence (AI), virtual reality (VR), and gamification while providing suggestions for educators, policymakers, and stakeholders on how to effectively utilize these advancements.

*Artificial Intelligence (AI):* The potential of artificial intelligence in transforming professional development in special education is substantial. AI-driven platforms can analyze educators' learning needs, preferences, and performance data to provide customized learning experiences tailored to their specific requirements (Zawacki-Richter et al., 2019; Jia & Zhang, 2021; AI technologies for education: Recent research & future directions, 2021). AI algorithms can recommend pertinent resources, identify areas for enhancement, and offer precise feedback to educators, thereby improving the efficacy and efficiency of their professional development. Moreover, AI-powered virtual assistants can deliver real-time support and guidance to educators by responding to queries, facilitating discussions, and offering immediate feedback on teaching methodologies (Wang, 2020; AI technologies for education: Recent research & future directions, 2021; Zawacki-Richter et al., 2019; Xu et al., 2022).

*Recommendation:* Educators and policymakers are encouraged to investigate the integration of AI technologies into professional development endeavors, utilizing AI-powered platforms to offer personalized learning experiences and aid in continuous professional development. By investing in AI-driven tools and platforms, the effectiveness of professional development programs can be enhanced, ensuring that educators receive tailored assistance to address their distinct needs and preferences.



*Virtual Reality (VR):* Virtual reality technology provides immersive and interactive learning experiences that can enrich the professional development of special educators. Through VR simulations, educators can practice teaching techniques, engage with virtual students, and navigate complex scenarios within a secure and controlled setting (Virtual Environments in Higher Education - Immersion as a Key Construct for Learning 4.0, 2016; Kami et al., 2019; Connolly, n.d; Jiang et al., n.d). VR-based training programs enable educators to gain hands-on experience with assistive technologies, behavioral interventions, and inclusive teaching methods, empowering them to acquire practical skills and confidence in supporting students with diverse learning requirements.

*Recommendation:* Educators and policymakers should explore the application of virtual reality technology in professional development initiatives, incorporating VR simulations and training programs to enhance hands-on learning experiences for special educators. By offering immersive and interactive training opportunities, VR technology can assist educators in developing practical skills and strategies to effectively cater to students with disabilities.

*Gamification:* Gamification integrates gaming elements, such as challenges, rewards, and competition, into non-game contexts to boost engagement and motivation. Professional development programs that incorporate gamification can incentivize educators to engage in learning activities, monitor their progress, and earn rewards for meeting learning objectives (Markopoulos et al., 2015; Jiang, 2016; Nah et al., 2014; Buckley et al., 2018). Strategies like leaderboards, badges, and levels within gamified programs can foster a sense of achievement and promote continuous learning and development among educators.

*Recommendation:* Educators and policymakers should contemplate integrating gamification elements into professional development initiatives, employing game-based strategies to enhance engagement and motivation among special educators. Through gamified learning experiences, educators can increase participation, encourage collaboration, and establish an enjoyable and interactive learning environment conducive to ongoing professional development.

In brief, educators and policymakers must remain updated on emerging trends and innovations in technology-enabled professional development as technology continues to progress. Through the adoption of advancements such as artificial intelligence, virtual reality, and gamification, educators can enrich the efficacy and accessibility of professional development initiatives. This ensures that educators specializing in special education are equipped with the necessary knowledge, skills,

and assistance to address the diverse requirements of students with disabilities (Dudzinski et al., 2000)(Borges, 2014; Jiang, 2016). By allocating resources to state-of-the-art technologies and effectively utilizing digital resources, stakeholders can optimize the advantages of technology in facilitating continuous professional development and enhancing outcomes for special education (Billingsley & Scheuermann, 2014; Jeffs et al., 2014).

## Conclusion

In conclusion, the incorporation of technology into professional development endeavors represents a crucial chance to transform the field of special education. By utilizing digital resources and platforms, educators can surpass spatial constraints, avail themselves of abundant educational materials, and participate in cooperative learning ventures with colleagues globally. The potential for enhancing support to students with disabilities is extensive; however, achieving this potential requires a focused approach to tackling issues like digital equality, privacy considerations, and the provision of continual technical assistance. Furthermore, promoting cooperation, guidance, and peer instruction through virtual communities of practice and other digital mediums is essential for upholding a climate of constant enhancement among special education professionals. Through the investment in technology-driven professional development, stakeholders can enable educators to enhance their competencies, keep up with emerging methodologies and standards, and ultimately, establish more comprehensive and fair educational settings for students with varying learning requirements. Looking ahead, it is imperative to embrace creativity, cooperation, and a dedication to utilizing technology in aiding the ongoing advancement and growth of special education professionals, guaranteeing that each student can maximize their capabilities.

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***Acknowledgment:*** *The author has duly acknowledged and sincerely given credit to the scholars and experts whose works or part(s) of work have been consulted and referred to in writing the present research paper.*

***Funding & Conflict of Interest:*** *This research work has not been funded or sponsored by any institute or funding agency. It is also declared by the author that there is no conflict of interest.*

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**ADVANCEMENT OF WOMEN EDUCATION IN RELATION TO  
ATTITUDE OF THE SCHEDULED CASTES PEOPLE WITH  
VARIOUS SOCIO-ECONOMIC SECTORS AND REGIONS OF  
MALDA DISTRICT IN WEST BENGAL**

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**ABSTRACT**

The advancement of women's education is critical for socio-economic development, particularly among marginalized communities such as the Scheduled Castes (SC) in Malda District, West Bengal. This study explores the relationship between women's education and the attitudes of SC people across various socio-economic sectors and regions in Malda District. Using qualitative research methodology and secondary data, the study analyzes demographic characteristics, socio-economic factors, and regional differences influencing educational attitudes. Key findings indicate that higher educational attainment among SC women correlates with greater empowerment and active participation in household decision-making. However, significant socio-economic and cultural barriers impede educational progress. Economic stability, employment sector, and access to educational resources profoundly impact attitudes towards women's education. Additionally, regional disparities highlight the need for geographically tailored interventions. The study emphasizes the importance of developing targeted policies and programs to address these challenges. Interventions should enhance economic opportunities, provide accessible educational resources, and promote cultural changes supportive of women's education. Governmental and non-governmental organizations must

collaborate to create comprehensive strategies bridging the gap between awareness and adoption of educational practices. By addressing socio-economic and cultural barriers, policymakers can foster an environment where education empowers women, promotes gender equality, and contributes to the socio-economic development of the region.

**Keywords:** Women's Education, Scheduled Castes, Socio-Economic Factors, Malda District, Empowerment, Educational Attitudes, Qualitative Research, Secondary Data, Regional Disparities, Policy Interventions.

## 1] Introduction

The advancement of women's education is a critical factor in the socio-economic development of any region. In the context of the Scheduled Castes (SC) in Malda District, West Bengal, understanding the interplay between education and socio-economic factors is essential for formulating effective policies. This research paper explores the relationship between women's education and the attitudes of SC people across various socio-economic sectors and regions in Malda District. The advancement of women's education in India has been a critical area of focus for policymakers, educators, and social activists. Education is widely recognized as a powerful tool for empowering women and promoting gender equality (Sen, 1999). Despite numerous initiatives and programs aimed at improving educational access and outcomes for women, significant disparities persist, particularly among marginalized communities such as the Scheduled Castes (SCs). The Scheduled Castes, historically subjected to systemic discrimination and social exclusion, often face multiple barriers that impede their educational progress. In the context of West Bengal, the Malda district presents a unique case study for examining the interplay between socio-economic factors and the attitudes of SC communities towards women's education. Malda, characterized by its socio-cultural diversity and varying economic conditions, provides a microcosm for understanding broader regional dynamics (Datta, 2012). Understanding the attitudes of SC people towards women's education in Malda is essential for developing targeted interventions that address the specific needs and challenges faced by this community.

## **2] Review of Related Literature**

### **1. Kabeer (2005): Role of Education in Women's Empowerment**

Kabeer (2005) explored the role of education in women's empowerment and its impact on decision-making processes. She argued that higher educational attainment significantly boosted the empowerment status of women, allowing them to participate more actively in both personal and societal spheres. This study highlighted the transformative potential of education in marginalized communities, showing how educated women were more likely to make informed decisions regarding their health, employment, and financial matters, which directly impacted their quality of life and societal status.

### **2. Desai & Andrist (2010): Factors Contributing to Empowerment**

Desai and Andrist (2010) examined various factors contributing to the empowerment of Scheduled Caste (SC) women, including marital status, age at marriage, and husband's education. Their research found that women who married later often had better educational and economic opportunities, enhancing their empowerment. Additionally, higher educational attainment in husbands correlated with increased support for women's empowerment. This study emphasized the importance of socio-economic factors in shaping empowerment outcomes for SC women.

### **3. Basu & Basu (2020): Educational Impact on Empowerment in Koch Bihar**

Basu and Basu (2020) investigated the correlation between education and empowerment of SC women in the Koch Bihar district of West Bengal. Their findings revealed a strong positive relationship between the level of education and the empowerment of SC women. The study showed that SC women with secondary or higher education were significantly more involved in household decision-making compared to their less educated counterparts. For instance, 78% of SC women with at least a secondary education reported active participation in major household decisions compared to only 45% of those with primary education or less.

## **3] Significance of the Study**

Understanding the relationship between women's education and the attitudes of Scheduled Castes (SC) people in Malda district is crucial for formulating effective educational and social policies. This study provides insights into the socio-economic and cultural barriers that hinder educational advancement among SC women. By identifying key factors influencing attitudes and educational outcomes, the research supports targeted interventions aimed at promoting gender equality and social

inclusion. Moreover, the findings can guide policymakers in developing programs that address the unique challenges faced by marginalized communities, ultimately contributing to the socio-economic development of the region.

#### **4] Objectives of the Study**

The objectives of this study are to:

1. Examine the demographic characteristics of the Scheduled Caste (SC) population in Malda District, West Bengal, focusing on aspects such as age, gender, income level, and educational background.
2. Assess the prevailing attitudes towards women's education among the SC communities in Malda District. This includes understanding perceptions, cultural beliefs, and societal norms that influence educational practices.
3. Identify the socio-economic factors that significantly impact attitudes towards women's education within the SC community. These factors may include economic status, employment sector, access to educational resources, and government support.
4. Explore regional differences in attitudes towards women's education within Malda District. This involves comparing various regions to determine if geographic location influences educational attitudes and practices among the SC population.
5. Develop targeted interventions based on the findings to address the specific needs and challenges faced by SC women in Malda District. These interventions aim to promote educational advancement and gender equality in this marginalized community.

#### **5] Research Questions**

Based on the objectives of the study, the following research questions have been formulated:

##### **1. Demographic Characteristics**

- What are the demographic characteristics of the Scheduled Caste (SC) population in Malda District, West Bengal, focusing on age, gender, income level, and educational background?

##### **2. Attitudes Towards Women's Education**

- What are the prevailing attitudes towards women's education among the SC communities in Malda District?



- How do perceptions, cultural beliefs, and societal norms influence educational practices in these communities?

### **3. Socio-Economic Factors Impacting Attitudes**

- Which socio-economic factors significantly impact attitudes towards women's education within the SC community?
- How does economic status, employment sector, access to educational resources, and government support influence these attitudes?

### **4. Regional Differences in Attitudes**

- Are there regional differences in attitudes towards women's education within Malda District?
- How does geographic location influence educational attitudes and practices among the SC population?

### **5. Development of Targeted Interventions**

- What targeted interventions can be developed based on the findings to address the specific needs and challenges faced by SC women in Malda District?
- How can these interventions promote educational advancement and gender equality in this marginalized community?

These questions aim to provide a comprehensive understanding of the factors influencing women's education among Scheduled Castes in Malda District and to develop effective strategies for improvement.

## **6] Methodology of the Study**

This study employs a qualitative research methodology, leveraging secondary data to explore the advancement of women's education and the attitudes of the Scheduled Castes (SC) people across various socio-economic sectors and regions in Malda District, West Bengal.

## **7] Research Design**

The research design is qualitative, focusing on understanding the complex interplay between socio-economic factors and educational attitudes. This approach allows for an in-depth examination of the contextual and cultural nuances that influence the educational experiences and perspectives of SC communities.

### **Data Collection**

Secondary data were utilized for this research, gathered from a variety of sources including:

- Government reports and publications on education and socio-economic conditions in Malda District.
- Academic journals and articles that examine the relationship between education and socio-economic factors in India.
- Previous studies and surveys conducted by non-governmental organizations (NGOs) and research institutions focused on the Scheduled Castes and education.
- Data from the National Family Health Survey (NFHS) and the District Health Report.

### **Data Analysis**

The collected secondary data were analyzed using thematic analysis. This method involved identifying, analyzing, and reporting patterns within the data. Key themes were extracted to understand the following aspects:

- Demographic characteristics of the SC population in Malda District.
- Prevailing attitudes towards women's education among SC communities.
- Socio-economic factors impacting these attitudes.
- Regional differences in educational attitudes and practices.

The analysis also included comparing findings with previous studies to highlight consistencies and discrepancies, thereby providing a comprehensive understanding of the factors influencing women's education in Malda District.

## **8] Discussion**

### **1. Educational Impact on Empowerment**

#### **a) Role of Education in Empowerment**

Education plays a pivotal role in empowering women, particularly in enhancing their decision-making processes. Numerous studies have shown that higher educational attainment significantly boosts the empowerment status of women, allowing them to participate more actively in both personal and societal spheres (Kabeer, 2005). In the Koch Bihar district of West Bengal, for instance, research indicates a strong positive correlation between the level of education and the empowerment of Scheduled Caste (SC) women (Basu & Basu, 2020).

Empowerment through education manifests in various forms, most notably in decision-making behaviours. Educated women are more likely to make informed decisions regarding their health, employment, and financial matters, which directly impacts their quality of life and societal status (Sen, 1999). Data from Koch Bihar reveal that SC women with secondary or higher education are significantly more involved in household decision-making compared to their less educated counterparts. For example, 78% of SC women with at least a secondary education reported active participation in major household decisions, compared to only 45% of those with primary education or less (Basu & Basu, 2020). Furthermore, education fosters critical thinking and self-confidence, enabling women to challenge traditional norms and advocate for their rights. This shift not only benefits individual women but also contributes to broader social change, as empowered women are more likely to support the education and empowerment of future generations (UNESCO, 2014). Thus, the role of education in empowering SC women in Koch Bihar underscores the transformative potential of educational initiatives in marginalized communities.

#### **b) Additional Influencing Factors**

Apart from education, various factors significantly contribute to the empowerment of Scheduled Caste (SC) women. Marital status and age at marriage are crucial; women who marry later often have better educational and economic opportunities, enhancing their empowerment (Desai & Andrist, 2010). The husband's education also plays a vital role; higher educational attainment in husbands correlates with increased support for women's empowerment (Jensen & Thornton, 2003). Household ownership and personal assets are indicators of economic stability, which directly impacts women's autonomy and decision-making power (Agarwal, 1997). Mother's education serves as a foundational influence, as educated mothers are more likely to prioritize and support their daughters' education and empowerment (Buchmann & Hannum, 2001). Employment status is another significant factor; working women generally have higher self-esteem and bargaining power within their households (Kabeer, 2005). Participation in Self-Help Groups (SHGs) fosters a sense of community and collective action, furthering economic and social empowerment (Holvoet, 2005). Access to social media provides platforms for awareness and advocacy, enabling women to voice their issues and connect with broader networks (Ono & Zavodny, 2003). Finally, the area of residence—urban versus rural—affects access to resources and opportunities. Urban areas typically offer better educational facilities, healthcare, and employment opportunities,

contributing to higher empowerment levels among women (Parikh & Sadoulet, 2005). These factors, in combination with education, create a multifaceted framework for empowering SC women.

## **2. Socio-Economic and Cultural Factors in Malda District**

### **a) Awareness and Adoption of Contraceptive Methods**

In Malda district, socio-economic and cultural factors significantly influence the awareness and adoption of contraceptive methods among different societal groups. The average awareness level of contraceptive methods stands at 78.18%, indicating that a substantial portion of the population is informed about family planning options. However, the adoption rate is noticeably lower at 68.73%, highlighting a considerable gap between knowledge and practice (District Health Report, 2022). This disparity can be attributed to various socio-economic and cultural barriers. Economic constraints often limit access to contraceptive methods, particularly in lower-income households. Additionally, cultural and religious beliefs play a crucial role in shaping attitudes towards contraception. For instance, certain religious communities may have reservations about the use of contraceptives due to doctrinal teachings that discourage birth control (Singh & Singh, 2019). Caste dynamics also influence contraceptive adoption. Scheduled Castes and Scheduled Tribes, often marginalized and facing socio-economic disadvantages, exhibit lower adoption rates despite having comparable levels of awareness to other groups (Das, 2021). Moreover, gender norms and the low status of women in certain communities further hinder the adoption of contraceptive methods. Women may lack the autonomy to make reproductive choices, leading to lower utilization of available contraceptive options (Sharma, 2018). Overall, while awareness of contraceptive methods in Malda district is relatively high, socio-economic and cultural factors create significant barriers to their adoption, necessitating targeted interventions to bridge this gap.

### **b) Role of Government and Media**

Efforts from governmental, non-governmental, and multimedia organizations play a pivotal role in enhancing awareness about family welfare programs, subsequently leading to increased adoption rates of these programs. The government, through its various departments and schemes, disseminates information about family planning and welfare measures, aiming to reach a broad audience. For instance, the Ministry of Health and Family Welfare in India has launched several campaigns utilizing electronic media to promote family planning (Ministry of Health and Family

Welfare, 2020). Electronic media, including television, radio, and digital platforms, serves as a primary source of information. A study found that television and radio are the most effective mediums for spreading awareness about family planning in rural areas, where other forms of media may not be as accessible (Balaiah et al., 2017). Additionally, government employees, particularly healthcare workers and community health activists, play a significant role in educating the public. They often engage in door-to-door campaigns and organize community meetings to provide information and resources related to family planning (National Health Mission, 2019). Non-governmental organizations (NGOs) complement these efforts by conducting grassroots-level programs and workshops to educate communities about the benefits of family welfare programs. Multimedia campaigns by NGOs have also proven effective in changing attitudes and behaviours regarding family planning (PATH, 2016). Overall, the synergistic efforts of these entities help in increasing awareness and adoption of family welfare programs, thereby contributing to improved public health outcomes.

### **3. Factors Affecting Contraceptive Usage**

The study reveals no significant association between contraceptive usage and age of marriage or Contraceptive usage is influenced by various factors, and a study reveals that socio-cultural elements hold more sway over this practice than educational factors. The study found no significant association between contraceptive usage and age of marriage or literacy levels (Gupta et al., 2012). Instead, the number of living children, religion, and the age of the female showed statistically significant associations with contraceptive use (Saxena & Sharma, 2014). For instance, families with more children are more likely to use contraceptives, indicating a pragmatic approach to family planning as the family size grows (Patel et al., 2013). Religion also plays a critical role, with certain religious beliefs and cultural norms either encouraging or discouraging the use of contraceptives (Desai & Johnson, 2005). Additionally, the age of the female is a significant factor; older women are more likely to use contraceptives compared to younger women, possibly due to greater awareness and access to family planning resources (Singh et al., 2011). These findings highlight the importance of addressing socio-cultural barriers to enhance contraceptive usage effectively. Interventions must consider these socio-cultural contexts to design more effective family planning programs (Khan et al., 2010). Therefore, while educational initiatives are essential, they should be complemented by strategies that address the socio-cultural dimensions influencing contraceptive use.

#### **4. Demographic Profile and Family Planning**

India's demographic profile is marked by high fertility rates, low ages at marriage, and relatively low contraceptive prevalence (Basu, 2011). Malda District, in particular, reflects these broader national trends with distinctive local characteristics. Despite a high level of awareness about family planning—98.69% of the population is knowledgeable about family planning methods—the actual utilization rate is significantly lower, with only 55.28% of individuals practicing any form of family planning (Das & Mitra, 2018). This discrepancy between knowledge and practice highlights several underlying socio-economic and cultural factors. One critical factor is the economic condition of families. Research indicates a direct correlation between monthly family income and the acceptance of family welfare methods. Higher income families are more likely to adopt family planning practices compared to their lower-income counterparts (Sinha, 2015). Furthermore, cultural norms and the prioritization of larger family sizes within certain communities in Malda also play a role in the lower adoption rates of contraceptives. Additionally, limited access to healthcare facilities and family planning services, particularly in rural areas, exacerbates the issue (Roy, 2016). Addressing these barriers through targeted interventions, improving economic conditions, and enhancing healthcare infrastructure is essential for increasing the adoption of family planning practices in Malda District.

#### **5. Employment Sector and Family Planning**

The relationship between employment sector and family planning practices reveals significant variations in knowledge and adoption rates. Studies show that individuals employed in the government sector have the highest knowledge of family planning methods. This can be attributed to better access to information and healthcare benefits provided by government jobs, which often include comprehensive family planning education and services (Srinivasan, 2012). Conversely, the highest adoption rates of family planning methods are observed among those in private service and business sectors. This trend suggests that economic stability and the flexibility associated with these employment types play a crucial role in family planning decisions. Individuals in private and business sectors may have greater financial resources and autonomy, allowing them to invest in and prioritize family planning (Basu & Amin, 2000). Data indicates that employment type significantly influences family planning practices. For instance, a survey in India showed that 75% of government employees were aware of modern contraceptive methods, whereas 60% of private sector employees had adopted these

methods (National Family Health Survey, 2015-16). This disparity underscores the need for targeted family planning programs that consider employment type and economic stability to improve adoption rates across all sectors.

## 9] Conclusion

The advancement of women's education is pivotal for socio-economic development, particularly in marginalized communities such as the Scheduled Castes (SC) in Malda District, West Bengal. This study has highlighted the intricate relationship between socio-economic factors and attitudes towards women's education within the SC community. The analysis, based on secondary data, reveals significant variations in educational attitudes influenced by demographic characteristics, socio-economic status, and regional disparities. Key findings indicate that higher educational attainment among SC women is strongly correlated with greater empowerment and active participation in household decision-making. However, persistent socio-economic and cultural barriers hinder the educational progress of SC women. Economic stability, employment sector, and access to educational resources significantly impact attitudes towards women's education. Furthermore, regional differences within Malda District underscore the need for geographically tailored interventions. The study underscores the importance of developing targeted policies and programs that address the specific challenges faced by SC women. Interventions should focus on enhancing economic opportunities, providing accessible educational resources, and promoting cultural change to support women's education. Government and non-governmental organizations must collaborate to create comprehensive strategies that bridge the gap between awareness and adoption of educational practices. In conclusion, advancing women's education in SC communities in Malda District requires a multifaceted approach that considers socio-economic and cultural contexts. By addressing these barriers, policymakers can foster an environment where education serves as a powerful tool for empowerment and social inclusion, ultimately contributing to the overall development of the region.

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## ATTITUDE OF TRIBAL PARENTS TOWARDS AWARENESS OF THEIR CHILDREN IN RELATION TO LITERACY AND SOCIO- ECONOMIC STATUS

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### ABSTRACT

The present study was aimed at assessing attitude of tribal parents towards the education of their children. This study was delimited to the tribal parent belonging to khond, khola and gond tribes of Nadia district of West Bengal. for this study, descriptive survey method was employed. The study analyzed the data for 200 tribal parents by adopting purposive sampling procedure ,out of which 100 from literate and 100 from illiterate tribal parents .In order to collect the data in the present study, the investigator used the attitude scale developed by R. Samal (2012) and the socio-economic status scale developed by R.L. Bhardwaj (2006 revised version) . Mean scores were calculated separately for literate and illiterate samples, and for low - socio-economics and high-socio-economics respondents. The 't' test was used to examine the significance of difference between literate tribal parents and illiterate tribal parents as well as high -socio economics and low - socio economics tribal parents with regards to their attitude towards education of their children. Finally, it was found that the literate tribal parents have more better attitude towards education of their children than illiterate tribal parents .Also ,the high socio-economic status tribal parents have more better attitude towards education of their children than low socio-economics tribal parents.

**Key words:** Attitude, Tribal Parents, literate, Illiterate, High-socioeconomics, Low-socioeconomic

## INTRODUCTION

Education is an essential human virtue. It is one of the primary agents of transformation towards development. Education plays an important role in the progress of an individual's mind and country. The need for improved levels of educational participation for overall progress is well recognized. Ignorance and poverty are major speed breakers in swift developing India and can be overcome easily through education.(MHRD,2004)

India is a pluralist country, with rich diversity, reflected in the multitude of cultures, religions, languages and racial stocks. The Indian population includes different castes, communities and social groups. The prevalence of such pluralism has made the social fabrics stratified and hierarchical. Consequently, social and educational opportunities are differentially distributed on the lines of castes and class affiliations (UNESCO, 1999)

Even a superficial glance of prevailing social scenario will reveal to anyone that the Scheduled Tribes are among the most socially, economically and educationally disadvantaged groups in India. (Abdulraheem,2011)

Tribal is one of the most exploited and deprived sections of the population in the Indian Society. In all indicators of development, they remain the most excluded despite the fact that various kind of policies and programs have been pursued for their upliftment in post independence period. Needless to say that exclusion from fruits of development has adversely affected the quality of life of the tribal people. Low educational attainment is perhaps the most ubiquitous social that afflicts the tribal children.

Education has not yet been the priority of the tribal communities, not yet been an integral part of tribal culture. This has been a harsh reality despite 77 years planned development in this country. In their perception of life, education has failed to emerge as a part of their survival strategy. The lack of parental attitude towards education is contributing to the lower educational achievement of tribal children.

Parent's positive attitude towards their children education is important in determining school attendance of the child. It is affected adversely by low socio-economic status and since the tribal children will be unfavorable towards education. However, the present study aims at examining whether the tribal parent exhibits a positive attitude towards their children education as a result of increasing awareness.

### **Universal elementary education- India's national goal**

Education is the most important fundamental right and prerequisite for develop of any country. The literacy rate of India is now 74.4(%) percent according to the census of 2011, while illiteracy rate is 25.96(%) percent. This indicates that the Government of India is yet to achieve 100% literacy rates. AS per the 2011 census, literacy rate of male is 82.14(%) percent and female is 65.46(%) percent. Literacy rate of SC is 54.27(%) percent and ST is 46.965(%) percent. The government of India has taken several incentives to eradicate illiteracy for those who totally have not seen school.

The article 46 of the constitution says that the state shall promote with special care educational interest of the schedule castes and schedule tribes.

Article 45 of the constitution lays down the Directive Principle of State Policy for attaining universal elementary education among the children up to age of 14, within 10 years of promulgation of the constitution.

The Government has been extending the target date. But there are certain major problem towards the attainment of this goal such as enrolment, retention and achievement among the children belonging the SC and ST and Girl under the ministry of welfare, human resource development.

### **Elementary education for tribals in India**

Educating tribal have a catalytic effect on every dimension of economic development including high productivity, faster growth, high economic gains and a step towards empowerment of tribal people. Promotion of tribal education has been the concern of India since Independence. In this light the central government and state government institution and other organizations have been doing a lot for the progress of tribal education. Yet the achievement of tribal education is far from the goals set for universalization of elementary education.

Some of the programmes which directly or indirectly support to the tribal educational development are District Primary Education(DPEP), Mahila Samakhya (MS), National Programme for Education of Girls at Elementary Level(NPEGEL), Shiksha Karmi Project(SKP), Kasturba Gandhi Balika Vidyalaya (KGBV), Jan Shiksha Sansthan (JSS), Mid-Day meal Scheme(MDM), Kendriya Vidyalaya (KVs), Navodaya Vidyalaya (Nvs), National Institute of Open Schooling (NIOS)

Decades after the commitments and re-affirmations by the government to ensure quality education to every child and reduce illiteracy, a large number of girl children are still denied the fundamental right to education.

### Elementary Education of Tribal Children National overview:

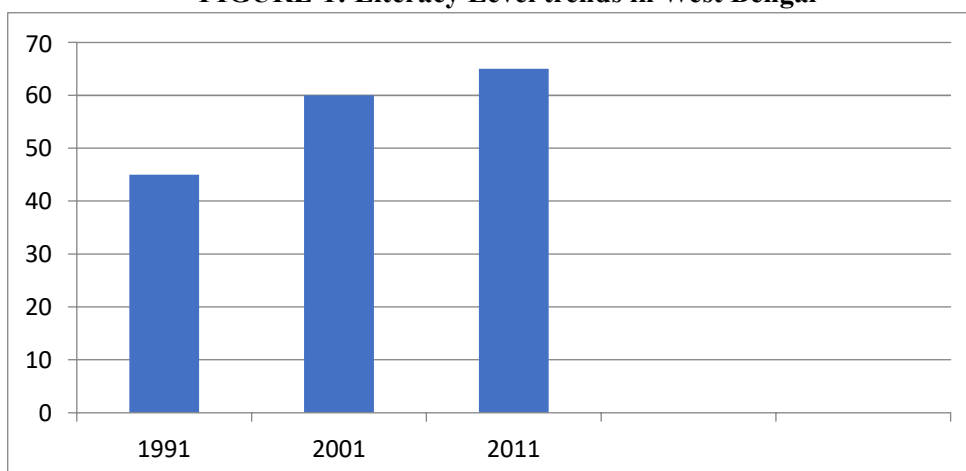
India is the second populous country in the world with 6.77 crores of tribal population. Most of the tribal people are poor, illiterate and inhabited in inaccessible forest and hilly areas. They lag behind in all sphere of life in comparison with other section of the population. The government of India has launched a number of schemes for the promotion of education and welfare among the tribes. In spite of these efforts the rate of literacy has not improved. In case of old primitive tribes, it is very poor and low. Literacy is the key for socio economic development of any section or region, and this is the region that the tribal community all over India have subjected to various forms of deprivation such as alienation from land and other resources. Especially, they are far away from the main stream of national life, but they are not kept away from the impact of socio economic changes affecting the society in general.

**Table 1.1: Literacy trends for scheduled tribes in India from 1961 to 2011**

Year	Male	Female	Total
1961	13.83	3.16	8.54
1971	17.63	4.85	11.39
1981	24.52	8.05	16.35
1991	40.65	18.19	29.60
2001	59.17	34.76	47.10
2011	71.70	54.4	63.1

Source: (Registrar general of India, Census 2011)

**FIGURE-1: Literacy Level trends in West Bengal**



(SOURCE-CENSUS-2011)

### Overview of West Bengal

Overall literacy levels in West Bengal have shown an increase from 21.66% in 1961 to 73.45% in 2011, growing at an annual compound rate of 2.81% as against the National Level of 2.58%. However, among the different communities in West Bengal, the ST, the continue to have very low literacy rates. In 2011 the STs had the lowest literacy rates of 52.2% with the value literacy rates of 52.2% and female literacy rate just 23.37%. Gender, regional and tribe wise disparities continue to persists in the state, especially in the tribal predominant districts.

**Table 1.2: Literacy of schedule tribe in West Bengal**

Year	% of literacy		Tribal disparity
	Total	Tribal	
1961	21.66	7.36	14.30
1971	26.18	9.46	16.72
1981	34.23	13.96	20.27
1991	49.09	22.31	26.78
2001	63.08	37.37	25.71
2011	73.45	52.20	21.25

Source: (registrar general of India, census 2011)

Nadia is one of the tribal dominated district of West Bengal: out of 3 block, the Tribal are more concentrated in Nadia Blocks. There are now 1896 primary schools, 265 high schools and 23 colleges. Despite all infrastructures available for education, the literacy rate of scheduled tribe and scheduled caste population is only 38% and 48% respectively. The tribal literacy rate of Nadia district is 38.80% out of which male literacy is 54.11% and female literacy is 23.51%.

Hindrances in achieving universalization of elementary education on the basis of field experience in the tribal area, there are many major issues and problems in the field of trial education. They are as follows:

(i) The physical location of the village:

The tribal inhabit in the forests in a scattered manner. So ,it becomes impossible to open up separate schools in each village where the required students strength is not available. On the other hand, tribal habitants remain segregated from each other by some physical barriers like rivers, nalas and forest. So these physical barriers creates a hindrances for the children of a tribal village to attend the school in a neighboring villages.



(ii) Economic conditions:

The tribes depend on forest for 8 months and on agriculture for 4 months. The children of 4 to 6 age groups found to be helping their parents in collection of forest products. In this situation, parents do not desire to spare their children on their labour power allow them to attend school.

(iii) Social Taboos/Bad customs:

The heterogeneity of the social environment of a big country like India stands obstacle in the way of public education. The caste system still exists to a certain degree in many parts of the country. many upper caste people especially in the rural areas do not like educate their children in the same institution in which the lower caste children are educated.

(iv) Child marriage:

Child marriage ,which was very common in India just before a few decades back, is still extent in some parts of the country. This results in large number of school dropouts.

(v) Gender differential:

Greek philosophers thought a women is an unfinished man left standing at a lower step in the scale of development .The male is by nature superior and female inferior. The one is the ruler and the other ruled. Women are weak of will and therefore incapable of independence of character and position. Such prejudices prevail even today .On the thresholds of a new millennium the status of women is still to be elevated that of man.

(vi) Religious Superstition:

Tribal education in India faces another major obstacle. Some conservatives and orthodox persons still think that educating tribal children is not only unnecessary but positively objectionable.

(vii) Child Labour:

The child labour participation rate was higher in tribal as compared to urban. The tribal children are mainly employed in occupations.

(viii) Indifference attitude of the Parents:

Tribal parents are basically illiterate. Their illiteracy does not permit them to the understand the long term values of education. As education does not yield them any immediate economic return, they prefer to engage their children in remunerative employment which supplements the family income

strengthen the family economy. Further a few parents, Who have become aware of the value of education, fail to accord education to their children as they cannot finances for it.

(ix) Lack of security of the girl child:

Another important reason in the eye of tribal parents is lack of security of the girl child while traveling to school, or within the school premises. About 27% of the habitations with predominantly scheduled tribe population do not have a primary school within 1km. The distances and low density of population combined makes; traveling unsafe and parents are less likely to send girls to school unless safer transportation is provided.

Sexual abuse of young tribal girls is features in schools, regularity by the media. These have been substantiated by the NHRC (West Bengal Diary, 2013). Un safe transportation, lack of security measures and lack of female teachers can make female pupils feel less secure in the school environment.

(x) Violence:

In West Bengal, It has been observed that alcoholism amongst man affected the families quality of life as more expenditure on alcohol means an increase in women's work load. Women's frustration and inability to cope with the situation is reflected in her status. It is obvious that the violence against women is hampering the empowerment process and women's coping capability remained low.

Low female literacy and high female dropout in education, limit women access to equality which is compound by high rates of crimes against girls child in tribal areas of West Bengal.

### **The Role of Parental Attitude towards Education of Their Children**

Attitude of parent is the strongest predictor of child educational outcomes. This dimension associated significantly with children's motivation to learn, attention, task persistence, receptive vocabulary skills, and low conduct problems. Family involvement in education has been identified as a beneficial factor in young children's learning (National Research Council [NRC], 2001; U.S. Department of Education, 2000). It is, therefore, a key component of national educational policies and early childhood programs. Much of the research on parent involvement, as it relates to children's outcomes, has emphasized the relationship between specific parent involvement behaviors and children's achievement. Parental involvement at

school (e.g., with school activities, direct communication with teachers and administrators) is associated with greater achievement in mathematics and reading (Griffith, 1996; Reynolds, 1992; Sui-Chu & Willms, 1996). Higher levels of parent involvement in their children's educational experiences at home (e.g., supervision and monitoring, daily conversations about school) have been associated with children's higher achievement scores in reading and writing, as well as higher report card grades (Epstein, 1991; Griffith, 1996; Sui-Chu & Willms, 1996; Keith et al., 1998). Other research has shown that parental beliefs and expectations about their children's learning are strongly related to children's beliefs about their own competencies, as well as their achievement (Galper, Wigfield, & Seefeldt, 1997). Parents who evidenced high levels of school contact (volunteering in the classroom, participating in educational workshops, attending Policy Council meetings) had children who demonstrated greater social competency than children of parents with lower levels of school contact (Parker et al., 1997). It was hypothesized that home-based involvement would be most strongly associated with positive classroom learning outcomes and that direct school-based involvement would predict lower levels of conduct problems. Home-Based Involvement activities, such as reading to a child at home, providing a place for educational activities, and asking a child about school, evidenced the strongest relationships to later preschool classroom competencies. These activities were related to children's approaches to learning, especially motivation and attention/persistence, and were found to relate positively to receptive vocabulary.

The attitude of the parents signifies that the supporting nature of family in their children's education. The parental attitude can be negative or positive. The negative attitude of the parents regarding education and schooling can prevent their children from getting education. With less parental support in school work, low level of motivation and poor self-esteem of children can result. Positive attitude of the parents can be beneficial to their children in many cases and can be reflected in improvement in class performance, creating interest among children to learn, and higher achievement scores in reading and writing.

The growing awareness regarding education makes many families value their children's education and act favorably towards schooling and education of their children. They become a part of the decision making process of school, and decide their children's future regarding higher education. Therefore, it is imperative to assess the degree of favorableness of attitude in tribal communities so as to estimate the success of awareness programmes and endeavors with regard to "Sarva Sikhsha

Abhiyan” or universal elementary education.

### **Socio Economic Status and Education**

The education of children is influenced by interplay of a range of factors at school, society and family, especially for the tribal children. For school participation, it is important that all the three factors should be positive or at least one or two factors should be strongly favourable.

Both in developed and developing countries, children from families with more socio-economic resources are more often enrolled in school. For wealthier families, the direct costs associated with education, such as fees, books and uniforms are less likely to be an obstacle. Opportunity costs of children not being able to help at home, at the family farm or by earning additional income through child labour, are also less important to them (Evangelista de CarvalhoFilho, 2008; Basu, 1999).

Besides household wealth, the educational level and labour market position of the parents is expected to play a role. There is ample evidence that children from better educated parents more often go to school and tend to drop out less (UNESCO, 2010). Parents who have reached a certain educational level might want their children to achieve at least that level (Breen & Goldthorpe, 1997). For educational enrolment of girls, education of the mother might be especially important (Emerson & Portela Souza, 2007; Shu, 2004; Kambhampati & Pal, 2001; Fuller, Singer and Keiley, 1995). Mothers who have succeeded in completing a certain level of education have experienced its value and know that it is within the reach of girls to complete that level. Therefore, we expect them to use the power and insights derived from their higher education to make sure that their daughters are educated too (Smits 2006).

The income of the parents plays a strong determinant of children education. Regarding father's labour market position, we expect fathers who are in salaried employment to be more aware of the importance of education and hence to invest more in their children's education (Breen & Goldthorpe, 1997). The children themselves may also be more aware of the benefits of education. On the other hand, parents are less likely to invest in their children's education when direct occupational transmission or transference of capital is a viable option to obtain a good position in society for their children (Treiman & Ganzeboom, 1990; Blau & Duncan, 1967). Hence farmers and business owners may feel less need to invest in their children's education than people in dependent employment. Also, for small farmers the opportunity costs of sending their children to school may be high, since they are more likely to expect their children to help out tending the land and rearing

livestock, especially during peak working times (Bhalotra & Heady 2003; Basu, Das & Dutta, 2003).

It is proved that in Kerela, it has achieved cent percent literacy and where the health and HDI indicators are comparable to that of United States due to parental favourableness towards child's schooling and sending children to school is a social norm in Kerela.

### **Literature Review**

National Literacy Mission (1999) examined the causes of non-enrollment and dropout rates; attitude of parents, children and community towards education; and role of Government and NGOs towards education system. The study was conducted in 3 districts of Rajasthan namely Bharatpur (Kaman), Dungarpur (Sagwara) and Jaisalmer (Pokharan). They concluded that the main reason for non-enrolment according to local leaders was the lack of awareness and perception of parents regarding education due to their illiteracy. Also, according to NGOs the main reason for backwardness of the area was lack of education and lack of Government development activities. Awareness generation programmes should be launched by local Governments, with the help of NGOs for parents, families and community members of vulnerable sections. TNS Social research (September 2003-June 2004) studied the parents' attitudes towards education. The major findings were the parents' attitudes towards education were generally very positive. The majority (97%) agreed that a good education would help their child to get ahead in life. While 93% thought the qualifications were important to their child's future, 90% also agreed that children learn important life skills at school. Three quarters of parents (76%) agreed that their child's school is good at communicating with them and the majority (86%) agreed that their child's teachers do a great job. Just over a fifth (22%) felt that their child's school tended to be too interested in bright children at the expense of the others, although only 7% thought that the school takes too much interest in their child's home life. Just under a fifth of parents/carers (18%) thought that most of the things their child learns at school are not relevant to real life. A small proportion (14%) of parents saw it as acceptable that if their child did not want to study now, s/he could study when s/he was older. Sakia(2007) conducted a research study "the problem of non –enrollment and drop out of the children of tea-tribes". He found that the Parent addiction to alcohol was a major hindrance in the path of educational progress of the tea tribe garden labour children by which create negative effects. Dhiman R.K.(2015) conducted a research study on "Attitude of parents towards schooling of their children", He found that there is no significance

difference between attitude of tribal and non tribal parent towards education of their children. Sekhar and Dinesh (2015) conducted a research study on “Parents attitude and perception towards primary education in rural Karnataka” ,He found that there was no significant difference between tribal and non tribal parents with regards to their attitude towards children’s primary education.. Hansdah.S (2016) conducted a research study on “Impact of residential school and current challenging issue of tribal education in West Bengal” . He found that the low family income and illiteracy of tribal parents were main causes of low attitude their children education. Maharana R. & Nayak J.(2017) conducted a research study on “Educational status among the particularly vulnerable tribal groups of West Bengal” .He found that the majority of the tribal parents are not showing most interest to send their children to the school due to economic reason.

### **Rationale of the Study**

In tribal areas, the enrolment ratio of children in schools is very low, While on the other hand the drop out rate continues to be very high at all levels of education.

The root cause of dropout is the prevailing illiteracy and ignorance of parents. Even after intensive literacy drive more than 50% of the population is still illiterate .No doubt awareness about education has increased in rural tribal masses but the habitual inhibition and family imperatives still thwart the attempts to send their wards regularly to school.

Nadia District is one of the tribal dominated district of West Bengal, which has been declared as the fully scheduled district of the state. Out of three Blocks, Nadia is the hilly tribal dominated region of the District. The percentage of tribal population in Nadia District is 60% which is taken as 5% tribal population in the total population of West Bengal.

There are a lot of research works have been done on attitude of tribal parents towards education. But no such study has been undertaken in West Bengal, particularly in Nadia Districts. So, the present study such as “Attitude of tribal parents towards education” is justified in terms of utility, novelty and applicability of its finding to a larger extent. This study would be taken at the District level .The micro study would help in spending the problem on depth and come out with the conclusion which could be of wider use in future.

### **Objectives of the Study**

1. To study the attitude of tribal parents towards education of their children.
2. To examine the attitudinal differences between educated and uneducated tribal

parents towards the education of their children.

3. To study attitude of tribal parents of high and low socio economics status towards the education of their children.

### **Hypotheses of the Study**

The hypothesis of the study will be-

1. There exists no significant difference in the attitude of educated and uneducated tribal parents towards education of their children.
2. There exists no significant difference in the attitude of high and low socio economics status tribal parent towards the education of their children.

### **Delimitation of the Study**

The present study was delimited to the attitude of tribal parents towards education only has been studied. The present study was delimited to the tribal parents belonging to Khond, Kohla, and Gond tribes of Nadia district of West Bengal.

### **MATERIALS AND METHODS**

The following materials and methods were used for the present study:

#### **Research Method**

The research methodology of present study comes under scope of descriptive survey research. Descriptive studies are designed to obtain pertinent and precise information concerning the current status of phenomena. Such studies are restricted not only to fact finding but many often result in the formulation of important principles, knowledge and solution of significant problems concerning local, state, national and international issue. Descriptive survey studies are more than just collection of data, which involves measurement, classification, analysis, comparison and interpretation of phenomena.

#### **Population and sample**

All the tribal parents of school going children of Nadia District form the population of the present study. The sample of the present study consists of 200 tribal parents of Ambajhari G.P. of Nadia Block of Nadia District.

#### **Tools and Techniques**

In order to survey the reasons for attitude of tribal parents towards education. The investigator has used an attitude scale developed by Rosalin Samal (2012) .There are 23 statements. For convenience four answers are given besides every statements (1) Strongly Disagree,(2)Disagree (3)Agree,(4) Strongly Disagree,. Also a socio

economic status scale developed by Rajeev Lochan Bharadwaj (2006 revised version) to find out the high and low socio-economic status among tribal parents.

#### Procedures of data collection

The investigator collected the data by giving personal visited to the home of tribal parents. After reaching each village, the investigator introduced himself to the tribal parents and clarified about the purpose of his visit to the village, the work to be done and after establishing good personal report with them, asked them structured questions related to his problem. All the tribal parents cooperated to the investigators in providing required data for the present study work. For identification of literate and illiterate tribal parents as well a low and high socio-economics status tribal parents, the investigator had taken the help of different social workers and they helped him a lot in this regard.

#### Statistical Technique

Statistical techniques such as Mean, Standard Deviation, “t” test has been used by the researcher in the present study to find out the significant difference between the attitude of educated and uneducated tribal parents towards the education of their children.

### DATA ANALYSIS AND RESULTS

a) Significance of difference between mean scores of literate and illiterate tribal parents on attitude towards education of their children.

Table-1

Groups	N	M	SD	df	“t” value	Level of significance	Result
Literate	100	55	2.634	198	9.546	0.05	Significant
Illiterate	100	51	3.278				

The Table No-1 indicates that “t” value is 9.546 ,which is significant at 0.05 level of significance because it is greater than the required critical value (1.97 for df 198).This shows that there is significant difference between mean scores of literate and illiterate tribal parents in relation to attitude towards education of their children. The mean scores of both the groups indicate that literate tribal parents have better attitude towards education of their children than the illiterate tribal parents.

Hence, the null hypothesis of existing no significant difference between literate and illiterate tribal parents towards education of their children is rejected.

b) Significance of difference between mean scores of high and low socio economic



status tribal parents on attitude towards education of their children.

Table-2

Groups	N	M	SD	df	“t” value	Level of significance	Result
High socio economic	100	58	2.083	198	7.633	0.05	Significant
Low socio economic	100	56	1.640				

The table no 2 indicates that “t” value is 7.633 which is significant at 0.05 level of significance, because it is greater than the required critical value (1.97 for df 198). This shows that there is significant difference between high socio economic and low socio economic status tribal parents in relation to attitude towards education of their children. The mean scores of both the groups indicate that high - socio economic tribal parents have better attitude towards education of their children than the low-socioeconomic tribal parents.

Hence, the null hypothesis of existing no significant difference between high and low socioeconomic tribal parents towards education of their children is rejected.

## FINDINGS

The findings of the present study are given below:-

1. The literate tribal parents have better attitude towards education of their children than the illiterate parents.
2. High socio-economic status tribal parents have more better attitude towards education of their children than low socio economic tribal parents.

## DISCUSSION OF THE RESULTS

Results indicates that, the attitude of the respondents was not found to be highly favourable in spite of the governments endeavours in providing free education to all. The finding of the present study is matched with the studied of Shah (1976), Panda (1983), Sahoo(2011), Behera (2015) ,Rout (2015) that Illiterate tribal parents more favorable attitude than illiterate. Also, the results supported to the earlier studied of Coleman et al (1966), Jencks (1972), sharit & blossfeid (1993), Mingat (2007), Sahoo (2011), Garnaik & Barik (2012), Rout (2015), Ghosh and Deb (2017) that low socio-economics tribal parents can adversely affect the attitude towards their children education.

## Implication of the study

1. The local tribal teacher should be appointed in tribal school, so that it will help

to enhance positive attitude of literate tribal parents towards education.

2. The Govt. should more to more scholarship and stipend to tribal children for increase of their positive attitude towards education.
3. Parent awareness programs should be organized through different Govt. and N.G.O.'s to increase attitude of tribal parents towards education of their children.

## CONCLUSION

After discussing the above, finally it can be stated that literate tribal parents have more better attitude than literate tribal parents towards education of their children. Also, similarly high socio economics tribal parents have more better attitude than low socio economics tribal parents. It is suggested that successive governments should work for increase the educational awareness in tribal area. They should come up with different schemes for the tribal parents in order to encourage their for the enrollment of their children .Mobile school in far flung and inaccessible areas can be one of the options for the favorable attitude towards education of their children in tribal areas.

## SUGGESTION FOR FURTHER RESEARCH:

The following are the suggestions for further research work-

- (i) Similar study can be conducted on large sample size.
- (ii) Similar study can be conducted on inter comparison basis i.e. between two districts.
- (iii) Similar study can be conducted other than the tribal parents.

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## STUDY OF TEACHER ATTITUDE TOWARDS CREATIVE TEACHING IN STUDENTS

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### ABSTRACT

Creative teaching then becomes a procedure in which the emphasis is upon present day needs and in which actual habits of work are established by the learners. Teaching is creative if it arouses a zeal for learning if it stimulates selective thinking and purposeful action. Creative teaching emphasized good habit formation. Creative teaching is based on well-founded goals. Creative teaching calls for a thorough understanding of what is to be taught. It is impossible to teach creatively without a firm conviction that the job is worth doing and exceptionally well. An essential element in truly creative teaching is enthusiasm. In order to have enthusiasm one must have a real interest in teaching. This implies that the true teacher gets satisfaction out of seeing his pupils develop that he is willing to be patient and thorough in his work because he feels that the results are worth all it costs. Teachers have a key role to play in the development of their pupil creativity. Creative teaching proceeds up to the conviction that there are within each person creative impulses which need to be encouraged and nurtured. It is believed that creativeness is something that springs from within and that can be strengthened by understanding and encouragement. Attitude is the energy that fuels or generates our thoughts feelings actions based on the difference between expectations and perceptions of that situation. An attitude is a relatively enduring organization of beliefs feelings and behavioural tendencies towards socially significant objects group's events or symbols. Attitudes structure can be described in terms of three components affective component involves a person's feelings and emotions about an

attitude object behavioural or conative component the way the attitude we have influences how we act or behave and cognitive component involves a person's belief and knowledge about an attitude object. Consequently, the recognition of individual differences in learners is very necessary to develop creativeness to let it bud and flower at its best. The teacher who would encourage creative learning and original work must be sensitive to individual differences in feeling spirit and capacities. Creative teaching seeks to bring out in learners that love for creativeness which has come to mean so much to the teacher's own life and to the life of the artist. The value of developing courage in learners is evident. Many a person with very ordinary talents but with strong will and courage has done far more for the betterment of society than others with brilliance and skill who were dominating by lack of driving power. Creative teaching calls for a bold spirit and for gallant courage. Hence by means of imparting various training programs and by providing positive and democratic environment might improve the attitude of teachers to teach better and to take up the different type of responsibilities in schools. The prime concern of administration of any programme is proper accomplishment of the pre-fixed purposes and goals. This becomes possible through adequate utilization of both human and material resources with the purpose of bringing qualitative improvement of the programme.

**Key Words:** Teacher Attitude, Creative Teaching, Students.

## INTRODUCTION

The teachers who possess the professional and inter personal skills are more effective in their classrooms in terms of student's behavior attitude and achievement. Every individual has a variety of attitudes which might be positive or negative and can vary according to their favourable and un-favourable conditions for various attitudinal objects. That the professional attitudes can also serve a lot in attitude of teachers largely depends upon their personal characteristics and its position both seems to be highly interlinked. The teaching profession requires certain dominant behaviors which show teacher's intellect desire to excel extended professionalism and teaching as life concern. The strength of education system largely depends upon the quality of teachers who sustain it. The teaching profession

is universally regarded not only as one of the most important profession of civilized life but also the noblest of all. The Main function of teacher education programme is to provide appropriate inputs to the prospective teachers so that they acquire the necessary insight and skills which enable them to become effective teachers which Indian society needs so intensely. Dr. Radhakrishnan (1949) has aptly observed in this context. The teacher's place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditional and technical skills from one generation to another generation and helps to keep the lamp of civilization burning. It is the quality of teacher which creates excellence in all walks of life. Thus, the teachers are the real architects of a nation. Therefore teacher's performance is a crucial factor in the field of education. Importance of teaching profession is reflected in the words of Aristotle. Those who educate children well are to be honoured more than those who produce children give them only life but those who educate them give them the art of living well. The teacher is single most important factor responsible for the success reforms and the advancements of educational programs. Teacher education is no longer a training process but an education strategy for enabling teacher to teach and concern for their well-being. The sound program for professional education of teachers is essential for the qualitative improvement of education which is possible through creative teaching. Creative teaching is a kind of teaching style that increase level of motivation and self-esteem on the part of learner and to prepare them with flexible skills they need for the future for developing the capacity to be creative and is believed to have the potential to enrich lives and helped contribute to a better society teaching children is an act of an enthusiastic teacher find joy in teaching in the children and the teaching experience is become more enjoyable. Every teacher craves for creative methods and new teaching techniques teaching with appropriates teaching aid is proven effective method of teaching there are many aids available to assist the teacher which make the black board and computer as secondary media for teaching creative teaching facilitate the teachers by providing good experiences with realist teaching aids designed with negligible cost guided by a renowned personalities in the field of education for effectively utilize properly and designed teaching to enhance the ability of teachers and makes the children in learning. There are three key elements which define the creative teachers as the individual teachers and personal qualities are crucial they need to processes curiosity and a desire to learn a sense of humour and enthusiasm they should have a secure knowledge based and understand children's need and interest the second element is the pedagogy for teaching

approaches a creative teacher is likely to adopt a questioning stance and link ideas together in finding different ways of drawing people into the subjects this seems to be a to be a process as people are encouraged to be active participant asking questions and strengthen the teacher to the final factor is school creativity is only possible if risk taking is allowed and even encouraged the best outcomes were seen when schools opened their doors to outside influence such as creative partnership and the wider community creative teaching does not necessarily mean that we need to put in heart of preparation for every single activity to do making up cards activity packs and the like this would in fact we planned as the pressure would remove any possibility of having a like outside of the classroom while people might find it hard to believe that such a life exist teachers know that it does not exist and that it is very precious to us the idea behind creative teaching is seem to enhance the learning process and as such it should enhance our job. It should be strategy and enjoyable experience is for us as well as our peoples. In creative teaching principles of learning are applied at every stage of education. It is method oriented in which the emphasis is not so much on the subject as on how to learn it. In fact in a creative teaching learning the subject it is not that important as is learning how to learn. There is much less emphasis on the fixed syllabus and set of textbooks and the routine system of examinations.

### **MEANING OF CREATIVE TEACHING**

Creative teaching gives more importance to students' own initiative to learn. The student is to be taught to explore the field of study on his own after he is given the necessary directions and guidance. Teachers engaged in and dedicated to creative teaching encourage 12 students to think of wild ideas and also to question the accuracy of statements made in the text books or reference books. The library and laboratory are more useful than text books. It is in the laboratory that the students get the opportunity to learn by doing and to have experiences in their areas of learning. Teaching in educational institutions becomes creative when it centers on discussions and seminars instead of routine lectures. Creative teaching also demands that field trips are arranged to provide opportunities for students to link class room experience cases in real world happenings to observe factory operations and people associated with them at work on a real product to know the practical application of a theoretical concept or principle and together data relating to a problem. A creative teacher is capable of using almost any sort of method in a creative way. It does not allow himself to get stuck in any one method or class room structure. In every teaching situation he is rather able to respond to the needs of the

moment in fresh ways. According to creative teacher possess abilities included in creativity syndrome in abundance and makes use of them in various teaching learning situations. A creative teacher possesses qualities like originality sensitivity to problems curiosity ideas fluency and power of imagination in abundance. He is pleased to find these qualities in other individuals too and tries his best to nourish these qualities. A creative teacher is sensitive to the problems arising either in the class rooms or in the school and has got the capacity to suggest more than one solution to solve these problems. According to traditional education is often experience it carries a responsibility for the stifling of our powerful ways to learn. We need to rediscover our curiosity and the sense of everything in the world being potentially interesting. The creative teacher seeks to re-awaken natural curiosity by re-establishing the right relationship between 'student' teacher and the real world. Right relationship with the world encompasses not only the natural world but also the world of human creation not only the outer objective world but also the inner world of thoughts and feeling without any sense of dichotomy. They further urge that creative learning or teaching could only occur when there was no compulsion and no competition these conditions in turn could only be fulfilled when the urge to learn came spontaneously from the student. The teacher's task then is largely one of discovering and helping the students to discover their internal obstructions for learning and by this discovery to dissolve them. They further add that it is essential that a creative teacher have some unity of vision even within his admittedly limited field of knowledge and not be confined within one or two little subjects. The teacher needs to be aware of the inter-connectedness of all disciplines and all subjects and have a spirit which wanders freely unafraid of artificial barriers a spirit which is always young enough always enough of a beginner to be continually excited by fresh discoveries. The concern of a creative teacher is by no means confined to the merely academic or even the physical welfare of the child. While teaching a creative teacher keeps in mind that he has to enable the students to cross the barriers from learning to thinking. Creativeness is in feet a constant state of experimentation. This experimentation involves planning testing and revising. Thus a creative teacher has to be up and doing in his task. Creative teaching is active. It calls for what Thorndike (1937) has termed the 'active virtues of citizenship' self-reliance initiative and originality in contrast with obedience docility and conformity. It emphasizes creative teaching calls for an active problem solving attitude toward life rather than that which is passive it brings into play constructive thinking planning and doing in contrast with aimless thought and action. Creative teaching uses the



ideas of yesterday but more extensively the mature judgment of today and the evolving ideas of tomorrow. Education is change and creative education is purposeful change.

### **IMPORTANCE OF CREATIVE TEACHING**

Every child has the ability in them to be creative and this may manifest itself in many different ways the role of teacher is crucial in providing a safe environment where is child feels as though we are able to express our creativity to explore it and understand its significance to it is only in recent times that creativity has been understood to be a noteworthy part of child development and research has been proven that creativity is a useful tool for expressions and for understanding once thought feeling as well as those of others creativity however cannot just happen in its own. Accordingly it need to be checked out to be cultivated and it is the role of the teacher to encourage and allow time for that to happen with each and every student the importance of creativity in teaching can be understood in following heads.

1. Creativity is multi-disciplinary not only we practice creativity through many different mediums its benefits are applicable to almost all professions.
2. Creativity allows us to express our self an integral part of the human conditions involves learning who we are and recognizing how that fits into the rest of the world creativity allows self-discovery as well as the opportunity to share a hidden side of ourselves.
3. Creativity promotes thinking and problem solving from technical details of writing drawing for composing to the challenge of creating problem solving is a required component of the creative process.
4. Creativity reduce stress and anxiety of people for creative project because to enjoy the process are the outcome just the act of creating inspire a sense of contentment.
5. Creativity allows us to enter our happy and have fun creativity is really another form of play and joy is universally important to each individual sense of joy and well-being.
6. Creativity gives us a sense of purpose writer's artists and musician of an identified by those birds whether they make money at the aircraft or not their creative method is there way of processing the world of discovering who they are.

7. Creativity can lead to the feeling of accomplishment and pride the combination of brain-storming the technical process and if list process is often the project recipe for personal satisfaction

8. Creativity can like us to others with the same passion it is important because it fosters a sense of connection and understanding of what it means to be human creative focus can help us to find our community and feel less alone in the world.

### **ASPECTS OF CREATIVE TEACHING**

It has now become important that at primary school level teacher must adopt the various forms of creative teaching for more productive learning outcomes. It is also quoted in (NCF 2005) that quality learning is a generative process of representing and manipulating concrete thing and mental representations rather than storage and retrieval of information. A motive of establishment of knowledge based society is the ultimate quest for quality teaching. The quality teaching can be achieved through creative teaching approach.

### **STRATEGIES FOR CREATIVE TEACHING**

The biggest challenge any teacher faces is capturing the students' attention and putting across ideas in such a way that it stays with them long after they have left the classroom. For this to happen classroom experience has to be re-defined and innovative ideas that make teaching methods more effective should be implemented.

Followings are the most discussed teaching strategies which can be practiced by primary teachers for teaching to become a creative approach. These are very helpful and simple ways of making teaching a creative at primary level for teachers.

### **USE OF CREATIVE TOOLS AND TECHNIQUES**

Teacher can take the help of creative tools to stimulate creativity. He or she should include playful games or forms of visual exercises that will excite the young minds and capture their interest. This is a time tested method to identify young student's creative abilities and encourage creative contributions. Teacher should bring aspects of creativity into all his or her subjects be it mathematics science or history. Teacher should think of ways to develop their creative ideas to encourage different ideas give them freedom to explore.

### **MEANING OF ATTITUDE**

Attitude is one of the most useful concepts that psychologists evolved to deal with the organization of experience and behaviour. Attitudes are learned largely through

socialization process and interaction with other people. Attitudes are inner feelings and beliefs of an individual towards a particular phenomenon. Attitude is the most useful concept with which psychologists get involved to deal with the organization of experience and behaviour. An attitude is relatively enduring organization of beliefs around an object or situations in predisposing manner. Attitudes are closely related to opinions. It is all due to experimental psychology that attitude is brought to conscious level.

### **COMPONENTS OF ATTITUDE**

There are three components of attitude. These are: (a) Cognitive (b) Affective and (c) Behavioural.

a) Cognitive includes person's perceptions beliefs and stereotypes. Opinions are substitutes for cognitive component.

b) Affective component includes the vigorous emotional feelings.

c) Behavioural component consists of the tendency to act or react to object in certain ways. Attitude depends upon the environment in which the individual lives. It does not develop abruptly. The development of attitude is a slow processes this object and some degree of this object and some degree of individual's environment with the object.

### **CHARACTERISTICS OF ATTITUDE**

1. Attitude is inferred from the way individuals behave which could include the behaviour of filling out an attitude questionnaire.

2. Attitude is directed towards psychological object or category people categorize in different ways. One's own conceptual system (schema) determines how one categorizes the object towards which attitude is directed.

3. Attitude is learned because it follows changes. Finally attitudes influence behaviour holding an attitude towards an object give some areas on how to behave towards the object in a certain way.

4. Attitude has motivational and evaluative properties.

5. Attitude is relatively stable.

Attitude is closely related to opinions. A distinction can be made however a person can state his opinion in words but may not be able to express his attitude in the same way. He will reveal his attitude by his action and only indirectly by the content of his statements. Attitude is also related to prejudices. A prejudice is rigidly fixed. Attitude becomes a prejudice when the predisposition is so strong that no attention

is paid to evidence that might call for a changed reaction. An attitude is an inferred not directly observed by intervening variable but it is reflected in such activity as judgments choices and actions. Attitude has objects people things or issues towards which they are addressed. Attitude has four dimensions intensity direction extensity and duration. Each of these aspects influences the behaviour of an individual.

### **SIGNIFICANCE OF THE PRESENT STUDY**

Education is the process of helping the child to adjust to the changing world. Since education is viewed as an instrument to develop the cognitive qualities and understanding of peoples should be fully equipment with certain skills of teaching as well as they might have knowledge of sociological philosophical as well as teaching learning process for course of teacher education programme is a very good programme for shaping teacher trainees into creative teachers. It has been recognized that schools and initial education play a key role in fostering and developing people's creative and innovative capacities for further learning and their working lives. Moving now to look at student teachers and their creativity we need to find out about their concept of creativity their sense of identity as creative individuals and their experience of creativity in schools. These are a vital concern in teacher education because they are on the basis of their meaning making. In doing so we also need to recognize that professional identity is not a stable entity not fixed. NCTE (1998) has pointed out that teacher education programs should focus on competencies and commitment in much greater magnitude which can enhance the creativity among pre-service teachers. The investigator is curious to find out the differences in the attitude of pre service teacher trainees towards creative teaching. The results of the present study can be used in this direction to enhance the creative potential among the pre service teacher trainees by introducing various curriculum modules that in turn may be helpful in enhancing creative potential among the students. In order to develop creative teaching learning approaches it is crucial that teacher training prepares new teachers to become reflective practitioners able to discuss how a teaching method or activity can trigger creativity among their students.

### **STATEMENT OF THE PROBLEM**

#### **"STUDY OF TEACHER ATTITUDE TOWARDS CREATIVE TEACHING IN STUDENTS"**

Attitude has been found to affect perceptions judgments and other cognitive process of the individual as well as selectively orient the person to the sort of propaganda he

will voluntarily believe and expose himself. Attitude on the other hand may be positively or negatively directed. Attitudes are inner feelings or beliefs of an individual towards particular phenomenon.

### **OBJECTIVES OF THE STUDY**

The following objectives shall be realized through the study:

- (1) To find difference in the attitude of pupil teachers towards creative teaching with respect to their gender (male and female).
- (2) To find difference in the attitude of pupil teachers towards creative teaching with respect to their Stream (i.e., science and arts).
- (3) To find difference in the attitude of pupil teachers towards creative teaching on the basis of interactional effect of gender (male and female) and stream (science and arts) when attitude scores are taken as dependent variable.

### **HYPOTHESIS OF THE STUDY**

1. There is no significant difference in the attitude of pupil teachers towards creative teaching with respect to their gender (male and female).
2. There is no significant difference in the attitude of pupil teachers towards creative teaching with respect to their stream (i.e. science and arts).
3. There is no significant difference in the attitude of pupil teachers towards creative teaching on the basis of interactional effect of gender (male and female) and stream (science and arts) when attitude scores are taken as dependent variable.

### **SAMPLING**

Sampling is the basis of all statistical methodology. The investigator can never collect data from the whole population in any investigation. The investigator has to take selected groups of individuals who would represent the whole population and form the basis for making reference of certain population of facts.

### **SELECTION OF TOOL**

For every type of research the researcher needs certain instrument to gather new facts. The selection of a suitable instrument or tool is of vital importance for any successful research which depends upon the nature of the problem. It is the selection of the appropriate tool which enables the researcher to arrive at certain generalization about the problem. Research tools are of many kinds. Each tool is particularly appropriate for certain sources of data yielding information of the

Types and in the form that should be most effectively used. For the present study only one type of attitude scale was used to collect the required data. The main theme

was to know the attitude of teachers towards creative teaching. In the present investigation the investigator used Dr. R.P Shukla attitude scale based on Likert scale as a tool for creative teaching attitude scale. The method (Likert Scale) does away with the necessity of submitting items to the judges.

## DISCUSSION

The strength of education system largely depends upon the quality of teachers who sustain it. The teaching profession is universally regarded not only as one of the most important profession of civilized life but also the noblest of all. The main function of teacher education programme is to provide appropriate inputs to the prospective teachers so that they acquire the necessary insight and skills which enable them to become effective teachers which Indian society needs so intensely. Dr. Radhakrishnan (1949) has aptly observed in this context. The teacher's place in the society is of vital importance. He acts as the pivot for the transmission of intellectual, traditional and technical skills from generation to generation and helps to keep the lamp of civilization burning. It is the quality of teacher which creates excellence in all walks of life. Thus the teachers are the real architects of a nation. Therefore teacher's performance is a crucial factor in the field of education. Importance of teaching profession is reflected in the words of Aristotle. Those who educate children well are to be honoured more than those who produce children give them only life but those who educate them give them the art of living well. The teacher is single most important factor responsible for the success reforms and the advancements of educational programs. Teacher education is no longer a training process but an education strategy for enabling teacher to teach and concern for their well-being. A sound program for professional education of teachers is essential for the qualitative improvement of education which is possible through creative teaching. Creative teaching is a kind of teaching style that increase level of motivation and self-esteem on the part of learner and to prepare them with flexible skills they need for the future developing the capacity to be creative is believed to have the potential to enrich lives and helped to contribute to a better society teaching children is an act an enthusiastic teacher find joy in teaching the children the teaching experience is become more enjoyable every teacher craves for creative methods and new teaching techniques. Classroom practices were enlisted and occurrences of these activities were recorded over time. This arrangement shows most frequent activities at the top and less frequent activities at the bottom. It can be noticed that classroom activities at the top are traditional rooted in behaviorist pedagogies whereas practices rooted in constructivist pedagogies are at the bottom

which means practices of constructivist pedagogies are not common. Hence it can be concluded that predominant practices of teachers are traditional in nature. Constructivist pedagogies are rarely practiced by the teachers. The teacher is the key of any educational reconstruction. If a student is to be prepared for evolving world then an essential attribute of a competent teacher is awareness of the world. The teacher should be an integrated individual skilled in the art and science of human relations and conscious of the wide variety of behavior patterns in the world to which he may have to adjust. Adjustment is not a simple term like adaption is accommodation. It is actually a condition or the state of mind and behavior in which one feels the needs to have will be gratified for those of who can adopt are adjust to all needs of changing conditions can live happily and successfully. The development of nation depends upon their students and the all over development of student depends upon his teacher. Teachers must try to use creative techniques and not just because it helps the teacher in many areas like evaluation of student's performance classification of children according to abilities preparation of timetable and schedules providing immediate feed-back to students for better interaction and motivation. Creative teaching helps the teacher to deliver instruction and fulfill student's needs more efficiently. In Creative teaching teachers feel more satisfied because they are able to teach better and also they are free to work and they collect a lot of information. The finding of the research is useful for policy maker's educationists and educational planners.

## CONCLUSION

The teaching profession requires certain dominant behaviors which show teacher's intellect desire to excel extended professionalism and teaching as life concern. This is a profession which exalts service above the personal gains which teaching involves human nurturance connectedness warmth and love and teacher's beliefs about his role in caring for the student plays the crucial part in developing the personality of the students. To know about the attitudes towards creative teaching among pre-services teachers on the basis of this study they can modify their present policies to increase problem solving abilities among pre-service teachers. Presently it will help the educational institutions and teacher educators to organize various co-curricular activities to enhance critical thinking and problem solving abilities among pre services teachers of different stream. If the teachers are creative they can achieve a creative interaction between the teacher and learner as well as learning environment and learning material. Creative teachers understand the nature of

creativity in light of their abilities of their students. They should use various activity based techniques to create interest among students.

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## MENTAL STRESS IN THE FAMILY

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### ABSTRACT

Mental stress within family settings presents a complex and pervasive issue, influencing the emotional, physical, and relational well-being of individuals. This work delves into the intricacies of family-induced stress, examining its causes, effects, and coping mechanisms. Key stressors identified include financial strain, interpersonal conflicts, health challenges, work-life balance difficulties, life transitions, societal pressures, and the presence or absence of warmth and care within the family unit. By understanding these factors, the study underscores the importance of a comprehensive approach to managing family stress. It proposes the use of specific assessment tools and targeted family interventions. The research highlights that fostering strong family cohesion, open communication, and adaptive coping strategies are essential in mitigating the adverse effects of stress and promoting a supportive and resilient family environment. The findings offer valuable insights into the dynamics of family stress and contribute to the broader discourse on mental health and family well-being.

**Keywords:** family, stress, mental health, coping strategies, resilience

### Introduction

Mental stress within a family setting is an increasingly common phenomenon that can have profound effects on the health and well-being of individuals and the family unit as a whole. The dynamics of family life, characterized by close emotional ties and shared responsibilities, can both contribute to and be affected by mental stress. Understanding the causes, effects, and coping strategies related to family-induced stress is crucial for promoting a healthier and more supportive domestic environment. Stress is a common reaction to the changing demands of life,

motivating individuals to accomplish tasks and adapt to new circumstances (Siddiqui et al., 2024; Bailey, 2017; Sharma, 2023). By recognizing and addressing stress, families can develop resilience and improve their overall quality of life.

Stress arises from various factors, ranging from daily hassles like parking tickets and work issues to significant life events such as graduations, weddings, or severe accidents. Both positive and negative events can significantly stress families, especially when combined with everyday stressors. Children, too, experience stress, which can manifest in behavioral changes like increased whining, temper tantrums, or needing more attention from adults. Older children might show stress through academic decline, increased arguments, anger, or social withdrawal (Bailey, 2017). These manifestations highlight the importance of early intervention and support for children experiencing stress.

Family stress is defined as a disturbance in the steady state of the family system, which can emerge from external contexts (e.g., unemployment, war) or internal family issues (e.g., death, divorce). This disturbance threatens the family's equilibrium, whether the changes are expected (e.g., birth of a child) or unexpected (e.g., lottery win). Understanding family stress involves recognizing how these disturbances impact family functioning and coping strategies (Boss, 2014). Effective coping strategies can help families maintain balance and support each other through challenging times.

Economic stress significantly impacts family life, with the quality of marital and family life often tied to available economic resources. Limited resources can lead to stress through disagreements about resource use and concerns about resource availability. Economic stress can arise from job loss, divorce, retirement, or disability, and manifests as hardship, pressure, or tension due to changes in financial affairs. The ability of families to cope with economic stress depends on their resources and the stability of their economic situation (Fox & Bartholomae, 2023). Addressing economic stress requires both short-term relief measures and long-term financial planning.

Parental stress, particularly among parents of children with special educational needs, is another critical aspect of family stress. These parents experience high levels of stress, and identifying risk and protective factors is essential for developing interventions to promote their mental well-being (Cheng & Lai, 2023). Furthermore, work-family conflict, especially among women striving for work-life balance, exacerbates family stress. This conflict can be assessed through psychological and physiological measures, helping to devise policies that reduce

work-family stress and enhance overall well-being (Poms, Fleming, & Jacobsen, 2016). Addressing these stresses requires supportive workplace policies and flexible work arrangements.

Mental stress within families is a significant issue that can affect every aspect of family life. Understanding its causes, recognizing its effects, and implementing effective coping strategies are essential steps in creating a supportive and resilient family environment. By fostering open communication, seeking professional help, and promoting healthy lifestyles, families can navigate the challenges of stress and emerge stronger and more connected. This present work explores the multifaceted nature of mental stress in families, examining financial problems, communication conflicts, parental responsibilities, life transitions, health issues, outside influences, and the warmth and care within the family. By understanding these factors, we can better address the sources of stress and develop strategies to mitigate their impact on family well-being. This comprehensive approach aims to enhance the resilience and stability of families.

### **Causes of Mental Stress in the Family**

Several factors can lead to mental stress within families:

*1. Financial Strain:* Financial issues are a primary source of stress for many families. Joblessness, inadequate pay, and debt can create significant economic strain. For families living paycheck to paycheck, any disruption in income, can lead to financial stress (Fox & Bartholomae, 2023). Economic stress, defined as the hardship or strain experienced due to changes in financial circumstances, affects individual well-being and family interactions. Families with limited resources often face disagreements about resource use and constant concern about their availability, which can exacerbate stress and tension within the family unit.

*2. Interpersonal Conflicts:* Disagreements and conflicts among family members, whether between spouses, siblings, or extended family, can create a stressful atmosphere. Chronic arguments or unresolved disputes can lead to a toxic environment. Conflict within families often arises from communication problems, contradictions, and disputes between parents. Effective communication is crucial in managing stress, yet misunderstandings and communication gaps can lead to significant conflict (Bailey, 2017)

All families experience stress from changes, whether positive or negative, as they are essential for psychological growth. These transitions disrupt the family system, creating inevitable and sometimes desirable stress that fosters development and

maturation. (Price, Price, & McKenry, 2010). Disputes over responsibilities, child-rearing practices, and other issues can create an environment of constant tension and stress.

3. *Health Issues*: Chronic illness, disability, or mental health problems of a family member can be a significant source of stress. Caregiving responsibilities and concerns about the well-being of the ill family member can weigh heavily on the entire family. Health issues, including illness, disability, and chronic conditions, are significant sources of stress for families. The physical and emotional burden of managing health problems can strain family resources and relationships (Bailey, 2017). Chronic health conditions in parents or children require constant care and attention, adding to the family's overall stress burden.

4. *Work-Life Balance*: Balancing work responsibilities with family life is often challenging. Overworking or the inability to spend quality time with family can lead to stress and feelings of guilt or neglect. Balancing job and family responsibilities is a common stressor for parents. The struggle to manage work obligations while raising children can lead to significant stress, particularly when external demands, such as caring for elderly parents, are added (Galvin & Brommel, 2000). Parents face numerous obstacles, including social influences and expectations, which can complicate parenting. Additionally, hectic schedules and a lack of quality family time can further strain family relationships.

5. *Transition in Life*: Life transitions such as divorce, extramarital affairs, and family disputes can profoundly impact family stress levels. These events disrupt the family's equilibrium and can lead to long-term stress (Boss, Bryant, & Mancini, 2017). Divorce, for example, often results in significant emotional and financial upheaval, affecting all family members. Similarly, family disputes can create a hostile environment, contributing to ongoing stress and anxiety.

6. *Outside Influences*: Societal expectations and comparisons with others can also contribute to family stress. Families often feel pressured to meet societal standards and compare their children's achievements with those of their peers (Galvin & Brommel, 2000). This external pressure can lead to feelings of inadequacy and increased stress within the family.

7. *Warmth and Care*: The presence or absence of warmth and care within the family significantly impacts stress levels. Maltreatment, neglect, or ill-treatment can create a toxic family environment, contributing to high stress levels (Glynn & Gingerich, n.d.). Positive family relationships, characterized by warmth and care, are essential for managing stress effectively.

### **Effects of Mental Stress on Families**

The impact of mental stress on families can be extensive and multifaceted:

1. *Emotional Impact:* Family members may experience anxiety, depression, irritability, and mood swings. The emotional burden of stress can diminish the overall quality of life and lead to mental health disorders.

2. *Physical Health:* Chronic stress is linked to various physical health problems, including heart disease, high blood pressure, and weakened immune function. Stress can also lead to unhealthy coping mechanisms, such as overeating or substance abuse.

3. *Relationships:* Stress can strain relationships, leading to communication breakdowns, increased conflicts, and emotional distance. Marital stress can result in a higher risk of divorce or separation.

4. *Children's Well-being:* Children are particularly vulnerable to the effects of family stress. It can affect their academic performance, social interactions, and emotional development. They may exhibit behavioral problems or mental health issues as a response to a stressful family environment.

5. *Overall Family Dynamics:* Persistent stress can disrupt family cohesion and functioning. It can create an environment where members feel unsupported and disconnected, undermining the sense of unity and mutual support that is crucial for a healthy family.

### **PRACTICAL SUGGESTIONS FOR REDUCING STRESS**

Addressing mental stress within family settings requires a comprehensive understanding of the complexities of family structures, environments, and systems. It is essential to grasp the various sources of stress and their impact on individual family members and the family unit as a whole. This foundational knowledge allows for the development of tailored approaches to manage and mitigate stress effectively.

A holistic family stress management strategy should encompass several key steps. First, it is crucial to identify the specific sources of stress and the stressors affecting the family. This involves recognizing both internal and external factors, such as financial difficulties, health issues, and interpersonal conflicts. Once identified, assessing the severity of the stress and understanding how it influences the family environment and adaptability are necessary. These assessments provide insights into the family's current coping mechanisms and highlight areas where improvement is needed (Siddiqui et al., 2024).

Implementing a range of family interventions is another critical recommendation. These interventions can vary in intensity, depending on the severity of the stress and the specific needs of the family. They may include counseling, therapy, support groups, and community resources. Such interventions are designed to provide support, facilitate communication, and offer practical solutions to reduce stress (Cheng & Lai, 2023).

Coping strategies at both the individual and family levels are also essential. Families should be encouraged to develop healthy coping mechanisms, such as regular exercise, mindfulness practices, and stress-relief activities. Additionally, fostering a supportive and communicative family environment can significantly enhance the effectiveness of these strategies. It is important to create a safe space where family members feel comfortable expressing their concerns and emotions, which can alleviate tension and prevent the buildup of stress (Fox & Bartholomae, 2023).

Lastly, enhancing family resilience is a crucial component of managing mental stress. This involves building on the family's existing strengths and developing new skills to cope with challenges. These recommendations underscore the importance of a multifaceted approach to addressing family stress. By combining comprehensive assessments, targeted interventions, and proactive coping strategies, families can build resilience and improve their overall well-being. The insights provided by this work offer valuable guidance for practitioners, policymakers, and researchers aiming to support family mental health and resilience.

## CONCLUSION

Mental stress within family settings is a pervasive and multifaceted issue that significantly impacts the well-being of individuals and the cohesion of the family unit. Recognizing the diverse sources and manifestations of this stress is essential for developing tailored coping strategies. Key to navigating these challenges is fostering open communication, employing effective assessment tools, and implementing comprehensive stress management plans. These steps not only address immediate stressors but also build a foundation for long-term resilience.

The ultimate aim is to cultivate a supportive and adaptable family environment that can endure and grow through life's pressures. By prioritizing family cohesion and providing necessary support, families can manage stress more effectively and enhance their overall quality of life. This work underscores the importance of understanding family dynamics and mental health, offering actionable insights and



practical recommendations for diverse family situations. Future research and initiatives should continue to explore innovative approaches to family stress management, ensuring that families are equipped to face evolving challenges with resilience and strength.

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**Emotional Adjustment and gender discrimination of secondary school teachers concerning the COVID-19 Pandemic**

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COVID-19 generates a pandemic situation that exacerbates female teachers' responsibilities in comparison to male teachers (at home and work), resulting in increased gender discrimination in their lifestyle as well as psychological and emotional stress. This material draws attention to gender discrimination towards the emotional adjustment of secondary school teachers during the COVID-19 Pandemic. The study examines the hurdles experienced by female educators in making themselves comfortable with work-life balance, as well as developing issues such as new technology-based teaching approaches and diverse learning aids, also Female teachers who as mothers, daughters-in-law, wives, and last teachers complete their responsibility without complaining to others. The paper employs in- domain of descriptive. The analysis shows that COVID-19 has hurt working teachers' psychological well-being, experiences of negative emotions, home management, extra care for children and elders, challenges due to work-from-home patterns, increased attention to students due to online teaching, and a gender gap. The study discusses the importance of society and government in understanding women's pressures so that everyone can live a happy and fulfilled life without discrimination based on gender.

**KEYWORDS:** Emotional adjustment, gender discrimination, secondary school Teachers, COVID-19 Pandemic

## INTRODUCTION

The 2019 novel corona-virus SARS-CoV-2, triggered the corona-virus sickness 2019 (COVID-19), which first multiplied in the Wuhan area in China then fast unfolded to Europe and the relaxation of the sector and affected over 2 hundred countries. The outbreak of COVID-19 is a worldwide public fitness emergency, with intense consequences, and has posed a critical threat, to the sociolect-monetary and psycho-emotional factors of human beings' existence. To manage the unfold of sickness, the authorities of India have hired public fitness emergency measures to lessen the unfold of the virus including using face-masks, sanitation of hands, housing, and social distancing, which has brought about drastic modifications in the daily lives of human beings. Also, regulations consist of curfews, quarantine, lockdown, self-isolation, and closure of faculties, businesses, and universities. Literature has proven that the elevated pandemic triggered critical abuse of human rights, which includes slander, discrimination, and tens of thousands and thousands of instructors pressure In such situations, instructors may be exposed to diverse mental anxieties and Psychological pressure, main to instructors' burnout.

## IMPACT OF COVID-19 ON EDUCATION

In India, around 250 million college students had been affected because of faculty closures, which posed numerous demanding situations in public and personal faculties which included an anticipated upward push in dropouts, studying losses, and a boom within side the virtual divide... However, COVID-19 additionally acted as a catalyst for virtual adoption in faculty schooling The schooling region in India, witnessing a big transformation these days with the converting task landscape, technological disruptions, a call for pleasant schooling, and the implementation of the National Education Policy (NEP) 2020. The pandemic triggered similar shocks to the gadget with faculties pressured to close down at some stage in the lockdown period, and the transition of college students and instructors to online coaching-studying.

The effects of the Pandemic:

- dropouts at some stage in and post-pandemic
- a decline in health and studying outcomes
- the position and potential of instructors and
- sustainability of faculties

## WOMEN FACE GENDER DISCRIMINATION AND OPPRESSION

In the twenty-first century, India is growing as a worldwide power, however, 1/2 of the population, i.e., girls are nonetheless dealing with problems and suffering for existence and dignity. Women in each sphere of existence should address diverse hurdles and deal with instant problems. Girls' subjugation raises concerns about the public perception of their human rights. Women should play a pluralistic role in society, serving as household breadwinners, caregivers, mothers, wives, daughters, and also as societal providers. Despite this, females' contributions to the development of the country are equal; yet, discrimination is mostly based on gender. Girls in India are deprived of their fundamental right to dignity, and they are left to deal with the issue of gender equality alone. In India, women endure difficult situations such as dowry, female foeticide, domestic violence, inheritance denial, rape, sale, and trafficking of women, among others.

Major oppression's girls face:

- Lesser Number of Girl Children
- Dowry Deaths of Women
- Domestic Violence in opposition to Women
- Girl Child Marriage
- Preference for Male Child
- Female Foeticide
- Girls Education
- Forced Evictions and Divorce
- Sexual Harassment in the Workplace
- Rape Matters
- Societal violence in opposition to girls
- Working of Hinduism for Oppression of Women

Areas of gender inequality in India

- ☐ much less get entry to schooling and employment,
- ☐ under-illustration in political positions,
- ☐ poorer fitness and vitamins than men,
- ☐ And the maximum apparent violence in opposition to girls.

Causes of gender inequality in India, including:

- Illiteracy.
- Patriarchal Setup.
- Poverty
- ☐ Women's Lack of Awareness
- ☐ Social Practices, Beliefs, and Customs

#### IMPACT OF DISCRIMINATION BASED ON GENDER

Gender discrimination occurs when adult men and women have unequal rights. It differs according to their gender roles, which in the long run results in an unequal remedy in existence. Gender discrimination has a significant impact on society as a whole. It no longer affects only one segment of society, but rather all of them. First and foremost, it impacts children, who are susceptible to gender preconceptions from an early age. Furthermore, it influences younger people by influencing their behavior, observe choices, objectives, attitudes, and so on. As a result, many women no longer participate in sports, and females are more likely than men to enjoy physical violence. Next, we have gender discrimination impacting adults as a result of a potential gender pay gap in the operating class. Men earn more for doing equal work than women. In addition, older girls are more likely to become homeless than men.

#### EMOTIONAL ADJUSTMENT

The situation or system of private popularity of and model to one's circumstances, which may also demand the modification of attitudes and the presentation of sentiments, which can be suitable to a given scenario OR Emotional adjustment (additionally called non-public adjustment or mental adjustment) is the protection of emotional equilibrium within side the face of inner and outside stressors. This is facilitated through cognitive strategies of popularity and model.

#### SECONDARY SCHOOL TEACHERS

Secondary faculty instructors are chargeable for imparting schooling to college students starting from sixth to twelfth grade. They put together college students for destiny through coaching problem-fixing skills, techniques for vital thinking, and simple principles of the specified subject

#### WOMEN AND COVID-19 IN THE ECONOMY

"Across the globe, girls earn much less, shop much less, keep much less stable jobs, and are much more likely to be hired within side the causal region. They have much

less get entry to social protections and are the bulk of single-discern households. Their potential to soak up monetary shocks is, therefore, much less than that of men." Policy Brief: The Impact of COVID-19 on Women The COVID-19 pandemic is exacerbating monetary inequalities faced by girls. According to a new observation, "the COVID-19 pandemic could have a disproportionately terrible impact on girls and their employment opportunities." Casual work accounts for 70% of girls' employment in developing economies, and casual jobs are the first to disappear during times of financial uncertainty.

#### WOMEN AND COVID-19 IN HEALTH SYSTEMS

"Women and ladies have specific fitness desires, however, they're much less in all likelihood to have to get right of entry to high-satisfactory fitness services, vital medicines, and vaccines, maternal and reproductive fitness care, or coverage insurance for recurring and catastrophic fitness costs, particularly in rural and marginalized groups. Policy Brief: The Impact of COVID-19 on Women In Latin America and the Caribbean, a predicted 18 million extra ladies will lose their ordinary right of entry to fashionable contraceptives due to the pandemic. Similar reviews are coming from different areas around the world as clinics close and delivery chains grind to a halt. The shortage and diversion of interest and important sources from fundamental fitness provisions may also boom maternal mortality and morbidity, adolescent pregnancy, HIV transmission, and sexually transmitted diseases. In addition, due to the fact ladies and ladies are much less in all likelihood to have schooling and are much more likely to be illiterate, they will now no longer advantage of public fitness messaging that is accessible, culturally appropriate, and understandable. "Special interest desires to receive to the fitness, psychosomatic desires and paintings surroundings of front-line woman fitness workers, such as midwives, nurses, network fitness workers, in addition to facility guide staff." Policy Brief: The Impact of COVID-19 on Women At the same time, it is ladies who are answering the decision for the surging call for healthcare. Globally, ladies make up 70 percent of healthcare workers, and in warm spots along with China's Hubei Province and the United States, they make up 90 percent and seventy-eight percent respectively. Women additionally do maximum of the guide jobs at fitness facilities, such as cleaning, laundry, and meal service. Thus, they're extra in all likelihood to be uncovered to the virus.

#### WOMEN AND COVID-19 AT HOME

"The COVID-19 international disaster has made starkly seen the truth of keeping our everyday lives constructed at the invisible and unpaid hard work of ladies and

ladies. Globally, ladies and ladies on common do 3 times more unpaid care paintings than men, a quantity this is in all likelihood to skyrocket as all family chores ought to be managed at home Girls and ladies are in all likelihood taking up full-time childcare and homeschooling, duties that normally get assigned to a family's ladies and ladies, even as additionally serving because the caregivers for the unwell and aged within side the house. "An even extra burden is located on ladies in which fitness structures are overloaded or faculties are closed, as take care of children or unwell own circle of relatives participants in large part falls on ladies."Furthermore, the bulk of unmarried dads and moms are ladies putting an excellent extra burden on moms who've no different help. Ultimately, this unpaid hard work burden leaves ladies much less time for paid paintings, schooling, and professional advancement, which fuels present financial and social inequalities. The pandemic is making this present hassle extra seen, and a larger undertaking for ladies and ladies."Crowded homes, substance abuse, restricted access to services, and decreased peer guidance are exacerbating these conditions. Before the pandemic, it was predicted that one in every three women would engage in violence at some point in their lives. Many of those ladies at the moment are trapped in their houses with their abusers.

## CONCLUSION

This article analyzes "Evidence throughout sectors, such as financial making plans and emergency reaction, demonstrates unquestioningly that rules that do now no longer seek advice from ladies or consist of them in decision-making are much less effective, and may even do harm. Beyond person ladies, ladies' agencies are regularly on the front line of reaction in groups and must additionally be represented and supported. Globally, seventy-three percent of executives in international fitness are men, even as ladies, as noted, make up 70 percent of fitness workers. Global Health 50/50 research from over the last 3 years discovers that "the number of ladies reaching the pinnacle has slightly budged inside the international fitness space." pandemic results and insights deriving from far flung get right of entry to, digitally primarily based interactions, and physical distancing regarding 3 center traits of ladies, coaching and trainer high-satisfactory. These are the improvement of "trainer expertise", the nature of coaching as an "emotional practice" wherein the well-being of college students and instructors are reciprocally interrelated, and the way outside changes both increase or use up instructors' "expert capital", particularly their "social capital". Thus the paper presents Gender discrimination ought to be checked at each degree so that no character must be denied a danger to



analyze and grow. Thus, everyone, not relying on males or women, ought to begin in existence in phrases of schooling and different opportunities.

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## Attitude of Parents towards the Higher Education of their Girl Child in Bongaon

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### ABSTRACT

The present study explores the attitudes of parents towards the higher education of their daughters in Bongaon, a region within North 24 Parganas district of West Bengal. Recognizing the pivotal role parents play in shaping educational trajectories, this research examines the enthusiasm and support parents provide for their daughters' higher education, comparing these attitudes in both rural and urban contexts. Utilizing a descriptive survey method, data was collected from 120 parents across various socio-economic backgrounds, revealing significant insights into the factors influencing parental attitudes. Findings indicate that urban parents are more inclined to prioritize their daughters' educational futures due to better access to resources and greater awareness of gender equality. Conversely, while rural parents also recognize the potential benefits of girls' education, they often face challenges such as economic constraints and traditional norms. Despite these barriers, there is a positive trend in parental support for girls' education, highlighting the need for targeted interventions to address persistent disparities. The study underscores the importance of parental involvement in promoting gender equality in education and calls for continued efforts to create supportive environments for girls' educational pursuits. Policymakers and educators can use these insights to develop strategies that enhance educational opportunities for girls, thereby contributing to their empowerment and the socio-economic development of their communities.

**Keywords:** Parental Attitudes, Girls' Education, Higher Education, Gender Equality, Bongaon.

## 1. Introduction

### 1.1 Background

The role of women in society has undergone a profound evolution, largely influenced by education. Historically, women's education was not prioritized, reflecting broader societal norms that relegated women to domestic roles and limited their access to formal education. However, in contemporary society, the importance of educating women has gained widespread recognition, driven by an understanding of the multifaceted benefits it brings to individuals and communities.

**Historical Context and Evolution:** In ancient times, women's education was often neglected, with societal structures emphasizing male education as the primary means of progress. Women were expected to manage household duties, and their contributions were undervalued in the public sphere. This historical context shaped the long-standing gender disparities in education and professional opportunities.

**Modern Recognition and Impact:** In modern times, the necessity of women's education is universally acknowledged as a cornerstone for achieving gender equality and social progress. Educated women contribute significantly to economic development, social cohesion, and the eradication of poverty. The correlation between higher female literacy rates and various positive social outcomes has been extensively documented. These include lower child mortality rates, improved family health, and increased economic productivity.

**Current Disparities and Challenges:** Despite these advancements, significant disparities in educational opportunities for girls persist, especially in regions with lower literacy rates and entrenched traditional gender norms. These disparities are often exacerbated by socio-economic factors, cultural beliefs, and inadequate infrastructure. For instance, in rural areas, girls may face barriers such as long travel distances to schools, lack of sanitation facilities, and societal pressure to marry early.

**Educational Benefits and Societal Contributions:** Educated women play a pivotal role in various societal dimensions. They are more likely to participate in the labor force, thereby contributing to economic growth and financial stability. Education empowers women to make informed decisions regarding their health, family planning, and children's education, fostering a cycle of positive development across generations. Moreover, women with education are better equipped to assume leadership roles and advocate for their rights and the rights of others, promoting a more just and equitable society.

**Government and Institutional Support:** Various governmental and non-governmental organizations have recognized these benefits and have implemented policies to support and enhance female education. Initiatives such as scholarships for girls, building safe and accessible school environments, and community awareness programs aim to reduce the gender gap in education. These efforts are critical in regions where traditional norms and economic barriers significantly hinder girls' educational attainment.

In conclusion, while significant progress has been made in recognizing and promoting the importance of women's education, persistent disparities highlight the need for continued efforts. Ensuring equal educational opportunities for girls is not only a matter of justice but also a crucial investment in the socio-economic development of societies worldwide. By addressing the barriers and promoting inclusive policies, we can create a future where all women have the opportunity to contribute fully to their communities and the world.

### **1.2 Emergence of the Problem**

The present research aims to explore and understand the initiatives and enthusiasm of parents regarding the education of girls in contemporary society. This study is crucial for highlighting the current situation and addressing the persistent problem of gender disparity in education. The researcher investigates the level of interest and support parents show towards the education of their daughters, providing valuable insights into how societal attitudes can influence educational opportunities for girls. By examining both rural and urban attitudes, this study aims to identify the challenges and barriers that still exist and propose actionable solutions to bridge the gender gap in education. The findings are expected to serve as a resource for policymakers and educators to formulate strategies that promote equal educational opportunities, thus contributing to the overall progress and empowerment of women in society. This research underscores the importance of parental support in changing negative perceptions and enhancing the role of girls in education, ultimately leading to a more equitable and progressive society.

### **1.3 Need and Significance of the Study**

Parents play a pivotal role in shaping the educational trajectories of their children. This study aims to identify and analyze parental attitudes towards girls' education in both rural and urban contexts. Understanding these attitudes is essential for formulating effective policies and interventions. By highlighting the barriers to girls' education, such as traditional gender roles, economic constraints, and social

expectations, this research provides valuable insights for planners and policymakers. These insights can aid in developing targeted strategies to promote gender equality in education. Educated girls contribute significantly to the socio-economic development of their communities, and fostering positive parental attitudes towards their education can help break the cycle of poverty and underdevelopment. Therefore, this study not only addresses immediate educational disparities but also supports long-term socio-economic progress through the empowerment of women.

#### **1.4 Explanation of Terms Used**

- *Women's Education in India*: The progress of women's education since independence, including constitutional provisions and government initiatives.
- *Attitude*: Defined by the American Psychological Association as a stable and general evaluation of an object, person, group, or concept.
- *Attitude of Parents towards Girls' Education*: The perceptions and behaviors of parents that influence their support for their daughters' education.
- *Higher Education*: Post-secondary education that includes college and university studies.
- *Rural and Urban*: Definitions and characteristics of rural and urban areas as per census norms.

#### **1.5 Research Questions**

1. Are parents enthusiastic about higher education for rural and urban girls?
2. Do parents support boys more than girls in higher education?
3. Can girls improve their families through higher education?
4. Can a girl overcome family poverty through higher education?

#### **1.6 Statement of the Problem**

The research problem is defined as "Attitude of Parents towards the Higher Education of their Girl Child in Bongaon W.B."

#### **1.7 Objectives of the Study**

1. Estimate parental attitudes towards rural and urban girls' higher education.
2. Measure whether parents support girls or boys in pursuing higher education.
3. Investigate how girls can improve their families through higher education.

4. Study how a girl can overcome poverty by becoming resilient through higher education.

### **1.8 Delimitations of the Study**

The study is limited to girls studying in higher education in the North 24 Parganas district of West Bengal. The sample includes 120 parents selected from various areas and genders.

## **2. Review of Related Literature**

**2.1 Introduction** A literature review provides a comprehensive understanding of the existing knowledge on a topic and identifies gaps for further research. It helps in defining and understanding the limitations of a study.

### **2.2 Objectives of Literature Review**

1. Provide theories and hypotheses useful for the study.
2. Indicate available evidence to solve the problem.
3. Suggest methods, data sources, and statistical techniques.
4. Identify comparative data and findings useful for interpretation.

### **2.3 Importance of Literature Review**

1. Provides an interpretation of existing literature in light of new developments.
2. Helps in mapping knowledge progress.
3. Identifies current research gaps.
4. Justifies the need for specific research.

□ **Ateeque (2024)** conducted a study on the relationship of teacher effectiveness with students' interest and parents' attitudes towards online higher secondary teaching. The research found a weak positive relationship between parents' attitudes and students' interest in online classes at the upper secondary level. It highlighted the important role parents played in shaping their children's attitudes towards learning and education, demonstrating that enthusiastic and positive parental attitudes towards online classes could enhance students' perception of their value.

□ **Kumar (2023)** explored parental involvement and attitudes of higher secondary school students towards sexual behaviour, drugs, and alcohol abuse. The study found a less positive relationship between parental involvement and students' sexual behaviour and substance abuse. It noted that there were no significant differences in parental involvement related to sexual behavior, drug, and alcohol abuse among

high school students. Furthermore, significant differences were found between boys and girls in parental involvement concerning these issues.

□ **Andrews (2021)** investigated attitudes towards academic freedom in relation to self-acceptance and parental acceptance-rejection among higher secondary and undergraduate students. The study aimed to find the relationship between attitudes towards academic freedom and self-recognition and discovered that there were significant differences in attitudes towards academic freedom between higher secondary and undergraduate students. Additionally, the research found multiple correlations between attitudes towards academic freedom and parental acceptance or rejection.

□ **Kaur (2021)** examined the academic achievement and attitudes towards science of students participating in the science Olympiad in relation to their parental involvement. The study revealed that participants and non-participants differed significantly in their academic achievement and attitudes towards science. Private school students, in particular, showed higher academic achievement compared to their public-school counterparts. The research concluded that parental involvement had a significant impact on students' attitudes towards science and their academic performance in science Olympiads.

## **2.6 Identifying the Research Gap:**

The review of existing literature identified significant gaps, particularly the scarcity of research focused on parental attitudes towards girls' education in 21st century West Bengal. While numerous studies have examined parental attitudes towards female education on a national and international level, there is a notable absence of research specifically addressing this issue within the context of contemporary West Bengal. Furthermore, no research has explored the attitudes of parents towards their daughters' education at Harichand Guruchand University in North 24 Parganas, West Bengal, at the postgraduate level. This gap highlights the need for focused studies to understand the current parental perspectives and their impact on girls' educational advancement in this region.

## **2.7 The Present Problem**

The research problem focuses on understanding parental attitudes towards the higher education of their daughters in North 24 Parganas, West Bengal.

### **3. Methodology**

#### **3.1 Introduction**

Research methodology involves the systematic collection and analysis of data to solve a research problem. This study used a descriptive survey method to collect data from 120 parents using stratified random sampling.

#### **3.2 Research Type**

The study is a qualitative, descriptive survey-based research.

#### **3.3 Population**

The population includes 120 parents from colleges and universities in Bongaon, North 24 Parganas.

#### **3.4 Sampling Procedure**

The study involved 30 parents from each of the four educational institutions in Bongaon.

#### **3.5 Sampling Technique**

Stratified random sampling was used to select the participants.

#### **3.6 Tools and Technique**

A questionnaire validated by experts was used to collect data. The reliability of the questionnaire was ensured through the test-retest method.

#### **3.7 Administering the Tools**

Data collection involved personal contact, phone, mail, and social networking. Participants were assured of confidentiality and were asked to provide honest responses.

#### **3.8 Data Collection**

Data was collected through questionnaires and recorded telephone interviews.

#### **3.9 Data Analysis**

The data was systematically analyzed using open coding to identify key concepts and categories.

### **4. Data Interpretation and Analysis**

#### **4.1 Introduction**

Data analysis is a critical phase in research that involves the systematic application of statistical and logical techniques to describe, summarize, and compare data. It plays a vital role in making sense of the collected data, transforming it into



meaningful information that can be used to answer research questions, test hypotheses, and drive informed decision-making.

- a) **Breaking Down Complex Data:** Data analysis begins with the process of breaking down complex data into simpler, more manageable parts. This involves organizing raw data into categories, themes, or variables that can be easily analyzed. By segmenting data, researchers can focus on specific aspects and identify patterns, relationships, and trends that might not be immediately apparent in a large, unstructured dataset.
- b) **Organizing Data:** Once the data is broken down, it needs to be organized in a way that facilitates analysis. This often involves creating data tables, charts, and graphs that provide a visual representation of the data. Organizing data helps in identifying outliers, missing values, and anomalies that could affect the accuracy of the analysis. Proper organization also ensures that the data is ready for further statistical processing and interpretation.
- c) **Simplifying Data:** Simplification of data is crucial for extracting useful information. This involves summarizing the data through descriptive statistics such as mean, median, mode, and standard deviation. These statistical measures provide a snapshot of the data, highlighting its central tendencies, dispersion, and overall distribution. Simplification also includes the use of inferential statistics to make generalizations about a population based on a sample.
- d) **Extracting Useful Information:** The ultimate goal of data analysis is to extract useful information that can inform research findings and conclusions. This involves identifying significant patterns, correlations, and causal relationships within the data. Advanced statistical techniques such as regression analysis, factor analysis, and hypothesis testing are often employed to delve deeper into the data and uncover insights that are not immediately visible.
- e) **Making Data-Driven Decisions:** The information extracted from data analysis is used to make data-driven decisions. In the context of the present study, analyzing the data on parental attitudes towards girls' education in rural and urban areas provides valuable insights into the factors influencing these attitudes. These insights can then be used to formulate effective policies and interventions aimed at promoting gender equality in education.

- f) **Ensuring Validity and Reliability:** Throughout the process of data analysis, it is essential to ensure the validity and reliability of the findings. Validity refers to the accuracy and truthfulness of the data, while reliability refers to the consistency and dependability of the results. Employing robust statistical methods and adhering to ethical standards in data collection and analysis helps in achieving valid and reliable outcomes.

In summary, data analysis is a comprehensive process that involves breaking down, organizing, and simplifying data to extract useful information. It is a fundamental step in research that enables the transformation of raw data into actionable insights, supporting informed decision-making and contributing to the advancement of knowledge in the field of study.

#### 4.2 Objective-wise Data Analysis

1. Estimating parental attitudes towards rural and urban girls' higher education.
2. Measuring parental support for girls versus boys in higher education.
3. Investigating how girls can improve their families through higher education.
4. Studying how girls can overcome poverty through higher education.

### 5. Findings and Conclusion

#### 5.1 Introduction

The study aimed to explore and understand the attitudes of parents towards the higher education of girls in Bongaon, a region within North 24 Parganas district of West Bengal. This exploration was driven by the recognition that parental attitudes significantly influence the educational opportunities and outcomes for girls. By examining these attitudes in both rural and urban contexts, the study sought to provide a comprehensive understanding of the factors that either promote or hinder girls' access to higher education.

Understanding parental attitudes is crucial because parents are primary decision-makers regarding their children's education. Their perceptions, beliefs, and socio-cultural values shape the educational trajectories of their daughters. This study addressed several key aspects: the enthusiasm and support parents provide for girls' higher education, the comparison of support given to boys versus girls, and the potential impact of girls' education on family and societal progress.

The research involved surveying parents from various socio-economic backgrounds to capture a diverse range of perspectives. Questions were designed to elicit detailed

responses about parents' views on the necessity and importance of higher education for girls, the challenges and barriers faced, and the perceived benefits of educating girls to higher levels.

By identifying and analyzing these attitudes, the study aimed to highlight areas where intervention is needed to promote gender equality in education. The findings are intended to inform policymakers and educators about the current state of parental support for girls' education in Bongaon. This, in turn, can help in designing effective strategies and policies that encourage higher educational attainment for girls, thereby contributing to their empowerment and the socio-economic development of their communities.

The study's comprehensive approach ensures that it not only provides a snapshot of current attitudes but also offers insights into how these attitudes can be shifted to support the broader goal of educational equity. Through this research, the ultimate aim is to foster a more supportive environment for girls' education, ensuring that all children, regardless of gender, have the opportunity to achieve their full academic potential.

## 5.2 Findings of the Study

□ **Urban parents are more inclined to consider their daughters' futures:** The study revealed that urban parents tend to place a higher emphasis on their daughters' educational and professional futures compared to their rural counterparts. This inclination stems from several factors, including greater access to educational resources, awareness of gender equality, and the benefits of higher education. Urban parents are more likely to have experienced the transformative power of education in their own lives and therefore understand its importance for their children, including daughters. They actively encourage their daughters to pursue higher education and career opportunities, viewing education as a means to achieve financial independence and societal status. This proactive approach is also influenced by urban parents' exposure to diverse role models and progressive social norms that advocate for gender equality and women's empowerment.

□ **Rural parents do not view girls as a burden and recognize their potential:** Contrary to traditional stereotypes, the study found that rural parents increasingly do not view their daughters as a financial or social burden. Instead, many rural parents recognize the intrinsic value and potential of their daughters. This shift in perspective can be attributed to growing awareness of the benefits of educating girls, including improved family income, better health outcomes, and enhanced

social standing. Rural parents are beginning to understand that educating girls can lead to significant positive changes, not only for the individual girls but also for the community at large. They see educated daughters as potential contributors to the family's economic stability and as role models who can inspire other girls in the community. Despite facing economic hardships and limited access to quality education, these parents strive to support their daughters' educational endeavours as best as they can.

□ **Parental support for girls' education is increasing, but challenges remain:** The study indicated a positive trend in parental support for girls' education across both urban and rural areas. More parents are recognizing the importance of educating their daughters and are willing to invest in their education. This support is crucial for overcoming societal barriers and empowering girls to pursue their aspirations. However, challenges still persist. Economic constraints, cultural norms, and lack of infrastructure in rural areas often hinder the full realization of educational opportunities for girls. Despite the growing support, many families struggle with the costs associated with education, such as tuition fees, school supplies, and transportation. Additionally, deep-rooted gender biases and societal expectations continue to limit girls' access to education and their ability to complete their studies. To address these challenges, targeted interventions and policies are needed to provide financial assistance, raise awareness about the importance of girls' education, and create a supportive environment that encourages and sustains parental support for girls' educational pursuits.

## **6. Conclusion and Suggestions**

### **6.1 Introduction**

This chapter provides a comprehensive summary of the study, discussing the key findings, implications, and limitations. It aims to synthesize the research conducted on parental attitudes towards the higher education of girls in Bongaon, West Bengal, and offers recommendations for future research. The study's objective was to understand the role of parents in shaping the educational trajectories of their daughters, with a focus on both rural and urban contexts. By identifying the barriers and facilitators to girls' education, the study sought to inform policymakers and educators on effective strategies to promote gender equality in education.

### **6.2 Summary of the Study**

The study found that both urban and rural parents in Bongaon, West Bengal, have increasingly recognized the importance of girls' education. This shift in attitude is

attributed to government initiatives and societal changes that emphasize the value of educating girls. The research indicated that while urban parents are more likely to prioritize their daughters' future education and career, rural parents are also beginning to appreciate the long-term benefits of girls' education. However, traditional gender roles and economic constraints continue to pose significant challenges. The study highlighted that parental support is crucial in overcoming these barriers and enabling girls to pursue higher education.

### 6.3 Implications of the Study

The findings of this study have several important implications:

1. **Policy Development:** Policymakers can use the insights gained to design targeted interventions that address specific barriers to girls' education in both rural and urban areas. Programs that provide financial incentives, scholarships, and community support can be particularly effective.
2. **Educational Programs:** Schools and educational institutions can develop programs that engage parents and raise awareness about the benefits of girls' education. Workshops and seminars can help shift traditional mindsets and encourage more supportive attitudes.
3. **Community Engagement:** Community leaders and organizations can play a pivotal role in promoting gender equality in education. By fostering a supportive environment, they can help reduce social and cultural barriers that hinder girls' educational aspirations.

### 6.4 Recommendations

While this study has provided valuable insights, it also highlighted areas that require further exploration:

1. **Broader Geographical Scope:** Future research should include a larger sample size and cover more districts to provide a comprehensive understanding of parental attitudes across West Bengal.
2. **Longitudinal Studies:** Long-term studies could track changes in parental attitudes over time and assess the impact of various interventions on girls' education.
3. **Socio-Economic Factors:** Investigating the influence of different socio-economic variables, such as income, education level, and occupation of parents, can provide a deeper understanding of the factors that affect attitudes towards girls' education.

4. **Gender-Specific Interventions:** Research should explore the effectiveness of gender-specific educational programs and policies in promoting girls' education and overcoming traditional barriers.

### 6.5 Scope for Further Research

The study's findings suggest several avenues for further research:

1. **Comparative Studies:** Comparing parental attitudes towards girls' education in different states or regions can provide insights into cultural and regional variations.
2. **Impact Assessment:** Evaluating the impact of government policies and programs on girls' education can help identify best practices and areas for improvement.
3. **Educational Outcomes:** Researching the educational outcomes of girls who receive strong parental support versus those who do not can highlight the importance of parental involvement in educational success.

### 6.6 Conclusion

The study concludes that parental attitudes towards girls' higher education are increasingly positive, reflecting a significant shift towards gender equality and the empowerment of women in society. This transformation is evident in both rural and urban settings, where parents are now more inclined to prioritize the education of their daughters alongside their sons. Such progressive attitudes are pivotal in dismantling long-standing gender biases and enabling girls to pursue higher education and achieve their full potential.

The findings indicate that educated parents are more aware of the benefits of girls' education, recognizing its role in fostering financial independence, enhancing social status, and contributing to the overall development of the community. This awareness has led to greater parental support for girls pursuing higher education, as evidenced by the increased enrollment of girls in schools and universities, particularly in regions previously lagging in female education.

Moreover, the study highlights the positive correlation between parental education and their attitudes towards their daughters' education. Educated parents, regardless of their socio-economic status, tend to have a more favorable view of higher education for girls, understanding its importance in securing better employment opportunities, improving health and well-being, and reducing societal issues such as child marriage and gender-based violence.

Government initiatives and policies aimed at promoting girls' education have also played a crucial role in shaping parental attitudes. Programs like scholarships, financial aid, and awareness campaigns have alleviated economic barriers and highlighted the significance of girls' education, thereby encouraging parents to invest in their daughters' academic futures.

The shift in parental attitudes is not only a catalyst for the individual empowerment of girls but also has broader implications for societal progress. Educated women are more likely to participate in the workforce, contribute to economic growth, and engage in civic activities, thereby fostering a more inclusive and equitable society. The positive trend in parental support for girls' higher education underscores the potential for transformative change, ensuring that future generations of women are equipped with the knowledge and skills necessary to lead and innovate.

In conclusion, the study reaffirms that the evolving parental attitudes towards girls' higher education are instrumental in empowering women and driving societal advancement. By continuing to nurture and support this positive trend, policymakers, educators, and communities can work together to create a more equitable and prosperous future for all.

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## EDUCATIONAL PROBLEM OF ORPHAN STUDENTS IN SECONDARY SCHOOL

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### ABSTRACT

An orphan school is a secular or religious institution dedicated to the education of children whose families cannot afford to have them educated. In countries with universal public education systems orphan schools are no longer common. An orphanage is a residential institution that provides care shelter and support to children who have been orphaned or abandoned by their parents or care givers. Orphanages typically provide children with basic necessities such as food shelter and clothing as well as access to education and healthcare. They may also offer various forms of emotional and psychological support including counseling and therapy to help children cope with the trauma and loss of being separated from their families. While orphanages have traditionally been a common form of care for orphaned or abandoned children there has been a growing movement in recent years to shift towards alternative forms of care such as foster care and adoption which are seen as providing more stable and nurturing environments for children. Exploitation sexual and psychological violence and abuses at orphanages are common. Basically orphan children are often taken care of until 18 then they need to measure their own and will lack direction may face scarcity of resources and job opportunities. Poor or orphaned children are unable to get a chance to learn. They often drop out of school to help provide for themselves or their family even at an early age. Without an education the children will be subject to a life of extreme poverty and, at times, may be forced into bonded labour. An orphan is a child who has lost one or both parents due to death abandonment or separation. In some cases a child may also be considered an

orphan if they have a parent who cannot care for them due to imprisonment, mental or physical illness or other reasons. Orphans often face significant challenges in their lives, including poverty, lack of education, and limited access to healthcare. The parents and the neighbours perform a unique role in development of child. The period of adolescence not only brings physical change but psychological changes that make the child a completely different individual. Studies show that this stage is mostly assets of our nation but full of helplessness and insecurity too. In this connection being left by parent's loss of parents family disintegration etc. children of this age group become orphan and lives in orphanages. Learning inside school gives pleasure and enthusiasm to the students. It is a natural way of learning. This learning is linked to students' lives and a variety of different teaching methods are used in school whereas out of school learning consists of curricular and non-curricular learning experiences for pupils.

**Key Words:** Educational Problem, Orphan Students, Secondary School.

## INTRODUCTION

The status of secondary education in India for orphan students can be challenging due to several factors. Orphan students often face significant economic and social barriers that hinder their ability to access education. For instance they may lack financial resources to pay for school fees transportation and other related expenses. In addition they may not have access to stable and supportive home environments that foster academic success. Furthermore orphan students may experience emotional and psychological challenges such as feelings of abandonment loss and insecurity which can negatively impact their academic achievement. They may also struggle with developing social skills and forming meaningful relationships which are essential for overall growth and development. The National Education Policy of (1979) in India recognized the needs and challenges of education for socially disadvantaged groups including orphans. The policy emphasized the provision of education to all children, regardless of their socio-economic background and highlighted the importance of addressing disparities in access to education. The policy advocated for the multi-pronged approach to improving education for socially disadvantaged groups including orphans which included measures such as

special focus on providing education to children from socio-economically disadvantaged backgrounds including orphans through targeted interventions such as scholarships hostel facilities and other support services. Expansion of educational facilities in the rural areas as significant proportion of orphan children reside. To address these challenges various initiatives have been undertaken to improve the status of secondary education for orphan students in India. For instance the Indian government has implemented policies and programs aimed at providing financial assistance scholarships and other forms of support to orphan students. Additionally non-governmental organizations (NGOs) and other civil society groups have been actively involved in supporting orphan education through various initiatives such as mentoring counseling and skill-building programs. In recent years there has been an increasing focus on improving secondary education for orphan students in India. The government has launched various schemes and initiatives such as the SSA RMSA and the Samagra Shiksha Abhiyan to provide greater access to education for all including orphans. Under the National Education Policy (2020) there is a renewed emphasis on providing equitable and inclusive education for all students including those from disadvantaged back grounds. The policy envisions the establishment of a strong support system for vulnerable and disadvantaged groups, such as orphan to ensure that they are not left behind. Problem solving is a common occurrence in daily life and all human activities have the goal of solving problems method. Problems can refer to big and small difficulties and challenges encountered in our daily lives at work and even in our social interactions with people. The learning motivations behind PBL are built on this survival instinct. In PBL the constructed problems contain the purpose of teaching and are used to stimulate students to learn by themselves. In PBL problem solving actually plays two other important roles one problem solving is the goal of learning and is also the method of learning. The problems in PBL case studies are the tasks the learner should resolve himself. In the process of finding answers the learner will discover the tactics and methods for solving the problem. From PBL's viewpoint learning has always been a proactive and constructive process and it is never a reactive reception of knowledge. These individual thinking styles can be stimulated and reasoned out in small group discussions thus leading to a diverse understanding and interpretation of ethical issues as well as the learner's individual beliefs. Based on these ethical discussions should be focused on the learner. The programme has a specific focus on children from disadvantaged backgrounds including orphans. National Scholarship Scheme for Post-matric Students. This scheme provides financial assistance to students from

disadvantaged communities including orphans to help them pursue their education at the post-secondary level. This scheme provides financial assistance to students from disadvantaged communities, including orphans to help them pursue their education at the post-secondary level. National Means-cum-Merit Scholarship Scheme provides financial assistance to students from economically weaker sections of society including orphans to help them pursue their education at the secondary and higher secondary level.

### **PROBLEM BASED LEARNING IN ORPHAN STUDENTS**

In simple terms problem-based learning PBL is a curricular design and pedagogical method which focuses on the learner using real life problems and situations to stimulate students' learning. It is usually carried out in small group discussions where in specialized knowledge pertaining to the problem is derived. The results of these studies clearly indicate students who learn by PBL show differences from those who learn by more traditional means in terms of learning attitude learning motivation and learning methods. However quantitative research results fail to clearly explain what causes the changes and how the use of PBL fundamentally changes students' learning methods and cognitive processes. In recent years PBL has become the driving force behind changes in teaching methods in education and has brought about a shift in the teaching paradigm becoming synonymous with fostering independent thinking among students. Its main principle is problem solving teaching content based on scenarios but not varying away from realistic problems or subjects. As known and used the PBL finds its root in the structuralism and pragmatism schools of philosophy. The three main requirements of PBL namely learning by doing learning in context and focusing on the student are discussed within the context of these two schools of thought. Given these attributes PBL also seems ideally suited for use in learning bio-ethics. PBL is based on the belief that the accumulation of internalized experiences can help to achieve the purpose of learning and learning starts with an intention to solve problems.

### **IMPACT OF EDUCATION ON GENDER EQUALITY**

Gender equity or equality in education means that males and females have equal opportunities in terms of economic social cultural and political developments. If gender equity is exactly achieved this will contribute to future of girls and boys more than approaches men centered and girls will get benefits from public and domestic life as much as boys. Women living in men's world that is in a world in which education is characterized by extensive gender in equities have obtained some social political and economic opportunities. Whereas education of women will

raise both family and society by creating brilliant children educating girls will produce lots of additional socio-economic gains to societies and families and thus it will walk side by side with others. Over the years policy of education has focused on access and parity but the enrollment gap between girls and boys are not being closed. If an achieved equity of girls and boys in education increases productivity in economy provides higher incomes delays marriages for teenagers reduces unconscious fertility rates brings up fewer but healthier individuals. There is still an evident gap between women and men's access to education and there are still large gender disparities. If so gender equity in education needs radical and brave reforms for better marriage higher standards of father-hood and motherhood wider scope for the development of individuality more intelligent appreciation of the role of the family in the state greater privacy protection and more generous affection which will bind the family more strongly as a unit. Numerous studies show that society often treats boys and girls differently. This focuses on how and why education is the key to gender equality and the importance of gender equity in education system in order to create a better environment for girls. It will also query whether a philosophy of education offering the same opportunities to young women and men teaching the same things at the same time in the same place with the same methods and under the same system is necessary or not. The essence of education is knowledge for both males and females should reach it easily and they should freely benefit from knowledge tree. Surely that is not all of education implies teaching and teaching implies knowledge. Knowledge is truth and the truth is every-where the same. Hence education should be the same for everyone and should be the same under any political social or economic conditions. The equal rights and learning processes of the education on the other words co-education of boys and girls enrollment policies and educational practice of schools by the same teaching methods in the same curriculum and in content should be regarded as a vital issue for educational facilities on equalization of educational opportunities have to be expanded for males and females. As education in its broadest sense is the means of this social continuity of life can not only address to men but also have to take women into consideration to reach quality progress or achievement and education needs for gender equity.

## **SECONDARY EDUCATION FOR ORPHAN STUDENTS**

**Creating Job opportunity:** Completing secondary education can improve the employability of orphan students in the job market. Many employers require a

minimum level of education for their workforce and without completing secondary education orphan students may face limited job opportunities and lower salaries.

**Developing Life Skills:** Secondary education provides an opportunity orphan people with the life skills such as problem-solving critical thinking decision-making which were essential for their personal as well as professional growth.

**Social Integration:** Education provides orphan students with the opportunity to interact with people from diverse backgrounds and cultures thereby helping them to integrate into society and feel a sense of belonging.

**Cycle of Poverty:** Education is a powerful tool to break the cycle of poverty. By completing secondary education orphan students can improve their earning potential and in turn help their families and communities.

**Access to Higher Education:** Completing secondary education opens doors to higher education opportunities which can lead to better-paying jobs and improved socioeconomic status for orphan students.

### **STRATEGIES AND INTERVENTIONS PROGRAMME FOR ORPHANS**

Governments of India have been organizing different programmes for orphan students. There are several strategies and interventions that can be implemented to support the secondary education of orphan students in India. Some of them are orphan students often face financial barriers in accessing education. Therefore providing financial assistance in the form of scholarships fee waivers and educational loans can be a useful intervention to support their education. Institutions such as schools colleges and universities need to be more inclusive and accommodating to orphan students. Special provisions can be made for them such as flexible schedules extra academic support and counselling services. NGOs can play a crucial role in providing support and resources to orphan students. Collaborating with NGOs to provide mentorship tutoring and career guidance can be beneficial for their academic and personal level by providing vocational training to orphan students can equip them with the necessary skills to find employment and lead a self-sufficient life. Vocational training can also help in their personal development and boost their confidence. Creating awareness and sensitization campaigns can help in reducing the stigma and discrimination faced by orphan students. Educating the public and promoting inclusivity can help in creating a more supportive environment for their education. The government can play a vital role in supporting the education of orphan students. Initiatives such as providing free education textbooks and uniforms can help in reducing financial barriers to

education. The government can also promote inclusive policies and implement schemes for the welfare of orphan students (Kothari Commission, 1964-66)

The commission recognized the educational needs of disadvantaged and marginalized groups including orphan students. It recommended that the government provide financial and other forms of assistance to support their education and ensure their inclusion in the mainstream education system. The commission emphasized the need to provide special provisions for the education of disadvantaged children including orphans. It recommended the establishment of residential schools hostels and other educational institutions specifically for such children. It also suggested that existing schools and colleges should have special provisions for these students such as scholarships and other financial assistance. The National Education Commission's recommendations were aimed at ensuring that orphans and other disadvantaged groups have access to quality education. The National Education Policy (1968) aimed to provide equal educational opportunities to all sections of society including orphan students. It recognized that education was crucial for the overall development of individuals and the nation and emphasized the need to improve the quality of education at all levels. To address the educational needs of orphan students the policy suggested the establishment of special schools and hostels for them which would provide them with a supportive environment to pursue their education. These schools and hostels were to be established by the government non-governmental organizations and other philanthropic institutions. The policy also emphasized the need to provide vocational training and skill development opportunities to orphan students so that they could become self-reliant and contribute to society. It recommended the establishment of vocational training centers and industrial training institutes which would provide hands-on training to students in various trades and vocations. In addition the policy emphasized the need to provide financial assistance and scholarships to orphan students to enable them to access education without being burdened by financial constraints. The policy suggested that the government as well as philanthropic organizations should provide scholarships and other forms of financial aid to orphan students to ensure that they could pursue their education without any hindrances. Overall the National Education Policy of (1968) recognized the unique challenges faced by orphan students in accessing education and proposed a range of interventions and strategies to address these challenges and ensure that all children regardless of their social or economic background could access quality education.

## **SECONDARY SCHOOL ORPHANS TODAY AND STEPS AHEAD**

Research has shown that orphan students often face significant academic challenges. They may struggle with emotional and behavioral issues related to their experiences of trauma and loss which can negatively impact their academic performance. Additionally they may have limited access to educational resources including books computers and qualified teachers. Despite these challenges some orphan students are able to achieve academic success with the help of supportive care takers access to educational resources and individual determination. Studies have shown that providing high-quality education and targeted support services can help improve academic outcomes for orphan students. It is important to note that academic achievement should not be the sole focus when it comes to the well-being of orphan students. Providing a safe and nurturing environment, access to health care and opportunities for social and emotional development are also critical components of their overall well-being. Secondary level education is a critical stage in the educational journey of any individual. It is during this phase that students receive specialized and more advanced education that prepares them for higher education or vocational training. Unfortunately orphaned students face several challenges that hinder their academic achievement and successful completion of secondary level education. These challenges may include financial constraints lack of emotional and social support inadequate academic preparation and limited access to educational resources. As a result orphaned students are often at a disadvantage when it comes to educational attainment and face difficulties in transitioning to higher education or finding gainful employment. However there are several initiatives and programs aimed at addressing these challenges and supporting orphaned students to achieve academic success at the secondary level. This will explore the challenges faced by orphaned students in achieving academic success at the secondary level and highlight the various interventions that have been implemented to improve their educational outcomes.

## **DISCUSSION**

Orphan students can face numerous challenges in their physical social psychological and cognitive development due to their circumstances. Physical development can be affected by the lack of access to proper nutrition and healthcare which can lead to growth delays and other health issues. Social development can also be impacted due to the absence of parental figures leading to difficulties in forming attachments and developing social skills. Psychological development can be particularly vulnerable in orphan students with many experiencing trauma and grief that can lead to mental



health issues such as depression and anxiety. Cognitive development can also be affected with many orphan students facing barriers to educational opportunities and resources. However, it is important to note that not all orphan students will face the same challenges and outcomes as individual circumstances and experiences can vary widely. Proper support and interventions can also play a significant role in mitigating the negative effects of these challenges and promoting healthy development for orphan students. Orphan students may experience emotional and psychological distress due to their difficult circumstances which can impact their personality traits. Some studies have found that orphan students may have higher levels of anxiety depression and loneliness compared to their peers with parents. These emotional states can affect their motivation self-esteem and social skills which may impact their academic performance. On the other hand some orphan students may develop resilience independence and self-reliance due to their experiences which can positively impact their personality traits and academic achievement. Research suggests that personality traits such as conscientiousness self-efficacy can predict academic achievement. Orphan students who possess these traits may have better academic performance and higher educational aspirations. Overall the personality of orphan students can play a significant role in their academic achievement and it is important for educators and care takers to provide support and resources to help these students develop positive personality traits and overcome emotional and psychological challenges. To achieve this the NEP (2020) proposes various interventions such as the setting up of special education zones to cater to the needs of marginalized groups the establishment of open learning resources to provide greater access to education and the provision of scholarships and financial aid to support students from economically weaker sections. Additionally there is a growing recognition of the need to address the emotional and psychological needs of orphan students. Schools and NGOs are implementing counseling and support programs to help students cope with trauma and build resilience. There is a effort to improve the quality and accessibility of secondary education for orphan students in India with a view to ensuring that they have the necessary skills and opportunities to lead productive and fulfilling lives. The future of secondary education for orphan students in India looks promising with various initiatives and policies in place aimed at improving their access to education. The National Education Policy of (2020) has emphasized the importance of equitable access to education for all children including orphans and has called for the implementation of measures to ensure their inclusion in the education system. This

includes setting up of residential schools and hostels for children who do not have access to schooling, including orphans. There are many factors that can affect the educational outcomes of these children including their home environment and access to resources. It is essential for educators to understand how each of these areas affects the overall success in school for orphans so they can better support them through their learning journey.

## CONCLUSION

However research has shown that many orphaned children are able to develop strong social skills as a result of fewer opportunities for traditional education or parental guidance during their childhoods. These social skills may help them overcome some obstacles they face in school by allowing them better understanding how best to interact with peers and teachers alike thus leading higher levels of academic success than would otherwise be possible without such interpersonal abilities. In addition recent studies have suggested that orphans who experience greater emotional stability tend also experience improved intellectual performance at school than those who do not have this same level security or stability in their lives outside the classroom environment. This suggests an additional connection between emotional well-being and educational outcomes among these vulnerable populations which should not be overlooked when considering strategies for improving student performance overall.

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**Educational Philosophy and Methodologies of Maria Montessori**

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Kalyani, Nadia, West Bengal**ABSTRACT**

Maria Montessori, an Italian physician and educator, revolutionized early childhood education through her groundbreaking work and the development of the Montessori Method. Her approach, which emphasizes child-centered, self-directed learning within a prepared environment, has significantly impacted educational practices worldwide. This study analyzes the educational philosophies and practices of Maria Montessori, exploring their historical context, philosophical influences, and contemporary relevance. Drawing from a comprehensive review of related literature and employing qualitative cum biographical research methodologies, the study examines Montessori's principles such as child-centered learning, sensory training, and the prepared environment. It highlights the unique strengths of Montessori education, including its emphasis on respect, peace, individual development, and creativity, as well as its adaptability to diverse learning needs. The findings reveal that Montessori's structured environment and sensory-based learning materials contribute to children's cognitive and emotional growth, fostering critical thinking, independence, and social responsibility. The study also evaluates the effectiveness of Montessori's educational thoughts in modern classrooms and their influence on educational policies, particularly in post-independence India. Through comparative analyses of Montessori with other progressive educational approaches like Waldorf and Reggio Emilia, the research underscores the robust nature of Montessori education in promoting holistic development and lifelong learning. Additionally, the study explores the application of Montessori principles beyond early childhood education, demonstrating their therapeutic potential in enhancing cognitive functions and quality

of life for dementia patients. By integrating Montessori's ideals into contemporary education systems, the study advocates for a more inclusive, innovative, and compassionate learning environment. The insights gained from Montessori's work provide a robust framework for nurturing future generations of learners, equipped to navigate the complexities of the modern world. This comprehensive analysis reaffirms the enduring relevance of Montessori's educational philosophy and underscores the importance of her contributions to global education.

**Keywords:** Maria Montessori, educational philosophy, Montessori Method, early childhood education, child-centered education.

## **1. Introduction:**

Maria Montessori, an Italian physician and educator, revolutionized early childhood education through her groundbreaking work in psychiatry. Born in Chiaravalle, she was one of the first women in Italy to earn a medical degree. Her innovative approach, known as the Montessori Method, was influenced by her scientific observations of children, including those with mental disabilities, and her belief in the potential of every child to learn and develop.

### **Early Career and Development of the Montessori Method**

Montessori's education journey began in 1897 when she volunteered at the Orthophrenic School in Rome, working with "uneducable" children. She challenged traditional mental disability beliefs and applied scientific training to observe and experiment with teaching methods and materials. Montessori's educational approach prioritizes a child-centered, structured environment that nurtures exceptional abilities in concentration, exploration, and independent learning, providing a structured and appropriate learning environment.

### **Key Principles of the Montessori Method**

The Montessori Method is characterized by several core principles that distinguish it from traditional educational models:

#### **Child-Centered Learning:**

Montessori emphasized child-centered education, allowing children to choose activities and work at their own pace, fostering responsibility, independence, and intrinsic motivation to learn.

**Prepared Environment:**

The Montessori Method emphasizes a well-prepared environment for independent learning, encompassing practical life skills, sensory education, mathematics, language, and cultural studies.

**Sensorial Education:**

Montessori emphasized the senses' role in learning, creating didactic materials to enhance sensory perceptions and lay the groundwork for abstract learning and cognitive development in children.

**Observation and Individualized Instruction:**

Montessori teachers, also known as guides, provide personalized instruction based on each child's interests and developmental stage, enabling them to reach their full potential in the classroom.

**Mixed-Age Classrooms:**

Montessori classrooms, lasting three years, involve mixed-age children, promote peer learning, and allow children to progress at their own pace, with older children often mentoring younger ones.

**Emphasis on Practical Life Skills:**

Montessori curriculum promotes children's development of fine motor skills, hand-eye coordination, order, independence, and self-sufficiency through practical life activities like pouring, sweeping, and dressing.

**Global Impact and Legacy**

Montessori, a renowned educational philosopher, established societies and schools in Europe and the US, advanced teaching methods, wrote extensively, and trained teachers, advocating for peace education.

Maria Montessori's innovative methodologies and child-centered approach have significantly influenced global education, leading to holistic models and Montessori schools promoting nurturing environments for children's development.

**2. Background of the Study:**

The Renaissance and Enlightenment periods transformed education by transitioning from memorization to dynamic, child-centered methods, promoting individual needs and natural child development, laying the groundwork for modern reforms.

**The Renaissance Period:**

The Renaissance, originating in Italy in the 14th century and spreading across Europe by the 16th century, was a significant cultural and intellectual revival centered on individual development, humanism, and critical thinking. John Amos Comenius, a Renaissance figure, is considered the father of modern education, known for his work "Didactica Magna," which emphasized sensory experiences and child-centered learning.

**The Enlightenment Period:**

The Enlightenment, spanning 17th-18th centuries, introduced novel perspectives on human development and learning, with philosophers like Locke and Rousseau significantly shaping modern educational theories.

**John Locke (1632-1704):**

John Locke's empiricism significantly influenced education, emphasizing sensory experiences, practical learning, and individual intellectual development, promoting hands-on learning, critical thinking, and problem-solving skills through teacher guidance.

**Jean-Jacques Rousseau (1712-1778):**

Jean-Jacques Rousseau's "Emile" revolutionized child development and education by emphasizing children's inherent goodness and their direct interaction with their environment over artificial structures. Rousseau's "negative education" theory advocates for minimal early childhood education, promoting unstructured play, exploration, curiosity, love for learning, and experiential learning.

**Maria Montessori's Educational Reforms:**

Maria Montessori's educational reform emphasized self-directed learning, sensory training, and holistic environments, incorporating Enlightenment ideas and promoting holistic development in schools.

**Montessori's Principles:**

1. **Self-Activity:** Montessori's teaching method encourages active learning through self-directed activities, allowing children to explore and discover at their own pace.
2. **Sensory Training:** Montessori's educational approach prioritizes sensory experiences as a foundation for intellectual development, creating materials that stimulate multiple senses, thereby enhancing cognitive and perceptual abilities in children.

3. **Prepared Environment:** Montessori education creates a personalized environment that caters to children's developmental needs, using age-appropriate materials and activities to promote independence, concentration, and a love for learning.
4. **Auto-Education:** Montessori introduced the idea of auto-education, recognizing children's self-learning through interaction with their environment and materials, with teachers providing guidance and support without direct interference.

Montessori's educational philosophy significantly influenced early childhood education, promoting experiential learning and holistic nurturing of children's natural development, influenced by Renaissance and Enlightenment thinkers.

The Renaissance and Enlightenment periods significantly influenced modern education, with philosophers like Locke and Rousseau emphasizing experiential learning and children's natural development.

### **3. Need for the Study:**

Montessori's educational philosophy fosters critical thinking, creativity, and social responsibility through self-directed learning, peace education, and holistic development, highlighting its relevance in contemporary educational systems.

#### **a. Addressing the Challenges of Traditional Education:**

Montessori education promotes self-directed learning, creativity, and critical thinking, unlike traditional systems that rely on rote memorization and standardized testing.

#### **b. Fostering Critical Thinking and Creativity:**

Montessori education promotes critical thinking and creativity in students, preparing them for a rapidly changing world through hands-on activities, exploration, and experimentation.

#### **c. Promoting Social Responsibility and Peace Education:**

Maria Montessori was a pioneer in peace education, teaching children respect, empathy, and cooperation from an early age, promoting cultural diversity, environmental stewardship, and social justice.

#### **d. Supporting Holistic Development:**

Montessori education is a comprehensive approach to child development, focusing on intellectual, emotional, social, and physical growth, providing a balanced environment for independent learning and social interaction.



**e. Adaptability to Diverse Learning Needs:**

Montessori education is renowned for its adaptability, allowing teachers to customize methods to each student's unique strengths, interests, and styles, promoting inclusive classrooms.

The study explores Maria Montessori's educational philosophy's potential to enhance traditional education by promoting holistic approaches, self-directed learning, critical thinking, creativity, social responsibility, peace, and adaptability to diverse needs.

**4. Objectives of the Study:**

The study focuses on several specific objectives to thoroughly explore and analyze the educational philosophies and practices of Maria Montessori. These objectives are detailed below:

**1. To Analyze the Educational Philosophies of Maria Montessori:** The study explores Maria Montessori's philosophies on child development, education's role, and learning's nature, comparing them to other educational theories.

**2. To Study the Aims, Curriculum, and Methods of Education as Propounded by Maria Montessori:** This study delves into Montessori's educational philosophy, examining its practical implementation, aims, curriculum design, and methods employed in her educational practice.

**3. To Evaluate the Relevance of Montessori's Educational Doctrines in the Present-Day Education System:** The study examines the effectiveness and applicability of Montessori's teaching methods in modern classrooms, focusing on their capacity to tackle educational issues.

**4. To Explore Montessori's Contributions to Post-Independence Indian Education:** The study explores Montessori's influence on India's education system, focusing on her adaptation and contributions to educational reform post-independence, examining how her ideas were adapted in the Indian context.

**5. To Assess the Effectiveness of Montessori's Educational Thoughts in Contemporary Settings:** The objective evaluates the practical outcomes of implementing Montessori's educational philosophy in modern classrooms, focusing on its impact on child development and learning.

**5. Research Questions:**

1. What are the core educational philosophies of Maria Montessori?

2. What are the aims, curriculum, and methods of education proposed by Montessori?
3. How do Montessori's educational ideas compare to those of other educational theorists?
4. What are the unique contributions of Montessori's educational practices to modern education?
5. How relevant are Montessori's ideas in the current educational context?

#### 6. **Review of Related Literature:**

Angell (1998), in the article "Practicing Democracy at School: A Qualitative Analysis of an Elementary Class Council," provided a comprehensive analysis of democratic practices within a Montessori upper elementary classroom over three years. The research focused on 216 class meetings and concluded that Montessori's method of fostering justice and equality in classroom interactions significantly promoted democratic attitudes among students. Angell observed that the natural inclination of 9–12-year-olds to collaborate created a unique opportunity for developing moral reasoning, respect for individuality, and values of justice. This study underscored the importance of democratic practices in Montessori education and illustrated how they contributed to moral and social development.

Edwards (2002), in the article "Three Approaches from Europe: Waldorf, Montessori, and Reggio Emilia," provided a comparative analysis of three progressive educational approaches: Waldorf, Montessori, and Reggio Emilia. The study highlighted the similarities and differences in their philosophies, curricular implementations, and educational outcomes. Montessori education was particularly noted for its empirical research on learning outcomes, emphasizing respect, peace, and individual development. Edwards' analysis revealed how Montessori's structured environment and sensory-based learning materials contributed to children's cognitive and emotional growth, positioning it as a robust model for early childhood education. The comparative approach underscored Montessori's unique strengths in fostering a holistic educational experience that supports individual development and lifelong learning.

Boyle et. al (2006), in their article "Evidence-based Practice Recommendations for Working with Individuals with Dementia: Montessori-based Interventions," reviewed the effectiveness of Montessori-based interventions for dementia patients. This research provided a compelling case for the adaptability of Montessori principles beyond early childhood education. The research team evaluated five

studies involving 74 participants with dementia, demonstrating significant improvements in cognitive function and quality of life through Montessori activities. The findings supported the therapeutic potential of Montessori methods in enhancing engagement and cognitive abilities in older adults, suggesting that these principles could be effectively applied in geriatric care settings.

Kayili and Ari (2011), in their study "Examination of the Effects of the Montessori Method on Preschool Children's Readiness to Primary Education," investigated the effectiveness of the Montessori Method in preparing preschool children for primary education. Using assessment tools like the Metropolitan Readiness Test and the Kindergarten Behavior Scale, the study found that children in Montessori programs demonstrated higher readiness levels for primary school compared to those in traditional education settings. The Montessori approach, with its emphasis on independence, sensory learning, and tailored educational experiences, was shown to be more effective in developing the necessary cognitive and social skills for early academic success.

Besançon, et. al (2013), in the study "Creative Giftedness and Educational Opportunities," examined the impact of Montessori education on creativity among elementary students. Using the Torrance Tests of Creative Thinking, 80 French students from Montessori and traditional schools were assessed for their creative potential. The results indicated that Montessori students consistently scored higher on creative tasks, suggesting that the Montessori environment, which encouraged self-directed learning and exploration, significantly fostered creativity. This study highlighted the importance of Montessori methods in nurturing creative thinking and problem-solving skills in children.

## **7. Historical Context and Philosophical Influences:**

Maria Montessori's educational philosophy, rooted in historical reform movements and influential thinkers, is innovative and enduringly relevant, emphasizing context understanding.

### **Comenius (1592-1670)**

John Amos Comenius, a Czech philosopher, pedagogue, and theologian, is considered the father of modern education. He advocated for universal education and introduced pansophism, aiming for harmonious development of body, mind, and soul. Comenius's first illustrated textbook, *Orbis Pictus*, emphasized visual learning and children's curiosity.

**John Locke (1632-1704)**

John Locke, an English philosopher, significantly influenced educational theory by emphasizing practical learning and reason development, and nurturing environments for healthy physical and mental growth. His philosophy influenced Montessori's emphasis on sensory education and prepared environments.

**Jean-Jacques Rousseau (1712-1778)**

Jean-Jacques Rousseau, a French philosopher, revolutionized educational thought with his work *Emile*, advocating for a naturalistic approach that focuses on children's interaction with their environment, allowing their inherent goodness to flourish, aligning with Montessori's child-centered approach where teachers facilitate learning.

**Friedrich Froebel (1782-1852)**

Friedrich Froebel, the founder of the kindergarten movement, significantly influenced Montessori by emphasizing self-activity and play in education. He introduced Froebel's gifts, educational tools, which stimulate learning through play and manipulation, shaping Montessori's educational environment.

**Johann Heinrich Pestalozzi (1746-1827)**

Johann Heinrich Pestalozzi, a Swiss pedagogue, advocated for holistic education, focusing on the head, heart, and hands. His methods, including hands-on activities and work-study integration, influenced Montessori's approach to practical life exercises and cognitive, emotional, and physical development.

**Integration into Montessori's Philosophy**

Montessori synthesized these philosophical influences into a cohesive educational approach that emphasized the following principles:

1. **Experiential Learning:** Montessori, influenced by Comenius and Rousseau, believed children learn best through direct interaction with their environment, creating sensory-rich classrooms for exploration and discovery.
2. **Natural Development:** Montessori's method, influenced by Rousseau and Froebel, focuses on children's natural developmental stages, implementing educational activities that promote self-directed learning.
3. **Prepared Environment:** Montessori, influenced by Locke and Pestalozzi, emphasized independent learning in a well-prepared classroom with practical materials.

4. **Holistic Education:** Montessori's holistic approach, based on Pestalozzi's, aims to educate the whole child, focusing on intellectual, emotional, and physical development through activities.
5. **Role of the Teacher:** Montessori emphasized teachers as facilitators, observing children and providing appropriate materials and activities to support their learning journey, reflecting Rousseau and Froebel's ideas.

Maria Montessori revolutionized early childhood education by integrating philosophical foundations and centuries of educational thought, influencing worldwide practices and demonstrating depth and thoughtfulness.

#### 8. Methodology:

The study employs a qualitative cum biographical research approach within the domain of philosophy of education. Various sources of data, including Montessori's writings, lectures, books by her disciples, journals, and newspapers, are analyzed using content analysis, descriptive/diagnostic methods, and critical techniques.

**Content Analysis:** Content analysis is utilized to classify, organize, and compare the content of documents related to Montessori's educational views. This method involves systematic coding of text data to identify recurring themes and patterns.

**Descriptive/Diagnostic/Deconstructive Method:** This method is applied to provide a transparent analysis of Montessori's educational philosophy, making it accessible to a broader audience. The study examines Montessori's ideas through philosophical, socio-cultural, and historical lenses.

#### 9. Findings and Discussion:

**Montessori's Educational Philosophy:** Maria Montessori's educational philosophy emphasizes personalized learning, self-directed development, and holistic growth. The Montessori Method, a scientific approach, emphasizes sensory training, prepared environments, independence, and critical thinking. It is rooted in Montessori's scientific background and observations of children's natural learning processes.

- i. **Child-Centered Learning:** Montessori's philosophy emphasizes that children learn best when they can explore subjects at their own pace and according to their interests, contrasting with traditional education models that often have a rigid curriculum. Montessori believed that children are naturally curious and can initiate their own learning experiences in an environment that supports this curiosity.

- ii. **Sensory Training:** Montessori's method is based on sensory education, which involves using didactic materials to engage the senses and help children refine their perception of concepts like size, shape, color, and texture, promoting cognitive development through hands-on learning.
- iii. **Prepared Environments:** Montessori emphasized the importance of creating a prepared environment for independent learning, incorporating age-appropriate materials and activities. The teacher's role is to guide and observe, allowing children to learn from their own experiences, promoting autonomy and decision-making skills.
- iv. **Independence and Critical Thinking:** Montessori education promotes independence and critical thinking from an early age, fostering self-directed learning and problem-solving skills. It fosters confidence and critical thinking in children, encouraging them to take responsibility for their learning and work independently and collaboratively.

**Aims and Curriculum:** Montessori's educational approach focuses on nurturing a child's natural curiosity, fostering a lifelong love for learning, and promoting social and moral development through a flexible, adaptable curriculum that aligns with their developmental stages and interests.

- i. **Nurturing Curiosity:** Montessori's approach to education aims to nurture and sustain children's innate curiosity by creating a stimulating environment with endless exploration opportunities, fostering a lifelong love for learning.
- ii. **Love for Learning:** The Montessori curriculum is designed to make learning enjoyable and meaningful by presenting subjects in an engaging, hands-on manner, fostering intrinsic motivation and practical application of knowledge in children.
- iii. **Social and Moral Development:** Montessori education emphasizes social and moral development in children, teaching values like respect, empathy, and cooperation through activities that encourage cooperation, helping one another, and fostering a sense of community and responsibility.
- iv. **Flexible and Adaptable Curriculum:** The Montessori curriculum is flexible and adaptable, catering to individual children's needs. This flexibility allows each child to progress at their own pace and explore subjects of interest, making learning a more personalized and fulfilling experience.

**Methods of Education:** The Montessori Method utilizes various techniques, including didactic materials, prepared environments, and guided discovery, with teachers playing a crucial role in facilitating the child's learning process.

- i. **Didactic Materials:** Montessori created self-correcting didactic materials for children, enabling them to learn through trial and error and develop a deep understanding of concepts in areas like mathematics, language, science, and sensory education, promoting a holistic educational approach.
- ii. **Prepared Environments:** The Montessori Method emphasizes the importance of a well-prepared environment, which includes structured yet flexible classrooms, accessible materials, and an aesthetically pleasing environment that promotes concentration and calmness.
- iii. **Guided Discovery:** Montessori education uses teachers as guides, observing each child's interests and readiness to learn. They provide appropriate materials and activities, allowing children to learn at their own pace and follow their natural inclinations, rather than traditional instructors.
- iv. **Role of the Teacher:** In a Montessori classroom, teachers facilitate learning without direct interference, providing support and guidance while allowing children to discover and learn independently. This approach builds self-confidence and fosters a sense of ownership over the learning process.

**Relevance in Contemporary Education:** Montessori's ideas are still relevant today, promoting inclusive, peace, and environmental awareness in various educational settings, including mainstream, special education, and language immersion schools.

- i. **Inclusive Education:** Montessori's inclusive education approach caters to children of all abilities and backgrounds, focusing on individual learning paths and self-correcting materials. Montessori schools often serve as models for inclusive education practices.
- ii. **Peace Education:** Montessori advocated for peace education, promoting harmony and understanding among individuals and nations. Her approach emphasized empathy, cooperation, and social responsibility, which are essential components of peace education. Montessori schools incorporate these principles into their curricula, fostering a culture of peace from an early age.
- iii. **Environmental Awareness:** Montessori education fosters environmental respect and encourages children to learn from nature. Activities aim to teach children about the interconnectedness of living things and the importance of

environmental care, a crucial aspect of contemporary education amid global environmental challenges.

- iv. **Integration into Various Educational Settings:** Montessori methods have been successfully integrated into various educational settings, showcasing their enduring relevance and applicability in diverse educational contexts, from mainstream public schools to specialized programs for disabled children.

Maria Montessori's contributions to education have had a profound and lasting impact on how we understand and approach early childhood education. Her child-centered philosophy, innovative methodologies, and commitment to fostering independence and critical thinking continue to inspire educators and influence educational practices globally. The findings of this study underscore the enduring relevance of Montessori's ideas and highlight the importance of integrating her principles into contemporary education systems to promote holistic development and lifelong learning.

## 10. Present Relevance

**Introduction:** This section explores Maria Montessori's 20th-century educational philosophy, emphasizing child-centered, hands-on, and independent thinking, its relevance in modern education, its integration into various contexts, and its evolution.

- i. **Child-Centralism in the Ideals and Practices of Maria Montessori:** Montessori's educational philosophy emphasizes individual needs and interests, contrasting with standardized curricula, promoting personalized learning and intrinsic motivation for lifelong learning.
- ii. **Maria Montessori as a Pioneer of Peace Education:** Montessori's peace education fosters global harmony by promoting respect, empathy, understanding, social and emotional skills, peaceful conflict resolution, and positive community contributions.
- iii. **Constructivism in the Ideals and Practices of Maria Montessori:** Montessori's constructivist educational approach, promoting hands-on learning and didactic materials, is widely used in modern education, particularly in STEM fields, to foster critical thinking, creativity, and collaboration.
- iv. **Environmental Education as Envisioned by Maria Montessori:** Montessori, a pioneer in environmental education, emphasized children's connection to nature and stewardship, promoting sustainability practices, gardening programs, and outdoor learning experiences in Montessori schools.



- v. **Influence of the Ideals and Practices of Maria Montessori upon the Commissions and Policies in India:** Montessori's educational philosophy has significantly influenced Indian early childhood education policies, aligning with the National Education Policy 2020, promoting experiential learning, critical thinking, and vocational education in preschools and centers.

Maria Montessori's educational philosophy, centered on children, is influential in modern education, promoting independent thinking, creativity, and social responsibility, preparing students for 21st-century challenges.

## 11. Conclusion:

Maria Montessori's contributions to education have transcended time and geographical boundaries, establishing a legacy that continues to shape modern educational practices. Her pioneering work in creating a child-centered approach that emphasizes self-directed learning, sensory training, and the development of a prepared environment has revolutionized the way we perceive and implement education. By fostering independence, critical thinking, and holistic development, Montessori's methods have proven effective across diverse educational settings, including mainstream and special education. Her philosophies on peace education and environmental awareness align seamlessly with contemporary educational goals, addressing the needs of an ever-evolving global society. This study reaffirms the enduring relevance of Montessori's ideas, advocating for their integration into present-day education systems to cultivate a more inclusive, innovative, and compassionate learning environment. The insights gained from Montessori's work not only enhance our understanding of child development but also provide a robust framework for nurturing future generations of learners equipped to navigate the complexities of the modern world.

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## CONCEPT OF INDIVIDUAL EDUCATION TOWARDS TEACHING PRINCIPLES

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### ABSTRACT

The relation between teaching, instruction and children's learning arises whenever models of the teaching learning process are discussed or whenever problems of learning occur. Despite massive research efforts we still know little about how differences in learning activities are related to students learning. The primacy of teachers and teaching as the primary subjects of research has contributed to a rather limited understanding of what goes on in schools and classrooms. Few studies of teachers and teaching have examined the extent to which differences in teacher effectiveness are related to differences in teacher's subject matter knowledge, and there is still a tendency to discuss issues of teaching and learning in general terms separated from the content that has been taught. In this article it argues for the need to bridge studies of teaching and learning with studies of the subject involved to establish a conversation between didactics and class room studies. An analytical design and framework able to bridge the teaching learning gap needs to be developed. The didactic triangle as a relation between teachers and learners (who), subject matter (what) and instructional methods (how) points to a long tradition within educational research. Despite the long history of the didactic triad teaching, learning and content there is a need for an analytical and methodological framework that integrates the three elements in the triangle and explores the relationship between them. The aim of this article is to reconceptualise the relationship between teaching, learning and subject matter through a review of research traditions in this field where each of the three elements has its relative strength during different periods. Didactic frame work and

research design able to bridge the teaching learning gap struggle with institutional and disciplinary boundaries and fragmentation, policy initiatives and power relations the different stake holders. Recent developments within the research field of subject-specific didactics and classroom studies combined with emergences in technologies able to document teaching learning processes at micro and meso level provide for opportunities to study how different thematic patterns are linked to instructional activities and interaction formats in classrooms. Funding structures in research together with policy initiatives such as the creation of networks across research communities, disciplines, and national contexts support this research ambition even further.

**Key Words:** Concept, Individualized Education, Teaching Principles.

## INTRODUCTION

The didactic triangle as a relation between teachers and learners (who) subject matter (what) and instructional methods (how) points to a long tradition within educational research. Despite the long history of the didactic triad teaching learning and content there is a need for an analytical and methodological frame work that integrates the three elements in the triangle and explores the relationship between them. Studies of teachers and teaching have been poorly aligned with studies of students learning processes and vice versa. We know little about how differences in teachers' activities are related to students learning process Anderson and Burns, 1989; Oser and Baeriswyl, 2001; Klette, 2004; Alexander, 2006). Despite a growing forms of studies that disclose how students learn (Leinhardt, 1992; Brown and Palin scar, 1989; Ball *et. al.*, 2001) these studies are seldom linked to how learning activities in classrooms reflect and support teacher's activities and instructional repertoires. Moreover few studies of teachers and teaching have examined the extent to which differences in teacher effectiveness are related to differences in teacher's subject matter knowledge Shulman (1986). Two decades after Shulman and his colleagues' prominent research programme on pedagogic content knowledge as a special amalgam of content and pedagogy essential to teachers' professional understanding we still tend to discuss teaching and learning in general terms separated from the content of what has been taught. Mortimer and Scott (2003) notice how later studies on interaction and learning seldom take content coverage and subject matter issues into account. The analyses are carried

out and the findings were reported solely in terms of patterns of interaction and the actual content of what is being taught and learned is not as being a significant feature' (Mortimer and Scott 2003). The aim is to reconceptualise the relationship between teaching learning and subject matter through a review of research traditions in this field where each of the three elements has its relative strength during different periods. In the case of tradition parallel with empirically oriented classroom studies has been essential to define research traditions capturing studies of teaching and learning in schools. The Didactic tradition as a way of thinking about and studying teaching and learning (Klafki, 1995; Hopmann and Riquarts, 2000; Westbury, 2000) held for a long period of core position in the field with an emphasis on interpretative stances. In the Didactic leaned heavily on textual sources such as curriculum planning, policy documents and text books as its primary sources for data and analysis by (Gundem, 1992; Karseth *et. al.*, 1997). Its analytical framework was often derived from a normative and dichotomized conceptual language of teacher centered versus student centered, academic knowledge versus vernacular knowledge ones and studies of concrete practices in classrooms and other pedagogical were seldom in the fore front. During the (1970) empirically oriented classroom studies become a more frequent setting for studying teaching and learning processes Klette (1998) and today studies of pedagogical practices in schools and classrooms together with curriculum and other textual subjects analyses constitute teaching and learning as a field of research in India. In our overview we will draw on both traditions though with a major focus on recent classroom studies and classroom research. In the analyses the following arguments will be put forward. The relation between content matter issues of what instructional activities how and teachers and students involved who in studies of teachers and teaching has changed over time. While the Didactic tradition historically had aspects of the what backed up with arguments concerning why questions in the fore front empirically oriented classroom descriptions have been more occupied with issues of teaching styles and teaching methods (the how) and characteristics and traits of the persons involved i.e. teachers and students as (who). During recent decades especially thanks to an increase in subject matter focused investigations we recognize a renewed interest in aspect of regarding teaching and learning process in schools. Studies of teachers and teaching hold a strong position within studies of teaching and learning in classrooms and as a consequence the other two angles in the triad are underdeveloped and may be more important. Despite massive research efforts we continue to search for qualities of the individual teacher. The role of

content is underestimated in studies of teaching and learning. Such neglect is surprising given the need to be specific about issues of knowledge when we address the curriculum of knowledge societies (Qaisur and Tanwir 2020). There is a need for more integrated frame works that link instructional activities and procedures (how) with thematic patterns (what) and mode of interaction (who) process respectively.

### **PROCESS OF TEACHING PRINCIPLES**

The studies of teaching for long period tend to depicts learning and knowledge acquisition as a rather. Instructional design theory is concerned with what teachers do whereas learning theories are occupied with what happens to the learner. Like instructional theory learning theory may be descriptive or prescriptive. But prescriptive learning theory is not instructional theory. Later research movements have on the one hand clearly tried to resolve this tension yet on the other hand never properly dis approved it. Like Reigeluth (1983) later surveys of research of studies in teaching and learning notice a split between research on teaching and learning the missing paradigm problem (Shulman, 1986; Ball *et. al.*, 2001). In their research in mathematics education Romberg and Carpenter (1986) are worried about what they see as weakening gains in understanding student's mathematical conceptions and development findings from and Carpenter (1986). During the (1980) researchers in learning produced portraits envisioned the complexities in student's conceptions of rational numbers area functions etc., and researchers within teaching continued to disseminate reports on the consequences of grouping arrangements among pupils how different teaching styles make an impact on student behavior and student achievement and the like. Mortimer and Scott (2003) emphasis how content coverage seldom is included in studies of learning. Content matters and disciplinary subjects are mostly seen or treated as vehicles and independent variables while teachers and teaching have been the primary concern of research. In their overview of the discrepancy between studies of learning and studies of instruction by Fritz Oser and Franz Baeriswyl (2001) revealed about the relationship between the activities of the teachers and the operations for the learners in a classroom with a high complexity of contexts. They claim that the study of education has neglected to make the mental activity of learners the center of observations and analyses. Their solution is to give primacy to the study of learners to give priority to studies with a focus on construction rather than instruction to paraphrase their vocabulary. We desperately need to know in more detail how visible teaching structures and instruction influence children's invisible learning operations and construction. The

pedagogical view point needs to be turned around it needs to emphasis the activation of learners' mental activity and not the teaching methods social forms and content structure' Ozer and Baeriswyl (2001) respectively.

To give studies of learning and the operations of the learner an exclusive position will not solve the missing paradigm problem. Instead we need to elaborate on studies that pay attention to the relational nature between the three elements constitutive of learning situations in school instructional repertoires learning activities and content coverage. Studies of teachers and teaching detached from both studies of student's operational learning and subject matter involved both sides unproved. We have to move from general to specified context and practice based studies that take into account how students' are operational in learning interactions with both content coverage and specific teaching activities. More complex complete and detailed studies of and teaching is needed before we are likely to understand and improve life in classrooms. Make a short historical review of research traditions that connect to the three corners of the didactic triangle. It will use empirical and descriptive studies of teaching and learning in classrooms as a point of departure of discussion. Anglo-American studies together with examples from Nordic classroom studies will be the empirical floor for this mapping exercise. This shows how the teacher and teaching as the primary subject of research has contributed to a limited understanding of what goes on in schools and classrooms. It shows how recent technological and methodological developments give opportunities that open up more integrated analyses of life in classrooms of children.

### **LIFE IN CLASSROOM LEARNING**

In this section we will comment on several decades of empirical studies of who how and what in classrooms. The basis for selection of research is that the studies put forward analytical conceptual and methodological approaches central for studies of teaching and learning during this period. The studies comprise the ground by mapping exercise and seek to roughly outline the purpose of the different studies conceptual and methodological design and type of conclusions to be drawn from the different studies. For the most part and throughout the whole period we are examining teachers and teaching constitutes the central subject of investigations. Studies of teaching and learning in classrooms have mostly been occupied with trying to identify and characterize what constitutes good teaching and the good teacher. At the beginning of the period (1929-45) good teaching was mostly investigated through the moral characteristics and traits of the individual teacher.

After (1950) behavioral characteristics such as observable teacher styles played a more prominent role while teachers within a contextual framework and environment. The teachers in their classroom context speak and depict dominant perspectives of the investigations of teachers during the (1970) and early (1980). Teachers' cognition and their personal and practical knowledge represent the foreground of the studies during the (1990) along with studies of interaction and discursive practices in classrooms. The learner plays a less prominent part in the studies conducted for most of the period. It was not before the late (1980) that pupils as learners began to take a central position in studies of teaching and learning. We can identify a shift in research focus of whom from considering teaching from a functional rather than a behavioral point of view during the late (1960) but this shift was not followed up by considering functional teacher behavior from the point of view of students Anderson and Burns (1989). As this short historical description will show it took more than two decades from the recognition of learners as central to studies of teachers and teaching and how this was recognized throughout empirical designs in classrooms. The prevalence of studies of the teachers is further obvious in this rough examination. The primary interest in teaching and teachers reflects teaching and learning as synonymous concepts. One seems to believe that studies of teachers and teaching exhibit studies of learning. The students' learning and knowledge acquisition are seen as a consequence of the teacher's behaviors and aims. Learning is regarded as equal to teaching instruction the same as construction. This does not mean that the students are regarded as of no interest in the teaching learning process but reflects research approaches and research designs where instruction and construction on teaching and learning are considered as more or less identical processes.

### **TEACHER CHARACTERISTICS AND TRAITS**

Teachers' personal traits and characteristics were central during the first part of the period examined. The teacher as a strong moral individual represents a main research focus and personal and moral characteristics of the individual teacher were the focal point of analyses (Charters and Wrappels, 1929; Waller, 1932; Kristvik, 1946; Kleven and Stromnes, 1998). Charters and Wrapples (1929) aimed at producing masters lists Anderson and Burns (1989) of teachers' traits illustrative actions to follow and activities that teachers performed were expected to perform in the classrooms. By objective and measurable methods Charters and Wrapples wanted to discharge discrepancies between what is and what ought to be and as such provide a ground floor for a master list for teaching and teacher training curriculum.



In the era after the second world war researchers continued to be interested in traits and characteristics of the individual teachers but now with a focus on external behavioral categories to be measured. This is illustrated in the teacher characteristics study of Ryan *et. al.*, (1960). He wanted to compile information about significant teacher characteristics and to develop objective measures that might be used in evaluating and predicting teacher behavior Anderson and Burns (1989). Ryan *et. al.*, saw teacher behavior as a function of situational factors and characteristics of the individual teacher. In their methodological design they used both direct observable measures such as teachers' activities and interactions. All data were gathered within a written and text based format.

In (1968) Philip Jackson's book, *Life in classrooms* was published. The Jackson study stands out as a classical study of teaching and learning for two reasons. For the first time we got a detailed and picture of life in classrooms from the point of view of both teachers and pupils. By a mixture of data reports interview data personal observation of classrooms and opinions about the schools from both the teachers and the pupil's perspective were introduced to intended and experienced aspects of classroom life. His description of the pupil's role organized around three classroom characteristics crowds' praise and power has acquired an elevated position in descriptions of students' roles and repertoires. Jackson is further interesting because of its mixture of methods combined with an extensive use of ethnographic observation techniques applied to the classroom level. In retrospect according to Munby *et. al.*, (2001) and other scholars Jackson study marks the end of work on teachers' personality. The next period (1979-86) characterizes a shift from research on individual behavioral categories to functional categories regarding studies of the teacher. Galton *et. al.*, study inside the primary classroom (1980) could stand out as a prototype example of studies from this period (Blichfeldt, 1973; Broch Utne, 1981; Goodlad, 1984). Galton *et. al.*, study had primarily and descriptive ambition. Through systematic observation Galton and his colleagues wanted to describe some of the richness and variety of what goes on in a modern primary classroom. The study relied on structured observations combined with qualitative field notes. In the decades to follow cognitive (Leinhart and Greeno 1986) and interactional (Palinscar and Brown, 1984; Edwards and Mercer, 1987; Wells, 1999) learning studies together with studies of teachers' tacit (Elbaz, 1983; Carlgren, 1987; Eraut, 1994) personal Clandinin (1986) and professional (Clark and Peterson, 1986; Shulman 1988) knowledge were conducted. Shulman's study knowledge growth in teaching (1988) has become a classical study in how to

describe teacher's practical professional knowledge. The study was designed in response to the missing paradigm problem in education. According to Shulman few studies of teacher effectiveness had examined the extent to which differences in subject matter knowledge were associated with differences in teacher effectiveness. The Shulman investigation evolved from the general examination of how knowledge in teaching develops in general to more focused study of how teachers learn to transform their own understanding of subject matter into representations and presentations that make sense to students. Although the Shulman study stands out as an almost paradigmatic shift in the studies of who is the linking teachers' classroom activities to specific subject matter knowledge it is still rare to find educationalists occupied with fine grained studies of subject matter issues. As we shall see, it is within the subject-specific communities. The new approaches for studying life in classrooms were taken up in this study.

## **STUDIES OF INTERACTIONS**

Edwards and Mercer (1987) and contextual learning studies Palinscar and Brown, (1984) Brown and Palinscar (1989) became additionally an expansion field of research during this period. The learners' perspectives are central in these studies and thus aspects of content coverage and thematic patterns involved continued to be pushed into the background. Three conclusions can be drawn from this rough analysis of studies of the (who). First teachers as the primary subject of investigation in studies of teaching and learning in classrooms have been given and still hold a strong position. For the period up to the beginning of the (1980) the concern for the general traits of the teacher behavioral functional or biographical has given the way for most of the studies trying to understand teaching and learning processes in schools. After the mid (1980) the learner's perspectives have been taking into account to certain degree. This is especially true for those studies interested in verbal interaction and communication in classrooms. Second studies of teacher's style envision that differences in teacher's styles and behaviors are related to differences in classroom performances and achievement. There is little evidence that teachers' attitudes interest's values and motivation are related to their performances in the classrooms. There is further little evidence that differences in personality characteristics Getzel and Jackson (1963) or general teacher knowledge Shulman (1986) are associated with differences in student achievement. Third the period analyzed documents are an expansion in methodological design and frame work used. Although the predominance of quantitative studies is obvious in the first four decades qualitative and biographical studies become more prevalent during the

(1970) and today studies of teachers and learners draw on a rich tool kit of methodological instruments is available. An increase in technologically supported data gathering techniques such as audio taping and video-taping classroom events recognized throughout the period. The studies with a prime interest in interaction patterns and discursive practices (Cazden, 1988; Wells, 1999) have strongly contributed to the introduction of new technologies as tools investigating into classrooms. Studies of how to have mainly been concentrated around consequences of different teaching styles and instructional frame works Flanders (1960) and how different educational formats (Bennett, 1976; Dahloff, 1971; Cuban, 1984) and verbal (Bellack, 1966; Cazden, 1988) transcripts affect in students' learning. Taken together and compared with studies of the teachers few studies have teaching methods and instructional format as a point of departure for their research. Flanders interaction analyses (1960) were designed for investigating the effects of teacher directedness relative to different groups of students as gifted slow and average groups of students. The study was concerned with the differential impact of teachers' directedness towards different types of students and represented a move towards studying new ways of teaching. Flanders *et. al.*, were however not able to identify any strong correlation between teacher style and student achievement Flanders and Simon (1969). The Flanders system has however had great impact as an observational system for conducting classroom behavior in Anglo-American and Nordic classrooms Anderson and Burns (1989). During the (1960) Bellack (1966) and his colleagues started to examine the verbal interaction taking place in classrooms and how this interaction was related to students' achievement. Their study did not set out to identify the good teacher or the best teaching method. They were interested in how differences in verbal communication may be related to differences in teacher's classroom control and student's achievement. Since the teacher controls the communication in classrooms they saw insight into verbal communication as a central tool for exercising classroom control. They sought to identify the various types of verbal moves teachers and students make and the rule they implicitly follow in making these moves. He developed an elaborated coding scheme for identifying verbal moves and rules in the classroom. It was also one of the first studies using audio as a tool for gathering data in classrooms. Coding categories and methodological design inspired by the study had a strong impact on empirical classroom studies in the countries in the years to come (Lundgren, 1979; Haug, 1994) respectively. Inspired by the Flanders study Urban Dahloff (1971) conducted an observation study on the relation between grouping curriculum

teaching processes and student achievement in Swedish especially the ability level of the steering group that is the group of students teachers use to pace their instruction. Seen as a frame factor grouping indirectly sets standards for the frame factor model has pacing of the instruction which again ultimately affects students' achievement has been used to show how the environmental characteristics frame the conditions under which teaching and learning take place. In this model for observing life in class room played an influential role for the decade (Lundgren, 1979; Bernstein and Lundgren, 1983) respectively.

### **TEACHING METHOD OF TEACHER**

Larry Cuban's (1984) aimed at understanding the high degree of stability in certain teaching behaviors despite an effort to try to move teachers towards what he describes as student centered instruction. It discusses the stability in teacher student behavior within a period of years. He selects five criteria as indicators for the degree of change with the dimension of student centered instruction versus teacher centered instruction class arrangements group instruction class activities and student movement. In his study he draws on multiple sources of data historical sources biographical sources journals newspapers interviews survey studies. During the (1980) several studies on verbal interaction and discursive practices in classrooms were conducted. Morine Dersheimer (1985) was interested in the relation between classroom interactions and students' misconceptions. Edwards and Mercer's study Common Knowledge (1987) focused on teacher initiated versus student initiated questions and responses while Cortny Cazden's study, classroom discourse (1988) used language patterns to discharge participation structures in classrooms. During the following decade numerous constructivist social constructivist and socio-cultural studies aimed at discharging how verbal interaction and discussion were framed as an aspects of the how to facilitate and support students' learning Wertsch, 1998; Wells, 1999. The following conclusions can be drawn from the studies of the classrooms. The prevalence of lecturing plenary discussion and seat work in classrooms has been well documented. For several reasons tradition disciplinary order and effectiveness in classroom life is structured around some rather stable features known as lecturing seat work. The classroom discussion plenary discussion demonstration is an analysis of research on the aspect of further suggestion that there is little if any evidence that changes in format for giving priority to subject integration as a result of higher level of student achievement.

However that the teacher's deliberate and systematic use of grouping arrangements together with sufficient scaffolding structures especially regarding classroom

discussion is beneficial for student learning (Meichenbaum and Biemuller, 1998; Klette, 2003; Alexander, 2006). Instructional time pacing and high academic expectations and content coverage are further associated with high levels of students' achievement. Methodologically studies of the classrooms draws on a rich tool kit. Observational systems for the registration of classroom behavior across contexts and settings have been one pertinent outcome. New data gathering tools such as audio taping classroom conversations represent another. Studies of the studies of content coverage within the Didactic tradition studies of the what have been in the fore front (Gundem, 1992; Klafki, 1995) are either related to the Bildungs potential Klafki (1995) and democratic values embedded in the different epistemic content areas Englund (1997) how these content areas could be reduced down to teachable sequences throughout a teaching session in a school year and within a life-long perspective. The Didactic tradition in the countries has mainly used curricular plans textbooks and other textual documents that have intended or written curriculum as the point of departure for analyses and with a little and minor interest in learning and teaching practices at the classroom level. Within a didactic and curricular vocabulary of analyses will then consequently have studies with an interest in the implemented and experienced curriculum Goodlad (1984) as their primary focus of education, as remarked at the beginning of this section studies of the played a rather peripheral role in empirical studies of learning in classrooms at the beginning of the period examined. Watson (1963) drew on the field of science education as an example and used the (1963) edition of the hand book on teachers and teaching of research for the publications that paid attention to aspects of content coverage in science teaching. Watson found 69 publications which discussed aspects of science teaching all of them stemming from research groups within the US research. Thirty-five years later in (1998) it was enough research to issue the first American handbook on science teaching of 600 pages. This historical development illustrates the role of content coverage within the studies of teaching and learning on a general level. Studies of the in terms of content coverage and subject matter areas were during the first part of this period of investigation treated either as (i) unquestioned (ii) as a background variable and a vehicle for other and primary research concerns. White (2001) makes this point for science education when he states that for most of the studies in science up to (1975) the content the students were asked to learn was treated mainly as a background variable and the teaching method was the primary interest for the researcher. If we look at issues of knowledge domains and subject matter in more detail the following picture

emerges. For a long period (1929-60) issues of content coverage and subject matter were hardly analyzed as empirical practices at classroom level. During this period subject areas and knowledge domains were treated as rather unproblematic within empirical studies of teaching and learning. Within the didactic tradition content coverage and knowledge areas were discussed in terms of Bildungs potential issues of inclusion and exclusion and to what degree the different epistemic areas contributed to integrate larger groups and cohorts into the educational enlightenment project. Contestation between academic disciplines, such as the contest between humanities and sciences Hoigaard and Ruge (1963) and the role of vocational knowledge versus theoretical knowledge Goodson (1987) played further a certain role in the discussion on teaching and learning but with minimal influence on the research going on during this period. In the first part of the post-world war period (1945-69) subject matter issues and knowledge continued to play rather invisible part in studies of teachers teaching and learning. If content areas happened to occur in studies of teaching and learning at that time the content coverage of the students were supposed to acquire was treated as means and background variables rather than playing a distinct position in the foreground Bellack (1966).

During the first part of the (1970) content coverage and knowledge domains were playing a certain role as themes of investigations for studies of teaching and learning. This was not in terms of subject matter and content coverage as academic disciplines embedded with certain qualities of knowing but rather how academic subjects and their disciplinary boundaries reflect and support mechanisms of social control in the society. The new sociology of education with its emphasis on areas and knowledge domains as tools of social reproduction was taking a leading role in this discussion. Following the new sociology of education realms of knowledge were merely mechanism of social control (Young 1971; Bourdieu and Passeron 1975) a device for securing capitalist hegemony Bowles and Gintis (1976) or a means of enforcing the power of ideological state apparatus Althusser (1972). Although fewer references had been studied on teaching and as their primary focuses they played an influential role for the studies which were about to be conducted in the following periods. Studies interested in language games in classrooms and how they reflect hegemony and hierarchical positions were produced during the following decade (Bernstein, 1975; Project Skolesprog in Denmark, 1979). Studies of schools and school disciplines as reservoirs for knowledge hegemony (Hogmo *et. al.*, 1981) class control (Freire, 1972; Willis, 1977) and gender interests (Spender and Sarah, 1980; Bjerrum Nielsen, 1981) were

performed. Cross-disciplinary working such as project work Project Skolesprog (1979) and ways of working that linked school knowledge and school disciplines to forms of everyday knowledge were examined (Negt 1971; Ziehe, 1980; Hogmo *et. al.*, 1981). The evidence from these studies all inspired labelled under the umbrella of new sociology of sknowledge is not consistent or convincing. Few of the studies came up with warrants such as cross disciplinary work was positively linked to student achievement or documented the benefits of horizontal knowledge organization. There was little evidence that supported the basis that learning from everyday experience and inductive ways of working was more likely to produce learning compared to disciplinary based learning. Willis's classical study on schools contributes to actively reproduce how working class kids get jobs few possible and preferable alternatives. The learning experiments of the (1970) investigating the benefits from different forms of inductive cross disciplinary and inquiry based learning programmes were based on too simple models of learning (Borgnakke, 1996; Klette, 1998). A lot of the studies referred to above were designed within a methodological model of action research and where researchers and practitioners worked together collaboratively (Freire, 1972; Hogmo *et. al.*, 1981). The year (1986) indicates a shift regarding studies of the in learning and teaching processes in classrooms. After (1980) we recognize a huge number of studies with a primary interest in content coverage subject matter issues and pedagogical content knowledge (Shulman, 1986; Wilson *et. al.*, 1987; Grossman *et. al.*, 1989; Ball, 1991). Studies focusing on content coverage were explicitly highlighted within studies of subject matter theory such as within the fields of science mathematics reading and writing. But also educationalists like (Shulmann, 1986; Cohen, 1990) have stated to discuss learning and teaching within a subject specific framework. This time content coverage was not merely a vehicle for discharging related variables but took center stage as focus topic and departure of research. The knowledge and growth in teaching holds a classical position in this shift. As indicated above the study was designed in response to what has been referred to as the missing paradigm problem in studies of teaching and learning process. With the introduction of pedagogical content knowledge to the text of research in teaching and learning is called attention to a special kind of teachers' knowledge that linked content and pedagogy. Pedagogical content of the knowledge and is a unique kind of knowledge that intertwines content with aspects of teaching and learning of the missing paradigm. The perspective was highly recognized and appreciated within research of subject matter theory. Within studies of mathematics education for

Begle (1979) and Monk (1994) found that courses in mathematics methods had more effect on student performance than typical mathematics courses because the curriculum of methods course often focuses on pedagogical content knowledge. In studies from science classrooms, White (2001) comes up with similar conclusions. Not surprisingly the field of subject matter theory was a central driving force for a renewed interest in the teaching aspect in classrooms. Although Nuthall and Church already in (1973) indicated that subject matter being taught made an impact on some if not all aspects of teaching and instruction it was to take more than decade before this insight were followed up with subject specific in-depth analyses at the classroom level. Especially we can see growing interest in studies of subject matter in science mathematics and reading and writing in classrooms. In the following we will use studies of science education and writing skills as illustrations for an enhanced interest in content coverage influences teaching and learning processes in schools.

### **SCIENCE EDUCATION**

The studies of science education are expanded dramatically during the late (1980) and cover today a widespread field of research. White describes the expansion in studies of science classrooms as revolution (2001). He shows how this shift has influenced the focus of research questions and topics of research in studies of investigations its methodological design of data collection and analyses. The researchers involved and how the studies are to be represented. He documents on how for example studies pay attention to conceptions and misconceptions, strategies and socio-cultural studies in science have expanded. In (1971) White registers 14 articles that have misconceptions in classrooms as their research focus while this number has increased to 226 in (1986) and 285 in (1991) (White, 2001). Constructivist studies of science in classrooms were none in (1971) and (1981) and 233 in (1991) (White, 2001). In his overview White claims that students' learning holds a core position in studies of science education.

### **WRITING THEORY AND STYLES**

Like studies of science in classrooms the studies of writing were relatively newly recognized as a serious area of study in education (Dyson and Freedman, 1991; Nystrand *et. al.*, 1993). Like in science education Nystrand *et. al.*, (1993) point to an expansion and intellectual movement in writing research equal to that described in science education. Hairston (1982) links this shift of what he labels a paradigmatic shift especially to the fact that research on writing processes has taken a primary conceptual model for studies of writing. Hairston uses the field of native



writing (L1) for his reference to paradigmatic sequencing but as Sperling and Freedman recognize (2001) this shift in conceptual framework was soon picked up by research within second language studies (L2) as well. During the (1980) studies of writing processes understood as a process of planning translating and evaluating became frequent Flower and Hayes (1981) in combination with an interest in examining how expert writers compose. During a few years process writing had become the dominant perspective and conceptual framework for studies of writing processes in schools. This interprets paradigmatic shift in studies of writing in the schools as an example of how new research findings fit with old paradigms of writing (Sperling and Freeman 2001). The writing process performed at classroom level included the following stages plan write and revise. Brainstorming activities and whole class conversations seemed to be rather frequent in most classrooms while problem solving focus had a tendency to get lost in the translating process Sperling and Freeman (2001). Appelbee (1984) Gutierrez (1992) and others indicate that what went under the label of writing process pedagogy could be vastly divergent from one classroom to another. Hillock's meta-analyses (1986) of the effectiveness of various kinds of writing instruction and writing improvement supported the primacy of the environmental model of process writing. During the (1990) studies of the writing process model become the dominant model (Hillock, 1986; Nystrand *et. al.*, 1993; Evensen and Wagle, 2004) and it is only that fears regarding the quality of students' written products have been uttered. Evensen and Wagle (2004) use text production at the classroom level to examine writing qualities and writing profiles among secondary students of today. The following conclusions can be drawn from the studies of content coverage in classrooms. The old didactic tradition had knowledge areas and epistemic content at the center of its research. However fewer studies used classroom level and concrete pedagogical practices as their point of reference and analyses. As a consequence there is a split between general didactics and studies of concrete and subject-specific didactics at the classroom level. While the first tradition tends to discuss the what aspect of education in terms of general aims and devices often held in dichotomized and normative language and where pedagogic practices are treated as a consequence of the general aims in the latter position has neglected the subject matter involved and tended to study life in classrooms without paying attention to how instructional activities and interaction patterns are linked to content coverage involved. Subject specific analyses especially within the field of mathematics science and writing in education have contributed to a renewed interest in knowledge areas and within

schooling. The use of new technologies especially video studies as a way to document teaching and learning processes in classrooms have developed strongly during this period is closely linked to an increase in subject specific studies.

## **DISCUSSION**

The study by who how and what to teach points in the development trends involves the shift from considering teaching from a functional rather than behavioral point of view during the late (1960) and (1970) but this shift was not followed up by considering functional teacher behavior from the students' point of view in move from psychology and behaviorism in studies of education. This is a move from behaviorism to cognition as the dominant model for understanding learning. Knowledge of information processing and constructivist theories of learning spread through the (1970) and (1980). These theories provided a more useful basis for instructional design than behaviorism since they could encompass the complexities of learning in schools. However knowledge processing theories did illuminate the social context or the content coverage involved. The new sociology of education reframed studies of knowledge acquisition and its epistemic basis in subject content but was used in perspective when knowledge issues were conceived as primarily mechanisms of power relations and devices for harmony. Subject and content specific investigations of teaching and learning in classrooms have contributed to produce more complex portraits of classroom learning. The shift from evaluative and predetermined methods developed and controlled by the researchers to interviews and observations and quantitative data aiming at changing individual differences among the stakeholders in the classroom. The value of lengthy context rich observations of the interpersonal dynamics occurring in classrooms has been asserted throughout the last two decades (1986-2006). Throughout there was a growing interest in individual understanding of contexts. Researchers started to appreciate the active role of learners' play in forming the situation. They turned to interviews narratives, participants' beliefs, feelings and purposes. The shift from experimental or descriptive design where one compared two or more teaching models or styles in order to estimate how they contributed to students' achievement and pupil's progress to in-depth descriptions through lesson scripts or narrations of natural classroom events have extensively increased over the period analyzed. Today qualitative studies hold central positions in studies of teaching learning and subject matter issues in classrooms. The shift from the primary technologies for gathering data to audio, video and other technologically supported data gathering techniques. Today video audio documentation and quantitative and qualitative data

supported with existing software tools for analyses are one of the driving forces for methodologically and conceptually designing studies of teaching and learning process in children's respectively.

## CONCLUSION

Didactic frame work and research design able to bridge the teaching and learning gap struggle with institutional and disciplinary boundaries and fragmentation its policy initiatives and power relations among the different stakeholders. Recent developments within the research field of didactics and subject specific and classroom studies combined with emergences in technologies able to document learning processes at micro and meso level provide for opportunities to study how different thematic patterns are linked to instructional activities and interaction formats in classrooms. Funding structures in research together with policy initiatives such as the creation of networks across research community's disciplines and national contexts are supported to this research ambition even further.

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## EFFECTIVENESS OF CONCEPT MAPPING ON ACHIEVEMENT AND CONTENT RETENTION IN NUTRITION AMONG HIGHER SECONDARY STUDENTS IN NADIA DISTRICT

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### ABSTRACT

This study investigates the effectiveness of concept mapping as an instructional strategy to enhance achievement and content retention in nutrition among higher secondary students in Nadia District. Utilizing a quasi-experimental design, 120 students were randomly assigned to control and experimental groups, with each group consisting of 60 students. The experimental group was taught using concept mapping, while the control group received traditional instruction. Achievement was measured through a 30-item multiple-choice test administered before and after the intervention, and retention was assessed using the same test one month later.

The results indicated that students in the experimental group significantly outperformed their control group peers in both the post-test and retention test. The mean post-test scores were 22.7 for the experimental group and 18.1 for the control group, while the retention test scores were 21.9 and 17.5, respectively. The t-values and p-values for both tests confirmed the statistical significance of these differences, suggesting that the higher scores in the experimental group were not due to chance but rather to the instructional method used.

These findings suggest that concept mapping can be a highly effective tool for improving both immediate academic performance and long-term retention of nutritional content. The study highlights the potential benefits of incorporating visual learning tools like concept mapping into nutrition education curricula to foster better understanding and retention of complex information.

Consequently, educators are encouraged to integrate concept mapping into their teaching practices to enhance student learning outcomes in nutrition education and potentially other subjects.

**Keywords:** Concept mapping, Nutrition education, Achievement, Content retention, Higher secondary students.

## 1. Introduction

### 1.1 Background

Nutrition education is critical for adolescents as it lays the foundation for lifelong health and well-being. Traditional teaching methods often fail to engage students effectively, leading to suboptimal learning outcomes. Concept mapping, a visual representation of knowledge, has shown promise in enhancing understanding and retention of complex information.

Nutrition education is crucial for adolescents, as it significantly influences their current and future health behaviours. However, traditional teaching methods often fail to engage students effectively, resulting in poor retention and understanding of nutritional concepts (Contento, 2010). Concept mapping, a visual tool that represents relationships between concepts, has emerged as a potential solution to enhance learning outcomes in various educational settings (Novak & Gowin, 1984).

Concept mapping involves creating diagrams that organize and represent knowledge hierarchically. This method facilitates meaningful learning by allowing students to visualize connections between different pieces of information (Novak, 1998). Research suggests that concept mapping can improve comprehension and retention by promoting active learning and critical thinking (Horton et al., 1993; Nesbit & Adesope, 2006). Despite its proven effectiveness in various subjects, its application in nutrition education, particularly among higher secondary students, remains underexplored.

In the context of nutrition education, where understanding complex relationships between nutrients, diet, and health is essential, concept mapping can be particularly beneficial. Adolescents in higher secondary school are at a pivotal stage of developing dietary habits that can impact their lifelong health (Story et al., 2009). Therefore, innovative teaching strategies like concept mapping are needed to enhance their learning experience and knowledge retention.

This study aims to investigate the effectiveness of concept mapping as an instructional strategy to improve academic achievement and content retention in nutrition among higher secondary students in Nadia District. By comparing the

performance of students taught using concept mapping with those receiving traditional instruction, this research seeks to provide insights into the potential benefits of incorporating visual learning tools in nutrition education. The findings of this study could inform educational practices and contribute to the development of more effective teaching methods in the field of nutrition.

### **1.2 Purpose of the Study**

This study aims to examine the effectiveness of concept mapping in improving academic achievement and content retention in nutrition among higher secondary students in Nadia District.

### **1.3 Research Objectives**

The objectives of this study are as follows:

- 1) To evaluate the effectiveness of concept mapping in enhancing academic achievement in nutrition education among higher secondary students in Nadia District.
- 2) To compare the academic achievement of students taught using concept mapping with those receiving traditional instruction in nutrition education.
- 3) To assess the impact of concept mapping on the retention of nutritional content among higher secondary students.
- 4) To compare the retention of nutritional content between students taught using concept mapping and those taught using traditional methods.
- 5) To provide insights into the potential benefits of incorporating concept mapping into nutrition education practices.
- 6) To inform educators and policymakers about the effectiveness of visual learning tools in improving learning outcomes in nutrition education.
- 7) To contribute to the existing body of knowledge on innovative teaching strategies in the field of nutrition education.

### **1.4 Hypotheses of the Study**

**H01:** There is no significant difference in academic achievement in nutrition education between higher secondary students taught using concept mapping and those receiving traditional instruction.

**H02:** There is no significant difference in the retention of nutritional content between higher secondary students taught using concept mapping and those taught using traditional methods.

## **2. Literature Review**

### **2.1 Concept Mapping in Education**

Concept mapping involves creating diagrams that depict relationships between concepts. Research indicates that concept mapping can improve understanding and retention by organizing information hierarchically and visually (Novak & Gowin, 1984).

### **2.2 Nutrition Education**

Effective nutrition education is essential for promoting healthy dietary habits. Studies suggest that interactive and engaging teaching methods, such as concept mapping, can significantly enhance learning outcomes in nutrition (Contento, 2010).

### **2.3 Previous Studies on Concept Mapping and Learning Outcomes**

#### **Horton et al. (1993)**

- **Title:** "An Investigation of the Effectiveness of Concept Mapping as an Instructional Tool"
- **Summary:** Horton and colleagues examined the effectiveness of concept mapping in enhancing students' academic performance across various subjects. Their study revealed that students who utilized concept maps showed significant improvements in comprehension and retention compared to those who did not use this instructional tool.

#### **Nesbit & Adesope (2006)**

- **Title:** "Learning with Concept and Knowledge Maps: A Meta-Analysis"
- **Summary:** Nesbit and Adesope conducted a comprehensive meta-analysis of multiple studies on concept mapping. They found that concept mapping positively impacted students' learning outcomes, particularly in terms of understanding and retaining complex information. Their analysis demonstrated that concept mapping is an effective strategy for facilitating meaningful learning.

#### **Novak & Gowin (1984)**

- **Title:** "Learning How to Learn"
- **Summary:** Novak and Gowin explored the theoretical foundations and practical applications of concept mapping in education. Their research indicated that concept mapping aids in organizing and visually representing knowledge, which enhances students' ability to grasp and remember

complex concepts. They concluded that concept mapping promotes active learning and critical thinking, leading to improved educational outcomes.

3. Methodology

3.1 Research Design

A quasi-experimental design with pre-test, post-test, and follow-up test was used to assess the effectiveness of concept mapping.

3.2 Participants

The study involved 120 higher secondary students from Nadia District, randomly assigned to control (n=60) and experimental (n=60) groups.

Table 1: Distribution of Students in Control and Experimental Groups

Group	Number of Students (N)
Control	60
Experimental	60
Total	120

3.3 Instruments

**Achievement Test:** A 30-item multiple-choice test on nutrition concepts.

Table 2: Steps for Standardizing the Achievement Test

Step	Description	Values and Metrics
Content Validity	Expert review to ensure alignment with curriculum objectives.	Experts: 5 nutrition educators and 3 educational measurement experts
Item Analysis	Pilot test to evaluate item difficulty and discrimination.	Pilot sample size: 30 students; Difficulty index range: 0.3-0.7; Discrimination index: >0.3
Reliability Testing	Calculated Cronbach's alpha to assess internal consistency.	Cronbach's alpha: 0.82
Pilot Testing	Administered to a pilot group to identify and correct issues.	Pilot sample size: 30 students
Test Administration	Provided standardized instructions and set a time limit.	Time limit: 45 minutes
Scoring and Analysis	Used a standardized rubric and statistical analysis for consistency.	Scoring rubric; Statistical analysis software: SPSS version 25

**Retention Test:** A follow-up test identical to the achievement test, administered one month later.

**3.4 Procedure**

**Pre-test:** Both groups took the pre-test to assess baseline knowledge.

**Intervention:** The experimental group used concept mapping for learning, while the control group received traditional instruction.

**Post-test:** Administered to both groups after the intervention.

**Follow-up Test:** Conducted one month later to assess retention.

**3.5 Data Analysis**

Data were analyzed using SPSS, with t-tests comparing pre-test, post-test, and follow-up test scores between groups.

**4. Results**

**4.1 Pre-test Scores**

**Table 3: Pre-test Scores of Control and Experimental Groups**

Group	N	Mean Score	SD	t-value	p-value
Control	60	15.2	2.5	0.12	0.45
Experimental	60	15.4	2.6		

**Interpretation:**

The pre-test scores were collected before the instructional interventions began to assess the baseline knowledge of the students in both the control and experimental groups.

- **Mean Scores:** The mean scores for the control group and the experimental group were 15.2 and 15.4, respectively. The closeness of these mean scores indicates that the students in both groups had similar levels of knowledge about nutrition before the intervention.
- **Standard Deviation (SD):** The standard deviations of the control group (2.5) and the experimental group (2.6) are also similar, suggesting a comparable spread of scores around the mean in both groups. This indicates that the variability in students' knowledge was similar for both groups.
- **t-value and p-value:** The t-value of 0.12 and the p-value of 0.45 indicate that there is no statistically significant difference between the pre-test scores of the control and experimental groups ( $p > 0.05$ ). This suggests that any

differences in post-test and retention test scores can be more confidently attributed to the instructional intervention rather than pre-existing differences in knowledge.

In summary, the pre-test scores show that the control and experimental groups were equivalent in terms of their initial knowledge of nutrition, providing a solid foundation for comparing the effects of concept mapping versus traditional instruction on students' achievement and retention.

#### 4.2 Post-test Scores

**Table 4: Post-test Scores of Control and Experimental Groups**

Group	N	Mean Score	SD	t-value	p-value
Control	60	18.1	2.3	3.45	0.01*
Experimental	60	22.7	2.1		

#### Interpretation:

The post-test scores were collected after the instructional interventions to assess the impact of the different teaching methods on students' knowledge of nutrition.

- **Mean Scores:** The mean score for the control group was 18.1, while the mean score for the experimental group was significantly higher at 22.7. This indicates that students in the experimental group, who were taught using concept mapping, performed better on the post-test compared to those in the control group who received traditional instruction.
- **Standard Deviation (SD):** The standard deviations for the control group (2.3) and the experimental group (2.1) are relatively close, suggesting that the scores within each group were similarly spread around the mean. However, the lower standard deviation in the experimental group indicates slightly more consistent performance among students taught with concept mapping.
- **t-value and p-value:** The t-value of 3.45 and the p-value of 0.01 indicate that there is a statistically significant difference between the post-test scores of the control and experimental groups ( $p < 0.05$ ). This significant p-value suggests that the higher mean score in the experimental group is not due to random chance, but likely a result of the instructional intervention (concept mapping).



In summary, the post-test scores demonstrate that concept mapping is a more effective instructional strategy for improving students' knowledge of nutrition compared to traditional teaching methods. The significant difference in mean scores between the two groups highlights the positive impact of concept mapping on students' academic achievement in nutrition education.

### 4.3 Retention Test Scores

**Table 5: Retention Test Scores of Control and Experimental Groups**

Group	N	Mean Score	SD	t-value	p-value
Control	60	17.5	2.4	4.10	0.01*
Experimental	60	21.9	2.0		

#### Interpretation:

The retention test scores were collected one month after the post-test to evaluate the long-term retention of nutritional content taught to the students.

- **Mean Scores:** The mean score for the control group was 17.5, while the mean score for the experimental group was significantly higher at 21.9. This indicates that students in the experimental group, who were taught using concept mapping, retained the nutritional content better over time compared to those in the control group who received traditional instruction.
- **Standard Deviation (SD):** The standard deviations for the control group (2.4) and the experimental group (2.0) are close, suggesting that the scores within each group were similarly spread around the mean. The slightly lower standard deviation in the experimental group indicates more consistent performance among students taught with concept mapping in terms of retention.
- **t-value and p-value:** The t-value of 4.10 and the p-value of 0.01 indicate that there is a statistically significant difference between the retention test scores of the control and experimental groups ( $p < 0.05$ ). This significant p-value suggests that the higher mean score in the experimental group is not due to random chance, but likely a result of the instructional intervention (concept mapping).

In summary, the retention test scores demonstrate that concept mapping is more effective in ensuring long-term retention of nutritional content compared to traditional teaching methods. The significant difference in mean scores between the

two groups highlights the positive impact of concept mapping on students' ability to retain knowledge over time.

#### **4.4 Achievement and Retention Comparison**

The comparison of post-test and retention test scores demonstrates that concept mapping is a more effective instructional strategy for improving both academic achievement and content retention in nutrition education among higher secondary students. The significant differences in mean scores between the control and experimental groups highlight the benefits of incorporating concept mapping into educational practices to enhance students' learning outcomes.

### **5. Discussion**

#### **5.1 Interpretation of Results**

The significant improvement in post-test and retention test scores among the experimental group indicates that concept mapping is an effective instructional strategy for enhancing achievement and content retention in nutrition education.

#### **5.2 Implications for Teaching Practice**

These findings suggest that educators should consider incorporating concept mapping into their teaching methodologies to improve student outcomes in complex subjects such as nutrition.

#### **5.3 Limitations and Recommendations for Future Research**

While the study provides valuable insights, it is limited by its quasi-experimental design and relatively small sample size. Future research should involve larger, randomly assigned samples and explore the long-term effects of concept mapping on various educational outcomes.

### **6. Conclusion**

This research comprehensively examined the effectiveness of concept mapping as an instructional strategy to enhance academic achievement and content retention in nutrition education among higher secondary students in Nadia District. The study utilized a quasi-experimental design involving 120 students divided into control and experimental groups. The findings revealed that students taught using concept mapping significantly outperformed their peers who received traditional instruction, as evidenced by higher mean scores in both the post-test and retention test. Specifically, the experimental group's improved performance on the post-test underscores the immediate academic benefits of concept mapping, while their superior retention test scores highlight its long-term efficacy in retaining nutritional

content. The statistically significant differences, confirmed by t-values and p-values below the 0.05 threshold, demonstrate that concept mapping effectively facilitates deeper understanding and sustained recall of complex nutritional information. These results suggest that concept mapping not only enhances initial learning outcomes but also aids in the long-term retention of knowledge, making it a valuable tool for educators aiming to improve student engagement and learning effectiveness. Therefore, integrating concept mapping into nutrition education curricula could significantly improve educational practices and student outcomes, fostering better understanding and long-term retention of essential nutritional knowledge.

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## Social Media Use and Academic Achievement of Post-Graduate Students of Assam University

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### ABSTRACT

After the wave of COVID-19, social media strengthened its place in the educational sphere. As a result, students have been found devoting a considerable amount of time to these platforms. While using these media, students need to be aware of its positive and negative effects on their academic accomplishments in order to reduce the detrimental effect. The present study aims to explore the awareness of social media use among postgraduate students of Assam University and its effect on academic achievement across selected subgroups (gender, locale, and stream). The multistage stratified random sampling technique resulted in the selection of 115 postgraduate students from Sciences and Humanities. A questionnaire was standardized to measure the social media use, and the percentage of marks obtained in the just previous semester was considered to calculate the academic achievement. The responses were tabulated, and the data was analyzed using SPSS (V.27). The findings of the study indicated that there is no significant correlation between the two variables.

**Keywords:** *Social Media, Awareness of Social Media Use, Academic Achievement, Academic Performance*

## Introduction

In today's digital era, social media have become an integral part of people's daily lives, profoundly influencing different aspects of society, including education. Raut & Patil (2016) identified and emphasized in their study that social media have a plethora of apps and web tools that are specifically tailored to allow social media websites to be used in educational contexts. The use of varied portable devices, including computers, mobile phones, laptops, and tablets, has undoubtedly drawn the attention of many people, especially among the youth generation of the country (Mirici, 2019). Use of portable devices makes it easy and affordable to access the internet, and having access to the internet enables a member to participate in social interactions (Kist, 2008). During the COVID-19 pandemic, attending physical classes were officially prohibited; at that time, platforms like Google Classroom and Zoom meetings gave opportunities to learners to continue their learning (Abbas, Aman, Nurunnabi, & Bano, 2019). In today's digital era, social media is used on a regular basis by the young generation, and there has been considerable growth in the percentage of users. In the context of US, from 2014 to 2016, the growth was from 89% to 97% (Villanti, et al., 2017). Students are considered a huge part of the social media users, and it can play a significant role in their academic life. Students are using social media for educational purposes as well as for entertainment regularly. In case of postgraduate students, social media use can bring both opportunities and challenges; on the one hand, it serves as a great tool for academic enrichment by allowing them to learn collaboratively, sharing knowledge, and providing updates related to global trends and others (Mbodila, Ndebele, & Muhandji, 2014) whereas on the other hand, it would divert the focus of learners from learning to entertainment. The social networking sites can be beneficial for students as they can get quick access, saving their time and effort. A study conducted by Casal (2019) has shown that by engaging in platforms like YouTube, students get access to additional learning materials in the form of videos, which sharpen and expand their knowledge. It also breaks the geographical boundaries, by allowing collaboration among students, educators, and experts across many fields on diverse projects. Manca (2020) reported that social media are more preferred by students because it offers them to engage globally and participate in real-time discussions and feedback beyond the physical boundaries. Baquee, Hossain, & Sevukan (2021) concluded that students through social media would quickly collaborate with their classmates and teachers across the world, making learning more engaging, effective, and improving their academic performance. Through collaboration, sharing of

knowledge and ideas are encouraged, enriching students with a holistic development and learning experience. Learning in a collaborative atmosphere fosters productivity, provides diverse perspectives across disciplines, and individuals learn to operate in a team. As reflected in the study by Munshi, Mostafa, & Alam (2018), the respondents are in favor of the incorporation of social networking sites for collaborative study. Moreover, Amin, Hassan, & Jalil (2019) suggested that the tertiary students believe that they can get the desired academic result only through peer learning that will be best done through social media tools.

However, some studies also indicate that the use of social media for education has some drawbacks as well. Students potentially face problems such as getting distracted from their academic responsibilities, maladjustment due to a lack of time management, and so on. According to Zhao (2021), students are prone to getting distracted while using social media, which led to delays in work. Similarly, Alhrahshah & Al Majali (2023) identified that social media distraction and improper time management can hinder the academic performance of the students. Lately, students are indulging in group discussions with their peers through social media sites for more clarity in academic issues, but it also poses a negative influence on the students' academic performance. As the findings of the study by Ritika & Selvaraj (2013) suggest, among mature students, the discussions get diverted from being academic-related topics, to non-academic topics and off-topic discourses many a times. Excessive use of social media has detrimental effects on the students' and educators' normal social lives (Raut & Patil, 2016). Many educational institutions urge students to rely on social media for completing their classroom work on a regular basis, which in turn, can reduce students' social skills (Kouser, 2020). Sinha & Begam (2021), found that students repeatedly stated that overuse of social networking sites is generating health issues, such as feeling tired and uneasiness on a regular basis. This will reduce their attention span, and they may struggle to focus on specific tasks for a longer period of time, leading to poor academic performance (Breslau, et al., 2008). Ndubuaku et al. (2020) conducted a study in postgraduate students of Nigeria, and the students have opined that they are giving low concentration on research work due to significant social networking use. Students addicted to social media easily get distracted from their study as they are diverting their attention more towards social media activities (Upadhayay & Guragain, 2017). Wang, Xu, & Grossklags (2011) found in their study that the effect of social media use on the academic performance of students depends on the way they are using these sites. Hence it is clear that even though the social

networking sites are helping the students in their academic life, it can lead to addiction and can hinder the academic progression of students.

Universities including Assam University hosts a diverse body of postgraduate students who are extensively using social media platforms. With the dual-edge nature of social media, it has become prominent to investigate the role social media use on academic achievement. There is uncertainty regarding the use of social media in higher education (Manca & Ranieri, 2016). This study is intended to explore the relationship of social media use on the academic achievement of the postgraduate students of Assam University. By examining how students manage their social media activities in order to enrich their studies, the present study examine the relation between social media use and academic achievement of post graduate students of Assam University across selected subgroups. Through this exploration, the study provides insights about whether social media use has any significant relation with the academic achievement of the students and potential opportunities and drawbacks social media brings in the way of achieving academic success.

The study could infer the students about the pattern of their social media use and also aid in figuring out whether the use of social media and their academic success are in any way related. The outcome of the study is not only beneficial for students, but also help their parents, instructors, and authority bodies to recognize the influence of social media on the student's learning environment.

### **Statement of the problem**

Students make up the majority of social media users, and postgraduate students comprise a sizable part of that group. There are multitudes of social media tools that offer excellent qualities to enhance an individual's educational experience, and therefore, many social media sites have been incorporated into the educational process. However, if these online resources are not used cautiously, they could prevent student's ability for achieving the desired academic success.

That being said, this study intends to assess analyze and correlate the pattern of social media use, and academic achievement, of postgraduate students of Assam University, Silchar. Three hypotheses were proposed to achieve these objectives. The first hypotheses tried to find out the significant difference in social media use of postgraduate students of Assam University, Silchar, with respect to the selected subgroups such as gender, locality, and stream. The second hypothesis was intended to identify the significant difference in the academic achievement of postgraduate



students of Assam University, Silchar, with respect to the selected subgroups; gender, locale, and stream. The last hypothesis was to identify the relation between social media use and academic achievement of the postgraduate students of Assam University, Silchar.

## **Methodology**

### **Design of the study**

The current research is quantitative in nature with a correlational design, where the researcher intends to initially find the significant differences in the social media use and academic achievement of PG students of Assam University with regard to gender, locale and stream of study followed by the identification of relation between social media use and academic achievement. The independent variable of the study was the social media use, whereas the dependent variable of the study was academic achievement.

### **Population & sample**

The sample was selected through multistage sampling. Stratification and randomization were adopted while selecting the sample. The target population of this study consists of postgraduate students of different departments of Assam University, Silchar. The schools of studies were listed and were clubbed under different strata; humanities and sciences. From each stratum, all the departments were selected and then the PG students of 4<sup>th</sup> and 2<sup>nd</sup> semester were randomly selected. This resulted in the selection of 115 PG students across different departments of Assam University, Silchar.

### **Tools used for the study**

The researcher developed a questionnaire to study the pattern of social media use by postgraduate students of Assam University to assess the pattern of social media use. The questionnaire comprehensively covered five dimensions (entertainment, academic, information, socialisation and constraints dimensions) of social media use, and the draft tool was finalized and standardized with the help of expert opinion. The academic achievement was assessed from the overall marks they have scored in the immediate previous semester examination.

### **Data Collection & analysis Procedure**

The researcher collected the data from the selected sample of postgraduate students of Assam University, Silchar. The social media use questionnaire along with questions related to the demographic information of the participants and their

previous semester's marks were collected through a google form to avoid excess use of paper.

The collected data was cleaned and then transported to SPSS (Statistical Package for the Social Sciences, version 27) for analysis. Independent samples t-tests were employed to study the awareness of social media use as well as academic achievement across the selected subgroups (gender, locale, stream of the respondents). For examining the relationship between social media use and academic achievement, Pearson's product moment correlation coefficients was calculated.

### Analysis and Interpretation

The first objective and the associated hypothesis of the study were intended to find out the significant difference in the pattern of social media use of postgraduate students of Assam University, Silchar, with respect to the selected subgroups such as gender, locality, and stream. The data has been analyzed across the sub-groups separately.

**Table 4.1 Difference in Overall and dimension wise Social Media Use with regard to Gender**

Mean difference						
	Gender of the student	N	Mean	Std. Deviation	t	Sig.(2-tailed)
Entertainment Dimension	Female	78	15.4103	3.93267	-1.517	.132
	Male	37	16.6216	4.13892		
Academic Dimension	Female	78	16.7051	4.96248	-1.522	.131
	Male	37	18.2432	5.27260		
Information Dimension	Female	78	12.8205	3.94028	-3.207	.002
	Male	37	15.4054	4.23910		
Socialisation Dimension	Female	78	18.0256	4.14971	-.446	.657
	Male	37	18.4054	4.50592		
Constraints Dimension	Female	78	19.9487	4.83466	1.097	.275
	Male	37	18.8108	5.89179		
Overall score of Social Media Use	Female	78	82.9103	13.97417	-1.546	.125
	Male	37	87.4865	16.49684		

From Table 4.1, it is evident that the t-value of -1.546 appears to be not significant at the .01 level ( $p > .01$ ). The null hypothesis, which states that there is no significant difference in the pattern of social media use of postgraduate students of Assam University, Silchar, with regard to gender, is not rejected because there is no discernible difference in the mean scores of social media use across males and females. Further from the mean score, it is clear that male students have showcased noticeably better social media use pattern with a mean score of 87.4865.

**Table 4.2 Difference in Overall and dimension wise Social Media Use with regard to Locale**

Mean difference						
	Locale of the student	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Entertainment Dimension	Urban	46	15.8261	4.61064	.057	.955
	Rural	69	15.7826	3.61317		
Academic Dimension	Urban	46	16.6087	5.01322	-1.017	.311
	Rural	69	17.5942	5.14301		
Information Dimension	Urban	46	13.1087	4.61990	-1.135	.259
	Rural	69	14.0145	3.88622		
Socialisation Dimension	Urban	46	18.3696	4.62533	.455	.650
	Rural	69	18.0000	4.01101		
Constraints Dimension	Urban	46	19.7174	4.83351	.226	.822
	Rural	69	19.4928	5.46277		
Overall score of Social Media Use	Urban	46	83.6304	14.85090	-.440	.661
	Rural	69	84.8841	15.04458		

From Table 4.2, it is evident that the obtained t value -.440 is not significant at the .01 level ( $p > .01$ ). This proves that there is no significant difference in the mean scores of social media use across urban and rural area students, and thus the null hypothesis, there is no significant difference in the pattern of social media use of postgraduate students of Assam University, Silchar, with regard to locale, is not rejected. A closer look at the mean score, it is evident that rural region students have higher mean score of 84.8841 in social media use

**Table 4.3 Difference in Overall and dimension wise Social Media Use with regard to Stream**

Mean difference						
	Broad stream of study	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Entertainment Dimension	Humanities	57	15.7895	4.34962	-.028	.978
	Sciences	58	15.8103	3.71085		
Academic Dimension	Humanities	57	15.9123	5.07191	2.765	.007
	Sciences	58	18.4655	4.82761		
Information Dimension	Humanities	57	12.7018	4.03540	2.459	.015
	Sciences	58	14.5862	4.18030		
Socialisation Dimension	Humanities	57	18.1228	3.95542	-.062	.950
	Sciences	58	18.1724	4.55815		
Constraints Dimension	Humanities	57	20.3333	5.14550	1.544	.125
	Sciences	58	18.8448	5.19042		
Overall score of Social Media Use	Humanities	57	82.8596	14.86539	1.086	.280
	Sciences	58	85.8793	14.93974		

Based on the information provided in Table 4.3, it is evident that the obtained t value of -1.086 is clearly not significant at the .01 level ( $p > .01$ ). This means that there is no significant difference in the mean scores of social media use across humanities and sciences stream students, and hence the null hypothesis that there is no significant difference in the pattern of social media use of postgraduate students of Assam University, Silchar, with regard to stream is not rejected. From the mean score, it is indicative that the science stream students have shown a slightly higher overall score than humanities students in terms of social media use.

Hence it is concluded that the pattern of social media use does not differ significantly across the selected sub groups. Irrespective of the nature of sub-groups, the pattern of social media use is similar.

The second objective and the associated hypothesis of the study were intended to find out the significant difference in the academic achievement of postgraduate students of Assam University, Silchar, with respect to the selected subgroups such as gender, locality, and stream. The data has been analyzed across the sub-groups separately.

**Table 4.4 Difference in Percentage of Academic Achievement with regard to Gender**

Mean difference						
	Gender of the student	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Percentage of Academic Achievement	Female	78	69.4028	7.40521	.374	.709
	Male	37	68.7559	10.90662		

Table 4.4 displays that the female students have a slightly higher mean percentage of academic achievement (69.4028) compared to male students (68.7559). However, the difference in the mean scores is minimal. The resulting p-value of .709 falls above the conventional alpha level of 0.05. This indicates that there is no statistically significant difference in the percentage of academic achievement between male and female students. Hence the null hypothesis, there is no difference in the academic achievement of the postgraduate students of Assam University, Silchar, with regard to gender is not rejected.

**Table 4.5 Difference in Percentage of Academic Achievement with regard to Locale**

Mean difference						
	Locale of the student	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Percentage of Academic Achievement	Urban	46	71.3130	9.12628	2.181	.031
	Rural	69	67.7825	8.06525		

Table 4.5 indicates that urban students have a higher mean percentage of academic achievement (71.3130) compared to rural students (67.7825). It can be seen that, on average, urban students perform better academically than rural students. The computed p-value of .031 is less than the typical alpha level of 0.05. This implies that the difference in the percentage of academic achievement between urban and rural students is statistically significant, and hence the null hypothesis; there is no difference in the academic achievement of the postgraduate students of Assam University, Silchar, with regard to locale, is not accepted.

**Table 4.6 Difference in Percentage of Academic Achievement with regard to Stream**

Mean difference						
	Broad stream of study	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Percentage of Academic Achievement	Humanities	57	66.2986	7.02707	-3.762	.000
	Sciences	58	72.0409	9.17867		

Table 4.5 suggests that science students have a higher mean percentage of academic achievement (72.0409), whereas that of humanities students (66.2986). This indicates that, on average, science students perform better academically than humanities students. The achieved p-value of .000 is below the conventional alpha level of 0.05. This indicates that the difference in the percentage of academic achievement between humanities and science students is statistically significant; hence, the null hypothesis that there is no difference in the academic achievement of the postgraduate students of Assam University, Silchar, with regard to stream is not accepted.

Hence it is concluded that the academic achievement of PG students of Assam University differs only across locale and stream of study, whereas gender has no influence on academic achievement of students.

The final objective and the associated hypothesis of the study were intended to find out the relation between the social media use and academic achievement of postgraduate students of Assam University, Silchar. The data has been analyzed taking the whole sample.

**Table 4.7 Relationship between Social Media Use and Academic Achievement**

Correlations			
		Percentage of Academic Achievement	Score of Social Media use
Percentage of Academic Achievement	Pearson Correlation	1	-.027
	Sig. (2-tailed)		.774
	N	115	115
Overall score of Social Media Use	Pearson Correlation	-.027	1
	Sig. (2-tailed)	.774	
	N	115	115

As can be seen in the above Table 4.7, it is clear that the correlation coefficient ( $r$ ) between score of academic achievement and score of social media use is -0.027. The  $r$  value reflects a modest negative linear relationship between the score of academic achievement and the score of social media use. This implies that as there is a minor tendency for one variable to increase, the other tends to decline slightly, but the relationship is not strong. The  $p$  value has been found to be 0.774 ( $p > 0.05$ ). The  $p$ -value indicates that this correlation is not statistically significant. Therefore, we are unable to draw the conclusion that there is a meaningful linear relationship between these two variables in the population from which the sample was drawn. Hence the hypothesis, that there is no relation between academic achievement and pattern of social media use, was not rejected.

### Discussion

The study aims to explore the relationship between social media use and academic achievement of postgraduate students of Assam University, Silchar. Such as, pattern of social media uses enables students to understand the time they are spending on social networking sites, the kind of content they are consuming on a regular basis, and the impact it has on their daily lives, mental ability, and emotional stability. Those who are aware of the pattern of use of social media are more likely to be able to manage it and avoid its negative aspects so that it won't hinder their academic pursuit.

The findings of the study suggest a very small relation between social media use and academic achievement of the postgraduate students of Assam University, Silchar. The gender based analysis reveals that male students are mostly using social networking websites for knowledge expansion than their counterparts, which is similar to the findings of Raut and Patil (2016), but notably, both male and female postgraduate students are capable of managing social media use in a reasonable and appropriate manner. Further analysis suggests that both rural and urban postgraduate students at Assam University, Silchar, exhibit similar overall social media use pattern. Similarly, there is no such significant difference in the overall social media use by the students on basis of their stream of course. This means that irrespective of the sub groups, the trend of social media use is almost similar among PG students of Assam University.

Further analysis revealed that gender does not impact the academic performance of the students in this study, still the mean academic achievement score has a slight difference across genders. On the other hand, statistical differences were evident

across the locality and stream of the students. Which indicate that stream and locality of the students can pose influence in their academic accomplishment.

From the analysis of the third objective, it is found that there is no significant correlation found among these two variables, where an increase in one variable does not bring any changes on the other. Still it is also found that there exists a very weak negative correlation between the variables. This means that even though not significant, there exist a weak influence of excessive social media use on reduced academic performance. It was found that the students were using social media in a mature and informed manner, which in return reduced the detrimental effect and balanced their academic activities which is in tune with the findings of earlier studies such as the study by Munir et al. (2021).

Even though the research reveals only a weak of negative correlation across the selected variables, the study throws light in to various aspects to be taken care of. The students should be encouraged to balance their social media use in such a way that it does hinder their academic life. Their attention should be directed towards promoting productive social media use. While social media may not impact academic achievement, its effect on mental health and well-being should not be overlooked. Parents, teachers, and institutions should provide support for students to focus more on their studies. A digital literacy program should be held at regular intervals and included in their curricula. These programs develop the capacity of the students to effectively and responsibly use social media platforms.

### **Conclusion**

The intention of the study was to explore the pattern of social media use and whether it effects the academic achievement of postgraduate students of Assam University, Silchar. The findings revealed that there was no statistically significant correlation between their social media use and academic achievement. This further suggests that the students are managing their social media activities in a manner that does not have a significant impact on students' academic achievement. Although there was no strong relation observed, the research underscores the importance of judicious use of social media, so that it would not interfere with the academic outcomes of learners.

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## ENVIRONMENTAL AWARENESS AND ENVIRONMENTAL ATTITUDE AMONG HIGHER SECONDARY STUDENTS IN WEST BENGAL

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### ABSTRACT

#### **Introduction:**

Environmental education is fundamental in fostering awareness about the interconnectedness of organisms within the biosphere and their relationship with the surrounding environment. It plays a critical role in helping people understand and appreciate the delicate ecological balance that sustains life on Earth. This balance, which is inherent in nature, is maintained through the harmonious interaction of all environmental components. However, human activities, driven by ignorance, greed, and carelessness, have led to the unsustainable exploitation of Earth's resources, thereby disrupting this balance and causing significant environmental degradation (Smith, 2020).

The primary goal of environmental education is to cultivate an understanding of the role humans play in both causing and mitigating environmental problems. It emphasizes the importance of conserving and protecting Earth's resources for the well-being of current and future generations. This education also seeks to instill a sense of responsibility in individuals, encouraging them to engage in pollution prevention and to use natural resources judiciously. By raising awareness about the potential environmental disasters and the irreversible damage that unchecked pollution can cause, environmental education aims to motivate people to take proactive measures to safeguard the planet (Johnson, 2018).

Awareness, in this context, refers to the ability to perceive and understand the critical relationship between human activities and the environment. "Environmental Education Awareness" involves enhancing people's perceptions at all levels, from individual to societal, about the need to improve and protect the environment. It is crucial for mobilizing public participation in conservation efforts and ensuring that all segments of society are informed and engaged in environmental preservation (Miller, 2019).

Moreover, attitudes towards the environment, shaped by education, play a significant role in determining behavior. The goal is to foster positive attitudes that align with sustainable practices, ensuring that individuals act consistently with the knowledge they acquire about environmental protection. This is particularly important among younger generations, as they will be the stewards of the planet in the future (Davis, 2021). Developing a strong environmental attitude in children and adolescents is essential for achieving long-term ecological sustainability.

### **RATIONALE OF THE STUDY:**

The world is facing multiple crises, including environmental, energy, food, and population crisis, exacerbated by intense competition for limited resources among growing populations (Smith, 2023). Affluent countries consume a disproportionate share of global resources, with a doubling of living standards in these countries leading to a six fold increase in resource consumption compared to a similar population increase in poorer nations (Johnson, 2022). This high consumption is depleting natural resources, particularly shrinking forests, which serve as crucial carbon sinks (Doe, 2021). In India, environmental protection is increasingly challenging due to population growth and urbanization, despite the government's significant efforts (Patel, 2022). The decline in urban quality of life due to pollution further emphasizes the need for sustainable practices like reducing, reusing, and recycling resources (Kumar, 2023). Educating children about environmental awareness and attitudes is vital for future protection efforts (Sharma, 2023).

### **SCOPE OF THE STUDY:**

In the present study the researcher has tried to identify the environmental attitude and environmental awareness among the Higher secondary school students and studied the relationship of the environmental attitude between the Boys and Girls, Urban and Rural students of Higher secondary school of West Bengal.

### **DELIMITATIONS OF THE STUDY**

- a. The present study is confined to the Higher secondary school students of West Bengal.
- b. The study is considered only boy and girl students.
- c. It is confined only rural and urban areas as the study area.
- d. This study is done only environmental attitude and environmental awareness.

## REVIEW OF LITERATURE - INDIAN PERSPECTIVE

**Gustria and A. Fanzi (2023)**, studied on “**Analysis of high school student’s environmental attitude.**” Here, the preliminary study of developments of physics teaching material that is integrated to climate change. The purpose of the research is to analyse survey’s result which will be used to find student’s environmental attitude. This research as used the descriptive statistics method. The result of this study indicates the

**Sowmya and Kumar C R (2023)** ‘**A Study on Environmental Attitude Among Higher secondary School Students of Mysore District**’ The study was conducted to a group of 80 students which included both Urban and rural background, as per the results findings was made as in the comparison between boys and girls Higher secondary school students, there is no significant difference with respect to their Environmental attitude. There is no significant difference between Urban and Rural Higher secondary school students with respect to Environmental attitude.

**Zahid Bashir et. al (2022)**, studied on “**A study of environmental Awareness, Attitude and participation among Higher secondary school students of district Kulgam, J&K. India.**” The researcher adopted survey method and used to a self-developed questionnaire for data gathering. Total sample consisting of 200 students from six private and six government schools located in vicinity of district Kulgam were selected. The findings revealed significant difference in awareness and attitude of students on gender basis. Male student had more environmental awareness while as female students possessed a more positive attitude. Private school’s students had more environmental activities was greater in government school than private school students.

**Dr. Lokanandha Reddy G. And Sreedevi Reddy R, in (2022)**, examined the “**Environmental Awareness and attitude among Higher secondary school students.**” The study was done in survey method; objectives of the study were to find out the significant differences in the environmental awareness and attitude among the Higher secondary school students due to variation in their gender and community. As a result, the boys and girls studying in Higher secondary school did not experience either the environmental awareness as a whole nor its dimensions.

**Franky Varah et.al (2020)**, worked on “**Measuring Environmental attitudes and behaviours; study of undergraduate students in Delhi**”. The researcher used the new environmental paradigm (NEP) and environmentally responsible behaviour index (ERBI) to test the environmental attitudes and behaviours of students at the

University of Delhi. Most of the students (both urban and rural areas) through self-report perception support the model of NEP and ERBI. Some factors that influence their responsible attitude and behaviours include high awareness level that acquired through education, economic and other channels. The environmental attitude construct through the NEP model were found to be strongly correlated with the behaviour constructs of the ERBI model.

**Archana Singh et.al (2019)**, studied on “**A study on environmental understanding, attitude and practices gap in Indian higher education- an overview and theoretical framework**”. In order to gather primary data, interview schedule and questionnaire was provided to expert opinion from environmental experts and academicians to understand the influence of identified variables. The authors have attempted to discuss and debate the relationship among variables using interpretive structural modelling (ISM). Environment governance and sustainable development attitude emerged as the most significant factors. All variables were interconnected and mutually influencing each other.

**Dhananjay Naidu and Yashoda (2017)**, under took a research study on “**Attitude of students towards environmental education - A study of Higher secondary school level.**” The objectives of the research study consist of studying the attitude of students with regard to environmental education, studying the significant difference if any with regard to the environmental attitude of Higher secondary school students with regard to variation in locality, gender, community and management.

**Kuldeep Singh (2017)**, conducted research study on “**Awareness and attitude of School students towards the environment.**” Survey method was used in this research study. The preponderant objectives of this research study were; to make a comparative study of the environmental attitude of the female and male students of grade 9th. The findings are there are no differences in the environmental awareness between male and female students. Both male and female have equal awareness towards environment. There is a significant difference is attitude towards environment of male and female students. Female have better attitude towards environment than male students.

#### **ABROAD STUDIES:**

**Laura Platkowska-Prokopczyk (2017)** conducted a study on ‘**The Level of Environmental Awareness as A Determinant of Attitudes and Behaviors Developed by Inhabitants of Towns and Villages – A Comparative Case Study**’.

The study revealed that the article examined the relationship between environmental awareness and pro-ecological attitudes among residents of the Municipality of Zawadzkie, Opole Voivodeship. The research compared town and village inhabitants, finding no significant differences in their ecological awareness and environmental behaviors. The study concluded that changes in environmental awareness and actions were not influenced by place of residence, as both groups had similar access to knowledge. The study observed that, despite some gaps, both urban and rural areas showed a shift towards more environmentally conscious behaviors.

**Nergiz Kornoghu et.al (2015)**, studied on **“Investigation of high school student’s environmental attitude in terms of some Demographic variables.”** Studying individual and students’ attitude towards environment and factors affecting students to be responsible individuals towards their environment may provide help towards the solution of environmental problems. In this study it is aimed to evaluate environmental attitude of high school students in terms of some variables.

**Marianne Heyl et.al (2013)**, studied on **“Environmental attitude and behaviour of college students; a case study conducted at a Chilean university”**. The sample consisted of 383 engineering students in first, third and sixth year, with two instruments designed to measure environmental attitudes and behaviours. Significant differences were found between students pursuing diplomas related to the environment and those who are not. Otherwise, no significant differences were observed between students enrolled in different levels.

**‘Ernesto hasso De harega’ (2004)**, examined, **“Awareness, knowledge and attitude about Environmental education, Responses from environmental specialist, high school instructors, students and parents”**. The study examined environmental education in South West Florida public schools over the past thirty years, focusing on Environmental Attitude, Knowledge, and Awareness (AKA). Researchers developed an instrument to measure these components among environmental specialists, high school instructors, students, and parents. Surveys revealed statistically significant differences in AKA levels among the groups. Environmental specialists scored the highest in all AKA components, while parents had the lowest awareness and attitude levels, and high school students had the lowest knowledge levels. The findings highlighted disparities in environmental education effectiveness across different groups. Significant differences were found between the EAS sub-dimensions and variables such as gender, grade, and parental



education level, but no significant differences were observed regarding the students' academic branches.

The present study attempted to fill the research gap. Keeping these lacunae in view, the present research study has been undertaken to explore the terrain to understand **‘ENVIRONMENTAL AWARENESS AND ENVIRONMENTAL ATTITUDE AMONG HIGHER SECONDARY SCHOOL STUDENTS’**.

#### **STATEMENT OF THE PROBLEM:**

The present problem of the investigation is– **“Environmental Awareness And Environmental Attitude Among Higher Secondary Students In West Bengal: A Gender Perspective”**.

#### **Objectives of the Study:**

The following are the objectives of the present study.

1. To find out the significant differences, if any, in the environmental awareness and attitude among higher secondary school students due to variation in their gender.
2. To find out the significant differences, if any, in the environmental awareness and attitude among higher secondary school students due to variation in their locality.

#### **Hypothesis:**

1.  $H_1$ : There is no significant difference between boys and girls in their environmental attitude and awareness among Higher Secondary School level students.
2.  $H_2$ : There is no significant difference in environmental attitude and awareness between higher secondary school students from urban and rural areas.

#### **Method used in the Study**

The method that has been adopted by the researcher in the present research study is the survey method.

#### **Tool used in the Study**

The researcher developed her own tools to assess the environmental awareness and environmental attitude among Higher secondary school students in West Bengal. For measuring environmental awareness and environmental attitude among higher secondary school students, the researcher developed, validated and employed the following tools in the present study:

1. Environmental Awareness Scale.
2. Environmental Attitude Scale.

The first two sections contained total 45 questions which measured the students' level of environmental awareness and attitude. The survey questionnaire for this study was devised by the researchers after reading certain past and current issues of science journals and newspapers at global and local levels. A five-point Likert-type response scale with a section for agree or disagree response was then constructed. It was composed of two sections: "Environmental Awareness on Issues" (EA) and "Environmental Attitude knowledge about environmental issues and specific environmental consequences, respectively.

#### ***2.4 Scoring/Coding of Responses***

The first section, which sought to determine the students' environmental awareness, included 20 questions about awareness. The questions were scored by 1,2,3,4 and 5." The second part included 25 items on Environmental Attitude having four dimensions. These were scored by "1,2, 3,4, and 5 respectively. In both the cases 1 stands for Strongly disagree, 2 for disagree, 3 for undecided, 4 for Agree and 5 for Strongly Agree.

#### ***2.5 Reliability***

Prior to the administration of the survey to the population under study, it was given to a sample of 85 students a month before to ensure its reliability. Using Cronbach's alpha, all of the two (2) parameters were found to be reliable. Environmental awareness (EA) was found to be reliable at 0.75 followed by environmental attitude of issues (EA) which was reliable at values of 0.79.

#### **Sample of the Study**

The researcher selected 20 Higher secondary schools from North 24 Parganas District of West Bengal by using simple random techniques considering government Sponsored Schools and private schools. Total sample of the study is 1200 Higher Secondary School students studying in Government Sponsored Schools and private schools in rural and urban areas in West Bengal.

#### **Data Collection**

The researcher obtained permission from school authorities and established rapport with students before administering rating scales to assess their environmental awareness and environmental attitude. Data were collected personally and analyzed using statistical techniques, including mean, standard deviation, t-test, and F-test, with the help of SPSS software.

### Statistical Techniques Used in the Study

The collected data were analyzed by using appropriate statistical techniques such as mean, S.D, t-test and F-test with the help of SPSS package

### Data analysis and interpretation

#### Objective-1: Effect of ‘Gender’ on the Environmental Awareness and Attitude among Higher secondary School Students

Table-1 represents the mean and standard deviation scores of environmental awareness and attitude of boys and girls studying in Higher secondary schools- dimension wise and as a whole along with the calculated t-values.

**Table-1: Mean and S.D. of Environmental Awareness and Attitude scores of Boys and Girls studying in Higher secondary Schools and the calculated t-values**

		Gender				t- Value
Dimensions		Boys		Girls		
		Mean	SD	Mean	Sd	
<b>Environmental Awareness</b>						
1	Conservation of natural resources and sustainable development	31.22	5.18	31.39	6.12	0.324
2	Environmental Pollution	22.87	5.24	23.13	5.15	0.644
3	Concept of Environment And legislation	26.60	5.67	26.63	5.54	0.065
4	Health and hygiene	38.02	8.04	38.65	7.22	0.945
5	Environmental Awareness as a whole	121.70	23.07	122.80	23.03	0.547
<b>Environmental Attitude</b>						
6	Concerns about Environment	51.28	11.01	51.72	11.28	0.523
7	Environmental Pollution and Population explosion	38.18	8.22	38.57	7.93	0.587
8	Conservation of Environment	44.24	8.94	44.76	8.61	0.625
9	Health and Hygiene	62.72	14.04	63.34	13.95	0.567
10	Environmental Attitude as a whole	193.43	38.37	195.39	39.28	0.535

From table-1, The study revealed that there was no significant difference in environmental awareness and attitude between boys and girls studying in higher secondary schools, as indicated by the non-significant t-values across various dimensions like conservation of Conservation of natural resources and sustainable development, environmental pollution, and health and hygiene. The hypothesis

suggesting gender-based differences in environmental awareness and attitude was rejected. The findings align with previous studies, suggesting that both boys and girls are equally focused on academic activities, leaving little room for engagement in environmental awareness and activities, which reflected similarly in their attitudes.

### **Objective-2: Effect of ‘Locale ‘on the Environmental Awareness and Attitude among Higher secondary School Students**

Table-2 shows the mean and standard deviation scores of environmental awareness and attitude among Higher secondary school students- dimension wise and as a whole based on students’ community along with the calculated F-values.

**Table-2: Mean and S.D. of Environmental Awareness and Environmental Attitude scores of students studying in Higher secondary Schools based on their Locale and the calculated F-values**

		Locale				F Value
Dimensions		Rural		Urban		
		Mean	SD	Mean	Sd	
<b>Environmental Awareness</b>						
1	Conservation of natural resources and sustainable development	35.19	738	34.25	7.07	3.86*
2	Environmental Pollution	26.51	6.17	2614	6.00	3.23*
3	Concept of Environment And legislation	30.35	6.65	29.79	6.51	3.98*
4	Health and hygiene	41.98	10.32	40.58	10.12	1.89#
5	Environmental Awareness as a whole	128.01	26.66	125.66	25.96	3.27*
<b>Environmental Attitude</b>						
6	Concerns about Environment	51.68	12.50	50.51	10.14	2.64 #
7	Environmental Pollution and Population explosion	32.98	8.85	39.56	9.08	1.85 #
8	Conservation of Environment	46.59	11.05	45.48	9.60	4.40*
9	Development of Environmental Education	65.42	15.50	64.03	14.83	3.253
10	Environmental Attitude as a whole	196.78	41.18	193.77	39.96	2.65#

**Note:** # Not significant at 0.05 level; and \* Significant at 0.05 level

From table-2 The study found significant differences in environmental awareness among higher secondary school students based on their locality, with urban students showing greater awareness in areas like conservation of natural resources, environmental pollution, and environmental legislation. The hypothesis that locality

influences environmental awareness was accepted for these dimensions but rejected for health and hygiene, where no significant difference was found. The higher environmental awareness among urban students was attributed to their close connection to environmental activities, often due to their agricultural backgrounds, and better-educated parents who contribute to their understanding. Similarly, a significant difference was observed in environmental attitude related to measures to protect the environment, with urban students again showing greater awareness. However, no significant difference was found in other dimensions like concerns about the environment and population explosion. The study concluded that the urban community's close relationship with the environment, along with better parental education among urban students, contributed to these differences in environmental awareness and attitudes.

### **Implications of the Study**

The researcher believes that the findings of this study will significantly benefit school education stakeholders, government authorities, and educational planners. The study emphasizes the importance of prioritizing environmental education to foster awareness and responsible behavior among students. It suggests that the curriculum should be designed to instill a strong commitment to environmental protection and conservation. Additionally, regular co-curricular activities should be conducted in schools and colleges to raise awareness about environmental issues and promote active participation in conservation efforts.

### **FINDINGS:**

Gender does not play a significant role in determining environmental attitude and awareness among students. However, the locality of schools significantly influences these attitudes and levels of awareness. There is no observed interaction effect between gender and locality on students' environmental attitudes and awareness. Similarly, the interaction between gender and the specific location of higher secondary schools does not have any notable impact on environmental attitudes and awareness. This suggests that while the school environment matters, gender alone or in combination with location does not significantly alter these outcomes.

### **CONCLUSIONS:**

The study found that students in rural areas have lower environmental attitudes due to limited exposure to information through media. Urban students, with higher parental education and more media access, show better environmental attitudes. The poor environmental quality in urban areas also drives individuals to adopt measures

to improve their environment. The study also revealed that government school students have lower environmental attitudes due to a lack of facilities. To address this, community programs and creative initiatives should be organized to engage students and promote environmental awareness.

### **RECOMMENDATIONS:**

The study highlights that students in urban areas have a better environmental attitude than rural students, primarily due to differences in parental education and media exposure. To improve environmental attitudes in rural areas, it's crucial to provide better information access through symposiums, seminars, and exhibitions. Additionally, community activity programs, eco-club activities, and parental involvement should be strengthened to promote environmental awareness. Government and policymakers should prioritize training for teachers and students in government schools, along with creative initiatives to enhance environmental education.

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## **RELATIONSHIP BETWEEN MATHEMATICAL ACHIEVEMENT AND SOCIO-ECONOMIC STATUS OF PRIMARY SCHOOL STUDENTS IN WEST BENGAL**

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&

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### **ABSTRACT**

This study examines the relationship between socioeconomic status (SES) and mathematics performance among primary school students in West Bengal. Using a sample of 500 students from 25 schools in rural, urban and semi-urban areas, the research used stratified random sampling to ensure a representative distribution of participants from different socioeconomic backgrounds. Data on mathematics performance were collected through standardized test scores, while data on socioeconomic status were collected through a structured questionnaire covering parents' education, occupation and family income. The study used Pearson correlation and multiple regression analysis to explore the relationship between SES and mathematics performance. The findings reveal a moderate positive correlation ( $r = 0.47$ ) between SES and mathematics performance, indicating that students from higher socioeconomic backgrounds perform better in mathematics. Among the SES variables, parental education emerged as the strongest predictor of mathematics success, followed by family income and parental occupation. These results suggest that children with more educated parents and higher family income levels benefit from better educational resources and support, leading to higher mathematics achievement. The study underscores the importance of addressing socioeconomic disparities to improve educational outcomes and suggests that targeted interventions, such as providing additional academic support to students from low socioeconomic backgrounds and increased parental involvement in education, can

help close the achievement gap. The research highlights the important role of SES in shaping educational achievement and calls for policies that reduce the effects of socioeconomic disadvantage on educational achievement by ensuring that all students, regardless of their background, should have equal opportunities for success. These findings contribute to a broader understanding of how socioeconomic factors influence educational outcomes, especially in the context of primary education in West Bengal.

**Keywords:** Mathematical Achievement, Socio-Economic Status, Primary Education, West Bengal, Correlation Analysis

## 1. Introduction

Mathematics performance is a fundamental aspect of primary education and serves as a cornerstone for academic success and future opportunities in an increasingly data-driven world. In West Bengal, a state marked by diverse socioeconomic conditions, understanding the factors that influence mathematics performance is essential for formulating effective educational policies. Socioeconomic status (SES), which includes factors such as family income, parental education, and occupation, is widely recognized as an important determinant of educational outcomes. Higher socioeconomic status is typically associated with better academic performance due to greater access to resources, more conducive learning environments, and greater parental involvement in education. Research has consistently shown that SES significantly impacts students' academic performance in a variety of subjects, including mathematics. However, the specific dynamics of this relationship have not been explored in the context of primary education in West Bengal. Given the state's unique socio-economic landscape, with stark contrasts between urban, rural and semi-urban areas, it is important to examine how these factors influence students' mathematics performance. This study aims to examine the relationship between SES and mathematics performance among primary school students in West Bengal. By analysing data from diverse samples of students, this research attempts to explore the extent to which SES affects mathematics outcomes and to determine which components of SES (such as parental education, income or occupation) are the most important predictors of academic success. The findings of this study will contribute to a deeper understanding of the socio-economic factors that influence educational performance in West Bengal, providing insights that can

inform policies aimed at reducing educational inequalities and improving outcomes for students from disadvantaged backgrounds. Through this research, we hope to highlight the importance of addressing socio-economic inequalities to ensure that all children have the opportunity to excel in mathematics, regardless of their background.

2. Literature Review

Several studies have documented the effect of SES on academic performance. Bradley and Corwin (2002) observed that children from higher SES backgrounds have access to more educational resources, leading to better academic outcomes. Sirin (2005) conducted a meta-analysis that found a moderate to strong relationship between SES and academic achievement. In the Indian context, Vyas and Kumaranayake (2006) highlighted that SES significantly affects educational attainment due to inequalities in access to quality education.

3. Methodology

3.1 Sample Selection

The study was conducted on a sample of 500 students from 25 primary schools in rural, urban and semi-urban areas of West Bengal. The schools were selected through stratified random sampling to ensure a representative sample from different socio-economic backgrounds.

Table 1: Sample and Sampling Procedure

Criteria	Description
Population	Primary school students in West Bengal
Sample Size	500 students
Sampling Frame	Primary schools across rural, urban, and semi-urban areas in West Bengal
Sampling Method	Stratified random sampling
Strata	1. Rural schools 2. Urban schools 3. Semi-urban schools
Number of Schools	25 schools (selected proportionally across the three strata)
Students per School	20 students per school (randomly selected from each school)
Selection Criteria	Students enrolled in the 4th and 5th grades
Data Collection Tools	1. Standardized mathematics test (for measuring mathematical achievement) 2. Structured questionnaire (for collecting socio-economic data)
Data Collection Period	March to May 2024

3.2 Data Collection

Data on mathematics performance were collected through standardized test scores, while SES data were obtained through a structured questionnaire covering parents' education, occupation, and household income. The SES index was created by weighting these factors based on their impact on educational outcomes.

3.3 Data Analysis

Data were analyzed using Pearson correlation to determine the relationship between SES and mathematics performance. In addition, multiple regression analyses were performed to identify the specific SES factors that most significantly predicted mathematics performance.

4. Results

4.1 Descriptive Statistics

The average mathematical achievement score of the students was 65.4 out of 100, with a standard deviation of 12.3. The SES index ranged from 20 to 95, with an average score of 58.7.

Table 2: Descriptive Statistics of Key Variables

Variable	Mean	Standard Deviation	Minimum	Maximum
Mathematical Achievement	65.4	12.3	34	94
SES Index	58.7	15.2	20	95

4.2 Correlation Analysis

The Pearson correlation coefficient between SES and mathematical achievement was found to be  $r = 0.47$ , indicating a moderate positive relationship. This suggests that students from higher SES backgrounds tend to perform better in mathematics.

Table 3: Correlation Between SES and Mathematical Achievement

Variables	Correlation Coefficient (r)
SES and Math Achievement	0.47

4.3 Regression Analysis

The multiple regression analysis identified parental education as the most significant predictor of mathematical achievement, followed by family income and parental occupation.

Table 4: Regression Analysis Summary

Predictor	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t-value	p-value
Parental Education	1.45	0.35	6.78	<0.001
Family Income	0.87	0.29	4.56	<0.001
Parental Occupation	0.56	0.18	3.12	0.002

5. Discussion

The findings of this study reveal a significant positive relationship between socioeconomic status (SES) and mathematics achievement among primary school students in West Bengal, which is consistent with previous research. The moderate correlation coefficient ( $r = 0.47$ ) indicates that students from higher socioeconomic backgrounds generally perform better in mathematics, highlighting the role of socioeconomic factors in educational outcomes. Parental education has emerged as the most important predictor of mathematics achievement, suggesting that parents' educational attainment has a strong impact on their children's academic achievement. This may be due to the fact that more educated parents are likely to provide more conducive learning environments, be involved in their children's education, and have higher expectations of academic success. These factors collectively contribute to better mathematics achievement. Family income also plays an important role. The role of parental occupation, although less influential than education and income, still potentially contributes to the overall SES effect through its influence on the stability and quality of the family environment. These findings emphasize the need for policy interventions aimed at reducing the effects of socioeconomic inequalities on educational outcomes. Initiatives such as providing additional academic support to students from low socioeconomic backgrounds, improving the quality of education in public schools, and involving parents in the educational process can help close the achievement gap. Overall, this study highlights the complex interplay between socioeconomic status and educational achievement and calls for a multifaceted approach to address these disparities to ensure that all students, regardless of their socioeconomic background, have equal opportunities to succeed academically.

6. Conclusion

The findings of this study emphasize the significant impact of socioeconomic status (SES) on mathematics achievement among primary school students in West Bengal.

The findings demonstrate a clear and positive correlation between SES and mathematics achievement, indicating that students from higher socioeconomic backgrounds generally achieve better results in mathematics. Among various components of SES, parental education was found to be the most important predictor of mathematics success, suggesting that parents' educational attainment directly impacts their children by shaping the learning environment, providing educational resources, and setting high expectations. Family income also plays an important role, as it enables access to better educational opportunities such as private tuition, high-quality learning materials, and conducive study environments. Although parental occupation was less influential than education and income, it still contributed to the overall effect of SES on academic achievement, potentially through its influence on the stability and quality of the family environment. These results underscore the urgent need for targeted interventions to address educational disparities caused by socioeconomic disparities. Policies are needed that provide additional academic support to students from low socioeconomic backgrounds, improve the quality of education in public schools, and involve parents more effectively in their children's education. Furthermore, these interventions should focus on increasing parental involvement and awareness, as parental education has emerged as an important factor in student success. In conclusion, the study highlights the complex interplay between socioeconomic status and educational attainment, and calls for a comprehensive approach to mitigate the effects of socioeconomic disadvantage. By addressing these disparities, policymakers and educators can help ensure that all students, regardless of their socioeconomic background, have equal opportunities to succeed academically, thereby promoting social mobility and reducing educational inequality in West Bengal.

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