ICT: HOW IS IT USED BY SCHOOL TEACHERS IN INDIA?

Dr.Amruth G Kumar
Associate Professor,Department of Education, Central University of Kerala,
Kasargode India, Mail- amruthamar@gmail.com,Phone: 9488083095

ABSTRACT

Present study is an investigation in to the use of ICT by school teachers in their class room practices. The study employed Appreciative Inquiry (A.I) as the methodological framework. The sample consisted of 10 High school teachers. Data was collected through interviewing the participants. Result of the study indicates (1) that accessibility, availability and workload are the major impediments to teachers in using ICT in class rooms, (2) Information skills of the teachers are relatively low, and (3) teachers believe that ICT is helpful to sustain the interest of the student but there are apprehensions about experiences that a student get through ICT.

Key words: Information and Communication Technology, Class room practices, online resources, School teachers.

PROBLEM DEFINITION

The use of Information and Communication Technology (ICT) in school education in India is lagging behind expectation and desire. This led government to appoint several committees and conduct sponsored researches to explore the possibility of using ICT in classrooms at school level. Almost all the committees and researches indicate the powerful role of teacher in the process of educational innovation and the implementation of ICT. Teachers are the key figures in arranging learning processes. Therefore it is to the creativity and attitude of the teacher which determine the integration of any modern aids that would be useful to students in making their learning more interesting and constructive.

A great deal of research and development has been conducted in order to bring Information and Communication Technology (ICT) to its current state of art. ICT was originally intended to serve as a means of improving efficiency in the educational process (Jones and Knezek, 1993). Furthermore, it has been shown that the use of ICT in education can help improve memory retention, increase motivation and generally deepen understanding (Dede, 1998). ICT can also be used to promote collaborative learning, including role playing, group problem solving activities and articulated projects (Forcheri and Molfino, 2000). Generally, ICT is promoting new approaches to working and learning, and new ways of interacting (Balacheff, 1993). Consequently, the introduction of ICT into Indian schools has provoked a host of new questions about the evolving nature of pedagogy.

Whether or not changes in pedagogy are contingent on trends and innovations, is a moot point. The question that should be asked, however, is: What will be the long term impact of ICT on the teaching and learning process? It is well documented that ICT changes the nature of motivation to learn (Forcheri and Molfino, 2000). Another important question is: What kind of skills will teachers need to acquire in order to be effective in an ICT based learning environment? In this context the present study posed following research questions for guiding the analysis.

Research questions

Following research questions guided the analysis of the study:

1. What are the major impediments for the use of ICT in classroom? 2) How online resources help in the preparation for classes? 3) What are the academic problems faced by students while teachers using ICT in class room?

METHODOLOGY

This section will outline the research participants, materials, and the research design for this study.

Participants

In total, 10 High school teachers participated in this study. Of those 10 teachers, 4 were male and six were female. The age range between the teachers was not that wide. Seven teachers belong to the age group of 25 to 45 and three above 45. All the participants were on permanent basis. Out of ten seven teachers were science teachers and three were Social science teachers. Both the group used to teach languages also in their schools. Eight of them were married. All of them were computer literates. Participants were made aware of the nature of this study, their role in it, provisions for confidentiality, and their option to withdraw from the study at any point. Participants' names were changed for the purposes of anonymity and pseudonyms are used within the Results section of this paper.

Materials

I conducted phone interviews with the 7 participants in February 2011. Three were interviewed in person. The length of each interview varied only slightly, each one lasting approximately 10 to 15 minutes. The interviews were semi standardized (Berg, 2004). The value of this form of "less structured" interview was that it allowed for opportunities for exploration of areas that I had not previously considered (Reinharz, 1992).

As previously mentioned, the specific purpose of this paper is to present some of the key findings related use of ICT in class rooms classroom practices that arose from a larger qualitative research study which explored the ways in which 10 teachers use ICT in their classroom practices. The initial interview queries included questions about their extent of usage of modern technologies in class rooms. Although this paper will not present all of the results related to those responses, they will be briefly mentioned next in order to highlight some of the diversity within the group as it related to self-identification.

Eight study participants mentioned that they seldom use either computer or any other technologies like OHP, slide projector etc in their class room. But two participants told that they use computer facility for teaching, especially for teaching English language. But all the ten agreed that they use web resources for their preparations and to clear doubts raised by the students in the class room. But only three teachers use the facility of computer lab in the school.

Because this paper focuses on classroom practices, the list of guiding questions specifically related to that aspect of the study consisted of a small set of queries lifted from a larger set of interview questions from the study as a whole. The questions were: What are the major impediments for the use of ICT in classroom? How online resources help in the preparation for classes? What are the academic problems faced by students while teachers using ICT in class room? How ICT helps in Evaluation?

Design

The study employed Appreciative Inquiry (A.I) as the methodological framework. A. I involves the art and practice of asking questions that strengthen either a system's or a person's capacity to apprehend, anticipate, and heighten positive potential (Cooperrider, Whitney & Stavros, 2003). It seeks to build upon achievements, unexplored potential, innovations, strengths, competencies, stories, lived values, traditions, and visions. Taking all of these together, AI seeks to link these positive insights directly to a change agenda (Cooperrider, Whitney & Stavros, 2003).

Data Analysis

All 10 interviews were transcribed by a transcriber. I repeated the answers to interview participant for his or her review. The process of data analysis was guided by the main objective of the study and by the review of related literature. I thus began data analysis by establishing some initial categories and themes related to the objectives and the literature. I next read through all of the transcriptions in the spirit that Berg (2004) suggests—"as a passport to listening to the words of the text and understanding better the perspective(s) of the producer of these words" (p. 269). I read through the transcriptions with a view to identify other categories and themes that emerged out of participants' responses to the interview questions.

RESULTS AND DISCUSSIONS

1. Accesses, availabity and working conditions

The use of ICT by teachers in class rooms will be explored in this next section. The conclusions drawn here are those that emerged out of an analysis of participant responses. This next section therefore includes select quotes and paraphrases collected from the participants.

About the question on major impediments for the use of ICT in classroom, access to modern technologies in schools, and especially in class rooms, was the answer from all the ten participants. Rajasree, a high school teacher from Kerala responded that;

> *"The class rooms do not have the basic facilities, like switch boards, plug points and in some cases the power accessibility itself, to operate the computer or projectors. So we pacify our quest for integrating technology by gathering students to where technology can be operated in the school. This could be done to the maximum of once in a month".*

Another important difficulty reported was difficulty in using online resources in classes. Manju R Nair said;

> *I search internet for gaining additional information and it has always led me to exciting experiences. But I am un able to transfer the same to my students as there is no internet or computer connectivity in the class. All the students in my class belong to below poverty line so that there is no meaning in suggest the web-address to them.*

Kerala government's IT@School project was a great success in ensuring a computer lab in every school in the state. But presence of a lab may not be sufficient for the use of technology. Technology will be better utilized by teachers to integrate in their class room practices if it is made accessible in every class room, rather than concentrating them in the lab. 'If the hill did not go to Muhammad; Muhammad should go to the hill'.

Difficulty in Designing study materials and the deficiency of the skills to do so was another impediment. Even for those teachers who are ready to try out lap top in classes also feel that preparing a power point presentation will consume time in the midst of heavy work load. Jose commented like this;

> *We have to work for 4 to 5 hours a day in classes excluding time for correcting home works and assignments. Teaching has become a jugglery. After my travel from school to home, it will take 30 minutes, I will be exhausted. I won't find time to design digital lesson plans and plan for ICT integration in the class rooms.*

Heavy work load is a stunting factor in the use of technology in class room. In addition to the suffocating work load during week days it's mandatory for them to attend cluster meetings in Saturdays. It would be highly productive, if teachers are given with hours for preparation with very specific plans under the monitoring of the School principal or similar competent authorities.

Pradeep Varrier was of the view that;

> *Computer literacy is not sufficient to develop attractive educational programmes. It needs sophisticated skills. Even if I have good ideas I am unable to put them in to. My knowledge limits to use of MS word and online searching.*

Students are given with special hours for computer training by specialist teachers, unfortunately teachers are not. In-service courses organized for school teachers are highly subject oriented and that too happens once in a while. Though some weightage is given to pedagogical aspects, these kinds of courses rarely focus on use of technology in class rooms. There is no meaning in blaming teachers for the low level of technology integration in the class rooms. They should be given with sufficient time and skills to integrate technology in class rooms.

2. Online resources and preparation for classes

Online resources are a major source for the teachers in their preparations for teaching. Mainly they use Google and yahoo for searching information. Out of 10 teachers interviewed eight of them depend Google for collecting information. Two use Google as well as yahoo for collecting information. One observation which was very interesting was that they rarely use the websites of websites other than these two.

Rajeevan a high school teacher and also a district level resource person for SSA said that;

> *Google gives answer to whatever information I need. Even I want to collect some information from the website of state government; I simply type the name of state in Google window. This reduces my energy for memorizing the web addresses of various agencies and organizations.*

Rajeevan continued to my question on the use of downloaded information*;*

> *I will try to read on the screen of the computer itself and short notes will be prepared. Taking print out is costly and I never go for that.*

Only 6 teachers download information and keep them in separate folders so that they can be accessed at any time they want. Three teachers, from among the six, said that they have the

habit of storing information in the form of power point presentation for showing them to their student.

The general impression received is that teachers are not aware about search engines other than Google and yahoo. It is obvious that this may be inhibiting them from locating needed information at a faster rate. Proper storage and management of the downloaded information seems to be another alarming issue. For opening up new vistas of information storage, teachers must be trained to develop information skills. Most of them copy and paste and save as word pages. The 'Google centeredness' and unsystematic way of managing information are the major points aroused out of the study. To a great extent this kind of issues can be solved through orientation to online searching and training in the use of computer and internet. An information literacy campaign among the teachers has become need of the hour.

3. Student interest and some academic problems

There is a wider agreement regarding the potential of ICT in making teaching learning interesting and effective. Nine teachers participated in the study agreed to this point. But Mr. Anil Kumar had a different opinion;

> *Ofcourse Educational CD's and PowerPoint presentations make students more interested and make them attentive in the class. But It provides little or no opportunity for the student cognition to work in the class. They will listen to the CD's or PPT's as passive listeners or spectators which creates the same problem of the age old lecturing method in the class room ie,. Passive learners.*

Though the sound of Anil Kumar is an odd one it needs much attention. Technology that we use in our class rooms must ensure the cognitive process of students. Learning without reflection is of no use. The problem to a certain extent can be solved using ICT supported interactive packages but still the presence of a cognitive guide has become an imperative in this regard. The teachers must train themselves in how to guide student's cognitive processes to fruitful results.

Radhika Criticized Multimedia learning packages - though she agreed that it can ensure student attention- for its 'selected presentation'. She said;

> *There are a lot of CD's in my school showing many historical places and places of importance in our nation. But the problem is that it contains only selected information. For example if I want to teach about Trivandrum the CD will give only a beautiful picture of Trivandrum. This may create a pseudo image of the place in the mind of students. The real Trivandrum is some thing else.*

Radhika's concern is an important one. The visual clippings shown in Multimedia learning packages are selected by the experts and technocrats who prepare it. Learner must get a comprehensive picture of the content. The process of 'selected presentation' may sustain interest of the student, but the ultimate aim of education is to not to develop interest in the class but to make them intellectually competent, emotionally balanced and socially sensitive citizen.

CONCLUSIONS

Conclusions of the study can be summerised as follows:

1. Availability and accessibility of ICT devices, heavy work load of teachers and Low levels of competence and skills are the major factors that inhibit teachers from using technology in class room.
2. Information skills of the teachers remain low. Majority of the teachers use Google for satisfying information needs. Management of the downloaded information also seems to be not promising.
3. Teachers believe that ICT can sustain interest in classes. But there were concerns about two issues related to ICT in Class room: 1) cognitive supporting capacity of ICT and 2) The menace of 'selected presentation' of Multimedia learning technology leading to pseudo images of reality in students.

REFERENCES

Jones, G. and Knezek, G. (1993) Non-commercial radio-satellite telecommunications: affrordable options for technology educators. Cited in S. Romi (2000) Distance Learning and Non-formal Education: Existing Trends and New Possibilities of Distance Learning Experiences. Educational Media International. 37 (1), 39-44.

Dede, C. (1998) Learning about teaching and vice versa. Paper presented at Conference of Society for Information Technology in Education. Washington D.C., USA.

Forcheri, P. and Molfino, M. T. (2000) ICT as a tool for learning to learn. In Watson, D. M. and Downes, T. (Eds.) Communications and Networking in Education. Boston, MA: Kluwer Academic. pp 175-184.

Reinharz, S. (1992) Feminist methods in social research (1992) No contributors listed. New York: Oxford University Press.

Berg, B. L. (2004) Qualitative Research Methods. Boston: Pearson Education Inc.

Whitney, D., and Trosten-Bloom, A. (2003) *The Power of Appreciative Inquiry: A Practical Guide to Positive Change*. San Francisco: Berrett-Koehler.

ACADEMIC ACHIEVEMENT OF SCHEDULED CASTE AND NON SCHEDULED CASTE STUDENTS AT SECONDARY LEVEL OF ASSAM

Dr Nil Ratan Roy
Associate Professor, Department of Education, VisvaBharati, (An Institution of National Importance) Santiniketan, West Bengal, Pin-731235, e-mail: nil_education@yahoo.co.in
&
Ms.Ritamoni Das
Research Scholar, Assam University, Silchar, Cachar, Pin-788011, E-mail: ritamoni4@gmail.com

ABSTRACT

[Traditionally the Indian society is based on caste system with massive inequalities in educational, social, economic and political spheres. The existence of scheduled caste today is the outcome of historical unfair treatment by the caste Hindus. The term 'Scheduled caste' is standardized in the constitution of the republic India. Scheduled castes are the depressed section of population. A massive difference has been observed in the society between scheduled caste and general people in different aspects of their lives. The present study is an attempt to find out level of academic achievement of scheduled caste and non-scheduled caste students of secondary level of rural Kamrup district of Assam. The researchers has selected 700 samples from the population of secondary school students (class IX & X) of rural Kamrup district of Assam, including 350 Scheduled Castes and 350 Non-Scheduled castes students. To study the academic achievement level in the present study the researchers has collected the marks obtained by the sample students in their last final examination. Findings-The levels of academic achievement of non-scheduled castes students are better than scheduled castes students at secondary level in rural Kamrup district of Assam. It also reveals that among scheduled castes students most of the students get 3rd division in comparison to the non-scheduled caste students. The levels of academic achievement of girl's students are better than boy's students at secondary level in rural Kamrup district of Assam.]

BACKDROP OF THE STUDY:

Academic achievement is an individual's performance in their school, college and university carriers. It is a performance of the students in various subjects of the curriculum during the whole academic year. It is the representation of the individual, their knowledge power, their quantity and quality of knowledge. It is also the amount of knowledge derived from learning in educational institutions. Any type of behavior learned in educational institution may come in within the scope of academic achievement. Academic achievement plays a valuable role in one's life. According to Good (1943), "Achievement means accomplishment or performance in given skills or body of knowledge." Today's competitive world everybody desires for excellence in academics. This desire for high level of achievement puts a lot of pressure on students, teachers, and school, learning style and on the educational system itself. Academic achievement of a student is affected by so many factors. Factors are as follows —

***Socio-economic condition of the parents**---Socio-economic condition of the parents is one of the important determinants of educational achievement. Joshi, S., showed that the poor economic condition of the parents in rural areas was the prime reason of female educational backwardness. Parents in rural areas were negligent and against the female education. Arun (1981) showed that the

Academic Achievement of Scheduled caste and scheduled tribe students were significantly lower than that of the general population.He further reported that the Academic Achievement of scheduled tribe students were superior to that of scheduled caste students. Significant correlation between socio-economic status and academic status of scheduled caste and scheduled tribe students was also found. According to Graetz, one's educational success depends very strongly on socio-economic status of the parents.

*__Parents education__---Academic achievement of the students is also depends on the parents education .If parents are illiterates they cannot look after their child's education, they are became unable to understand the difficulties of their children's. Children also feel mentally unsecure as they do not get any support from their parents in their education. Owens (1999) in his study exploring beliefs about academic achievement studied the relationship between parent and guardians educational attainment to academic achievement and concluded that the educational attainment of parent and guardian does have a relationship with Academic achievement of their children, she argued that the higher the parent or guardians educational achievement, the higher the academic achievement.

*__School environment__---Schools environment is a most powerful influencing factor on academic achievement. Sentame (2003), Kwesign (2002),Portes, Maclead (1996) and Zappala (2002) all argue that the type of school a child attends influences academic achievement.

*__Home environment__— It is also an effective factors on Academic achievement of the students. According to Desarrollo (2007), in Latin America the extent to which parents or other family member are actively engaged in a student's education had a positive influence on student's achievement. But a study by Hunnum and Park (2004) in rural china indicated that there is no positive correlation between family and community cohesion with student achievement, however study noticed that the parent-child interaction supported child's aspiration and confidence.

*__Mental health__---It is one most important factor for Academic Achievement. If one student is mentally fit it will help him to get good academic career. For mental fitness one must have good home and school environment, must take healthy food etc.

*__Teaching method__---Teaching method effects on the academic achievement of the students. Every students is differ from each other so teacher must be careful when he use a teaching method.

Traditionally the Indian society is based on caste system with massive inequalities in educational, social, economic and political spheres. The existence of scheduled caste today is the outcome of historical unfair treatment by the caste Hindus. The term 'Scheduled caste' is standardized in the constitution of the republic India. Scheduled castes are the depressed section of population. A massive difference has been observed in the society between scheduled caste and general people in different aspects of their lives. Generally it may be observed in the different academic institution that scheduled caste students are backward or lagging behind in academic achievement in comparison to general people. But there may be exceptional cases where the opposite scenario may also be observed. Reason could be many in such situation; such as- family background, parents education, socio-economic condition, family culture, parental care, type of institutions, rural-urban condition etc. etc..Assam is a state of multilingual, multicultural and multi caste based society; where the people are living with diversified social conditions. It has been observed that most of the scheduled caste people in Assam are socio-economically and educationally backward in comparison to the general people. Here is a small attempt to see the level of academic achievement of scheduled caste and non-scheduled caste students of secondary level of rural Kamrup district of Assam.

LITERATURE REVIEW:

Mishra (1997) examined the correlation of academic achievement of high school students and found that intelligence was significantly correlated with academic achievement for both boys and girls; the correlation between intelligence and academic achievement was higher in case of girls; socio economic status was not significantly related with academic achievement of boys and girls; academic achievement of rural students was lower than the achievement of urban students; academic performance of girls was superior to the performance of boys.

Diseth (2003) compared intelligence and academic achievement of adolescent boys and girls of IX and XI class and found that among students of class XI there was no difference in the academic achievement of intellectually superior and intellectually very superior boys and girls; at other intellectual levels the academic achievement of girls was superior to that boys. In general the intelligence test scores of boys were higher than those for the girls; in case of boys there was very high correlation between intelligence test scores and academic achievement whereas in case of girls there was average correlation.

Varteet& al.(2005) studied intelligence and academic achievement in relation to parent child relationship with the objective to study the influence of parent child relationship on intelligence and academic achievement of high school students by taking sample of 450 students selected through stratified random sampling technique and found no gender difference on intelligence, academic achievement and parent child relationship.

OBJECTIVE:

The present study has been designed to study the academic achievement level of scheduled caste and non-scheduled caste students of secondary level of rural Kamrup district of Assam.

HYPOTHESIS:

For the present study null hypothesis formed as- there exist no significant difference between scheduled caste and non-scheduled caste students of secondary level of rural Kamrup district of Assam regarding academic achievement.

POPULATION AND SAMPLE:

All the scheduled caste and non scheduled caste students of secondary level of Assam are the population of the present study. The researchers has selected 700 samples from the population of secondary school students (class IX & X) of rural Kamrup district of Assam, including 350 Scheduled Castes and 350 Non-Scheduled castes students. Purposive random sampling has been used for the study.

TOOLS USED FOR THE STUDY:

To study the academic achievement level in the present study the researchers has collected the marks obtained by the sample students in their last final examination.

DELIMITATION OF THE STUDY:

The present study is delimited to the Class IX and X students of rural Kamrup of district of Assam.

ANALYSIS AND INTERPRETATION:

The obtained data from the survey of different schools of rural Kamrup district of Assam have been analyzed and interpreted in the following ways-

Table-1 Total academic achievement of scheduled caste and nonscheduled caste

Category	1st Div. (%)	2nd Div. (%)	3rd Div. (%)	Respondents
SC	12.0	13.4	74.6	350
NSC	22.6	34.3	43.1	350

The table-1 shows that scheduled castes and non-scheduled castes students of rural Kamrup district has different level of academic achievement in the school. The data reveals that among scheduled castes students 12% have secured first division, 13.4% secured second division, whereas among non-scheduled castes 22.6% secured first division, 34.3% secured second division in their last academic annual examination. This also shows that the levels of academic achievement of non-scheduled castes students are better than scheduled castes students at secondary level in rural Kamrup district of Assam. It also reveals that among scheduled castes students most of the students get 3rd division in comparison to the non-scheduled caste students.

Table-2: Total academic achievement of boys and girls

Category	1st Div. (%)	2nd Div. (%)	3rd Div. (%)	Respondents
BOYS	19.7	26.3	54.0	350
GIRLS	14.9	21.4	63.7	350

The table-2 reveals that among boys 19.7% have secured first division, 26.3% secured second division, whereas among girls 14.9 % secured first division, 21.4% secured second division in their last academic annual examination. This also shows that the levels of academic achievement of girl's students are better than boy's students at secondary level in rural Kamrup district of Assam.

Table-3 Total academic achievement of scheduled caste boys and scheduled caste girls

Category	1st Div. (%)	2nd Div. (%)	3rd Div. (%)	Respondents
SC GIRLS	9.1	11.4	79.4	175
SC BOYS	14.9	15.4	69.7	175

The table-3 shows the different level of academic achievement in the school of Scheduled castes boys and Scheduled castes girls students of rural Kamrup district of Assam. It can be observed from the gained data that among scheduled castes boys 14.9% have secured first division, 15.4%

secured second division, whereas among scheduled castes girls 9.1% secured first division, 11.4% secured second division in their last academic annual final examination.

Table-4Total academic achievement of nonscheduled caste boys and nonscheduled caste girls

Category	1st Div. (%)	2nd Div. (%)	3rd Div. (%)	Respondents
NSC GIRLS	20.6	31.4	48.0	175
NSC BOYS	24.6	37.1	38.3	175

The table-4 shows that among non-scheduled castes boys 24.6% have secured first division, 37.1% secured second division, whereas among non-scheduled castes girls 20.6% secured first division, 31.4% secured second division in their last academic annual examination. This reveals that the levels of academic achievement of non-scheduled castes boys are better than non-scheduled castes girls.

Table-5Total academic achievement scheduled caste boys and nonscheduled caste boys

Category	1st Div. (%)	2nd Div. (%)	3rd Div. (%)	Respondents
SC BOYS	14.9	15.4	69.7	175
NSC BOYS	24.6	37.1	38.3	175

The above table-5 reveals that scheduled castes boys and non-scheduled castes boys of rural Kamrup district have different level of academic achievement in the school. It can be observed from the data that among scheduled castes boys 14.9% have secured first division, 15.4% secured second division and 24.6% secured first division, 37.1% secured second division among non-scheduled castes boys in their last academic annual examination. This also shows that the levels of academic achievement of non-scheduled castes boy's students are better than scheduled castes boy's students at secondary level in rural Kamrup district of Assam.

Table-6Total academic achievement of scheduled caste girls and non-scheduled caste girls

Category	1st Div. (%)	2nd Div. (%)	3rd Div. (%)	Respondents
SC GIRLS	9.1	11.4	79.4	175
NSC GIRLS	20.6	31.4	48.0	175

The above table-6 shows that scheduled castes girls and non-scheduled castes girls of rural Kamrup district have different level of academic achievement in the school. Above data reveals that among scheduled castes girls 9.1% have secured first division, 11.4% secured second division and among non-scheduled castes girls 20.6% secured first division, 31.4% secured second division in their last academic annual final examination. This shows that the levels of academic achievement of

scheduled castes girls students are poor than non-scheduled castes girl's students at secondary level in rural Kamrup district of Assam.

Table No 7: 'z' test regarding the academic achievement of scheduled caste and non-scheduled caste students
H_0 M1 (SC) = M2 (NSC)

Category	N	Mean	S	σD	CR/'Z'	Significance level		Result
NSC	350	290.51	101.29	5.41	7.28	2.58	1.96	significant
SC	350	236.10	96.24	5.14		1%	5%	

The table-7 shows that the scheduled castes and nonscheduled castes students of rural Kamrup district are having different level of academic achievement in the school. The data reveals that the Mean scores of Scheduled castes regarding academic achievement is 236.10 and Mean score of non-Scheduled caste is 290.51. It is observed from the Mean score that the non-scheduled castes students are having better level of academic achievement in the school than the scheduled caste students. But the deviation of non-Scheduled castes students is more than scheduled caste students. The CR value (7.28) implies that it is quite higher than the table value both at 5% and 1% level of significance. Hence, we can reject our set hypothesis and we may conclude that there is significant difference between Scheduled caste and non-scheduled caste students regarding academic achievement in the secondary level.

Table No 8: 'z' test regarding the academic achievement of boys and girls (both scheduled caste and non-scheduled caste students)
H_0: M1 (Boys) = M2 (Girls)

Category	N	Mean	SD	σD	CR/'Z'	Significancelevel		Result
BOYS	350	276.99	103.38	5.526	3.55	1%	5%	significant
GIRLS	350	249.66	99.88	5.339		2.58	1.96	

The table-8 reveals that the boys and girls (both scheduled castes and nonscheduled castes students) of rural Kamrup district are having different level of academic achievement in the school. The data shows that the Mean score of boys regarding academic achievement is 276.99 and Mean score of girls is 249.66, which reveals that boys have better academic achievement level than girls. Again, it shows that the standard deviation of boys is 103.38 and standard deviation of girls is 99.88. So it may be said that deviation of boys are higher than girls. The CR value (3.55) implies that it is higher than the table value at both levels of significance. Hence, we may conclude that there is significance difference between boys and girls regarding academic achievement in the secondary level.

Table No 9: 'z' test regarding the academic achievement of Scheduled castes boys and non-scheduled castes boys
H_0: M1 (SC Boys) = M2 (NSC Boys)

Category	N	Mean	SD	σD	CR/'Z'	Significancelevel	Result

NSC Boys	**175**	**300.92**	**102.12**	**7.72**	**4.59**	**2.58**	**1.96**	**significant**
SC Boys	**175**	**251.55**	**98.91**	**7.47**		**1%**	**5%**	

The above table-9 reveals that scheduled castes boys and non-scheduled castes boys of rural Kamrup district are having different level of academic achievement in the school. The data reveals that the Mean score of scheduled castes boys regarding adjustment is 251.55 and Mean score of non-scheduled castes boy's is300.92.It is observed from the Mean scores that the there is a big gap between non-scheduled and scheduled caste boys regarding the mean score. So, we can interpret that non-scheduled caste boys are having better academic achievement level in the school than the scheduled caste boys. The standard deviation of the scheduled castes boys and non- scheduled castes boys are 98.91 and 102.12. The CR value (4.59) implies that it is quite higher than the table value both at 5% and 1% level of significance. So we may conclude that there is quite significant difference between scheduled castes boys and non-scheduled castes boys regarding academic achievement at secondary level in rural Kamrup of Assam.

Table No 10: 'z' test regarding the academic achievement of Scheduled castes girls and non-scheduled castes girls
H_0: M1 (SC Girls) = M2 (NSC Girls)

Category	**N**	**Mean**	**SD**	**σD**	**CR/ 'Z'**	**Significancelevel**		**Result**
NSC Girls	**175**	**280.10**	**99.66**	**7.53**	**5.97**	**2.58**	**1.96**	**significant**
SC Girls	**175**	**219.22**	**90.62**	**6.85**		**1%**	**5%**	

The table-10 shows that the Mean score of scheduled caste girls regarding academic achievement is 219.22 and Mean score of non-scheduled caste girls is 280.10, which has a vast difference. From the mean score it can be said that non-scheduled caste girls are having better academic achievement than scheduled caste girls at secondary level in rural Kamrup of Assam. The standard deviation of the scheduled caste girls and non-scheduled caste girls are such as 90.62 and 99.66 that reveals though non-scheduled caste girls are good academic achievement than scheduled caste girls but deviations are more among non-scheduled caste girls. The CR value (5.97) also implies that it is quite higher than the table value both at 5% and 1% level of significance. Hence, we may conclude that there is significant difference between scheduled caste girls and non-scheduled caste girls regarding academic achievement at the secondary level in rural Kamrup of Assam.

Table No 11: 'z' test regarding the academic achievement of Scheduled castes BOYS and scheduled castes girls
H_0: M1 (SC Boys) = M2 (SC Girls)

Category	**N**	**Mean**	**SD**	**σD**	**CR/ 'Z'**	**Significancelevel**		**Result**
SC Boys	**175**	**251.55**	**98.91**	**7.47**		**1%**	**5%**	
SC Girls	**175**	**219.22**	**90.62**	**6.85**	**3.18**	**2.58**	**1.96**	**significant**

The table-11 shows that the scheduled caste boys and scheduled caste girls of rural Kamrup district has different level of academic achievement in the school. The data shows that the Mean score of scheduled caste boys regarding academic achievement is 251.55 and Mean score of scheduled caste girls is 219.22, which is different. Data reveals that the standard deviation of the scheduled caste boys and scheduled caste girls are 98.91 and 90.62 from which we can say deviations are more among boys. The CR value (3.18) also implies that it is higher than the table value both at 5% and 1% significance level. So, we may conclude that there is significant difference between scheduled caste boys and scheduled caste girls regarding academic achievement at the secondary level in rural Kamrup of Assam. Further we may conclude that scheduled caste boys' shows better academic achievement level than scheduled caste girls.

Table No 12: 'z' test regarding the academic achievement of Non-Scheduled castes boys and non-scheduled castes girls
H_0: M1 (NSC Boys) = M2 (NSC Girls)

Category	N	Mean	SD	σD	CR/ 'Z'	Significancelevel		Result
NSC Boys	175	300.92	102.123	7.72	1.93	1%	5%	Not significant
NSC Girls	175	280.10	99.665	7.53		2.58	1.96	

The table-12 shows that the Mean score of Non-scheduled caste girls regarding academic achievement is 280.10 and Mean score of non-scheduled caste boy's is300.92. Again, the standard deviation of the non-scheduled caste girls and non-scheduled caste boys are such as 99.66 and 102.12 which we can say almost similar. The CR value (1.93) also implies that it is quite lesser than the table value both at 5% and 1% level of significance. Hence, we can interpret that there is no significant difference between non-scheduled caste girls and non-scheduled caste boys regarding academic achievement at the secondary level in rural Kamrup of Assam. Further we may conclude that among the scheduled caste groups boys are having better academic achievement than girls. But among non-scheduled caste groups we found reverse result of it.

MAJOR FINDINGS:

1) The levels of academic achievement of non-scheduled castes students are better than scheduled castes students at secondary level in rural Kamrup district of Assam. It also reveals that among scheduled castes students most of the students get 3rd division in comparison to the non-scheduled caste students.
2) The levels of academic achievement of girl's students are better than boy's students at secondary level in rural Kamrup district of Assam.
3) The levels of academic achievement of scheduled castes boy's students are better than scheduled castes girl's students at secondary level in rural Kamrup district of Assam.
4) There is significant difference between Scheduled caste and non-scheduled caste students regarding academic achievement in the secondary level.
5) There exist significant difference between boys and girls regarding academic achievement in the secondary level.

6) There is quite significant difference between scheduled castes boys and non-scheduled castes boys regarding academic achievement at secondary level in rural Kamrupdistrict of Assam.
7) Scheduled caste boys are having better academic achievement than girls. But among non-scheduled caste groups we found reverse result of it.

CONCLUSION:

It is revealed from the above study that academic achievement of non-scheduled castes students are better than scheduled castes students at secondary level in rural Kamrup district of Assam. It also reveals that among scheduled castes students most of the students get 3rd division in comparison to the non-scheduled caste students. It has been observed during survey that most of the scheduled caste people in rural Kamrup district of Assam are still living below poverty level. A nominal percentage of them could compete with the general people so far their socio-economical conditions and academic conditions. Even though numerically some of the population could achieve the expected level; but their qualitative aspect of education is still under a very big question. **Roy (2014),** observed that the level of attitude of scheduled caste students, parent and community member of the society toward education are very poor in comparison to the other caste people. Hence, the attempt should be made to change the attitude of the scheduled caste people towards education and proper awareness should be made from the government level, then the situation may be changed up to the mark.

REFERENCES:

Best J.W; Research in Education, Sixth Edition, Prentice Hall of India Pvt. Ltd, New Delhi

Biswas N.B & Roy, N.R. (2012) '*Status of Scheduled caste's Education in Assam and West Bengal: A Comparative Analysis'* in Assam University Journal of Humanities and Social Sciences, Vol-VII, No.1.

Biswas N.B & Roy, N.R. (2014), Education of the Scheduled Caste- Namasudras of West Bengal, Shipra Publication, New Delhi.

Buch M.B: Survey of Research in Education, 3rd, 4th, 5th NCERT, New Delhi.

Chatterjee, S.K, (1996) The Scheduled caste in India,Gyan publishing house New Delhi.

Das, B. (1986) A Glimpse of the Scheduled castes and Their Socio-Economic Development in Assam,Omsons Publication, New Delhi.

Garrett Henery E. (2009), Statistics in Psychology and education, Paragon International publishers,New Delhi-110002.

Hurlock B.Elezabeth (2005) Developmental psychology, published by Tata McGraw Hill publishing company limited, west Patel Nagar.

Koul, L., Methodology of Educational Research, Third Edition Vikash publishing House Pvt. Ltd, New Delhi – 110008 (1984)

Mangal. S.K (2004) Advanced Educational Psychology, prentice Hall of India Private limited New Delhi.

NaderiHabibollah, & et.al. (2010), *Intelligence and academic achievement: an investigation of gender differences,* Life Science Journal, vol 7, No 1.

Parth Chandra, (2011). *Dalit Movement in India*, Indian Journal of Social Development, vol.11, No.1

Roy, N.R. & Biswas N.B. (2014), Education of Scheduled Caste in Assam, Eastern Book House Publishers, Guwahati.

Roy, N.R. (2012), *Education of Scheduled Caste in Assam: A Brief Review'* in Research Journal of MDKG (Peer reviewed referred journal), Vol.1, No.1, Dibrugargh.

Roy, N.R. (2013), '*Attitude towards Education of Namasudra in Assam and West Bengal- a Comparative Study'* in International Peer reviewed Journal named Scholarly Research Journal for Interdisciplinary Studies, ISSN No 2278-8808.

Sidhu, K.S., Methodology of Research in Education, Sterling publishers Pvt. Ltd., New Delhi-110027,(1993)

Trivedi, R. Harishad (1996) Scheduled caste Quest for Land and social Equality, New Delhi-110059.

LEARNING STYLES IN RELATION TO APPROACHES TO STUDYING AND INTRINSIC MOTIVATION OF HIGH SCHOOL SENIORS

Dr. Kartick Chandra Pramanik
Associate Professor & H.o.D., Department of Education,
Bankura University, Bankura,West Bengal

ABSTRACT

The aim of this study is to analyze the relationship of learning style with approaches to studying and intrinsic motivation of high school seniors (N= 400). The sampling was incidental. Data have been collected by the standardized instruments and were statistically treated in order to verify two research hypotheses. Findings indicate the partially significant relationship between learning style and approaches to studying and learning style and intrinsic motivation of high school seniors.

INTRODUCTION

The educationists, researchers and the practitioners' target are tomaximize learning outcome of students by economizinglearning process. The above conception has led numerous academic researchers and sometimes classroom practitioners in understanding learning-teaching process. However, commonality in the multitude explanations of learning may be observed that among other factors, there are individual variations in student learning and this generates a mismatch between teaching and learning process. Hence, knowledge about Learning Styles of the students is important for overcoming the mismatch. The genesis as well as models of individual differences in student learning has led educationists, teachers, curriculum planners and educational technologists how to build classroom learning climate for maximizing students' outcomes of learning. They have also felt various problems their success stories are perhaps not delightful especially, in the developing countries. Therefore, the said problem and complexities can be analyzed by taking cues from three areas of thoughts and data developed and produced by Felder and his colleagues (*learning style*), Deci and Ryan and their team (*intrinsic motivation*) and Entwistle and his colleagues (*approaches to studying*).

The construct learning style has been differently understood by different experts. Coffield*et al*.(2004), have estimated about 71 learning style models, and classified all those models into five broad families of which Felder-Silverman model of learning style has been labeled to belong the fourth family 'flexibly stable learning preferences'.

According to Felder, "Learning style is flexibly stable characteristic preferences for alternative ways of perceiving, taking in, processing and understanding information in the process of learning, interact with, and respond to the learning environment."

This Inventory has four bi-polar dimensions i.e. – Activity (to learn by doing)-Reflectivity (by thinking) - Processing, Sensory (through senses) – Intuitive (abstract ideas, innovative) - Perception, Visual (by seeing images) - Verbal (spoken and written explanation)– Input, and Sequential (in linear steps) – Global (holistic way) – Understanding.

Approaches to Studying as a construct, refers to the ways in which students perceive a particular reading task and then go about learning it.

The original ASI developed by Entwistle and Ramsden in 1983 and revised twice on the basis of a broad field of research data by Entwistle and his colleagues for about 20 years or so and described as ASI, RASI and ASSIST and thereupon used by other researchers in Britain, Europe, Australia and North America and some part of Asia.

RASI has six dimensions i.e. – Deep approach (looking for meaning), Metacognitive Awareness of Studying(monitoring of one's own memory), Surface approach (relying on memorization), Strategic approach (organization in studying, and time management), Academic Self-confidence(student perception of their understanding of their subjects), and Lack of Direction (drifting into the course pleasing others).

It involves constructive alignment (Biggs) and meta-cognitive action on the part of the learner and hence, it may have some kind of linkage with learning style as conceptualized by Felder (characteristic ways of taking in and processing information) and defined by Keefe (1979) as involving characteristic cognitive, affective, and psychological behaviors of the learner.

Coffield*et al.* (2004),Felder and Brent (2005),Entwistle and Tait (1990); Dillon, Green and Mansell (2005); Richardson (2005) argue that there are similarities between orientations to studying and learning styles.

Therefore, learning style of Felder–Silverman model and approaches to studying of Entwistle and his team may reasonably be linked together though research study is limited till the date.

Intrinsic motivation refers to situations in which an activity is associated with the experience of pleasure or inherent interest. By contrast, extrinsic motivation refers to situations in which individuals perform an activity to accomplish a goal, such as achieving rewards such as money, recognition, avoiding punishment, earning a great or possibly competition Deci and Ryan, 1980, 1985b).

Ryan and Deci (2000) in their SDT specify intrinsic motivation as "*The inherent tendency of seek out novelty and challenges, to extend and exercise one's capacities, top explore, and to learn*"

Students' motivation to learn as well as to achieve the goal of learning achievement becomes another associate factor which builds expectations and gives energy for initiating and sustaining goal oriented activities of the learner. Not only these motivation and expectation of the learner may help him consciously to weigh value of the desired outcomes thereby help determine learners approaches to studying as well as giving vent to his learning style preferences.

Therefore it has revealed that various studies have previously attempted to deal with learning styles, approaches to studying, and intrinsic motivation as an independent variable, but it is established that these variables belong to a close neighbourhood ideas as each of the variables considers freedom of individual choice, humanistic approach and also preference of individual differences.

The report of Coffeild*et al*., 2004 also supports this association. But the research works have been done separately. All the theories as well as researches this study are generally remaining in the developed countries like, USA, UK, parts of Europe, Australia, New Zealand, etc. and very few in china and India. But this type of study has not found any trace of research on learning style in India.

Hypotheses:

$^{H}o_1$: There is no significant relationship between Approaches to Studying (High, Middle, and Low) and Learning Styles (Activity/Reflectivity, Sensory/Intuitive, Visual/Verbal, and Sequential/Global).

$^{H}o_2$: There is no significant relationship between Intrinsic Motivation (High, Middle, and Low) and Learning Style (Activity/Reflectivity, Sensory/Intuitive, Visual/ Verbal, and Sequential/Global).

METHOD:

Sample:

Four hundred (400) eleventh grade students (Boys and Girls) studying at Grade XI (enrolled in Science, Humanities and Commerce streams) in Bengali-medium secondary schools (with plus two) recognized by the West Bengal Council of Higher Secondary Education and situated in both Panchayet (rural) and Municipality (urban) areas in district of PurbaMidnapore, West Bengal constitute the sample. A purposive – cum – stratified random sampling technique has been used.

Instruments:

Index of Learning Style (ILS) [Bengali adapted standardized version of Felder-Soloman, (2001)] whichconsists of four scales, each with 11items. The four scales are coined as: Sensing – Intuitive, Visual – Verbal, Active – Reflective, and Sequential – Global.Each learning style dimension has associated with it eleven (11) forced-choice items, each with option, either 'a' or 'b', corresponding to one or other category / pole of the dimension (e.g. visual or verbal). The high percentage of conformity (72% to 88%) confirms the stability of learning styles items.

Revised Approaches to Studying Inventory (RASI) [Bengali adapted standardized version of Entwistle and Tait (1995)] consists ofsix dimensions namely, Deep Approach (10 items), Metacognitive Awareness of Studying (6 items), Strategic Approach (10 items), Surface Approach (10 items), Academic Self Confidence (4 items), and Lack of Direction (4 items). The values of Cronbachα's 0.843, 0.795, 0.775, 0.881, 0.832 and 0.789 respectively.

The Intrinsic Motivation Inventory (IMI)) [Bengali adapted standardized version of Deci-Ryan group (1985, 2000)] a multidimensional measurement device intended to assess participants' interest/enjoyment, perceived competence, effort, value/ usefulness, felt pressure and tension, and perceived choice and experiences of relatedness. It contains 52 items, both positive (41) and negative (11) encompassing all the seven dimensions. Internal Consistency of the test items byCronbach'sαs are being found 0.875, 0.893, 0.842, 0.879, 0.856, 0.877, 0.861 for the dimensions of 1) Interest / Enjoyment, 2) Perceived Competence, 3) Effort /Importance, 4) Pressure / Tension, 5) Perceived Choice, 6) Value / Usefulness, 7) Relatedness respectively.

Data Collection:

Data have been collected from the nine schools with the prior appointment by administering the ILS, IMI and RASI to each of the respondent. The sampling was incidental. Data were then processed and tabulated, and statistically treated to verify the research hypotheses to draw inferences leading to conclusions.

RESULTS AND INTERPRETATION

Relationships of sub-scales of Approaches to Studying (AS) with Learning Styles and Intrinsic Motivation with Learning Style:

A brief discussion about the relationships of Learning Styles and Approaches to Studying (AS) with its six scales selected for the study has been made below. Approaches to Studying have six sub-scales like Deep Approaches to Studying (DA), Metacognitive Awareness of Studying (MAS), Strategic Approach (STR), Surface Approach (SUR), Academic Self Confidence (ASC), and Lack of Direction (LOD), all in context of studying.

Here, the students have been subdivided into three groups labeled as high, middle, and low in all the six sub-scales of Approaches to Studying. The high group belongs to upper 25% of the score distribution; low group belongs to lower 25% of the score distribution; and the rest has been clubbed in the middle group. For example, Activity and DA (High, Middle, Low) and Reflectivity and DA (High, Middle, Low).

Further, the relationship of Intrinsic Motivation (High, Middle, Low) with Learning Style are also made for the study. Only significant value are given in Table-1

TABLE-1 -Significant Association of Dimensions of Learning Style and OtherSelected Variables

Learning Style	Other Variables	$\chi 2$
Activity – Reflectivity	DA (Deep Approach) IM (Intrinsic Motivation)	10.22 10.68
Sensory – Intuitive	STR (Strategic Approach) SUR (Surface Approach)	8.25 6.68
Visual – Verbal	LOD (Lack of Direction) IM	6.01 7.03
Sequential – Global	SUR IM	7.73 7.23

It is found from Table-1 that the association between the a) Activity-Reflectivity Learning Style and Deep approach (DA), b) Sensory-Intuitive Learning Style and Strategic Approach (STR), c) Sensory-Intuitive Learning Style and Surface Approach (SUR), d) Sequential-Global Learning Style and SUR, and e) Visual-Verbal Learning Style and Lack of Direction (LOD) are statistically significant ($\chi 2 =$ 10.22, 8.25, 6.68, 7.73 and 6.01 respectively) at 0.05 level for df = 2.

Thus, the above findings lead to conclude that the concerned null hypotheses $^{H}o_1$ is partially rejected at 0.05 level.

Therefore, the emerging conclusions are that only the Activity-Reflectivity Learning Style and DA, Sensory-Intuitive Learning Style and STR, Sensory- Intuitive Learning Style and SUR, Sequential-Global Learning Style and SUR, Visual-Verbal Learning Style, and LOD are dependent or maintaining some relationships.

The statistically significant association is also found (from Table- 1) at each segment of analysis related to independence of Activity-Reflectivity Learning Style and IM, Visual-Verbal Learning Style and IM, and Sequential- Global Learning Style and IM. The obtained Chi-square values are 10.68, 7.03, and 7.23 respectively, for df = 2 at 0.05 level of significance. But the relationship between Sensory/Intuitive Learning Style and IM is found not significant as the obtained Chi-square value is not significant at 0.05 level.

Thus, the above findings lead to conclude that the concerned null hypotheses $^{H}O_2$ is partially rejected at 0.05 level.

Therefore, the conclusions are that the Activity-Reflectivity Learning Style and IM, Visual-Verbal Learning Style and IM and Sequential-Global Learning Style and IM are dependent or maintaining some relationships, and Sensory-Intuitive Learning Style and IM are independent.

As the obtained Chi-square values found significant, the significant relationships have been further probed. In order to analyze these relationships more deeply, significance of mean differences have been studied on the basis of their performance on DA; STR; SUR; LOD; and IM. The concerned results have been depicted bellow:

TABLE-2-Significant Values of Critical Ratio of the different levels of Variables

AndLearning Styles

Variables / Learning Styles	DA	STR	SUR	LOD	IM
Activity / Reflectivity	Total Gr. CR = 1.96 (Ref >Act)				All groups (Act >Ref)
Sensory / Intuitive		All groups (Int>Sen.)	Almost no difference is found in all the three levels		
Visual / Verbal				All Groups (Ver>Vis)	All Groups (Vis>Ver)
Sequential / Global			Total Gr. CR = 2.38 (Glo>Seq)		High Group CR = 2.07 (Seq>Glo)

Further, the results reveal in Table- 2 that:

1) the mean of DA of the total sample with Reflectivity Learning Style is significantly higher (CR = 1.96, df = 474, $p< 0.05$) than that of the students with Activity Learning Style;

2) the subjects at the three levels of STR have exhibited slightly more preference for Intuitive Learning Style than the Sensory Learning Style;

3) the Sensors and the Intuitors do not differ at all levels of SUR. They are almost equally prone to adopt Surface Approach to Studying,

4) the mean SUR of the whole group with respect of Global Learning Style is significantly higher (CR = 2.38, df = 474, $p<0.05$) than that of the students of Sequential Learning Style;

5) the Verbal learners appear more prone to Lack of Direction for high, low and the total group, but reverse case is found in respect of middle group.

Further, from Table- 2 the results reveal that:

1. the Active learners have comparatively higher mean of IM in cases of high, low and total groups, while Reflective learners have slightly higher mean in middle IM group;
2. the mean differences of IM between the Visual and the Verbal learners are not found significant in any of the four groups;
3. subjects with high IM significantly prefer Sequential Learning Style than the Global Learning Style (CR = 2.07, df = 126, $p<0.05$);

Conclusion:

1. **Reflective learners** have preferred **deep approach** to studying
2. **Intuitive** learners have slightly more preferred **strategic approach**
3. **Global learners** have preferred **Surface Approach**
4. **Verbal learners** feel **lack of direction** in their studying
5. **Intrinsically motivated students** have preferred **activity, visual**, and **sequential** learning style

IMPLICATION

The reflective learning style is related to **deep approach to studying** (DA), one important component of approaches to studying. This has made a theoretical linkage between two separate lines of research independently emerged in USA (Felder and his associates) and Entwistle and his predecessors and contemporaries in Europe. That the reflective learner who prefer learning through thinking, not doing thing, are found preferring more deep approach to studying for making personal meaning of the content of learning. From pedagogical point of view this findings bears a special stamp in our present information age. Instructional design needs to provide open-ended problems and exercises so that students get stimulation to absorb in the task and attempt to study and learn fully by putting both analytic and synthetic skills of thinking.

The above finding is linked to other results of the study which show that **strategic approach** (monitoring one's study effectiveness with meta-cognitive alertness and self-regulation) is related to intuitive learning style characterizing one's preference to abstract materials and learning through memory, reflection and imagination.

The relation linking Global learning style and **surface approach to studying** is significant. This seems apparently contradictory as learning materials in holistic leaps does not come in rapidly, rather in a slow process and demands of the course work in a limited span of time with a desire to earn good grade, the learners take resort to surface approach to

studying as they get materials in chunks sequentially either from classroom lecture delivery or from other notes not covering the entire logical big picture of the information. If teaching – learning process exercised in the classroom gives due weightage to global learning experience to the learners they may at times switch over to deep approach to studying for better comprehension of the subject matters. This indicates a vital direction to change to be taken in the mind of the classroom teachers.

The Verbal learners are found to experience **lack of direction** (LOD) for studying. This needs to address. Normal classroom is more inclined to verbal inputs written or spoken words, not visuals like pictures, graphs, maps, diagrams or group discussions and probably the learners are experiencing lack of direction for studying.

Besides Sensory-Intuitive, all other learning style dimensions are related to **intrinsic motivation** and this association gives us clue the importance of intrinsic motivation in the research of learning style. No previous study has taken this issue. Active learners and the Sequential learners are found closely related to higher intrinsic motivation. And Visual learners are somehow related to intrinsic motivation. Therefore, new venture needs to be taken in the instructional programme for initiation and sustention of intrinsic motivation in teaching- learning process.

REFERENCE:

Coffield F, Moseley D, Hall E., and Ecclestone, K. (2004). Learning styles and pedagogy in post-16 learning: a systematic and critical review. Learn Skills Res Centre: 1–205.

Deci, E. L., and Ryan, R. M. (1980). Self-determination theory: When mind mediates behavior. Journal of Mind and Behavior, 1, 33–43.

Deci, E. L., and Ryan, R. M. (1985b). Intrinsic motivation and self-determination in human behavior. New York: Plenum.

Deci, E. L., and Ryan, R. M. (2000). The ‘‘what’’ and ‘‘why’’ of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11, 227–268.

Dillon, C., Greene, B., and Mansell, R. (2005). Paper was published in the Proceedings Book of the 3rd International Conference on Multimedia and Information and Communication Technologies in Education, m-ICTE2005, Recent Research Developments in Learning Technologies.

Entwistle, N. J, andRamsden, P. (1983). Understanding student learning. London: Croom Helm.

Entwistle, N. J. and Tait, H. (1990). Approaches to learning, evaluations of teaching, and preferences for contrasting academic environments. Higher Education, 19, 169-194.

Entwistle, N. J., andTait, H. (1995). The Revised Approaches to Studying Inventory. Edinburgh: University of Edinburgh.

Entwistle, N., McCune, V., and Walker, P. (2001). Conceptions, styles, and approaches within higher education: Analytic abstractions and everyday experience. In R. J. Sternberg & L.-F. Zhang (Eds.), Perspectives on thinking, learning and cognitive styles. Mahwah, NJ: Erlbaum Associates.

Felder, R. M., and Brent, R. (2005). “Understanding Student Differences,” Journal of Engineering Education, Vol. 94, No. 1, pp. 57-72.

Felder, R. M., and Soloman, B.A., (2001). Index of Learning Styles Questionnaire, North CarolinaStateUniversity, Online at:
http://www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/ILS-a.htm.

Keefe, J. W. (1979). "Learning Style: An Overview." Ed. J.W. Keefe Student learning styles: Diagnosing and prescribing programs Reston, VA: National Association of Secondary School Principals, 1-17.

Richardson, John T. E. (2005). Students' approaches to learning in higher education. Educational Psychology, Vol 25(6), 673-680.

EFFECT OF MOBILE PHONES ON HUMAN LIFE IN MODERN ERA

Subhajit Bhattacharya

Introduction

A mobile phone (also known as a cellular phone, cell phone, hand phone or simply a phone) is a phone that can make and received telephone calls over radio link while moving around a wide geographic area. It dose soby connecting to a cellular network provided by mobile phone operator, allowing access to the public telephone network. By contrast a cordless telephone is used only within the short range of a single, private base station.

History of Mobile

Martin Copper of Motorola made the first publicized handheld mobile phone call on a prototype Dyna TAC model on April 4, 1973.

A hand-held mobile radiotelephone is an old dream of radio engineering. In 1917, Finnish inventor Eric Tigerstedt filed a patent for what he described as a Pocket size folding telephone with a very thin carbon microphone". Among other early descriptions is one found in the 1948 science fiction novel *Space Cadet*by RebertHeinlein. The protagonist, who has just travelled to Colorado from his home in lowa, received a call from his father on a telephone in this packet. Before leaving for earth orbit, he decides to sip the telephone home since is was limited by its short range to the neighbourhood of an earth side (i.e. terrestrial) relay office." The years later, an essay by Arthur C. Clarke envisioned a "personal transceiver, so small and compact that every man carried one". Clarke wrote : "the time will come when we will be able to call a person anywhere on Earth merely by dialling a number." Such a device would also, in Clarke's vision, including means for global positioning so that "no one need ever again be lost." In his 1962 Profiles of the Future, he predicted the advent of such a device taking place in the mid-1980s.

The Motorola Dyna TAC 8000X. First commercially available, handheld cellular mobile phone, 1984.

The first handled mobile cell phone was demonstrated by Motorola in 1973. The first commercial automated cellular network was launched in Japan by Nippon Telegraph and Telephone in 1979. In 1981, this was followed by the simulatenous launch of the Nordic Mobile Telephone (NMT) system in Denmark, Finland, Noway and Sweden. Several other countries then followed in the early to Mid-1980s. These first generation (IG) systems could support far more simultaneous calls, but still used analog technology.

In 1991, the second generation (2g) digital cellular technology was launched in finland by Radiolinja on the GSM standard. This sparked competition in the sector as the new operators challenged the incumbent IG network operators.

Ten years later, in 2001 the third generation (3G) was launched in Japan by NTT DoCoMo on the WCDMA standard. This was followed by 3.5 G, 3G+ or turbo 3G enhancements based on the high speed packet access (HSPA) family, allowing UMTS networks to have higher data transfer speeds and capacity.

By 2009, it had become clear that at some point, 3G networks would be over whelmed by the growth of bandwith intensive applications like streaming media. Consequently, the industry began looking to data optimized fourth generation technologies with the promise of spped improvements up to 10-fold over existing 3G technologies. The first two commercially available technologies billed as 4G were the WiMAX standard (Offered in North America by Sprint) and the LTE standard, first offered in Scandinavia by TeliaSonera.

Positive Impact of Mobile Phone

In this Era, mobile phone has become fashionable to every body since it is very handy: with a mobile phone in our hand we can solve many issues and keep most of information around the world. Mobile phones assist you to the lot of business such as, make schedule of working, and keep in touch with their customers. Initially, when they first came out mobile phones were only useful for communicating; now they are of multiple uses by them.

With the arrival of sophisticated mobile phone it can be used for entertainment purpose also.

Any Time and Any Where

The mobile phones are one of the most essential parts of our life. It is used to the linked with our loved ones in any where. A few years back to make a call (STD or ISD) to your friends or relatives we have no stand in the queue. Now, days with help of mobile phones to make a call to your loved person staying even seven seas faraway.

Short Message Service (SMS)

Initially we don't know how the SMS it will be work. At the time we can make a call and talk straightway. But today the SMS revelations are most widely used service across the world.

In many situations we aren't attend a call, at the time we have to do simply send an SMS and without talking, your message has been delivered.

SMS is most frequently used for text message between the friends and co-worker. The subscription SMS Service can transmit weather, news, sports update and stock quotes to the user phone. To collect your business report for employees of sales inquiries, service stops and other information with the help of SMS Services.

Emergency

If we met with any emergency calls to police department, fire department of ambulance even no coverage of area some emergency call it will be allowed (example 101.111, calls are allowed). To make use of mobile phones to transfer very important signs such as electrocardiogram (ECG) and heart rate have increased instead of early mobile medical system using satellites to establish communications between remote sites and base hospitals.

To Improve your Trading

Mobile phones are more useful in trading. With the help of mobile phones, we can in touch with your employees and customers in continuously and get to know about essential information and need with respect to development of your trading.

Navigation in your hand

In this new era the recent mobile phones are equipped navigation GPS, GPRS systems. With the help of this system we can find our relatives and friends at any time any where they are GPRS effectively utilize by the public as well as by the government authorities to locate any moving vehicles where they are running at the instant of time.

Mini PC

The internet facilities and some operating systems are equipped in the latest mobile phone. These types of mobile phones are equivalent to mini computer. So, we don't need to wait for the newspapers. We can simply access the internet on your mobile phone and get to know about the latest news, your e-mails, movie show and a lot of message we have to download it and sharing the message to your friends also. Using the mobile phone we have to purchase the tickets (railways, air, cinema, etc.) and also to know about the status of these tickets. With

the facilitate of mobile phone instance we make payment to the electric city bill, property tax, water tax, etc. so, we can save the time also.

Help in legal matters

Now days with the help of mobile phones the police caught lot of criminals. The police can track a criminal via tracking systems the place where his mobile phone is using GPS and also checking a cell phone's call records give essential (vital) information to the defense forces about the criminals.

Entertainment

With a Mobile phone in your hand picture, movie, chatting to your friends, to view your favourite social netwoerking site such as Face book, MySpace, Twitter, or Utube. So, you don't need a TV or PC to get entertained. It is all in your upgraded latest phone.

Transfer of Data

Mobile phones are equipped with infrared and Bluetooth technologies which allow you to transfer data to one mobile to the other equipment like message, business card, pictures, music and even video just in span of seconds.

Easy Way of Communication

What the mobile phones are meant for? Yeah, you answered it right for communication. So the first and foremost role that mobile phones play in our lives is that they provide us an easy and fast way of communication. Go wherever you want, whenever you want; your mobile phone will stay you connected with all. Got an important message for your friend/family member ? Just send instant SMS or call straight way and make your important message reach the intended person in no time. Simple!

Internet Access & Social Media :

The internet is one of the biggest blessings to man by technology. One just cannot imagine the life without the internet. Everyone likes/wants to stay connected with the internet all the time. Thanks to the mobile phones that make it possible. The mobile phones let users enjoy the social media on the go. A major part of modern world is addicted to social networking sites. Mobile phones let them be active in social media on the move.

Mobile Phones Save Money

Yes, they do just buy mid-range or high-end mobile phone, and ultimately, you become proud owner of many gadgets, the gadgets that are packed in the mobile phone. For example, by buying mobile phone, you don't need to spend money on a home phone, you don't need to buy any music or video player, you don't need to buy radio etc. if the mobile phone is high-end, then you need not to buy gaming console and maybe a computer as well.

Mobile Phone Ensure Safety

The mobile phones provide us security. How ? Well, to understand this better, just consider any situation in which you urgently need to contact fire brigade or police. What would you do in such case ? The landlines are not available everywhere, but the mobile phones do. Just take your mobile phone out, dial the number and that's it. Your one good step of bying mobile phone will prove as great money saver for you.

Mobile Phones Helps in Business

Got an important message for your client or employee ? Pickup your mobile phone and communicate with the intended person straight away. Since businesses required constant

communication, so one just can't imagine any business without the use of mobile phones. And with all those new smart phones available in market these days, a businessman can organize the schedule and set reminders, so he does not forget any important meeting. Mobile phones come packed with lot of business apps which makes their life easier. Thus mobile phones are like a boon for businesses.

So, folk! These are the main benefits of having mobile phones in our life. Now it's your turn, tell us why Mobile phone is important for you in the comments below.

Beneficial in studies

If you are using a smart phone, you can take advantage of it in your studies or your business. The smart phones which come with android, apple iOS and windows phone operating system come with educational apps which can be used while you are in college. If you are into business you can install applications like skype which will help you in communicating with your clients on the go.

Keeping in Touch

Cellphones make it easier than every before to contact family and friends, especially for users who do a lot of travelling. No less thatn 65 percent of American adults believe that their cellphone makes it a lot easier to stay in touch with the people they care about, according to Pew Internet's 2012 survey. Cellphone based services like SMS and instant messaging encourage communication between individuals through their convenience alone, allowing users to stay in more or less constant contact.

Negative impact of Mobile phone

The use of Mobile phone is increasing day by day. Today mobile phone is one of the major necessity of life. But in spite of all its benefits and plus points mobile phone use her very dangerous and destructive effect on our society. It has totally disturbed the structure and foundation health and environment of our society Health and Environment. The major and most destructive effects of mobile phone are given bellow.

Wastage of time and money

People are wasting lot of their time in sending unnecessary sms (messages) to one another through their mobile phone. This is totally wastage of time and money.

Negative effects on students

Students do not give proper time to their studies and waste their time in palying games, listening music, watching videos and reading messages on their mobile phones.

Negative effects on Teenagers

Parents are not aware about the activities of their children. Teenager's boys and girls communicate each other through their mobile phones and do negative kind of activities. This is very dangerous and major negative impact of mobile phone on your society. Our new generation is totally destroyed by this negative aspect of mobile phones.

A Communication Tool for Criminal purposes

Mobile phones now becoming a major communication tool for criminal's activities. People are using this fastest communication for terrorism and other kind of criminal activities. We must over come these negative impacts of mobile phone use on our society otherwise our society and new generations will completely destroy.

Negative effects of mobile phone use on our health

Mobile phones especially poor quality mobile phones have a great negative effects on our health. The radiations emerged from these mobile phone cause many serious health issues. According to a new research mobile phones are greatly contaminated with different types of microorganisms especially bacteria which cause a lot of diseases.

Negative effects of Mobile Phone use on our environment

Mobile phones use as a dangerous effects on our environment including birds, mammals and pet animals.

It has been observed that the animals which are more exposed to radiations emerging from these mobile phones or towers have many abnormalities as compared to those who are not exposed to these types of radiations.

Heart risks

According to a report published in European Journal of Oncology, radiation from cordless phones (including mobile phones) can cause irregularities in normal functioning of heart. It was found that cell phones emit radiation which forces red blood cells to drop haemoglobin. The haemoglobin then builds up in the body and this can result in health complications including heart diseases. Probably that is why whenever you keep the cell phone in the front pocket of your shirt; some elderly person will tell you not do so! People with a pacemaker are strictly forbidden by the cardiologist to keep the phone near their heart.

Reduced fertility

That ringing in your pocket might turn out to be death knell for your sperm, says a research. Several studies have shown that men who excessively use cell pone have suffered from slower or damaged sperm and decreased sperm concentration. One reason could be mobiles heat up when in use and so they increase the temperature in and around crotch. This is not good for sperm health as they survive in temperatures less than 4 degree the body temperature. Another reason could be the electromagnetic Frequency (EMF) emitted by both the mobile and your body FMFs emitted by mobiles penetrate your body hindering the useful EMFs emitted by your body which in turn leads to abnormal sperm. In the nutshell, excessive use of mobiles soul come in way of your desire of cute kids.

Loss of Hearing

The radiation emitted by cell phones can damage delicate workings of the inner ear. People who are subjected to long-term mobile phone use are at a higher risk of developing hearing loss. Today, there are ever increasing numbers of people between 18 and 25 years suffering from hearing loss. Doctors consider excessive use of cell phones and other gadgets a major reason behind it. A person who spends more than two to three hours on the cell phone every day runs the risk of partial deafness over three of vie years. Apart from trying to reduce the mobile phone use. Slow down the ringer volume. Avoid hearing too much music on the phone.

Brain cancer

Cell phone radiation may be slowly damaging your brain. Using a unique technique for determining electromagnetic radiation, researchers came to a conclusion that the radio-frequency field generated by your cell phone triggers heating up of brain tissue. The fact proves that your brain absorbs the radiation emitted by your mobile. The World Health Organization has classified these radio-frequency fields as possibly carcinogenic. This means

that the exposure to them may cause an augmented risk of brain cancer. I know it's totally impossible in today's tech scenario to get rid of your cell phone. One can only aim to minimize it's usage by switching it off whenever possible. Also keep the phone away from you while you are sleeping. It will be good for your health.

Eye problems

The combination of holding your phone too close to your eyes along with staring at its viciously small font can lead to eye strain, headaches, dry eye and blurred vision. This has been proved by the collee of optometry research from the SUNNY State.

As a mesure of prevention, increase the front size to twice the smallest size you're able to read. Also maintain a distance of at least 16 inches between the mobile screen and your eyes. If you're reading for longer time (More than a few minutes), take a regular 20 second breaks.

Increased stress

You bought your pone so you will be reachable 24 x 7. Consequently you never have the time to relax. Why ? Because you are never inaccessible. You are constantly expecting someone to access you via your cell phone. This is building up the stress (You don't realize it though!). in fact, a University of Worcester study showed that this constant stress can actually make people believe that their phone just vibrated from a new call or message when in reality it didn't ! Start by switching off your phone for an hour every day. It would help you to unwind.

Risks to the Unborn

Another Research says that usage of Cell Phones during pregnancy slows down the rate of brain development of the fetus or may lead to hyper activity. In a renowned research, there were two cages of pregnant mice one with a mobile phone and the other without it. When the mice gave birth the offsprings of the two cages remarkably differed. The progeny of the mice who were kept in the cage with cell phone were more active and their memory was lesser than those born of the mice in the cag without mobile phones. The scientist had enough biological reasons to explain that why and how the results could be duplicate din humans !the rise in behavioural disorders in children these days could be partly attributed to the fact that their mothers must have used Mobile during pregnancy. Also, radiations emitted by mobile phone can lead to miscarriage. One should avoid cell phones during pregnancy and in case of the necessity; the safest bet is to keep it as far as possible.

Neurodegenerative disorders

The harmful radiations emitted by the cell phones can damage DNA, DNA damage in brain cells can affect neurological functions. This can possibly lead to neurodegenerative diseases. The radiations from mobiles have been tested to reduce melatonin levels which can cause neurological disorders. Also it has been scientifically proven that exposure to Electromagnetic radiations emitted from a mobile phone can cause sleep disorders and neurodegenerative diseases like Alzheimer's and Parkinson's disease.

Bad impact on studies

It is true that mobile phones can help students in studies but only if they use them wisely. Most of the students become additive to mobile phones and are found playing games, chatting with their friends and watching movies and other stuff. If students are busy keeping

their eyes on their mobile phones at all times they won't get time for studying which would lead to poor grades.

Health issues and accidents

Mobile phones lead to a lot of accidents. A lot of people do their daily work, drive while taking on mobile phones. There is high risk of accident if you are talking on the mobile phone and driving as you are giving your half attention to the mobile call and are having half attention on the road.

Research studies have also claimed that mobile phones have a negative impact on health of an individual. If you are using mobile phone for long hours daily it might led to serious health issues.

Conclusion:-

Cell phones have brought on a whole new age of technology and they do make life more convenient in terms of communication. However, the side effects of cell phones and the distractions that they are cause many dangerous and unhealthy situations to occur. Cell phones cause brain damage, car accidents, and are distractions at school. On top of that, they are also huge threats to the environment. When comparing the health of ourselves and our world to convenience, our world is more important. For these reasons, we have proved our point that Cell phones do more Harm than Good.

References:

G. Murugaboopathi, G.Sankar, T.Parveen – *Impact of Mobile phones on human life cycle (April-2013)*

2.Geoff Rilev – Mobile phones- *The impact on the economy, Society and our personal live (September2013)*

Hocking B.Preliminary repart : *Symptoms associated with mobile phone use, (Occup Med-1998)*

Laura Jerpi – *Mobile phones and society How being Constantly connected Impact our lives*.

Harvey May and Greg Heaven – *The mobile phone as media, (June- 2005)*

Conclusions on Mobile phones and Radio frequency fields :- European Commission (December-2008 News)

Positive and Negative impact of cell phones :- (News)

Lizette Borreli- *5 reasons why cell phones are Bad for your Health (July- 2013)*

Bad Effect of cell phones on Health :- (News)(List Dose)

Andy Walton – *The cell phone: Positive impacts on our society.*

WOMEN'S EMPOWERMENT IN INDIA AND EMPOWERING WOMEN THROUGH EDUCATION

Ruma Acharjee,
Student, Shimurali Sachinandan College of Education,
Shimurali, Nadia,West Bengal

Introduction:

Women are the vital element of society. Today, they are not merely wives and mothers, but also leaders of our society and perhaps the major machineries of civilization. Women have been regarded as the nuclei of a nation and the builder and modular of its destiny. The position and status of women in any society is an index of the socioeconomic and cultural achievement of that society. However unfortunately, women were treated as less-than-equal to men in many ways. Many where they are not allow to take their own decision or to work in many jobs. In the status of women in India has been characterized by low female literacy, distressing health, nutritional deficiencies and declining share to the total population. The development of a society depends a lot on the status of women in that society particularly when the nation aspires to achieve the target of holistic development and inclusive growth.

Empowerment is a multifaceted process, which encompasses many aspects enhancing awareness, increasing access to economic resources and greater involvement in social and political issues. Empowerment of women is essentially the process of upliftment of economic, social and political status of women, the traditionally underprivileged ones, in the society. It is the process of guarding them against all forms of violence.

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population.

"If you educate a man you educate an individual, however, if you educate a woman you educate a whole family. Women empowered means mother India empowered".
_ PT. JAWAHARLAL NEHRU

Objective of the study:

1. To know the impotents of women empowerment.
2. To study the present status of women empowerment in India.
3. To study the women empowerment through education.

Research methodology:

This research paper is basically descriptive and analytical in nature. The data used in it is purely from secondary sources according to the need of this study.

Women Empowerment:

The Oxford American Dictionary defines "empowerment" as "to make (someone) stronger and more confident, esp. in controlling their life and claiming their rights." It means to give women power and help them face the challenges of being a woman in society.

Women empowerment is a process of enabling women to have access and make productive contributions to their economic independence, political participation and social development. Empowerment enables the individuals to realize their identity and powers in all spheres of life. It consists of greater access to knowledge and resources, greater autonomy in making

decisions or free from the shackles imposed on them by custom, belief and practices in the society.

As per the latest Census of India, women constitute 48.49%of the country's population and about 90% of the informal sector. Women are mostly venerated and found valuable. Yet they are often invisible in the development scenario. It is said that between the rhetoric of women's empowerment and the reality of decreasing fund allocation for schemes related to women's health, education etc. lie the story of women's development in India. Denial of access and opportunities to rightful place, possession and position to women begins from home and extends beyond to schools and other institutions of learning and work. Differences in avenues to growth and development thus, become issues. The issues become areas of concern, not just for women, but for the entire society.

Important of Women Empowerment

***1. Under-employed and unemployed*:** Women population constitutes around 50% of the world population. A large number of women around the world are unemployed. The world economy suffers a lot because of the unequal opportunity for women at workplaces.

2. Equally competent and intelligent: Women are equally competent. Nowadays, women are even ahead of men in many socio-economic activities.

3. Talented: Women are as talented as men. Previously, women were not allowed higher education like men and hence their talents were wasted. But nowadays, they are also allowed to go for higher studies and it encourages women to show their talents which will not only benefit her individually but to the whole world at large.

4. Overall development of society: The main advantage of Women Empowerment is that there will be an overall development of the society. The money that women earn does not only help them and or their family, but it also help develop the society.

5. Economic Benefits: Women Empowerment also leads to more economic benefits not to the individuals but to the society as well. Unlike earlier days when they stayed at home only and do only kitchen stuffs, nowadays, they roam outside and also earns money like the male members of the society. Women empowerment helps women to stand on their own legs, become independent and also to earn for their family which grows country's economy.

6. Reduction in domestic violence: Women Empowerment leads to decrease in domestic violence. Uneducated women are at higher risk for domestic violence than an educated women.

7. Reduction in corruption: Women empowerment is also advantageous in case of corruption. Women empowerment helps women to get educated and know their rights and duties and hence can stop corruption.

8. Reduce Poverty: Women Empowerment also reduces poverty. Sometimes, the money earned by the male member of the family is not sufficient to meet the demands of the family. The added earnings of women help the family to come out of poverty trap.

9. National Development: Women are increasingly participating in the national development process. They are making the nation proud by their outstanding performances almost every spheres including medical science, social service, engineering, etc.

Obstacles to women empowerment

Violence:Violence is the prime factor which opposes women's empowerment. Physical, emotional, mental torture and agony are deep rooted in the society from ancient times which are responsible for decline in female sex ratio.

Gender inequality: Women empowerment is not only limited to economic independence of women; gender equality is the other side.

- ***Family restrictions***: Illiterate guardians who are not willing to send their female children's to educational institutions.
- ***Early marriages:*** Early marriages results in dropouts from school. Lack of awareness on female education is also one of its causes.

Actions Taken to Empower Women

Millennium Development Goal

The United Nations Development Programme constituted eight Millennium Development Goals (MDG) for ensuring equity and peace across the world. The third MDG is directly related to the empowerment of women in India. The MDGs are agreed-upon goals to reduce certain indicators of disparity across the world by the year 2015.The third MDG is centre towards promoting gender equality and empowering women: "Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education by no later than 2015"

While India's progress in this front has been brave, there are quite a few corners that it needs to cut before it can be called as being truly revolutionary in its quest for understanding what women empowerment is. As UNDP says:-India missed the 2005 deadline of eliminating gender disparity in primary and secondary education. However, the country has hastened progress and the Gender Parity Index (GPI) for Gross Enrolment Ratios (GER) in primary and secondary education has risen. Given current trends, India is moderately or almost nearly on track. However, as the Government of India MDG Report 2009 notes, "participation of women in employment and decision-making remains far less than that of men, and the disparity is not likely to be eliminated by 2015." Achieving GPI in tertiary education also remains a challenge. In addition, the labour market openness to women in industry and services has only marginally increased from 13-18 percent between 1990-91 and 2004-05.The website allows for online submission of complaints and fast redressal exclusively for women. Additionally it is also a good resource of information for women and the Commission is committed to helping out women in need

Government Schemes

Government of India has been launched many schemes for Women Empowerment. Following are the few of them:-

Central Social Welfare Board (CSWB), 1953

This scheme launched to promote social welfare activities and appliance welfare programmes for women and children through spontaneous organizations.

Short Stay Home for Women and Girls (SSH), 1969

This scheme provides temporary residence to women and girls who are in social and moral danger due to family problems, mental strain, violence at home, social ostracism, exploitation and other causes.

RashtriyaMahilaKosh (RMK), 1993

This scheme created by the government of India with the purpose to provide the loan to poor women to begin small businesses.

Mother and Child Tracking System (MCTS), 2009

This program helps to monitor the health care department to ensure that all mothers and children have access all the required services and medical care, during pregnancy and delivery. Also the system maintains a database of all pregnancies registered and all births from 2009, December.

Indira Gandhi MatritvaSahyogYojana Conditional Maternity Benefit plan (IGMSY-CMB), 2010

This scheme sponsored by the Central Government for pregnant women age 19 and over for their first two live births. This program provides money to help better health and nutrition of

the pregnant women. The beneficiary gets 4000/- in 3 installments. Any government employee doesn't come under this scheme.

Priyadarshini, 2011

Priyadarshini is a pilot programme for Women Empowerment. This scheme offers women in seven districts, access to self-help groups and promotion of livelihood opportunities.

Rajiv Gandhi Scheme for Empowerment of Adolescent Girls – Sabla (RGSEAG), 2012

This scheme targets adolescent girls of 11 – 18. The scheme offers a package of benefits for improving their health and nutrition. This program offers many services on central level to help women to become Self Supporting, to get nutritional supplementation, education, education of health, life skills and various types of vocational training.

Ministry for Women & Child Development

The Ministry for Women & Child Development was established as a department of the Ministry of Human Resource Development in the year 1985 to drive the holistic development of women and children in the country. In 2006 this department was given the status of a Ministry, with the powers to:-

Formulate plans, policies and programmes; enacts/ amends legislation, guiding and coordinating the efforts of both governmental and non-governmental organizations working in the field of Women and Child Development.

It delivers such initiatives such as the Integrated Child Development Services (ICDS) which is a package of services such as supplementary nutrition, health check-ups and immunization. As mentioned earlier, the empowerment of women begins with their safety and health and this Ministry is committed to providing them.

Swayamsidha Programme

Additionally, the Ministry is also implementing the Swayamsidhaprogramme – an integrated scheme for the empowerment of women at a total cost of Rs. 116.30 Crores. Core to this programme will be the establishment of women's self-help groups which will empower women to have increased access to all kinds of resources that they are denied, in addition to increasing their awareness and skills. This programme will benefit about 930000 women with the setting up of 53000 self-help groups, 26500 village societies and 650 block societies.

National Commission for Women

The National Commission for Women is a Department within the Ministry of Women and Child Development. It was set up exclusively to help women via the Constitution – by reviewing Legal and Constitutional safeguards for women, recommending remedial legislative measures, by facilitating quick redressal of grievances and by advising the Government of India on all policy matters affecting women. Support to Training and Employment Programme (STEP)

The **Ministry of Women and Child Development** has launched this programme with the aim of developing skills of women for self and employment. The main targets of this scheme are rural women and urban poor. This scheme provides funds to help the women and poor. Funds are released to NGOs and not to the State Governments.

National Mission for Empowerment of Women (NMEW)

The Indian Government has also launched the National Mission for Empowerment of Women (NMEW) for comprehensive empowerment of women. This is a centrally sponsored scheme, coordinating all the women's welfare and socio-economic development programmes across ministries and departments. The Mission contributes to empowering women socially,

economically, erase crime and violence against women, to educate women, establishment of policies and programmes and spreading awareness.

Women Education:

Education is important for everyone, but it is especially significant for girls and women. This is true not only because education is an entry point to other opportunities, but also because the educational achievements of women can have ripple effects within the family and across Reviews of Literature generations. Investing in girls' education is one of the most effective ways to reduce poverty. Investments in secondary school education for girls yield especially high dividends.

Girls who have been educated are likely to marry later and to have smaller and healthier families. Educated women can recognize the importance of health care and know how to seek it for themselves and their children. Education helps girls and women to know their rights and to gain confidence to claim them. However, women‘s literacy rates are significantly lower than men‘s in most developing countries. Literacy and educational levels are increasing for Indian women still there is gap between male and female literacy rate which can be seen in the following Table.

Table 1: Literacy Rate in India

YEAR	PERSON	MALE	FEMALE
1901	5.4	9.8	0.7
1911	5.9	10.6	1.1
1921	7.2	12.2	1.8
1931	9.5	15.6	2.9
1941	16.1	24.9	7.3
1951	16.7	24.9	7.3
1961	24.0	34.4	13.0
1971	29.5	39.5	18.7
1981	36.2	46.9	24.8
1991	52.1	63.9	39.2
2001	65.38	76.0	54.0
2011	74.04	82.14	65.46

Source: *Census of India* (2011)

As Table 1 shows the pre-Independence time literacy rate for women had a very poor stream in comparison to literacy rate of men. This can be witnessed from the fact that literacy rate of women has risen from 0.7% to 7.3 % while the literacy rate of men has risen from 9.8 % to 24.9 % during these four decades. The literacy rate of male has almost tripled over the period e.g. 25% in 1951 and 82.14 % in 2011. Government has undertaken various programmes to increase literacy rate. Surprisingly the female literacy rate has increased at a faster pace than the male literacy during the decade 1981 -2011. The growth is almost 6 times e.g. 7.9 % in

1951 and 65.46% in 2011. From this analyses one can infer that only half of the female population are literates are wadding behind three fourth of the literate male population.

Women empowerment through education

"Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process."
—ICPD Programme of Action, paragraph 4.2

Women Empowerment is a global issue and discussion on women political right are at the fore front of many formal and informal campaigns worldwide. By educating women, economy of the country increases. It has been seen from the last few decades that involvement of educated women in various activities to help the country to move towards economic and social development.

- Female education is also contribute towards health and well-being of the family.
- By getting education, women also contribute to the national income of the country.
- The can afford to offer quality nutrition to their children.
- Educated women are considered active in politics as well.
- They know their rights and are able to defend themselves better.
- They raise voice against gender inequality

The concept of women empowerment was introduced at the international women conference at NAROIBI in 1985. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to women empowerment India is poised to becoming superpower, a developed country by 2020. The year 2020 is fast approaching; it is just 13 year away. This can became reality only when the women of this nation became empowerment. India presently account for the largest number no of illiterates in the world. Literacy rate in India have risen sharply from 18.3% in 1951 to 64.8% in 2001 in which enrolment of women in education have also risen sharply 7% to 54.16%. Despite the importance of women education unfortunately only 39% of women are literate among 64% of the man. Within the framework of a democratic polity, our laws, development policies, plan and programmes have aimed at women's advancement in difference spheres. From the fifth five year plan (1974 – 78) onwards has been a marked shift in the approach to women's issues from welfare to development. In recent years, the empowerment of women has been recognized as the central issue in determining the status of women. The National Commission of Women was set up by an Act of Parliament in 1990 to safeguard the right and legal entitlements of women. The 73rd and 74th Amendments (1993) to the constitution of India have provided for reservation of seats in the local bodies of panchayats and Municipalities for women, laying a strong foundation for their participation in decision making at the local level.

Conclusion

On the basis of above detailed analysis it could be concluded that there is no doubt about the essential need of empowering women through education. Now it is clear women should be highly educated to know their rights and duties and should be able to use their rights as per the need. Women's own perception of themselves and on their empowerment must be changed. They should also strive to change their image as weak, dependent, passive and try to become independent, active, strong and determined human beings. But it is also mandatory that there should proper implementations what policies are made and what government of India has made different programmes regarding.

References

Annual Status of Education Report-Rural, (2011). *Survey Results*. ASER Center, Pratham.

Gulati, S. (2006). Women Education in 21st Century, Jaipur: ABD Publishers

Gupta, N.L. (2003). *Women's Education Through Ages*. New Delhi: Concept Publications Co.

Heyzer, N. (2005). Making the links: women's rights and empowerment are key to achieving the millennium development goals 1. Gender & Development, 13:1,

International Review of Social Sciences and Humanities, *1*(2).

Mammen, Kristin and Christina Paxson. 2000, "Women's work and economic development." The Journal of Economic Perspectives 14(4):

Mamoon, D. (2006). Women's Empowerment through Education. [online].SDPI Research and News Bulletin. Vol. 13, No.2 & 3 (March-June 2006).

Maslak, M.A. &Singhal, G. (2008). The identity of educated women in India: Confluence or divergence. Gender and Education, Vol. 20, No.5,

Ministry of Home Affairs (2011). *Census of India 2001 and 2011*. Government of India.

National Council of Educational Research and Training.

Olufunke, A.M (2011). Literacy: A Potent Tool for Women Empowerment.

Rao, R.K. (2001). *Women and Education*. Delhi: Kalpaz Publications.

Verma, J. (2006). Gender, Girls and Women Education, New Delhi: MurariLal& Sons

www.slideshare.net/puneetsharma5688/women-empowermentpuneet-sharma

womeninislam.ws/en/status-of-women_indian-society.aspx

womenroleinsociety.blogspot.in/2010/06/status-of-women-in-indian-society.html

www.bu.edu/wcp/Papers/Huma/HumaSing.htm

www.civilserviceindia.com/subject/Essay/women-empowerment-challenges-and-prospects.html

EDUCATION SYSTEM IN ANCIENT INDIA – A STUDY

Dr. Sarmila Das
Asstt. Prof., Shimurali Sachinandan College of Education
Shimurali, West Bengal

The Ancient Indian history started with 'Aryan Invasion' and there ware frequents ups and downs of ruling dynasties, the most important ruling dynasties of this period were, the Maurian dynasty, the Kushana dynasty, the Gupta dynasty etc. But for a long time in Ancient India, Brahmanism and latter Buddhism dominated the society and the life-style of the Indian people. Not only that, these two religions also dominated education system of ancient India. The importance of education was realized in India from earlier times, and the total emphasis was laid upon the acquisition of knowledge. The ideal of education has been very grand, noble and high in ancient India. The individual was the chief concern of this education. India has a rich tradition of learning and education right from the beginning of time. The aims of education were to provide good training to young men and women in the performance of their social, economic and religious duties. Also preservation and enrichment of culture, character and personality development and cultivation of noble ideals were the other aims of education in ancient India

Ancient Education System in India had three simple process **– Shravana, Manana and Niddhyaasana**. 1**) Shravana** – listening to the truths as they fell from the lips of the teacher. This knowledge was technically called as Sruti (what was heard by the ear and not what was seen in writing). This is because the pronunciation is of utmost importance. If the pronunciations of the words differ, then the true meaning of the phrase or word will also differ. 2**) Manana** implies that the student needs to interpret himself the meaning of the lessons imparted by the teacher so that they may be assimilate fully. Reflecting upon what has been heard (shravana). This is to remove any doubts about the knowledge that has been received via shravana. **3) Nidhyasana** means complete comprehension of the truth that is taught so that the student may live the truth and not merely explain it by word. Knowledge must result in realization; meditating upon the essence of what has now been intellectually understood until there is total conviction.

In ancient India close relationship existed between the pupil and the teacher. The teacher used to pay individual attention on his students and used to teach them according to their aptitude and capability. Knowledge was imparted orally and the different methods of learning were-1) ***Memorization***– The preliminary stage of learning was learning by heart the sacred text through indefinite repletion and rehearsal by both the teacher and the taught.2) ***Critical Analysis***– This was another method in which knowledge was comprehended. It was through critical analysis that Sri Ramanuja and Sri Madhvacharya differed from their teachers on the interpretation of the Brahmasutra composed by Sri Shankara and later came out with their own interpretation of the Brahmasutra. Madhvacharya even made his teacher subscribe to his view which shows that gurus were open to new ideas and views articulated by their students. 3)***Introspection***– Sravana (listening), Manana (contemplation) and Nididhyasana (concentrated contemplation) of the truth so as to realize it was another method to study Brahma Vidya (Vedanta). 4)***Story telling***– The teacher used stories and parables to explain. This was the method Buddha used to explain his doctrines.5) ***Question and Answer method***– In this method the pupils used to ask questions and the teacher used to discuss at length on the topics and clear their doubts.6) ***Hands-on method***– For professional courses including medical science, students/apprentices used to learn by observation and through practical

method. 7)***Seminars***– The students also gained knowledge thought debates and discussions which were held at frequent intervals.

The preceptors were of two classes, namely Acharya and Upadhyaya. According to ancient literary texts the Acharya performs theUpanayana ceremony of the students, teaches him the Veda along with ritualistic literature and the Upanishads. But he does not work for the pupil for livelihood whereas the Upadhyaya teaches his pupil the Veda and the Vedic literatures for livelihood. The **Apastamba Dharma Sutra** proclaims that though the teacher is the sole guardian of the learner during his study, yet he cannot exercise arbitrary power. It declares that the educator cannot utilise the pupil's services for his own advantage. For the student's offences, he can punish him in the prescribed manner but not in any way he likes. According to the Apastamba-dharma sutra, a pupil should confidentially draw the attention of the teacher to any wrongdoing of the rules, meant for him, either purposely or unconsciously. The students are allowed to control the teacher by force from wrong-doing or to get him restrained by his father etc. Mahabharata mentions that students are allowed to desert his teacher who is arrogant, ignorant of his duty and resorts to a wrong course of action.

The educational institutions of this period were many and varied in character. In its simplest form in Brahmanic education system, one or more students took shelter in the house of a teacher. The students were brought up as members of the household and they looked upon the teacher and his wife as their father and mother. The school was a natural formation, not artificially constituted. It was a hermitage, amid sylvan (wooded) surrounding, beyond the distractions of urban life, functioning in solitude and silence. The pupil were imbibed the inward method of the teacher, the secrets of his efficiency, the spirit of his life and work, and these things were too subtle to be taught. Other two types of educational institutions were – i. Debating circles and Parishads of which the most famous products were the Upanishads, ii. Conferences of learned men, it was very often convened and patronized by the king. It seems in the early Vedic or Upanishadic times education was esoteric. But Brahmins got first preference to study the Brahmanic education and after them the other higher castes got chances.

A human being has surrounded by – spiritual and material words. By education men managed to get experiences and knowledge to live in those worlds perfectly. The object of the system of education was three fold: the acquisition of knowledge, the inculcation of social duties and religious rites, and above all, the formation of character. There were two types of knowledge, Para Vidya and Apara Vidya. In Mundakopanishada Angira says, "Rik, Sama, Yoju, Atharva Vedas, Siksha, Kalpa, Vyakaran, Nirukta, Chhanda, Jyotisha and everything like them belong to the category of Apara Vidya. Only that is Para Vidya which causes the attainment of the Parama Purusa." Not only the boys, but also there is ample and convincing evidence to show that women were regarded as perfectly eligible for the privilege of studying the Vedic literature and performing the sacrifices. Some of the hymns of the Rig-Veda were composed by very wise poetesses. Sage women were known as Rishikas and Brahmavadinis. Well known Rishikas were, Romasa Lopamudra, Apala, Ghosha, Paulomi, and others. Due to social upheavals and political turmoil, the freedom of women became shrank from the latter Vedic period.

The position of women in ancient India was vital. They used to take important decisions and were also allowed to choose their own husbands through the ancient system of "Swayamvara". A woman in the ancient society in India was respected and was given due importance in the society. The Vedas finds importance of the women philosophers and intellectuals of the Vedic Period. In the Vedic period, Women Education in Ancient India

was prevalent. Indian Women during the ancient times was said to be superior to men. The women in ancient India were given significance and they held a prominent position in the Indian society during that time. Access to education was easy for the women in ancient times. Through the massive Women Education in Ancient India several women seers and thinkers originated in ancient times such as Gargi and Maitreyi. Women enjoyed the tremendous right to education and teaching. The women intellectuals in ancient India gathered eminence by participating in educational debates and discussions in the assemblies of erudite persons.

There are some bright exceptions in this dismal picture. The role of women in Ancient Indian Literature is immense. Ancient India had many learned ladies. There were two types of scholarly women — the Brahmavadinis, or the women who never married and cultured the Vedas throughout their lives; and the Sadyodvahas who studied the Vedas till they married. Panini mentioned of female students' studying Vedas. Katyana called female teachers Upadhyaya or Upadhyayi. Ashoka got his daughter, Sanghamitra, inducted into preaching Buddhism. From the Jain texts, we learn about the Kousambi princess, Jayanti, who remained a spinster to study religion and philosophy. Often, Buddhist nuns composed hymns. Women did write Sanskrit plays and verses, excelled in music, painting and other fine arts.Women often enjoyed prominent roles in politics. Megasthenes mentioned the Pandya women running the administration. The Satavahana queen, "Nayanika ruled the kingdom on behalf of her minor son. So did Pravabati, daughter of Chandragupta II, on behalf of the minor Vakataka prince. A little after the Gupta period, queens used to rule in Kashmir, Orissa and Andhra. Princess Vijaybhattarika acted as the provincial ruler under the Chalukya King; Vikramaditya I. Women were provincial and village administrators in the Kannada region.

On the other side Buddhism arose as a part of protesting and reforming movement from 6th century B.C. Buddhist philosophy started to determine the contemporary education system. But the ultimate aim of Buddhistic education was to attain salvation by renunciation. It was mostly like the aim of Brahmanic education. The pupil of Buddhist education gathered not at the Guru's house but at the Sangha or at the Vihara. Prakit was the medium of instruction here. Buddhistic education challenged the predominance of Brahmins and established education on popular basis. Education now became institutionalized.

There was no state system of education in ancient India. The teacher had all powers to decide the curricula, syllabi, methods of teaching, admission, standardization and evaluation. State and society came forward to maintain the system. The Buddhist Viharas were also maintained by the grants from the kings (For example, grants of Gupta kings and pala kings are most important to mention here), courtiers and Sresthis.

The subjects of instruction were fairly comprehensive and included not only literature, both sacred and secular with its accessories, Grammar, Metrics, Poetics, Logic and Philosophy, but also technical and scientific literature such as Medicine, Military Science, Astronomy, Astrology, Mathematics, Politics, Economics as well as divination, magic and mechanical arts of all descriptions. The Medical Science was fairly well developed by the 4th century B.C. The Greeks, who had accompanied with Alexander, were very well impressed by the skill of Indian doctors in curing the cases of serpent bites. The practical character of the teaching in science was well illustrated by the story of Jivaka. He had studied medical science at Takshasila for seven years.

Takshasila was an ancient university of India. It was the most famous seat of learning and founded by Bharata, son of king Taksha. It was situated in the capital of ancient

Gandhara. As a centre for learning the fame of the city was unrivalled in the 6th century B.C. The fame of Taksahsila or Taxila as an educational institution was of course due to that of its teachers. Morevoer it had functioned as a link between the two system of education (Brahmanic and Buddhistic). This most ancient university was destroyed by the barbarian White Huns in 455 A.D. It was famous for its standard of learning.

After fifth century, Nalanda University emerged as an important Buddhist centre of learning. The original centre is said to have been built by the emperor Asoka at the birth place of Sariputta. This institution lived a long life encompassing the Gupta and Harsha eras, reaching up to the period of Pala. Nalanda was a centre was a centre for post-gradution specialization. The age for admission was 20 years and the admission was selective. The standard and glory of the university attracted students from abroad. Students had come from China, Ceylon, Sumatra, Java and Tibet. But with the decline of Pala dynasty, Nalanda also declined and decayed.

There were many other major educational institutions existed in ancient India, like Vikramsila, Valabhi, Jajaddala etc. In Southern India educational institutions or colleges were endowed by temple charities. Numerous inscriptions and copper plates found distributed in the territories of Pallava, Chalukya, Rashtrakuta and Chola kings for education. Some well known colleges of ancient Southern India were, Salotgi College at Rastrakuta kingdom, Pallava College, Tiruvorraiyur College and Malkapuam College. Under the royal and social patronage there developed throughout Southern India learned settlements of Chaturvedis, Trivedis, Bhattas, Kramavids etc.

Higher education system in India is imparted through about 180 universities and neatly 4500 colleges. In addition there are several institutions imparting specialized knowledge and technical skills. Since education is a State subject. The State Governments in India are free to open new university. Grants Commission is an authority which dispenses grants to the universities. But its formal sanction is not necessary to open a university. Taking advantage of this provision many State governments in India have opened a large number of universities in recent years.

The quality of education imparted in ancient India was unparalleled. Hence in spite of various hardship and hurdles students from different parts of the world flocked to Indian universities. Amir Khusrau (1252-1325 A.D.) mentions that scholars have come from different parts of the world to study in India but no Indian scholar have found it necessary to go abroad to acquire knowledge. Indian scholars were in great demand abroad. Caliphs like Al Mansur and Harun Al Rashid (754-809 A.D.) sent embassies to India to procure Indian scholars. Astronomical treatise like *Brahmasiddhanta* and the *Khanda Khadyaka* of Brahmagupta and the medical books of Charaka, Susruta and Vagbhatta were translated to Arabic. As a home of knowledge and wisdom ancient India produced scores of scholars on various subjects like Buddha and Shankara (philosophy), Kautilya (political science and administration), Sushruta (surgery), Charaka (medicine), Kanada (physicist; propounder of atomic theory), Nagarjuna (Chemistry), Aryabhatta and Varahamihira (Astronomy), Baudhayana and Brahmagupta (mathematics) and Patanjali (yoga) to name a few. The knowledge of ancient Indians in the field of metallurgy was extraordinary as it is evidenced by the Iron pillar at Delhi which till now has not rusted though exposed to elements since hundreds of years. How such a huge column was casted is still a mystery to scientists. The lofty temples found in Karnataka, Tamilnadu, Odisha and Khajuraho to name a few shows the expertise which ancient Indians had in Structural Engineering. As the whole world knows, the concept of zero was a contribution of ancient Indians

Main features of the Vedic Education:

Free education in Ancient India:- In ancient India teaching was considered to be holy duty which a Brahman was bound to discharge irrespective of consideration of the fee teacher were expected to devote their lives to the cause of teaching in the missionary spirit of self-sacrifice, and the society laid down the principal that both the public and state should help the learned teachers & educational institutions very liberally. Society realized that "Vidyadana" or the gift in the cause of education was to be the best of gifts, possessing a higher religious merit than even the gift of land. On the occasion of religious feats, students and teachers were invited and donations were given liberally.

1. No state control on education:- Rulers of the country had very little directly to do with education. It was a private affairs of the people managed entirely by Brahmans.

2. High status of Teachers:- Teachers were a highly honoured class-honoured by even by kings. Kings rose from thrones to receive great teachers such as Narada, Vashishtha and Vishwamitra.

3. Teachers as Parents: - Teachers behaved as parent to their pupils and pupils behaved as members of the teachers' family. The attitude of the pupil was to be one of complete submission.

4. Residential Schools:- Teachers and pupils lived together and so identified themselves with one another.

5. Immediate aim:- Vocational: The immediate aim of education, however, was to prepare the different casts of people for their actual needs of life.

6. Curriculum:- The subjects of instruction varied according to the vocational needs of the different castes from the Vedas and Vedangas in case of Brahmanas, to the art of warfare in the case of Kshatriyas, and to agriculture and trade, arts & crafts in the case of Vaishyas.

7. Methods of Instruction:- The methods of instruction generally consisted of recitation by the teachers and repetition by pupil, followed by explanation by the teacher , questioning by the pupil, and discussion between the teacher and the pupil.

8. Individual teaching:- Pupils were tough individually not en masse by the class method

9. Method of study:- The method of study consisted in listening to the teacher, reflection on what has been listened to and its constant revision and discussion.

10. Role of Travel in Education:- Travel was regarded as necessary to give a finish tough to education.

11. Sanskrit as the Medium of Instruction:- The medium of instruction was Sanskrit.

12. Self-control & Self–Discipline:- It was considered to be the best discipline. However Corporal punishment was not altogether ruled out.

13. Wide spread education of women:- In the earlier Vedic, and Upanishad times, girls were free to go through the "Upanayana' ceremony , live a life of celibacy, studied Vedas, vedangas and other subjects along with their brother pupils.

14. Ultimate aim of education-self-Realization:- The ultimate aim of education in ancient India was not knowledge as preparation of life in this world or for life beyond but for complete realization of self-for liberatin of the soul from fetters of life, both present and future. That knowledge was real, which led to emancipation-led from unreality to reality, from darkeness to light, from death to immortality

The ancient system of education did not naturally crumble down. The political condition of the last phase of ancient India was not so much stable. Thus the foreign invaders took the opportunity and attacked India and most of the Northern Indian universities which were full of wealth and world famous for their standard, plundered and looted by the foreign invaders. Although the sultans of Medieval India, could not recurred the world class standard and glory of ancient Indian educational institutions and the freedom of women it is known to have been undermined totally. From the 19th century, people of India tried to revive the glory of ancient Indian's culture and tradition and also set importance on classical education system and the present education system was also to some affected by that tradition

Sources:

1. Education in India: Past, present, Future – Jyoti Prasad Banerjee, Central Library, Kolkata, December, 2004 (6th Edition).

2. Ancient India – R. C. Majumder, Motilal Banarasidass, Delhi, 1971 (6th Edition)

3. www. Education System in Ancient India_SciForums_com.htm (15th November, 2009)

4. www.thisismyindia.com

5. https://www.gnu.org/**education**/edu-**system-india**.html

INVOLVEMENT OF DIFFERENT CASTE CATEGORY IN MGNREGS: A REVIEW ON BIRBHUM DISTRICT OF WEST BENGAL, INDIA.

Susmita Pal
Asst. Professor, Rajendra Academy for Teachers' Education.
Durgapur, West Bengal

ABSTRACT:

MGNREGA is an era winning step by the Indian Government to provide the right of at least 100 days employment to the common people who have the ability to do physical work. Its ultimate goal is to strengthen the economic capacity of backward people as well as sustainable development in the rural area by creating durable assets. In west Bengal this scheme has started since February, 2006 so after crossing the seven financial years, this is the high time to make a review on the impact of the scheme on different caste category. The present study has revealed the fact that the people of backward class are more interested about this scheme than the other people. The poor socio-economic status of the backward people is the major factor for their involvement in this scheme in such a high percentage.

KEY WARDS: MGNREGA, Schedule Caste, Schedule Tribe, Programme Implementing Agency, Persondays, Socio-economic Status.

WHAT IS Mahatma Gandhi National Employment Guarantee Act:

MGNREGA is "An Act to provide for the enhancement of livelihood security of the households in rural areas of the country by providing at least one hundred days of guaranteed wage employment in every financial year to every household whose adult members volunteer to do unskilled manual work and for matters connected therewith or incidental thereto" (THE NATIONAL RURAL EMPLOYMENT GUARANTEE ACT, 2005, No.42 OF 2005). This Act was notified in 200 districts of India in the first phase with effect from February 2nd 2006 and then extended to additional 130 districts in the financial year 2007-2008 (113 districts were notified with effect from April 1st 2007, and 17 districts in UP were notified with effect from May 15th 2007). The remaining districts have been notified under the NREGA with effect from April 1, 2008. Thus NREGA covers the entire country excepting the districts which have hundred percent urban population. In West Bengal this act has implemented after 10 February, 2006 under the name of West Bengal Rural Employment Guarantee Scheme, 2006.

GOALS OF MGNREGA:

The basic goals of MGNREGA is

a. Strong social safety net for the **vulnerable groups** by providing a fall-back employment source, when other employment alternatives are scarce or inadequate.
b. Growth engine for sustainable development of an agricultural economy through the process of providing employment on works that address causes of chronic poverty such as drought, deforestation and soil erosion, the Act seeks to strengthen the natural resource base of rural livelihood and create durable assets in rural areas. Effectively implemented, NREGA has the potential to transform the geography of poverty.
c. Empowerment of rural poor through the processes of right-based Law.
d. New ways of doing business, as a model of governance reform anchored on the principles of transparency and grass root democracy.

Thus, MGNREGA fosters conditions for inclusive growth ranging from basic wage security and recharging rural economy to a transformative empowerment process of democracy (NREGA operational Guide line-2008 3rd ed.).

SALIENT FEATURES OF THE ACT:

I. Adult members of a rural household, willing to do unskilled manual work, may apply for registration in writing or orally to the local Gram Panchayat (The Rural Local Self Government).
II. The Gram Panchayat after due verification will issue a Job Card. The Job Card will bear the photograph of all adult members of the household willing to work under NREGA and is free of cost.
III. The Job Card should be issued within 15 days of application.
IV. A Job Card holder may submit a written application for employment to the Gram Panchayat, stating the time and duration for which work is sought. The minimum days of employment have to be at least fourteen.
V. The Gram Panchayat will issue a dated receipt of the written application for employment, against which the guarantee of providing employment within 15 days operates.
VI. Employment will be given within 15 days of application for work, if it is not then daily unemployment allowance as per the Act, has to be paid liability of payment of unemployment allowance is of the States.
VII. Work should ordinarily be provided within 5 km radius of the village. In case work is provided beyond 5 km, extra wages of 10% are payable to meet additional transportation and living expenses.
VIII. Wages are to be paid according to the Minimum Wages Act 1948 for agricultural labourers in the State, unless the Centre notifies a wage rate which will not be less than Rs. 60/ per day. Equal wages will be provided to both men and women.
IX. Wages are to be paid according to piece rate or daily rate. Disbursement of wages has to be done on weekly basis and not beyond a fortnight in any case.
X. At least one-third beneficiaries shall be women who have registered and requested work under the scheme.
XI. Work site facilities such as crèche, drinking water, shade have to be provided.
XII. The shelf of projects for a village will be recommended by the gram sabha and approved by the Zilla panchayat (District Level Self Government).
XIII. At least 50% of works will be allotted to Gram Panchayats for execution.
XIV. Permissible works predominantly include water and soil conservation, afforestation and land development works.
XV. A 60:40 wage and material ratio has to be maintained. No contractors and machineries allowed.
XVI. The Central Government bears the 100 percent wage cost of unskilled manual labour and 75 percent of the material cost including the wages of skilled and semi skilled workers.
XVII. Social Audit has to be done by the Gram Sabha.
XVIII. Grievance redressal mechanisms have to be put in place for ensuring a responsive implementation process.
XIX. All accounts and records relating to the Scheme should be available for public scrutiny.

CASTE SYSTEMS IN INDIA:

The Indian caste system is the traditional organization of South Asian, particularly Hindu society into a hierarchy of hereditary group called castes or jaties. This system is connected to the Hindu concept of the four varnas, which order and rank humanity by innate spiritual purity. The highest varna is the Brahmins or priests, next comes the Kshatriyas, the warriors and then the Vaishyas, the merchants. The lowest varna is the Shudras consisting the labourer, artisan and servants.

The Sudras were classified as inferior and last varna to other three varnas in ancient social system in India along with this several social, economic and political restrictions were imported to them and they were treated as 'Untouchable Castes'. These untouchable castes were officially defined as depressed castes in 1932 and they were systematically listed in the '1931 Census of India'. The Simon Commission in 1935 first coined the term 'Scheduled Castes'. All the untouchable castes, which were listed in '1931 census of India' came to be known as the 'Scheduled Castes' (SCs) through the Government of India Act of 1935. The Government of India in the Post Independence period carried the same idea. According to the Constitutions of India, under Article 341(1), the President of India, after consultation with the Governor may specify the castes, races, tribes, or parts of groups within castes or races which shall be deemed to be 'Scheduled Castes'.

The term 'Scheduled Tribes', first appeared in the constitution of India (Karade J., 2008). Article 366(25) defined scheduled tribes as "such tribes or tribal communities as are deemed under Article 342 to be scheduled tribe (ST) for the purpose of this constitution". As per Article 342 criterion followed for specification of a community as 'Scheduled Tribes' are indication of primitive traits, distinctive culture, geographical isolation, shyness of contact with the community as large and backwardness.

Except the Scheduled Castes and Tribes the other communities irrespective of any religion is treated here as 'Other Castes'.

OBJECTIVES OF THE STUDY:

1. To assess the relative acceptance of MGNREGA schemes to different Caste strata of the study area.

2. To find out logical factors behind differences in the acceptance of MGNREGS by the people of different Caste strata in the study area.

ABOUT THE STUDY AREA:

Among 19 districts of West Bengal, Birbhum district shares 5.12 per cent of the land area of the state but 3.76 per cent of its total population, indicating a relatively lower density of population per square kilometre in the district (663) vis-à-vis the state (903). In Birbhum the share of SC population is 29.5 per cent and the share of ST is 6.7 per cent. These two categories of the disadvantaged population together constitute 36.2 per cent, which is significantly higher than the corresponding percentage share for West Bengal (28.5 per cent). Among the 19 blocks in Birbhum district, SC population exceeds 30 per cent in 12 blocks. It is also one of the backward districts of West Bengal in terms of Human Development Report (Govt. Of India, 2007a and 2008b). Performance of MGNREGS is remarkable in Birbhum District comparing to other districts of West Bengal specially in response to the per Panchayat expenditure and per Panchayat total persondays generation.

DATA BASE:

To assess the relative acceptance of MGNREGA schemes to different Caste strata, necessary data have been collected from the District MGNREGA Cell, Birbhum and Website of Government of India (www.nrega.nic.in). For the convenience of study, data of three consecutive financial years (i.e. 2009-10, 2010-11 and 2011-12) have been considered here. Other data relating to household and population belonging to different caste category are taken from 2001-Birbhum District Census Handbook of Census of India.

To analyse the attitude of different caste category, primary data have been collected from 120 households of 10 villages of 2 Gram Panchayats of Nanoor Block of the study area following quota sampling method. Nanoor Block has been chosen for sampling study as difference between % of registered backward household and actual backward household is maximum in this Block.

ACCEPTANCE OF MGNREGS BY DIFFERENT CASTE STRATA:

As per MGNREGA guidelines to work in this scheme first of all registration of households is necessary for joining in this implementing programme. So here the data regarding registration of household has been used for determining the initial involvement of people of different caste category.

From Table- 1 it is evident that % of SC, ST and other household to total household in Birbhum district is 30.99, 7.53 and 61.49 respectively, but the % of registered household in MGNREGS to total household in SC, ST and other category is 33.60, 7.83 and 58.47 respectively. So it is clear from the above data that the initial acceptance of MGNREGA schemes is higher in SC population followed by ST and other population.

Spatial Analysis regarding difference between % of registered household and actual household in different category is indicating that in most of Blocks remarkable positive difference is found in case of SC and ST category whereas only in two Blocks namely Mohammadbazar and Rampurhat-I positive difference is found in case of other category.

Table-1: Caste Category wise difference between Actual HH and Registered HH in MGNREGA.

Block	% of SC HH to Total HH	% of SC HH Registered in MGNREGA to Total Registered HH	% of ST HH to Total HH	% of ST HH Registered in MGNREGA to Total Registered HH	% of Other HH to Total HH	% of Others HH Registered in MGNREGA to Total Registered HH	difference between % of registered SC HH and actual SC HH	difference between % of registered ST HH and actual ST HH	difference between % of registered other HH and actual other HH
BOLPUR-S.	30.43	33.62	17.86	20.56	51.71	45.82	**3.20**	**2.69**	-5.89
DUBRAJPUR	36.21	40.40	5.28	6.02	58.50	53.58	**4.19**	0.73	-4.92

ILLAMBAZAR	25.38	27.42	9.10	9.68	65.53	62.90	**2.04**	0.58	-2.63
KHOYRASOL	36.38	40.69	1.63	2.16	61.99	57.15	**4.31**	0.53	-4.84
LABPUR	30.47	31.91	4.27	4.86	65.26	63.23	1.44	0.59	-2.03
MAYURESWAR-I	32.86	31.41	6.73	5.37	60.41	63.22	-1.45	-1.37	**2.82**
MAYURESWAR-II	32.02	34.70	7.14	9.18	60.84	56.12	**2.68**	**2.05**	-4.72
MD BAZAR	28.26	27.12	19.53	14.66	52.22	58.22	-1.14	-4.86	**6.00**
MURARAI-I	25.75	27.59	5.23	4.43	69.02	67.97	1.84	-0.80	-1.04
MURARAI-II	18.44	21.68	0.41	0.61	81.15	77.71	**3.24**	0.20	-3.44
NALHATI-I	33.51	35.59	4.68	4.17	61.81	60.24	**2.08**	-0.51	-1.57
NALHATI-II	24.24	22.44	0.34	2.44	75.43	75.12	-1.80	**2.10**	-0.31
NANOOR	32.91	40.97	2.14	2.53	64.95	56.50	**8.06**	0.39	-8.45
RAJNAGAR	34.06	36.29	16.19	15.40	49.76	48.31	**2.24**	-0.78	-1.45
RAMPURHAT-I	31.82	38.92	13.46	13.73	54.72	47.35	**7.09**	0.28	-7.37
RAMPURHAT-II	32.91	31.14	0.39	0.39	66.70	68.47	-1.77	0.00	1.77
SAINTHIA	34.85	39.62	12.19	12.40	52.96	47.97	**4.77**	0.21	-4.98
SURI-I	36.90	42.89	8.65	10.22	54.45	46.89	**5.99**	1.57	-7.56
SURI-II	33.45	34.27	13.32	16.65	53.23	49.08	0.81	**3.33**	-4.14
Birbhum	**30.99**	**33.60**	**7.53**	**7.83**	**61.49**	**58.57**	**2.62**	**0.30**	**-2.91**

Source: District MGNREGA Cell

PARTICIPATION IN MGNREGS BY DIFFERENT CASTE STRATA:

MGNREGA gives the rights to the people for demanding at least 100 days work and after receiving demand from the people Programme Implementing Agency provides work. So here the data relating to demand of work and generation of employment is used to judge the participation in MGNREGS by different caste strata.

From table-2, it is observed that in the district among total registered SC, ST and other household 79.27%, 72.16% and 65% household demanded for employment respectively.

On the other hand among total generated persondays 40.53% generated against SC population, 9.40% generated against ST population and 50.06% generated against other population though % of SC, ST, other population to total population is 30.13%, 7.18% and

62.69% respectively. So from the above data it is clear that participation in MGNREGS is higher in case of SC and ST caste whereas it is lower in case of other caste.

The spatial analysis regarding difference between percent of persondays to total persondays and percent of population to total population exhibits that except Rampurhat-1 in all other blocks the difference is very much positive. So, higher participation of backward caste in MGNREGS is the major characteristic of the whole district.

Table-2: Caste Category wise Scenario of Persondays Generation.

S.No	Block	% of SC HH Demanded Employment	% of Persondays against SC HH to Total Persondays	% of ST HH Demanded Employment	% of Persondays against ST HH to Total Persondays	% of Other HH Demanded Employment	% of Persondays against Other HH to Total Persondays
1	BOLPUR-SRINIKETAN	87.44	38.14	83.11	21.98	78.86	39.88
2	DUBRAJPUR	84.80	47.45	79.68	8.10	74.72	44.45
3	ILLAMBAZAR	73.03	34.35	69.73	9.98	59.88	55.67
4	KHOYRASOL	78.92	50.43	69.39	3.36	61.80	46.21
5	LABPUR	75.86	41.66	69.87	5.69	58.78	52.65
6	MAYURESWAR-I	82.28	33.64	76.00	6.34	71.38	60.03
7	MAYURESWAR-II	84.52	42.99	78.93	10.26	72.66	46.75
8	MOHAMMAD BAZAR	73.51	36.18	55.70	15.01	55.79	48.81
9	MURARAI-I	75.67	34.53	65.59	4.59	60.74	60.88
10	MURARAI-II	81.10	30.03	79.72	0.82	64.43	69.15
11	NALHATI-I	81.83	40.37	66.70	4.41	71.24	55.22
12	NALHATI-II	81.83	29.74	85.71	4.53	66.44	65.73
13	NANOOR	86.38	48.24	84.75	2.10	76.38	49.66
14	RAJNAGAR	81.19	41.46	78.60	21.39	62.58	37.14
15	RAMPURHAT-I	65.00	46.39	44.17	12.68	49.15	40.93
16	RAMPURHAT-II	59.58	31.68	47.10	0.29	51.80	68.03
17	SAINTHIA	81.18	50.73	75.06	14.79	61.95	34.48
18	SURI-I	79.75	54.78	71.93	13.15	58.98	32.07
19	SURI-II	85.37	40.96	86.41	19.54	72.36	39.50
	Total	**79.27**	**40.53**	**72.16**	**9.40**	**65.00**	**50.06**

Source: District MGNREGA Cell

SOCIO-ECONOMIC FACTORS AS BACKGROUND:

The socio-economic status (Table-3) of the household belonging to different caste category is used here to assess factors behind differences in the involvement of MGNREGS to different Caste strata.

For this purpose Weighted Index method has been applied here. The efficacy of this method lies in that human judgement can be incorporated in the analysis. A weight represents

the relative importance of a parameter vis-a-vis the objective. Weighted index method takes into consideration the relative importance of the parameters and the classes belonging to each parameter. There is no standard scale for a simple weighted index method. For this purpose, criteria for the analysis should be defined and each parameter should be assigned importance (Saraf and Choudhury, 1997 and Saraf and Choudhury, 1998).

So, firstly, particular weight (Table-4) has been given to different socio-economic parameters, according to the importance of them in socio-economic context. After multiplying individual values with given weight, row wise summations (Table-5) have done for particular profile. Ultimately 'Z' score method has been applied to make uniform unit (Table-6) from which it is possible to judge the socio-economic strength of different caste category.

From the 'Z' Score analysis it is found that the Socio-economic strength (4.303336) of other caste is very much higher than the backward caste (-0.96386 for SC and -3.33947 for ST). It confirms the fact that from socio-economic context depressed and backward class, the SC and ST populations are more associated with labour based MGNREGS than the others.

Table-3: Socio-economic Status of the Household.

Category of HH	Total HH	Land Holding in Acre				Per HH Monthly Income in Rs.			Opportunity to Other Works				Educational Background			
		no	< 1	1 - 2	> 2	<2000	2000-3000	>3000	no	non skill	semi skill	skill	il.	Pri.	Sec.	H. E.
SC	40	18	20	1	1	16	19	5	2	20	13	5	77	97	61	12
ST	40	22	16	2	0	18	18	4	2	27	10	1	71	99	44	9
Other	40	8	9	11	16	6	21	13	3	16	9	12	42	48	87	29

Source: Field Survey

Table-4: Weightages given to different Socio-economic Parameter

Socio Economic Parameter	Given Weight
Land Holding	
No Agricultural Land	0
Less Than One Acre	1
One to Two Acre	2
Greater Than Two Acre	3
Per Household Monthly Income	
Less Than 2000/-	1
In between 2000/-- 3000/-	2
Greater Than 3000/-	3
Opportunity to Other	

Works	
No Opportunity	0
Opportunity to Unskilled Work	1
Opportunity to Semiskilled Work	2
Opportunity to skilled Work	3
Educational Background	
Illiterate	0
Primary	1
Secondary	2
Higher Education	3

Table-5: Score of each Socio-economic Profile after multiplying with weight

Category of HH	Land Holding	Per Capita Monthly Income	Opportunity to Other Works	Educational Backgroud
SC	25	69	61	255

Table-5: 'Z' Score analysis for each Caste Category

Category of HH	Land Holding	Per Capita Monthly Income	Opport. to Other Works	Edu. Backgroud	Z Score Value
SC	-0.49	-0.44	0.06	-0.09	-0.96
ST	-0.65	-0.70	-1.03	-0.95	-3.33
Other	1.15	1.14	0.96	1.04	4.30

Major Findings:

1. In this study area households belonging to SC and ST category are registered more in MGNREGS in compare to their actual population. So it appears that initially the guidelines of this scheme are more accepted by the people of backward class.

2. From the total registered household in each category, the demand for employment is higher in case of SC and ST community,

3. As an impact of higher participation, more persondays have been generated to the peoples belonging to backward category in compare to their respective proportion to total population.

4. The socio-economic strength of SC and ST community is weaker than peoples of other class. So higher participation of people of backward class in MGNREGS is not any biased incident but a continuum of socio-economic status of the study area.

Conclusion:

From the above observation it is clear that the initial acceptance of MGNREGS is higher to the peoples of backward class. So the study reveals that the first goal of the act (i.e. Strong

social safety net for the vulnerable groups) is achieved in Birbhum District to some extent. But on the other hand very low average persondays have been generated against all community which do not maintain parity with the ultimate objectives of this scheme (i.e. to provide at least 100 days employment). So it is needed to strengthen the efficiency of Programme Implementing Agency (mainly Gram Panchayat) and different tier of Administration to generate more persondays and schemes which not only will meet its objective of being a safety net but also in the long run sparking rural economic growth and contributing towards poverty reduction.

Reference:

Bauri P. (2010) "NREGA: Growth of sustainable rural economy and livelihood security-a case study of purulia district" Economic Affairs: vol-55 No.2 June, 2010 p 168-179.

Dey S. (2010): "Evaluating India's National Rural Employment Guarantee Scheme:The Case of Birbhum District, West Bengal", Working Paper No. 498., Institute of Social Studies.

Karade J. (2008): "Development of Scheduled Castes and Scheduled Tribes in India", Cambridge Scholars Publishing (2008).

NREG Act (2005): MINISTRY OF LAW AND JUSTICE (Legislative Department) Govt. of India, NATIONAL RURAL EMPLOYMENT GUARANTEE ACT, 2005.

NREGA Operational Guide Line-2008 3rd Edition: Department of Rural Development, Ministry Of Rural Development, Government Of India (2008).

Krishnan S., Vettriselvan R., Balakrishnan A.(2012): "Impact of MGNREGA on the Area of Irrigated Crops in Madurai District", Copy of the paper Presented on "ONE DAY SEMINAR ON WATERSHED DEVELOPMENT PROGRAMMES IN TAMILNADU: EMERGING ISSUES FOR ENVIRONMENTAL DEVELOPMENT PERSPECTIVES" held at Madurai Kamaraj university, Madurai on 28.02.2012.

Saraf, A. K. and Choudhury, P. R., (1998), Integrated Remote Sensing and GIS for Groundwater Exploration and Identification of artificial recharge sites, International Journal of Remote Sensing. 19(10), 1825-1841.

Vaidhyanathan, A. (2005): Employment Guarantee and Decentralisation. Economic and Political Weekly, 2005: p. 1582-1587.

West Bengal Rural Employment Guarantee Scheme (2006): Department of Panchayat and Rural Development, Govt. Of West Bengal, No. 684-RD/NREGA/18S-1/06 dt. 02.02.2006.

A STUDY ON HOW PRIVATELY MANAGED SCHOOLS HAVE BENEFITED FROM GLOBALIZATION IN PRIMARY EDUCATION WHILE PUBLIC SCHOOLS HAVE WASTED THE OPPORTUNITY

Susmita Majumdar
Assistant Professor, Debnarayan College of Education,
Sonarpur, WB

ABSTRACT:
Globalization is an important trend that affects the world deeply in new millennium. It is seen that a new era starts and nations faces huge changes in their social, economic and cultural way. New concept's developing student's ability to acquires and utilize knowledge gains importance in the process of globalization and primary education developed their critical thinking skill, gain democratic values and apply their knowledge independently in an effectively designed teaching-learning environment. Privately managed schools in primary education get the opportunity of global education. But the structure of Indian primary education is top heavy and bottom weak. Another side of this is free and compulsory education, a propagate policy of Government for quite a long time. How much of monetary and other resources required for achieving this minimum requirement of education to meet the challenges of knowledge economy? Government can't waste the opportunity and also to improved the quality of education at primary education levels.

Key Words: *Globalization, Primary education, Private schools, Public schools (Government schools).*

INTRODUCTION:

The concepts of Globalization:

The term globalization was first used in the field of economy. But the process of globalization has deeply affected economic, social, cultural and technological sides of societies in new world order.' Globalization' has been a 'magic' word that identifies and expresses change in every field.

Globalization and Education:

In today's world nations can't help participating global process in which new world order is shaping itself. In education globalization take a leading part. Students are increasingly using information technology in global process in education. With the globalization several benefits are thought to obtain Coburn[2000] listed the benefits of globalization as follows:

1. Globalization enhances the student's ability to manipulate symbols. Highly productive employment is today's economy will require the learner to constantly manipulate symbols, such as political, legal and business terms and digital money.

2. Globalization produces an increased quantity of scientifically and technically trained persons. The emerging economy is based on knowledge as a key factor of production and the industries demand the employees remains highly trained in science and technology.
3. Globalization meets the knowledge, education and learning challenges and opportunities of the information. Knowledge based business often complain that graduates lack the capacity to learn new skills and assimilate new knowledge. Globalization makes it easier.

4. Globalization of education prepare and practice for lifelong learning, the skills of continuous, self-directed learning, an awareness of learning opportunities, method for

managing their own learning and awareness of their rights and responsibilities in education and training services

5. In globalization education are face-to-face new challenges. Old and traditional teaching and schooling change deeply. Students have different choice in maintaining learning activities. As Twigg and Oblinger [1996] express, the place of education is shifting from classroom and campus, the home, the library, and even network. Students have the choice of learning independent of time and space. Communication of technologies enables a shift toward learning experiences that are asynchronous rather than synchronous, making learning available seven days a week, 24 hours a day. Learners are using networks to interact with their pears, their instructor, external experts and information sources. They are doing it when it is convenient, not just during scheduled class time.

Primary education is the basis of the students' education. We have to improve the study in every aspect, both in private and public schools.

NEEDS OF THE STUDY:

The present study is important for students, the school authority and most of all, we Indians. Primary education forms the basic building blocks of our kids. The impact and effects of globalization is seen in the course curriculums and this is beneficial for the students. At the same time, it is worthwhile to mention that the private schools are more proactive to align themselves to the needs of global education today but the public schools have been a laggard, which in turn respond in-favorably for the students.

A school is also a society in itself. This society comprises of students and teachers. In this society, school helps the students in their studies, structures their behavior and takes them towards as an educated and socialized human being.

OPERATIONAL DEFINITIONS OF THE TERMS USED:

Globalization:

Globalization expresses change in every field, from economy to policies, from social policies to culture. It has been thought as a fashion expression that opens all doors dealing with both past and future times.

Primary education:

Primary education is the basic education of the students; class 1 – 4 mentioned in our country is the duration of the primary education.

Privately managed primary education:

The primary education managed by private enterprises and trusts without the aid of government.

Primary education in public schools:

These schools are managed by government and their policies. The syllabus and teachers are appointed from government bodies.

SIGNIFICANCE OF THE STUDY:

The present problem is very pertinent in our education system. Education is one of the most important requirements for every child of a civil society. Every citizen wants to educate their children so that they can shape up a better career and a future for themselves and become a respectable and responsible citizen.

In this educating and career building process, primary education deeply involve with the children. The primary school brings a competition, development of the minds and total behavior of the children towards their future.

It becomes a necessary and important responsibility for primary schools to help our future children to make their education more innovative, interesting, productive and useful.

OBJECTIVE OF THE STUDY:

1. Impact of globalization in primary education,
2. Effects of globalization in Primary education in Private schools,
3. Effects of globalization in Primary education in Public schools.

REVIEW OF LITERATURE:

Review of the related literature is the essential stage towards a research and serves several purposes in research. Previously done research and related literature leads in deciding upon the framing of problem, stating needs of the study, suggesting research design, relating the result of the study to previous knowledge, and suggesting further research. It is required that review should be conducted carefully and presented well to add to an understanding of the selected problem and help place the study in historical perspective. It would be difficult to build a body of accepted knowledge on an educational topic without meticulously done review of the related literature. The review of related literature is presented in this chapter in different subheadings.

Globalization:

Globalization is not thought as only an economic process. In a survey in 2000 on Globalization in USA, a study of US public attitude, it was found that Americans view globalization as a process of the world becoming increasingly interconnected. The breakdown on protective country, regulatory and information barer mean that businesses must increase their abilities to deliver products and services with high "knowledge premiums" by embedding knowledge in product (Quinn, 1992). Further, knowledge depreciation and accumulation rates have been increasing exponentially for decades (Badaracco, 1991). Finally, many organization members now demand opportunities for meaningful work that builds skills and a sense of professional identity, especially in work environment constantly change and lifetime employment is unlikely (Barlett& Ghashal, 1995). The impact is often overwhelming local cultures with a homogenous trans-national culture (Kuehn, 1999). In short as Delong (1999) expresses "globalization leads to a richer world, and to a more vibrant and tolerant world as well".

Primary education:

In primary education, the allocation of funds for education as a percentage of GDP has been steadily declining since the implementation of the New Economic Policy (Shah & Shah, 2003). Rather it is insincerely seen as a commodity to be purchased be a consumer in order to build a 'set of skills' to be used in the market place or a product to be bought and sold by the MNCs (Agarwal, 2005). The quality of this commodity in general depends upon the cost of it. The shifting nature of public education funding calls for the very definitions of public and private education (Shah, 2006a).

The Government of India has assigned high priority to the education sector not only to achieve the Universalization of Elementary Education by 2010 but also to improve the quality of education on all levels (National University Educational Planning and Administration 2008: Elementary education in India: Progress towards universal Elementary education, NUEPA and Department of School education and Literacy, Ministry of HRD, GOI).

Globalization and Primary Education:

With the advent of globalization and impact is also felt in the field of Primary Education. In globalization era primary education instills educational and cultural values among students and aim at achieving multifaceted development of a child being namely intellectual, physical, spiritual and ethical development.

In primary education, curriculum may include cooperation, responsibilities, happiness, simplicity, peace, respect, tolerances, honesty, humanity and freedom.

In the 21st century, it is vital to recognize the integrated global education into school curriculum which promotes quality education and positive school environment.

The main duty of a government in the field of primary education is to design the educational curriculums that have been according to strategic aims and to direct them with policies suitable for the aim.

The benefits of global education in primary education can be stated as follows:

1. Participatory education process to gain skills of new cultures.
2. Help students realizes how attitudes are shaped and how they affect the behaviors.
3. Provide the ability to study together with each student coming from different culture.
4. Develop the way of thinking from individualistic to global (Deniz 1999).
5. Develop the skills of multi- sided thinking.
6. Develop the language and harmony skills.

Globalization and Private School in Primary education:

Private schools, also known as independent schools, non-government or non-state schools are not administered by local, state or national government, thus, they retain the right to select their students and are funded in whole or part by charging their students tuition. At some private schools students may be able to get a scholarship, which makes the cost cheaper; depending on a talent the student may have financial need on tax credit scholarship that might be available.

Private schools are very aware and adept with globalization. They take the global process in every aspect of primary education. Private schools are for the rich and affluent population. These categories of schools, in general, sequentially offer better quality in terms of internal efficiency, computer education, better infrastructure, team learning, different co-curriculum activities, and project methods, problem-solving and learning; which imparts of global education. In a knowledge economy the private returns on education are also growing.

Modern Infrastructures:

Private schools provide modern infrastructures for their students. Computer rooms, drama rooms, modern library, play room, coloring classroom, desk, blackboard which makes students mind more sensitive and attentive. Neat and clean school premises and school environment promotes peace and happiness, it has affected the school as a social system and students feel the belonging.

Varied curriculum:

Private schools aren't limited by state guidelines in developing their curriculum. So they can offer classes that differ dramatically from public schools. These schools emphasize experimental learning through art, drama, and music. Private schools focus on students and tailor their curriculum according to Globalization of learning.

Low Teacher- Student ratio:
Low student - teacher ratio is an important feature of globalization. This ensure frequent student connect and regular feedback communication. This improves the guidance scenario of children and overall development.

Frequent Parent-Teacher communication:
Frequent parent-teacher communication is one of the big factors of globalization. These interactions make the guidelines for parents and help them to understand their children better in school and home.

Globalization and public primary schools:
"Government around the world recognize and importance of education for economic and social development and invest larger shares of their budget to education. The provision of schooling is largely determined and financed by government. This requires central government intervention in regional and community education system" (Patrinos 1990). Adequate funding by Government is essential to provide quality education in Public primary schools. In globalization era public school still now left behind, the reasons are mentioned below.

Infrastructure:
The main problem of public primary school is low standards in infrastructure. It is imperative to find proper classroom, teachers' room, bath room and library. This in itself is the big barrier for development of primary school and education.

Curriculum and Text book:
It is a universal fact that the quality of education majorly depends upon the curriculum and the text books. There is a national curriculum policy for all the areas of study, from elementary to secondary education. In order to achieve the quality education, the teacher, learner, content and materials, the learning styles or study habits of learner must be considered in the choice of instructional strategies and materials. Many teachers do no incorporate them into their teaching styles or cannot access them because of distribution problem. Many schools do not have adequate text books for the students.

Lack of trained teacher:
In public primary schools, there is a real shortage of trained teachers. The existing Teacher Training Colleges cannot cope up with the demand. The government national policy of education should be changed and there must be improvement of both quality and quantity for the existing primary schools.

Background of students in Primary Public schools:
In primary public schools most of the students comes from poor and rural areas, whose parents find it difficult to afford the school fees, which can equal more than 50 percent of some families earning. Discontinuity in studies is a common phenomenon. Many parents think that the best returns are through educating sons rather than daughter. These views affect the level of support for providing their children access, participation, retention and completion of education in different levels of globalization.

Benefits of Globalization:
Education has become an internationally traded commodity in the present days. The degree to which privatization and autonomy are found in institutions and systems, vary. There is

plethora of schools catering to the students with varying paying capacities. Normally the Government schools are for poor students, Government aided ones are for middle class and the Private schools are for rich and affluent people. These categories of schools in general, sequentially offer better quality education. Better quality in what terms? Better quality in terms of internal efficiencies. There is also a yawning gap in the performance of students from Government schools and private schools. With growing income of private household and changing patterns of consumption, it would be levels of education under various heads of expenditure by socio-economic group. In a knowledge economy, the private returns on education are also growing. In the current global climate the primary education is foreword as the hallmark of efficient and effective provision of goods and services that benefit all.

Concluding remarks:

The GOI has assigned high priority to the education sector, not only to achieve the universalization of elementary education by 2010 but also to improve the quality of education at all levels. Also due to policy of liberalization and globalization, it becomes all the more necessary to improve the quality of human capital to face the new challenges and competition in world of work. As a consequence, establishing a strong statistical system to conduct the educational survey on census basis and to undertake issue based studies surveys in the most efficient manner has become essential (GOI, M.Hrd). This would help in planning at macro and micro level in a realistic manner. With the use of information and communication technology, the implementation of policy at grass root level is possible.

References:

Agarwas, S. (2005): Globalization and academic performance of the University. 'A case study of M S University of Baroda' paper was presented at National seminar on issues in Higher Education at Dept. of Sociology, Bharatidasan University, Tiruchirapalli.

P, Geetharani (2006): Challenges of achieving and financing universal elementary education in India, Journal of Education Planning and Administration, Vol. XX, No.4.

American on Globalisation (2000): A study of US public attitudes. http://www.pipa.org/onlinereports/globalization/1.html

Editorial (1999) Introduction: Global and Local dimensions of reforms in Teacher Education, Teaching and Teacher Education, 15 (Pg. 133-141).

Yorke, M. (1999): Assuring quality and standards in globalization of higher education, Quality Assurance in Education 7 (1); (Pg. 1-13).

Oxfam (2004): Highly affected, rarely considered, access to and privatization of education, partner organization; Global campaign for education, By Leah Ashley and Kirston Mackay, OXFAM, CAA, retrieved on Jan 11, 2008.

Government of India, System of Educational Statistics in India, Dept. of Edn. www.education.nic.in; retrieved on Jan 30, 2008.

RELATIONSHIP BETWEEN INTELLIGENCE AND READING COMPREHENSION ABILITY OF SECONDARY SCHOOL STUDENTS

Dr. Meenu Aggarwal
&
Ms Priyanka

Abstract

The main purpose of the study was to find out the relationship between intelligence and reading comprehension ability of secondary school students. One hundred subjects were selected by random sampling from five secondary schools which were located in the sonipat city. 10 male and 10 female students were selected from each school. Ahuja's intelligence test and reading comprehension test was used to assess the intelligence and reading comprehension ability of the subjects. The result shows that the significant difference in the intelligence and reading comprehension ability of male and female secondary school students. The mean scores of female students in both tests are higher than that of male secondary school students. Intelligence and reading comprehension ability of secondary school students are significantly correlated.

Keywords: Intelligence, Reading Comprehension Ability

Intelligence

When talking about intelligence, the first picture that comes to the mind is that it refers to the mental abilities that are measured by an IQ (intelligence quotient) test. Intelligence is the inherited capacity of the individual to act purposefully, to think rationally and to deal effectively with his/her environment. It can be called the capacity to acquire knowledge. In order to solve any problem knowledge should be applied in the right manner with the help of intelligence. Educationists consider intelligence as the mental process which help the individual to think about minute, complete and abstract matters, to adjust with reasoning situations by solving various problems as quickly as possible to acquire with ease knowledge proficiency and aptitude in the different subjects, to explain new situations with the help of prior experience, to arrive at conclusion by determining the exact relations between various elements, to utilize our energy by keeping the emotions and impulse under control whenever necessary in achieving the goal. in our day-to-day life conversation we often common that a particular child or individual is very intelligent or is not intelligent.

(1) **Thorndike's Classification:-**

a) Concrete Intelligence

b) Abstract Intelligence

c) Social Intelligence

Definition of Intelligence

According to Stern, "Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It is general mental adaptability to new problems and conditions of life."

Reading Comprehension

The skill reading is often being linked to the concept of comprehension. What is reading comprehension? Fry (1963) remarks. "It is very difficult to define reading comprehension. Reduced to its simplest elements, we might say that comprehension is a part of communication process of getting the thoughts that were in the author's mind into the reader's mind."

Definition of Reading Comprehension

Abushamla (2010) stated that "The process of comprehending involves decoding the writer's words and then using background know to construct an approximate understanding of the writer's message."

Relationship between Intelligence and Reading Comprehension

Often in the past, people considered reading ability a proxy for intelligence. To understand what we do when we read was to understand the workings of the human mind. Intelligence was the global capacity to operate within one's surroundings and the ability to learn. As Hucy stated in 1908, there was a relationship between reading and intelligence. Intelligence was the ability to attend, process, and use information when reading. Intelligence was abstract reasoning, the capacity to acquire knowledge, and problem solving. Components of intelligence related to reading included full-scale intelligence, verbal comprehension, working memory, perceptual reasoning, and speed of processing. Vocabulary comprehension and working memory were important in long-term learning of new words and reading. The perceptual reasoning processes that students used to integrate their existing knowledge with the new information gained from reading were important. Intelligence is an important determinant of reading. Reading is a process of thinking. Intelligence is the ability to learn and to apply what is learned.

Need of the Study

A need to analyze the relationship of intelligence and reading comprehension ability and gender for secondary school students to determine the underlying intelligence areas related to reading comprehension existed. The focus is on the significant help the intelligence theory provides in the creation of teaching programs that are efficient in boosting the student's level of English proficiency in the classroom and in exploring their strengths and interests. The aspect focused on in this study is the enhancement of the reading skill by identifying the student's intelligence or intelligence that best increase the student's performance in reading comprehension texts. The results will provide further insights on the relationship between intelligence and English language learners reading comprehension proficiency.

Objectives of the Study

1) To compare intelligence of secondary school boys and girls.

2) To compare reading comprehension ability of secondary school boys and girls.

3) To study the relationship between intelligence and reading comprehension ability of male secondary school students.

4) To study the relationship between intelligence and reading comprehension ability of female secondary school students.

5) To study the relationship between intelligence and reading comprehension ability of secondary school students.

Hypotheses

1) There is no significant difference between intelligence of male and female secondary school students.

2) There is no significant difference between reading comprehension ability of male and female secondary school students.

3) There is no relationship between intelligence and reading comprehension ability of male secondary school students.

4) There is no relationship between intelligence and reading comprehension ability of female secondary school students.

5) There is no relationship between intelligence and reading comprehension ability of secondary school students.

Methodology

The Normative Survey Method of research was followed in the present study.

Sample

In the present study, the sample consisted of 100 students of grade 9^{th} of secondary schools of Sonipat. Random method of sampling was used to draw the sample. In which sequential sampling design is used for that. We asked the class teachers of grade 9^{th} to provide us the list of students and we choose our sample by taking 1, 3, 5, 7 & so on. The structure of the sample has been showed in table 3.1.

Table 1

Structure of the sample

S.No.	Name of schools	Number of students

		Male	Female	Total
1	**G.V.M. Sr. Sec. school, sonipat**	**10**	**10**	**20**
2	**Navyug public school, sonipat**	**10**	**10**	**20**
3	**Indian modern Sr. Sec. School, sonipat**	**10**	**10**	**20**
4	**South point public school, sonipat**	**10**	**10**	**20**
5	**Govt Sr. Sec. School, sonipat**	**10**	**10**	**20**
	Total	**50**	**50**	**100**

It is clear from the table that the sample selected for the present study was adequate and representative of population.

Tools:-

- Reading Comprehension Test (RCT) by- **Dr. Parmila Ahuja& Dr. G.C. Ahuja (Mysore).**
- Group Test of Intelligence by- **Dr. G. C. Ahuja.**

Results and Discussions

Table 2- Showing significance of difference between the mean scores of Intelligence of male and female Secondary School students.

Variable	**Male (N=50)**			**Female (N=50)**			
	Mean	**Median**	**S.D.**	**Mean**	**Median**	**S.D.**	**'t'-value**
Intelligence	**51.02**	**51**	**18.48**	**65.38**	**63.5**	**17.23**	**4.01****

*Significant at .05 level, ** Significant at .01 level, Ns = Not Significant at .05 level. df =98, 't' value at .05 level = 1.98,'t' value at .01 level = 2.63

Graphical representation of mean scores of Intelligence of male and female secondary school students.

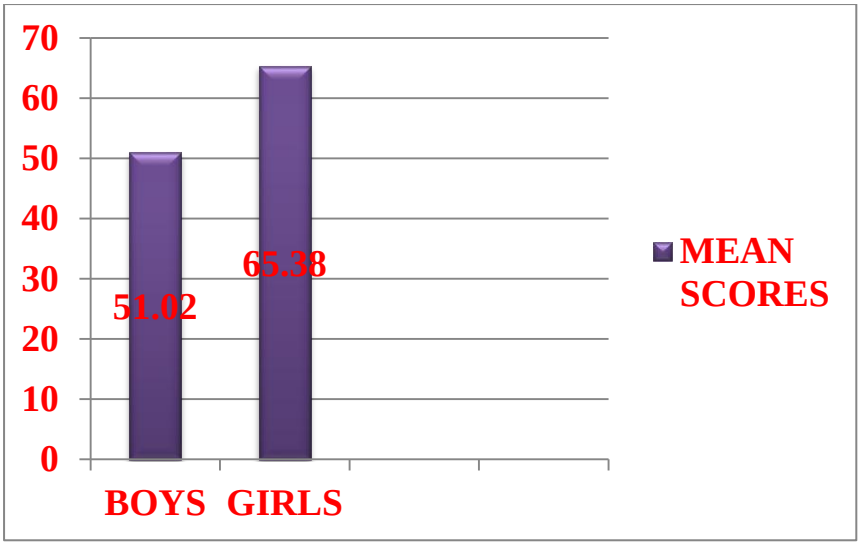

Figure 1

Interpretation:-

It may be seen in table 4.1 further t-value is higher (4.01**) than table value at 0.05 level (1.98) and 0.01 level (2.63). So it is evident that there is a significant difference in the intelligence of male and female secondary school students. In view of the above, it is stated that Research hypothesis asserting that there will be not significant difference in intelligence of male and female of secondary school students is rejected. It may be interpreted that female secondary school students are more intelligent than male secondary school students.

Table 3- Showing significance of difference between the mean scores of Reading Comprehension Ability of male and female Secondary School students.

Variable	Male (N=50)			Female (N=50)			
	Mean	Median	S.D.	Mean	Median	S.D.	't'-value
Reading Comprehension Ability	16.2	10.5	13.44	21.34	21	10.19	2.15*

*Significant at .05 level, ** Significant at .01 level, Ns = Not Significant at .05 level.

df =98, 't' value at .05 level = 1.98

't' value at .01 level = 2.63

Graphical representation of mean scores of reading comprehension ability of male and female secondary school students.

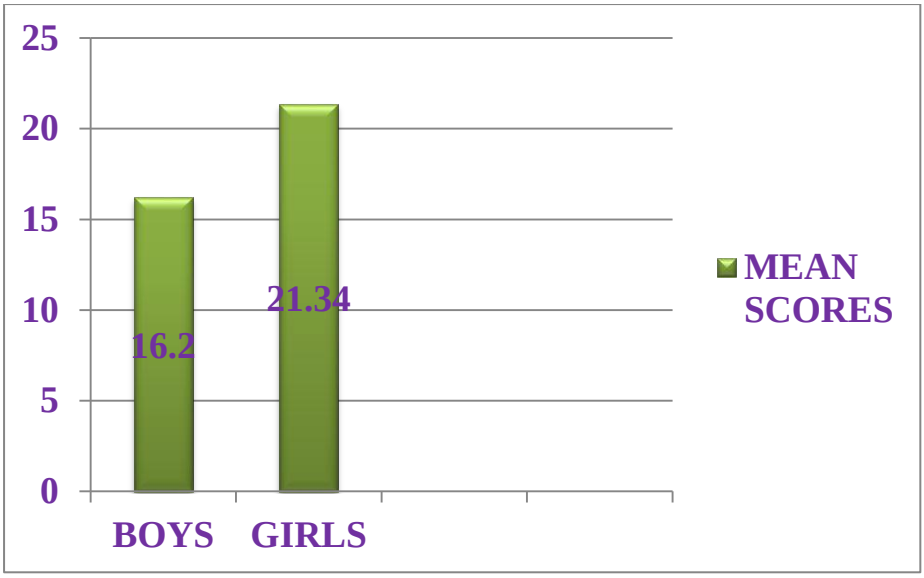

Figure 2

Interpretation:-

It may be seen in table 4.1 further t-value is higher (2.15*) than table value at 0.05 level (1.98) and 0.01 level (2.63). So it is evident that there is a significant difference in the Reading Comprehension Ability of male and female secondary school students. In view of the above, it is stated that Research hypothesis asserting that there will be not significant difference in Reading Comprehension Ability of male and female of secondary school students is rejected. It may be interpreted that female secondary school students are more Reading Comprehension Ability than male secondary school students.

Table 4 – Showing Relationship between Intelligence and Reading Comprehension Ability of Male Secondary School Students.

Group	Variables	Mean	Correlation 'r'
	Intelligence		
		51.02	
Male	**Reading Comprehension Ability**	**16.2**	**0.21***

*Significant at 0.05 level.

**Significant at 0.01 level.

Interpretation:-

The value of coefficient correlation between intelligence and reading comprehension ability is 0.21 which is significant at 0.05 level (1.95) and 0.01 level (0.25) with degree of freedom 98. Therefore, it concludes that there exists a significant relationship between the intelligence and reading comprehension ability of male secondary school students. Thus the null hypothesis is rejected.

Table 5 – Showing Relationship between Intelligence and Reading Comprehension Ability of Female Secondary School Students.

Group	Variables	Mean	Correlation 'r'
	Intelligence		
		65.38	
Female	**Reading Comprehension Ability**	**21.34**	**-0.07**

*Significant at 0.05 level.

**Significant at 0.01 level.

Interpretation:-

The value of coefficient correlation between intelligence and reading comprehension ability of female students is -0.07which is insignificant. It implies that there is indifferent or negligible degree of negative correlation. It shows that there is not significant relationship between the intelligence and reading comprehension ability of female secondary school students. Thus the null hypothesis is accepted.

Table 6 – Showing Relationship between Intelligence and Reading Comprehension Ability of Secondary School Students.

Group	Variables	Mean	Correlation 'r'
Males	**Intelligence**		
&		**58.2**	
Females	**Reading Comprehension Ability**	**18.77**	**0.21***

*Significant at 0.05 level.

**Significant at 0.01 level.

Interpretation:-

The value of coefficient correlation between intelligence and reading comprehension ability is 0.21 which is significant at 0.05 level with degree of freedom 98. Therefore, it concludes that there exists a significant relationship between the intelligence and reading comprehension ability of secondary school students. Thus the null hypothesis is rejected.

Conclusion

On the basis of finding and interpretation following data of conclusion is drawn:-

After analyzing and interpretating the result, Researcher come to know that the intelligence level of female students is better as compare to males and Reading Comprehension Ability of female students is also better than the male students. There is significant difference between males and females of secondary school. The value of coefficient correlation between Intelligence and Reading Comprehension Ability of secondary school students is 0.21 which is significant at 0.05 level with degree of freedom 98. Therefore, it concludes that there exists a positive correlation between Intelligence and Reading Comprehension Ability of the Secondary School Students.

Educational Implication

Educational implication of relationship between intelligence and reading comprehension ability of secondary school students is –

1) As the study shows, that female shows more positive result in comparison to male instead of same opportunities. So, it will act as a guideline to remove myth related to female being less intelligence.

2) The study will help to identify the weak points and improve the Reading Comprehension Ability of Secondary School Students.

3) According to this study more opportunities should be provided to female along with male. So that they can also utilize their hidden intelligence and potential.

4) This study is helpful in achievement of goals of education by emphasizing on developing Reading Comprehension Ability and Intelligence.

5) As the study shows that female has more reading comprehension ability as compared to male. So more learning opportunities and more jobs must be provided to them in this field.

6) From the study researcher found Male students have less intelligence. So they may develop negative thinking so the institutions should arrange workshop, seminars and other modes of develop intelligence in these students.

7) This study shows the comparison between Intelligence and Reading Comprehension Ability. So if we adopt ways and means to develop Intelligence we can develop Reading Comprehension Ability vice versa. So institution should provide guidance and counseling for enhancing Intelligent.

References:

Chamran Expressway, Tehran, Iran English Department, Ministry of Education, Tehran, Iran. System 36 (2008) 141–155

Alyousef Hesham Suleiman (2006). Teaching Reading Comprehension to ESL/EFL Learners. *Journal of Language and Learning Volume 5 Number 1 2006. ISSN 1475 – 8989. Albaya Intermediate School, Riyadh, Saudi Arabia.*

Budhisagar, Meena and Sansanwal, D.N. 1991. Achievement of B.Ed. Students: Effect of treatment, intelligence, attitude towards teaching profession and their interactions. *Indian Educational Review, Vol. 27(4): 47-65.*

Chadha, N.K. and Chandna, Sunanda. 1990. Creativity, Intelligence and Scholastic achievement: A residual study. *Indian Educational Review, Vol. 25(3): 81-85.*

Chauhan S.S. (1978): Advanced Educational Psychology, *Delhi: Vikas Publishing House.*

Chawla, Swarn. 1988. Construction of a multiple-choice Reading Comprehension Test. *Indian Educational Review, Vol. 23(4): 1-17.*

Choudhuri, P., and Sinha, V.P., (1959) A Comparative Study of Concrete Intelligence of the Tribal and Non-Tribal School Girls of Ranchi, *Bihar Tribal Research Institute.*

Dave, Meeta. 1992. An investigation into reading comprehension of the pupils of grade VII by using the standardized tests in Gujarati. *Ph.D. Education Gujarat University.*

Gaines, D., & Lehmann, D. (2002).Improving student performance in reading comprehension through the use of Multiple Intelligences.*MA thesis, Saint Xavier Multiple Intelligences and Reading Comprehension University and Skylight Professional Development Field-based Master's Program. ED 467 515.*

Kaur, S. (2003).A Study of Emotional Intelligence and Personality factors of Pupil Teacher. *Unpublished M.Ed. Dissertation. G.H.G. Khalsa College of Education, GurusarSadhar, Ludhiana.*

RIGHT TO EDUCATION ACT IMPLEMENTED; CHALLENGES STILL REMAIN

Dr. Shweta Smrita Soy
Dept. of Education, A. S. College, Deoghar
S.K. M.U (Jharkhand)
E-mail- shwetasoy@yahoo.co.in

Introduction:

The Right to Education Act, which came into force on 1st April, 2010 after 62 years of independence, has made free and compulsory education a fundamental right of every child in the 6 to 14 age group. Now India has joined the group of those countries who provide for a constitutional guarantee to free and compulsory education. The enforcement of this Right has made it a joint responsibility of Central and State Governments to provide free and compulsory education to all children by all means. The present article begins with a historical perspective, outlines salient features of the Act, throws light on the challenges ahead and suggests ways to overcome them.

Historical Perspective:

At the time of Independence, India inherited an educational system which was not only quantitatively small but was also characterized by striking gender and regional disparities. Only one child out of three had been enrolled in primary school. Thus challenge was to provide elementary education to all its children within a stipulated period of time. Accordingly, universal education for all children in the 6-14 age group became a constitutional provision by Article 45 of the Constitution. Special care of the economic and educational interests of the under privileged sections of the population also became a constitutional obligation. But these constitutional provisions still remain unfulfilled. Government's commitment to ensure elementary education for all children aged 6-14 years was later seen in its ambitious programme named 'Sarva Shiksha Abhiyan'.

Free and compulsory elementary education was made a fundamental right under Article 21A of the Constitution in December 2002 by the 86th Amendment. In bringing this into action, the 'Right of Children to Free and Compulsory Education Bill' was drafted in 2005. This was revised and became an Act in August 2009, but was enforced on 1st April 2010.

The Right to Education Act will benefit about one crore out-of- school children and a large number of drop-out children. As per an estimate, out of 22 crore children in the 6-14 years age group in the country, 4.6 percent children have no enrolment in any school.

Right to Free and Compulsory Education Act

The Act promises free and compulsory education to any child in the age-group 6-14. The Act says that schools should be within a radius of 1-3 km from where the child lives. All government-aided schools have to reserve 25% of their seats for students from economically weak sections (EWS). Private schools that are not government-aided also have to reserve

25% of their seats in Class 1 for EWS students; the government will compensate them. All government schools will have school management committees, 75% of whose members will be parents or guardians of the children. Fifty per cent of these have to be women.

The Salient Features of the Act:

The Right to Education Act is a detailed and comprehensive piece of legislation which includes provisions related to schools, teachers, curriculum, evaluation, access and specific division of duties and responsibilities of all concerned. Main features of the Act are as under:

- Every child from 6 to 14 years of age shall have the right to free and compulsory education in a neighborhood school till completion of elementary education.
- Private schools shall provide 25 percent reservation for weaker sections and economically disadvantaged groups in the admission.
- All schools except government schools are required to meet all specified norms and standards within three years to avoid cancellation of their recognition.
- The Act calls for a fixed pupil-teacher ratio, i.e., 30:1.
- The Act mandates improvement in quality of education.
- Financial burden will be shared between Central and State Governments.

State child rights commissions will monitor implementation of the RTE Act in their respective states. All states have to set up state education advisory bodies. School management committees will maintain the records of all children in the age-group 6-14 years and ensure that they are in school. On the basis of this Act, the government has framed subordinate legislation called model rules as guidelines to states for the implementation of the Act.

States' role in implementation of the RTE Act

Central and state governments shall share financial responsibility for RTE. The central government shall prepare estimates of expenditures. State governments will be provided a percentage of these costs. The central government may request the Finance Commission to consider providing additional resources to a state in order to carry out the provisions of RTE. The state government shall be responsible for providing the remaining funds needed to implement. There will be a funding gap which needs to be supported by partners from civil society, development agencies, corporate organizations and citizens of the country.

So to say that the country does not have enough funds to make the right to education a reality is a farce. The Indian Constitution clearly says that it cannot be left to the states to provide people their rights according to convenience. Even as civil society, teachers and educationists fought for it, the government washed its hands of the matter and left it to the state governments to implement the same.

Now that the RTE Act has finally come about, the same paucity of funds argument is gaining momentum all over again.

Challenges Ahead

1. State Governments' Apathy:

Lack of Promptness / Commitment and Poor economic conditions of the States.

2. Availability of Infrastructure Facilities:

Establishment of Primary Schools within one kilometer and upper Primary Schools within three kilometer distance. Well equipped classrooms, library, laboratory, play ground, drinking water and toilet facilities.

3. Availability of Teachers and Required Pupil-Teacher Ratio:

Five lacs new teachers are to be recruited and 5 lacs new classrooms are to be constructed to meet the required 30 : 1 pupil teacher ratio. In the present circumstances, to maintain pupil-teacher ratio as per the Act, appears a distant dream.

4. Quality of Education:

Quality of education depends upon the quality of teachers. Teachers' selection and training procedure and their conditions of work need a substantial improvement. Teachers' accountability to the pupils, their parents, the community and to their own profession needs to be determined.

5. Twenty Five Percent Reservation of Seats in Private Schools:

- What will be the identification, selection and verification of economically weaker and disadvantaged children?
- Would they be selected from the neighborhood or from the entire village/town/city?
- How the whole process will be monitored by the government?

Therefore greater clarity for successful implementation is needed on.

What is to be done?

The RTE Act has been passed; the Model Rules have been released; financial closure appears in hand. Does this mean the policy process is now impervious to change? Even today, much can be achieved through a sustained engagement with this problem. So what is the need of the day?

For quality education to truly reach every child in the country, it is necessary that the following steps are taken:

- Each state should prepare a set of model rules for implementation of the right to education, with the participation of the community and other stakeholders.

- **Spread Awareness-** Schools need to be made aware of provisions of the 25% reservations. School management committees should take it upon themselves to spread awareness about the Act at the community level, in panchayats, so that people are encouraged to send their children to school.

- **Ensure proper implementation** - Despite the flaws in the RTE Act, it is equally important for us to simultaneously ensure its proper implementation. Besides bringing about design changes, we as responsible civil society members need to make the government accountable through social audits, filing right to information applications and demanding our children's right to quality elementary education.

- **Assisting private unrecognized schools**- Since unrecognized schools could face closure in view of prescribed recognition standards within three years; we could find ways to support such schools to improve their facilities by resource support and providing linkages with financial institutions.

- **Including more children** - Although the RTE Act puts the applicable age-group at 6-14, it has been left to the states to decide whether they want to widen this group, say from 0-18 as Kerala has done. States should think about including more children under the Act's ambit.

- **Employ more teachers**- With the Act coming into effect; it has been found that there is a shortage of 12-13 lakh teachers in schools. The states must take steps to employ more teachers and not rely on para-teachers to provide children with quality education.

- **Availability of Infrastructure Facilities** -The government should ensure that all government schools are well-equipped to take in students, so that they are not left with the sole choice of going to private schools.

- To effectively implement the RTE Act, the Human Resource Development Ministry, Labour Ministry, Women and Child Development Ministry, Panchayati Raj Ministry and Rural Development Ministry have to work together. There should be an umbrella body that brings all these agencies together to work towards a common goal.

Conclusion:

In order to meet the challenges and surmount the hurdles that stand in the way of implementing Right to Education Act, it is needful to concentrate all efforts with full dedication and commitment. Not only the central and state governments but the nation as a whole should take responsibility in this regard. Community participation and support can make marked difference in achieving this goal. There exists a need for greater coordination amongst different agencies and functionaries involved in this task. To overcome population pressures and budgetary constraints, cost effectiveness and accountability must be ascertained at every level. Efforts should be focused on qualitative improvement of the whole programme.

References

- The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009).
- Challenges of Education–a policy perspective, Ministry of Education, Govt. of India, New Delhi, August 1985.
- National Policy on Education – 1986, Ministry of Human Resource Development, Govt. of India, Dept. of Education, New Delhi, May, 1986.
- National Policy on Education–1986 (With Modifications undertaken in 1992), Ministry of Human Resource Development, Department of Education, New Delhi, 1992.
- Education for All – The Indian Scene, Department of Education, Ministry of Human Resource Development, Govt. of India, Dec. 1993.
- Seventh All India School Education Survey, Provisional Statistics, N.C.E.R.T., New Delhi, Sep. 30, 2002.
- National Curriculum Framework, 2005, N.C.E.R.T., New Delhi.
- National Curriculum Framework for Teacher Education, N.C.T.E., New Delhi, 2009–10.

THE CAUSE OF BONDAGE

Dr Somnath Das
Asst Prof Of Sanskrit, St Mary B.Ed College,
Nadia, West Bengal
&
Mridula Biswas
Asst Prof of Bengali, Nathulal Das B.Ed. College,
Murshidabad, West Bengal

Introduction:

Our bondage is psychological and not physical. As the old saying goes, stone walls do not a prison make. A prison does not mean a building with walls, because even a house is a building with walls, but we do not call it a prison. However, we can call it a prison if our mind changes. From tomorrow onwards we can call it a prison, or we can call it a temple, a police station, or anything that we like, but it is the same building with the same walls, the same ceiling, etc.So bondage is not merely a physical association, but is also a psychological feeling, and ultimately it is a state of consciousness. Subjection to *gunas* means the subjection of consciousness to the operation of the *gunas*.

Our joys and sorrows are conditions of consciousness; they are not physical. It is not the body that is happy or sorry, but it is the mind, charged with consciousness, that undergoes these experiences. Liberation is a condition of consciousness and not a condition of physicality, materiality or any type of external association. Therefore, the ultimate freedom, which is *moksha*, being a state of consciousness, should be attained through a gradual ascension from greater states of subjection of consciousness, to lesser states of subjection of consciousness.

In the Samkhya, as well as in the Vedanta, we are told a lot about these *gunas* in their relation to consciousness. To bring about the ultimate purity and freedom of consciousness in spite of its so-called association with the *gunas,* the Samkhya gives us the example of a crystal that can falsely appear to be coloured on account of its proximity to a coloured object. If a red flower is brought near a pure crystal, the crystal may look red because of the reflection of the colour of the flower in the crystal. The crystal has not become red; the colour has only been reflected.

Here is a story. There was a person who was attending *satsanga*, perhaps the great *satsanga* of Chaitanya Mahaprabhu himself. Wonderful *kirtan*, *bhajan*, etc. were going on, and after the*satsanga* was over all the people left. But one man did not get up; he remained seated. So the Master thought he was a great devotee, remaining as he did after all had gone. He must be having extraordinary devotion. The Master said, "I am very happy to observe your devotion. You are still seated here even after everyone has gone." The man replied, "No, no, no. I am sitting here to take this carpet, because it is my carpet." He was not sitting because of devotion. His carpet was spread out there and he wanted to take it, and that is the reason he remained seated. Even after everyone had left, he stayed on. Look at that man in *satsanga*! He was sitting there thinking of his carpet throughout the program of beautiful *kirtan*, *bhajan*, etc., so his physical presence at *satsanga* had no effect on him. His psychological atmosphere, the world in which he was living, was quite different from the physical world of *satsanga* in which he appeared to be present.

Our world is a psychological world. There is a world under every hat, as they say. Everyone carries a world inside his cap or hat, and that is what causes the bondage. This bondage that is within us is due to a conscious relationship between ourself and the physical condition, social condition, and other conditions, etc., with which we seem to be connected. As we have been observing through our analysis, these relationships are difficult to understand. We cannot know what relationships are consciously developed within us, inasmuch as we cannot know our own self wholly. When we try to understand the nature of our bondage, the condition in which our consciousness is in at the present moment, we will find that it is not easy to get the complete information about this situation, because our relationship does not mean merely an external spatial relationship. It is not an outward visible relationship; it is mostly invisible. The invisible relationship is at the background of the outward visible form which it takes, little by little, just as the wholesale merchant may take a little out of his stock for retail purposes and put it outside for daily transaction.

Many a time, our own feelings cannot be known to us when we are in a distracted atmosphere, or even in an ordinary social atmosphere which engages our attention wholly. If we live alone, absolutely alone, for a long time, in an isolated place without any kind of contact with people outside, maybe even for months and years, some of our feelings will come out. We can know ourself a little better when we are absolutely alone than when we are in the midst of people, for simple reasons, of course. One of the reasons is that in the midst of other people, we put on a false personality. We are not what we really are, because the rules of society require of us a particular type of behaviour, and we know it very well. So, we always try to put on that behaviour which is required by society, whether or not it is our real behaviour.

We are always something in terms of what other people are, or what the society in which we are living is. The personality that we project outwardly is not our personality, and it is not what is of importance here. What we are when we are psychologically totally unrelated to things would be an indication of what we really are. But if we have lived in human society for years and years together, putting on a false personality, and suddenly retire to a secluded place for *japa*, meditation,*swadhyaya*, etc., the impressions of the false personality will not leave us so easily.

To do self-analysis, to go deep into the causes of our real bondage, would be to enter into our true personality and not a personality that we have put on; and this requires a lot of time. Personalities are variegated. The outermost personality is the social personality, which itself is a difficult thing to give up. The position, the relationship, and the coverage of this outward atmosphere do not leave us even when we are alone. But there are more difficult things inside us than even this social personality which has become a part of our nature. There is what is called the biological personality, and this is more difficult to leave than the social one. With great effort we may forget our social relationships. We may forget that we are a minister, or a collector, or a rich person, or whatever it is. Though even that is difficult and it may take a long time for us to do, yet it is something that can be achieved with some conscious effort.

So, the bondage of consciousness is more deep-rooted than it can be made to appear on the surface. The liberation of consciousness, which is *moksha*, said to be freedom from the *gunas* of*prakriti*, cannot be achieved until the root of bondage is dug out – which means to say, the ultimate connection with the *gunas* is snapped. This cannot be done as long as its effects continue in the form of this relationship of consciousness to lower conditions, such as the physical personality, social atmosphere, etc.

Also, our physical individuality is not merely constituted of the visible body alone. There are many other vestures inside the physical body, which make up our individuality. There is inside us what is known as the *linga deha*, or the *linga sarira*. In Sanskrit, *linga* means an indicator, an insignia, or a symbol. Our individuality is not the physical body; that is only a vehicle which is used for the purposes of our real individuality is known as the astral body, the subtle body – *sukshma sarira* or the *linga sarira*. The astral body, which is within us, is said to be practically the same shape as the physical body. It is cast in the same mould as the shape of the physical body. As a matter of fact, the physical body is only an external formation, in space and time, of our internal nature which is the subtle body, or the *sukshma sarira*. Our real individuality is in the subtle body. This subtle body is constituted of certain peculiar powers or forces in which the psychological organ is situated. The mind, the intellect, etc., including the principle of ego, are all in the subtle body. Also inside the subtle body are the *pranas*, the powers of sense.

The *gunas* of *prakriti* are nothing but the forces that are responsible for belief in the reality of external conditions, and the possibility of fulfilling the desires of the individual by coming into external contact through the avenues of the senses and the mind. Ultimately, these *gunas* are not substances standing in their own right, but are peculiar circumstances brought about by this isolation of consciousness from the whole to which it originally belonged. The *gunas*, ultimately, do not exist. They cannot be called Ultimate Reality. They are a peculiar set of conditions. As these conditions are inseparable from the consciousness which experiences them, somehow or other they are made to appear as self-existent individualities, and it is then that we begin to feel that there is a physical world outside us. Ultimately, upon a subtle analysis, we will realise that the world that we experience is nothing but a set of conditions.

This subtle body that is within us, which is the operative principle of the self-affirming ego, is a form taken by an ethereal transformation of the three *gunas*. The self-affirming consciousness urges itself forward outwardly through the mind and the senses, and then this urge, which is called desire, creates impressions, especially when it is fulfilled. Each impression becomes a part of its individuality, and the association of these impressions, or sets of impressions with itself, only confirms its bondage, hardens its ego, and makes the individual more and more bound to external conditions, which again creates further desires for contact with externals, which in turn creates impressions – and so on and so forth, on and on like a vicious circle, until we find ourself in a state of utter bondage, and we are aware of only bondage, and nothing else.

The layers of bondage have been formed through ages of experience which we have passed through on account of the births that we have taken through various incarnations. To untie these knots, these *granthis* that have been formed within us, requires, no doubt, a herculean effort. Given that the association of consciousness with the *gunas* is not only an internal bondage but also an external expression of it in the form of practical life, we will find that in the practice of yoga we have to take steps towards freedom, not only by means of internal discipline by adjustment of the mind in required fashion, but also by a corresponding adjustment of the mind in respect of external relations, because the *gunas* operate both outwardly and inwardly. The *gunas* are the desires inside, as well as the objects of the desires – both of these are only *gunas*. So when we tackle the *gunas*, we have to tackle the objects of desire as well as the conditions of desire.

Conclusion:-

Hence, the practice of yoga is not merely a one-sided effort – it is a total effort. It is total in two ways. Firstly, it is a total effort in the sense that the whole of our personality is worked up into action in the practice of yoga. Secondly, the whole of the atmosphere, inwardly as well as outwardly, is taken into consideration for the purpose of the practice. Thus, it is a very vigilant effort of consciousness. Ultimately, it is an effort of consciousness only. We are concerned only with that. Therefore, freedom means the freedom of consciousness from its feelings in respect of its conditions, which are called the *gunas*.

Bibliography

Mohan, Vishwa (6 June 2011). "Politics/Nation". The Economic Times. Retrieved 6 June 2011.

Mohammad (8 October 2012). "Ramdev sets 72-hour ultimatum". The Hindu (Chennai, India).

Morwenna Donnelly, Founding the Life Divine: An Introduction to the Integral Yoga of Sri Aurobindo - Hawthorn Books, 1956 Madhav Pundalik Pandit, Sri Aurobindo and His Yoga, Lotus Press 1987 ISBN 0-941524-25-6

Madhav Pundalik Pandit, Dictionary of Sri Aurobindo's Yoga Lotus Press 1992 ISBN 0-941524-74-4

Panjwani U, Gupta HL, Singh SH, Selvamurthy W, Rai UC. Effect of sahaja yoga practice on stress management in patients of epilepsy.

Indian J Physiol Pharmacol 1995;39: 111-116. Pathak, R. C. (June 1981).

Bhargava's Concise Hindi-English Dictionary (6th ed.). French & European Pubns. ISBN 978- 0828817448.

Prabhupada, S. (ed.). (2007). Srimagbhat GitaAs It Is. Nadia: Bhaktibedanto Book Trust.

The Cultural heritage of India. Calcutta, India: The Ramakrishna Mission Institute of Culture. 2001. p. 672. ISBN 978- 8187332053.

Sri Aurobindo. (1999), The Synthesis of Yoga, fifth edition, Sri Aurobindo Ashram Trust 1999

VARIOUS DATA OF LITERACY RATE IN INDIA – A DOCUMENTARY ANALYSIS

Subrata Bachhar
Student-Dept. of Education, University of Kalyani, W.B, India.
Email: subrata.bac1990@gmail.com, Mob: 9831294855

Abstract
The present paper is a Documentary Research/ analysis following the Qualitative approach and the researcher aimed at the Literacy rate in India. Researcher fined the various data of the Literacy rate in India. Researcher fined the Literacy rate Census 1901 to 2011 in India. In this research objectives are to find out the Literacy rate in pre and post independence India, ranking of states and Union Territories by Literacy rate, State Census Details etc. In this research paper one principle variable- Literacy rate in India was considered. Researchers explained various data of the Literacy rate in India, and also find out the literacy rate update between census 2001, and 2011 in India through the different website. Researcher fined that Kerala as the most literate state in India, with a literacy rate of 94.65% and However, Tamil Wikipedia claims that Kerala's literacy rate in 2013 is 95.5%, and Bihar as the lowest literate state in India, with a literacy rate of 63.82%.

1.1 Introduction:

To know development in a society, Literacy is another proper indicator of economic development. For purpose of census, a person in age limit of seven and above, who can both write and read with understanding in any of the language is considered as a literate in India. The 15th official census in India was calculated in the year 2011. In a country like India, literacy is the main foundation for social and economic growth. When the British rule ended in India in the year 1947 the literacy rate was just 12%. Over the years, India has changed socially, economically, and globally. After the 2011 census, literacy rate India 2011 was found to be 74.04%. Compared to the adult literacy rate here the youth literacy rate is about 9% higher. Though this seems like a very great accomplishment, it is still a matter of concern that still so many people in India cannot even read and write. The numbers of children who do not get education especially in the rural areas are still high. Though the government has made a law that every child under the age of 14 should get free education, the problem of illiteracy is still at large. Now, if we consider female literacy rate in India, then it is lower than the male literacy rate as many parents do not allow their female children to go to schools. They get married off at a young age instead. Though child marriage has been lowered to very low levels, it still happens. Many families, especially in rural areas believe that having a male child is better than having a baby girl. So the male child gets all the benefits. Today, the female literacy levels according to the Literacy Rate 2011 census are 65.46% where the male literacy rate is over 80%. The literacy rate in India has always been a matter of concern but many NGO initiatives and government ads, campaigns and programs are being held to spread awareness amongst people about the importance of literacy. Also the government has made strict rules for female equality rights. India literacy rate has shown significant rise in the past 10 years. Here are some facts about different states literacy rate, Kerala is the only state in India to have 100% literacy rate. It is followed by Goa, Tripura, Mizoram, Himachal Pradesh, and Maharashtra, Sikkim. The lowest literacy rate in India is seen in the state of Bihar. We also need to think why is the literacy rate is low here in India compared to other developed countries. Basically the population in India is very high. Being the 7th largest country its population stands 2nd in the world after China. There are over 1 billion people in India. The number of schools and educational centers especially in rural

areas is less. Even today many people are below the poverty line. Also people aren't aware that children should get free education according to the law.

1.2. Objectives:

Following are the objectives of the present study –

- To find out the Literacy rate in pre and post independence India.
- Present ranking of states and Union Territories by Literacy rate.
- Present ranking of states and Union Territories by Literacy rate and Sex.
- To find out the State Census Details.
- To compare the census 2001 and 2011 by literacy rate.

1.3. Research Questions:

- What are the Literacy rate in pre and post independence India?
- What the Present ranking of states and Union Territories by Literacy rate?
- What the Present ranking of states and Union Territories by Literacy rate and Sex?
- What is the State Census Details?
- What is the difference between 2001 and 2011 Census by literacy rate?

1.4. Methodology:

To conduct the present research successfully the researcher has employed the Documentary Research following the Qualitative approach. The researcher attempt to study in present status Literacy rate of in India.

1.5. Analysis and Interpretation:

Table-A: Literacy rate in pre and post independence India.

Census year	Total (%)	Male (%)	Female (%)
1901	5.35	9.83	0.60
1911	5.92	10.56	1.05
1921	7.16	12.21	1.81
1931	9.50	15.59	2.93
1941	16.10	24.90	7.30
1951	16.67	24.95	9.45

1961	24.02	34.44	12.95
1971	29.45	39.45	18.69
1981	36.23	46.89	24.82
1991	42.84	52.74	32.17
2001	64.83	75.26	53.67
2011	74.04	82.14	65.46

The table lists the "crude literacy rate" in India from 1901 to 2011.

Any one above age 7 who can read and write in any language with an ability to understand was considered a literate. In censuses before 1991, children below the age 5 were treated as illiterates. The literacy rate taking the entire population into account is termed as "crude literacy rate", and taking the population from age 7 and above into account is termed as "effective literacy rate". Effective literacy rate increased to a total of 74.04% with 82.14% of the males and 65.46% of the females being literate.

Table-B: Ranking of states and Union Territories by Literacy rate: 2011

Rank	India/State/Union Territory	Literacy rate
1	Kerala	93.91
2	Lakshadweep	92.28
3	Mizoram	91.58
4	Tripura	87.75
5	Goa	87.40
6	Daman & Diu	87.07
7	Puducherry	86.55
8	Chandigarh	86.43
9	Delhi	86.34
10	Andaman & Nicobar Islands	86.27
11	Himachal Pradesh	83.78
12	Maharashtra	82.91
13	Sikkim	82.20
14	Tamil Nadu	80.33

15	Nagaland	80.11
16	Manipur	79.85
17	Uttarakhand	79.63
18	Gujarat	79.31
19	Dadra & Nagar Haveli	77.65
20	West Bengal	77.08
21	Punjab	76.68
22	Haryana	76.64
23	Karnataka	75.60
24	Meghalaya	75.48
25	Odisha	73.45
26	Assam	73.18
27	Chhattisgarh	71.04
28	Madhya Pradesh	70.63
29	Uttar Pradesh	69.72
30	Jammu & Kashmir	68.74
31	Jharkhand	67.63
32	Rajasthan	67.06
33	Arunachal Pradesh	66.95
34	Bihar	63.82
	India (Census 2011):	74.04

In September 2013, the State Government of Tripura claimed that the state has surpassed Kerala as the most literate state in India, with a literacy rate of 94.65%.However, Tamil Wikipedia claims that Kerala's literacy rate in 2013 is 95.5%.

As per Population Census of India 2011, the **Literacy rate of India** has shown as improvement of almost 9 percent. It has gone up to 74.04% in 2011 from 65.38% in 2001, thus showing an increase of 9 percent in the last 10 years. It consists of male literacy rate 82.14% and female literacy rate is 65.46%. Kerala with 93.9% literacy rate is the top state in India. Lakshadweep and Mizoram are at second and third position with 92.3% and 91.06% literacy rate respectively. Bihar with 63.08% literacy rate is the last in terms of literacy rate in

India. Majority of states in India has shown majors signs of improvement in their overall literary rate thus contributing towards a literate nation.

Table-C: Ranking of states and Union Territories by Literacy rate and Sex.

	Males		Females		
Rank	**India/State/Union Territory**	**Literacy rate**	**Rank**	**India/State/Union Territory**	**Literacy rate**
1	Lakshadweep	**96.11**	**1**	Kerala	**91.98**
2	Kerala	**96.02**	**2**	Mizoram	**89.40**
3	Mizoram	**93.72**	**3**	Lakshadweep	**88.25**
4	Goa	**92.81**	**4**	Tripura	**83.15**
5	Tripura	**92.18**	**5**	Goa	**81.84**
6	Pondicherry	**92.12**	**6**	Andaman & Nicobar Islands	**81.84**
7	Daman & Diu	**91.48**	**7**	Chandigarh	**81.38**
8	Delhi	**91.03**	**8**	Pondicherry	**81.22**
9	Himachal Pradesh	**90.83**	**9**	Delhi	**80.93**
10	Chandigarh	**90.54**	**10**	Daman & Diu	**79.59**
11	Andaman & Nicobar Islands	**90.11**	**11**	Nagaland	**76.69**
12	Maharashtra	**89.82**	**12**	Himachal Pradesh	**76.60**
13	Uttarakhand	**88.33**	**13**	Sikkim	**76.43**
14	Sikkim	**87.29**	**14**	Maharashtra	**75.48**
15	Gujarat	**87.23**	**15**	Tamil Nadu	**73.86**
16	Tamil Nadu	**86.81**	**16**	Meghalaya	**73.78**
17	Manipur	**86.49**	**17**	Manipur	**73.17**
18	Dadra & Nagar Haveli	**86.46**	**18**	Punjab	**71.34**
19	Haryana	**85.38**	**19**	West Bengal	**71.16**
20	Nagaland	**83.29**	**20**	Gujarat	**70.73**

21	Karnataka	**82.85**	**21**	Uttarakhand	**70.70**
22	West Bengal	**82.67**	**22**	Karnataka	**68.13**
23	Odisha	**82.40**	**23**	Assam	**67.27**
24	Punjab	**81.48**	**24**	Haryana	**66.77**
25	Chhattisgarh	**81.45**	**25**	Dadra & Nagar Haveli	**65.93**
26	Madhya Pradesh	**80.53**	**26**	Odisha	**64.36**
27	Rajasthan	**80.51**	**27**	Chhattisgarh	**60.59**
28	Uttar Pradesh	**79.24**	**28**	Madhya Pradesh	**60.02**
29	Assam	**78.81**	**29**	Andhra Pradesh	**59.74**
30	Jharkhand	**78.45**	**30**	Arunachal Pradesh	**59.57**
31	Jammu & Kashmir	**78.26**	**31**	Uttar Pradesh	**59.26**
32	Meghalaya	**77.17**	**32**	Jammu & Kashmir	**58.01**
33	Andhra Pradesh	**75.56**	**33**	Jharkhand	**56.21**
34	Arunachal Pradesh	**73.69**	**34**	Bihar	**53.33**
35	Bihar	**73.39**	**35**	Rajasthan	**52.66**

- **States reported with literacy rate greater than 90% :** Kerala (94%), Lakshadweep (91.85%) and Mizoram (91.33).
- **States with literacy rate between national average (72.99%) and below 90% :** Tripura (87.22%), Goa (88.70%), Daman & Diu (76.24%), Pondicherry (85.85%), Chandigarh (86.05%), Delhi (86.21%), A&N Islands (86.63%), Himachal Pradesh (82.8%), Maharashtra (82.34%), Sikkim (81.42%) Tamil Nadu (80.09%), Nagaland (79.55%), Manipur (79.21%), Uttarakhand (78.82%), Gujarat (78.03%), Dadra & Nagar Haveli (76.24%), West Bengal (76.26%), Punjab (75.84%), Haryana (75.55%), Karnataka (75.36%) and Meghalaya (74.43%).
- **Literacy rate in rural areas** stand at 67.67% with rural male literacy rate 77.15% and rural female literacy rate 57.93%. Whereas **literacy rate in urban areas** stand at 84.11% with urban male literacy rate at 88.76% and urban female literacy at 79.11%.
- **Literacy rate of SCs** stands at 66.07% (Male SCs 75.17% & Female SCs 56.46%).Whereas **Literacy rate of STs** Stand at 58.96% (Male STs 68.53% & Female STs 49.35%).

Gender disparity in literacy rates declined by 5.34 percent points from 21.59 percent points in 2001 to 16.25 percent points in 2001-2011.There has been a continuous decrease in gender gap in literacy since 1991 (24.84 percent point).

Table-D: State Census 2011 Details.

State	Population	Increase	Area(km^2)	Density	Sex-Ratio	Literacy
Uttar Pradesh	199,812,341	20.23 %	240,928	829	912	67.68
Uttar Pradesh	199,812,341	20.23 %	240,928	829	912	67.68
Maharashtra	112,374,333	15.99 %	307,713	365	929	82.34
Bihar	104,099,452	25.42 %	94,163	1,106	918	61.80
West Bengal	91,276,115	13.84 %	88,752	1,028	950	76.26
Andhra Pradesh	84,580,777	10.98 %	275,045	308	993	67.02
Madhya Pradesh	72,626,809	20.35 %	308,252	236	931	69.32
Tamil Nadu	72,147,030	15.61 %	130,060	555	996	80.09
Rajasthan	68,548,437	21.31 %	342,239	200	928	66.11
Karnataka	61,095,297	15.60 %	191,791	319	973	75.36
Gujarat	60,439,692	19.28 %	196,244	308	919	78.03
Orissa	41,974,218	14.05 %	155,707	270	979	72.87
Kerala	33,406,061	4.91 %	38,852	860	1084	94.00
Jharkhand	32,988,134	22.42 %	79,716	414	948	66.41
Assam	31,205,576	17.07 %	78,438	398	958	72.19
Punjab	27,743,338	13.89 %	50,362	551	895	75.84
Chhattisgarh	25,545,198	22.61 %	135,192	189	991	70.28
Haryana	25,351,462	19.90 %	44,212	573	879	75.55
Delhi	16,787,941	21.21 %	1,483	11,320	868	86.21
Jammu and Kashmir	12,541,302	23.64 %	222,236	56	889	67.16
Uttarakhand	10,086,292	18.81 %	53,483	189	963	78.82
Himachal Pradesh	6,864,602	12.94 %	55,673	123	972	82.80
Tripura	3,673,917	14.84 %	10,486	350	960	87.22

Meghalaya	2,966,889	27.95 %	22,429	132	989	74.43
Manipur	2,855,794	24.50 %	22,327	128	985	76.94
Nagaland	1,978,502	-0.58 %	16,579	119	931	79.55
Goa	1,458,545	8.23 %	3,702	394	973	88.70
Arunachal Pradesh	1,383,727	26.03 %	83,743	17	938	65.38
Puducherry	1,247,953	28.08 %	490	2,547	1037	85.85
Mizoram	1,097,206	23.48 %	21,081	52	976	91.33
Chandigarh	1,055,450	17.19 %	114	9,258	818	86.05
Sikkim	610,577	12.89 %	7,096	86	890	81.42
Andaman and Nicobar Islands	380,581	6.86 %	8,249	46	876	86.63
Dadra and Nagar Haveli	343,709	55.88 %	491	700	774	76.24
Daman and Diu	243,247	53.76 %	111	2,191	618	87.10
Lakshadweep	64,473	6.30 %	30	2,149	946	91.85
India:	1,210,854,977	17.64 %	3,287,240	382	940	74.04

The Indian Census 2011 can be referred to as the seventh census operation after Indian independence. The national census 2011 has been run on all the 28 states of the country and the seven Union Territories. There have been surveys on cities and districts as well. The data of Indian census 2011 covers all the major aspects of society like population, sex ratio and literacy percentage as well. Here is a list on census 2011 data of India. There are presently 28 states in India. The total population of the country is 1.21 billion presently. According to the State Census 2011, the most populated state in India is Uttar Pradesh with a population of 19.96 crores. The least populated state in the country is Sikkim with a population of 60, 7688. The census of Indian states 2011 reveals that Kerala is the highest literate state in the country with 93.91% of literacy rate. Bihar is the least literate state with a literacy rate of 63.82%. The Indian census 2011 state wise shows that Kerala represents the highest sex ratio with 1084 females per 1000 males while Haryana features the lowest sex ratio in India with just 877 women per 1000 males.

Table-E: Census 2001 and 2011 by literacy rate.

This is a list of the States and Union Territories of India in order of literacy rate. This information was compiled from 2011 and 2001 census of India. The list does not include the newly formed states of Telangana and residual Andhra Pradesh in 2014. A *Times of India* report quoted the literacy rates of the separate states as: Telangana - 66.5%; and Andhra Pradesh - 91.1%.

India/State/Union Territory	Literacy (%) - Census	Rate 2011	Literacy (%) - Census	Rate 2001	Decadal Difference (%)
Kerala	93.91		90.86		3.14
Lakshadweep	92.28		86.66		5.62
Mizoram	91.58		88.80		2.78
Tripura	87.75		73.19		13.56
Goa	87.40		82.01		5.39
Daman & Diu	87.07		78.18		8.89
Pondicherry	86.55		81.24		5.31
Chandigarh	86.43		81.94		4.49
Delhi	86.34		81.67		4.67
Andaman & Nicobar Islands	86.27		81.30		4.97
Himachal Pradesh	83.78		76.48		7.30
Maharashtra	82.91		76.88		6.03
Sikkim	82.20		68.81		13.39
Tamil Nadu	80.33		73.45		6.88
Nagaland	80.11		66.59		13.52
Manipur	79.85		69.93		9.92
Uttarakhand	79.63		71.62		8.01
Gujarat	79.31		69.14		10.17
Dadra & Nagar Haveli	77.65		57.63		20.02
West Bengal	77.08		68.64		8.44

Punjab	76.68	69.65	7.03
Haryana	76.64	67.91	8.73
Karnataka	75.60	66.64	8.96
Meghalaya	75.48	62.56	12.92
Odisha	73.45	63.08	10.37
Assam	73.18	63.25	9.93
Chhattisgarh	71.04	64.66	6.38
Madhya Pradesh	70.63	63.74	6.89
Uttar Pradesh	69.72	56.27	13.45
Jammu & Kashmir	68.74	55.52	13.22
Jharkhand	67.63	53.56	14.07
Rajasthan	67.06	60.41	6.65
Arunachal Pradesh	66.95	54.34	12.61
Bihar	63.82	47.00	16.82
Total India:	74.04	64.83	9.21

In September 2013, the State Government of Tripura claimed that the state has surpassed Kerala as the most literate state in India, with a literacy rate of 94.65%.[6][7] However, Tamil Wikipedia claims that Kerala's literacy rate in 2013 is 95.5%.

1.6 Conclusion:

The illiterate adults should realize that they should be responsible citizens in a democracy. An illiterate person cannot perform his duties properly. It is not enough to enable them how to read and write, they must know what they are expected to do as citizens of this great country. There should be continuous Post-literacy programme, so that they do not forget what they have learnt and keep themselves, up-to-date about the developments in the country.

References:

Retrieved from:

http://www.census2011.co.in/literacy.php

http://www.indiaonlinepages.com/population/literacy-rate-in-india.html

https://en.wikipedia.org/wiki/Literacy_in_India

http://economictimes.indiatimes.com/news/economy/indicators/literacy-rate-at-71-in-rural-india-86-in-urban-

http://infochangeindia.org/women/statistics/statewise-literacy-rates-in-india.html

http://indiafacts.in/india-census-2011/literacy-rate-india-2011/

timesof**india**.**india**times.com/

A STUDY ON THE ATTITUDE OF STUDENTS OF SECONDARY SCHOOL TOWARDS MATHEMATICS AND ITS RELATIONSHIP WITH ACHIEVEMENT IN IT

Koushik Das
Former student, Dept. of Education, University of Kalyani
Kalyani, Nadia, 741235, West Bengal, India

INTRODUCTION:

Mathematics is viewed as a dry subject at school level and therefore students achievement in mathematics has always been hot topic for discussion among teachers, parents and researchers. Low achievement in mathematics is most probably due to teaching of mathematics, as it is taught in schools by a way that is mostly outcome based and teacher centred (Warick & Reimers,1995) where teacher often solve questions on the blackboard and students note them in their note books ignoring the process based teaching with focus on understanding,reasoning,critical thinking and creativity (Warick & Reimers,1995;Halai,1998).

The present study focused on the areas of students achievement and attitudes towards Mathematics .For this study researcher selected 100 students as a sample and also constructed two standardized test one is achievement test and another one is attitude test.The result shows that there are positive co-relation between achievement and attitudes .Students who gets high marks in mathematics they also have the positive attitudes on that subject. There is no such difference between achievement among girls and boys. But there is a difference in achievement in urban and rural students, because the achievement towards mathematics in rural areas is poor than urban areas. A remarkable difference show between attitudes towards mathematics in rural girls student as compare to rural boys students and urban boys students.

In west Bengal Board Of Secondary Education,Madhyamik Exam (class-X) is the first Board exam in student's life.The preparation for this exam starts from class –ix. The result of this exam has so much importance in future study.

After learning any subject, there should be some learning out comes like--mastery of that subject,concept formation about that subject,skill development etc.Besides this,a positive attitude towards that subject is also developed.

Mathematics is one of the main science subjects in Madhyamik examination. So after learning this subject there should be developed some positive attitude towards this subject. It is seen in many research that a positive attitude and interest is very much dependent for success in that subject.So,to make a positive attitude towards a subject should be one of the aim of learning outcomes,because,success in a particular subject depends on student's attitude about that subject.(Byreu,1966,Gordon,1966,Weal and Proshek,1971,Fucks and Meadows,1976,Hough and Piper,1982,Mitchell and Simpson,1982,Gitanjali,1984,Pillai,1985)

The main objective of this research work is to find out the attitude towards mathematics and to find out relationship between attitude and achievement in mathematics. So, based on this object researcher carried out the research work.

Significance of the study:

- The tool prepared by the researcher will help the teacher to determinate the disabilities of the students in case of learning mathematics.
- The study will ensure the future researchers to prepare diagnostic tools in other areas.

The questions that are set will help the teacher understand the dimensions that are necessary for better learning which will ensure taking appropriate methods of remedial or preventive measure.

OBJECTIVE OF THE STUDY :

The main objective of this research are____

- To find out whether or not there is difference in attitude towards mathematics between Urban and Rural students.

To find out whether or not there is difference in achievement in mathematics between Urban and Rural Pupils.

- To find out whether or not there is present co-relation between achievement and attitudes towards mathematics.

SAMPLE:

A sample of 100 students of Nadia districts are selected from of two different sexes & two different Strata of the society. Sample are taken through Purposive Sampling.Among the four schools two are from urban areas and other two from rural areas. Among 50 students in urban areas 25 are boys other 25 are girls, and in rural areas among 50 students 25 are boys and other 25 are girls, those who are studied in class-ix.

TOOLS:

The Investigator constructed two **standardized tools** one is **Achievement test** other one is **Attitude test**.

RELIABILITY:

Out of four methods of finding out reliability coefficient,only **'test retest'** method used. In case of achievement test r = .95 (highly significant at .01 level).In case of attitude test r = .96 (highly significant at .01 level)

VALIDITY:

'Contentvalidity' method used to determine the validity of the tests.

STATEMENT OF HYPOTHESIS:

For this research work researcher made 13 Null Hypothesis.These are as follows_

H_{01} : There is no significant difference in achievement in mathematics between rural and urban students.

H_{02} : There is no significant difference in achievement test of mathematics between boys and girls.

H_{03} : There is no significant difference in achievement test of mathematics between urban boys and girls.

H_{04} : There is no significant difference in achievement test of mathematics between rural boys and girls.

H_{05} : There is no significant difference in achievement test of mathematics between urban boys and rural boys.

H_{06} : There is no significant difference in achievement test of mathematics between urban girls and rural girls.

H_{07} : There is no significant differences in attitude towards mathematics between boys and girls.

H_{08} : There is no significant differences in attitudes towards mathematics between rural and urban students.

H_{09} : There is no significant differences in attitudes towards mathematics between urban boys and girls.
H_{010}: There is no significant differences in attitudes towards mathematics between urban and rural boys.
H_{011}: There is no significant differences in attitudes towards mathematics between urban and rural girls.
H_{012}: There is no significant differences in attitudes towards mathematics between rural boys and girls.
H_{013} : The scores students in the Achievement Test in mathematics. Could not be signification correlated with those in the attitude towards Mathematics questionnaire

ANALYSIS OF THE DATA :
Among 100 students researcher take a Achievement Test. After finding the scores in mathematics researcher measure Mean,Median,Standard deviation which are as follows...
Researcher divided the result of Achievement test in to following sub groups.These are as follows----

- Boy's of Urban areas and Rural areas.
- Girl's of Urban areas and Rural areas.
- Urban areas total students(incliuding boys and girls).
- Rural areas total students(including boys and girls).
- Urban areas boys.
- Urban areas girls.
- Rural areas boys.
- Rural areas girls.

The results obtain from the Achievement test shown in following table.....

Achievement test
Table -1- Statistics of the achievement test scores of the selected samples (Students) under different categories.

Statistics	Urban Students		Rural Students	
	Girls	Boys	Girls	Boys
Mean	30.76	36.4	16.04	25.08
Variance	86.60	34.69	102.20	108.66
Standard Deviation	9.30	5.88	10.10	10.4

Researcher test the null hypothesis (Ho_1, Ho_2, Ho_3 Ho_4, Ho_5, Ho_6)with the help of t- test. The result of t-test shown in following table.....
Table 2- **Significance of the difference between the achievement test score of different groups**

Null hypothesis	Between Group	Mean	t-test	Level of Significant	Result
Ho_1,	Rural/Urban	20.56/35	6.467	0.05 level	Significant
Ho_2	Boys /Girls	32.16/23.4	0.00015	0.05 level	Insignificant
Ho_3	Urban Boys / Urban Girls	36.4/30.76	0.00017	0.05 level	Insignificant
Ho_4	Rural Boys /	25.08/16.08	0.0015	0.05 level	Insignificant

	Rural Girls				
Ho_5	**Urban Boys / Rural Boys**	**36.4/25.08**	**1.63**	**0.05 level**	**Insignificant**
Ho_6	**Urban Girls / Rural Girls**	**30.76/16.04**	**1.186**	**0.05 level**	**Significant**

The results of attitude towards Mathematics also done in same way.With the help of attitude test result researcher find out the Mean,Median,Standard deviation.Which are shown in following table.

Attitude test

Table -3- Statistics of the attitude scores of the selected samples (Students) under different categories.

Statistics	Urban Students		Rural Students	
	Boys	Girls	Boys	Girls
Mean	24.88	14.96	23	17.72
Variance	4.61	19.12	7.33	21.71
Sample	25	25	25	25

With the help of t-test researcher find out the mean difference of different groups to test null hypothesis (Ho_7, Ho_8, Ho_9 ,Ho_{10}, Ho_{11}, Ho_{12}).The result shown in following table....

Table -4- Significance of the difference between the mean attitude score of different groups

Null hypothesis No	**Between Group**	**Mean**	**t- test**	**Level of Significant**	**Result**
Ho_7	**Boys /Girls**	**94.4 / 93.8**	**0.3**	**0.05 level**	**Insignificant**
Ho_8	**Rural /Urban**	**97.8 /90.6**	**3.49**	**0.05 level**	**Significant**
Ho_9	**Urban Boys / Urban Girls**	**94.3 / 87.9**	**1.95**	**0.05 level**	**Significant**
Ho_{10}	**Urban Boys / Rural Boys**	**94.3 / 99.5**	**1.98**	**0.05 level**	**Significant**
Ho_{11}	**Urban Girls / Rural Girls**	**87.9 / 98.3**	**3.39**	**0.05 level**	**Significant**
Ho_{12}	**Rural Boys / Rural Girl**	**99.5 / 98.3**	**0.40**	**0.05 level**	**Insignificant**

Researcher test null hypothesis 13 (Ho_{13}) with the help of t-test. The result of t-test shown in following table.

Table no: 5- Relation Between Achievement Test scores & attitude scores

Sl. No	Subject	r-Value	Remarks
1	Total Students	0.4230454	Positively Correlated
2	Girls Students From Urban Area	0.5897814	Positively Correlated
3	Girls Students From Rural Area	0.6636801	Positively Correlated
4	Boys Students From Urban Area	0.5394125	Positively Correlated
5	Boys Students From Rural Area	0.3402619	Positively Correlated

Table shows that most of the students show a positive correlation between the marks of achievement test and attitude towards Mathematics. Boys' students from urban area show a strong positive correlation between the marks of achievement test and their attitude towards the subject, which was significant at 0.01 level.

FINDINGS :

From the above result the researcher could draw some conclusion about the Study.

(i) The 'sex' (i.e. boys & girls) does not have any effect on achievement test. In case of attitude towards mathematics the similar results are found. So in the present society both boys and girls get similar facilities, for their study. Thats why there may be no such observable differences between boys and girls.

(ii) 'Strata' i.e. (rural & urban) was one of the factor that influenced the achievement tests as well as attitude towards mathematics also. In this respect, difference is observed between urban & rural girls in case of achievement test. So the mainly rural girls get less opportunity and help for their study and some socio economic condition may also affect their study.

(iii) Since the attitude related more strongly to the achievement test, so it may be said that, those who get higher attitude towards mathematics, get higher marks on it. Though there are some exceptions because other than attitude, achievement, was also dependent on socio-economic status interest, motivation etc. mainly the attitude co-relate with the achievement test.

CONCLUSION :

Though the study had many limitations like only West Bengal board's students are consider as a sample, researcher only take class xi students as a samples, but this research focuses on some problem and solution of that problem.

Today boys and girls get same facility for their education. Parents know about the value of education in every respect of life. Education can brings the social mobility and eliminate the social strata of the society. Use of ICT, appointment of trained teacher in school also spread the facility of education in every corner of the society. But there are difference in case of

attitudes toward the Mathematics in rural and urban students which ultimately leads the students achievement in Mathematics .As our result shows that achievement positively co-related with the attitudes toward the Mathematics. Rural girls students do not get the same facility as the urban girls students gets, rural girls students needs to do household activities, also the institution placed in remote areas which also effect as a barrier for their education.
So, research study reveal that as attitudes relates to the achievement we need to change the attitudes of girls' students in rural areas. They need the parental support for their education and guidance. Also in this case government should take the necessary step.

REFERENCES:

Best,G.W,Research in Education, New Delhi, Prentice hall of india, 1977

Bloom,B.S (Ed), Taxonomy of educational objectives, hand book-I cognitive domain, New delhi Longmans Green co,1956

Garrett, H.E, and Wood worth, R.S, Statistical in Psychology and Education, Paragon International Publishers,5 Ansari Road, Daryaganj, New delhi,2004

Green, H .A et al, Measurement and Evaluation in the Secondary School,Longmans Green and co, New York,1954

Patel, R.N, Educational Evaluation Theory and Practice, Himalaya Publishing House,2001

Tewari, A.D ,Reasoning Abilities And Achievement in Mathematics, Commonwealth Publishers, New delhi,1990

QUALITY ASSURANCE OF UNIVERSAL ELEMENTARY EDUCATION IN SIKKIM, UNDER SSA

Shanker Luitel
Research Scholar (Education), IGNOU, Delhi
P.O. Rhenock Bazar, Rungdung Busty East District, Gangtok, Sikkim, 737133,
Phone No. 9832546461 (shankerind98@gmail.com)

Abstract
Education today needs to be seen not as a knowledge acquisition device but more as a tool for achieving quality life. Quality elementary education plays a key role in deciding the future of society. Considering its importance Sikkim has always been committed in providing quality elementary education to its children. The Right of Children to free and compulsory education (RTE) Act 2009 came into force from April 1, 2010 with the guarantee of universal quality elementary education. The study with the objectives to identify assurance in quality, paucity in the pedagogical practices in schools, to analyze the prospects of quality education through difference means discipline, infrastructure, teaching practices etc. under the RTE Act and to suggest remedial measures to be taken care of implementing the Act in Sikkim. Quality improvement, quality development and quality nourishment are the essence of modern education. The present papers mainly focus in elementary education of Sikkim's to study the quality assurance, quality hindrances and suggest measure appliances. In this context of elementary education the factors of quality dimension have been identified by the following ways. School and classroom environment, teacher and teacher preparation, basic infrastructure, curriculum teaching, teaching learning material, classroom practices and community support.

Keywords: **-** Quality, discipline, infrastructure, quality assurance.

Introduction

Education today needs to be seen not only as a knowledge acquisition device but more as a tool for achieving quality life. Apart from upgrading regular curriculum contents the character building aspects of education has acquired larger implication in today's world. The values like integrity, tolerance, discipline should be ingrained in the minds of the children through stimulus and training. Before coming to the point quality education, it is better to discuss first the term education briefly. Education is a process by which the child makes the internal and external. It makes man self reliant, self confidence. Education helps to bring out hidden potentialities, capabilities and adjust with environment. It is one of the most important indicators of socio-cultural, economic and human development. Education is to draw out the innate powers and to develop them to the full. It is essential for enhancing productivity, eradicating poverty, activating demographic transition and achieving overall human development. On the other hand lack of education, lack of knowledge and poverty, mental isolation hampers socio-economic and political maturity. Moreover, education influences other important attribute of human development like fruitfulness, humanity, mobility, occupancy etc.

Elementary education is the foundation on which the development of every citizen and the nation as a whole is built on. Quality of elementary education plays a key role in declining the future of society. The researcher focused his present study in Sikkim's quality education. Considering its importance Sikkim has always been committed to providing quality elementary education.

Implementing the Sarva Shiksha Abhiyan and fulfill the RTE mandates has become a major agenda of the state right now. Sikkim state initiated implement the RTE Rules immediately when the Central Government has directed to the state and most probably our state is the first to notify the RTE Rules.

The Sarva Shiksha Abhiyan (SSA) ("Education for All" movement, sometimes referred to as "each one teach one") is a flagship programme of the Government of India for achievement of universalization of elementary education. The Government of India has launched it towards the end of the 9th plan in 2001. The programme aims is to achieve the goal of elementary education on satisfactory level of quality by 2010. Sarva Shiksha Abhiyan is a time bound integrated approach of the central government in partnership with the states, the Local Government and the Community. Sarva Shiksha Abhiyan is an effort to universalize elementary quality education by community - ownership of the school system. It is a response to the demand for quality education all over the country.

Meaning of Quality

The term "quality" means the degree of excellence, which a thing possesses. The meaning of quality becomes vague when we consider the quality of education. It is generally refers to high degree of goodness, worth or excellence is an object or system. Like the concept of good life, the concept of quality of education is relative. This is because of the relationship between quality and aims of education. It is an attribute of any object, structure or system that is relative in nature and cannot be measured in isolation. Quality development, quality sustenance and quality improvement are the buzz word of contemporary education scenario. Several regulatory and advisory bodies were constituted towards creation of quality culture in education.

Education

Education plays an important role in the progress of an individual's mind and country. **"Education is the most powerful weapon which we can use to change the world."**
***Nelson Mandela*"**

People are made aware of what is going on in the world and can understand these issues and take necessary measures, if they are educated. Education cultivate the off mind towards progressive work, nurturing its capabilities the same way, training builds a clever dog. It is processes by which man can develop his socio-cultural behaviour and adjust his life in any circumstances utilize his innate potentialities.

"Education is the process by which makes man self reliant and self less."

Quality Education

Quality education signifies a system that enables child's all round development in physical, mental, social, emotional and spiritual aspects of personality. In this context of modern society, the function of education is not merely to supply some amount of knowledge to the students, but to develop in them desirable habits, interests, attitudes and skills which help him to lead a full and worthwhile life. To attain these objectives, appropriate learning experiences have to be provided to the students. Continuous up gradation of knowledge and skills as per the requirements of the society is an indicator of quality education.

Area to improve quality education

The students are the most important stakeholders of education system and also that of quality assurance mechanisms. The quality of a student is a reflection of internal and external quality of any education institution. Henceforth the educational structure is required to ensure that students have voice at all stages of the decision making process with special reference to formulating learning and teaching practices. Further views of students are to be considered as the primary evidence for evaluation of the quality of teaching and learning. An imperative aspect in providing students a leadership role in quality assurance is Student Charter. The

quality in education as per UNICEF, 2000 guidelines is assessed in terms of following parameters:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities.
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities.
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.
- Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities.
- Outcomes that cover knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Approach under SSA for Quality Assurance in Sikkim

Sarva Shiksha Abhiyan will make efforts to take a holistic and comprehensive approach to the issue of quality education. Efforts to decentralize the whole process of curriculum development down (grass root level) to the district level will be made. Reducing the load of non-comprehension by facilitating child-centered and activity-based learning will be attempted. Learning by doing, learning by observation, work experience, art, music, sports and value education shall be made fully integral to the learning process. Appropriate changes will be made in the evaluation system to make it more continuous and less threatening. Performance of children will be constantly monitored in consultation with parents but shall not be restricted only to cognitive areas. Teachers' role in preparation of textbooks and secondary learning materials will be enhanced. School timings will be made contextual. Based on a broad curriculum framework, districts would be free to define their content areas in their local contexts. State and national level institutions will facilitate this process of decentralized arrangements for development of curriculum and evaluation systems. Some guiding principles in curriculum and evaluation reform will be as follows:

(a) Teacher/ community participation in material preparation and in developing a school vision.
(b) Focus on good quality printing, illustrations for books alongside improvement in content.
(c) Use of local dialects as language' in classes one and two.
(d) Community-based and school-based projects for work experience.
(e) Association of local artisans/workmen in school activities.
(f) Primacy to cultural activities, art, sports, etc.
(g) Content based and motivational training for teachers.
(h) Continuous assessment of students for all round development.
(i) Facilitating child-to-child learning.
(j) Looking upon quality improvement as integral to a holistic School Improvement Programme.
(k) Providing for reasonably good school building and equipment to all schools.
(l) Ensuring a minimum of 4 to 5 hours per day of meaningful stay of each child in school.
(m) Improving the quality of existing pre-service teacher education.
(n) Organizing quality in-service teacher education to all teachers on a periodical basis with a follow up mechanism.
(o) Creating and sustaining teacher motivation.
(p) Revitalizing supervision system for quality elementary education.
(q) Development of competency based and contextual teaching-learning material.

(r) Introduction of formative evaluation and grading system to make it stress free for children.
(s) Introducing participatory management of elementary education with community support.

Quality Monitoring

As Sarva Shiksha Abhiyan emphasizes quality education, it is necessary to periodically monitor and evaluate all aspects of pedagogical inputs like curriculum and textbook development, teacher training packages and class room processes, amongst others. In this effort the role of community assumes paramount significance. The community leaders and groups need to be sensitized on issues related to monitoring of children's progress and other quality related school activities. Existing VECs, PTAs, SECs, MTAs, SMCs, etc., should be involved in this process by organizing fortnightly/monthly meetings in the schools. In order to assess enhancement in children's learning achievement and progress, after the launch of Sarva Shiksha Abhiyan, a periodic assessment every three years should be done at the primary stage. Research groups at the State, district and sub-district levels would be constituted to facilitate quality improvement in teaching-learning. State, district, block and cluster resource groups would function in collaboration with the SCERTs, DIETs, BEOs/BRCs and CRCs respectively.

Sikkim state has structures tools to assessing the information about quality in elementary education at different levels viz. school, cluster, block, district and state. The monitoring process involved assessing of progress, diagnosing strengths and weaknesses and taking remedial measures according to needs of teachers, schools and related educational functionaries. The objective was to help State to institutionalize quality monitoring system with self sustained feedback mechanism.

The objectives of tools are:

1. To institutionalize quality monitoring system of elementary education in the states.
2. To promote understanding of various dimensions of quality of elementary education among State, district, sub-district and school functionaries.
3. To ascertain the participation of community in functioning and monitoring of elementary education system.
4. To monitor the progress of and provide feedback on various dimensions of quality education at elementary level within and outside the classroom, and finally
5. To improve the quality of elementary education as envisaged in RTE Act 2009.

The various aspects of quality covered in the quality monitoring tools are as

- Admission of all children
- Attendance of children
- Availability of textbooks and teaching learning material (TLM)
- Utilization of TLM grant
- Completion of syllabus
- Involvement of SMCs
- School development plan
- Age appropriate admission of out of school children
- Special training to children for age appropriate admissions
- Efforts for children with special needs
- Gender Sensitive Environment
- Child friendly classroom organization
- Gender Positive Environment
- Provision of free expression by all children
- Participation of children in activities

- ❖ Prohibition of physical punishment or mental harassment
- ❖ Conduct and completion of curriculum
- ❖ Assessment of learning, and learners' achievement
- ❖ Teachers' position
- ❖ Teacher development system
- ❖ Provision of need-based teacher training
- ❖ System of onsite support
- ❖ Role of CRC, BRC, DIET and SCERT
- ❖ Continuous and Comprehensive Evaluation

Problems on Quality Assurance in Education in Sikkim

- In single teacher schools, it is difficult to engage all the classes effectively by the teacher.
- Teachers are not taking adequate care or competency attainment level of children.
- Lesson notes are not prepared regularly by teachers.
- Absence of subject specific teachers in upper primary classes causes problem about the knowledge competency of teachers.
- Lack of preparation on the specific topics by teachers prior to teaching.
- Lack of academic cordiality between the teachers and students.
- Classes are mostly teacher centered and authoritative.
- Teachers' presentations in class are not that interesting.
- Incompetency of teachers in content analysis.
- Lack of interest of teachers in engaging the student in different learning tasks.
- Lack of use of adequate and appropriate TLM in classroom transaction.
- Lack of dependency on teacher made teaching aids.
- No scope for students to use blackboard.
- Inadequate stress on construction of knowledge rather more stress on direct knowledge transmission.
- Peer learning is least encouraged in the class room.
- Inadequacy of written work in the class.
- Inadequate planning for teaching learning process by teachers.
- Lack of interest to implement the techniques learnt from training in classroom by teachers.
- Guidelines of NCF-2005 are least followed by teachers.
- Lack of awareness of SMC and Parents towards education.
- Delay supply of text books.

Suggestions

Right to Education Act intends to provide quality education to all children by eliminating the issues hampering the quality in education, especially in pedagogical practice which is the foundation for quality education. To ensure quality it is essential to lay down comprehensive curriculum and comprehensive courses of study with details of pedagogical activities to be undertaken, to provide adequate numbers of qualified and trained teachers to supply teacher's Hand Books, to redesign the textbooks providing 'teacher's page' indicating activities to be undertaken and methods to be adopted for the chapters/ topics for ready reference and better guidance of the teachers, to supply the text books to the students in time, preferably prior to commencement of academic session, to make available adequate qualities of appropriate teaching aids and equipments and to well orient the teachers on teaching methodologies, preparation and use of TLM and evaluation procedure to ensure professional competence.

The teachers should select the appropriate strategies and techniques according to the objectives of learning engagement, availability of TLM, class, age and capability, intelligence and interest of pupil, space for individual differences of the students and the resources available in the school for teaching, use of teaching aids to attain concept clarity by the students, to adequate questioning in the class for active pupils' participation and developing power of expression and decision making, provide every scope for construction of knowledge and connecting knowledge to life outside the school which are vital aspects of teaching learning process. The NCF 2005 and the School Curriculum Framework- 2007 laid much emphasis on these aspects. Collected data reveals that these vital aspects are missing in classroom transaction. The rules to be framed under section 38(2) (m) of the Act to regulate the duties to be performed by the teacher need embrace all aspects of pedagogical practice, supervision of teacher's performance and severe punishment for default.

Conclusion

The importance of education is related in every quarter of the society and it is the call of the day for quality education. It is therefore essential to ensure effective and systematic education at elementary level to help students build a strong and prosperous academic carrier to become successful and flourishing citizens. To achieve this end the students, parents, teachers, SMCs, stakeholder and all concerned with the educational system have a dedicated role to play, supplemented by helping hands backed by strong will power of the civil society. Only society has the power to promote education in vertical upward with the coordination of teachers, SMC, Parents in qualitative aspects.

References

NCERT (2005), National Curriculum Framework, 2005, New Delhi: National Council of Educational Research and Training.

Human Resource Development Department Government of Sikkim, Gazette, State Rules on Right of Children to Free and Compulsory Education Act, 2009.

Dr. Dewan.D.B. (2012): Education in Sikkim an Historical Retrospect Pre-Merger and Post-Merger Period.

Sikkim Development Report: Government of Sikkim.

State Project Office, **SSA, RTE,** Human Resource Development Department Government of Sikkim.

Dr. Mohanty.G. (2011): Right to Education Act and Quality Education.

Swarup Sexena.N.R. Foundation of Educational Thought and Practice.

A STUDY ON PARENTAL ATTITUDE AND ACADEMIC ACHIEVEMENT OF NINTH GRADE GIRLS' STUDENTS

Priyanka Das
Student, Dept. of Education, University of Kalyani, W.B, India.
Email: priyankaofedn@gmail.com, Mob: 9749604500

Abstract
Most of the parents want their children to succeed in school and for them to be good parents in their children's education. Most students want their parents to be familiar and acquainted partner about their study. But somehow in practical field the expected result cannot be seen. The goal with this research is not only finding out the parental attitude and its effects on student's academic achievement, but not least to help parents to understand how important it is for their children that they are involved with their education. In this research 210 students were taken as sample from 2 schools where one is from rural area and another is from urban area. This is a survey type research and its approach is Quantitative. There are four hypotheses and after testing the hypothesis the result showed that there is a significant relationship between parental attitude and academic achievement of ninth grade girls' students. This result is same for the rural and urban area. The result also showed that there is no significant difference between Parental Attitude of Urban and Rural girls' students.

1.1 Introduction:

Parental attitude is a measure or an index of parental involvement. A child, brought up with affection and care in the least restrictive environment would be able to cope up better with the sighted world. Therefore, the family shapes the social integration of the child more than a formal school.

Grusec et al, 2000- Parental responsibilities start as soon as the child was born. These responsibilities suggest that the socialization process of a child was bidirectional in nature. The implication was that parents convey socialization messages to their children, while children vary in their level of acceptance, receptivity and internalization of these messages.

Tait (1972) opines that the parent's psychological well-being and the easy or difficulties with which they decipher the cause that facilitate the socialization process influence the personal and social development of the child. It is the parents who exert the major influence on the development of the child from the birth to maturity. One of the most important attributes of parental attitude is consistency. As children mature into adolescence, family involvement in their learning remains important. Family involvement practice at home and at school have been found to influence secondary school student's academic achievement, school attendance, and graduation matriculation rates (Bornbusch & Ritter, 1988; Plank & Jordan, 1997).

1.2 Review of related literature

The following review had been done according to the relevance of the study-

Rojalin Samal (2012) aimed at the assessing attitude of parents towards the education and schooling of their children. The study analyzed the data from 145 parents. The age range of the sample was 25-35 years. A 23 items questionnaire was used for collecting data along with personal interview. The findings showed that the overall attitude of the respondents was moderately favorable and positive towards schooling and education of their children.

Abdorreza Kordi & Rozumah Baharudin (2010) examined that parents have significant influence on the school achievement of their children. Children's achievements could be reflected by their parents' attitude and style. Therefore, the imbalance among family members can create problem for them, particularly for adolescents and children.

Cristina Antunes & Anne Marie Fontaine (2004)- the aim of the study was to identify the relations between academic performance, academic self-concept, global self-esteem and adolescents' perception of their parents' attitude regarding academic performance. A sample of 423 students of both genders who attended the two last year secondary school (grades 11 & 12) were tested twice with an interval of one year. Academic performance was represented by self-reported final grades of the previous year; self-concept and global self-esteem were assessed using Marsh's SDQ-11. The result of the study seems to indicate that adolescent's perception of their parents' process-centered attitudes (supportive attitudes) towards their academic performance are positively related to adolescents' academic self-concept and global self-esteem.

Parental attitude can also influence academic performance directly, as **Juang** and **Silbereisen (2000) observed with a** sample of 641 adolescent attending 6^{th} grades. Parental behaviors, such as warmth, involvement in their adolescent's schooling discussions concerning academic and intellectual maters with their adolescents and having higher school aspirations for their adolescents, were related to adolescent's higher belief in their academic capability and better school grades.

Henderson & Berla (1994), **Pena** (2000), confirm that parents attitude make enormous effects on students' attitude, attendance and academic performance. There are parents with positive attitude to education, and these parents encourage their children to study hard, and they are highly involved in their children's education.

As **McGrath and Repetti** Suggested (2000), it seems that children evaluate their academic competency not only through their Parents' feedback when they try to realize how bad or good they are at school. This feedback includes, among other types of attitude and behavior, showing how pleased or displeased parents feel about their children's academic performance.

Kaisa, Hakan and Jari-erik (2000) studied the extent to which adolescents' achievement strategies were associated with parenting styles in the family. Three hundred and fifty-four 14-year-old adolescents completed the strategy and attribution questionnaire and a family parenting style inventory. Based on the adolescents' report of parenting styles, four types of families were identified. These were authoritative, authoritarian, permissive, and neglectful parenting styles. The findings revealed that adolescents from authoritative families practiced adaptive achievement strategies which were characterized by low levels of failure expectations, task-irrelevant behavior, passivity and self-enhancing attributions. Adolescents from neglectful families, in turn, applied maladaptive strategies characterized by high levels of task-irrelevant behaviors, passivity and a lack of self-enhancing attributions. Findings revealed that parenting styles influenced adolescents' academic achievement.

1.3 Objectives: The objective of the study were-

a) To measure parental attitude and academic achievement of ninth grade girl students'.
b) To develop or select tools for measuring parental attitude through their children.
c) To find out the relationship between parental attitude and academic achievement of ninth grade girl students.
d) To find out the relationship between parental attitude and academic achievement of ninth grade urban girl students.
e) To find out the relationship between parental attitude and academic achievement of ninth grade rural girl students.

f) To find out the difference between parental attitude of ninth grade rural and urban girl students.
g) To suggest various way of right parental attitude and good academic achievement of their children.

1.4 Null Hypothesis: Four major hypotheses has been formulated in this study-
Ho_1- There is no significant relationships between Parental Attitude and Academic Achievement of ninth grade girl students.
Ho_2- There is no significant relationships between Parental Attitude and Academic Achievement of Urban girls' students.
Ho_3- There is no significant relationships between parental Attitude and Academic Achievement of Rural girls' students.
Ho_4- There is no significant difference between Parental Attitude of Urban and Rural girls' students.

1.5 Methodology:
To conduct the present research successfully the researcher has employed the descriptive research method and its approach is Quantitative for measuring the Parental attitude and Academic Achievement of ninth grade girl students.

1.5.1Population: The investigator considered class IX students of Aranghata Girls' High School and Birnagar Sivkali Girls' High School.
1.5.2 Sample: Near about 210, ninth grade girl students from Urban and Rural school were selected as sample for this study. In this study investigator used purposive sampling technique.
1.5.3 Tool Used: Some questions were prepared and used for the purpose of measuring the parental attitude of students.

1.5.4 Variables: In this study following variables have been involved-
1. Parental attitude (Independent variable).
2. Student Academic Achievement (Dependent Variable).
3. Classificatory Variable (Rural & Urban).

1.5.5 Statistical procedure:
In the study investigator considered the following Statistical technique for analysis the data- t-test, Coefficient of correlation. The investigator considered 0.05 significances for accepting or rejecting the hypothesis.

1.6 Analysis and Interpretation:
Table-A: Parental Attitude and Academic Achievement of Ninth Grade girls' Student.

Measure	**Parental Attitude Vs Academic Achievement**
N	210
r	0.336
df	208

(Two-Tailed Test) Significant at 0.05 level
The coefficient of correlation between Parental Attitude and Academic Achievement of girls' Students is found 0.336. Here the calculated 'r' value is greater than table value. Therefore, the 'r' value is significant and corresponding null hypothesis is rejected. The conclusion is: a significant relation would exist between the Parental Attitude and Academic Achievement of Ninth grade girls' Students.
Table-2. Parental Attitude and Academic Achievement of Urban girls' Students.

Measure	Parental Attitude Vs Academic Achievement
N	121
r	0.334
df	119

(Two-Tailed Test) Significant at 0.05 level

The coefficient of correlation between Parental Attitude and Academic Achievement of Urban girls' Students is found 0.334. Here the calculated 'r' value is greater than table value. Therefore, the 'r' value is significant and corresponding null hypothesis is rejected. The conclusion is: a significant relation would exist between the Parental Attitude and Academic Achievement of Urban girls' Students.

Table-3. Parental Attitude and Academic Achievement of Rural girls' Students.

Measure	Parental Attitude Vs Academic Achievement
N	89
r	0.361
df	87

(Two-Tailed Test) Significant at 0.05 level

The correlation between Parental Attitude and Academic Achievement of Rural girls' Students is found 0.361. Here the calculated 'r' value is greater than table value. Therefore, the 'r' value is significant and corresponding null hypothesis is rejected. The conclusion is: a significant relation would exist between the Parental Attitude and Academic Achievement of Rural girls' Students.

Table-4. Parental Attitude of Urban and Rural girls' Students.

Group	Mean Score	Difference between means	SD	SE_D	df	t-Value
Urban Parental Attitude	74.64	1.14	7.77	1.10	208	1.032
Rural Parental Attitude	75.78		8.08			

(Two-Tailed Test) Not significant at 0.05 level

From the above table it was seen that the 't' value was 1.032. Here the calculated value was lower than the table value. Therefore, the't' value was not significant. So the corresponding null hypothesis was accepted. The conclusion is: no significant difference would exist between Parental Attitude of Urban and Rural girls' Students.

1.7 Findings:

Four null hypotheses were tested and the findings were-

- A significant relation would exist between the Parental Attitude and Academic Achievement of Ninth grade girls' Students.
- A significant relation would exist between the Parental Attitude and Academic Achievement of Urban girls' Students.
- A significant relation would exist between the Parental Attitude and Academic Achievement of Rural girls' Students.
- No significant difference would exist between Parental Attitude of Urban and Rural girls' Students.

1.8 Conclusion:

The purpose of the current paper was to review the relationship between parental attitude and academic achievement of ninth grade girls' students. The following conclusions can be drawn from the present review. There is a significant relation between parental attitude and academic achievement which is applicable in both rural and urban area. The findings also showed that there is no significant difference between Parental Attitude of Urban and Rural Students. The study recommended that teacher should find ways of enhancing parental attitude towards education. And parents should be more conscious about their children's study. They should show more positive attitude towards their children's education.

References:

Antunes, C., & Fontaine, A.M.(2004). *Parents' attitude towards academic performance: their relation with academic performance, academic self-conception and global self-esteem*, Hellencic Journal of Psychology, 1, 204-202.

Deci, E.L.,& Ryan, R. M. (2000). The paradox of achievement: The harder you push, theworse it gets. In J. Aronson (Ed.) *Improving Academic Achievement: Contribution of Social Psychology* (PP. 59-85). New York: Academic Press.

Delsogers, C., & Abouchaar, A. (2003). *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review. DFES Research Report*-433.

Eccles, J.S., Jaccobs, J. E., & Harold, R.D.(1990). *Gender role Stereo Types, expectancy Effects, and parents Socialization of gender difference*, Journal of Social Issues, 46, 183-201.

Epstein, J.L. & Sanders, M. G. (2006). *Prospects for Change: Preparing Education for School, Family, and Community Partnership*, Pea body Journal of Education, 81(2), 81-120.

Ginsburg, G. S., & Bornstein, P. (1993). Familyfactor related to children's intrinsic/extrinsic motivational orientation and academic performance, *Child Development, 64,* (1461-1474).

Jung, L. P., & Silbereisen, R. K. (2002). *The relationship between adolescent academic capability, beliefs, parenting and school grade*, Journal of Adolescence, 25, 3-18.

Karisa, A., Hankan, S., & Jari-erik, N. (2000). *Parenting style and adolescents' achievement Strategies,* Journal of Adolscence,23(2), 205-222.

Korbi, A., & Baharudin, R. (2010). *Parenting Attitude and Style and its effect on children's School Achievement,* International Journal of Psychological Studies, 2 (2), 217-222.

Mangal S. K. (2008). *Essential of Educational Psychology.* New Delhi: Prentice Hall of India Privet Limited.

Mangal, S. K. (2010). *Statistics in Psychology and Education.* New Delhi: PHI Learning Privet Limited.

McGrath, E. P. & Repetti, R. L. (2000). *Mothers' and teachers' attitude towards their children's academic performance children's perceptions of their academic competency,* Journal of Youth and Adolescence, 29, 713-723.

Rafiq, H.M.W., Fatima, -T., Sohail, M. M., Sohil, M., Saleem, M., & Khan, M. A. (2013). *Parental Involvement and Academic Achievement; A Study on Secondary School Student of Lahore, Pakistan,* International Journal of Humanities and Social Science, 3(8),209-223.

Tenenbaum, H. R., Leaper, C. (2003). *Parent child interaction at a gravitational-wave Observatory.* Science Education, 93(5), 846-858.

Woodworth, R.S. & Garret, E. H. (2005). *Statistics is psychology and education:* New Delhi: Vakils, Fether and Simons Privet Ltd.

Xitao, F., & Michale, C.(2001). *Parental Involvement and Students' Academic Achievement: A Meta Analysis*, Educational Psychology Review, 13(1), 1-22**.**