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With the quality of thought, literature, language it is very important and excepted to agree upon standerd of ethical behaviour for all parties involved in the act of publishing: the author/s, the journal editor, the peer-reviewers and the publisher.

All these ethical issue are duly taken care of by the editorial board.

Editorial

The Department of Education, Rabindara Bharati University takes pleasure in bringing out the eighteenth issue of the journal of education: Rabindra Bharati University (JERBU). This journal is able to sustain its journey towards progress over the years. It is matter of great regret that the regular sequence of publication of the journal was interrupted by the obvious cause of pandemic. The editorial board tries to bring back the publication regularly on war footing.

The present issue contains articles based on interdisciplinary researches to cover various facets of knowledge.

The authors with their rich research experience in the field of education are contributing nicely and making the JERBU a good platform for disseminating their thoughts and views.

The ideas expressed in this journal are of the authors. The editor of the JERBU holds no responsibility in this regard.

The editor thanks one and all for their valuable contribution and input.

Any co-operation and suggestion is highly solicited.

Prof. Subrata Saha

Editor

CONTENTS

EQUALITY IN OPPORTUNITIES: EDUCATIONAL PROVISIONS IN THE CONSTITUTION OF INDIA

ASISH KHAN

Abstract :

Colonial India has witnessed deviance and inequity almost in every sphere of public-life. Later on, as the British Empire became consolidated in the subcontinent, educational reforms came up as a need of the empire. But modern English education was only availed by a handful of elites and middle class. To eradicate such inequality and hindrance of the lowly people, the Constitution of independent India made inclusion of a number of articles to secure equality of opportunities in the fields related to education. There is not only Fundamental Rights but also Directive Principles for education. And more over, major amendments, inclusions, exclusions took place in parallel of global thoughts on education. The essay, in a nutshell, deals with historical background of inclusion of provisions on equality of opportunities in education in the Indian Constitution along with mentioning some important ones amongst them.

Key words: Colonial dominance, racial discrimination, British East India Company, imperial ideology, Charter Act of 1813, Bengal Renaissance, Anglicist-Orientalist debate, Macaulay Minute, Charles Wood's Despatch, Fundamental rights, Delor's Commission, Right to Education.

Introduction:

India and her people witnessed a one-hundred and ninety years long era of colonial dominance. During the colonial period, there were clear distinctions between the colonisers and the colonised people in every sphere of life, — be it in the sphere of political and administrative representations, racial discrimination, or socio-economic and civic rights. The land of India and its people were alien to the European colonisers. So, at first, it dawned upon the early settlers and colonisers of British East India Company that to govern India one should know the land and its people very well. To cater to the

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needs of the British officials posted to India, the British Company and the British Government worked hand-in-hand to undertake a lot of developments in which educational developments were one of them. And it is needless to say that somehow the educational scenario of the colonial India helped in the bringing up of the modern education in India and this led to the inclusion of various educational provisions into the Constitution of India.

The eighteenth century scenario:

Besides,the publications,the British East India Company was a joint stock trading company founded in 1600AD. Due to a number of reasons, British EIC got involved into the politics of Nawabi Bengal and inthe Battle of Plassey (June 23, 1757) they dethroned Nawab Sirajuddaulla. Thus, Bengal became the first British colony in India, the 'British bridgehead' as expressed by P J Marshall. From the very beginning of their rule in India, the principal objective of the British was to extract revenue as much as they could. This became easier after the grant of Diwani of Bengal in 1765. But soon their high demand for revenue caused a massive famine in Bengal in 1770. Another thing that had shaken the British, was the independence of America in 1776. These two factors compelled the British EIC to make sustenance of their rule in India a crucial motif of their colonial rule.

The Company State (colonial India under the rule of EIC) stood on some tools or apparatuses of governance such as the legislature, police administration, judiciary and Indian Civil Service. Although these apparatuses were European in nature, they could not function without gaining adequate knowledge about the Indian lifestyle. So, the British started to gain substantial knowledge about the Indians. They learnt Indian languages, read scriptures; compiled, translated and published those in English. Soon, *Code of Gentoo Laws* and *Code ofMuhammadan Laws* were published. In 1778, N B Halhedcompiled *A Grammar of the Bengali Language*. In 1799 *AVocabulary in Two Parts, English and Bengalee and Vice Versa*,compiled by Henry Pitts Forster, was published. Thus, the British tried to form an imperial ideology which would facilitate them to know India and Indians, and therefore govern them.

Bengal Renaissance in the Nineteenth Century:

Besides, the publications, the Britishers also established Fort William College and Hailberry College (aka East India Company College). Actually, they left no stone unturned to learn the history, culture and language of the native people. In order to do so, print was initiated by them. The members of the elite families also joined the educational institutions established by

the British. The British Parliament passed the Charter Act of 1813 which ordered the British East India Company to invest one lakh rupees p.a. for the spread of education amongst the Indians.

With the dawn of the nineteenth century, the 'Bengal Renaissance' came around. A debate arose that whether the British Company should invest the money for the development of the Oriental Education (*Prâchyavidyâ*)or that of the Western (or English) Education (*Pâshchâtyavidyâ*). This Anglicist-Orientalist debate came to an end with the Macaulay Minute of 1935. Before the unstoppable zeal of Raja Rammohun Ray, Prince Dwarka Nath Thakur and other Anglicists, Lord Bentinck agreed for the Western Education. Finally, in 1854 came the famous Charles Wood's Despatch which enabled the establishment of universities in Calcutta, Madras and Bombay.

With the Bengal Renaissance education started spreading to everywhere. It didn't remain confined only to the boys of the elite families, but also spread to the girls and the poor people with the initiatives of the reformers like Rammohun Ray, IshwarchandraVidyasagar and others. It will be wrong if we think that such reforms were only taking place in the province of Bengal. Obviously, Bengal pioneered in this, but other parts of India also experienced such reforms. Such reform ideals were followed by Mahatma Phule in Maharashtra, K V Pantulu in Andhra, Sir S A Khan in Aligarh and so on. Moreover, the British government started recruiting a number of commissions for the assessment and betterment of the condition of education in colonial India.

The Early Years of Independent India:

When in 1947, India got her independence from the hegemony of the foreign rule, problems such as poverty, inequality, illiteracy, deviance etc. arose as drastic threat for the well-being of the nation-state. It cannot be denied that although the British government worked for the spread of education, the modern education was out of reach of the poor people. Such deviance could only be tackled with equality in opportunity. Equality in opportunity can not be bestowed upon the citizens of India by the societies or the government. For rectifying i.e. for righting the fundamental wrongs, equality should be included in the fundamental rights of the constitution. In respect of equality in opportunity in educational spheres, the makers of the constitution of independent India, included several provisions on education with the thought of all-round development of the country.

Equal Opportunities as Fundamental Rights:

To understand the ideology of the nation-state of India regarding education,

one should take some FUNDAMENTAL RIGHTS from PART III of the Indian Constitution into account which are as follows.

● Article 14 of the Constitution of India stands for the highest ideal of equality. It says, "The state shall not deny to any person equality before the law or equal protection of the laws within the territory of India."

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

● The Article 16 stands for equal opportunity in employments which is very much important vis-à-vis educational rights.

● "No religious instruction shall be provided in any educational institution wholly maintained out of State funds." — thus goes the Article 28(1) of the constitution.

● Article 29 is the first within the two fundamentalrights regarding education and culture. It says,"(1) Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same. (2) No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them."

● The Article 30 with its all clauses and amendments stands for the equal opportunity of every educational institution even if that is run by minorities.

Directive Principles of Equal Opportunities:

● The Constitution of India not only included the FUNDAMENTAL RIGHTS in its PART III, but also in PART IV included DIRECTIVE PRINCIPLES OF STATE POLICY in which also were some very important provisions on education which are as follows.

● Article 41. The State shall, within the limits of its economiccapacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want.

● 45.The State shall endeavour to provide, within aperiod of ten years from the commencement of thisConstitution, for free and compulsory

education for allchildren until they complete the age of fourteen years. (Later on, it was substituted by the Article 21A, and this article was changed to the Provision for early childhood care and education to children below the age of six years.)

- 46.The State shall promote with special care theeducational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castesand the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.

Evolutions in Relation to Global Thoughts:

The global ideals regarding education has changed a lot from the time of India's independence and the making of Indian Constitution. The most important of those was the report of the 'International Commission on Education for the twenty-first century', popularly known as the Delor's Commission (1993-1996). The report, namely, *Learning: The Treasure Within* expressed the pillars or basic objectives of education for the twenty-first century. The pillars i.e. 'Learning to know', 'Learning to do', 'Learning to live together,' 'Learning to be' were acclaimed globally. The Indian government made it a compulsion to provide free education amongst the children, India's future citizens.

With the Constitution (Eighty-Sixth Amendment) Act, 2002, another fundamental right popularly known as Right to Education (RTE) was inserted to the constitution as Article 21A, which came into effects in 2009. The Article says, "The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine." Besides Fundamental Rights, provision for compulsory education was also inserted in the PART IVA, FUNDAMENTAL DUTIES of the Indian Constitution as sub-clause (k) of Article 51A in the same year. Art. 51A(k) says, "who is a parent or guardian to provideopportunities for education to his child or, as the case may be, ward between the age of six and fourteen years."

Conclusion:

India and her people witnessed the worst level of deviance during the colonial rule. It was very considerate of the makers of the Indian Constitution that they thought to fight inequality, illiteracy, poverty and deviance with equality in opportunities, especially in the spheres related to education and employment. The long history created a background in which the leaders of the independent India made the inclusion of equal opportunities into the Constitution of India. The numerous commissions-committees recruited by

the government later on, also upheld the ideals of the Constitution. It is pertinent to mention that the Constitution did not stop at the time of its creation but evolved through the ages with its provisions on education and became up to date.

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FACTORS AFFECTING BULLYING BEHAVIOUR OF MIDDLE SCHOOL STUDENTS

BARNALI MANDAL AND RANITA BANERJEE

Abstract

Bullying is a major problem in almost every school. It affects the all-round development of a child. In an incident of bullying not only bully and victims but bystanders, teachers and parents are also involved directly or indirectly.The aim of the present study was to understand the gender effects on Bullying behaviour of middle school students. Four secondary schools of Dum Dum region (North Kolkata), West Bengal were selected through random sampling for this study. Again, 50 girls & 50 boys were chosen through random sampling from these four schools. All the students were sixth graders with a mean age of 12.5 yrs. A three-part questionnaire based on previous bullying scales was constructed by the researchers. The questionnaire was administered on a week day at the school. Statistical analysis of data show significant gender effect on bullying behaviour of middle school students. The results of this correlational study show bullying behaviour is higher in boys and positive social relations; support from Parents & Teachers will help to reduce bullying. The study will help to understand how incidence of Bullying affects children of both genders in a unique manner.

Keywords: Gender, middle school, Bullying, Characteristics, Parent, Teacher, Peer.

Introduction

Bullying means malicious repetitive acts of verbal, physical, social or psychological behaviour by an individual or group towards one or more persons. Bullying may occur in any place like at school, between neighbours, in the workplace etc. Bullying can either be Physical- hitting, pushing, fighting, tripping or Emotional- name calling, making fun, spreading rumours, sending mean messages. Bullies often lack empathy or concern for others mainly peers whom they bully, they also demonstrate a need to dominate over peers,

are hot tempered, defiant, oppositional & aggressive towards parents & teachers, tend to commit acts of physical aggression.

Jan and Hussain (2015) found that bullying is a grave problem in lives of school children which affects the bully and his victims as well as the witnesses of this interpersonal violence (bystanders). As a result bullying influences student learning outcomes in a negative manner. CHI observed in their briefing paper that bullying is a globally threateningissue with the problem predominant in European nations with half a million contacts made to child helpline only from this region over last ten years. During the same period, Asia pacific recorded 135,000 contacts, then America and the Caribbean with nearly 100,000, Africa with 55,000 and lastly Middle East and North Africa with 8856 contacts.

A number of reasons can give rise to bullying behaviours but influence of parents, schools, teachers are few of the predominant causes. Children are most likely to model parents, if maltreated or abused at home they are likely to imitate this behaviour on peers. Dehue et al. (2008) conducted a study on 1211 final year pupils of primary schools and first year pupil of secondary schools and parents. Using questionnaires, it was found that 16% of the youngsters are engaged in bullying via internet and text messages while 23% were victims of cyber bullying. The children engage in name calling and gossiping. Parents through setting rules for using internet underestimate their own children's bullying behaviour or have insufficient notion of their children as victims of bullying.

Parental reluctance to involve in child's school life or refusing to understand their problem can also increase the incidence of bullying. Aslan (2011) tried to analyze the relation between school bullying, perceived parenting and adolescent self esteem with 348 high school students of 10th, 11th and 12th grades of Ankara. Using Student Relationships Attitude Scale, Parenting style scale and RosenbergSelf Esteem Scale, significant relation between self esteem and acceptance / involvement dimension of father and strict control dimension of father and mother was found.

Again, researches have shown if parents use strict disciplinary measures on children without justifying their actions that may result in negative attitude in child & indirectly foster bullying. Papanikolaou et al. (2011) investigated whether family and the way children are raised is an influencing factor in demonstration of intimidating behaviour among children in school. 460 Greek students of 2nd and 3rdjunior high classes and 1st class of high school were taken as sample. Using revised Olweus bully/victim questionnaire and

questionnaire of health behaviour in school children they found 17.5% children were victims and 16.5% participated in bullying others. 40% view teachers' role of countering as little or nothing, 2.61% view it as very useful. Bullying results when there is no punishment for misbehaviour, discipline enforced without justifying, parental reluctance to solve school issues and parental role in upbringing.

Parenting style seems to have a considerable effect on child's attitude & bullying behavior. Makri-Botsari and Karagianni (2014) used a sample of 396 Greek secondary school students & found parenting style to be a significant predictor of cyber-bullying manifestation as adolescents with Authoritative parents showed lowest level of cyber-bullying & authoritarian the highest.

The other significant adult in child's life is her teacher whom she views as an ideal. The school climate & teachers influence their lives in multifarious ways. Giovozolias et al. (2010) studied relation between perceived school climate and prevalence of bullying behaviour in 369 Greek primary students. Using peer experience Questionnaire, school climate scale, risky behaviour scale, it was found negative perceptions of school climate and involvement in risky behaviour positively predicted bullying and involvement in risky behaviour mediated this relation.

Children poor in academics often tend to get engaged in acts of bullying while it is aggravated with age & number of siblings. Sukru ADA (2010) examined the effect of peer bullying on academic success and disciplinary status of 480 Turkish students of 6th, 7th and 8th grade alongwith how age and number of siblings predicted peer bullying. Bully and Victim Determining scale child form was used. The descriptive study found students poor in academics resort to bullying, students who receive disciplinary punishment are more inclined towards bullying behaviour and exposed to bullying mostly. Age and numbers of siblings were found to predict peer bullying.

Gender plays a significant role in both being a bully or a victim whereby male child is comparatively more at risk. Cheraghi and Piskin (2011) conducted a comparative study of peer bullying of 874 high school students of Iran and 859 students from Turkey. Using the Bully Victim Determination Scale Adolescent Form results show Iranian students receive more physical victimization while Turkish are victimized more in isolation. Male are more victimized in any type of victimization and more bullied in any type of bullying. The general and vocational students did not differ in victimization or bullying.

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Bullying has some serious negative consequences like physical symptoms of stress, headaches, stomach aches, and dizziness. Psychological symptoms include irritability, anxiety, helplessness, isolation. Tomsa et al. (2013) studied a comparative effect of traditional and cyber-bullying and their association with anxiety on 92 students of Bucharest, Romania through a questionnaire based survey using DASS-21 and strength and difficulties questionnaire. It was found association between face to face bullying and anxiety exists. Significant association between experiencing both type of bullying and anxiety was found.

The current study aimed at examining the bullying behaviour of middle school students in relation to their gender. This relationship was mediated by influence of social factors like parenting style (help with studies, fulfilling demands, punishment, explaining rules), teacher effectiveness(helping to solve problem, giving rationale for punishment, protecting from bullying) and peer influence (help & guidance in solving problems) in bullying management as well as student's characteristics (relation with & attitude towards teacher, parent & peers; level of socialization, tendency to dominate, academic orientation and adherence to rules).

Objectives:

1. To find out the relation between student's gender and bullying behaviour.
2. To find out the relation between student's characteristics and bullying behaviour.
   a. To find out the relation between boy's characteristics and bullying behaviour.
   b. To find out the relation between girl's characteristics and bullying behaviour.
3. To examine the relation between social factors (Teacher, parental & peer influence) and bullying behaviour.
   a. To examine the relation between social factors (Teacher, parental & peer influence) and bullying behaviour of boys.
   b. To examine the relation between social factors (Teacher, parental & peer influence) and bullying behaviour of girls.

Hypotheses:

H_1 : There exists a significant relation between student's gender and bullying behaviour.

H_2 : There exists a significant relation between student's characteristics and bullying behaviour.

H$_{2a}$: There exists a significant relation between boy's characteristics and bullying behaviour.

H$_{2b}$: Thereexists a significant relation between girl's characteristics and bullying behaviour.

H$_3$: There exists a significant relation between social factors (Teacher, parental & peer influence) and bullying behaviour.

H$_{3a}$: There exists a significant relation between social factors (Teacher, parental & peer influence) and bullying behaviour of boys.

H$_{3b}$: There exists a significant relation between social factors (Teacher, parental & peer influence) and bullying behaviour of girls.

Methodology:

Sample: The researchers used simple random sampling method so that the sample becomes a representative of the entire population. From a prospectivelist of 25 govt aided West Bengal board Bengali medium schools, matching the research criteria, four schools were randomly selected. Again, from each of these schools 25 students were randomly selected from the entire population of sixth graders. Final sample consisted of 100 sixth grade students (M = F = 50) taken from two boys' school and two girls' school of DumDum region (North Kolkata) in the academic session of 2017 in the month of August, 2017. The age of students ranged from 12-13 years.

Tools: A 30 item close ended Questionnaire on a five point scale (strongly disagree-1 to strongly agree-5) was prepared by the researchers based on some standardized scales as Bullying Participant Behaviour questionnaire (Demaray, Summers, Jenkins & Becker, 2014) & Revised Olweus Bully/ Victim Questionnaire. The questionnaire has three parts. Part Iof the Questionnaire containing 11 items (Q 1 to 11) dealt with child's characteristics such as their attitude & behaviour towards siblings, parents, friends or studies. It also tried to focus on their socializing skills, love for action or violence & dominating tendencies both of which tend to affect their bullying behaviour. Part I also dealt with the child's academic performance & discipline adherence at school both of which if found positive reduced bullying. The second part of the questionnairecontained 9 items (Q 12 – 20) and dealt withthe determining factors related to parent, teachers & peers which tend to influence the child's bullying behaviour, and Part III contained 10 items (Q 21-30) and dealt with the activities related to bullying.

Procedure: A correlational survey was conducted on sixth grade students with the help of a self report Questionnaire. A prior permission from school

and parents were obtained. Students were given a brief overview of the study, and then they received 20 minutes to fill the questionnaire. The questionnaire was filled in the classroom situation by the students in presence of the researchers. The researchers clarified the doubts in case the students found it difficult to understand any item.The data thus collected was analyzed statistically and results were interpreted.

Result & Discussion:

The present study was conducted to find out the relation between student's characteristics, gender, Social factor (peer influence, parental influence, teacher influence), and bullying behaviour in middle school students. The results show bullying behaviour is higher in boys. While girls reportedly bullied friends by snatching their lunch, the percentage was much higher in boys. Boys pushed their friends while getting down the stairs which is a form of physical bullying & like to tease their friends, harassing or name calling (emotional bullying); on the other hand this percentage in girls was insignificant. While few girls participated in risky activities than boys, latter were seen to be more influenced by peers than girls & often tended to form group against the disliked peer. Girls tended to isolate their disliked friend from their group more than boys' but never threatened any peer to get their work done while boys occasionally threatened friends to get their way.

Table 1

t- test for bullying behavior of boys and girls at middle school level

Groups	Mean	S.D	N	ód	D	t-value	Level of Significance
Boys	40.08	4.290	50	0.748	22.280	29.798	0.01
Girls	17.80	3.090	50				

With respect to gender Table 1 shows the obtained t test values for the score of dependant variable Bullying Behaviour. ($ó_d$ is the standard error of difference between the means and D is the difference between the means).

The obtained t-value 29.798 is significant at 0.01 level of significance and boys show higher bullying behaviour. Thus **H_1** is accepted. This may be due to the fact that parents of male child were into pampering the child more, who may have turned them into arrogant & lead them towards bullying. But parents of girl child were more involved & concerned regarding school issues, extended more help in solving school problems thus reducing incidence of bullying. This finding is in line with the findings of Dehue et al.(2008) and

Aslan(2011). Moreover, parents were more lenient with girls while giving punishment & explained the reason why the punishment was enforced. Boys received no such reason thus leading to development of anger & resentment in them. This further may have resulted in bullying behaviour. Previous studies by Papanikolaou et al.(2011) show the same finding.

Table: 2

Coefficient of Correlation(r) between child's characteristics & bullying behaviour

	bullying behaviour	Number of students	Level of Significance
boy's characteristics	-0.389	50	0.01
Girl's characteristics	-0.338	50	0.05

Table 2 is showing that the obtained value of Karl Pearson's Product Moment Coefficient of correlation (r) which is at -0.389 in first row, is significant at 0.01 level of significance, so the alternate hypothesis H_{2a} is accepted. That means there is negative correlation between boy's characteristics and their bullying behavior. The obtained value 'r' which is at -0.338 in second row is significant at 0.05 level of significance. So the alternatehypothesis H_{2b} is accepted, which means there is negative correlation between girl's characteristics and their bullying behaviour. It means if they have a positive relation with siblings, relatives, parents, attitude towards parents, teachers and siblings and abide by the rules then incidence of bullying will be lower and vice versa.

Gender was found to be most significant determinant as boys & girls differed in characteristics. A similar result was obtained by Cheraghi & Piskin (2011) in a study of Iranian & Turkish students. Though both boys & girls showed a positive relation to siblings and relatives but boys held more negative attitude towards parents, were less tolerant towards their control. This may be due to the fact that girls are more homely & attached to their parents. Parents of the children also interacted differently with the children. The girls were also more social with friends and less dominating, more academically oriented & abided by school norms thus lowering tendency to become a bully.Dominating attitude was mostly seen in boys who reported to have dominated their friends during games. Boys were seen to prefer action movies reporting they love such films and were less academically inclined than girls. In the matter of following school norms all of the girls reported they like to abide by rules while half of the boys gave positive response.Sukru ADA(2010) also found students who are less academically oriented have higher bullying tendency.

Table 3

Coefficient of Correlation(r) between Influence of Social factors on child & bullying behaviour

	bullying behaviour	Number of students	Level of Significance
Influence of Social factors on boys	-0.380**	50	0.01
Influence of Social factors on girls	-0.312*	50	0.05

Obtained value 'r' which is at -0.380 in first row is significant at 0.01 level of significance, so the alternate hypothesis H_{3a} is accepted. That means there is negative correlation between influence of social factors on boys and bullying behaviour. Obtained value 'r' which is at -0.312 is significant at 0.05 level of significance, so thealternate hypothesis H_{3b} is accepted. That means there is negative correlation between influence of social factors on girls and bullying behaviour. Here social factor encompasses the influence of parents, teachers and peers and if this influence is positive and strong then incidence of bullying will be lower.

In line with findings of Makri-Botsari and Karagianni (2014) parenting style was also found to be a significant predictor of bullying manifestation in child.Parents of male child were seen to fulfill their demands more than for girls. Thus male child were more pampered & prone to bullying. Parents of female children were seen comparatively more involved in school incidences & discussed school issues with their child while it was much less in case of parents with male child. More help was extended by parents for girls to solve school issues than for boys. Parents often were found to punish without explaining the child were they went wrong but the trend was higher for boys.

Boys received less help from teachers while facing bullying behavior in schools & could interact less effectively with teachers. Teachersin boys' schools were less likely to give reasons before punishing while in girl's school mostly all teachers gave reasons. It was found that girls discussed their school problems more openly with teachers than boys while former led to solution latter led to anxiety a factor influencing bullying. Teachers of girls' school seemed to be more efficient in dealing with bullying than boys school teachers. This may result in negative perception of school climate

in the child & eventually bullying behavior may be boosted. Giovozolias et al.(2010) found negative perceptions of school climate increased involvement in risky behaviour.

Again, peer support was low in boys as they were found to tease their friends comparatively more than girls. Moreover, boys had a tendency to embarrass their friends, boys said that they laughed at their friends when they were in embarrassing situation, while in girls' the rate was much lower.Our study supported this finding along the lines of Cheraghi & Piskin (2011) who found boys were more victimized & more involved in bullying.

In sum, it can be said in the lines of previous literature this study found that gender of the students had a significant role in child's bullying behaviour. The gender also determined the treatment they received from teachers, parents & peers who were stricter on male child as male child are perceived to be stronger & more capable of handling difficult situations. But this notion often has a negative influence on child's mind, creating frustration, anger which is vented out in form of bullying.

Conclusion:

Though the study had positive findings in form of gender effect on bullying behavior but it is not free from limitations. Firstly, only 4 schools of North Kolkata were used for data collection. Secondly, it dealt with a small sample of 100 students. Thirdly, self-report questionnaires on students were used which can give a truncated view of parents, teachers or peers.

Future research can be conducted to find both age & gender interaction effect on bullying behaviour. Apart from this questionnaire can be used for parents, teachers and peers to receive a more comprehensive picture. Larger sample size can increase generalizability of results. Longitudinal studies can show results of age effect on bullying behaviour.

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ATTITUDES OF THE ADOLESCENT STUDENTS TOWARDS DISABLED PEOPLE WITH REFERENCE TO WEST BENGAL

BIJOYA SAHA

ARUP KUMAR MANDAL

Abstract

This article investigated attitudes of adolescent students towards disabled people. A standardized attitudes towards disabled people (ATDP) scale was used to measure attitudes of 400, high school adolescent students' were selected as sample. Participants were selected through stratified random sampling method and the schools were selected through cluster sampling method from Kolkata and South 24 Parganas district in West Bengal. Study reveals that no significant difference were found in attitudes towards disabled people with respect to gender and mother occupation. Significant difference were found in the attitudes of the general adolescent students towards disabled people with respect to habitat, parents' education and family income.

Keywords: Attitude, Inclusion, Disabled people, Habitat.

Introduction

Indian views on disability are not seen as 'normal' or 'natural', rather it seen as an 'evil eye'. The majority of literature has highlighted that when a child is born with a disability the family members would be shock, feelings of helplessness, loneliness, isolation, grief, anger, shame, denial, projection of blame, rejection etc. (Rangaswamy, 1989; Wikler et al, 1981; Frude, 1992; Bhan, 1995). Many changes have occurred in the past 20yrs. regarding the issue of the education of the disabled people. Worldwide, it was estimated that 650 million people live with disability and about a quarter of them are younger than 18 years (World Health Organisation, 2011).

Attitudes are often described as a multidimensional concept (Eagly and Chaiken, 1993) including an (a) affective component, involving statements

of feelings towards disabledpeople, (b) behavioral component, involving statements about actual or intended behavior towards disabled people (Cook, 1992) and (c) Cognitive component, involving statements about beliefs and knowledge about disabled people (Tripp and Sherrill, 1991).

Negative attitudes are manifested in bullying and teasing behavior at school (Llewellyn, 2000) having dramatic effects on the lives of young students with disabilities, resulting in difficulties in joining group activities, declining academic performance, dropping out of school and or problem behavior (Ollendick et al 1992) thereby acting as a stumbling block for full inclusion at school for individuals with disabilities (McDougall, et al., 2004).

Review of literature

Baruah and Kausik (2018) examined **Attitudes of Students towards Peers with Disabilities**. The current study investigated the kind of attitudes that students hold towards other students with disabilities.one hundred students in the age group of 13 to 15 years from Guwahati, Assam, participated in the study. Fifty participants were from English medium schools and the other fifty participants were from Vernacular medium schools. Semantic Differential Scale was used to gauge their attitudes, on positive and negative attributes, towards peers with disabilities. Results revealed that students held a more positive attitude towards their peers with disabilities than a negative attitude. This was true irrespective of gender and the type of school that the participants belonged to.

Schwab (2017) made a study on**The impact of contact on students' attitudes towards peers with disabilities.**This study aimed to understand the relationship between contact with peers with Special Educational Needs (SEN) and students' attitudes towards their peers with SEN, by examining the inter-group contact theory in regular and inclusive classes. A total of 463 students in 8th grade, with a mean age of 14.42 years, from 25 secondary school classes in Styria (Austria) completed a self-report questionnaire regarding their contact with peers with SEN and their attitudes towards peers with disabilities. Contact was indicated by nominations for joint activities and examined in inclusive and regular classes. The German short version of the Chedoke-McMaster Attitudes towards Children with Handicaps scale was used to measure students' attitudes towards peers with learning disabilities and emotional disorders. Students with SEN are less frequently nominated by their peers for joint activities, such as working together on a school project. Students from inclusive and regular classes did not differ in their attitudes

towards peers with SEN. However, those students who nominated at least one peer with SEN for a joint activity had more positive attitudes towards peers with disabilities. Freely choosing contact with a peer with SEN was associated with more positive attitudes towards disability while simply attending the same class may have no effect or even a negative impact on students' attitudes.

Maurya and Parasar (2017) worked on **Attitudes toward persons with disabilities: A relationship of age, gender, and education of students**. The main aim of this study was to assess whether older students has positive attitude than younger; whether boys and girls have different attitude towards disability and whether the there is any impact of education on attitude toward disability? Data was collected from general population through random sampling technique from six different schools. Participants were selected from the four classes (9, 10 11, and 12) with equal number of Boys and girls. To assess the Attitude towards disability, 6 point scale with 20 items scale was administered. In this study positive correlation was found between ATDP & Age, ATDP & Education, and Negative correlation between ATDP and Gender was found. Conclusions: Participant's Age and Education have positive relationship with their attitudes towards disability; negative relationships was found between gender and attitude towards disability.

Gonçalves and Lemos (2014) made a study on **Personal and social factors influencing students' attitudes towards peers with special needs.** The present study aims: 1) to assess students' attitudes towards peers with special needs; 2) to understand how personal factors (age, gender, school achievement and social competence) and social factors (contacting with persons or family member with SN) predict students' attitudes variation.Participants were 200 Portuguese students from 6th to 12th grade. Instruments were administered during class: (i) CATCH (Rosenbaum, Armstrong & King, 1986), comprising a cognitive and an affective-behavior subscale (ii) Social goals Scale (Wentzel, 1993), comprising a social responsibility and a prosocial subscale.Results showed that attitudes towards peers with special needs may be influenced by personal and contextual factors. Confirming other findings girls showed more positive attitudes. Also students who have contact with peers with special needs have more positive attitudes, evidencing the potential impact of inclusive settings. The relation found between attitudes and social motivation (mainly prosocial goals) has implications for educational intervention.

Laat et al. (2013) worked on **Attitudes of children and adolescents toward persons who are deaf, blind, paralyzed or intellectually disabled**.

This study aimed to explore Dutch students' attitudes toward deaf, blind, paralyzed or intellectually disabled persons and to determine whether age, self-esteem, gender, religion and familiarity with a disabled person have a significant effect on these attitudes. The attitudes of 200 high school and 144 university students were determined with two standardised questionnaires. Two factors were found: behaviour–positive affect and cognition–negative effect. With regard to the first factor respondents had more positive attitudes toward deaf, blind and paralyzed persons than toward intellectually disabled persons. The cognition and negative affect factor showed that respondents had more positive attitudes toward deaf and blind persons than toward paralyzed and intellectually disabled persons. Being older and familiarity with a disabled person had a significant positive effect on attitudes, while self-esteem and gender had only a partial effect and having religious beliefs was not a significant predictor in this study.

Boer, Pijl, and Minnaert (2012) examined **Students' attitudes towards peers with physical disabilities**. The review study presents an overview of studies describing attitudes of students, variables relating to students attitudes and relationship between students attitude and social participation of peers with disabilities. The findings of the study were: Students' beliefs feelings and behavioral intentions towards peers with disabilities indicated that students held neutral and positive attitudes. Gender, age, experience with and knowledge about disabilities, parental influence all the variables were significant effect on their attitudes towards peers with disabilities. Peers showed negative attitudes towards students with behavioral and intellectual problems. Attitudes of peers and social participation of students with disabilities were related.

Bossaert et. al (2011) and his associate worked on **The attitudes of Belgian adolescents towards peers with disabilities**. This study aimed to explore Belgian adolescents' attitudes towards peers with disabilities and to explore factors associated with these attitudes. An online survey was created and published on several popular websites for youngsters. Attitudes were assessed by means of the CATCH questionnaire among 167 adolescents between 11 and 20 years old. Univariate and multivariate regression analyses were conducted. Belgian adolescents had fairly tolerant attitudes towards peers with disabilities. Factors associated with more positive attitudes were being female, and viewing a video introduction of a peer with a disability before assessing attitudes. Factors such as having a parent, sibling or good friend with a disability and frequent contact with persons with disabilities did not remain significant in the overall model.

Emergence of the problem

Now the period is of inclusion. Our goal should be to create barrier free environment so that disabled people can learn easily with their non-disabled peers.Although normalization and community integration will lead to more positive outlook and acceptance of the disabled people in community but it is necessary to change the people's attitude for acceptance before integration of the disabled people in community {Schwartz, and Armony- Sivan, (2001)}. Judging from the literature reviewed, it can be concluded that people without disabilities does not present positive attitudes towards disabled people. On the whole disabled people were less popular. Few previous researches were emphasized age, gender, parental education etc. of non-disabled students' effects students' attitudes towards disabled people. Realizing these problems and inspired by these facts the present researcher has formulated the present research.

Methodology

Research Questions

(a)   Whether there is any effect of gender (boys and girls) on the attitudes of the general adolescent students towards disabled people?

(b)   Whether there is any effect of habitat (urban and rural areas) on the attitudes of the general adolescentstudents towards disabled people?

(c)   Whether there is any influence of socio-economic status (parent's education, occupation and income) on the attitudes of the general adolescent students towards disabled people?

Definition of the important terms

Disabled people

Disabled people are those who have difficulties that make it harder forthem to learn or access education than most people of the same age. These kinds of people may needextra help because of a range of needs, such as in thinking and understanding, physical orsensory difficulties, emotional and behavioral difficulties or difficulties with speech andlanguage or how they relate to and behave with other people.

Mainstreaming

It specifically refers to the inclusion of disabled peopleinto general classrooms. Many mainstreaming proponents explicit excluded people with disabilities from their reform plans.

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Inclusion

It generally refers to the placement of disabled people in general education classrooms.

Attitude

It refers to the general students view point /disposition towards people with disabilities. It includes Cognitive components-beliefs/knowledge, Affective components-feelings and behavioral component-predisposition to act in a particular way.

Habitat (Urban and rural areas)

In this study the urban areas mean- the areas under a corporation, municipality, cantonment or a notified area committee, where minimum population should be 5000, more than 75% of adults engaged in non-agricultural pursuits. The population density should be 400 people per square kilometer.

Mention above these categories do not fall under the areas considered as rural areas.

Research design

Survey research design was applied in this study.

Participants

The total number of the participants in this study were 400 (N=400). The sample was drawn from general adolescents. The age range of the participants (boys and girls) was between 16-18 years under West Bengal Council of Higher Secondary Education. Participants were selected through stratified random sampling method and the schools in Kolkata and South 24 Parganas district were selected through cluster sampling method.

Description of tools

1. Personal data sheet: An especially designed personal data sheet including income, education and occupationetc was used in this study.

2. Attitude toward Disabled People (ATDP):To assess the attitudes towards disabled people the ATDP scale by Yuker, H.E. and Block, J.R. (1971) was used which consisted of 27 items in a 5 point Likert type scale, which was validated in the local context and Cronbach Alpha scores ranged from 0.67 to 0.90 for all of the items of the scale.

Variables

In the present study researcher was used two types of variables-

Independent variables

(a) Gender (Male and Female)

(b) Habitat (Urban and Rural areas)

(c) SES (High, Moderate and Low)

Dependent variables

(a)   Attitudes towards disabled people.

Procedure

The procedure of the study which was followed by the researcher is as follows:

Step 1: At first questionnaire consisting of three sections including demographic information of parents of participants where respondents filled up their basic data and attitude towards disabled people were given to the participants.

Step 2: Selection of schools as well as selection of students from different schools.

Step 3: Selection and local adaptation of tools for the study.

Step 4: (a) Primary data collected from selected sample groups by questionnaires.

(b)   Tabulation of test data to meet the requirement of hypothesis testing.

Statistical treatment and data analysis

(a)   Descriptive statistics like Mean, Median, and S.D. were done for this study.

(b)   For testing of group difference 't' test was used.

(c)   For testing the relationship correlation was also done.

The data was analyzed by using Statistical Packages for Social Science (SPSS) version 16.

Results and Discussion

The study was conducted to measure the attitudes of the disabled people by the higher secondary adolescent school students with respect to certain demographic characteristics namely gender, socioeconomic status (parent education, occupation and family income) and habitat (urban and rural areas). Attitudes were assessed using Attitude toward Disabled People Scale (ATDP)

and Personal data sheet was used to gather demographic information of the participants.

Gender wise difference in the attitudes towards disabled people.

Independent sample t-test was used to examine the differences in attitude among boys and girls of higher secondary school students.

Table 1. Shows the Mean, S.D and 't' test values for attitude toward disabled people scale (ATDP) with respect to gender (boys and girls).

Variable	Boys (N=200)	Girls (N=200)	t- value
Attitude Towards	M = 70.45	M = 72.13	-1.92 NS
Disabled People	S.D = 7.73	S.D= 7.87	

NS = Non significant

Table 1 represents the mean, S.D., and 't' score of two groups boys (N=200) and girls (N=200) in the attitudes scale. Though the mean score of the girls adolescent students indicates high score (M=72.13) than the boys adolescent students (M=70.45) the 't' score (t=-1.92) clearly indicates that there is no significant difference (table value of 't' at 0.05% level is 1.97) between boys and girls in attitudes towards disabled people.

There is no significant difference in the attitudes of the general adolescent students towards disabled people with respect to gender.

In this regards researcher also examined the level of attitudes of general higher secondary school students (boys and girls).

Table 2.Shows level of attitudes of boys and girls

Level of Attitude	Boys (N=200)	Girls (N=200)	Total % of attitude
High	**43**	**60**	**25.75%**
Medium	**145**	**134**	**69.75%**
Low	**12**	**6**	**4.5%**

From the above table it can be concluded that participants have medium level of attitudes towards disabled people than high and low level of attitudes. Also described that in the high level attitudes maximum number of girls accepted the disabled people than boys because attitude and acceptance both are interrelated. In this study the results reveal that the attitudes of girls and

boys general adolescent school students are equal, but the mean score of girls indicate high than boys students. McQuiliein et al. (1990) found that among college students of women's attitudes towards disabled people were significantly more favorable than men's. Alghzo (2004), Budisch (2004), Law and Kelly (2005), Hutzler (2003), Minnert (2012) found that adolescent girls had more favorable attitudes than boys. Kolkata, a metropolitan has a various culture, participation in different professional groups. This may be a contributing factor in the difference of mean between the responses of the two groups.

Habitat (urban and rural) wise difference in the attitudes towards disabled people.

Independent sample t-test was used to examine the differences in attitude of the adolescent students towards disabled people among rural and urban areas students.

Table 3. Shows the Mean, S.D. and 't' test values for attitude toward disabled people scale (ATDP) with respect to habitat (urban and rural areas).

Variable	Urban (N = 200)	Rural(N = 200)	t- value
Attitude Towards	M = 72.35	M = 69.70	.30**
Disable People	S.D = 8.26	S.D = 6.69	5 (p>0.01)

** Significant at 0.01 level

The 't' test score ('t'=5.30, p<0.01) indicate (table 3) significant differences between urban and rural areas of general adolescent higher secondary school students in the ATDP scale towards disabled people. Mean score of urban areas students (M = 72.35) indicated more positive attitudes towards disabled people when compared with the rural areas students (M = 69.70). Thus significant differences were located in the attitudes of the general adolescent higher secondary school students with respect to habitat (urban and rural areas). It also indicates that urban areas students were more open to disabled people than the rural areas students and the possible reasons may be urban areas people exposures to varied people of various cultures, ethnicity and differences.

There is significant difference in the attitudes of the general adolescent students towards disabled people with respect to habitat (urban and rural).

Socio-economic status (parental education, occupation and income) wise difference in the attitudes of the general adolescent students towards disabled people.

Pearson correlation 'r' was administered between the attitude and the socio-economic status (SES) scores to find out the influence of SES (parental education, income and occupation) on attitudes of the general adolescent students towards disabled people.

Table 4. Correlation Coefficient values in attitude scale with respect to SES (Parental Education, Occupation, and Income).

Variables	Father Education	Father Occupation	Family Income	Mother Education	Mother Occupation
Attitude	0.19**	0.15**	0.29**	0.19**	0.07NS

**Significant at the 0.01 level, NS= Non-Significant.

In table 4.represents that there is no significant relationship between mother occupation and attitude. But there is significant relationship between father education (r = 0.19), father occupation (r = 0.15), family income (r = 0.29), mother education (r = 0.19). Parents with high education background were found to have indicated strong positive influence on their offspring which was indicated by their attitudes

towards the disabled people. High socio-economic status families had greater opportunities for exposure to wider social, educational and economic prospects than moderate and low SES families and this family background seemed to have a positive effect on the attitudes of the students towards disabled people.

Limitation

In limitations, that study sample size was small. The sample was drawn from West Bengal council of Higher Secondary Students only. The study was conducted in Kolkata and South 24 Parganas district only. Hence generalizations are difficult to draw.

Conclusion

Finally the results of the study are a caution for the parents and teachers of disabled people not to underestimate the relevance for these students of being accepted and having friends in the peer group but at the first time society should not identify themselves as "people with disabilities"/ "handicapped". Peoples should change their negative mind and accept them as non-disabled persons.

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RELATIONSHIP OF APPROACHES TO STUDYING AND ACADEMIC ACHIEVEMENT ACROSS STYLES OF LEARNING OF ELEVENTH GRADE STUDENTS

KARTICK CHANDRA PRAMANIK

Abstract

The aim of this study is to explore the relationship of approaches to studying and academic achievement across styles of learning of eleventh grade students also identify the predictors of academic achievement under different learning style context with the intentions to assess the extent and nature of such associations and contributions between variables with presumption that these relations and contribution may provide new set of information and knowledge about learning style as a variable, complex in nature, for deeper understanding of learning style and its probable applications in future instructional design ensuring quality student learning as in educational context the concept of learning style plays an important role for determining academic achievement which is a valued concept in the contemporary society.Survey method of descriptive research design has been adopted to describe what relations exist with respect to the variables under consideration with the help of four hundred (400) samples. The sampling was purposive. Data have been collected through the standardized instruments and were statistically treated in order to verify the research hypotheses. Findings indicate the prediction of academic achievement by approaches to studying across styles of learning of eleventh grade students.

Keywords: Approaches to Studying, Academic Achievement, and Learning Styles,

Introduction:

The tradition in the school setting has always been a teacher-centered approach, where the students are just passive receivers of information. The underlying concept of the prevalent teacher-centered approach to school learning is based on the traditional pedagogy wherein information is passed from teacher to children (Katsuko, 1995). However, current trend in schools

learning is to move away from that teacher-centered approach and to adopt a new approach called the learner-centered approach, which is also mentioned in the Eleventh National Plan of India, and also continues to the next plan (2012-17). This has also been strongly articulated in the National Curriculum Framework (2005) and urged for a paradigm shift in school learning. Moreover, the national policy on education considers very seriously curriculum renewal and continuous teacher development to face the new challenges. The new approach claims that students are more actively involved with the subject matter, they are more motivated as learners and they learn more skills, especially communication and collaboration skills (Johnson, 2000). The diversity in the students' needs have grown too large to a teacher-centered approach to address (Laboard *et al.*, 2003) smartly. Therefore, the teachers have to know about how the students learn i.e. student learning style. Knowing students' learning style is not the all but there are several factors in the classroom that influence the students' achievement. Studies have shown that approaches to studying can predict academic achievement in positive way. However, studies on relationship of approaches to studying and academic achievement under different learning style have not been found in defining which learning style be most related towards achievement. Therefore, the said problem and complexities can be analyzed by taking cues from two areas of thoughts and data developed and produced by Felder (1988, 2002) and his colleagues(learning style) and Entwistle (1995) and his colleagues (approaches to studying).

Approaches to Studying as a construct, refers to the ways in which students perceive a particular reading task and then go about learning it (Speth, Lee and Hain, 2005). It has six dimensions i.e. – Deep approach, Metacognitive Awareness of Studying, Surface approach, Strategic approach, Academic Self-confidence, and Lack of Direction. Deep Approach relates to looking for meaning, relating and organizing ideas, and using evidence and logic. Metacognition refers to monitoring of one's own memory, comprehension, and other cognitive enterprises (Flavell, 1979). More precisely, Schoenfeld (1987) defined three separate but related categories of intellectual behaviour that comprise metacognition. Strategic Approach relates to determination to excel, effort in studying, organization in studying, and time management. Surface Approach, relates to relying on memorization, difficulty in making sense, unrelatedness, and concern about coping. Academic Self-confidence relates to student perception of their understanding of their subjects, whether they find the work easy, difficulty making sense of new information and ideas. Lack of Direction relates to drifting into the course pleasing others, being unsure of choice, and working to the expectation of others.

Learning style is "A model classifies students according to where they fit on a number of scales pertaining to the ways they receive and process information," (Felder and Silverman, 1988, p. 3). It has four bi-polar dimensions i.e. – Activity-Reflectivity, Sensory-Intuitive, Visual-Verbal, and Sequential-Global. Active learners tend to retain and understand information best by doing something active with it, discussing or applying it or explaining it to others. They tend to like group work more. On the other hand, reflective learners prefer to think about it quietly first and they involves examining and manipulating the information introspectively. They prefer working alone. Sensing learners tend to like learning facts. They involve observing, gathering data through the senses. But, the intuitive learners often prefer discovering possibilities and relationships. They involve indirect perception by way of the subconscious— accessing memory, speculating, imagining. Visual learners remember best what they see—pictures, diagrams, flow charts, time lines, films, and demonstrations. They prefer that information be presented visually— in pictures, diagrams, flow charts, time lines, films, and demonstrations. On the other hand, the verbal learners get more out of words—written and spoken explanations. Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one.But, the global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and achieve understanding in large holistic leaps.

Recent research has emphasized the importance of students' learning approaches as determinants of academic performance and knowledge acquisition (Duff et.al. 2004). Academic success and course grades are found to correlate negatively with the surface approach (Leung, Mok, and Wong, 2008). Conversely, students with higher grades and GPA have demonstrated higher strategic approaches to learning(Brodersen, 2007).

Coffield et al. (2004), placed approaches to studying, strategies, and orientation etc under fifth category of their five families of learning styles. Therefore, it may be noted that learning approaches and learning styles were somehow related to each other which was also supported by the findings of Dillon, Green, and Mansell (2005) and Richardson (2005).

Learning styles and academic achievement are also found related to some extent which is reported by the findings of Tight,s(2007).

From the above discussion, it is clear that approaches to studying, achievement and learning style are related to each other but the present investigator does not find any research which demonstrates the relationship

between approaches to studying and academic achievement under different learning styles. Therefore, the present investigator has attempted to explore if there is relationship between students' approaches to studying and academic achievement under different category of learning styles which are though important, but however have not been studied systematically especially in India. Moreover, a kind of data reduction may be operationalized in studying the nature of approaches to studying for advancing the knowledge about these constructs.

Hypotheses:

$^{H}O_1$: There is no significant relationship between principal component factors of approaches to studying and academic achievement (AAch) of students across styles of learning (activity, reflectivity, sensory, intuitive, visual, verbal, sequential, and global).

$^{H}O_2$: Significant principal component factors of approaches to studying will not significantly predict the criterion (AAch) of students across styles of learning (activity, reflectivity, sensory, intuitive, visual, verbal, sequential, and global).

Method:

Sample:

The sample consist of four hundred (400) eleventh grade students (boys and girls) studying at Grade XI (enrolled in science, humanities, and commerce streams), taken from nine Bengali-medium higher secondary schools (seven co-education, one boys and one girls) recognized by the West Bengal Council of Higher Secondary Education situated in different areas of the District of Purba Medinipur, West Bengal. Selection of these nine schools is purposive. Therefore, the investigator has employed purposive sampling technique.

Instruments:

1. Approaches to Studying:

A Bengali version (translated and standardize by Roy, 2008) of the Revised Approaches to Studying Inventory (RASI) (Entwistle and Tait, 1995), popularly known as RASI has been used in this study after determining its Principal Component Factors. The Bengali translated version of the 44 items RASI (Entwistle and Tait, 1995) consisting of 15 scales. The scales are Deep Approach (DA1, DA2, DA3, and DA4), Metacognitive Awareness of Studying, Strategic Approach (STR1, STR2, STR3, and STR4), Surface Approach (SA1, SA2, SA3, and SA4), Academic Self Confidence, and Lack

of Direction. The 15 scales are classified into six 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 Bengali version of the RASI is a 44-items, 5 point Likert- type tool with five response alternatives. The response alternatives are labelled as 'Strongly Agree', 'Agree', 'Undecided', 'Disagree', and 'Strongly Disagree' and the assigned weights are '5', '4', '3', '2', and '1' respectively. This inventory was noticed that first 14 such extracted factors, each of them had eigen value greater than one. These were Lack of Direction (LD) [Relating to being unsure of choice, drifting into the course pleasing others, working to the expectation of other], Organized Studying (OS) [Relating to organization of study time, mind and material for understanding], Using Evidence and Logic (UEL) [Relating to using evidence and logic], Orientation to Understanding (OU) [Relating to students perception of this understanding], Academic Self-confidence (AS) [Relating to easy or difficulty in making sense of new information and ideas and to using evidence with interest for making sense], Strategic Approach (StrA) [Relating to effort in studying, determination to excel, and organized studying], Concern for Coping (CC) [Relating to ability to cope with the work], Concern for Meticulosity (CMe) [Relating to finishing work, studying and time management in studying], Concern for Memorization (CM) [Relating to memorize the things], Reflective Interest (RfI) [Relating to thinking about the course and work steadily as far as possible], Relating Ideas (RI) [Indicating the relationship of different ideas derived from course], Orientation to Meaning (OM) [Relating to deep thinking, insightful learning, and uncovering meaning], Fear of Failure (FF) [Relating to a panic of got behind from the course], and Orientation to Structured Task (OST) [Relating to assign task].

2. Learning Style:

This investigator has used a Bengali translated version of the Index of Learning Style (ILS) which has been adapted and standardized by Roy (2008) constructed by Felder and Soloman (2001). The ILS consists of four scales. The four scales are coined as: Sensing – intuitive (S-N), Visual – Verbal (Vs-Vb), Active – Reflective (A-R), and Sequential – Global (Sq-G). 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.

3. Academic Achievement:

The investigator has collected the total marks covering all the subjects obtained by the subjects in eleventh grade examination conducted by the West Bengal Council of Higher Secondary Education for the measure of academic achievement.

Statistical Technique Used:

Simple product moment correlation (a parametric test) was applied as the data were measured data and the distribution were nearly normal for finding out the relations of Approaches to Studying (AS) with Academic Achievement (AAch) of students under different learning styles. Further, linear multiple regression is used to find the predictor variables of academic achievement under different learning styles.

Results and Interpretation:

Relationship of Academic Achievement and Factors of Approaches to Studying:

The concern major hull hypothesis is given below.

Major null hypothesis:

$^{H}O_1$: There is no significant relationship between principal component factors of approaches to studying and academic achievement (AAch) of students across styles of learning (activity, reflectivity, sensory, intuitive, visual, verbal, sequential, and global).

As per design of the study, the major null hypothesis is portioned into eight null hypotheses as there are eight poles of learning styles. The portioned out eight sub-null hypotheses have been designed as $^{H}O_{1.1}$, $^{H}O_{1.2}$, $^{H}O_{1.3}$, $^{H}O_{1.4}$, $^{H}O_{1.5}$, $^{H}O_{1.6}$, $^{H}O_{1.7}$, and $^{H}O_{1.8}$ each relating to the variables principal component factors of approaches to studying and eight sets of learning style namely - activity, reflectivity, sensory, intuitive, visual, verbal, sequential, and global respectively.

For example $^{H}O_{1.1}$ stands as:

$^{H}O_{1.1}$: There is no significant relationship between principal component factors of approaches to studying and academic achievement under activity learning style.

Results:

The obtained results have been presented in **Table 1**

Table 1: Product Moment Correlations between Academic Achievement and Factors of Approaches to Studying across Styles of Learning

P.C. Factors of Approaches to Studying	"r" for							
	Act. (N=257)	Ref. (N=54)	Sen. (N=340)	Int. (N=60)	Vis (N=143)	Ver. (N=272)	Seq. (N=346)	Glo. (N=128)
LD	-0.335*	-0.318*	-0.297*	-0.480*	-0.368*	0.007	-0.362*	-0.166
OS	-0.012	0.029	-0.023	0.188	0.014	0.042	0.051	-0.125
UEL	0.243*	0.028	0.146*	0.286*	0.176*	0.091	0.201*	0.019
OU	0.010	-0.075	-0.008	-0.096	0.007	-0.150	0.041	-0.135
AS	0.001	-0.018	-0.005	0.019	0.033	-0.180	-0.003	0.011
StrA	-0.030	0.166*	-0.014	0.319*	0.019	0.053	-0.031	0.127
CC	-0.279*	-0.117	-0.237*	-0.240	-0.266*	-0.020	-0.264*	-0.143
CMe	-0.052	-0.071	-0.074	0.000	-0.053	-0.137	0.030	-0.296*
CM	-0.192*	-0.344*	-0.239*	-0.278*	-0.250*	-0.169	-0.221*	-0.288*
Rf.I	-0.077	-0.042	-0.070	-0.006	-0.079	0.085	0.014	-0.250*
RI	0.085	-0.101	-0.027	0.231	0.033	-0.136	-0.007	0.098
OM	-0.137*	0.010	-0.068	-0.242	-0.079	-0.209	-0.077	-0.090
FF	-0.148*	-0.093	-0.124*	-0.126	-0.126*	-0.122	-0.131*	-0.042
OST	-0.086	-0.043	-0.043	-0.227	-0.064	-0.135	-0.061	-0.112

  * Significant at 0.05 level

N.B.: Act. = Activity, Ref. = Reflectivity, Sen. = Sensory, Int. = Intuitive, Vis. = Visual, Ver. = Verbal, Seq. = Sequential, and Glo. = Global

It is found from the table 1 that some of the values of principal component factors except OS, OU, AS, RI, and OST of approaches to studying are significant at 0.05 level of significance with academic achievement (AAch) under different learning styles except verbal learning style.

Therefore, the parts of null hypotheses $H_{0_{1.1}}$, $H_{0_{1.2}}$, $H_{0_{1.3}}$, $H_{0_{1.4}}$, $H_{0_{1.5}}$, $H_{0_{1.7}}$, and $H_{0_{1.8}}$ indicating correlation between academic achievement and principal component factors of approaches to studying relating to LD, UEL, CC, CM, OM, and FF under Activity learning style; LD, Str.A, and CM under Reflectivity learning style; LD, UEL, CC, CM, and FF under Sensory learning style; LD, UEL, Str.A, and CM under Intuitive learning style; LD, UEL, CC, CM, and FF under Visual learning style; LD, UEL, CC, CM, and FF under Sequential learning style; and CMe, CM, and Rf.I under Global learning style could be

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rejected but the null hypothesis ($^H o_{1.6}$) under Verbal learning style could not be rejected as no significant correlation is found between principal component factors of approaches to studying and AAch of plus two students at 0.05 level of significance. Thus, it may be concluded that $^H o_1$ is partially rejected.

Thus it appears that principal component factors of approaches to studying are related to academic achievement in a limited way and its relationship depends, to some extent, on different learning styles.

This portion of study has only concentrated on relationships of academic achievement with principal component factors of approaches to studying under different learning styles but in order to have a more in-depth study regarding prediction of academic achievement from all of these independent factors of approaches to studying under different learning styles except verbal learning style. An attempt has been made by instituting Multiple Regression Models, and by finding out multiple R's. The summary of results has been presented in tables 2.

Table 2: Summary of Results of Linear Multiple Regression of Academic Achievement with Significant Factors of Approaches to Studying under different Learning Styles

Descriptions		Act.	Ref.	Sen.	Int.	Vis.	Seq.	Glo.
F-value		5.798	6.380	7.471	3.779	7.506	7.119	8.098
Sig.		.000	.000	.000	.003	.000	.000	.000
R		0.50	0.47	0.46	0.60	0.49	0.51	0.41
R^2		0.25	0.22	0.21	0.37	0.24	0.26	0.16
Adj. R		0.21	0.19	0.18	0.27	0.21	0.23	0.14
LD	β	-0.141	-0.189	-0.144	-0.304	-0.201	-0.161	
	T-value	-2.061	-2.323	-2.561	-1.929	-3.477	-2.541	-
	Sig.	.040	.022	.011	.060	.001	.012	
UEL	β	0.107		0.022	0.150	0.039	0.070	
	T-value	1.701	-	0.420	1.170	0.737	1.191	-
	Sig.	.090		.675	.248	.461	.235	
StrA	β		0.148		0.066			
	T-value	-	1.861	-	0.467	-	-	-
	Sig.		.065		.643			
CC	β	-0.143		-0.147		-0.143	-0.164	
	T-value	-2.242	-	-2.812	-	-2.692	-2.812	-
	Sig.	.026		.005		.007	.005	
CMe	β							-0.200
	T-value	-	-	-	-	-	-	-2.292
	Sig.							.024
CM	β	-0.088	-0.266	-0.161	-0.098	-0.162	-0.152	-0.220
	T-value	-1.456	-3.215	-3.161	-0.737	-3.213	-2.752	-2.602
	Sig.	.147	.002	.002	.465	.001	.006	.010
Rf.I	β							-0.165
	T-value	-	-	-	-	-	-	-1.927
	Sig.							.056
OM	β	-0.106						
	T-value	-1.798	-	-	-	-	-	-
	Sig.	.073						
FF	β	0.005		-0.001		0.002	0.005	
	T-value	0.082	-	-0.022	-	0.047	0.095	-
	Sig.	.935		.982		.962	.925	

It is observed from Table 2 that

1. the F-value is found highly significant under activity, reflectivity, sensory, intuitive, visual, sequential, and global learning style.

2. all these predictor variables put together can explain 25%, 22%, 21%, 37%, 24%, 26%, and 16% of the variance on the criterion (academic achievement) of the students under activity, reflectivity, sensory, intuitive, visual, sequential, and global learning style.

3. the t-values for LD and CC under activity; LD and CM under reflectivity; LD, CC, and CM under sensory, visual, and sequential; and CMe and CM under global learning style are found highly significant and their concerning â values are -0.141 and -0.143 under activity; -0.189 and -0.266 under reflectivity; -0.144, -0.147, and -0.161 under sensory; -0.201, -0.143, and -0.162 under visual; -0.161, -0.164, and -0.152 under sequential; and -0.200 and -0.220 under global learning style which signify that these predictor variables contribute negatively, independently and significantly to the criterion (Academic achievement) of students.

Therefore, the null hypotheses (as per design of the study)$^{H}o_{2.1}$, $^{H}o_{2.2}$, $^{H}o_{2.3}$, $^{H}o_{2.5}$, $^{H}o_{2.7}$, and $^{H}o_{2.8}$ except $^{H}o_{2.4}$ are rejected and the alternative hypotheses [principal component factors of approaches to studying taken together will significantly predict the criterion (AAch) of students under activity, reflectivity, sensory, visual, sequential, and global learning style.

Discussion:

From the above results it can be explained that

1. Lack of Direction (LD) contributes significantly to the academic achievement of students under Activity, Reflectivity, Sensory, Visual, and Sequential learning styles in the negative direction respectively. This suggest that lack of proper understanding, working to the expectation of other, not proper choice of the course, and lack of proper decision demotes Active, Reflective, Sensor, Visual and Sequential learner's academic achievement. It is also observed that lack of direction is unaffected by the learning style (Activity / Reflectivity) and affected by the Sensory, Visual, and Sequential learning style as lack of direction significantly predicts the active and Reflective learner's academic achievement.

2. Concern for Coping (CC) is the significant negative predictor to the academic achievement of students under Activity, Sensory, Visual, and

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Sequential learning style respectively i.e. the first pole of each of the four learning style dimensions indicating psychological process of perception, input, process and understanding according to the Felder – Silverman model. It indicates that lack of ability to cope with the work decreases the student's academic achievement under Activity, Sensory, Visual, and Sequential learning style. It can be concluded that concern about coping is affected by the first pole of each of the four learning style of Felder – Silverman model.

3. Concern for Meticulosity (CMe) contributes significantly to the explanation of the criterion variance (academic achievement) in the negative direction under Global learning style. It suggests that presumably, global learners express difficulties in checking the finishing work thoroughly and in organizing study time effectively which demotes global learner's academic achievement as global learner progresses toward understanding the material holistically.

4. Concern for Memorization (CM) is a significant negative predictor to the academic achievement of students under Reflectivity, Sensory, Visual, Sequential, and Global learning style respectively. It indicates that rote memorization decreases the academic achievement of students who prefer Reflectivity, Sensory, Visual, Sequential, and Global learning style. In close scrutiny, it is observed that concern about memorization predicts the Sequential and Global learner's academic achievement. Therefore, it may be concluded that concern about memorization is not affected by the learning style (Sequential / Global).

Conclusion:

From the above discussions it may be concluded that

1. factors of approaches to studying are related to academic achievement of students under different learning style paradigm.

2. all the four predictors of approaches to studying (LD, CC, CMe, and CM) negatively predict the academic achievement of students across styles of learning.

Implication:

The results of the study suggest that the factors of approach to studying are related to academic achievement of students under different learning style conditions except verbal learning style. Therefore, a balance be looked forward so that learning style dimensions of the learners are becoming exercisable in relation to several factors of approaches to

studying which are generally thought of as correlates of academic achievement.

The results of the study definitely predict that lack of direction (LOD) as a factor of approaches to studying contributes negatively to academic achievement in almost all of the eight possible learning style variation concept. Irrespective of learning style variations lack of direction in studies is suggested to be reduce to a minimum and alternatively the teacher may provide more support and opportunities and context specific prompts so that all these jointly function as an act of scaffolding fostering their knowledge making process..

It is apparent that the factor of concern for coping (CC) signifying study anxiety of the learner is demoting their academic achievement. It implies that if curriculum load is reduced, task are reasonably analyzed, topic specific study materials are provided and sufficient opportunities in learning is given, the learners' academic achievement could be enhanced at least in case of fifty percent of the eight designated learning styles, viz., in activity, sensory, visual, and sequential learning style.

Similarly, in case of about five learning styles (reflectivity, sensory, visual, sequential, and global) the factor concern for memorization (CM) is found to contribute negatively to academic achievement. It implies that in case of the above five learning styles also in general utmost effort should be given by the teacher so that the learner can get opportunities to make sense of the context by heart without memorization. This can be possible if constructivist approach is employed in school teaching where meaningful interpretation of facts, concepts etc. would be generated by the learner themselves.

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A STUDY TO INVESTIGATE THE EFFICIENCY OF LEARNING PLAN IMPLEMENTATION PREPARED WITH THE COLLABORATIVE LEARNING METHOD: A CASE OF UNDERGRADUATE CLASSROOM

NANDITA DEB

Abstract:

The purpose of this study is to investigate the efficiency of learning plan implementation prepared with Collaborative Learning(CL) method. In particular, the study addresses the effect of Collaborative learning on student's achievement and their views regarding the unit 'Development and Theories of Development' of the First year Education Undergraduate students. For this purpose, mixed method was used. The study is conducted on the Education Honours Students in the first year of the 2017-2018 academic session on a study group consisted of 17 girls and 13 boys, a total of 30 students of Shishuram Das College, Sarisha, West Bengal. An achievement scale was utilized for the quantitative data and focus group interviews were conducted for the qualitative data. While t-test was used for the quantitative findings, content analysis technique was used for the qualitative data. The result of the study indicated that CL method had a favorable effect on learning. The collaborative based learning-teaching environment provided cooperation, supported permanent learning, provided opportunities to be successful, contributed to the development of social and personal skills, but also caused worry as it requires students to be successful at all stages.

Keywords: Collaborative Learning(CL), education, student's achievement, student's view.

Introduction:

In this era of globalization, one of the most important skills is collaboration. In early days, studying with someone else was defined as an indicator of dependency, but today learning together and asking for help is considered

among the best strategies for learning to learn (Chen, 2002). Producing information, theorizing or developing models in a field requires more complicated information and skills. Therefore, common mind is better than the single best mind. The common mind is more effective for the mentioned novelties or, in other words, in creating acceptable change in society. Collaborative Learning(CL) cannot be taught through verbal instruction. Students can adopt collaborative learning through a process that involves working together in groups, developing a product at the end and examining both the product and collaborative learning skills. There is no universally adopted meaning of the terms "collaboration" and "collaborative learning". Ingram & Hathorn (2004), define collaboration as consisting of three crucial elements: participation, interaction and synthesis. Collaboration cannot occur within a group unless there is roughly equal participation among its participants.

Research Questions:

It is thought that the use of a learning plan prepared in line with Collaborative Learning(CL) in the subject 'Education' provides students with more efficient thinking and problem-solving skills and cooperative working habit, develops students cooperation skills, enables them to present more extensive studies by making use of their shared experiences and supports long-lasting learning by supporting peer learning. For this reason, the efficiency of CL implementation in teaching "Development and Theories of Development" unit is evaluated in this study. In this context, the purpose of the study is to determine the effects of teaching "Development and Theories of Development" unit of the First year Education Undergraduate students through Collaborative Learning(CL) method on students' achievement and their view regarding the course. The research questions are:

1. Is there a significant difference between the pre-test and post-test scores of students who studied the "Development and Theories of Development" unit of the First year Education undergraduate course based on Collaborative Learning(CL) method?

2. How do students' view the "Development and Theories of Development" unit of the First year Education undergraduate course when they learn through Collaborative Learning(CL) method?

Research Methodology:

● *Research Design***:**

In this study, explanatory design, which is one of the mixed method designs, was used where qualitative and quantitative methods were gathered. The purpose of this two stage design is to support, explain, or exemplify

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data collected through quantitative and qualitative methods (Creswell, 2012). As for this study, in order to determine the effect of Collaborative Learning(CL) method on students' achievement, pre and post-tests before and after the implementation of CL in the course were applied. Then in order to support and explain the findings of the tests, focus group interviews were conducted so as to clarify the effect of CL method in this course from the students' points of view.

The following steps were followed for the study:

● Before the application of the learning plan, the researcher got demographical information about the students and made observations in the classroom. The researcher attempted to receive information related to the teaching practices of the instructor within the scope of Education in Undergraduate Course.

● The learning plan (*elaborated in Table 2*) which was prepared by the researcher was examined by the expert. Unclear parts were revised by taking the opinions of the expert into consideration. This way, the plan was reconsidered and finalized.

● Students were informed about the practice.

● The achievement test prepared within the scope of the study was applied as a pre-test to the students.

● The practice took four weeks (16 class hours). The researcher evaluated the implemented program's suitability with the principles of teaching design by making observations during the implementation process. The lessons were not taught by the researcher, it was taught by a faculty of Education subject of the college where the study was conducted. The faculty was given training regarding the learning plan prepared with Collaborative Learning(CL) method.

● At the end of the practice, the achievement test was applied as a post-test to the students and focus group interviews were carried out with 10 volunteers.

● *Participants***:**

The research was carried out in a Govt. Aided College situated in Sarisha, West Bengal. The study is conducted on the Education Honours. Students in the first year of the 2017-2018 academic session on a study group consisted of 17 girls and 13 boys, a total of 30 students of Shishuram Das College, Sarisha, West Bengal. The mean age of the students was 19 years.

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● *Data Collection Tools and Data Collection*:

In order to define the problem in detail and present possible solutions, quantitative data was collected from the achievement test and qualitative data was collected from the focus group interviews by taking the research question into consideration.

● *Achievement Test*:

The achievement test associated with the "Development and Theories of Development" unitwas developed in order to collect quantitative data. As the content validity of the test is mostly based on the expert opinions (Baykul, 2000), expert opinions were used to determine the extent and face validity of the assessment instrument. Moreover, expert opinion was taken in terms of methodological suitability of the points. In line with the expert opinions, a pilot form was prepared by excluding 10 points which were either not clear or did not have the capacity to test the expected competency. The pilot form consisting of 40 points was applied to 17 boys and 18 girls, a total of 35 undergraduate students studying at a general degree college at the South 24 Parganas of West Bengal as part of the pilot study. As a result of the analysis, 10 points whose item discrimination value was below 0.30 were removed from the test. By considering the allocation of points to the sub-learning fields, 5 points whose item discrimination index were between 0.30 and 0.58 were removed from the test. Thus, 25 item remained in the final form of the test. Average difficulty of the test was determined as 0.45 by the item difficulty test. As can be seen, the test has medium level of difficulty. Buyukozturk (2004) states that reliability is associated with how accurate the assessment instrument assesses the desired feature. The reliability of a test is determined by the correlation coefficient, which explains the degree of association between the real and observed points acquired from a scale. As a result of the analyses, KR-20 reliability coefficient of the scale consisting of 25 items was calculated to be 0.76. This value is at an acceptable level according to Linn and Gronlund (2005).

● *Focus group interview*:

Focus group interview was used in order to collect qualitative datafor the study. Validity of the interview questions were held in the following way: First, I determined the interview questions based on the Collaborative learning principles asserted by Johnson and Johnson (1999). Then, these interview questions were examined by two experts in Curriculum and Instruction Department. The final version of the questions was constructed by taking the expert's opinions into account. Then, student volunteers were

selected. As a result, 10 students were taken to the interview. For the reliability of the interviewing process, I interviewed the same focus group twice at different times. In both sessions, students were interviewed equally with the same questions. The main questions asked were: "What are the advantages of CL method?"; "What skills did you acquire through CL method?", "What are disadvantages of the method?" The first focus group interview took 90 minutes and the other one a week later took 60 minutes. The researcher and reporter took notes in the data collection process. Moreover, all the interviews were recorded. Later, all recordings were transcribed verbatim.

● *Data Analysis*:

T-test was conducted for the participant students to compare the points obtained from pre-test and post-test, and SPSS 16.00 program was utilized for the analysis of data. The qualitative data acquired from the focus group discussions was interpreted through content analysis. The process of content analysis consists of the classification of data acquired from the interviews and determining main concepts and codes (Creswell, 2012). In this regard, transcripts of each of the student's answers to the relevant questions were read line by line by the researcher. The classification of the students' relevant answers was done by taking CL principles into consideration as Slavin (1987) and Johnson and Johnson (1999) recommended. Then, the themes were created by clustering the most repeated expressions together. Then, the codes representing the themes were determined. In the analysis process, one field expert and two experts from the Curriculum and Instruction department were asked to challenge the plausibility of the themes and the codes in regards to the data (see Table 2).

Results :

Results Related to the First Question of Research

The results of t-test which was conducted in relevant groups to determine whether there is a significant difference between pre-test and post-test success grades are given in Table1.

Table 1. T-test results of pre-test and post-test

Gender	*N*	*M*	*Sd*	*T*	*p*	*D*
Pre-test	30	52.40	14.38	7.50	.00**	1.68
Post-test	30	76.20	9.83			

** $p < .01$

When Table 1 is examined, the average pre -test achievement of is found to be 52.40 and the average post-test success is found to be 76.20. As the p value is lower than .01 which determine the significance level, the difference between the pre-test and post-test is statistically in favor of the post-test (t=7.50; p<.01). The effect value is determined with the Cohen d and it is found as 1.68. This value notes that the effect value is high as it is greater than 0.80 (Stevens, 1996: 174). Therefore, it can be said that CL had a favorable effect on students' achievement in the "Development and Theories of Development" unit of the First year Education undergraduate course.

Results Related to the Second Question of Research

The second question of the research is "How do students' view the "Development and Theories of Development" unit of the First year Education undergraduate course when they learn through Collaborative Learning(CL) method?". Six themes were established, namely "formation of collaborative environment", "creation of success opportunities", "supporting permanent learning", "developing a sense of responsibility ", "emergence of different skills", "necessity to be successful" as a result of the data content analysis acquired from the focus group interviews with students. The following code indicates which citation belongs to which student: The students are coded as first student (S1), second student (S2) and so on. "Themes, codes and definition of codes" acquired from the student views are given in Table 2. The data is presented in detail.

Table 2. "Themes, codes and definition of codes" extracted from student views

Questions	"Themes	Codes	Definition of Codes
What are the advantages of Collaborative learning method in the teaching process?	Formation of Collaborative Environment	Interaction Unity of Purpose Peer contribution	Students have to work together in order to produce a product and be successful in the tournament Everybody should work for a common purpose All members of the group have to be successful for a group to be successful. Group members should help each other learn in order to make up for deficiencies

Questions	"Themes	Codes	Definition of Codes
What are the advantages of Collaborative learning method in the teaching process?	Creation of Success Opportunity	Multitude of Opportunities	There is no need to be successful only in the exams to be considered successful
		Favorable effect of the group on the individual	In order to be successful the team is required to be successful. Even if an individual is not successful, the team members should support him for the team success
What are the advantages of Collaborative learning method in the teaching process?	Supporting Permanent Learning	Activeness Repetition Opportunity Peer learning	The Student should be kept active in this process Teams have the opportunity to repeat the same subjects in different forms and activities Students have the opportunity to learn from each other
Which of your skills developed through the Collaborative learning in the teaching process?	Developing a sense of Responsibility	Individual Role Team Success Team Success	Giving each member a role from the beginning to the end and raising a sense of responsibility by expressing that if a member does not fulfill their role, the group will be affected unfavorably
Which of your skills developed through the Collaborative learning in the teaching process?	Presenting Different Skills	Leadership Teaching Presentation	The student's inclination to fulfill his responsibility in a timely manner in order not to pose a problem to the team

Questions	"Themes	Codes	Definition of Codes
What are the disadvantages of Collaborative learning method?	Necessity to be successful	Dependence on other's learning Expression	The Student's inclination to fulfill his responsibility in a timely manner in order not to pose a problem to the team
			Motivating team, use of expected skills at maximum level and coming to the front of the group leaders for crisis management
			The emergence of student's teaching skills especially in the expert group studies and group sharing
			Ensuring Group success through effective presentation Because the team members do the teaching, the other team member's learning depends on the effectiveness of the teaching
			The questions in learning process is directed to the individuals rather than the team. Hence, even if one of the team members is not good at answering the questions, the team can't win

The advantages of the collaborative learning method in the learning-teaching process:

Formation of Collaborative Environment: Students emphasized that in order to be more successful than other teams, they motivated their weak friends and corrected their deficiencies while getting ready for the team success as all members were required to be successful. Therefore, with respect to collaboration, student's viewpoints are given below:

"...In the past, I did not have any contact except saying hello to two members of my group. However, now I can say that I have had more opportunities with these two friends for cooperation and collaboration than my close friends. Moreover, helping these two friends and asking for help from them made me feel happy." (S1, interaction)

"…. I was not ready enough for any academic competition. But, my group members helped me and I gained points for my group by answering the questions in the competition. However, if I were alone in the competition and my friends did not help me, I would not be successful." (S4, peer contribution and unity of purpose)

Creation of a Success Opportunity: Students stated that as they were expected to be successful in different fields in this process, everybody had the opportunity to present themselves in line with their own skills. In addition, students emphasized that they had the opportunity to express themselves in different fields according to their own interests and skills. The student's views in accordance with relevant codes are given below:

"...As there were different activities, all of us had the chance to be successful according to our skills. For example, S4 was excited in the presentation but he was very successful in his performance." (S1, multitude of opportunities)

"....I saw that my friends were successful in different fields. It made me feel happy to see that everybody could be successful at any time." (S5, multitude of opportunities)

"...I could not join the second class as I was ill. My group friends helped me study in order to be successful in the group performance." (S10, favorable effect of the team on individual).

Supporting Permanent Learning: Students expressed that they had the opportunity to learn the subject from their friends in addition to the teacher/instructor and this situation had a favorable effect on learning

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the subject. Students emphasized that learning subjects from their friends were much easier. The views of students in accordance with relevant codes are given below:

" .... I studied this subject in our previous classes but I did not learn it. My friend illustrated the subject so well that I understood it better. Moreover, I understood the related subjects better." (S3, peer learning)

"...We had the opportunity to learn the subject more permanently as we recapped the subject over and over again through different activities." (S2, repetition)

"...We were active at all stages of the class. We studied the subject, told it to our friends, prepared a presentation and competed. We learnt the subject because we were active." (S7, activeness)

Developing a Sense of Responsibility: Students emphasized that their responsibilities were clearer compared to the previous classes. They expressed that responsibilities of each student was clear at all stages of the process, and as the success of members affected the team success, team members become a pressure point in fulfilling the individual responsibilities. The views of students in accordance with relevant codes are given below:

"...Everybody had a role. I fulfilled my responsibility in order not to be ashamed as it was clear who did not fulfill his responsibility." (S9, individual role)

"...Not only our teachers but also our friends got angry with us when we did not fulfill our responsibilities." (S1, team success)

Presenting Different Skills: Students explained that there were different activities in this process and different skills were required in order to be successful. They expressed that leadership skills were important in terms of managing the team, motivating friends, and solving problems. Students stated that different ones came to the frontline in this practice. The views of students in accordance with relevant codes are given below:

"..The most important factor in becoming a successful group was our group leader. He motivated us, directed our friend who did not fulfill his responsibilities and most importantly he made us believe that we were going to be successful. The groups without a leader were not successful." (S3, leadership)

"...Earlier, the same persons always got the reward in the class. Those who got higher grades in the exams were favorites of the class. However, we saw in this practice that those who were leaders and motivated us had important skills and they were important for our success. The best thing was that these students were different." (S6, leadership)

" ...My ideas about S2 changed. I was thinking that he was very passive in the classroom.The illustrations and examples she used while telling about the subject impressed me. She had explained the subject very well." (S7, teaching)

The viewpoints of the students regarding certain disadvantages of the Collaborative learning method in the learning-teaching process were also discussed below:

Necessity to be Successful: Students stated that in order to be successful, students should master the subject and have good communication among them. It was found out that even one unsuccessful student affected the team success and this situation could create unfavorable pressure on the student. Additionally, students mentioned that no matter how well the students knew the subject, insufficient communication skills affected the team success. The views of the students in accordance with relevant codes are given below:

"…This practice is nice but we all have to be successful in the group. If one of us is not successful in the group, the team is not successful." (S4, individual performance in the group)

"...I would like successful students to be in my group in this practice. Even if I performed successfully, I would be considered unsuccessful if other students in my group were not successful." (S3, expression)

Conclusion:

In this study in which CL method was used in the teaching of "Development and the theories of Development" unit of Education Undergraduate course, it was found out that CL method had a favorable effect on making the relevant gains. The collaboration based learning-teaching environment of the study provided cooperative learning environment, supported permanent learning, provided opportunities to be successful, contributed to the development of social and personal skills, but caused students to worry as it requires students to be successful at all stages.

Discussion:

Based on the achievement test applied within the practice and the student views, it is seen that Collaborative Learning(CL) had a favorable effect on learning of students. The reasons behind this situation can be explained in two ways. First, CL strategies are based on repetition to support permanent learning. Students had the opportunity to recap the subject at different stages in the CL process. In the individual studying, they attempted to learn the subject themselves, then discussed the subject with their friends in depth and recapped the subject in order to present it. Finally, their studies to be successful in the tournament and their performances and learning process in the tournament could have contributed to their understanding of the subject. The second factor is Vygotsky's "Zone of Proximal Development" construct. Vygotsky's "ZPD" concept refers to the distance between the current development level of independent problem solving skills and the potential development level of problem solving skills with cooperation with a more skillful peer or under the supervision of an adult (Vygotsky, 1978). CL process supports peer learning. All individuals have to be successful in order for the group success. Therefore, students corrected other team members' deficiencies. The relevant studies support this finding (Hall, 1988; Slavin, 1995; Kolawole, 2007; Gok, Dogan, Doymus and Karacop, 2009; Ahmad and Mahmood, 2010, Parveen and Batool, 2012).

Recommendations:

The field of education may benefit from the findings of the study in various ways. Although this study is limited by only using data from undergraduate class, the results showed that Collaborative Learning (CL) method creates a favorable effect on achieving social and affective skills. This suggests that CL method can be used in teaching Education subject in Undergraduate classes. In particular, the effects of CL on different units of Education subject classes can be investigated, and the results of this study and following studies can be compared with the effects of CL in other disciplines., Also, in order to make instructors use the method effectively, it could be integrated into both pre-service education programs and professional development workshops for in-service teachers. In addition, teacher educators could model this method in such programs. In such an integration, one issue should be taken cautiously: Possible conflicts within and between groups, which are noted in the results of this study, could require the instructors make good observations and be a guide in preventing and solving intra-group conflicts.

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ATTITUDE OF UNDER GRADUATE STUDENTS TOWARDS E-LEARNING IN WEST BENGAL: A CASE STUDY OF JADAVPUR UNIVERSITY

PARTHA DAS

Abstract

Through the World Wide Web, education has become a ubiquitous service delivered anytime anywhere. Campus-based and without distance learners, higher education institutions attempt to fulfill the requirements of e-learning in conventional course transmission to prepare students, stuff and educational institutions for the future involvement in educational processes. The study was conducted to examine attitudes of Under Graduate students towards e-learning in West Bengal: A case study of Jadavpur University. The present study is a cross sectional survey among the universities students using attitude towards E-Learning in Higher education. The survey was conducted in Jadavpur University. The findings of this study, it may be included that the maximum number of students have positive attitude towards E-Learning. It is found that the male under graduate students has more positive attitude than their female counterpart. Interestingly shown that in the present study science stream students have more positive attitude is more than the arts stream of students at under-graduate level; it was also statistically in significant.

Introduction

E-Learning activities are important for the development of any country. In the modern era, everybody is thinking about growth and educational development. E-Learning makes new knowledge and skills available immediately and reduces the learning time required to master even the most complicated topic. E-Learning is the changing trend of education. In present day technology system are so developed. E-Learning is the modern concept of information and communication technology (ITC). By E-Learning any one can learn anything anywhere & any time. So E-Learning is a part of dynamics that help the educational system. The rapid development and wide-spread usage of e-mail, chat rooms, social networks, interactive multimedia applications, web conference and internet technologies, as an environment.

The American Society for Training and Development (ASTD) defined the E-Learning as a wide set of applications and process which in clouded web-based learning, computer based learning, virtual classrooms and digital. E-Learning systems provide an additional, more flexible means of communicating that enable students to interact easily with others (Spender, 2001). Newton (2003) pointed out that E-Learning system has three main areas: improving access to education and training , enhancing the quality of teaching and learning, and the need for higher education institutions to maintain competitive advantages in a changing market place for students (Newton, 2003). In the long run, the acquired experience in E-Learning will provide a strategic opportunity for the institution to enter the new field of education. Similarly, this system enabled students to access diverse contents any time and from any location. This gives students more control over their learning experience, enabling them to gather the materials they need and study when they have time to do so (Bhatia, 2011). Moreover, E-Learning platform based on network promote personal knowledge accumulation and group knowledge sharing, which can improve learning efficiency, facilitate the innovation of knowledge, and then enhance the core competitiveness of individual and group.

Research revealed that there are significant links between attitudes and beliefs and links between attitudes and behavior, and that attitude from the foundations of one's beliefs that influence one's behaviors (Siragusa, 2011). Workman (2005) asserts that when people have favorable attitudes towards a particular technology, those people are more likely to use that technology (Workman, 2005). He also argued that people are also influences by subjective norms; That is, one's perception of significant others like or dislike towards a particular technology which is likely to encourage or discourage one from using that technology.

E-Learning is the use of electronic to deliver, support and enhance Teaching and learning (Learning Skill Development Agency). The use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and service as well as remote exchange and collaboration.

Though everyone is speaking about it, there is no common terminology or agreement in the definition. For example web-based training, computer based training or web-based learning and online learning are a few synonymous terms that have been labeled as E-Learning.

Computer-Based Learning: Computer based training also called E-Learning. CBT is a general term that relates to all training that is delivered with the assistance of a computer. Deliver of CBT can be via CD, the Internet, or shared files on a network (Zahm, 2000)

Web-Based Instruction: Khan (1997) described Web-based instruction as a "Hypermedia based instructional program, which utilizes the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported".

Virtual Learning : " The educational process of learning over the Internet without having face to face contact is known as virtual learning" (French, Hale, Johnson & Farr, 1999). However, for some virtual learning may also include Tale-learning.

Online Learning: It is synonymous to Web-based learning where learning is fostered via the WWW only, in the Internet or Intranet. It has been recognized as the new generation in the evolutionary growth of open, flexible, and distance learning (Mishra, 2001)

E-Learning: "E-Learning can be defined as the use of digital technologies and media to deliver support and enhance teaching, learning, assessment and evaluation" (Armitage & O'Leary).

"E-Learning refers to the systematic use of networked information and communication technology in teaching and learning" (Rossen & Hartley, 2001)

Review Related Literature

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Review Related Literature

Krishna Kumar R & Rajesh Kumar M, (2010) conducted a research entitled as, **"Attitude of Teachers of Higher Education towards E-Learning"** to find out attitudes of teachers of higher education towards E-Learning of the state of Tamil Nadu in college of engineering and technology and university department. The study conducted that the teacher have a favorable attitude towards E-Learning as well teachers who are familiar about computer and information and communication technology differ in their attitude towards E-Learning when compare to the teachers who are not familiar with technology.

Vijoy Jaiswal, (2014) conducted a research entitled as, **"Current Status of E-Learning in Indian Higher Education: A case Study of U.P."**; this study to find out the status of E-Learning inhigher education. By researcher found this paper was below average numbers of professional courses teachers in higher education are using E-Learning mode whereas only a few nonprofessional courses teachers are using E-Learning mode. There are three modes of E-Learning online mode, hybrid/blended mode and e-enhancement mode but only e-enhancement mode is being presently used by the professional and non-professional courses teachers in Indian higher education.

Abdelrahim M. zabadi, (2016) conducted a research entitled as,**"University students Attitude towards E-Learning : University of Business & Technology (UTB) – Saudi Arabia- Jeddah: A case study"**; the study was conducted to examine attitudes UBT(University of Business & Technology) in Dahban campus and Sari campuses, Saudi Arabia, towards E-Learning by taking (371) of students from colleges and English languages center. This study found that BTU participations wan a high standard on attitudes towards E-Learning and their attitude result are significantly very with their gender, technology usage and skill.

Rajesh H M, (2014) conducted a research entitled as, "**Contextual factor in using E-Learning system for higher education in India**" , volume 16, Issue 2(Feb, 2014); the researcher indicate there is emerging difference

from the impacts of contextual factor which can make or break the objective of digital move in any sector including higher education. This paper tries to study the literature to uphold the arguments of E-Learning system for higher education.

The Statement of the Problem

There is little research conducted in this area. Therefore a wide knowledge here notices in this area and an intensive research was conducted in this field. So the problem of the present study was specified and stated as **"Attitude of Under Graduate Students towards E-Learning in West Bengal: A case study of Jadavpur University". Delimitation's of the Study**

The study was delimited to the following:

i.   The data were collected from Jadavpur University.

ii. The study was restricted to 81 samples.

iii. The study was conducted on under-graduate student level only.

iv. The variable of the study were delimited to demographic variables like Gender and stream of education.

v.   The tool use for the study Attitude scale on towards E-Learning of the student in higher education.

vi. The sample group of students was studying in under-graduate level for E-Learning in Jadavpur University.

Objectives of the Study

The study was conducted with the following objectives:

a) T o find out the present status of attitude towards E-Learning among the under-graduate students in Jadavpur University.

b)   To find out the study difference in attitude towards E-Learning among the under-graduate students with regard to their gender and stream of education.

Hypothesis of the Study

The null hypothesis for the present study is as following:

H_{O_1}: There is no significant difference in attitude towards E-Learning between male & female under-graduate students

H_{O_2}: There is no significant difference in attitude towards E-Learning of under graduate students with regards to their stream of education.

Methodology

The present study is a cross sectional survey among the universities students using attitude towards E-Learning in Higher education. The survey was conducted in Jadavpur University.

v   **Population:** All the students at under-graduate level of the state of West Bengal were considered as population of the study.

v   **Sample:** Since a good number of sample representatives a population is required to collect information from the target group students were chosen randomly from Jadavpur University in Kolkata circle. The study was conducted on a total participant 81 students at under graduate level.

The summary of the sample distribution is shown in table 3.1:

Table 3.1: Distribution of sample according to different variables in percentage.

Variable		Total Number	Percentage
Gender	**Male (V-I)**	**57**	**70.37%**
Female (V-II)	**24**	**29.63%**	
Stream	**Arts (V-I)**	**46**	**56.79%**
Science (V-II)	**35**	**43.21%**	

v **Tools:** The self-made questionnaire was developed by Trisha Nayak and modified by Dr. Muktipada Sinha to measure the student attitude toward E-Learning in Higher education. It consists of 25 items having 20 positive and 5 negative item along with the five point Likert scale of strongly agree, agree, don't know, disagree, strongly disagree carry a weight age of 5, 4, 3, 2, 1 for positive item and just the revise in case of negative item.

Analysis & Result:

   Descriptive Statistics: Assessment of the overall attitude of under graduate students towards E-Learning. Out of the total 81 students at the Under Graduate level, 65 students i.e. 80.25 % showed positive attitude score and 16 students i.e. 19.75 % showed negative attitude score of Attitude Scale on E-Learning at Higher Education level. This indicates that maximum under graduate students were strongly positive attitude towards-learning. The illustration is given in figure 4.1.

Table 4.1: Representing the overall attitude of under graduate students.

	OVERALL ATTITUDE		Total
E-LEARNING	NEGATIVE ATTITUDE	Count	16
	% of total	19.75%	
POSITIVE ATTITUDE	count	65	
	% of total	80.25%	
Total	**Count**	**81**	
	% of total	**100%**	

Figure 4.1: Attitude of Under Graduate student towards E-Learning.
Over all Attitude towards E-Learning

■ negative attitude   ■ positive attitude
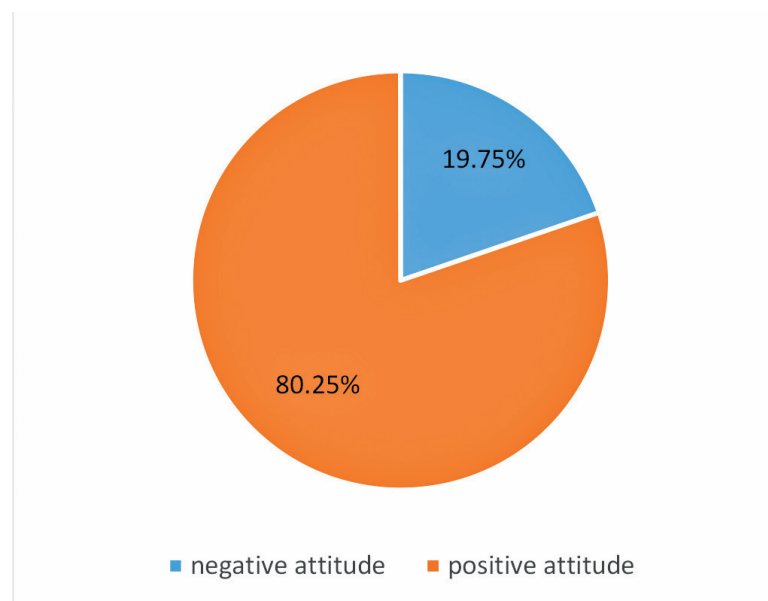
4.1.2: Gender wise Comparison of the attitude of under graduate students towards E- Learning.

Gender wise analysis of the attitude of under graduate students towards E- Learning emerged through Attitude Scale on E-Learning at Higher Education level scoring is given in the following table 4.2.

Table 4.2: Attitude wise distribution of E-Learning of the under graduate students towards E-Learning on the basis of Gender variable.

			Gender		Total
Overall	Attitude		Male	Female	
	Negative Attitude	Total Number	6	10	16
		% within gender	10.53%	41.67%	19.75%
E-Learning	Positive Attitude	Total Number	51	14	65
		% within gender	89.47%	58.33%	80.25%
	Total	Total Number	57	24	81
		% within gender	100%	100%	100%
		% of Total	**70.37%**	**29.63%**	**100%**

Figure 4.2: Gender wise distribution of attitude towards E-Learning

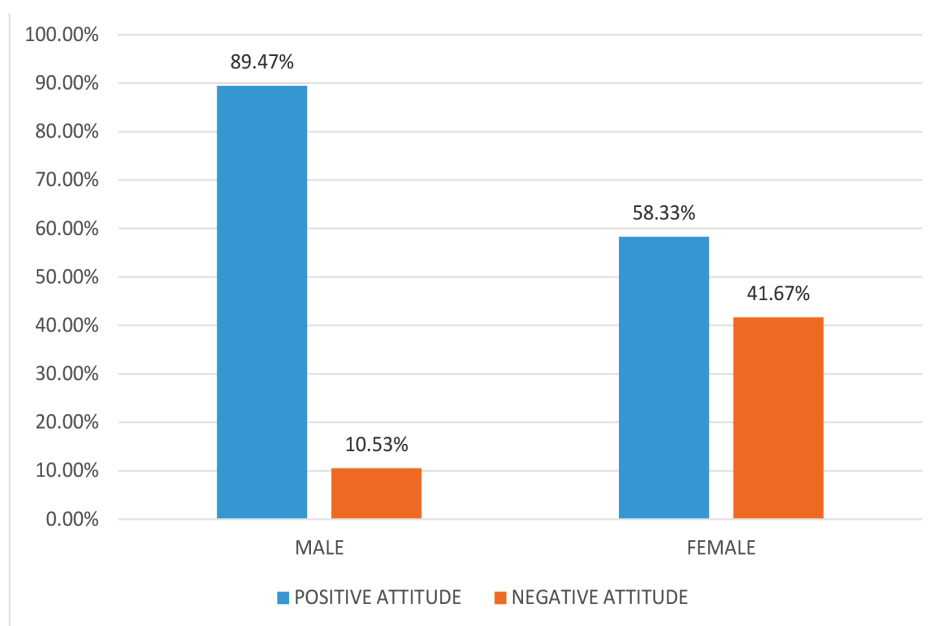### 1.3: Stream wise Comparison of the attitude of under graduate student towards E-Learning.

Stream wise analysis of the attitude of under graduate students towards E-Learning as emerged through Attitude Scale on E-Learning at higher education level is given in the following table 4.3

Table 4.3: Attitude wise distribution of E-Learning of the under graduate students towards E-Learning on the basis of Stream of the study variable.

			Steam		Total
Overall	Attitude		Arts	Science	
E-Learning	Negative Attutude	Total Number	13	3	16
		% within Stream	28.26%	8.57%	19.75%
	Positive Attitude	Total Number	33	32	65
		% within Stream	71.74%	91.43%	80.25%
	Total	Total Number	46	35	81
		% within Stream	100%	100%	100%
		% of Total	56.79%	43.21%	100%

Figure 4.3: Stream wise distribution of attitude towards E-Learning.
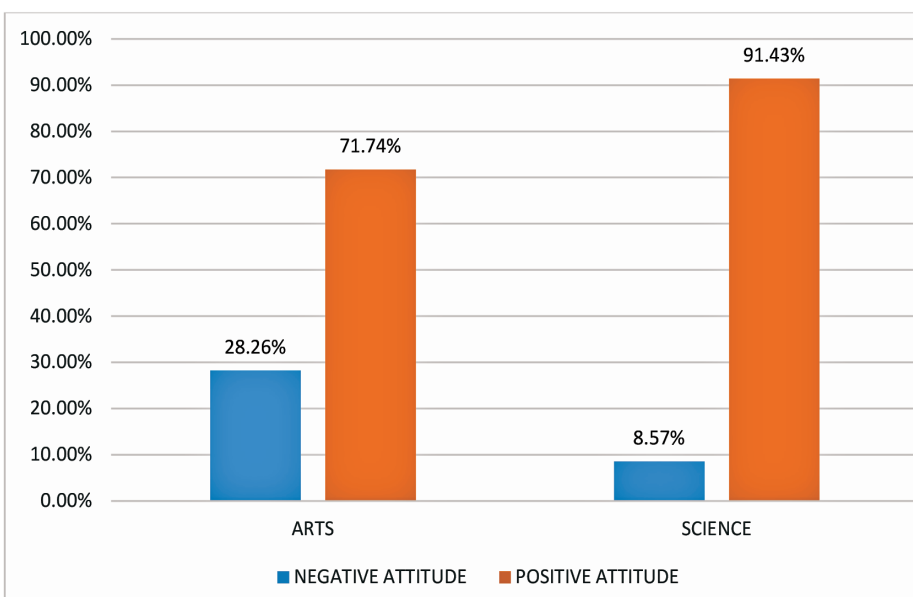
4.2: Analysis using inferential statistics

This part of the chapter deals with inferential statistics using Chi-Square test of variables. As the Chi-Square test is use with discrete data in the form of frequencies, it is decided to use Chi-Square test as a test of independent and to estimate the likelihood that some factor other than chance accounts for the observed relationship (Koul, 1999).

4.2.1 Hypotheses Testing

In order to test the null hypothesis 0H1 & 0H2, Chi-Squire test has been used. Table 4.4 shown the Chi-Squire test.

Table 4.4 : x^2 **test showing variable wise differences in perception towards E-Learning at Higher Education Level.**

VARIABLE	Category	N	Df	X2	Level of sig.	Remarks
Gender	Male	57	1	10.332	0.001	S*P<0.01
	Female	24				
Stream	Arts	46	1	4.861	0.027	S*P<0.05
	Science	35				

S* - Significant, NS* - Not Significant

$^{H}o_1$: **There is no significant difference in attitude towards E-Learning between male & female under-graduate students.**

$^{H}o_2$: **There is no significant difference in attitude towards E-Learning of under graduate students with regards to their stream of the education.**

Conclusion and Discussion

Findings of the study

The major findings emerged through the present study would be important contributions for improvement of our understanding about attitude towards E-Learning of the under-graduate students of the state of West Bengal.

Attitude of Under Graduate students towards E-Learning at the Higher Education in West Bengal.

It has been revealed from the present study that the maximum number of under-graduate students were positive attitude towards E-Learning at the under-graduate level.

· **Attitude of Under Graduate students towards E-Learning on the basis of Gender**

It has been revealed from the study that the negative attitude of under-graduate students towards E-Learning was more in female students than that male students and the other hand the positive attitude of the under-graduate students towards e-learning was more in male students than that of female students.

Attitude of Under Graduate students towards E-Learning on the basis of their stream of the study.

It has been revealed from the study that the negative attitude of under-graduate students towards E-Learning was more in the students studying in arts stream than the science stream students and other hand positive attitude of the under-graduate students towards E-Learning was more in science stream than the arts stream students.

Discussion

In the present study, it may be included that the maximum number of students have positive attitude towards E-Learning. It is found that the male under graduate students has more positive attitude than their female counterpart. Interestingly shown that in the present study science stream students have more positive attitude is more than the arts stream of students at under-graduate level; it was also statistically in significant.

The educational policy framers, administrator, teachers and teachers educators may adopts   some realistic measures or strategies in the light of the present study. All of us have a common mission to provide E-Learning for quality at higher education level specially under-graduate students. We have to achieve that as early as possible.

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EMPOWERING WOMEN THROUGH DISTANCE EDUCATION: AN RBU EXPERIENCE

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Abstracts :

Due to the growing tendencies of victimizing the women and increasing crime against them, the women empowerment has become the prime focus of all concern. Education has been working as a liberating force and positive catalyst for women empowerment. But different socioeconomic factors such as poverty, early marriage, culture and religious issues, and gender bias in content etc. are considered as the main hindrance of university education for women. The Open and Distance Learning (ODL) can act as major vehicle of women empowerment by providing an equal access and cost effective education. The aim of this paper is to throw some light on the role of Open and Distance Learning (ODL) in women empowerment by examining the priorenrolment work status and future goals of female distance learners. The learners from master degree programme in Education under Directorate of Distance Education of Rabindra Bharati University (RBU) are the sample for this study. A sum of 121 learners responded the questionnaire which is prepared for this purpose. The findings demonstrated that the female learners of RBU are perceived ODL system as the vehicle to reach their future academic and professional goals.

Keywords: Women empowerment, Open and Distance Learning (ODL), Rabindra Bharati University (RBU), Female distance learner, Academic goals, Professional goals.

Introcuction :

The history of the whole world is full of with the achievements of men and their contributions to the development processes. But the contributions of women in the society have not been considered as the same as that of men. They have been considered as second-fiddle of the society (Olakulein

and Ojo, 2006). The women all over the globe have been categorized under the disadvantaged groups (Hartsock, 1990). It the responsibility of our society to develop self-awareness and confidence among the women so that they can overcome the day to day challenges. In this context, education can be the ultimate panacea to make women empowered. Education enhances the sense of self-worth, self-confidence and awareness of self-capacity among the women (Lenney, 1977). Through this the women can take active roles in social activities and decision making. Empowering women through education helps the society by reducing women fertility levels and infant mortality also (Duflo, 2012). So, education has been working as a liberating force and positive catalyst for women empowerment.

"*Empowerment refers to a process which enhances the ability of disadvantaged ("powerless") individuals or groups to challenge and change (in their favour) existing power relationships that place them in subordinate economic, social and political positions*" (Agarwal, 1994). Empowerment of women is the social inclusion of them through active participation in society (Malhotra, et al., 2002), enhancing their capabilities of decision-making (Kabeer, 1999) and through identification of their inner strength (Saraswathy, et al., 2008). That is why some international organization like United Nations Development Fund for Women (UNIFEM) is promoting empowerment of women through the participation at all levels of development planning and implementation (http://www.unwomen.org/en).

The empowerment for women and girls is only possible when they are able to access similar levels and types of education and to continue their studies as obtained by their male counterpart. As per 2011 Census, India has a literacy rate is 74.04 % with male literacy 82.14% and female literacy rate 65.46 % (http://censusindia.gov.in/2011-prov-results). So the literacy rate of female is well below to the average literacy rate. In many areas of this country, women literacy is far below from the national average. As far as the higher education is concerned, the women are facing much more problems with respect to the school education. Data revealed that despite of being nearly half of the adult population, women are contributing 33% of total labor force. They receive only 10% of the world average income, own less than 1% of property and lesser position at decision-making process (Pillai, 1995).

In fact, the economy of the nation in the 21st century is depends on the knowledge of its people. The higher education system of a country plays a significant role in the creation of skilled human resources. But in different

parts of India, women are far behind to their male counterpart as far as the enrollment in higher education is concerned. Lack of financial resources, poverty, early marriage and teenage pregnancy, culture and religious issues, and gender bias in content, teaching and learning process are the main hindrance of university education for women (Ambe-Uva, 2010). The society has been giving more important for education of the men rather than for females (Tremaine and Owen, 1984). Besides that, the illiteracy, lack of formal primary and secondary education of the parents, lack of empowerment, cultural and religious restrictionsare prohibiting the education of the women (Nussbaum, 2001). Equal access of quality higher education can be the way to cope up this situation. As a developing country, India often fails to provide a quality education to all sections of people through conventional on-campus system. That is due to lack of infrastructural facilities. "Open and Distance Education" may be the solution in this context.

Open and Distance Learning (ODL):

The revolutionary concept of Open University was incorporated in the educational history after foundation of the United Kingdom Open University (UKOU) in 1969 (Satyanarayana and Meduri, 2013). Today, Open Education has become an invaluable component of national educational policies, programmes and practices in both developed and developing countries.

Derek Rowntree defines Open and Distance Learning (ODL) in the following manner,

- *"Open learning as a philosophy or a set of beliefs about teaching and learning and distance learning as a method/s or a set of techniques for teaching learning.*

- *Open learning is an arrangement to enable a person to learn at the time, place, pace and pace which satisfies their circumstances and requirements. The emphasis is on opening up opportunities by overcoming barriers that result from geographical isolation, personal or work commitments or conventional course structure, which have often prevented people from gaining access to the training they need."* *(Rowntree , 1992).*

Throughout the whole world, Open and Distance Learning (ODL) has been used as a major vehicle to improve women's wellbeing, reduce their vulnerability and act as a starting point in their empowerment by providing descent access to the cost-effective quality education.

In India Open University movement has started with the establishment of Open University at Hyderabad in 1982. This was followed by the Indira

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Gandhi National Open University (IGNOU) that was set up in 1985. Today there are 13 State Open Universities, 1 Central Open University, 1 State Private Open University and 118 Dual mode Universities offer education through distance mode in India (MHRD, 2016). Rabindra Bharati University (RBU) is one of the dual-mode Universities in West Bengal, catering the need of distance education of the state through its Directorate of Distance Education. This Directorate of RBU served its stakeholders with the mission of "1) advancement of higher learning through Open and Distance Learning System, 2) dissemination of Tagore's philosophy and culture to the larger section of the society, 3) optimum utilization of resources and means for developing knowledge-based society, 4) promotion of educational and cultural well-beings of the community, 5) enhancement of job potentiality of individuals, 6) empowerment of human resources with knowledge, culture, values, self-confidence and decision-making ability"(http://www.rbudde.in). Its offers 9 Master's Degree and one post graduate Diploma programme through the Faculty of Arts and 2 Master's Degree programmes through Faculty of Fine Arts. Students can earn their masters degrees and diploma in the fields of fine arts, humanities and social sciences. In the past few years (20132016) nearly 25,000 thousand students per year, had been taking the admission in this Universitythrough distance mode with approximately 65% of completion rate (http://www.rbudde.in/odl.html). It has been catering to the increasing demand for human resources for socio-economic development of the state of West Bengal.

The aim of this paper is to throw some light on the role of Open and Distance Learning (ODL) in women empowerment by examining the prior-enrolment work status and future goals of female distance learners of Rabindra Bharati University (RBU), Kolkata. Different study has been conducted on this theme. Mclntosh (1973) found that more married women are empowered by getting their job; mostly in teaching at different level of education system. Some studies revealed need of stronger Learner Support Services (LSS) for the female distance learner (Rathore et al., 1996). Bhalalusesa (2001) found that distance from the home and the study centres of the University are one of the main difficulties of women education through distance mode. According to Taplin & Jegede (2001) goal of the distance learner is their self-satisfaction and for improvement of employment status. Different studies have been conducted to know the future goals of the distance learner, reasons of preferring the ODL mode in different Open University and different Distance teaching Institutions. But no study has been conducted to know the same in the context

of West Bengal especially for a dual mode University, like RBU. So, study is needed to know the reason of preferring ODL by the female distance learners and their future academic and professional goals of life.

Objectives of the study:

The objectives of the study are,

1. To identify the reasons of preferring the ODL mode of learning by the female distance learners in comparison to the conventional face to face mode of learning.

2. To examine the future academic and professional goals of the female distance learner.

3. To examine the prior enrolment work status of the female distance learners.

Sample of the Study and Data Collection:

The learners from Master Degree programme in Education under Directorate of Distance Education of Rabindra Bharati University (RBU) were the sample for this study. For that purpose, three (03) venues of Personal Contact Programme (PCPs) was selected randomly, then Incidental sampling technique was taken for selecting the sample from each venues. A sum of 121 female distance learners who had attended the PCPs at the above mentioned venues were agreed to response the questionnaire specially designed for this purpose.

Questionnaire Used:

A questionnaire was developed by the present researchers to explore future goal of the female distance learners, reason of preferring the ODL mode and their prior enrolment work status. This questionnaire was not be standardized.

Data Analysis:

Demographic Data: All the 121 female distance learners were not belonging to the same socio economic background. 42.14% of them were responded that their fathers are not graduated from university. More than 80.1% of the respondents were 21-30 years old. 62% of them are unmarried at the time of the survey. About 72% of the respondents lived in rural areas. Approximately 19% of female learners were already employed in Government job and 13% stated that they were working at private sector.

Reasons of preferring the ODL mode of learning: About 31.4% of the respondents stated that they have preferred the ODL because they can

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continue the present job along with the study, while about 17.3% of the female distance learners preferred the ODL mode because they can continue the study without hampering their family commitments. Many responded (34.7%) showed the cause of preferring the ODL mode as their inability to get chance in the regular mode (face to face) of study at any University. However 16.5% of the responded stated as the flexibility of Open and Distance education was the cause of this preference (Table 1).

Table 1: Reasons of preferring the ODL mode of learning.

Future academic and professional goals: A clear majority (61.9%) of the respondents stated that their future goal is to get a job. They have chosen ODL as a vehicle to get a job. However some of those who were working (19.8%) stated that their goal is to get promotion in their present job or

Reasons of preferring the ODL mode	No of responses by the female distance learners.	Percentage
Can continue the present job along with the study.	38	31.4
Can continue the study without hampering family commitments.	21	17.3
Not able to get chance in the regular mode (face to face) of study at any University.	42	34.7
Flexibility of Open and Distance education.	20	16.5
Total	**121**	**100 (approx..)**

change the present job for better opportunities. A few female distance learners (about 6.6%) stated their future goal is to continue education to next higher level (M.Phil. or Ph.D.). But among all the female distance learner 11.5% stated their goal is not to get formal promotion but for the professional development to cater to the present job (Table 2).

Table 2 : Future academic and professional goals

The prior enrolment work status: About 31.4% of the respondents of this study were employed time of enrolling, while about 38.8% of the female

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distance learners stated that they were unemployed. However 28% of the respondents were fresh graduate i.e. completed their graduation in the current year. But a very few (1.6%) of the respondents of this study were selfemployed (Table 3).

Future academic and professional goals	No of responses by the female distance learners.	Percentage
To get a job	75	61.9
To get promotion or Change the job	24	19.8
To Continue education to next higher level	8	6.6
Not for promotion but for the professional development to cater to the present job	14	11.5
Total	121	100 (approx..)

Table 3 : Prior enrolment work status

Discussion:

ODL has great impact on the poverty reduction, gender equity through accessible education and economic sustainability of women. It empowered the women by providing a descent University education without hampering their job and family commitments. This education improves women's social esteem, providing a second chance to further education and provides a flexible

The prior enrolment work status	No of responses by the female distance learners.	Percentage
Employed	38	31.4
Self-Employed	2	1.6
Unemployed	47	38.8
Fresh Graduate	34	28.0
Total	121	100 (approx..)

alternative of conventional or residential university. The women do not have to stay on campus for studies to earn degrees. Flexible ODL mode allowed women to study according their own pace and time. It empowered women by enabling them to earn higherincome and gain more respect in the family and whole community. It also helps women to gain more legal literacy, women's rights and entitlements.

The above survey and analysis show that most of the female distance learners preferred ODL that they can carry on their further education without affecting the job and family commitments. It also demonstrated that, the women distance learners perceive ODL system of Rabindra Bharati University (RBU) as a vehicle to reach their academic and professional goals. This study had been conducted on only one Master's Degree programme of RBU with low sample size. Due to low sample size and using unstandardized questionnaire the findings of this study cannot be generalized to a larger or a whole population. But this can provide us a glimpse about the utility of ODL mode of this University as far as women empowerment is concerned.

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SWAMI VIVEKANANDA AND MAN-MAKING EDUCATION – PROSPECT AND RETROSPECT

SANCHITA DATTA (DE)

Abstract

Swami Vivekananda was a man of versatile genius. He was not only a social reformer but also the great educator, a pragmatic thinker, a great Vedanta's, a patriot prophet and above all a worshipper of humanity. Swamiji's man-making education for our society was based on Vedantic philosophy of life that provided a happy blending between spiritualism of the east and the materialism of the west. His man-making education played a greater role for social reformation in our country. Swami Vivekananda always believed that the development of a nation is not possible without real education. That's why, Swami Vivekananda emphasised on man-making education by which we can make good citizen for our national development. This article focussed on the thoughts of Swami Vivekananda on man-making education. His educational ideas based on love, peace and equality combined the whole world.

*Key Words***:** man-making, vedantic philosophy, social reform, mass education.

Introduction

In the Neo-Vedanta humanistic tradition of contemporary Indian thought, Vivekananda presented a philosophy of education for man-making. Swami Vivekananda was not an educationist in the ordinary sense of the word. He was not a reformer of any sort. He was a master as seen by Sister Nivedita who had awakened the nation in the light of its' pristine glory. In the opinion of Subhas Chandra Bose (Netaji), every youth of India should go through the teaching of Ramkrishna and Vivekananda.

Swami Vivekananda's Philosophy of Education

Swami Vivekananda elucidated and spread the teachings of his master, Sri Ramkrishna. He was not concerned about the curricula of college or

university in the first place for the development and progress of the nation. The controlling thought of Vivekananda wasthe reconstruction of our national mind. He believed that in national reconstruction, there is no other factor as important as education. He believed that it was a mind-set of a man or nation which set the goal of education. He wanted men to have faith in themselves. He said, "As soon as man or nation loses faith, death comes".

Swamiji believed in his universalism and spiritual brotherhood. Swami Vivekananda had deep faith in man and he realised the dignity and diversity of human beings. In fact, he found manifestation of God in man and he actually served God in man. In the words of Swamiji, each soul is potentially divine. He said "The only God to worship is the human soul, in the human body. Of course, all living beings are temples too but man is the highest temple".

Swami Vivekananda's educational philosophy is based on his general philosophy of life. He was a Vedantic educationist He had profound faith in Advaita-Vedanta or non-dualism. He was also an eclectic thinker. He believed in essential unity of man and God. He tried to amalgamate the Indian spirituality and western materialism. Vivekananda vehemently criticised the existing system of education. He said, "The education which does not help the common masses of people to equip themselves for the life, which does not bring out strength of character, a spirit of philanthropy and the courage of a lion – is it worth the name? Real education is that which enables one to stand on own legs".

Swami Vivekananda's view on education

Vivekananda in various articles pointed out the drawback of Indian system of education. He staunchly believed that contemporary educational system transformed men into slaves. It deprived people of their faith and belief. Criticising this system of education, Vivekananda compared it to a person who wanted to turn his ass into horse, was advised to thrash the horse in order to achieve this transformation and killed his ass in the process. The major defects that he pointed out were:-

1) The prevailing system of education was nothing but clerk making education.

2) Under this system of education, the Indian people did not learn to use their hands and legs and thus developed into nobody.

3) This type of education did not improve character, sense of philanthropy and the courage of a lion.

4) This education fussed over cramming and passing examination only.

5) The British system of education did not prepare an individual for the struggle of existence.

Concept of Man-making Education

In accordance with Swamiji, the aim of education is the development of personality. He believed, knowledge is inherent in man, no knowledge comes from outside. This knowledge is covered and hidden like a mine. It is to uncovered and unveiled. The student has himself to discover, himself to learn and himself to teach. The student is like a growing plant. Thus, according to Vivekananda, education is the discovery of inner self. It is development from within. Education is spontaneous and positive. He said, "Education is not the amount of information that is put into your brain and runs riot there, undigested, all your life". He further said, "We must have life building, man-making, character making assimilation of ideas. If you have assimilated five ideas and made them as your character, you have more education than any man who has got by heart the whole library. If education were identical with information, the libraries would be the greatest sages in the world and encyclopaedia as the Rishis".

Vivekananda believed that the development of "Shraddha" is the cardinal principle of education. It implies two kinds of respect – self respect and respect for others. He wanted the students to believe, "Ye are the children of God, the sharers of immortal bliss, holy and perfect beings". This would give them enormous strength and confidence. Lack of self respect, he believed, made anyone weak, sinful, powerless and miserable. The child must be taught the dignity of human individuality. This is what he meant by man-making education.

By character building education, he meant strengthening of will. Will has infinite power. "To succeed", he said, "you must have tremendous perseverance, tremendous will, 'I will drink the ocean', says the persevering soul; 'At my will mountains wide crumble up'. Have that sort of energy that sort of will; work hard and you will reach the goal". Character is the sum total of tendencies and dispositions. Quite often we have evil tendencies. These can be rectified by cultivation of good habits. He believed that the objective of education was not to avoid evil but to conquer it by will force.

In short he felt, "That education is needed which will create character, mental strength, intellectual brightness and strength of selfhood".

Character Building Education and Thoughts of Vivekananda

Swami Vivekananda emphasised on Man making education for human development as well as national development. According to him, man making educationis inherent in character development as well as vocational development. SwamiVivekananda always told one thing that the main purpose of education is to build upsuch a personality whose character is covered with full of morality.

According to Swami Vivekananda, character is the foundation for self development. Therefore, the prime aim of education is to build up good characteramong students. This depends upon the ideals cherished by the individual. So theeducator should have to present high ideals before his students. The best way todevelop a character is the personal example of high character set by the teacher. Inancient Indian system of education, the teachers used to present high ideals before thepupils, who in their turn imitated these ideals according to their capacities.

Methods of Instruction of Man-Making

Vivekananda wanted to adopt the heuristic method of teaching *i.e.* the method of discovering. The students are required to play the role of discoverers. The teacher poses the problems and tries to develop a spirit of enquiry. Knowledge resides in the student and so emphasis is laid on the discovering of that knowledge. Until the inner teacher opens, all outside teaching is in vain. Vivekananda is a staunch supporter freedom in education because he believes it to be the first pre-requisite of development. The child must be allowed to grow in his own particular way. Education is to be based on the needs of the child.

Vivekananda laid emphasis on meditation as a method of attaining knowledge. But meditation is impossible without concentration. He believed that the mind is the most important instrument of education and it can be strengthened by developing the power concentration. He said, "To me the very essence of education is concentration of mind, not the collecting of facts. If I had to do my education again, and had any voice in the matter, I would not study facts at all. I would develop the power of concentration and detachment, and then with a perfect instrument I could collect facts at will". Vivekananda believes that 'Brahmacharya' is necessary for concentration. 'Brahmacharya' improves the power of mind and helps power of retention. It gives higher types of mental power. It implies chastity in deed and thought.

Vivekananda also lays emphasis on the importance of discussion and contemplation as methods of education.

Role of Teacher in Man-Making

Swamiji emphasised on the role and personality of teacher in education. The teacher must be a man of commanding personality – an embodiment of wisdom and scholarship, deep understanding and fatherly love, psychological insight and ethical values, philosophical outlook and social awareness. He uttered, "The only true teacher is he who can immediately come down to the level of the student and transfer his soul to the student's soul and see through the student's eyes and hear through his ears and understand through his mind. Such a teacher can really teach and none else". For the pupils the teacher must be an abode of confidence, shelter and security. He must try to elevate himself to the stature of a spiritual force always stimulating and inspiring his pupils with the magic touch of love. The pupils on their parts must reciprocate with a feeling of voluntary reverence and submission.

Man-Making Education and Physical Education

Vivekananda laid much stress on the physical fitness and strength of individuals. He strongly believed that a sound mind resides in a sound body. Man is essentially psychophysical in nature. Mind has physical basis. Weak health leads to weak personality. In the words of Swamiji, "Even without going through 'Gita' one can realise God through football".

Conclusion

Finally, we can state that the thought and ideas of Swami Vivekananda regarding man-making education is bearing a great significance in the field of our present school education. Real education can motivate our students to think, to do something in right path or right ways. His focus is always on understanding and development of innate, inborn abilities of a learner. Therefore, we can deduce that Swami Vivekakanda's philosophy of education give us a principal of learners centered education. This learner centric education gives us ignited minds and hearts which definitely do better for the service of our nation as well as in the service of mankind. This thoughts are definitely contributes Man-Making education which is the need of this global era.

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IMPACT OF ENVIRONMENTAL EDUCATION ON HEALTH: A CASE STUDY ON SANTHAL TRIBES IN THE DISTRICT OF PURBA BARDHAMAN

SUNIL KUMAR BASKEY

Abstract:

The tribal population is found in almost all parts of the world. India has a very large concentration of tribal population. These tribes are believed to be the earliest settlers in Indian Peninsula. The present paper attempts to examine the impact of Environmental Education (EE) on health with special reference to Santhal tribes in the district of Purba Bardhaman. Purposive sampling was used to select the sample from entire surveyed population. A structured questionnaire has been used to collect primary data encompassing 200 tribal people that of 60 teachers and 140 students in four sub-divisions of Purba Bardhamn. Chi-square test was used to examine the association between environmental education and its impact on health among the tribal population. Moreover, student's t-test was also used to examine the significant differences in opinion among the respondents towards the impact of environmental education on health of the tribal students with respect to their socio-economic status (APL/BPL), locality (rural/urban) and gender (male/female). There exists a significant association between environmental education and its impact on health among the tribal students. Significant attitudinal differences occur among the tribal students belonging in different socio-economic status, locality and gender towards the impact of environmental education on health. Environmental education has a positive impact on health of tribal students and thereby, maintaining the easy access of formal education, employment, good health, life, aspiration, sustainable development and so on in near future.

Key words: Environmental Education (EE), health, tribal students, socio-economic status, locality, gender.

Introduction:

The tribal population is found in almost all parts of the world. India has a very large concentration of tribal population. These tribes are believed to be the earliest settlers in Indian Peninsula. One of the strongest and most consistent predictors of a person's morbidity and mortality experience is that person's Environmental Education (EE).Environmental Education (EE) is the teaching of individuals and communities, in transitioning to a society that is knowledgeable of the environment and its associated problems, aware of the solutions to these problems, and motivated to solve them. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) states that EE is vital in imparting an inherent respect for nature amongst society and in enhancing public environmental awareness. UNESCO emphasises the role of EE in safeguarding future global developments of societal quality of life (QOL), through the protection of the environment, eradication of poverty, minimization of inequalities and insurance of sustainable development. The World Health Organization (WHO) defined health in its broader sense in its 1948 constitution as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity."

The significant impact of Environmental Education on health makes its definition and measurement of critical importance. Although, EE is interrelated, it has been proposed that each reflects somewhat different individual and societal forces associated with health, especially normative tribal people. The fact that associations between EE and health are found with each of the indicators suggests that a broader underlying dimension of social stratification or social ordering is the potent factors. In this paper, the positive impact of EE on health and thereby, on education is observed among Santhal Tribes in the districts of Purba Bardhaman.

Much has been written about the underlying mechanisms through which EE may operate to affect health. Many authors have suggested that certain dimensions of EE are more predictive on health than others; however, such proposals tend to be theoretically based, without substantiating data and broader aspect. So, the present study tries to fill in the gap by examining the impact of EE on health covering the broad categories among the tribal peopleespecially Santhal tribes with respect to their Socio-economic status (APL/BPL), locality (Urban/Rural) and gender (Male/Female) in the district of Purba Bardhamn.

Objectives:

The specific objectives of the study are the following:

1. To examine the awareness of the tribal people about the impact of EE on health.

2. To examine the difference in opinions among the tribal students about the impact of EE on health belonging to socio-economic status (APL and BPL), locality (Rural and Urban), gender (Male and Female).

Hypotheses:

The following hypotheses were framed to verify the objectives of the study:

Ho$_1$: There is no significant association between EE and health.

Ho$_2$: There is no significant variation of attitude about EE and health among the tribal students comprising in APL and BPL categories.

Ho$_3$: There is no significant variation of opinions about EE and health among the tribal students comprising in Rural and Urban categories.

Ho$_4$: There is no significant variation of opinions about EE and health among the tribal students comprising in Male and Female groups.

Tools used in the study:

A self made questionnaire has been used for the collection of primary data during 2016-2017 from 200 Santhal tribes that of 60 teachers and 140 students of four sub-divisions comprising different socio-economic status (APL and BPL), locality (Urban and Rural) and gender (Male and Female)in the district of Purba Bardhaman.

Methodologies used in the study:

The following methodologies have been used for analysis of the present study:

Chi-square test: to examine the nature of association between EE and health.

Students't-test: to examine the difference in opinions among the tribal students of four sub-divisions comprising different socio-economic status (APL and BPL), locality (Urban and Rural) and gender (Male and Female) at Purba Bardhaman.

Analysis pertaining to EE and health: A Chi-square analysis

The present study has attempted to make an assessment of opinions of the Santhal tribes' teachers and students about the role of EE on sustainable development on health .To compare the significant association between EE and health among the tribal teachers-students respondents, method of $\chi2$ (Chi Squire) test was adopted.

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Table No- 1: Showing difference of tribal teachers and students towards EE and health

Respondents	Yes	Uncertain	No	Total	Value of	Level of significance
Teachers	38	15	07	60		
Students	105	28	07	140		0.05
Total	143	43	14	200	4.02	Not Significant

Source: Author's field survey during the year of 2016-2017

Interpretation: Result indicates that the value of χ^2 4.02 is **not** significant at.05 level, meaning thereby, tribal teachers and students differ significantly in their opinions towards EE and health.

Table – 2: Showing difference between tribal APL and BPL students towards EE and health

Socio-Economic Status	N	Mean	S.D.	t value	Level of significance
APL	70	31.05	5.70	6.47	0.01
BPL	70	21.99	10.30		

Source: Author's field survey during the year of 2016-2017

Interpretation: The calculated value of 't' is greater than the tabulated value at 1 % level of significance. Therefore the null hypothesis is rejected and the alternative hypothesis is accepted. So it can be concluded that there exists difference in opinions of tribal students belonging to APL and BPL categories about impact of EE on health. It appears from the field study that BPL tribal students are **not** much conscious about impact of EE on health.

Table – 3: Showing difference between tribal Urban and Rural students towards EE and health

Locality	N	Mean	S.D.	t value	Level of significance
Urban	70	33.02	2.83	7.50	0.01
Rural	70	24.02	9.75		

Source: Author's field survey during the year of 2016-2017

Interpretation: The calculated value of 't' is greater than the critical values at 1 % level of significance. Therefore, the null hypothesis is rejected and alternative hypothesis is accepted indicating that there exists significant variation of opinions of tribal students residing at different locality (Urban and Rural) about impact of EE on health. The Urban students are much more conscious than the rural tribal students about the impact of EE on health.

Table – 4: Showing difference between tribal Male and Female students towards EE and health

Gender	N	Mean	S.D.	t value	Level of significance
Male	70	33.22	3.04	7.84	0.01
Female	70	23.16	10.41		

Source: Author's field survey during the year of 2016-2017

Interpretation: The calculated value of 't' is greater than the critical values at 1 % level of significance. Therefore, the null hypothesis is rejected indicating that there exists significant variation of opinions of tribal students comprising different gender (Male and Female) about impact of EE on health. This means that the male tribal students would have more awareness than female tribal students about the impact of EE on health education.

Conclusion:

The present paper explains the impact of EE on health in education with special reference to Santhals tribes in the district of Purba Bardhaman. The result exposed a significant relationship between EE and health. There has been a positive impact of EE on health by taking into consideration the factors like opinions of tribal teachers and students belonging to different socio-economic status (APL/BPL), residential areas (rural/urban) and gender (male/female). It is interesting to note that there exists significant variation in attitude about impact of EE on health in the surveyed areas according to socio-economic status, locality areas and gender groups. On the basis of findings, the present study also suggests some policy prescriptions for positive impact of EE on health of tribal people.

Policy Prescriptions:

Certain factors are necessary for positive impact of EE on health of tribal people.

- Government awareness programme about impact of EE on health of tribal people.

- Government publicity/promotion impact of EE on health.

- Tribal Teachers' positive attitude towards EE affects on health.

- Tribal Guardians' positive attitude towards EE affects on health.

- Tribal Students' positive attitude towards EE affect on health.

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ATTITUDE TOWARDS TEACHING OF DISTANCE AND CONVENTIONAL IN-SERVICE TRAINEE TEACHERS: SOME PEDAGOGICAL ISSUES

TULIKA CHAKRABORTY

Abstract:

Teacher matters most in the educational system. Teachers' credibility and virtuosity in his teaching skills takes him to success in the field. Teaching attitude is an important pedagogical issue of educational system. The distance and conventional educational system very much appreciated by teachers to the extent that it favors the development of new pedagogical approaches in the classroom. The purpose of the present study is to seek to measure of teaching aptitude of distance and conventional in-service trainee teachers. The researcher used purposive sampling method. She selected two hundred (200) distance and conventional teachers teaching different Universities in West Bengal. Researcher selected Likert type scale usinga questionnaire consisting of 62 items. It was standardised and applied to the selected sample and collected information from statistical analysis. This study will help both distance and conventional in-service trainee teachers in India and Abroad.

Keywords: Teaching attitude, Distance Education, Conventional Education.

Introduction:

Teaching is an art and the quality of teaching depends on the dedication, devotion and love of the teacher towards subject matter in the educational system. Teachers' credibility and virtuosity in his teaching skills takes him to success in the field of teaching learning process. The teacher can be regarded as the focal point on which the whole educational system revolves. It is imperative that the entire teaching-learning process depends on the efficiency of a teacher. The distance and conventional educational system focusing learning, teaching, flexibility, autonomy and collaborative work, and very much appreciated by teachers to the extent that it favors the development of new pedagogical approaches in the classroom. In order to achieve the desirable goal, in-service trainee teachers' implemented and modified some detailed exercise for management, curriculum, teaching learning materials etc. Attitude

is the state of consciousness within the individual human being. Present day the role of teacher has become very challenging, complex and multifaceted on account of many reasons. The relationship between teacher and student is determined in part by the teacher's attitude towards teaching. In distance and conventional teaching mode, teaching attitude is a most important pedagogical issue of in-service trainee teachers.

Richardson (1996) stated, "Attitudes is subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's ability". According to Bingham (1987) teaching attitude involves:

a. Ability to acquire skills, knowledge, etc.

b. Readiness to acquiremutual respect and trust.

c. Satisfaction in the job.

So, this attitude of the teachers allied aspects have been detected as teaching attitude.

Therefore, teaching attitude of a teacher should be judged or evaluated form the perspective teacher, because teaching attitude may help a teacher to be dedicated one to develop readiness, knowledge, attitudes and commitment in his or her job with effective attitudes, teachers and students can develop relationships of mutual respect and trust. A teacher should have many positive attitude like co-operative attitude and democratic attitude. Co-operative attitudes success depends upon the co-operational activity. A teacher must cooperate to his colleagues, principal, parents etc. A teacher must be a democratic attitude to his student, class-room etc.

Lot of research has been done on teaching competencybut unfortunately much attention in research has notdone on Teaching Attitude of Distance and Conventional in-service trainee Teachers.So, the researcher has chosen her topic as follows:

"AttitudeTowardsTeaching of Distance and Conventional In-Service Trainee Teachers: Some Pedagogical Issues"

Objectives

 The objectives of the study are as follows-

1. To measure teaching attitude of in-service trainee teachers – Distance and Conventional.

2. To study the teaching attitude of distance and conventional in-service trainee teachers in relation to sex(male& female) and location (urban & rural).

3. To find out the relationship between Distance and Conventional in-service trainee teachers' attitude towards teaching.

4. Interpret the obtained results.

Hypothesis

The Null-hypothesis for the study was as follows-

Ho1 : There would be no significant mean difference between rural Distance and Conventional in-service trainee teachers' in respect to Teaching Attitude.

Ho2 : There would be no significant mean difference between urban Distance and Conventional in-service trainee teachers' in respect to Teaching Attitude.

Ho3 : There would be no significant mean difference between Distance male and Conventional malein-service trainee teachers' in respect to Teaching Attitude.

Ho4 : There would be no significant mean difference between Distance female and Conventionalfemale in-service trainee teachers' in respect to Teaching Attitude.

Ho5 : There would be no significant mean difference between total Distance and total Conventional in-service trainee teachers' in respect to Teaching Attitude.

Delimitation

The scope of the study has been delimited to method, sampling, tools and techniques proposed for the study in the following ways-

● The study was confined to one major variable i.e. teaching attitude.

● Only 200 distance and conventional in-service trainee teachers were selected as sample for study.

● One questionnaire, namely TAST (Teaching Aptitude Scale of Teachers), was used for the purpose of measuring teaching attitude.

Some of the related studies are as follows

Sanaa (2005) conducted a study on Student Teachers' attitudes towards teaching profession and their relation to the adequacy of practical training. The aim of the study was to delineate the relationship between attitudes and the adequacy of practical of practical training in addition to studying the difference in

attitudes with regards to gender, academic specialization etc. The sample of the study considered 143 students of Islamic University of Gaza. Mean, SD, Pearson Correlation and 3 way ANNOVA test was used. The results showed positive attitudes towards the profession with regard to total score, self-acceptance and practice of profession. A strong significant relation between the adequacy of practical training and attitudes towards the teaching profession were observed.

Hussain (2011) studied on "Attitude ofSecondary School Teachers towards Teaching Profession" This study was descriptive study. An Attitude Scale towards Teaching Profession (ASTTP) developed by Hussain, having sixty-six items and four components. The population of the study was all secondary school teachers, at Hyderabad. Forty secondary schools comprising male and female, rural and urban, and public and private were selected as a sample of the study. Mean, Standard Deviation, t-test, correlation were applied to measure and compare the attitude of secondary school teachers towards their profession. The analysis of the data revealed that the majority of the secondary school teachers does not possess positive attitude towards the profession. It was also found that the female secondary school teachers have more positive attitude towards the profession as compared to the male secondary school teachers. The teacher working in the public sector institutions were found more committed and satisfied as compared to the teachers working in private sector. It uncovered the fact that the majority of teachers working in the rural areas was more committed and satisfied as compared to the teachers working in urban areas. The in depth qualitative study should be conducted to investigate variables affecting attitude of secondary school teachers.

Lakshmi and Ashok (2017) carried out "A Study on Teachers' Attitude towards Teaching Program" The study aimed to examine the teachers' attitude towards teaching program. Teacher attitude is simply defined as the views, opinions, ideas, feelings, fears, etc. of a teacher. The investigator adopted survey method to study the teachers' attitude towards teaching program for this study a sample of 100 school teachers from five Govt and Private schools which are situated in and around Coimbatore district in Tamil Nadu were selected by the investigator using simple random sampling technique. The findings reveal that is inferred that there is no significant relationship between teacher's attitude towards teaching program and the academic achievement of their students.

METHODOLOGY

Research Approach

The present research work will be descriptive survey type. Hence, the study will also be an exploratory study. Therefore the overall research approach will be descriptive as well as exploratory survey.

The proposed --methodology will be as follows:

Variables

The study will have five independent variables. i.e.

a) Teaching attitude

b) Distance

c) Conventional

a) Gender (Male and Female)

b) Localities(Rural and Urban)

Sample

The sample of the study was considered fromdifferent training institutions (B.Ed. colleges) recognised by NCTE, of various Universities in West Bengal.A sample of 200 teachers, both distance and conventional in-service trainee teachers, from urban and rural areas were drawn randomly for the study. The researcher intended to see the effect of locality (urban and rural) in the present study. The structure of sampling procedure is given below (Table 1)-

Table 1: Distribution of the Sample

Distance in-service trainee Teachers				Conventional in-service trainee Teachers				Total
Male - 50		Female - 50		Male - 50		Female - 50		
Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	**200**
25	25	25	25	25	25	25	25	
Total – 100				**Total - 100**				

Tool Used

The present researcher used a suitable tool (Teaching Attitude Scale of Teachers) for her study. The TAST (Teaching Attitude Scale of Teachers)

questionnaire was developed byMukhopadhyaya&Kabiraj (2006).This questionnaire was finally standardised by the researcher.

a.   Try out of the Teaching Attitude Scale of Teachers (2006)

➢   **Administration and evaluation of the scale**

The "Teaching Attitude Scale of Teachers" was administered on the above sample by giving a booklet with answer sheet. The items of this scale were Bengali and English both. The five response categories are Strongly Agree-, Slightly Agree, Undecided, Slightly Disagree and Strongly Disagree. The response to 62 items was evaluated according to the likert type five point scale. There are 31 positive and 31 negative items. The scoring criterion was 5,4,3,2,1 or 1,2,3,4,5 according to positive or negative attitudes respectively.

➢   **Item analysis of the scale**

Here the item analysis was done by computing t-value to examine the discriminating power of each items of questionnaire. The t-value of high score group (upper 27%) and low score (below 27%) as criterion groups (Kelly, 1939) in TAST were considered. Any t-value equal to or greater than 1.75 shows the responses of high and low group differ significantly. Thus this criterion was adopted to select the items for the final inventory. Then researcher selected 62 items, from among 75 items for her study.

b.   Validity of theTeaching Attitude Scale of Teachers (TAST)

To determine factorial validity of the tool, the researcher performed Principal Component Factor Analysis with Vari-max rotation. It is a mathematical procedure that uses orthogonal transformation to convert set of observation of possibly correlated variables into a set of values of uncorrelated variables called Principal Component. Factor Analysis is an interdependence technique whose primary purpose is to define the underlying structure among the variables in the analysis.

The purpose of Principal Component Factor Analysis is to condense the information contained in a number of original variables into a smaller set of new composite dimensions or varieties (factor).

In this section the result of Principal Component Analysis has been presented with their Eigen Values in the (Table- 2)

Table 2 : Total Variance of TAST Questionnaire

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Components	Total	% of Variance	Cumulative %	Total	% of	Cumulative %
1	7.912	18.661	18.661	7.912	18.661	18.661
2	6.436	6.952	26.165	6.436	6.952	26.165
3	5.564	5.879	31.243	5.564	5.879	31.243
4	4.889	5.221	36.732	4.889	5.221	36.732
5	3.950	4.426	40.649	3.950	4.426	40.649

a.   Blueprints of the final tool for the study

Finally the researcher considered 5 components for the finalstudy. It was then subjected to Principal

Component factor analysis.

The 5 components along with their respective item numbers were given below (Table- 3).

Table 3: The component of TAST Questionnaire

Principal Component Factors(PCF)	Name of the Components	Eigenvalues	Items in each components	Total items in each components
P C F - 1	Academic Issues (P C F- 1)	7.912	25,29,38,39,41,42, 45,46,48,49,53 and 55	14
P C F - 2	Examination System (P C F-2)	6.436	2,8,12,16,17, 27,32,36,43,44 and 46	13
P C F - 3	School Environment (P C F-3)	5.564	3,13,14,20,21,22,26,28,3 4,40,46,50 and 51,	12
P C F - 4	Students Discipline (P C F - 4)	4.889	1,6,9,10,11,18,23,24,30,52 and 54	12
P C F - 5	Management System (P C F- 5)	3.950	4,5,7,11,15,19,27,31,33, 35,47 and 56	11
			Total	**62**

d. Reliability of the Teaching Attitude Scale of Teachers (TAST)

The researcher considered two statistical measures for determining the reliability of the test, viz., Test – retest Reliability and Internal Consistency.

● **Test-retest Reliability:** For computing the Test-retest reliability of the, the researcher re-administered the test on a sample of 50 in-service trainee teachers both Distance and Conventional institutions to calculate the test-retest reliability. The Test-retest correlation value was presented in (Table- 4).

Table 4 : Test-retest Correlation Value of TAST Questionnaire

Type of Correlation	Test- Retest Reliability
Correlation (2 tailed) N	0.75
	(Significant at 0.05 level)50

The Test-retest Correlation value was found to be 0.75, which was significant at 0.05 level.

● **Reliability by Internal Consistency:** For the present study the researcher estimated the dimension vs. total score correlation to determine the internal consistency of the test. The results were given below (Table - 5)

Table 5: Dimension vs. Total Score Relationship of TAST

Dimension	Total Score	Level of Significance
Dimension - 1 (Academic Issues)	0.71	0.05
Dimension - 2 (Examination System)	0.68	
Dimension - 3 (School Environment)	0.62	
Dimension – 4 (Students Discipline)	0.66	
Dimension – 5 (Management System)	0.63	

As found in Table 5, the researcher found that the estimated values were satisfactory for the purpose of the present study.

c. Objectivity of the Teaching Attitude Scale of Teachers (TAST)

The researcher framed the items objectivity, i.e., the item were of multiple choice type with five options (5 point Likert type); administered the scale uniformly to the samples and prepared the scoring key for the items.

a. Norms of the Teaching Attitude Scale of Teachers (TAST)

The researcher chose to derive standard score (T-scores) of all the raw scores as norms for the purpose of the present study.

RESULTS:

Results:

The data collected from sample are systematically classified and tabulated, scientifically analysed and interpretive.

The following statistics were considered-

ü Descriptive Statistics

ü Inferential Statistics

Descriptive Statistics: The researcher calculated descriptive statistics of 200in-service trainee teachers both Distance and Conventional institutions of W.B. were given in (Table – 6)

Table- 6: Descriptive Statistics Concerning the Distribution of TAST Teaching Attitude Scale of Teachers

N	200
Mean	167.32
Median	166.00
Mode	166.00
Std. Deviation	7.46
Skewness	.245
Kurtosis	.133

The descriptive statistics showed in the Table 6, revealed that the Mode and Median were same, but Mean was slightly different from Median. The standard deviation of the distribution was 7.46. The value of Skewness was (.245). The value of Kurtosis (.133) was less than (0.263) and the distribution was slightly platikurtic.

Inferential Statistics: The researcher hypothesised that male and female teachers of rural and urban localities did not differ significantly with relation to their TAST level. In the following section attempt had been made to verify these hypothesis using 't' test in each case.

Verification of the null hypothesis

a)   Verification of the null hypothesisHo1

The first null hypothesis Ho1was that there would be no significance mean difference in Teaching Attitude Scale of Teachers between rural distance and rural conventional in-service trainee teachers. The result was given in (Table – 7)

Table – 7: t value between rural Distance and Conventional teachers

N		**Mean**	**SD**	**df**	**t-value**
Rural Distance	50	178.30	21.53		2.16
Rural Conventional	50	189.84	19.27	98	(Significant at 0.05 level)

The obtained 't' value was significant at 0.05 level. Hence null hypothesis Ho1was not retained.

b)   Verification of the null hypothesisHo2

The second null hypothesis Ho2 was that there would be no significance mean difference in Teaching Attitude Scale of Teachers between urban distance and conventional in-service trainee teachers. The result was given in (Table – 8)

Table – 8: t value between rural Distance and Conventional teachers

N		Mean	SD	df	t-value
Urban Distance	50	178.02	19.61	98	1.50
Urban Conventional	50	180.48	19.76		(Not Significant at 0.05 level)

The obtained 't' value was not significant at 0.05 level. Hence null hypothesisHo2 was retained.

c)   Verification of the null hypothesis Ho3

The null hypothesis Ho3 was that there would be no significance mean difference in Teaching Attitude Scale of Teachers between distance and conventional in-service male trainee teachers. The result was given in (Table – 9)

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Table 9: t value between Distance male and Conventional male teachers

N		Mean	SD	df	t-value
Distance Male	50	184.46	20.15	98	1.76
Conventional Male	50	185.08	21.06		(Not Significant at 0.05 level)

The obtained 't' value was not significant at 0.05 level. Hence null hypothesis Ho3 was accepted.

d)   Verification of the null hypothesisHo4

The null hypothesis Ho4 was that there would be no significance mean difference in Teaching Attitude Scale of Teachers between distance and conventional in-service female trainee teachers. The result was given in (Table – 10)

Table 10: t value between Distance female and Conventional female teachers

N		Mean	SD	df	t-value
Distance Female	50	180.86	20.35	98	2.09
Conventional Female	50	191.24	18.26		(Significant at 0.05 level)

The obtained 't' value was significant at 0.05 level. Hence null hypothesis Ho4was not retained.

e)   Verification of the null hypothesisHo5

The null hypothesis $^0H_5$ was that there would be no significance mean difference in Teaching Attitude Scale of Teachers between total distance and conventional in-service trainee teachers.The result was given in (Table – 11)

Table 11: t value between total Distance and total Conventional teachers

N		Mean	SD	df	t-value
Total Distance	100	181.77	21.17	198	2.57
Total Conventional	100	186.05	19.36		(Significant at 0.05 level)

The obtained 't' value was not significant at 0.05 level. Hence null hypothesis Ho5was rejected.

- **FINDINGS:**

- There is a significant difference between rural Distance and Conventional teachers' in respect to Teaching Attitude. It is also revealed that rural Conventional in-service trainee teachers' relatively higher mean than rural Distance in-service trainee teachers.

- There is no difference in Teaching Attitude between urban Distance and Conventional teachers.

  It is also revealed that urban Conventional in-service trainee teachers' has slightly higher mean of urban Distance in-service trainee teachers.

- There is no significant mean difference between Distance and Conventional male teachers' in respect to Teaching Attitude. It is established that Conventional male in-service trainee teachers' slightly high mean of Distance in-service trainee male teachers.

- There is a significant difference between Distance and Conventional female teachers' in respect to Teaching Attitude, and it is found that Conventional female in-service trainee teachers' relatively higher mean than Distance in-service trainee female teachers.

- Finally there is a significant mean difference towards Teaching Attitude between total Distance and Conventional in-service trainee teachers.

LIMITATIONS

Keeping in view of the above conclusion of the study, the present researcher suggests the following:

- The present study on teaching attitude conducted only different distance and conventional study centers and Universities in Wes Bengal, in-service trainee teachers of other Stats may be considered.

- Instead of considering only Principal component method for selection, other methods may be followed.

- It will be a better study, if more variations are considered on a large target group.

- The researcher used purposive sampling technique; other sampling techniques can be used.

- Reliability of the test was determined only by test-retest and internal consistency method, other methods of determining reliability may be followed.

- For collecting information, other techniques such as observation, interview, may be used to create a varieties method.

- Multiple techniques for data collection may be employed for future studies.

- The present study limited only its design, and conclusions drawn would be confined only to the population defined in the study.

SUGGESTIONS FOR FURTHER STUDIES

- In future, the research project may be undertaken considering more variables with a large number of samples considering proper sampling procedure.

- The researcher had used 5 components for factor analyses for her study. It will be a better study if, according to SPSS package 16 components is used in this study.

- Further studies on teaching attitude must be encouraged in India.

- More objectives of this study can be made.

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ALL – INDIA INTER-REGIONAL VARIATIONS IN HIGHER EDUCATION
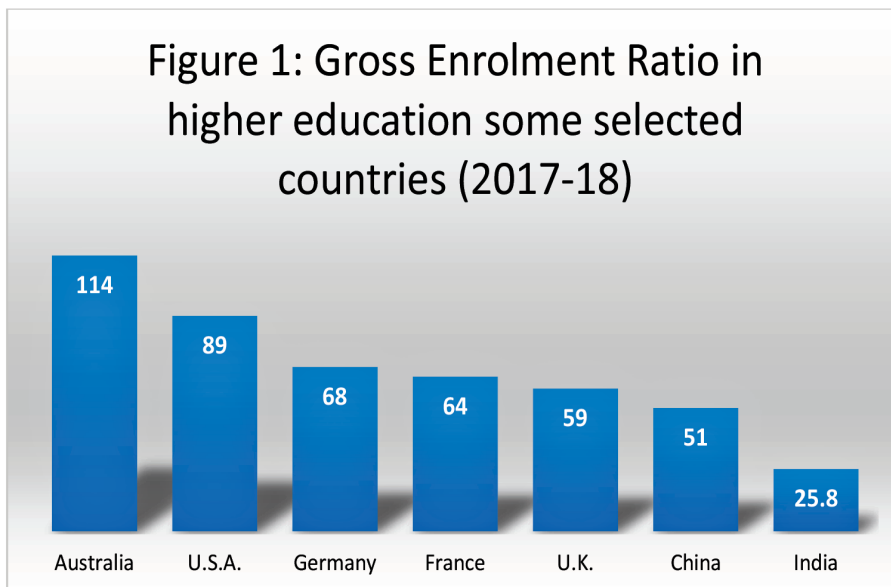
DAMAYANTI SEN

Abstract:

The paper captures the inter-regional variations in higher education indicators across the states of India and the rural-urban inequality prevalent in the country. Cluster analysis establishes that not all states are experiencing the same progress in higher education. Some states do have a threat of getting trapped in a "vicious circle" where low state income is inducing low public expenditure on education which subsequently gets translated into low availability of the required infrastructure leading to lower opportunity to access higher education. Also, the higher education participation, attainment and educated unemployment indicators sharply differ between rural and urban India, while, Sopher's index assumes a high absolute value. Benefits of higher education expansion are not reaching every corner of India.

Keywords: inter-regional variations, rural-urban gap, higher education, educated unemployment, vicious circle

1. Introduction

India's rich legacy in higher education is undeniable. Our ancient universities like Nalanda, Takshashila were reputed the world over. Since then, India's higher education system has evolved over time by addressing many challenges and difficulties and today it has the status of being one of the largest educational systems of the world. Today we boast of 993 Universities, 39931 colleges and 10725 Stand Alone Institutions, where more than 35 million students get enrolled every year (AISHE 2018-19). However, in a country where more than 50% of the population is below the age of twenty-five, a Gross Enrolment Ratio (GER) of 25.8% in higher education is not satisfactory. As reflected in figure 1, the India has still got to go a long way to lift itself to a higher growth trajectory. While Australia has reached a above 100 GER,

USA is also a close competitor. Germany and France are also showing impressive GER data, UK and China have crossed the 50% mark in GER in higher education.

Figure 1: Gross Enrolment Ratio in higher education some selected countries (2017-18)

Australia	U.S.A.	Germany	France	U.K.	China	India
114	89	68	64	59	51	25.8

Source: World Bank Open Data

The above comparison is relevant because in order to reap the demographic dividend, India has to make the right investment in higher education that will provide its young population with adequate infrastructure and hence accelerate the enrolment. Only then can we turn our young population into a national asset that will help India climb up the growth ladder which is so heavily reliant on its educated workforce.

It is true, that when compared to itself, India has experienced impressive growth in higher education indicators in the last few years. Following major initiatives launched by the government of India in its Twelfth Plan, the GER went up to 23% in 2013-14. After that, it has been growing steadily. Figure 2 shows the journey of India since Independence as it expands in higher education indicators. There has been manifold growth in the number of colleges as well as universities and enrolment.

Table 1: **Expansion of Higher Education in India – A snapshot**

Year	Central Univer- sities	State niver- sities	Deemed to be Univer- sities	Institute of National Importance	Private Universi- ties	Total	Colleges	Enrol- ments in millions)	GER (%)
1950-51	3	24	-	-	-	27	578	0.2	-
1960-61	4	41	2	2	-	49	1819	0.6	1.5
1970-71	5	79	9	9	-	102	3277	2	4.2
1980-81	7	105	11	9	-	132	4577	2.8	4.7
1990-91	10	137	29	9	-	185	6627	4.4	5.9
2001-02							11146	8.8	8.1
2005-06	18	205	95	18	7	343	17625	11.6	11.6
2011-12	42	299	40	59	178	621*	34908	28.5	19.4
2012-13	43	308	49	61	201	665*	35829	29.6	21.1
2013-14	43	310	127	68	143	691*	36671	32.2	23
2014-15	43	316	122	75	181	760*	38498	34.2	24.3
2015-16	43	329	122	75	197	799*	39071	34.6	24.5
2016-17	44	345	122	100	233	864*	40026	35.7	25.2
2017-18	45	351	123	101	262	903*	39050	36.6	25.8

The figure includes others category

Source: Author's Compilations from Varghese (2015) & AISHE (2017-18)

However, in spite of the expansion, issues of access and equity have frequently jaundiced the system of higher education in India. There exists widespread disparity in achievement, as far as higher education indicators are concerned, across the states of India as well as rural-urban regions of the country. This paper is an attempt to capture the inter-regional variation in higher education indicators across the states of India and also the rural-urban inequality prevalent in the country.

The paper is arranged in the following manner. Section 1 has set the backdrop with the introduction, section 2 describes the data and methodology, section 3 presents the results, section 4 gives the conclusion and recommendations, and references are presented at the end.

2. DATA AND METHODOLOGY

Based on secondary data from sources of AISHE various years' reports, MHRD website, RBI Handbook of Statistics (various years), RBI State Finances (2017-18), NSSO 71st round, Tilak (2015), Educational Statistics at a Glance (ESAG 2018), Report on Education, Skill Development and Labour Force (2015-16) and with respect to chosen parameters of higher education, two aspects of inequality have been studied in the paper – (i) disparity across the states of India and (ii) rural-urban gap prevalent in India.

(i) **Disparity across the states of India:** To compare the development of the states of India with respect to higher education parameters, the chapter has made use of hierarchical cluster analysis of the standardized values of the chosen variables. Cluster analysis is a tool for examining unstructured multivariate data. Clustering is a statistical tool to organize a given data set into homogeneous subgroups, or "clusters." The paper has used the Hierarchical Clustering Technique to analyze the data with the help of the SPSS software.

Choice of the period of analysis: 2013-14 – The paper has chosen this particular period because it marks the second year from the starting of the 12th Five Year Plan which is notable for its massive higher education plans. So, the analysis will reflect the position of the states of India in this year and thereby help in the right policymaking, through identification of the lapses. Also, to consolidate our result, the chapter repeated the same clustering procedure for the data of a subsequent year **2016-17**.

Choice of the indicators: To make the comparison effective, we have chosen indicators under five broad heads:

(I) Economic Indicator: The per capita Net State Domestic Product was chosen as the economic indicator of the state.

(II) Higher Education Infrastructural Indicators: Under this head, the number of colleges per lakh population of the state and also the pupil-teacher ratio were chosen.

(III) Public Policy Indicator: The pubic expenditure on education as a percentage of aggregate expenditure of the state was selected.

(IV) Extent of privatisation Indicator: The ratio of private colleges (both aided and unaided) to total number of colleges in the state was calculated.

(V) Higher Education Participation Indicator: The overall gross enrolment ratio in higher education of the state was taken.

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Using the above indicators, the hierarchical cluster analysis was done, and the clusters are highlighted with the help of maps of India.

(ii) Rural-urban gap prevalent in higher education in India: This aspect has been studied from two angles – absolute terms and relative terms and with the help of three major parameters of higher education participation, higher education attainment and labour market outcome.

(a) **Higher education participation** indicators taken are the following:

(i) Gross Enrolment Ratio (GER) (students enrolled in higher education, regardless of age, as a percentage of the population of the age group 18-23),

(ii) Net Enrolment ratio (the proportion of the students of the age 18-23 enrolled into higher education as a percentage of the population of the age group 18-23, thus showing the levels of representation of population in higher education),

(iii) Eligible Enrolment Ratio (students enrolled in higher education as a percentage of high school graduates, that is, people who are eligible to enter higher education),

(iv) Transition Rates (entrants in higher education as a proportion of entrants to senior / upper secondary school education),

(b) **Higher Education Attainment** indicator is the percentage of adult population who completed higher education over the years.

(c) **Labour market outcome** indicator is the educated unemployment rate for graduates and post-graduates (absorption of the educated in the labour market).

To capture the rural-urban inequality the above indicators have been studied in absolute terms. In addition, to capture the inequality in relative terms, the Sopher's Index (1974) of regional disparity has been estimated. Sopher's Index of inequality is explained as follows: If X1 and X2 represent the respective percentage of the variables of groups 1 and 2, then the Sopher's index of inequality D is:

$$D= \log (X2/ X1) + \log (Q- X1)/ (Q- X2)$$

Obviously if there is no inequality then D=0. Therefore, any deviation from zero is inequality. A positive value implies X2 has higher values than X1, while a negative value indicates the reverse. Also, higher the absolute value of D, higher the inequality.

3. RESULT ANALYSIS

The results reflect that the fruits of expansion in higher education are not reaching all corners of the country. The benefits are restricted to certain states and the urban areas, while the other states and the rural areas are still marginalised in access and outcome as far higher education is concerned.

(i)   **Disparity across the states of India:** For the year 2013-14**,** cluster analysis yielded four distinct cluster of states. These clusters have been shown in the map of India in figure 2 where the orange coloured states show a mediocre per capita NSDP, low infrastructural parameters and heavy dependence on privatization. The red coloured states are the second cluster which also show mediocre per capita NSDP, poor infrastructure, but medium privatization. Both these two clusters are in the possibility of getting trapped into a vicious circle as their parameters are not showing 'up-to-the-mark' values. The green coloured states are comparatively in a more comfortable position and form the third cluster. A most unique position is enjoyed by the 4th cluster of Goa and Sikkim, who have the virtues of good performance in almost all the indicators. This is represented by blue colour.

The same procedure is repeated with the data of 2016-17 and the clusters are presented in figure 3. In the year 2016-17, we see that the 4th cluster is unchanged as Goa and Sikkim continue to enjoy their supreme positions in respect of the parameters. The green coloured states in figure 3 are also in a comfortable position. But the orange coloured states are still in a vulnerable position, and particularly the two red-coloured states of Bihar and Tripura show the tendency of getting badly trapped into a vicious circle, as in the year 2013-14 also their position was equally vulnerable.

Thus, the paper concludes objectively that not all states in India are experiencing the same progress in higher education. Some states are in a secure position, but some states, particularly the orange and red coloured states identified do have a threat of getting trapped in a "vicious circle" where low state income is inducing low public expenditure on education which subsequently gets translated into low availability of the required infrastructure leading to lower opportunity to access higher education for the eligible candidates. It is high time to raise alarm and highlight and present to the Central as well as the State governments about the issues persisting in these states, to take the necessary steps forward to alleviate the problems at the earliest.
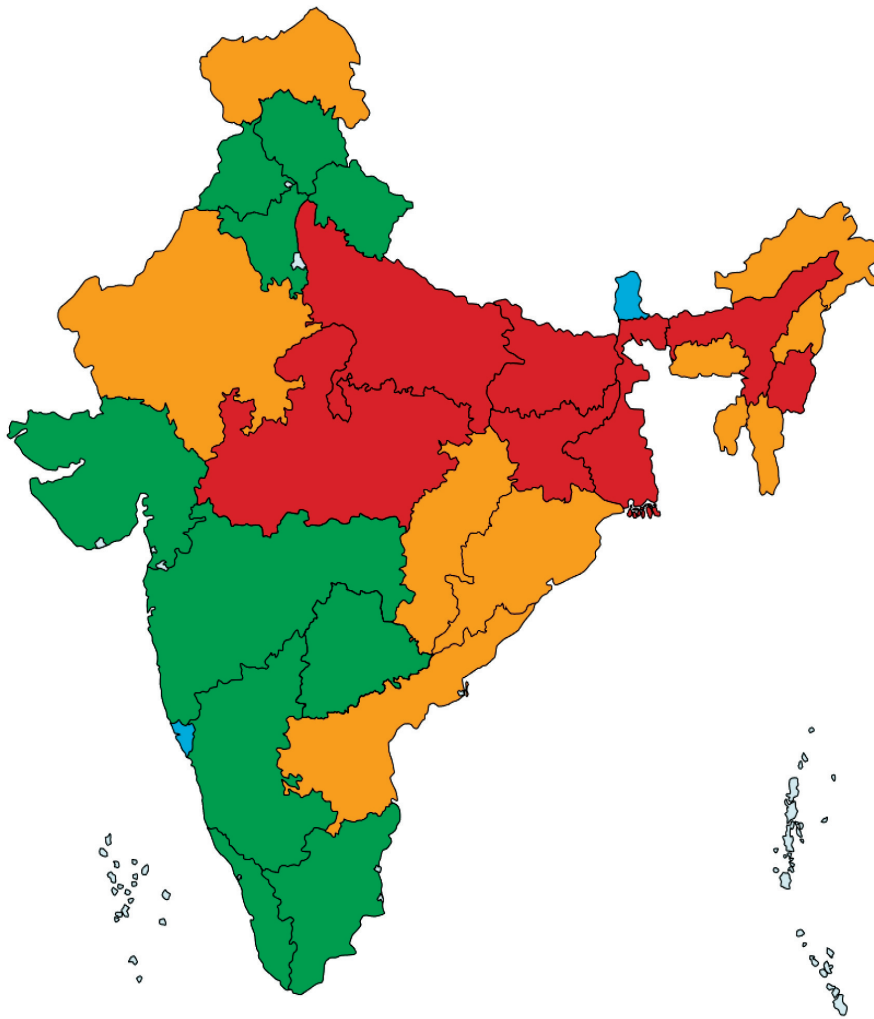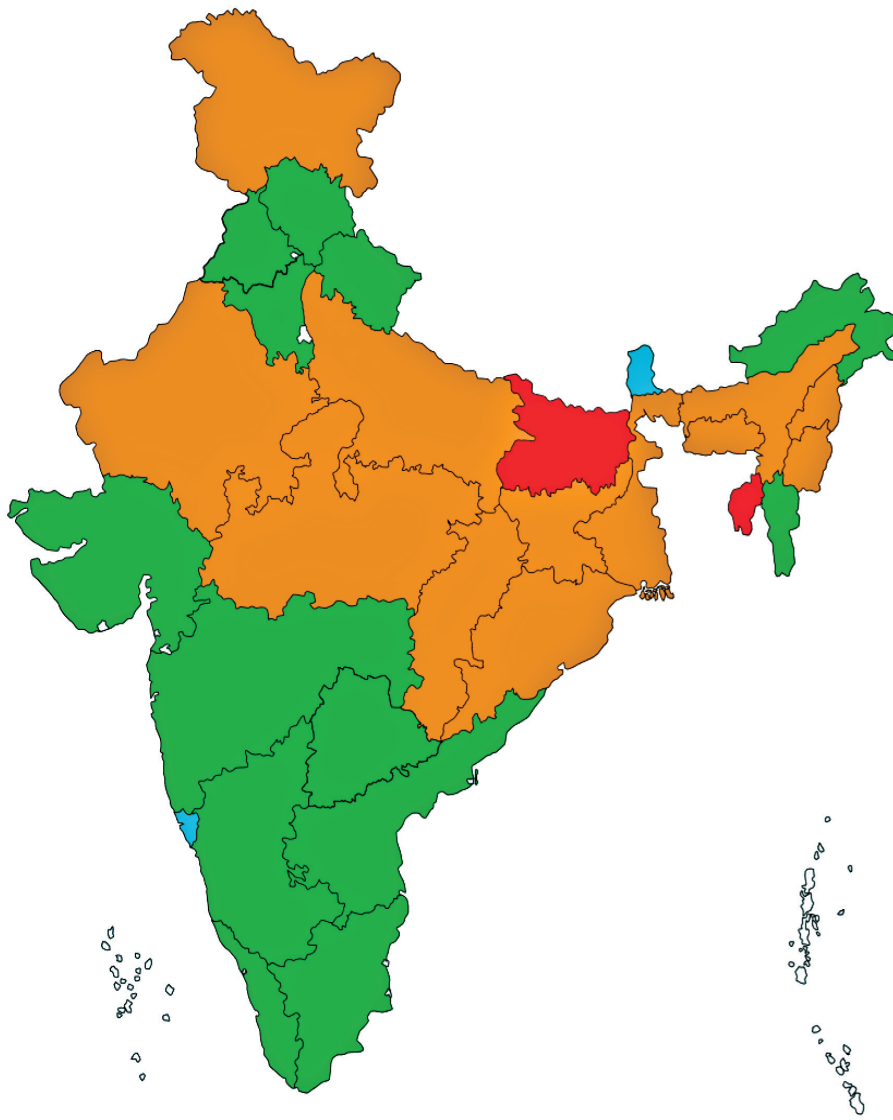
Figure 2: Clusters in the year 2013-14

Figure 2: Clusters in the year 2016-17

(ii) **Rural-urban gap prevalent in higher education in India:** Table 2 presents the rural-urban gap and hence the weak position of the rural population in higher education. The sharp distinction is evident from the data. In absolute terms GER of rural India sharply differs from that of urban areas. Same holds true for the higher education attainment indicator and educated unemployment indicators. Sopher's index assumes a high absolute value, though the silver lining is its declining trend over the years. This implies rural-urban gap is gradually coming down, but still its value is quite high. Thus, the rural areas are certainly lagging behind than urban India in higher education.

Table 2: Rural – Urban Gap

Rural - Urban Gap in Growth in higher education participation

	Rural	Urban	Sopher's Index
Gross Enrolment Ratio			
1983-84	3.95	17.68	0.72
1987-88	4.77	19.56	0.70
1993-94	4.66	20.17	0.71
1999-2000	5.38	20.44	0.64
2004-05	7.51	23.79	0.58
2009-10	16.52	38.48	0.50
Net Enrolment Ratio			
1999-2000	4.52	17.51	0.65
2004-05	6.24	18.86	0.54
Eligible Enrolment Ratio			
2004-05	47.5	57.1	0.17
2009-10	83.05	105	-
Transition Ratio			
2009-10	19.52	19.24	-0.01

Rural-urban gap inHigher Education Attainment (% of Adults of 15-64 age completed higher education)

1983-84	1	7.4	0.90
1987-88	1.3	8.9	0.87
1993-94	1.7	11.2	0.86
1999-2000	2.3	13.5	0.82
2004-05	2.7	14.4	0.78
2007-08	2.7	14.9	0.80
2009-10	3.6	19.1	0.80
2013-14	3.4	15.3	0.71

Rural-Urban Gap in Labour Market Outcome (Educated Unemployment rate for the year 2015-16)

Educational Level **Unemployment rates**

	Rural	**Urban**	**Sopher's Index**
Graduate	15.4	5.8	-0.47
Post-Graduate and above	16.2	6.2	-0.47

Source: Author's Compilations from Tilak (2015), AISHE 2017-18, ESAG 2018, NSS Report 71st round, Report on Education, Skill Development and Labour Force (2015-16)

4. Conclusion :

From the above analysis, it is clear that Indian higher education system is suffering from the problem of inaccessibility to a major section of the country. The system is still elitist and does not happen to be equitable. Access to higher education is still a myth for many aspiring candidates from the rural areas. Rural urban disparity is huge, though marginally coming down over the years. Also, state-wise there is a large disparity among the twenty-nine states of India, with some states having the danger of falling into a vicious circle of low achievements in higher educational parameters. Despite the expansion in higher education, the benefits are still restricted to a privileged few and inclusive growth is still a myth, and not a reality.

Given that India's growth is service sector-led and that bulk of India's population is young, the hour has come when we focus on the equitable access to higher education in India. Unless policymakers look into the issue

right now, it would heavily burden our country with extreme inequality in various forms, particularly income and standard of living. Policies are recommended which reduce state-wise disparity and rural-urban gap. Currently the New Education Policy 2019 is in effect and despite the fact that this draft New Education Policy 2019 has been criticized as "old wine in new bottle", yet its positive intentions to meet the needs of the rapidly changing world cannot be denied. In this connection, it is recommended that more emphasis be given on massification supported by inclusive growth such that the benefits trickle down to every corner of the Indian society and not anybody be deprived.These policy recommendations should not be ignored because they are essential for the higher education trajectory to be sustained at a prestigious and positive level that benefits all the corners of the country.

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TEACHERS' PREDISPOSITION TO NURTURE CREATIVITY

SWATI GUPTA

Abstract:

Aside from testing creativity of individuals, impact of creative strategies on the performance, the present study reports on the attitude of secondary school teachers towards nurturing creativity and awareness of teachers regarding various dimensions of creativity. The study was conducted on a sample of 659 secondary school teachers of Western Uttar Pradesh, India. Teachers' attitude towards nurturing creativity was assessed by employing a standardized scale constructed by the investigator. Parametric statistics as 't' test for one sample has been employed to analyze the data and to draw out the results. The findings of the study reveal that secondary school teachers have higher level of awareness regarding various dimensions of creativity and have positive attitude towards nurturing creativity among students.

Keywords: Attitude, Nurturing of Creativity, Barriers for Creativity, Myths & Indicators of Creativity

Introduction

"Education is the most powerful weapon, which you can use to change the world."

(Nelson Mandela, 1940)

In the annals of history, education had many features, shades and meanings but it had only one aim, i.e. to "make the recipient learned". In the general sense, the term education is used as a form of learning, in which the knowledge, skills, values, beliefs, and habits are transformed from one generation to next (Ahmad & Garg, 2007). In the hierarchy of education system, secondary education is the backbone of entire educational system. It is an important segment of the total education system that contributes significantly to the development of an individual and the nation. It contributes in two important

ways: (i) by providing opportunities to students for vertical mobility in the ladder of formal education and (ii) by enabling them to work according to the needs of self and nation (Zaidi, Biswal & Lal, 2011).

A teacher functions within the broader framework of the education system and helps in determining the goals, curricula, materials, strategies, methods and to achieve determined goals (Gupta, 2016). The importance of competent teachers to the nation's school system can in no way be overemphasized. It is well known fact that pedagogical competence and accountability towards professionand attitude of teachers influence the pupils. The teacher must now be equipped not only to teach but also to understand the students and their needs. It is stated that a teacher should be a facilitator in children's learning and in constructing their knowledge (NCF, 2005). In the field of education, creativity is basic element and essential for learning. Creativity is the rarest of the human qualities. It is an innate genius present in humans as a distinct potential, a unique gift, which is spontaneous but not common in all the individuals. Creativity, with its many definitions has been known for a long time to have its influence on human activity in almost all spheres: scientific, technical, literary, artistic. Basically, 'it refers to the ability of a person to produce new compositions, products or novel ideas' and solutions to complex, ambiguous problems. It is the application of knowledge and skill in new ways sometime going beyond the limits, to achieve valuable outcomes (Husen, & Postlethwaite, 1994; Gandini, 1992). With reference to modern civilization that has become more complex in nature, teacher is the only hope that may bring social and cultural transformation. Everything depends upon teacher and his attitude towards various phenomena. Talking about attitude, it is viewed as 'the most distinctive and indispensable concept in social psychology' Allport (1954). It plays an important role to understand stereotype behaviour, prejudices, voting intentions, consumer behaviour and interpersonal attraction. According to Thurstone (1946), an attitude is the degree of positive or negative effect associated with some psychological object. Newcmb's (1950) defined it as a 'learned predisposition to respond in a consistently favorable or unfavorable manner with respect to an object clearly related attitudes to behaviour- which is problematic. On the basis of above given discussion, attitude can be described as positive and negative or favorable and unfavorable inclination towards abstract ideas and events, which influence the person to respond in a particular manner. It always implies a relationship between the person and object. As a matter of fact, the seeds

of creativity are regarded to be present in every individual. Therefore, nurturance of these seeds of creativity requires proper attention and efforts. Now the task of a teacher is like a facilitator who nourishes learner's creative experiences and enables him to think out of the box. In this regard, the present study aims to assess the attitude of secondary school teachers towards nurturing creativity. The study will help not only in understanding the attitude of teachers towards nurturing creativity but also help in presenting some concrete suggestions for the development of positive attitudes towards it.

Purpose of the Current Study

The current study makes five key contributions to emerging work on nurturing of creativity among students. Firstly, the knowledge of secondary school teachers regarding creativity was assessed by examining how the creativity is conceptualized by them, what are the various components of creativity. Secondly, the hindrance for creativity enhancement among students was assessed by examining the common barriers for the enhancement of creativity among students according to secondary school teachers. On the third point, teachers' opinion regarding the nurturance of creativity among student was examined, on the fourth point, misconceptions or myths related to creativity and its nurturance, which are prevailed among the teachers were assessed and on the fifth point, teachers' opinion regarding the most common indicator of creative being was assessed. Lastly, on the basis of all points, the attitude of secondary school teachers towards nurturing creativity among students was assessed. All these components are derived through the previous studies related to creativity and its nurturance, experts' opinion and available literature on creativity to assess the attitude of teachers towards nurturing creativity among students.

Research Methodology

Research methodology refers to the steps that investigators follow to copmlete the study from the beginning to end (Marvasti, 2004; Singh, 2006).

Method: In the present study, descriptive survey method was used to assess the attitude of secondary school teachers towards nurturing creativity with reference to their stream of teaching (Science/ Arts Stream).

Population & Sample: The population has been defined as the teachers teaching at secondary level in two streams i.e. science and arts in Western Uttar Pradesh. The sample of the study was selected by employing two techniques of sampling i.e. multi-stage sampling technique and stratified

random sampling. Firstly, three divisions of Western Uttar Pradesh namely Aligarh division, Bareilly division and Moradabad division were selected randomly among six divisions of Western Uttar Pradesh. Secondly, from these three divisions, six districts i.e. Aligarh, Kashganj, Bareilly, Badaun, Moradabad and Sambhal were selected randomly then from each district, one city and one block were selected by employing the same simple random sampling technique. Further twelve schools from each district (one city and one block) were selected by employing same technique and at last, stratified random sampling technique was employed to select the teachers from these schools. In this way, 654 secondary school teachers were selected as the sample of the study.

Tool: To measure the concerned variable, a self constructed and standardized scale i.e. 'Attitude towards Nurturing Creativity Scale' consisting forty items within five dimensions namely *'Concept of Creativity'*, *'Factors affecting Creativity'*, *'Enhancement of Creativity'*, *'Myths related to Creativity'* and *'Identification / Indicators of Creativity'* was used. The reliability of scale was 0.88, which was ensured by Alpha Cronbach Method. The validity criterion of the tool was ensured through two methods: content validity and construct validity. Construct validity of the scale was established by using Pearson correlation and confirmatory factor analysis. Correlation coefficients of all the dimensions with total score were respectively 0.73, 0.71, 0.76, 0.47 and 0.59. The contribution of all dimensions in the construct 'Attitude towards Nurturing Creativity' was assessed by employing confirmatory factor analysis and the obtained values for domain 1 (6%), domain 2 (19%), domain 3 (37%), domain 4 (23%) and domain 5 (15%) affirmed good construct validity of the scale. After collecting the data, the results were drawn with the help of SPSS.

Results & Interpretation

Normality of Data and Descriptive Measures

Many statisticians (Sheskin, 2000; Best & Khan, 2003 & Field, 2009) have suggested that the normality of the data should be checked before using statistical techniques. Keeping this view in mind, z test was applied to check the nature of the data for the variable under study i.e. 'attitude towards nurturing creativity'. The following table (1) and figure (1) describe the results of descriptive measures and z test for the variable:

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Table 1: Descriptive Measures and Normality of Data

'Attitude towards Nurturing Creativity'

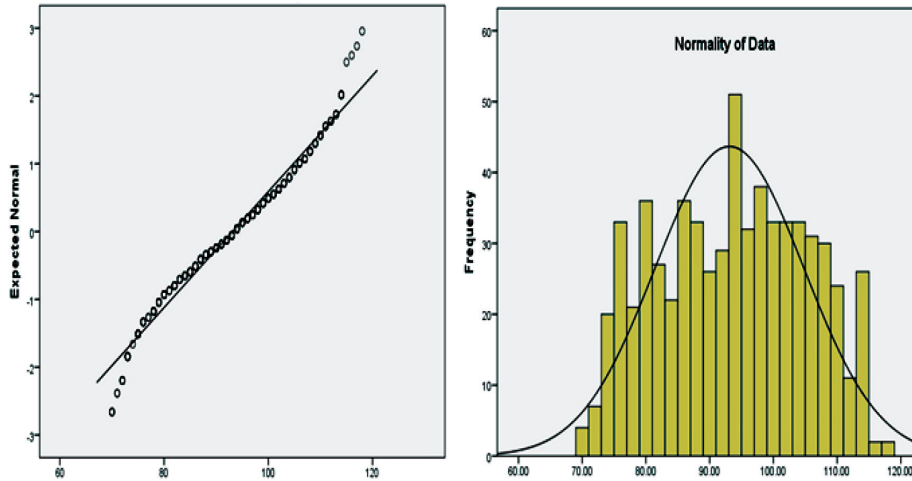| N	Mean	s.d.	Skewness	S.E. of Mean	Z Value	Z Standard
654	92.24	13.15	-0.66	0.51	-1.29	±1.96

Figure 1: Normality of the Data (Attitude towards Nurturing Creativity) through Stem and Leaf Plot and Normal Probability Curve

The above given table (1) presents various descriptive measures of attitude of secondary level teachers towards nurturing creativity. It is clear from the table that an average secondary school teacher is able to secure 92.24 score on the scale 'attitude towards nurturing creativity'. The standard error of mean (0.51) implies that the sample mean (92.24) may deviate 0.51 only from the population mean. It depicts that the sample mean is relatively close to the mean of the population. The value of standard deviation is 13.15, which means that the scores may deviate from the mean by 13.15 on both sides (positive and negative) of the mean.

It is also revealed from the table that the data of attitude scale (Attitude towards Nurturing Creativity) is approximately normally distributed as the z value is 1.29 (where Z = Skewness / S. E. of Mean), which is not significant according z standard (±1.96) (Doane & Seward, 2011). It indicates that the parametric statistics can be applied.

Further to know the level of awareness of secondary school teachers about 'the knowledge related to creativity', 'barriers affecting creativity', 'enhancement of creativity among students', 'misconceptions related to creativity' and 'indicators of creativity' inferential statistics was applied. To test the awareness level, 't' test for one sample (assumed mean and real mean) was applied, where the assumed mean = number of items × degree of middle response score (SAS, 2011).

Table 2: Awareness Level of Secondary School Teachers

Construct	Sample Mean	Assumed Mean	s.d.	df	't' Value	Sig.
Knowledge related to Creativity	14.59	12	2.81	653	23.51**	.000
Barriers affecting Creativity	18.36	16	4.06	653	14.88**	.000
Enhancing Creativity among the Students	31.30	26	5.30	653	25.56**	.000
Misconceptions related to Creativity	14.58	14	3.94	653	3.82**	.000
Indicators of Creativity	13.39	12	3.16	653	11.26**	.000
Attitude of towards Nurturing Creativity	92.24	80	13.15	653	23.80**	.000

** Significant at 0.01 level

Knowledge related to Creativity: The above given table (2) depicts that the mean score of secondary school teachers is 14.59 for the level of awareness about the knowledge related to creativity, while the assumed mean is 12. The 't' value (23.51, P<0.01) is significant at 0.01 level, which indicates that there is significant difference between real and assumed mean and the level of awareness of teachers is greater than set standard.

Barriers affecting Creativity: It can also be concluded from the above given table (2) that the real mean is 18.36 while the assumed mean is 16 for the level of awareness about the barriers affecting creativity. The 't' value (14.88, P<0.01) is significant at 0.01 level, which indicates that there is significant difference between the means. Thus, it can be concluded that an average secondary school teachers has awareness about the barriers, which may affect creativity. In order to know the most affecting barriers of creativity according to secondary school teachers, the mean of each item was calculated. The result of this step is given in the following table:

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Table 3: Descriptive Statistics related to the Barriers affecting Creativity according to Secondary School Teachers

S. No. Barriers affecting Creativity Mean   Rank

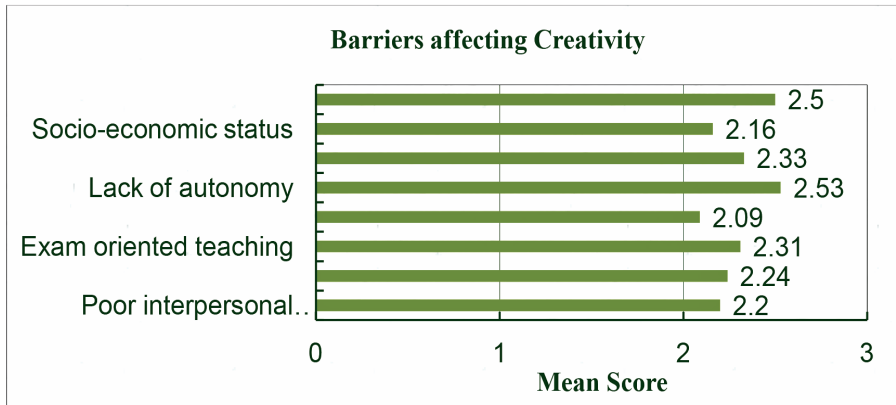| S. No.	Barriers affecting Creativity	Mean	Rank
1	Parenting style (democratic/caring/supportive) shapes creativity of offspring.	2.50	II
2	Socio- economic status of the family affects the creative ability of the learner.	2.16	VII
3	Restricted environment of family has negative influence on the development of creativity.	2.33	III
4	Autonomy or freedom at the work place boosts up the passion for creativity.	2.53	I
5	Excess of students in each class may increase creativity.	2.09	VIII
6	Exam oriented teaching-learning process creates hindrance in the development of creativity.	2.31	IV
7	Anxiety or frustration of learner hampers creativity.	2.24	V
8	Poor interpersonal relationship among colleagues nurtures creativity.	2.20	VI

Figure 2: Barriers affecting Creativity according to Secondary School Teachers

The table (3) and figure (2) given above reveal that all the barriers included in the tool are affecting the creativity according to secondary school teachers because the mean of each item is greater than assumed mean (2). The most affecting factors of creativity are lack of autonomy or freedom at the work place (mean = 2.53), followed by parenting style (democratic/caring/supportive) (mean = 2.50), restricted environment of family (mean = 2.33), exam oriented

teaching-learning process (mean=2.31), anxiety or frustration of learner (mean=2.24), poor interpersonal relationship among colleagues (mean = 2.20), socio-economic status of family (mean=2.16) and excess of students in class (mean = 2.09).

Enhancement of creativity among students: A perusal of the table 2 shows that the real mean of secondary school teachers is 31.30 for the extent of awareness about enhancing creativity among students while the assumed mean is 26 (where, assumed mean = degree of middle response score × total number of items). The 't' value (25.56, P<0.01) is significant at 0.01 level, which indicates that there is significant difference between the means. The mean score of secondary school teachers reveals that they have awareness about the ways of enhancing creativity among students.

Misconceptions related to creativity: The table number two depicts that the real mean is 14.58 for the extent of awareness about the misconceptions related to creativity while the assumed mean is 14 (where, assumed mean = degree of middle response score × total number of items). The 't' value (3.82, P<0.01) is significant at the specified level indicating that there exists difference between means. To know the most common misconception related to creativity among secondary school teachers, the mean of the each item was calculated. The result of this step is given in the below given table:

Table 4: Descriptive Statistics to Know the Common Misconceptions related to Creativity among Secondary School Teachers

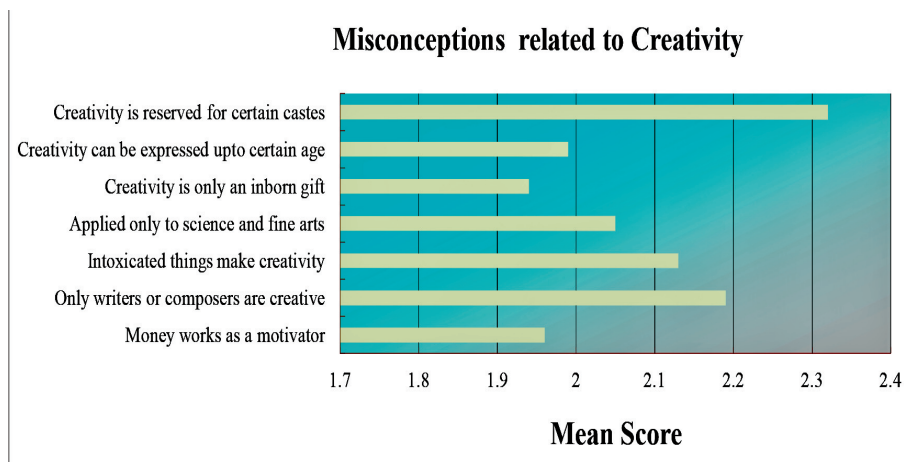|	Misconceptions related to Creativity	Mean	Rank
1	Creativity is reserved for the people of certain caste and race.	2.32	I
2	If creativity is not expressed by a certain age, it can't be expressed throughout the life.	1.99	V
3	Creativity is only an inborn gift.	1.94	VII
4	Creativity applies only to science and fine arts.	2.05	IV
5	Intoxicated things may make someone more creative.	2.13	III
6	Only writers or composers are creative.	2.19	II
7	Money works as a motivator for creativity.	1.96	VI

Figure 3: Common Misconceptions related to Creativity among Secondary School Teachers

The above given table (4) and figure (3) show that only four misconceptions are prevailing among the secondary teachers because the mean of these items is greater than assumed mean i.e. 2. The most prevailing misconception among teachers is 'creativity is reserved for the people of certain caste and race' (mean= 2.32) followed by 'only writers or composers are creative' (mean score= 2.19), 'intoxicated things may make someone more creative' (mean score= 2.13), 'creativity applies only to science and fine arts' (mean score= 2.05), and the least prevailing misconceptions are 'if creativity is not expressed by a certain age, it can't be expressed throughout the life' (mean score= 1.99), 'money works as a motivator for creativity' (mean score= 1.96), 'creativity is only an inborn gift' (mean score= 1.94).

Indicators of Creativity: It is clear from the table number two that the real mean of secondary school teachers is 13.39 for the level of awareness about the indicators of creativity while the assumed mean is 12 (where, assumed mean = degree of middle response score × total number of items). The 't' value (11.26, P<0.01) is significant at the specified level indicating that secondary school teachers have awareness about the indicators of creativity.

To know the most common indicator of creativity from the point of view of secondary school teachers, the mean of the each item was calculated. The result of this step is given in the below given table (5):Table 5: Descriptive Statistics related to Indicators of Creativity

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Figure 5: Descriptive Statistics related to Indicators of Creativity

|	Indicators related Creativity	Mean	Rank
1	Creative people have exploratory and curious nature.	2.28	III
2	Creative people may be ambiguous.	1.94	VI
3	Creative people have apathy towards problems.	2.05	V
4	Creative people have more diversity of ideas in comparison to non-creative people.	2.45	I
5	Creative people have an ability to elaborate the things in different ways.	2.42	II
6	Creative people have attraction towards unusual or mysterious things.	2.26	IV
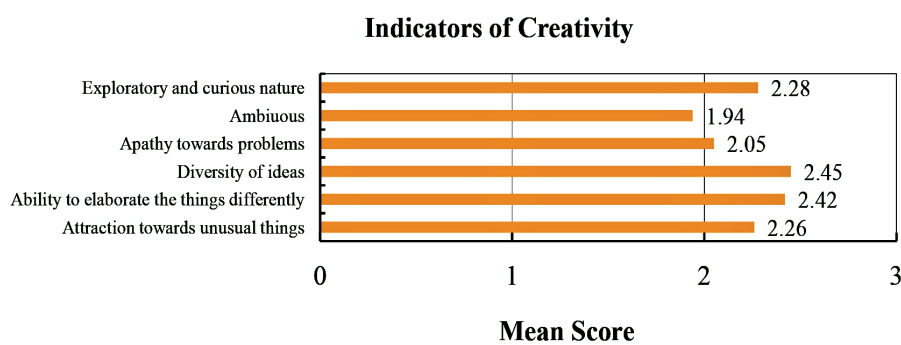
Figure 4: Indicator of Creativity according to Secondary School Teachers

The above given table (5) and figure (4) indicate that there are five most common indicators of creative person according to secondary school teachers because the mean of those items is greater than assumed mean (2). The most common indicator of creativity is 'creative people have more diversity of ideas in comparison to non-creative people' (mean= 2.45) followed by 'creative people have an ability to elaborate the things in different ways' (mean score= 2.42), 'creative people have exploratory and curious nature' (mean score= 2.28), ' creative people have attraction towards unusual or mysterious things' (mean score= 2.26), 'creative people have apathy towards problems' (mean score= 2.05) and least common indicator is 'creative people may be ambiguous' (mean score= 1.94). To sum-up, it can be concluded that secondary school teachers have awareness about various aspects of creativity i.e. knowledge

about creativity, barriers affecting creativity, enhancing creativity among students, misconceptions related to creativity and indicators of creativity . Mean scores (real mean & assumed mean) of secondary school teachers have been presented graphically (figure 5) indicating that they have awareness about various aspects of nurturing creativity.
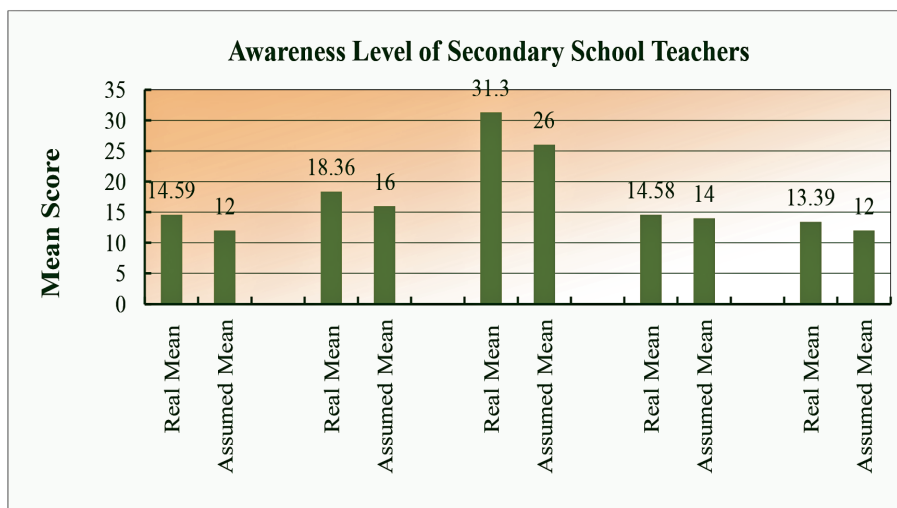

Figure 5: Awareness Level of Secondary School Teachers on Various Aspects of Nurturing Creativity

Attitude towards Nurturing Creativity: The table (2) indicates that the mean score of secondary school teachers is 92.24 while the assumed mean is 80 for attitude towards nurturing creativity. The 't' value (23.80, P<0.01), which is significant at 0.01 level indicates that there is significant difference between real mean and assumed mean. The mean score (92.24) of secondary school teachers shows that they have positive attitude towards nurturing creativity. The teachers have positive attitude towards developing creativity among their students as the creativity is very important for the student's academic achievement, personality development, career and solving the problems of life.

Mean scores (real & assumed mean) of secondary school teachers are also presented graphically in figure 6. The figure shows that teachers in the sample have positive attitude towards nurturing creativity.
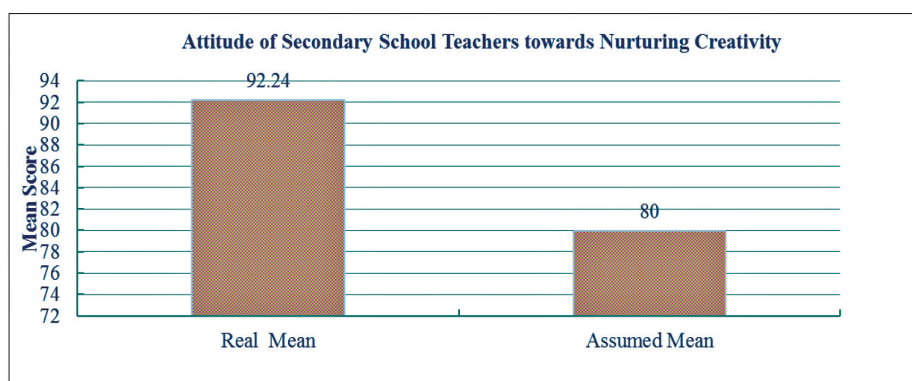
Figure 6: Attitude of Secondary School Teachers towards Nurturing Creativity

Discussion: The role of teachers in the present day society is not confined to teaching-learning process. They are interested with some more responsibilities like all round development of personality and value development etc.. They are supposed to nurture the talents lying hidden in the individuals. Their role is to prepare individuals for creative contribution in the progress of society therefore they understand the importance of enhancing creativity and have awareness about techniques and methods by which students can learn actively. The high level of awareness about the knowledge related to creativity among teachers may be due to their previous knowledge which they obtained at their graduation and master's level. Apart from this teachers also read educational books and journals which include the educational and psychological concepts like creativity. The results of the study are incoherence with the study of Lee & Seo (2006) and O'Farrell (2009) who also found that teachers have awareness about the nature of creativity. As the teachers of secondary level were found to be aware of factors affecting creativity nurturing, so the reason behind this result may be the practical experience in the field of education and teaching as they have been working with the students for many years so they can understand the barriers, which influence the development of creativity. Lack of autonomy or freedom at the work place is found most affecting barrier because freedom is always considered as a pre condition to do any novel work. It is very obvious that when limitations or restrictions are ignored, new things are originated. The findings given in the table are also confirmed by many previous researches (Bhandarkar, 1989; Rehm, 1989; Hill, 1992; Alotaibi, 2006; Abdulrab & Sridhar, 2012). Bhandarkar (1989) found that school and family are the causes of suppressing the creative

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abilities of meritorious individuals; Rehm (1989) concluded that lack of courage and autocratic thinking hinder the development of creative abilities. Hill (1992) revealed that lack of necessary equipments and in the study of Alotaibi (2006) extra work load on teachers, less attention towards school activities have also been found as main barriers in enhancing creativity. Abdulrab & Sridhar (2012) found that many factors related to teaching process, curriculum, school environment (lack of tools and equipments, traditional environment of classroom and school) and student's interest affect creative teaching in schools. Teachers were also showed their awareness regarding how to develop creativity among students, which are in coherence with the findings of O'Farrell (2009) and Okoli and others (2014) who found that teachers are aware of the techniques and methods of enhancing creativity among students. But the results of Chakraborthy (1992) contradict the findings of the present study. He arrived at the conclusion that teachers do not make any attempt to promote creativity in classroom because of the ignorance about strategies and methods of enhancing creativity. The results reveal that teachers have higher level of awareness about misconceptions related to the nurturance of creativity. Such findings may be attributed to the fact that teachers are highly educated people and possess knowledge about various aspects of creativity as it is an important component of teachers' training program. According to National Curriculum Framework for Teacher Education (2009), development of creativity in all the teaching subjects is one of the duties entrusted to the teachers. It seems quite logical because teachers play a role of perceiver who recognizes the potential of students and guide them accordingly. He shapes the personality of students and sparks them; stimulate them to achieve knowledge in an effective manner. The findings of Chan and Chan (1999) Aljughaiman and Reynolds (2005) also support the results who assessed the perception of teachers regarding creative individuals and found that creative individuals possess various kind of qualities like high intellect, attentive, disciplined positive self concept, imagination, diverse thinking and courage more than average level.

To sum-up, it can be concluded that secondary school teachers have awareness about various aspects of creativity i.e. knowledge about creativity, barriers affecting creativity, enhancing creativity among students, misconceptions related to creativity and indicators of creativity and possess positive attitude towards enhancement of creativity among students.

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PARTICIPATION OF BENEFICIARIES OF RTE ACT, 2009 IN SCHOOLS

MS POONAM A. CHAUHAN   VANDANA TALEGAONKAR

Abstract:

Education as a right came into effect with the enactment of RTE Act, 2009 which guarantees Free and Compulsory Education for the children age from 6 to 14 years. Section 12 (1) (C) of the RTE Act, 2009 dealing with the admission of twenty-five percent children from weaker and disadvantaged group in all private unaided schools. The article reveals the research study showing the nature of participation of beneficiaries admitted under RTE Act, 2009 in schools in Vadodara, Gujarat. The researcher have used Survey method. The researcher conducted non- participant observation. The data collected was qualitative in nature. All the observations were noted minutely. These data were analyzed by the process of coding. Coding was done on the data and variables were derived. Later, the variables were categorized using rating scale- always, sometimes and never. The findings of the study reveals that majority of the beneficiaries are always paying attention in the class, focused on learning activity, brings needed material to the class, completes assigned work on time but very few beneficiaries express their views in the class because of language problem. It is reflected through the present study that beneficiary's nature of participation in the school is same as of non-RTE students.

Key words – Beneficiaries, Participation, Weaker and disadvantaged group, RTE Act, 2009

"Education is the most powerful weapon with which you can change the world."

(Nelson Mandela, South African Civil Rights Activist)[1]

1. Introduction

The passing of RTE Act, 2009 marks a historical moment for the children of India. The Act serve as a building block to ensure that every child ages from 6 to

14 years has right to get free and compulsory elementary education in school [2]. The state, teachers, families and communities have to fulfill these entitlement together.

Spurred by the Unnikrishnana judgment and public demand to enforce the right to education, successive government since 1993 onwards works toward to bring constitutional amendment to make education as fundamental right.[4]

The RTE act, 2009 provides solid platform to reach the unreached with specific provisions for weaker and disadvantaged group through section 12 (1) (c)of the Act. Children belonging to weaker section as defined in Section 2 (e) of the Act are the categories of children that appropriate government have to notify, based on parents/ guardians minimum annual income. Children belonging to disadvantaged group are defined in Section 2 (d) of the Act. These children include Schedule Castes / Schedule Tribes, and other socially and backward categories based on cultural, economical, social, geographical, linguistic, gender or other categories that the appropriate governments can separately notify.

1.1 Implementation of RTE Act and challenge of section 12 (1) (c) and the private school

Section 12 (1) (C) of the act came when Right to Education shifted from a Directive Principle of State Policy to a Fundamental Right. [5]The Section imposes a legal obligation upon private unaided schools to reserve 25 percent of the seats in the entry-level class for children from Economically Weaker Section and disadvantaged categories [3]. It is a purposeful endeavor to make school system in India more equitable and inclusive. For this, the concept of enabling environment for learning suggested by National curriculum Framework (NCF), 2005 is significant. [6]

As per this the culture of the school must be one that highlights the students' identities as a learner, creates environment that enhances the potential and interest of the learner- the main beneficiary. RTE presents an ideal of equal educational opportunity enforced legally and binding on the government.

1.2 RTE Act, 2009 in Gujarat

Gujarat was the third state in India to pass and implement RTE Act in exercise of the powers conferred by the section 38 of the Act the power granted by it, came into force in Gujarat on Saturday, February 18, 2012 after 3 years from the enactment of the Act.[7][8]

1.3 Implementation of Sec 12(1) (c) of RTE Act, 2009 in Gujarat

RTE Act, 2009 was implemented from the academic session 2013-14 in Gujarat. During initial phase, the government has linked eight Municipal Corporations and reserved 5,300 seats for children from EWS and disadvantaged groups. These Municipal Corporations were Ahmedabad, Surat, Vadodara, Rajkot, Bhavnagar, Jamnagar, Junagadh and Gandhinagar. [9] [16]

The below Table 1 indicates the allotment of seats to students from weaker and disadvantaged section under RTE in Gujarat 2013-14.

Table 1

Allotment of seats to students from weaker and disadvantaged section under RTE in Gujarat 2013-14

Districts	Total number of seats allotted to beneficiaries2013-14
Ahmedabad	2000
Surat	1000
Vadodara	800
Rajkot	500
Bhavnagar	250
Jamnagar	250
Junagadh	250
Gandhinagar	250
GUJARAT	5300

Source: Ministry of Human Resources Development (MHRD) 2013 [20]

In Gujarat, the first demand for free education was made by Sir Sayajirao Gaekwad. [15] It was first implemented in Amreli District. In this backdrop, implementation of RTE Act in Gujarat requires a closer look.

1.   Review of related literature

Various researchers examined the challenges and initiatives taken by the school for creating conducive environment for learner admitted under RTE Act, 2009. Studies conducted by Dhaatri Resource Centre (2009)[10], Ojha (2013)[11], Uma (2013)[12], Soni (2013)[13], Chaturvedi (2015) [14] showed infrastructure, quality education, challenge of Hiring Qualified Teachers,

inadequate monitoring, lack of awareness, violation of the rights of ST children, materials for training of children, no grievance redressal mechanisms for parents, communities and the public, with respect to education services.

2.1 Need for the study

Of the approaches adopted for education, to what extent the rights approach is effective and what are the challenges faced in its implementation is an important point for policy makers. The rights approach to education in India, adopted through the RTE necessitates a discussion.

2.2 Research question

How have the beneficiaries of RTE Act, 2009 responded to it?

2. *Methodology*

3.1 Statement of the study

Participation of beneficiaries of RTE Act, 2009 in schools

3.2 Objectives of the study

To study participation of beneficiaries in school with respect to – academically aspect

3.3 Explanation of the terms

For the purpose of the study, the following terms are defined as follows:

3.3.1. Beneficiaries

In general, beneficiary is a person who derives advantage from something that affects his/her life. In the context of present study, the beneficiaries are the students who have taken admission under RTE Act, 2009 in the academic year 2013-14.

3.3.2 Participation

In context of the study, Participation means involvement of the beneficiaries academically

3.3.3 Academically

In context of the present study, Academic involvement means engagement in teaching learning process

3.3.4. School

In context of the present study, school refers to Private unaided school in Vadodara city

3.4 Design of the Study

The design of the study is Survey.

3.5 Plan and Procedure of the study

The plan and procedure of the study is presented below:

3.5.1 Population and Sample

Population-

All the students admitted under RTE Act, 2009 in Vadodara city in the academic year 2013-14. As per record of District Education Officer, Vadodara 89 students were admitted under RTE Act in 44 Schools. All the teachers teaching students mentioned in the students of the class in which the identified sample of students mentioned in point (1) are studying.

Sample

50 beneficiaries admitted under RTE Act 30 schools. All the teachers teaching students mentioned in point (1).

Sampling technique

Purposive sampling technique was used by the researcher

3.5.2 Procedure of data collection

To understand engagement of beneficiaries in teaching- learning process in classroom non- participant observation and unstructured interview with the teachers were conducted by the researcher**.**

3.   Data analysis

The data collected was qualitative in nature, it was been transcript on the same day, all the observations were noted minutely. The transcripts were read again and again. These data was analysed by the process of coding. Coding was done on the data. Later, the variables were categorized using rating scale- always, sometimes and never. The researcher categorized variable under the rating scale of "always", if it showed 70% to 100 % occurrences, "sometimes ", if it showed 50% to 70% occurrences, scale of "never/ not at all", if it showed less than 5% occurrences . The researcher used percentage method to analyse the data.

Table 2

Variables showing beneficiaries' participation in teaching learning process

Variable derived	Always (in Percentage)	(in Percentage) (in Percentage)	Never (in Percentage)
1. Paying attention in the class	38	52	10
2. Focus on learning activity	80	20	
3. Brings needed material to the class	60	30	20
4. Express views	30	12	58
5. Time management	54	30	26
6. Feels comfortable in seeking help	12	23	60

n=50 (Number of beneficiaries)

Figure 1

Variables showing beneficiaries' participation in teaching learning process
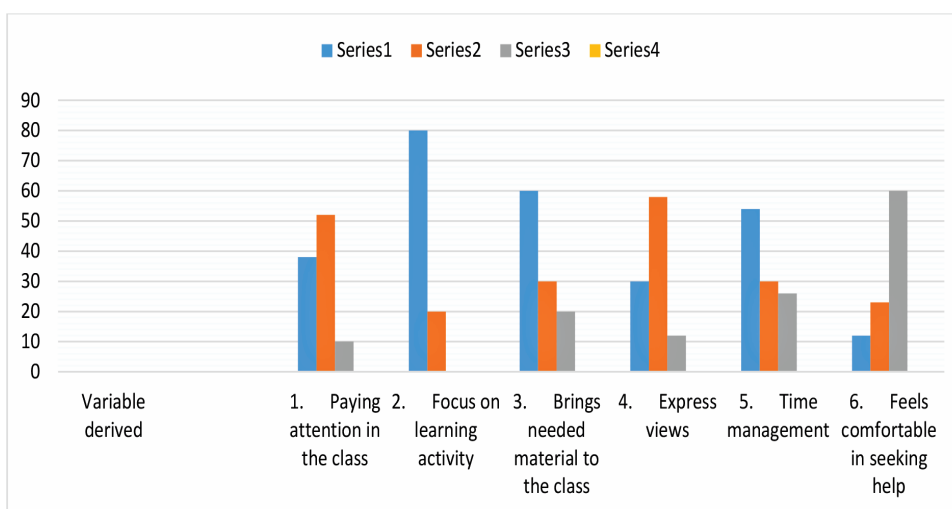

Table 2 and Figure 1 shows that out of 50 beneficiaries - 38 percent, 52 percent and 10 percent of the beneficiaries are showing attention at the level of always, sometimes and never respectively. It can be inferred from the above Table and Figure that most of the beneficiaries i.e. 52 percent are "sometimes" paying attention in the class. It can be inferred from the Table

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and Figure that 80 percent of the beneficiaries are "always" focus on learning activity and 20 percent of the beneficiaries are "sometimes" focus on the learning activity. The above Table indicates that 60 percent of the beneficiaries "always" bring needed material to the class, 30 percent of the beneficiaries "sometimes" bring needed material to the class and 20 percent of the beneficiaries "never" bring needed material to the class. 30 percent of the beneficiaries are "always" expressing their views, 12 percent of the beneficiaries are "sometimes" expressing their views and most of the beneficiaries i.e. 58 percent "never" express their views because of lack of fluency in English language. 54 percent of the beneficiaries "always" manage time, 30 percent of the beneficiaries "sometimes" manage time and 26 percent of the beneficiaries "never" manage time.

4. **Findings of the Study**

   The finding of the study reveals that -

- Most of the beneficiaries are paying attention in the class. Their level of attention was based on observation of researcher like beneficiaries' body postures like eye to eye contact with the teacher, sitting straight not sprawling, focusing on the instruction through active listening, note taking, attentive expression and posture (through nodding, raising hand, standing while answering, "be in the class" technique etc.

- Most of the beneficiaries are focussing on learning activity. It can be inferred from researchers observation like completes work on time, asks question to both teacher and peer in case of any doubts on content taught, follows teacher reading, highlights important points with highlighter or pencil, involved in group discussion, participation in group activity- Project given in science, drama in English, Hindi and Guajarati.

- Most of the beneficiaries brings needed material to the class. It was based on the researchers' observation like bringing needed materials - Chart paper, Compass, Drawing book, Material needed in science project like sprouted moong, saplings, grains etc., Map, Graph paper, Newspaper, Images of content taught in the class like earthquake, famous historical monument etc.

- Most of the beneficiaries are not freely approaching teachers in case of any doubts on content taught. One of the main factor is lack of fluency in English language.

- Most of the beneficiaries uses time effectively like complete work assigned on the board on time, completes homework, complete project on time and submit assignment on time.

- Very few beneficiaries feel comfortable in seeking help in case of **i**ncomplete note, clarifying doubts related to content taught in the class.

5. Discsussion

The RTE Act is a modest effort to bring about social integration. Education has been given the responsibility of social cohesion by policy; inclusion of 25% children from disadvantaged groups and weaker sections is a moderate step to remedy the situation. The rights approach to education in India, adopted through the RTE necessitates a discussion of the contemporary scenario in primary education. Understanding beneficiaries and their participation in school will inform the extent of effectiveness of RTE Act, 2009.

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A PROBE INTO THE GROWTH OF ENGLISH LEXICON BY CELTS, NORMANS AND GERMANIC TRIBES

V. NAGALAKSHMI

Abstract:

The English language was brought to England by the Germanic tribes-Angles, Saxons and Jutes who settled in England in the 5th and 6th centuries. (A.D.401-500 & A.D. 501-600).

People of three tribes called Jutes, Angles, Saxons settled in Britain during the 5th and 6th centuries. The Jutes were the first settlers. The Saxons came next and then the Angles. Because of the co-existence of Angles and Saxons, the name 'Anglo-Saxon' came into vogue. 'Angles' were called 'Angli' long ago. This because of "i-mutation"(UMLAUT). England was born from "ENGLE"

(**Key words:** 'Angli', "i-mutation" Anglo, Saxons)

THE CELTS: The Celts are hailed as the Father of Europe, their culture spread from Galicia in Spain to Turkey. Names of many places in Europe are derived from the Celtic inhabitants. Many of the roads once attributed to the Romans are now recognized as heavily been created by the Celts. The Celts were proud and honourable people who colonized the whole of central Europe, including Britain, and spoke a different language. The Celtic tribes lived in scattered villages. Most Celts lived in farming communities surrounded by a bank with wooden fencing and a ditch to keep out intruders and wild animals. The Celts lived in round houses with that shed roofs of straw and heather. Clothes were made of wool and dyed with natural vegetables dyes. The Celts also loved to wear jewellery made of bronze, gold, tin, silver, coral, and enamel. They ate whatever food they could grow or hunt. They were great warriors. Many Celts went into battle unprotected by helmets or armour. They often fought naked. It is believed that women fought as well. They believed in many gods and goddesses, and priests called "druids". Infact, there are still areas where Celtic language remain widely spoken and these include parts of the British Isles and Brittany in France.

The origin of the Celts remains shrouded in mystery, but what is known is that they spread throughout Europe because of their large scale migrations. Around 900 B.C because of shortages in food and available land, some Celts migrated to Germany, Austria and Italy.   In 51 B.C., Julius Caesar conquered Gaul, where the Celts had settled and divided into Roman provinces. This resulted in a gradual mingling of the Roman and Celtic cultures. The Celtics gradually migrated to Transylvania and Dalmatia and intermingled with the native people. They pushed into Greece as far as Asia Minor. One land settled in Turkey, and named this area Galatia. The Celts first burst into recorded history in the writings of the ancient Greeks and Romans in about 500B.C. but they were by then already a mighty and widespread people.

The Celts were a group of people known from early 2nd millennium B.C., who advanced to political and cultural leadership in western and central Europe between 1200B.C, and 400B.C. The Celtic language is a sub-family of Indo-European languages.   Irish, Welsh, Scots, Gaelic, Manx and Breton languages belong to the Celtic group.

THE VIKINGS: They came from three countries of Scandinavia-Norway, Sweden and Denmark. They came to Europe during the period between A.D.700 and A.D.1100. During this period many Vikings left Scandinavia and travelled to other countries, such as Britain and Ireland.   The Vikings travelled in medium sized sailing ships. Norwegian Vikings settled in Ireland and Greenland. Swedish Vikings entered Russia. Danish Vikings went to France and founded Normandy. The Vikings were great warriors, traders and sailors. They had contacts with people of Africa, Arabia and Asia. For nearly 300 years, the Vikings sparked fear in their enemies.

THE NORMANS: Around 1000A.D. the French kings permitted the Vikings to settle down and live in France. They were called the Normans, which is short of NORTH-MEN, because they came from the North. The part of France where they lived is called NORMANDY today.

 In A.D. 1066, William, the Duke of Normandy put together a huge army of 6000 men along with several hundred ships and invaded England. At the Battle of Hastings, he defeated another rival for the throne. William was crowned the King of England. William the conqueror took away all the land from the English church officials and Nobles and gave it all to his Norman friends. William set up a council of Norman Nobles and bishops. By A.D.1200 the Great Council was called Parliament. It is called so to this day. England's first Norman King William-1 was born in France, and was

the Duke of Normandy. He was a cousin of the King of England, Edward, the confessor. Early in 1066- Edward died, Harold, Earl of Wessex was crowned King of England. William was furious because during A.D.1051, Edward had promised him that he would get the throne of England. Harold had also agreed to support William. Hence, William invaded England on 14th Oct in A.D.1066. Harold was killed. His army was defeated. William was victorious on Dec 25-1066 (Christmas day), William was crowned the King of England. Norman aristocracy became the new Governing class and many members of the English aristocracy, including Bishops were replaced with Normans. William brought about many changes. A complete census was ordered. A record was ordered. A record was kept in called "Dome's day Book". William built many Castles, including the Tower of London. He changed the language of the court to Norman French. The relationship of the various languages belonging to the Indo-European family is shown by the tree-chart depicted above.

The Germanic Tribes and their Influence on European Civilizations:

The origin of the Germanic people was in the fog shrouded forests of the North and Baltic seashores of Europe. The Germanic people descended from explorers, who settled in extreme Northern Europe and spoke a language that was a fusion of an Indo-European tongue and the language if the Northern Megalithic culture. These two cultures, the Indo-European and Northern Megalithic, met and fused in Northern Europe sometime around 1600 B.C.

The Germanic god was called "THOR" Germanic tribal migration started in the Mid4th century (A.D.350). This led to the break -up of the Romans empire. All these groups developed separate dialects. This was the basis for the difference among Germanic languages down to the present day. The Germanic people made a great impact on the development of ancient Europe, particularly through their interactions with the Romans empire. Today, the descendants of the ancient Germanics or Teutons are mainly to be found in Germany, Austria, and German speaking Switzerland as well as in England, the Netherlands, Flemish, and German, speaking Belgium, Sweden, Denmark, Norway and Ireland.

VISIGOTHS\OSTROGOTHS: Germanic tribes who lived in what is now Scandinavia- during 3rd century A.D (A.D 201-300).

    LAMBARDS   { A GERMANIC TRIBE}

    FRANKS   {A GERMANIC TRIBE}

OLD ENGLISH: The English spoken in England before the Normans conquest is called Old English. It differed greatly from our present language in pronunciation, vocabulary and grammar. A passage of English written in the period of King Alfred is Unintelligible to a modern reader. Like Latin and Greek, old English had a complicated system of inflexions. Nouns, pronouns, verbs, adjectives, etc., had many different forms according to their grammatical relationship. The vocabulary of old English was almost purely Germanic. There was very little borrowing from other languages.

BASIC ENGLISH: Simplified English is known as Basic English. This system was tried to make teaching and learning easier. Its purpose was to make English a world language. By using Basic English anything can be expressed in a few words. There were only 850 head-words in Basic English. Writers found it difficult. This system was a failure. Basic English had very simple rules but it was practically useless.

ANGLIC: Anglic was a term coined by Professor Zachrisson. It was an attempt to rule spelling be according to the pronunciation. He thought this will be of international use. "Anglic" was tried to make foreigners learn English easily. For example- writing in 'thru' for 'through', 'tak' for 'talk', 'nife' for 'knife', etc., But 'Anglic' has been rejected by most of the countries. This re-spelled English experiment was a failure.

GOTHIC: Gothic was the language of the Gothe, who invaded the Roman Empire.

OLD HIGH GERMAN :This was the ancestor of modern German.

VERNERS LAW: The second change in words that took place during the first century A.D. is called VERNER'S LAW. Philologist Karl Verner discovered this in 1875. According to Verner, \p\ \t\ and \k\ of the Germanic became \b\ \d\ \g\ in the Indo-European.

For example: 'hunt'in Germanic became 'hund' in English. Voiceless consonants because voiced if they preceded the main stress in the word "hundred" the main stress is on thesyllable 'red'. Before that we have the letter 'd' which is a voiced consonant. This is called Verner's law. This change in the consonant system is believed to have taken place during the first century A.D.

ðis voiceless Fricative\d\ ids voiced stop. The word 'hundred' was pronounced 'hunðred'long ago. Because of the consonants change, it became 'hundred' because the main stress is on 'red' and the letter before 'red' is 'd', which is

voiced. This is another explanation by some linguistics. However, it is called 'Verner's law' because of Karl Verner.

GRIMMER'S LAW: Grimm's law refers to the great consonants change which took place during 1000B.C. it is also called the first sound-shifting. The philologist Jacob Grimm(1785-1863) explained that consonant sounds in Old English changed as follows in Modern English.

OLD ENGLISH			MODERN ENGLISH		
bh	dh	gh	b	d	g
b	d	g	p	t	k
p	t	k	f	o	h

Hence – 'bhrata' of Sanskrit became 'brother'. 'decam' of Sanskrit became 'ten'. 'pita' in Sanskrit became 'father'.

'ABLAUT" (vowel graduation):Vowel gradation which took place during the Old English period is also called "ablaut". This term was coined by German Philologist Jacob Grimm. sing\sang\sung-vowel sounds are \i\ \Õ\& \E\. (write/wrote/written// // and /i/. Each vowel sound in a series is called "grade". So, we call it 'vowel' gradation. (variation of vowel sounds for grammatical purpose).

UMLAUT OR 'i-MUTATION':"mus" was singular. Plural was "musiz". Because of front mutation V(2)became 'y'. Hence in old English the plural was "mysiz". Later "iz" was lost. "mys" remained. In modern English it has become "mice" (mouse is singular today-but 'mice' is plural. This is i-mutation or 'Umlaut'

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HUMAN PERSONALITY AND ITS DEVELOPMENT IN ANCIENT INDIAN LITERATURE: A THEORETICAL REVIEW

MD NAWAZ SARIF

Abstract:

Personality has been described as the totality of an individual's consistent styles and patterns of thinking, feeling, and behavior. It accounts for individuality in the sense of cognitive, affective and psycho-motor dynamic manifestations in different space settings. It is defined in varied perspectives of different theories, models and philosophical frameworks of western and eastern philosophical psychology. The present study made an attempt to explore the concepts of personality and its development in perspectives of different philosophical approaches e.g. panchmahabhuta, panchkosha, triguna and tridosha as elucidated in various traditional texts of different orthodox and heterodox philosophical schools of ancient India. Besides, the study also essayed out to actuate for restoring the essences of ancient Indian tralatitious approaches compatible with modern contemporary theories of personality. This is a qualitative study that used a descriptive research design. It employed analytical methods for reviewing the pertinent literature in the forms of classical texts and books, and research articles and facilitated pragmatic vantage points to understand personality through different standpoints. It has revealed that panchkosha vyaktitva vikas theory which detailed the personality development process through cyclic threads of development as annamaya kosha vikas, pranamaya kosha, manomaya kosha, vijayamaya kosha, intellectual sheath, and anandamaya kosha while tridosha and trigunas laid emphasis on panchmahabhuta in detailing personality development based on biological body fluids (humors) vata, pitta, and kapha and human sattva guna, rajas guna, and tamas guna which not only control and regulate the psycho-cognitive and emotional aspects but also determine the physio-biological growth and functions of human personality. So, it is urged to revitalize Indian traditional texts for the holistic development of human personality.

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Introduction:

"Every soul is destined to be perfect, and every being, in the end, will attain a state of perfection"

- Swami Vivekananda

Philosophy is important for gestating human conceptions and ideas. It plays a pivot role in answering human queries and shaping exiting reality. It is the backbone of many disciplines and psychology is one of those offshoots. Philosophy always avails its expatiations on various complex issues and concepts and theories of human psychology. Personality psychology is one of the mainstream constituents in psychology. It studies how personality is developed and also analyses its differences among individuals. Etymologically, the term personality has been derived from the Latin word 'persona' means mask which is used to wear while performing on a theater which is the overt behavioral manifestation. However, the basic concept of personality is different and it bears comprehensive meaning which is more than just overt manifested behavior. It includes the unit of holistic attributes of both inner and external qualities of individuals which cause to have unique styles and patterns of thinking, feeling, and behavior reflect in different socio-cultural settings. Some eminent scholars and psycho-philosophical experts had attempted with their scientific approaches and philosophical speculations and contemplations to understand the concepts of personality. They endeavored to frame personality as an ingredient of psychology and tried to come up with a unanimous model to conceptualize personality and its holistic development. However, they either had given overwhelmed emphasis on overt aspects of an individual life or often on internal aspects and thus either of the ways lack to understand the holistic aspect of individuals' personality. The type theory of personality emphasized bodily constitutions includes physique structure, blood, and color for categorical explanations on different aspects of human personality. Hippocrates's sanguine, choleric, phlegmatic, and melancholy personality types which is based on fluid in body, Kretschmer's pyknic, athletic, and leptosomatic personality types which is based on physical constitutions and structures, Sheldon's endomorphic, mesomorphic, and ectomorphic which is based on physical structure and Jung's introvert and extrovert types of personality are some of the leading examples of type theory. The trait theory of personality emphasized the proportional concentration of certain qualities

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in individuals who act as determinants of his or her unique adjustment to the environment. G.B. Allport (1961) detailed the concepts of personality as cardinal traits, central traits, and secondary traits while R.B. Cattell (1973) also explained 16 factors associated with different types of human personality. Psychoanalytic and neo-psychoanalytic perspectives as propagated by S. Freud (1923), A. Adler (1925) and C. Jung (1948) to understand personality are also recognized in this context. These approaches of the psychoanalytic school of psychology explain the nature of mind through different states of the human mind that are consciousness, sub-consciousness, unconsciousness, and collective consciousness. Besides, Social learning perspective of A. Bandura (1977), humanistic perspective of A. Maslow (1943) also made a significant contribution to personality psychology. These theorists and their proposed personality models have facilitated to understand personality through different perspectives and get well recognized throughout the world. Behaviouristic theorists had emphasized the external appearance of an individual while cognitivists had emphasized the mental structure and functions, social psychologists had emphasized on explaining personality and its differences across different social settings and contexts, and psychoanalysts had given more emphasis upon psychic-mind, sub-consciousness, unconsciousness, dreams analysis while detailing human personality. Thus, it was found that there is no single unanimous definition and conceptual fraThe concepts of human personality has been chartered by different psychologists with perspectives of type, trait, type-cum-trait, humanistic and psychoanalytic approaches. It is detailed both psychologically and psycho-philosophically and gave consecrated interdisciplinary expatiations to better understand human personality. Trait theorist, G.W. Allport (1937) in his book 'Personality: A psychoanalytical approach' after critically going through 49 definitions of experts has propounded a definition of personality. According to him "personality is a dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment." According to J.B.Watson (1930), the father of behaviorism, "personality is the sum of activities that can be discovered by actual observations over a long enough time to give reliable information". Hans Eysenck (1971), type-cum-trait theorist defined personality as "personality is the more or less stable and enduring organization of a person's character, temperament, intellect and physique which determine his unique adjustment to the environment."

Thus, the conceptual definitions and explanations have been elaborated unevenly by different psychologists and social scientists across the fields of

knowledge and all are essential for understanding the dynamic nature of human personality. However, still, there is a need for more ways to explain human personality due to its dynamic nature and rapid socio-cultural transformation of human society. The contemporary theories of personality lack in giving representative and universally acceptable definitions and conceptual frameworks of personality. Side by side, it also faces a methodological crisis in exploring the way-out of explaining and understanding personality across different socio-cultural contexts (Kim et al., 2006). There is a growing need to get responded to the crisis and the best possible efforts may come from the repository of ancient indigenous thoughts on personality to explore more valid thoughts and theoretical methodologies and provide vintage points to expand pertinent expatiations on human personality and its ontogenesis and development. However, in the last few decades, social psychologist and researchers are being attracted by personality psychology and showed their interest in the indigenous texts to map out new perceptions and conceptual frameworks of human personality its different development processes and mechanisms of body, brain, mind, intellect, soul, Prakriti and pramatma in the realm of material and spiritual worlds. Besides, was found that few researches also carried in India by interested scholars in the last few decades and it urged for more research attempts to evidence the validity of Indian perspectives to personality psychology (Sharma, 1990; Misra & Mohanty, 2000; Srivastava, 2002; Rao et al., 2008; Dalal & Misra, 2010; Shilpa, 2014). In this regard, the present study attempted to explore the concepts of personality and its development in perspectives of different ancient Indian approaches and philosophical methodologies includes panchmahabhuta, panchkosha, triguna and tridosha as elucidated in various traditional texts of Indian orthodox and heterodox philosophical schools.

Statement of the Problem

The conceptual and methodological lacking in western theories and dearth in philosophical perspectives of human personality, called for indigenous approaches and philosophical methodologies to facilitate an enriched way-out to understand personality in more inclusive way has a lead to the development of the present study which is accomplished under the title, *"The concept of personality and its development in ancient Indian psychology: A theoretical analysis".*

Objectives of the Study

The present study attempted to accomplish the following objectives -

1. To describe the Indian psycho-philosophical thoughts on Prakriti, body, mind, soul, and Paramatma through panchmahabhuta.

2. To analyse panchkosha, triguna, and tridosha perspectives of human personality elucidated in various Indian traditional texts and literature.

Research Questions

The present study sought to explain the following questions-

1. How Indian psycho-philosophical thoughts viewed the concepts of Prakriti and purush or body, brain, mind and soul, and Paramatma?

2. How India's philosophical methodologies describe human personality through its panchkosha, triguna, and tridosha approaches?

Delimitation of the Study

The present study is confined to explore ancient Indian perspectives in understanding the concept of personality and its development based on reviewed related literature.

Method of the Study

This is a qualitative study which used a descriptive research design and employed analytical methods for reviewing and dissecting the pertinent literature in the forms of classical texts, books, research papers, articles to facilitate vantage points to understand personality through different standpoints. The collected pertinent literature was profoundly reviewed, analyzed, and critically evaluated using the techniques of content analysis.

Prelude to Indian Philosophical Psychology

Indian ancient literature is the great repository of detailed narratives on nature, living and non-living beings, body, brain, mind, intellect, soul, and the Greater Soul or Paramatma which are scientific and contemplated philosophical ideas and thoughts in nature. Indian revealed divine texts and contemplated philosophical traditions related to the psychological understanding of different aspects and processes of human life have been acknowledged for explaining the modern concepts of psychology. Generally, the phrase 'Indian philosophical psychology' has no delineated conceptual boundary as it was found in Indian indigenous texts that the concepts are presented with different perspectives across different schools of philosophy in blended forms. There is no compartmentalization of knowledge in ancient traditions rather they presented and aligned as per the flow and sequence of the texts as knowledge was considered as integrated, complete, and accomplish one. It was in later times when eminent saints and scholars had

compartmentalized knowledge into different fields of disciplines. So, the phrase, Indian philosophical psychology signifies the psycho-philosophical contemplated thoughts of ancient Indian traditions and literatures facilitate expatiations to the various concepts of psychology. It has facilitated an expatiated reading on the concepts of human personality and Prakriti, body, mind, soul, unconscious mind and Paramatma. Besides, ancient Hindu texts as a constituent of orthodox philosophy like the Upanishads, the Puranas, the Bhagvat Gita, and different post-Vedic texts have some incorporated textual literature related to human personality and its development. These philosophical schools and literature are much enriched with contemplated thoughts on human personality. The following chart showing different Indian schools of philosophy that have expatiations on various concepts of human psychology and its constituents such as body, mind, soul and the Paramatma and personality-
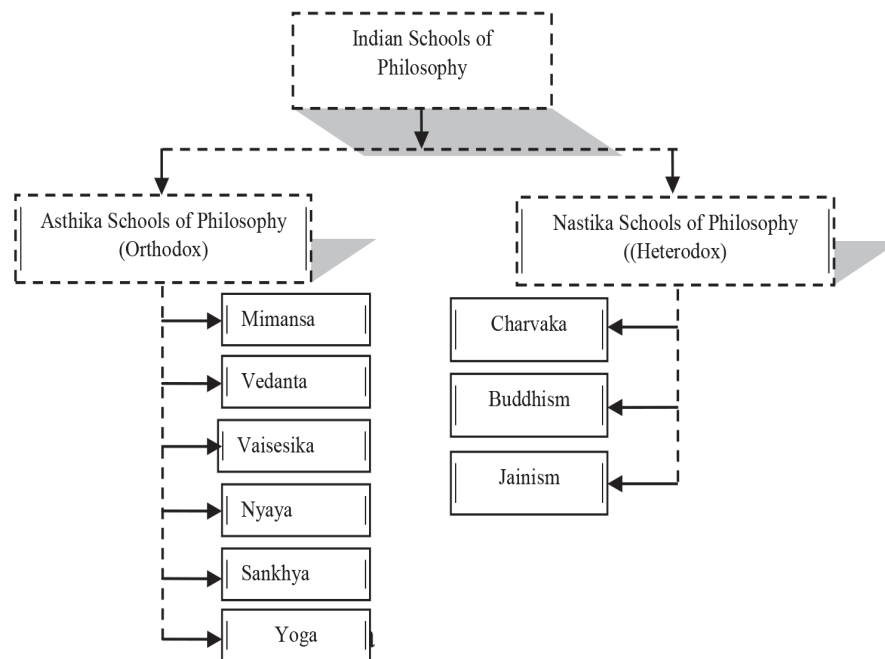

Fig.1. Indian schools of philosophy

Punchamahabhutas; Understanding Prakriti, Body, Mind, Soul And Paramatma

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The Upanishads and Samkhya Darshan have explicit the concept of punchamahabhutas. It is stated that the whole world is the manifestation of the Brahma, the Creator and all creation including both animated and non-animated having the same constituent elements of Punchamahabhutas. The whole universe consists of the punchamahabhutas which are Akash (ether), Vayu (air), Agni (fire), Jala (water), and Prithvi (earth). It is the concept of self or inner soul which makes a distinction between animated and non-animated beings. Indian classical dualistic of unorthodox philosophical psychology has also divided the world into two, Prakriti and Purusha. The Prakriti (static equilibrium) is the structural constituents of the great tattvas punchabhutas and the purush (dynamic equilibrium) is an individual self that also consists of the different ingredients of punchamahabhutas with variable proportion and degree. The prakriti and purush all are the manifestation of the Brahma, the Creator, The Greater Soul, sensed everything as an offshoot of singular quantum which modern-day scientists also accepted in the form of Big Bang theory of creation of the universe from singular point, we called it Brahma in Indian philosophy that is the Supreme Atma, the Brahma which is eternal, immortal, contextless, timeless, and omnipresent. The realization of the supreme creator or greater soul through self-realization and attainment is the drive of all creation and non-creation of the world. Regarding the body, mind, and self or soul, it is substantiated that all are made of punchamahabhutas at different proportions except the soul or self. Body and mind are both mortal and worldly things, take birth and die while the soul has no creation and end, immortal, eternal (just transforming and transcended) strive to liberate through good deeds and actions using the power of punchabhutas (Panchkoshas). Body, mind, and intellectual just help inner self to reunite with the Paramatma, the Brahma (singular quantum). These are only means of realizing the self to reunite with the Supreme Atma only after the full-fledged growth and development of all aspects of individual life. It (self) goes on to continue if incidentally or natural body and mind limit to actualization before its dead through cyclic nature of birth and death. However, for more explication of the concepts of Brahma, puncha mahabhutas, Prakriti and purush and their respective process and mechanism and interconnectivity following chart may be presented –
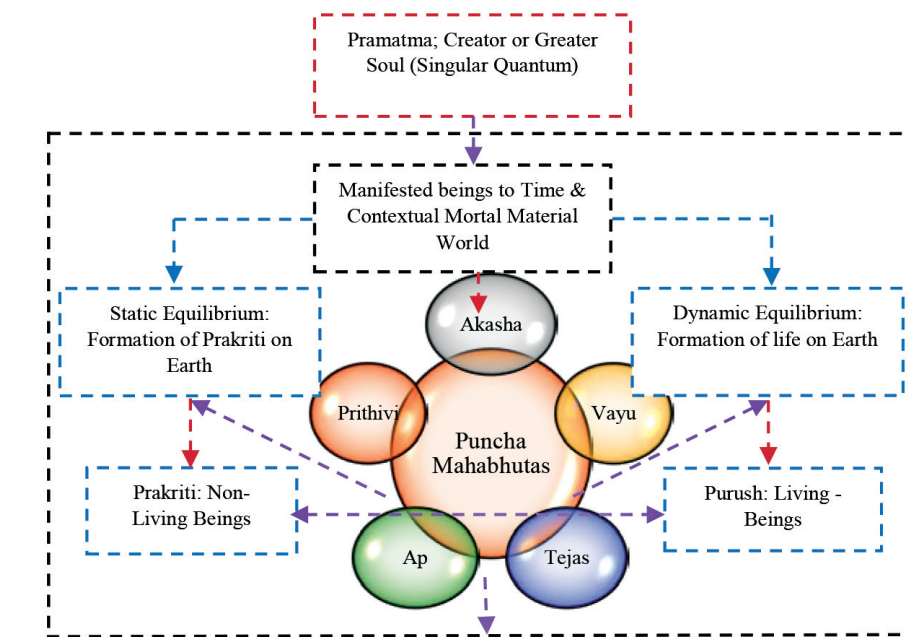
Fig.2. Samkhya Darshan of Puncha Mahabhutas, Prakriti, Purusha and Pramatma

Indian Philosophical Approaches and Personality Development

Ancient Indian traditions of psycho-philosophical thoughts facilitate a great repository of composite knowledge regarding the concepts, principles, and different methodological approaches and theories of human personality. In the Indian context, personality is not of encompasses of the structural constituents and operational functions of mind and body rather its apprehension is beyond. The great texts like Vedas, Upanishads (especially Taittiriya Upanishad, Ch-II, Ananda Valli & Mandukya Upanishad), Gita (esp. Ch-1, 2, 14, 16 & 18) and Samkya yoga tantras have placed substantial elaborations of the concept of personality, its nature, ontogenesis, and development. In this portion, attempts are made to facilitate an elaborative conceptual explanation and theories and methods of personality advanced by Indian classical schools of philosophical psychology about how ancient India's three different methodological approaches pave a way-out to develop insights and apprehension regarding the concept of personality as a whole. These approaches are panchkosha vyaktitva vikas theory and trigunas and tridosha theories of personality development.

Panchkosha Vyaktitva Vikas Theory

The Sanskrit word panchkosha has its two progressive segments 'Pancha' and 'Kosha' meaning 'five' and 'sheath' (it may call shell or cover) in English respectively. So, panchkosha means five sheaths or five bodies which denote five different cyclic spheres of personality development. This five-fold personality development theory is also known as the cyclic theory of personality development which has its philosophical origin in Indian classical text in the Taittiriya Upanishad, Ch-II, Ananda Valli in detailed besides some lingered explanations in Mandukya Upanishad of Vedic text. It is detailed the explanations on personality development through cyclic threads or stages in the texts. These cyclic sheaths are mutually depended and have separate functions operating to sustain an individual life and works for the progressive attainment of self-knowledge. Each sheath evolves and protects the next sheath in a concentric structure and leads to the core one. These are –

● Annamaya kosha vikas – physical development/material body development,

● Pranamaya kosha vikas – energy sheath (also names as vital sheath) development,

● Manomaya kosha – mental sheath development,

● Vijayamaya kosha – intellectual sheath (wisdom body) and
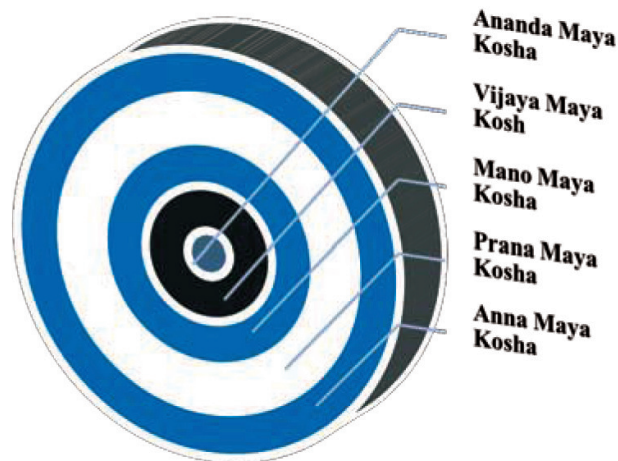
Anandamaya kosha – bliss sheath.

Fig,. 3: Five-concentric sheaths of personlity development

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Annamaya kosha - physical development/material body

This is the first sheath of human personality contains five Jnana Indriya, five senses, are the gateways of knowledge and five organs for performing motor actions. This is the outermost layer of our concentric five sheaths which denotes to the anatomical and morphic physical maturation and development. Annamaya kosha is the totality of our internal and external physical body constituents and organs which are grown, expanded, strengthen, developed and sustained following the balance degree of Anna or foods of any kind. This is interrelated and interdependent on the other sheaths of the individual body. It is even the realization of the existing self and categorical self all to the fullest extent depend on the strength of the physical body. As in India, it is also a belief that a healthy mind and soul live in a healthy body.

Pranamaya kosha vikas – energy body development

Pranamaya kosha vikas is the next sheath of the cyclic nature of personality development. It is the main drive which provides all form of energy to every part and constituent (anatomic structure) of an individual life and helps in the proper and healthy outflow of apparent and inside organs' functions and operations. It energizes the rest of all sheaths of an individual personality in cyclic structure. It has five distinct pranas (forms of energy) function at five different levels e.g. prana, aprana, udyana, sammana, and vyana and these pranas, directly and indirectly, govern the different parts includes body and mind, their respective functions and activities which directly affect individuals to shape a unique personality.

Manomaya kosha vikas – mental sheath development

It is the third sheath which makes individuals as distinct from others. It is all about mind and its instinctual consciousness, thoughts, and perceptions which lead to have ego identity and makes distinction by delineating the conceptual line of I, Me, and Myself and collective other. It has three stages of mind (though Samkhya sutras mentioned ten stages) e.g. conscious mind, subconscious mind, and unconscious mind. The literary mind is manas, in Sanskrit which means perception and cognition understanding and also considered as the basic and primary qualities of mind. It is the storage of unknown transcendent incarnation of parental and experience and knowledge of every sensory organs. It is a super space as Jung's archetype which includes unconscious, cosmic, and universal mind. It is more subtle and pervasive than pranas and even also more subtle and expansive than annamaya kosha. However, manas refer to mind which is the mind of every individual includes

all animated life. Categorically, it has four functions in psychic terms, these are – a) manas, b) budhi, c) ahankara (self-identity; modern concept of ego) and d) chitta (sub-conscious actions and memories).

Vijayamaya kosha – intellectual sheath (wisdom body)

This is intellectual sheath or intuitive sheath, source of insights and intuitive perception, repository of transpersonal faculties such as faculties of telepathy, clairvoyance, and thought reading and so-called psychic-para-normal phenomena. This is transpersonal mind and collective unconsciousness as also defined by Carl Jung. Manomaya is the individual mind whereas vijayamaya is a much vast area of the mind that goes beyond the personals. Intuition, intellect, unconscious mind, the world of signs, symbols, colors and lights, gyana indriya are the equipments of perceptions. The Taittiriya Upanishad elucidated its existence as "separate from the self comprised of mind, there is another inner self comprised of intuitive knowledge".

Anandamaya kosha –bliss body development

This is the innermost hidden (subtle part) part of an individual body, deeper layer of an individual personal life, soul itself, and light. It is the individualized divine self. It is also treated as the 'causal mind' or 'superconscious mind' in modern terminology. It is the state of bliss (extreme happiness), and wholeness which is integrated with self and pure consciousness. It is felt when we are above all kinds of illusions and are deeper experiences than contemplate at the finer level of consciousness. It is the sheath of happiness, joy, and bliss and is the experience beyond the sense of physical body and mind. It is the reflection of atman beyond mental and sensual perception. Upanishad stated that "hidden inside it is yet a subtle body comprised of pure joy. It pervades the other bodies and shares the same shape. It is experienced as happiness, delight, and bliss". It is responsible for manifested unconditional love, oneness and complete unity with all beings and accountable for peace and joy in its purest and most absolute form.

TRIDOSHA APPROACH AND HUMAN PERSONALITY

This is another significant perspective of Indian philosophical psychology for understanding the different types of human personality. There is a detailed expatiation on tridosha concept of understanding human personality in various traditional texts of ancient India especially in Upanishads, the Ayurveda, the Gita and Yoga, and Samkhya Darshan. The term 'tridosha' comprises two integrated terms 'tri' and 'dosha' meaning thereby 'three' and 'humor' respectively and together it stands for three humors or body fluid or liquid body substance. This is the bottom-up approach unlike the

triguna concept of human personality which deals with the physical structures and constitutions of composite elements of body formation. According to tridosha perspectives, the human body is a concrete constituted living entity made of five great elements exists in the universe that is punchamahabhutas at different proportions. The disproportionate concentration of these five elements caused three different kinds of biological body fluids (humors) namely vata, pitta, and kapha. These body fluids not only determine and control and regulate the psycho-cognitive and emotional aspects of human personality but also determine its physio-biological growth and functions. These three doshas presence in every individual body and presence of each dosha (in the state of predominance and suppression) at different degrees of magnitudes caused to have different types of personality with individual differences in psycho-cognitive and physio-biological characteristics. Based on these three doshas, following three different kinds of personality are formed with predominant and suppressive elements of specific doshas -

Vata type personality

This is the integrated manifestation of akasa and vayu and posses rajasic guna as predominant while sattavic and tamsic guna as suppressive or less dominant collectively caused to have unique characteristics of each personality.

Pitta type personality

Such kind of human personality is the combine representation of agni and water and posses sattavic guna as predominant one while others two gunas, rajasic and tamsic as suppressive gunas caused individual distinctions for different dimensions of personality development.

Kapha type personality

This is the representative manifestation of jala and prithvi and posses tamsic guna as predominant one while others two gunas, rajasic and sattavic as suppressive gunas caused individual distinctions to different dimensions of personality development.

TRIGUNA APPROACH AND HUMAN PERSONALITY

This is another comprehensive methodological approach of the Indian perspective of philosophical psychology to understand human personality and its development. This is the top-down approach deals with the cognitive process and intellectual functions of mind, unlike the tridosha approach, which deals with physical and structural constitutions of personality. The term 'trigunas' consists of two words 'tri' and 'gunas' meaning thereby three and qualities or traits respectively and three qualities together are the

causal outcome of the disproportionate assimilation of five great elements at different degrees in dominance and suppression forms. Every individual has all three gunas but with different proportion which caused individual differences. According to this triguna theory human being can be classed into three broader and comprehensive gunas or qualities or traits, these are sattva guna, rajas guna and tamas guna (Rao, 1966) which collectively produce three different kinds of personality with accordance to the predominance of any one single guna at a time with other two as suppressive gunas. These are elaborated as follows-

Sattavic guna type personality

The person having predominant sattva guna (spiritual quality) will have more positive kind of attitudes towards life and will have happy life with intellect and spiritual upliftment, detachment from worldly shallow pleasure and all kinds of illusions and elusive and ambiguous thoughts and without qualities like selfishness, hatred, lust, ahankara (self-ego), ignorance, and arrogance. The persons with sattvic guna have a greater level of cognitive and intellectual power and are full of wisdom, intellects, and creative thoughts and expressions and also have a greater sense of reasoning abilities to distinguish good and bad things. They also advance in terms of self-realization, knowledge, and attainment of full-fledged individual personalities.

Rajasic guna type personality

Individuals with rajasic guna type personalities are full of passion, desires, motivation, passions, and thirst for worldly pursuits. They always act for self-centric personal prosperity and happiness (ahankara). This is very equal to pragmatic materialistic kinds of human personality. Due to the predominance of self-benefited actions individuals confine his mind to a narrow wall of happiness and cannot distinguish right and wrong. Individuals with rajasic guna are not free from worldly attachment and are an enthusiast for personal gain. Material lust for personal pursuit, ahankara, and uncontrolled craving are some of the negative sides of such type of personality and those are also act as a roadblock on its way to integral development.

Tamasic guna type personality

Tamasic guna is a material quality. The individuals with this type of personality have negative thoughts, full of illusive misconceptions and thoughts with pleasure-seeking fantasy, lethargy, idleness, intellectual ambiguity and permissive behavior. They are intellectually cynical towards life and people and have self-centered ahankara, possessive and worldly attached behavior.

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Thus, attempts have been made by different psychologists to provide a framework to understand human personality, its types, and processes of development in different perspectives of types, trait, type-cum-trait, psychoanalytic, social behaviouristic, cognitive and humanistic approaches. These perspectives have extended substantial elaborations on the various aspects of personality. They followed unimodal approach in their respective theory like physical structure (Sheldon), human traits (Allport & Cattell), aspiration and humanistic approach (Maslow), psychic approach (Freud, Adler & Jung), psycho-social (cognitivists and constructivist, Piaget), social learning approach of individual development (Bandura & Devid Asubel) and ethical approach to personality development (Kohler and Piaget). All these theories one way or another endeavored to give a dimensional explanation about human personality which is not consentaneous across the respective approaches. On the other hand, parallel to the modern perspectives of human personality, in India, there are also some basic principles and philosophical methodologies conceived for grouping individuals into certain types of personality based on panchmahabhuta, panchkosha, triguna, and tridosha. Individuals are generally used to be interpreted based upon two fundamental principles namely physical constituents and structures, and cognitive-cum-biological functions and their manifestation through tridoshas and trigunas approaches in a social context. These were founding principles of the collective theories and methodological perspectives of ancient India for understanding human personality and its different types. It was also noted that the functions and activities of body, mind, and soul were taken into consideration for understanding human personality. Besides, regarding the growth and development of individual personality, Indian philosophical psychology has belief in the cyclic concept of individual evaluation through five concentric and successive sheaths evolved from outward to inward relatively subtle body.

Conclusion :

The present study has brought out a new perspective to understand human personality that is India's psychological stands with its different traditional approaches and philosophical methodologies. It facilitated substantial scientific expatiations on different psychological concepts and their association with punchamahabhutas. It was found that Indian tridosha and triguna perspectives of personality type are grounded as similar to the modern type and trait theories of personality while panchkosha provides new avenue with philosophical backgrounds to better understand the development of different

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dimensions of human personality. Indian perspectives to personality are found quite pertinent to the field of personality psychology. It focuses on the moral and spiritual development of human personality and also laid equal emphasis on its other dimensions like physical, mental, intellectual and social development. It was detailed in the texts about how the disproportionate assimilation of different types of gunas, doshas, and elements of punchamahabhutas lead to the development of distinct human personality through five successive cyclic sheaths. It evidenced to edge the lacuna in the current scenario of personality psychology and avail to the attainment of contextless divine soul and integral personality through self-realization. So, the study urged to revitalize the various traditional texts for the holistic development of human personality.

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ENVIRONMENT RELATED MOVEMENTS LED BY WOMEN: A GLIMPSE

TRISHNA GOSWAMI (KUNDU)

Abstract

Growing population and technological advancement are continuously putting a strain, on the environment and on country's natural resources. Over exploitation of the country's resource like land, water, fuel etc. has resulted in degradation of resources mainly due to industrial pollution, soil erosion, deforestation, urbanization etc. Hence, it is utmost important to conserve and promote the natural resources and environment. Women have direct contact with natural resources like fuel, food, fodder, forest, water and land especially in rural areas where 70% of Indian population reside and directly depend upon natural resources. Women are also responsible for using their resources to satisfy the basic needs of their families.

The deep connection between women and men comes from the daily interaction between them. The inextricable linkage between women and the development of a nation has been brilliantly summed up by Dr. Karve, a pioneer for the cause of women, in the words, "If you educate a man, you educate an individual, if you educate a woman, you educate the whole family." Contemporary experiences in the world are establishing a strong link women education and development, particularly in the case of developing co units. Women comprise half the world's population and their role in development cannot, therefore, be overlooked.

Women's development is directly related to national development. A large number of programmes have been initiated by both government and non-government organizations for women's development. These emphasis providing equal opportunities to women by removing gender bias, empowering women and creating self-reliance. It stresses adoption of a holistic approach to women's development encompassing health, education and employment. Programmes connected with women's development have received impetus with all the reports of the communities on the status of women in India.

The modern day environment related movement in the United States began in the 1960s and 1970s. This movement was originally focused on a few prominent environment related issues and disasters. Such type of movement seeks to improve and protect the quality of the natural environment through changes to environmentally harmful human activities. Women's leadership in contemporary environmental related movements helps to expand such type of movements by pushing aside gender, racial, ethnic and class boundaries. Women have become leaders of mainstream environmental groups, led efforts for environmental justice, developed Eco-feminism and participated in direct-action environmentalism. The paper strives to have a glimpse on sum environment related movements led by women in recent times.

Keywords: Women, Environment, Sustainable Development, Environmental Movement, Eco Friendliness.

Introduction:

Environment is everything that it constitutes whatever is present around him, above the land, on the surface of the earth and under the earth. Environment may be defined as conditions or circumstances that surround an organism. Environment could be a combination of external or cultural, economic, educational, physical, religious and social conditions that affect growth and development of an organism. In the words of Albert Einstein, "Environment is anything that isn't me." According to Wordsworth, "The environment is everything that affects the individual except his genes." Douglass and Holland define environment as, "Environment is a word which describes, in the aggregate, all of external forces, influences and conditions which affect the life, nature, behavior and the growth, development and maturation of living organism.

Women play a vital and critical role in managing natural resources on family and community levels and are mostly affected by environmental degradation. In communities around the world, women manage water, sources for fuel, and food as well as both forests and agricultural terrain.

In the early 1960's, an interest in woman and their connection with the environment was sparked, largely by a book written by Esther Boserup entitled "Woman's Role in Economic Development". Starting in the 1960 s, policy makers and governments became more mindful of the connection between the environment and gender issues. Changes began to be made regarding natural resources resource and environmental management with the specific role of woman in mind. According to the World Bank in 1991, "Women play

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an essential role in the management of natural resources, including soil, water, forests and energy,... and often have a profound tradition and contemporary knowledge of the natural world around vary knowledge of the natural world around them." Whereas women were previously neglected or ignored, there was increasing attention paid to the impact of woman on the natural environment and in return, the effects the environment has on the health and well being of women. The gender environment relations have valuable reunification in regard to the understanding of nature between men and women, the management and distribution of resources and responsibilities and the day-to-day life and well being of people.

Women and Environment:

The deep connection between women and men comes from the daily interaction between them. The inextricable linkage between women and the development of a nation has been brilliantly summed up by Dr. Karve, a pioneer for the cause of women, in the words, "If you educate a man, you educate an individual, if you educate a woman, you educate the whole family." Contemporary experiences in the world are establishing a strong link women education and development, particularly in the case of developing co units. Women comprise half the world's population and their role in development cannot, therefore, be overlooked.

Women's development is directly related to national development. A large number of programmes have been initiated by both government and non-government organizations for women's development. These emphasis providing equal opportunities to women by removing gender bias, empowering women and creating self-reliance. It stresses adoption of a holistic approach to women's development encompassing health, education and employment.

Environment, Sustainable Development and Women:

The term, 'sustainable development', was coined by World Commission on Environment and Development headed by Gro Harlem Brunndtland, in the report Our Common Future, London, 1987. The Commission defined sustainable development as 'development that meets the needs of the present without compromising the ability of the future generation to meet their own needs' (Nayak and Kanungo, 1993). It is a concept that can mobilize broader political consensus to build international community. It is a broad concept of social and economic progress.

The dictionary meaning of sustainability is the amount or degree to which the earth's resources may be exploited without deleterious effects (The Chamber's Dictionary). To sustain means to support life/ to provide

for the life/ to ensure without failing (The New Shorter Oxford English Dictionary).

As quoted by Prasad (1990) in his inaugural address in the 'Third International Conference on Environment Education' held at Goa, a radically new approach to environment and development is called for. It should be able to anticipate and present or at least minimize damage to the environment with respect to any major development project. The new approach has conceptualized in the term 'sustainable development'. Simply put, this means development, which is in harmony with environment considerations. The requirements listed by the document Our Common Future, of the World Commission on Environment and Development for pursuing sustainable developments are:

● A political system that services effective citizen participation in decision making.

● An economic system that is able to generate surplus and technical knowledge on a self-reliant sustainability basis.

● A social system that provides for solutions for the tensions arising from dis-harmonious development.

● A production system that respects the obligation to preserve the ecological base for development.

● A technical system that can search continuously for new solutions.

● An international system that fosters sustainable patterns of trade and finance.

● An administrative system that is flexible and has the capacity for self-correction.

Sustainable development is not a concept that can be implemented through a 'top down' approach. Unlike high technologies which can be acquired, put to use, and maintained without much public participation, any strategy for environmentally sound development needs the awareness, the help and active participation of the citizens. Hence the most important task of environment education for sustainable development must be to motivate people to get involved in community action and to ensure people's participation in various environmental protection and management projects (Jala, 1989). In general, environment, women education and development are the three pillars on which man can sustain his life on earth.

An individual is the starting point of environmental degradation. If an individual believes in need and not in greed, and in comfort and not in luxury and ponders about what is enough for a comfortable life style, most of the problems can be solved. For example through use of biodegradable locally available materials(instead of plastics), use of taps temperature, planting trees, garbage segregation, water harvesting, land fillings, reusing and recycling of wastes, growing organic food, using public transport instead of personal vehicles, avoiding use of cracker and chemicals paints in festivals etc., an individual can share in the responsibility . A sustainable community can spring form responsible well-informed individuals. Thus, sustainable life style of the individuals can lead to sustainable communities to sustainable nations and then to a sustainable world. We should not consider the earth as a property we have inherited from our forefathers. We have borrowed it from our children.

The human behavior towards environmental systems sustains all of us on the planet earth. As such the future really is in our hand. The mankind can reverse the degradation of ecosystem and natural resources in the coming decades but the changes in policy and practice required are substantial.

In a developing country, sustainable development must generate economic and social growth that is equitable with no or little effect on environment. The welfare of villages with development based on ecological economic principles and gender equality together with access to education, health care, livelihoods, credit and decision making are critical to the success of such Eco-development (Kyoto, 1998). It needs people empowerment, participation and active involvement in decision making process through decentralized governance.

The most critical input for bringing about sustainability in a gamut of social, economic and cultural situations is education which gives an individual knowledge, information, and understanding and above all stresses on ethics and morality leading to change in human thought and action (Westing, 1996).

Sustainable development needs that many other things be in place in society (Anonymous, 2002)- peace, human rights, equal rights for women, protection of children, employment opportunity, safe shelter and sanitation, education for all, food and nutrition and crucially a stable population. As such, a nation's ability to develop sustainable environment depends on the capacity of the people to understand the complexity of human environment interaction and their Eco-friendliness. Women as the important and first environment educators for young children can stimulate change in the behavior that can lead to savings in food, water, energy consumption and ultimately in the protection

of natural resources and bio-diversity (Dash, 2005). They can build a rational and farsighted attitude and values, which can be deeply rooted in the minds of future generation.

Fearless Women leading the Environment-Related Movements in Recent Times:

Women play a critical role in managing natural resources on family and community levels and are most affected by environmental degradation. In communities around the world, women manage water, sources for fuel and food, as well as both forests and agricultural terrain. The environmental movement (sometimes referred to as the ecology movement) also including conservation and green politics, is a diverse scientific, social and political movement for addressing, environmental issues. The modern environmental movement, which began in the 1960 s with concern about air and water pollution, has become broader in scope to including all landscapes and human activities.

Activities, Scientists, Scholars, Mothers, Writers, and Women have been contributing to the environmental movement since its humble beginnings. Women have been disdained, excluded, jailed and even murdered for working towards environmental progress, yet they still fight on. All over the world, women are at the forefront of promoting the environmental revolution. Whether it be exploring the world's oceans or protecting the Amazon. Fearless Women leading the Environment related movements are the followings:-

Rachel Carson (May 27, 1907 - April 14, 1964):

Rechel Carson wrote the world famous Silent Spring (Sept. 27, 1962),an exposure on the misinformation spread by the chemical industry and the use of synthetic pesticides, specifically DDT. This book spurred the environmental revolution. The overall themes of the book are the commanding and overwhelmingly negative-effect that humans have, on the natural world. Carson's lasting legacy led to the creation of the Environmental Protection Agency in the United States under the Nixon administration and started the conservation regarding the human impact on the environment.

Sylvia Earle (August 30, 1935 -):

Sylvia Earle pioneered the movement for ocean exploration. Earle has spent more than 6,000 hours underwater and was among the first underwater explorers to make use of SCUBA gear. After winning the 2009 TED prize, Earle laughed Mission Blue (June 07, 2018), an organization working to establish marine-

protected areas, otherwise known as Hope spots. Earle's continuous research is leading to a deeper understanding of the world's oceans and how they must be protected.

Wangari Maathai (April 01, 1940 - Sept. 25, 2011):

Wangari Mathai worked tirelessly for, both land conservation and women's rights. She was the founder of the Green Belt Movement (2003) who focused on environmental conversation and women's rights in her native country of Kenya. She was awarded the approach to sustainable development, democracy and peace. She promotes and advocates that environmental action is "more than planting trees, it's planting ideas."

Vandana Shiva (Nov. 05, 1952 -):

Vandana Shiva is an Indian of her life in defense of bio-diversity. In 1991, she founded Navdanya, a research institute that aims to protect the diversity and integrity of native seeds while also promoting fair trade practices. Her research institute is dedicated to addressing the most significant environmental and social justice of the current era.

Isatou Ceesay (March 17, 1955 -):

Isatau Ceesay dubbed "Queen of Recycling" is a Gambian activist who started the recycling movement called "One plastic Bag"(1997) in the Gambia. Ceesay works to educate citizens about recycling and reducing the amount of wastes that is created. She founded a project that creates plastic yarn and forms bags out of the un-cycled waste. Not only has her project dramatically reduced the amount of waste in her village, but it is also employing hundreds of West African women and providing them with monthly revenue.

Major Environmental Movements in India:

Some of the major environmental movements in India are the following:-

1. **Bishnoi Movement**

    Year: 1700

    Place: Khejarli, Maruan region, Rajasthan State

    Leaders: Amrita Devi along with Bishnoi villages in Khejarli and surrounding villages.

    Aim: Save sacred trees for being cut down by the king's soldiers for a new place.

2. **Chipko Movement**

   Year: 1973

   Place: In Chamoli district and later at Tehri- Garhual district of Uttarakhand.

   Leaders: Gaura Devi, Sudesha Devi, Bachni Devi, Sundarlal Bahuguna and others.

   Aim: The main objective was to project the trees on the Himalayan slopes from the axes of contractors of the forest.

3. **Save Silent Valley Movement**

   Year: 1978

   Place: Silent Valley, an evergreen tropical forest in the Palakkad district of Kerala in India.

   Leaders: The poet- activist, Sughatha Kumari and the Kerala Sastra Sahitya Parishad (KSSP).

   Aim: In order to protect the silent valley, the moist evergreen from being destroyed by a hydroelectric project.

4. **Jungle BachaoAndhplan**

   Year: 1982

   Place: Singhbhum district of Bihar.

   Leaders: The tribal Women of Singhbhum.

   Aim: Against government's decision to replace the natural Sal forest with teak.

This movement was also called "Green Game Political Populism". Later this movement spread to Jharkhand and Orissa.

5. **Narmoda Bachao Andholon (NBA)**

   Year: 1985

   Place: Narmada River, which flows through the state of Gujarat, Madhya Pradesh and Maharashtra.

   Leaders: Medha Patkar, Baba Amte and others.

   Aim: A social movement against a number of large dams being built across the Narmada River.

6. Tehri Dam Conflict

Year: 1990

Place: Bhagirathi River neat Tehri in Uttarakhand.

Leaders: Sundarlal Bahuguna.

Aim: The protest was against the displacement of town inhabitants and environmental consequence of the weak ecosystem.

Educational Implication:

Education about the environment always plays a vital role in the survival of the human species for many millennia. In gatherer - hunter societies, part of being a member of the society was learning about weather, climate, plants, animals, geography and other aspects of nature. Part of this of learning was obtained by first - hand experience and part through stories, instruction, rituals and other intimate parts of the culture.

In the late 1960s, the modern environmental movements developed in the rich countries. It, being a social movement built around, is concerned for various environmental problems, including pollution and destruction of natural ecosystems. The environmental movement has been a typical social movement in most respects. The relationship between environmental movement and education is basically internal. Environment - related movement is an organized effort to announce how natural environment function and particularly how human beings can manage behavior and ecosystems to live sustainably.

The United Nations Educational Scientific and Cultural Organization (UNESCO) states that environment - related movement is vital in imparting an inherent respect for nature amongst society and in enhancing public environmental awareness. Through environment - related movements, the Societal Quality of Life (QOL), the protection of the environment can be developed. Poverty can be reduced. Inequalities may be minimized and sustainable development may be ensured.

The environment-related movement is an international movement, representing a range of organizations from the large to grassroots and varies from country to country. The value of natural environment can better be understood through education by exploring cause-effect relationship from an interdisciplinary perspective, drawing insights from different educational studies. It is then undoubtedly be claimed that human beings have an urgent responsibility to care for the environment for their own good, the glory of God and the well-being of the entire creation, because humans like no other beings in creation are the measure of all things.

Conclusion:

The environmental movements in India have emerged as a new type of social movement that has successfully linked the degradation of nature with the survival of the human beings. Thus the degradation of nature and the future impoverishment of the poor take place simultaneously. These environmental movements are an expression of the socio-ecological effects of narrowly conceived development based on short-term criteria of exploitation. The movements reveal how the resource- intensive demands of development have built in ecological destruction and economic deprivation. The members have activated micro-action plans to safeguard natural resources and to provide the macro concept for ecological development at the national and regional levels. Our natural environment makes human life possible and our cultural environment helps to define who we are. It is therefore essential that our population and economic growth are environmentally sustainable. The most positive outlook for our environment is one in which we get the right balance between our needs and uses. We are expecting the best. We are waiting anxiously and hopefully.

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METACOGNITION, PROBLEM SOLVING ABILITY AND SCHOLASTIC ACHIEVEMENT: A MODEL OF RELATIONSHIP

MUSARAF ALI

SUBRATA SAHA

Abstract:

This study proposed a model of relationship comprising of Metacognition, Problem solving ability and Scholastic achievement. The main focus of all academic activities or teaching-learningprocesses is to improve the scholastic achievement of students. This study explained the concept of Metacognition, Problem solving ability and Scholastic achievement and literary showed how these factors may contribute to Scholastic achievement by providing theoretical as well as empirical evidence. This model may serve as a powerful framework in the hands of researchers, teachers, and planners in the field of education to view and explain the construct of scholastic achievement in a new fashion.

Key Words: Metacognition, Problem Solving ability, Scholastic achievement.

Concept of Metacognition

Metacognition is the knowledge, understanding, and control of one's own cognitive processes and mental operations. The term Metacognition coined by Flavell. Flavell (1979) defined Metacognition as "knowledge and cognition about cognitive phenomena". He identified four classes of phenomena through which cognitive monitoring occurs i.e. Metacognitive knowledge, Metacognitive experiences, goals or tasks, and actions or strategies. According to Flavell, "Metacognitive knowledge consists primarily of knowledge or beliefs about what factors or variables act and interact in what ways to affect the course and outcome of the cognitive enterprises". There is three category of this factor- Person, task and strategies. The person category includes knowledge about oneself and other people. The task category includes the

student's knowledge about the learning task. The strategy category involved the learner's knowledge about the effective strategies to achieve cognitive goals. Metacognitive experiences are "any conscious cognitive or affective experiences that accompany and pertain to any intellectual enterprise" (Flavell, 1979). From the definition of Metacognitive Experiences given by Flavell, it's clear that Metacognition is not limited to only the cognitive aspect but it also involves the affective aspect. It includes people's awareness and control over their cognitive processes as well as their emotions and motivations (Louca, 2003). Louca (2003) defined Metacognition as "knowledge of one's knowledge, processes, and cognitive and affective states; and the ability to consciously and deliberately monitor and regulate one's knowledge, processes and cognitive and affective states".

In their proposed theoretical framework of Metacognition Nelson and Narens (1990) divided the cognitive processes into two interrelated levels. These are Meta-level and Object-level. Based on the flow of information between these two levels there are two dominance relations like 'Control' and 'Monitoring'. Meta-level evaluates the object level and produces some kind of action at the object level that is the basic of 'control'. And Meta-level is informed by the object level that is the basic of 'Monitoring'.

Schreaw and Moshman (1995) divided Metacognition into two major components i.e. Knowledge of Cognition and Regulation of cognition. Knowledge of cognition further includes three different kinds of knowledge: (a) Declarative knowledge that is the knowledge about one's own cognition or knowledge of self and strategies, (b) Procedural knowledge that is the knowledge about how to use these strategies, and finally (c) Conditional knowledge that is the knowledge about when to use these strategies. On the other side, the Regulation of cognition refers to the activities which control one's own thinking and learning such as planning, monitoring, and evaluation.

Problem solving is an essential condition faced by everyone in their life. Everyone may experience a problem in their day to day activities, not only in formal educational settings. It covers all the areas of human life. A problem is a barrier between the individual and their desired goal. So, Problem solving can be defined as the ability to overcome the hurdles and obstacles coming towards for attainment of a particular goal. In this cognitive process step by step, activities are done by removing the hurdles. Sternberg (2009) discussed seven steps of problem solving cycle that includes problem identification, the definition of the problem, constructing a strategy for problem solving, organising information about a problem, allocation of resources, monitoring problem solving and evaluating problem solving.

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Problem solving requires two types of mental skills, like analytical or logical thinking and creative thinking. Logical thinking includes skills such as ordering, comparing, contrasting, evaluating and selecting. It helps to provide a logical framework for problem solving. On the other hand, creative thinking is a divergent process that helps to produce a large range of ideas for a particular problem solution (Singh, 2014). Skinner (1968) defined problem solving as "the framework or pattern within which creative thinking and reasoning take place" (as cited in Foshay & Kirkley, 1998).

In problem-solving, it is not always important to apply previously learned strategies to solve a new problem. Woolfolk (2018) defined problem solving as "formulating new answers, going beyond the simple application of previously learned rules to achieve a goal". Based on the problem individual can apply different solution approaches or strategies to solve the problem like trial and error method, brainstorming, group discussion, algorithms, heuristics, analogy method, etc. The problem can be divided into two types- well-structured problems and ill-structured problems, depending on the clear cut goals of the problem solution and specific strategies or steps. Most of the times arithmetic problem is well-structured and on the other side, the problem faced by an individual in their day to day life are ill-structured problems. In an ill-structuredproblem, there is possible to apply different solutions or strategies to solve the problems. Problem solving may be general in nature that is useful for all the knowledge domain as well as it may domain-specific i.e. unique strategies are there in specific problem solving.

Scholastic Achievement

Scholastic achievement is the knowledge and skills which the students acquired throughout the course of study at school. It indicates the degree of learning and performances to which a student fulfill the instructional objectives after the end of an instructional programme.

Crow and Crow (1969) defined Scholastic Achievement as the "extent to which a learner is profiting from instructions in a given area of learning i.e., the achievement is reflected by the extent to which skill or knowledge has been imparted to him" (as cited in Shakir, 2014).

According to Good (1945), Scholastic Achievement is the "knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or by both".

Scholastic Achievement can be defined as the educational outcomes of the students that describe the extent to which a student has achieved specific

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goals through the academic activities in the institutional environment. Scholastic achievement includes large areas of educational outcomes. It is considered as a multifaceted construct that includes different domains of knowledge. But in measuring achievement of the student's cognitive domains are more emphasized on selecting specific criteria for achievement tests (Steinmayr, Meibner, Weidinger & Wirthwein, 2017).

Researchers identified various cognitive and affective correlates of scholastic achievement. Cognitive factors like IQ, reasoning, cognitive styles, attention, problem solving ability, thinking, etc.; affective factors like motivation, attitude, emotional intelligence, personality traits, etc. and other factors like study habit, self-concept, socio-economic status, etc. were found to influence the scholastic achievement of students. Since the main focus of all academic activities or teaching-learningprocesses is to improve the scholastic achievement of students, these factors are required to be considered in relation to scholastic achievement while designing an instructional strategy for them.

Metacognition and Problem Solving Ability

Metacognition plays an important role in problem solving (Flavell, 1979). It is the higher-order thinking that involves active control over the cognitive processes through planning, monitoring, and evaluation during learning and problem solving (Livingston, 2003). Sternberg (1986) argued that overseeing one's own thinking and activity is considered fundamental to good problem solving skills (as cited in Wismath and Orr, 2015).

Metacognition is the awareness of one's own mental state and thinking process. So, students can use this information about themselves to solve problems more efficiently. Salazar (2017) stated that being reflective and mindful of one's own learning process helps an individual to obtain abilities for better problem solving. Metacognition includes knowledge of cognition and planning, monitoring, evaluation as regulation of cognition which is also very important steps for solving any type of problem. So, Metacognition helps in problem solving through active control over the cognitive process and by following step by step process. It can help in problem recognition, problem representation, explore possible solutions or formulating hypotheses, choosing appropriate strategies, and monitoring the progress towards problem solving.

Thereare many studies on the relationship between Metacognition and problem solving. Asik & Erktin (2019) revealed the importance of Metacognitive experiences and Metacognitive knowledge for problem solving

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performance. Also, the study findings showed the association between student's Metacognitive knowledge and problem solving performance and this association was completely mediated by Metacognitive experiences. Metacognition is useful to any domain of problem solving. By providing insight into one's own thinking, metacognitive awareness can lead to independent learning, flexible problem solving as well as feelings of self-efficacy and pride (Paris & Winograd, 1990).

In their study, Shareeja & Gafoor (2014) revealed that Metacognitive strategies have a positive influence on problem solving skills. They further stated that there is a need to motivate students to more rigorously monitor and continuously self-evaluate their learning while solving problems.

Problem Solving enhances the use of Metacognitive awareness and skills i.e. declarative knowledge, procedural knowledge, conditional knowledge, planning, monitoring, evaluation. Therefore, in other words, it can be also said that the individual possesses metacognition who has good problem solving ability.

Problem Solving in real life often involves less well-defined problems. Moreover functional fixedness or mental set of human beings is a problem for solving a difficult problem (Brown, 2007). In this context Metacognitive awareness i.e. knowledge about oneself and recognising the difference between current state and goal states is important to solving a problem.

Problem Solving Ability And Scholastic Achievement

Problem solving ability is based on the process of finding out solutions to a problem by using an organized thought process. High Problem solving ability of the students can improve their Scholastic achievement as it involves logical reasoning, judgment, decision making, critical thinking, analytical thinking, and creative thinking. According to Gagne's hierarchy theory of learning, problem solving is the highest level of cognitive process which requires the mastery of all the lower levels of learning. It has a positive impact on the academic achievement of the student as it helps the student to think and find out the solution more systematically and logically (Gupta, Pasrija & Kavita, 2015). If the learner has the proper problem solvingability he can easily analyse the problems or hurdles and can adopt a step by step activities to overcome the hurdles and it leads him to academic achievement.

Sternberg (2009), noted that expert problem solvers have a large amount of declarative knowledge about specific domain, have well-organized, highly

interconnected units of knowledge, they are good in representing problem-based on structural similarities among problems, they have a sound procedural knowledge about problem strategies, they can monitor own problem solving strategies, and when provided new information to them that contradicts initial problem representation, they show flexibility in adapting to a more appropriate strategy. Therefore it can be said that an expert problem solver who possessesgoodproblem solving ability is also a good learner. Problem solving ability may increase student's active involvement in the process of learning and helps to use a higher level of the thinking process. These students are well adjusted in the classroom environment as well as in the home environment.

Past research reports on the effects of problem solving ability on academic achievement show various results that are complementary and sometimes contradictory to each other. Sutha & Vanitha (2017) found no significant relationship between problems solving ability and achievement in the physics of higher secondary school students in their study. Ntibi & Neji (2018) conducted an experimental study and found a significant effect of problem solving method of teaching on students' academic performance in Physics and Chemistry. Gupta, Pasrija & Kavita (2015, 2016) conducted a study on the effect of problem solving ability on academic achievement of high school students and found a significant effect. There were other several correlational studies that revealed a high positive correlation between problem solving ability and academic achievement (Bala & Shaafiu, 2016; Rajashekhara, 2015; Sumer, 2013; Deep, 2015; Kumar & Singhal, 2014; Pathak, 2015; Kanmanil & Nagarathinam, 2017).

Metacognition and Scholastic Achievement

Understanding the process of learning has always been an important area of education. Students can make their learning better by knowing the way individuals learn (Nongtodu & Bhutia, 2017). Metacognition helps the students to know about their own cognitive processes and affective factors involve in learning. Koriat (2007) argued that "Metacognition concerns the study of what people know about cognition in general and about their own cognitive and memory processes in particular and how they put that knowledge to use regulating their information processing and behaviour". Consequently, it is clear that possessing metacognition students able to use their cognitive knowledge to shape and control their own learning behaviour. Metacognitive aware learners able to know their weaknesses and strengths of a particular

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field of learning and they can choose their goals accordingly and monitor their own progress. Paris and Winograd (1990) stated that "students can enhance their learning by becoming aware of their own thinking as they read, write and solve problems in school". Metacognitive awareness can lead to meaningful learning, analytical thinking, and critical thinking. It helps the students to choose the proper cognitive tool for the task and plays a critical role in successful learning (Scanlon, 2012). Various studies revealed that Metacognitive awareness plays an assisting role to improve scholastic achievement by controlling one's own cognition and learning process. It allows the learner to plan, manage and retain more information related to the learning task. Also, students can monitor their learning progress towards the goal and control the learning process accordingly.

Flavell (1979) argued that Metacognitive experiences may cognitive as well as affective in nature and need very conscious thinking. It can occur at any time before, after and during a cognitive endeavour. Therefore, positive metacognitive experiences before or during any cognitive endeavour related to the learning task might lead to better scholastic achievement e.g. prior to a problem solving a student can consciously experience or feel that it's going to very easy and joyful to solve the problem.

According to Constructivist learning is an active process, not a passive one. Students are actively involved in the process of learning. They construct their own knowledge and understanding. Metacognition provides assistance and encourages the learner to active participation in the learning process. Metacognition helps to make independent learners for lifelong learning who can plan and regulate their own learning. Prior knowledge is considered as an important factor for scholastic achievement. By possessing metacognitive awareness students can recognise which knowledge or information they must have to learn new things or to complete the given new task. They are able to use their prior experience and strategies of problem solving into a new situation more effectively. Metacognitive awareness enables the students to know when, where and how their study could be better for promoting scholastic achievement. With allocating resources, proper planning they can create appropriate learning situations. Paris and Winograd (1990) argued that "Metacognition helps students to develop intellectual curiosity and persistence, to be inventive in their pursuits of knowledge and to be strategic in their problem solvingbehaviour".

Attention is also an important factor in scholastic achievement. Many students have difficulty being attentive in a lecture or a given task. Most of the time students get distracted by automatic thoughts from other areas of their day to day life. Metacognition might help the students to know their difficulties in paying attention and after knowing their difficulties in the attention they can take necessary action to increase their span of attention. Hussain (2015) argued that Metacognition helps to control negative automatic and biased thoughts of an individual (Hussain, 2015). Consequently, Metacognition might play a crucial role to stay focused on studying which leads to better scholastic achievement.

Transfer of learning is also very important for successful scholastic achievement. Metacognition helps the students to differentiate a variety of contexts of learning and encourage them to transfer of learning across the contexts. Through self-monitoring students able to recognise when, where and how particular transfer strategies are effective (Scharff et al., 2017). Scharff et al. (2017) studied the relationship between metacognition and transfer of learning and found a positive relationship.

Various empirical studies have been conducted on the relationship between Metacognition and Academic achievement and they revealed a positive correlation among these variables (Wong, 2012; Rajkumar, 2010; Rao, 2012; Nongtodu & Bhutia, 2017; Sonowal and Kalita, 2017;Sawhney and Bansal, 2015; Narang and Saini, 2013).

Although Metacognition directly affects the scholastic achievement, however in some cases it might help to promote the scholastic achievement indirectly through contributing different cognitive and affective factors of an individual. These factors are very important for learning. From this aspect, Metacognition may play a 'driving' role to control and operate other factors for promoting scholastic achievement. Metacognition may contribute to cognitive flexibility, deep reasoning, critical thinking and analysis, logical thinking, rational decision making, (Martin, 2017). Also, various studies have been considered that Metacognition contributes and facilitates oral communication of information, reading comprehension, writing, language acquisition, attention, memory, problem solving, social cognition, and various types of self-control and self-instruction (Flavell, 1979).

A model comprising of Metacognition, Problem solving ability and Scholastic achievement can be visualised as follows –
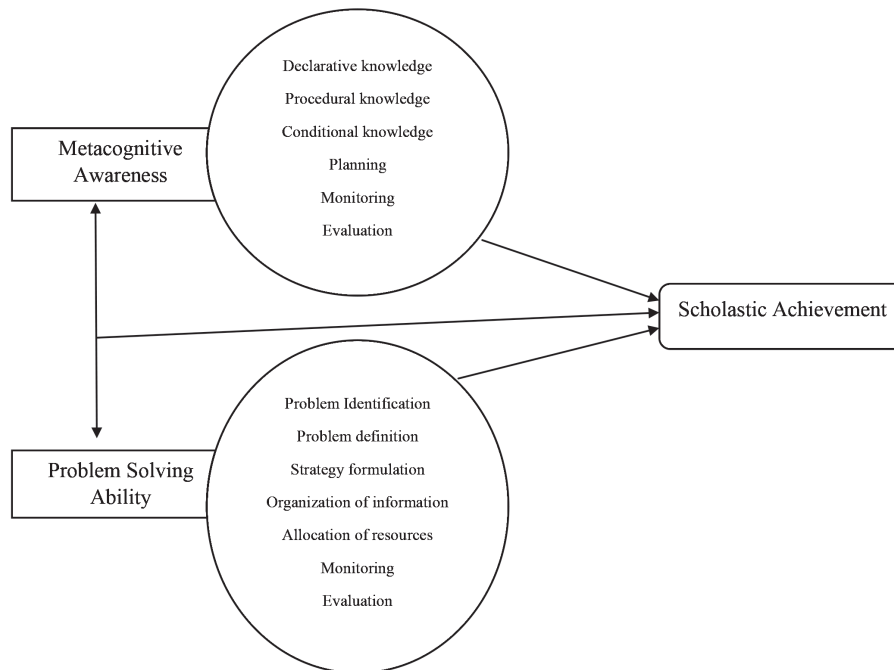
Conclusion

This model comprising of Metacognition, Problem solving ability and Scholastic achievement may provide an overview of the theoretical as well as empirical relationships among these aforesaid variables. This model may serve as a powerful framework in the hands of researchers, teachers, and planners in the field of education to view and explain the construct of scholastic achievement in a new fashion. Obviously, this model is hypothetical in nature and requires extensive testing and experimentations as noted below.

● What is the level of Metacognitive awareness and problem solving ability among the students in different levels of education?

● What is the effect of Metacognition and Problem solving ability on Scholastic achievement?

● How does the impact of Metacognition and Problem solving ability on Scholastic achievement may differ with the different age groups of students or different levels of education?

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- How does the effect of Metacognition and Problem solving ability on Scholastic achievement may differ regarding the differentstreams of education?

- How to develop Metacognitive Awareness among students?

- How to design Metacognitive instruction for increasing Scholastic achievement of students in different levels of education?

- How to design the learning environment for developing problem solving ability among students?

- How do metacognition and problem solving ability can make self-regulated learners?

- How to develop Metacognitive awareness and problem solving ability among exceptional children?

- What is the extent to which metacognition and problem solving ability may work as a predictor of academic achievement in specific subject areas?

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EMOTIONAL MATURITY AND SELF CONTROL AS A CORRELATES OF PSYCHOLOGICAL WELL BEING

POONAM PUNIA & MANJU DEVI

Abstract:

This study examines the correlation between emotional maturity, self control and psychological well being of college students. This study was conducted on 200 college students from Rohtak district randomly. Three tools viz. emotional maturity scale, self-control scale and psychological well-being scale were used for data collection. Analysis was completed by using t-test, correlation, regression and ANOVA. It was found that college boys have shown better self control and psychological well being. However, girls were more emotionally matured than boys. Further, positive correlation was established between self control, emotional maturity and psychological well being. Multiple regression results indicated that self and emotional maturity contribute significantly in the prediction of psychological well being. This study highlights the importance of self control , emotional maturity and psychological well being in one's life and recommends that parents and teachers should work together to improve these three aspects of personality.

Keywords : Self control, emotional maturity, psychological well being and college students.

Student life is one of the most important periods of one's life as it decides his future. During this time, development of various aspects like physical, social and emotional take place. However, if the development does not follow the expected trend then various problems like mental, emotional and behavioral may arise. They also undergo different type of experiences in their life which sometimes bring them in conflicting situations. Such type of situations can be handled with the help of family and friends. Other than this, they need to be emotionally mature in order to handle such circumstances, means they should learn how to cope up with bad as well as good experiences of life (Sangeeta, 1998). Emotions can be defined as reactions which involves cognitive changes, behaviour expression and physiological reactions (Baron,

1998). Emotions are the complex state of mind. These are not the feelings or state of mind but also refer to how people act and react. Hence, one must prepare himself at mental and emotional level.

Emotional maturity of child is affected by many environmental factors (David & Jacqueline, Singh and Higgins (2002), Rr, Rajeshwari and Mano (2017). McNairs (2013) stressed that dedicated, committed and emotionally mature students learn more effectively and early childhood education should be focused in order to make them socially and emotionally mature. An emotionally mature person has the ability to control his emotions rather than controlled by them (Punithavathi, 2013 and Chamberlain ,1960). Bernard (1965) described that high tolerance, positive emotions, socially approved responses, inhibition of negative emotions are some of the criteria of mature emotion behavior. The ability to bear tension and maintaining fun and recreation of life are some of the important characteristics of emotionally mature person (Cole, 1954). They also do not hesitate in appreciating others and have ability to delay their own responses. Emotionally competent person is adaptive in nature (Tyagi, 1985) and show less aggression (Seoul, 1951).They deal with reality in constructive manner (Menninger, 1999) and have balanced personality (Dosanjh, 1960). Emotional maturity leads to good emotional health (Walter, 1974 and Mukherjee, 2000), stability (Smitson, 1974) and mental health (Chaudhary and Bajaj, 1993). Emotional maturity is positively correlated with self esteem (Dagenais, 1981 and Dhull & Singh, 2014), self confidence (Geeta and Vijay Laxmi, 2006) and intelligence (Anju, 2000). Another study by Mukherjee (2000)found that the people who were emotionally mature and mentally fit got adjusted well in their lives and the level of emotional intelligence among these respondents was also found very high.

Emotionally disturbed person are self centered and looks for sympathy and easily get involve in fights (Brogden, 1944, and Cattell, 1945). Children with low emotional maturity are less social and show very complex attitudes (Templeton, 2004). The role of parents is also very important in the development of child and positive attitude towards parenting is positively correlated with social and emotional maturity (Larsen and Juhasz, 1985). Parents should focus on early childhood education as it affects certain level of social and emotional maturity (Nelson, 2005).

Self-control is one of the important but relatively ignored dimensions of personality and it means delaying of self expression (Mischel, 1981) and inhibits spontaneous reaction (Elias and Berk, 2002). Thus self-control is a kind of behavior in which a person monitors his or own actions in absence

of or in contradiction to the pressures of immediate environment (Liebert, Rita and Gloria, 1979). Resistance to temptation and delay of gratification are the two most important aspect of self-control (Liebert, Rita and Gloria, 1979; Mischel, 1981; Elias and Berk, 2002). By maintaining self-control, a student is armed with key component for success in their studies and life in general. Proper development of this skill will have a long lasting positive impact on a student. After attaining control over oneself, a student can save himself from different distractions in the field of education. Student with self–control utilize their time more wisely and make appropriate choices (Duckworth, Quinn and Tsukayama 2012; Tangney et.al, 2004). O'Donoghue and Rabin (1999) emphasized on the importance of self-awareness.

Besides emotional maturity and self control, psychological well-being is also the key to success for student. Well-being is one the state wherein one feels good and is one of the most important goals which individuals as well as societies strive for. Psychological well-being is the subjective feeling of contentment, happiness, satisfaction with life's experiences. It is the state of a person when he feels happy and satisfied with quality of life (Burris, Brechting, Salsman, & Carlson, 2009). It is useful for every person in living quality life (Molina-García, Castillo& Pablos, 2011).

If the students do not get enough support then there are more chances that they will get engaged in various negative activities and show undesirable behaviour. (Chao, 2012).As per Burris, Brechting, Carlson, and Salsman (2009) views female students reported more psychological issues when compared to their male student counterparts. Some studies have reported positive relationship between socioeconomic status, educational achievement and psychological well-being (Amato and Sobolewski 2001). A person with good psychological well being has positive self-perception and sense of feeling happy (Diener, 1984) and satisfied (Keyes, 2006).

McNulty, Livneh, and Wilson (2004) believed psychological well-being is an important factor in positive psychology, as well as for future happiness (Abdollahi, Talib, Yaacob, & Ismail, 2014; Abdollahi, Hosseini, Motalebi, & Talib, 2013).Psychological well-being assists a person in living healthy life, hence considered as an important aspect of one's life (Molina-García, Castillo, & Pablos, 2011). College life can frequently be chaotic and full of psychological stress. As per Chao's views (2012) stress of college students have been increasing continuously over the period of time. Hence, it is significant to find out those factors which are influencing college students' psychological well-being.

Now a days, many factors (like stress and competition etc.) add to emotional tensions of the child and make him depressed and unbalanced personality. Parents also try to achieve their ambitions through the children and set

unrealistic goals which are not according to the capabilities and capabilities of the child. Traits like emotional maturity and self control are very important in dealing with stress and tensions of life. Integrated efforts by teacher, parents and society are required to overcome this problem. So, in the present study investigator visualized the need to find out the reasons behind these unnatural behaviors of student at college level in terms of their emotional maturity, self control and psychological well-being in relation to gender. Further, the contribution of self control and emotional maturity in determining the psychological well being of college students was studied.

Methodology

Keeping in mind the nature and need of the present research the descriptive survey method was considered to be the appropriate one**.** A sample of 200 college students was selected for the present study from different educational colleges of district Rohtak randomly. The college students studying in Rohtak district (rural as well as urban) constituted population for the study. The data was collected for the three variables of the study; emotional maturity, self control and psychological well being.

Tools of Study

For the present study, the data was collected by administering three research tools. These are:

1. **Emotional Maturity Scale** was prepared and standardized by Dr. Yashvir Singh (1984). This questionnaire is based on five point scaling and contains 48 statements belonging to five areas viz. Emotional Unstability, Emotional Regression, Social maladjustment, Personality disintegration and Lack of independence.

2. **Psychological Well-Being Scale** was preparedby Dr. Devendra Singh Sisodia. It contains 50 statements based on several aspects of well being like satisfaction, Efficiency, Sociability, Mental Health and Interpersonal Relations.

3. **Self-Control Scale** by developed by A.K Singh and Alpha Sengupta. It has thirty items containing both positive and negative statements. Thus high score on the test indicates high self-control and low score indicates low self-control.

 Collection of Data

The data was collected from different institutions/colleges of Rohtak District, Haryana in the age group of 18-23.The investigators themselves visited the concerned colleges on different dates and met with the principals and explained the purpose and procedure involved in data collection. The dates were finalized

after consulting school authorities. Before collecting data rapport was established and reason behind the study was explained. Further, assurance was given that information of the subjects will be kept confidential. Instructions given in the tools were explained separately while administering the tools.

Data Analysis and Interpretation

Before conducting multiple regression to examine the relative contribution of emotional maturity and self control on psychological well being of college students, gender wise variations in the variables were studied. Mean and t-test values given in Table 1 verifies that boys (M=168.81, SD=28.48) has been found to be less emotionally mature in comparison to girl (M=153.73, SD=29.04) conditions; t (198) =3.7 because higher score indicate less emotional maturity. Boys have shown significantly high emotional unstability, regression, social maladjustment and personality disintegration, however, they have shown more independence in comparison to girls.

Table 1 : *Comparison of emotional maturity across gender among college students (n=200)*

Area	Group	N	M	S.D	t – value	Level of significance
Emotional Unstability	Boys	100	37.95	6.93	2.85	0.05
	Girls	100	35.12	7.08		
Emotional Regression	Boys	100	34.71	6.21	3.41	0.05
	Girls	100	31.74	6.07		
Social Maladjustment	Boys	100	35.07	7.13	3.07	0.05
	Girls	100	31.96	7.15		
Personality Disintegration	Boys	100	34.98	7.18	2.90	0.05
	Girls	100	32.02	7.22		
Lack of Independence	Boys	100	26.10	6.24	3.76	0.05
	Girls	100	22.86	5.92		
Total	Boys	100	168.81	28.48	3.7	0.05
	Girls	100	153.73	29.04		

Table 2 compares boys and girls on their self-control. Boys students(M= 26.08) have shown better self control in comparison to girls students(M=17.10) conditions; t (198) =15.22. Boys have scored significantly better on the three components of self control viz. delayed gratification, resistance to temptation and freedom from self centeredness.

Table 2 : *Comparison of self control across gender among college students (n=200)*

Area	Group	N	M	Variance	t - value	Level of Significance
Delay of Gratification	Boys	100	8.69	1.90		
	Girls	100	5.67	1.90	11.2	0.01
Resistance to temptation	Boys	100	8.80	1.83		
	Girls	100	5.81	1.84	11.5	0.01
Freedom from Self – Centeredness	Boys	100	8.59	1.86		
	Girls	100	5.36	1.85	11.3	0.01
Total	Boys	100	26.08	4.17		
	Girls	100	17.10	4.16	15.22	0.01

The Table 3 describes the psychological well being of college students. College boys (M=193.63, SD= 20.53) have shown better psychological wellbeing in comparison to college girls (M=179.24, SD=20.65) conditions; t (198) =4.94. Further, perusal of table indicates that boys have shown significant better satisfaction, efficiency, sociability, mental health and interpersonal relationship.

Table 3 : *Comparison of Psychological Well Being across gender among college students (n=200)*

Area	Group	N	Mean	S.D	t – value	Level of Significance
Satisfaction	Boys	100	38.68	6.57		
	Girls	100	35.75	6.68	3.12	0.05
Efficiency	Boys	100	37.6	6.30		
	Girls	100	34.5	6.35	3.4	0.05
Sociability	Boys	100	39.6	6.74		
	Girls	100	36.7	6.69	3.09	0.05
Mental Health	Boys	100	37.4	7.07		
	Girls	100	34.32	7.01	3.09	0.05
Interpersonal Relations	Boys	100	40.33	6.07		
	Girls	100	37.68	6.61	2.9	0.05
Total	Boys	100	193.63	20.53		
	Girls	100	179.24	20.65	4.94	0.05

The results displayed in Table 4 indicated that there was a positive correlation between emotional maturity and self control, r = 0.77, n = 200. It means that emotional maturity and self-control are correlated with each other, if emotional maturity of a student increases then level of self-control will also get increased. Like self control, emotional maturity was also found positively correlated (r=.90, n=200) with psychological well being. Further, psychological well being had shown positive correlation with emotional maturity (r=.81, n=200). Hence, the result indicated that all the three variables under study were positively correlated with each other.

Table 4 : *Inter correlation matrix between Emotional Maturity, Self-Control and Psychological Well Being (n=200)*

Variables	1	2	3
1. Emotional Maturity	-		
2. Self Control	0.77	-	
3. Psychological Well Being	0.96	0.81	-

The contribution emotional maturity and self control on psychological well being of college students was studied by performing regression analysis. Adjusted R square value (0.934) indicates the 93.4 % of variance in the psychological well being is explained by self control and emotional maturity. Further, this model is significant as the value of F (F=1123.05, p=.000[b)] is fairly significant at 0.05 level of significance.

Table 5 : *Regression analysis summary on correlates of psychological well being of college students*

Regression Analysis		Analysis of Variance				
R.972[a]	Sources	SS	Df	ms	F	Sig.
R^2 .945	Regression	89145.157	3	29715.052	1123.05	.000*
Adjusted R2 .944	Residual	5185.998	196	26.459		
SE 5.14	Total	94331.155	199			

Predictors: (Constant), Gender, Emotional maturity, Self-control

Dependent Variable: Psychological well being *.05

The value of coefficients against predictors given in Table 6, shows that beta coefficient is significant for self control and emotional maturity and insignificant for gender at 0.05 level of significance. Therefore, out of three

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predictors, gender does not contribute in the prediction of psychological well being of college students.

Table 6 : Coefficient table of self control, emotional maturity and gender to the prediction of psychological well being

Variable Description	Unstandardized Coefficients		Standardized Coefficients		
	B	SE	Beta	T	Significance
(Constant)	74.862	2.821		26.538	.000
Self-control	.615	.192	.173	3.199	.002
Emotional maturity	.613	.028	.835	21.994	.000
Gender	-.376	1.547	-.009	-.243	.808

Dependent variable: Psychological well being

Discussion

In present study, role of emotional maturity, self-control and psychological well-being among college students was studied. This section of study aims at discussing the major findings of the current study in line with previous research findings reviewed in literature. The results have shown that girl students have low psychological well-being, self-control and emotional maturity in comparison to boy students.

All the three variables viz. emotional maturity, self control and psychological well being have shown positive correlation with each other. The results are inconsonance with the study conducted by Singh (2011), Brookover, Thomas and Paterson (1964), wherein theyhave reported positive correlation between emotional maturity and well being. Dagenais (1981), Zervas, and Sherman, (1994), Battle (1977) have found that self-control scores were positively correlated with personality factors like emotional maturity, psychological well-being and intellectual behavior. Similarly, Mukherjee, (2000) pointed out that emotionally mature people are mentally healthy, well-adjusted and high on emotional intelligence. (Dhull and Singh, 2014), also established positive relationship between emotional maturity, self-esteem and mental well-being.

Multiple regression results indicates that self control and emotional maturity contribute significantly in determining the psychological well being while gender do not predict the psychological well being of college students. These

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studies highlight the importance of emotional maturity, self control and psychological well being in the students' life, as these play key role in their life and careers. It is recommended that teacher should try to identify emotionally immature and extra anxious students and deal them well on time. The parents should pay special attention towards providing healthy and friendly atmosphere to their children. And, if the causal factors of emotional disturbance and unhealthy behaviour are identified well on time then remedial measures should be adopted and some serious consequences can be avoided.

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DEVELOPMENT A OF TOOL TO MEASURE PEER RELATIONSHIPS OF ADOLESCENTS

VINEETA VINODIYA

Abstract

Jean Piaget (1932) and Harry Stack Sullivan (1953) are of the view that peers play a very important role in socio-metric development of the child. Adolescent's interactions with peers teach them values like team spirit, co operation, sympathy. They learn how to deal with reciprocal relations in a symmetrical manner. Parents are mature adults and possess greater authority, autonomy and knowledge. The dictionary meaning of peer relationship is equal. Peer relationship is an enduring relationship with two or more individuals. Peer relationships are characterized by the presence of loyalty, intimacy, affection, trust and mutual understanding among the individual members of peer group. In this paper researcher tried to develop a tool for peer relationship. To develop this tool researchers used descriptive statistics like t test.

Introduction:

Serving closely the peer relations of children from infancy to adolescence, one can judge about its complex nature. During infancy and childhood, small children are seen sharing their toys and play various interactive games with their peer group (Eckerman, Whatley & Kutz, 1975, Mueller & Brenner, 1977). Primary friendships formed during early childhood often turns out to be sensible in the long run.

Children of the same age group or maturity level are known as 'Peers'. Peers play a very unique and detrimental role in the life of an individual. Peers play the most important role of providing relevant information on different aspects of life. Positive peer relationships are very important for the healthy social development of the child. Peer group of the child describes the potentialities of the child in an unbiased manner. Along with this, it also describes the relative position of a child as compared to the other members of the group.

During adolescence there are drastic changes in physical and psychological aspects of adolescents along with social relationships. That is why peer relationships also change considerably. This is the outcome of increase in the importance of close friends, and more importantly the urge to be romantically involved with friends of opposite gender. Children start spending more time with their peer group as they move from late childhood to early adolescence. As children pass from early to middle and late adolescence, their friendship network increases manifold and they start giving more importance to their peers than any other relation (La Greca & Prinstein, 1999). It becomes an important aspect of their developmental process that they want to be accepted by their peer group and given due recognition (Rubin, Bukowski, & Parker, 2006).

Features of Peer Relationships

Relationships with peer are characterized by mutuality and support. It is a specific kind of relationship which may be dyadic and bilateral (Bagwell, 2004, Bukowski & Hoza, 1989). But sometimesilthe support given to others may not be equal to support that one receives in return (Berndt, 1996))

Adolescent friendships are quite intimate in nature and peers are often seen sharing their very personal thoughts and feelings with members of their peer group. Element of expectation emerges in peer relationships during adolescence. Adolescents expect their friends to be trust worthy, loyal and intimate with them. Friends showing common interests and cherishing similar values only gets selected for the closer peer group (Rubin et al, 2006).

Gifford Smirth and Brownell, (2003) also expressed similar viewpoints that members of the peer group are selected on the basis of similarity in age, class, popularity, academic achievement), personalities, activities, beliefs, attitudes The 'similarity' is emphasised because to carry out different activities in peer group, companionship, co operation, support are required. Moreover to reduce any kind of conflict or disagreements amongst the individual members, similarity is the prerequisite.

Research has shown that during adolescent age, peer relationships emerge as an important support system and leads to enhancement of self concept and well being. At times their importance even surpasses parents which are generally considered to be primary caregivers (Furman & Buhrmester, 1 992). Despite of being serving many positive functions for adolescents, peer relationships, romantic relationships may create anxiety and depression for adolescents. Davila, Steinberg, Kachadourian, Cobb, & Fincham, (2004)

found that romantic and dating relationships led to depression among adolescents. Bukowski et al., 1996) also opined that although friendships involves positive features like sharing affection and care, reciprocating the feelings of commitment and mutual trust but sometimes some negative feelings like hatred, jealousy, hostility, violence, deception may also evolve in friendship. Adolescents with controlling type of peer relationships which can be recognised by peers using pressure and social dominance techniques have detrimental effect on the well being of adolescents. Such adolescents suffer from low self esteem and depressive feelings (Hussong, 2000).

The major attributes related to peer relationships composed of trust, support, affection, encouragement and companionship. er acceptance is characterised by togetherness, mutual support, and feelings of solidarity (Ladd & Kochenderfer, 1996). Acceptance by peers becomes a basic requirement during adolescence.

Another important feature of peer relationships is the 'conflict resolution'. We can clearly differentiate between peer and non peer on this basis. Peer generally resolve their disagreements quite easily and remain in touch with each other even after quarrels and difference of opinion on various issues. Whereas non friends may not resolve their disagreements easily, they may not get along well with each after such incidents (Hartup & Laursen, 1999; Hartup et al, 1996). Since emotional commitment is the foundation of friendships. Therefore adolescents are motivated to clear out all differences. Conflict resolution becomes important to save the friendship from breaking (Hartup et al, 1996; Whitesell & Hatter, 1996).

Importance of Peer Relationships

Jean Piaget (1932) and Harry Stack Sullivan (1953) are of the view that peers play a very important role in socio-metric development of the child. Adolescent's interactions with peers teach them values like team spirit, co operation, sympathy. They learn how to deal with reciprocal relations in a symmetrical manner. Parents are mature adults and possess greater authority, autonomy and knowledge. They also teach the children to abide by rules, regulations and be discipline oriented. But peers as discussed above are children of the same age group. While interacting with peers', children can learn to express their viewpoints, accept opinions of the fellow peers, work with each other in cooperation to work out solutions to the problems which are acceptable to all. They keenly observe the interests and viewpoints of the fellow peers' so that they can join the activities of the peer group. Intimate

relations formed with few selected friends during adolescence teach them to be competent and thoughtful. These qualities help them in their later life to form other social and marital relationships. Sullivan believed that peer relationships of children and adolescents positively help in enhancing their well being.

Hartup et al (1996) was of the view that Peer relations plays a positive role in the lives of the adolescents in the following ways

- The emotional bonding with the peers enhances cognitive development of children.

- Sharing of thoughts and feelings with fellow peer leads to increment in existing base of knowledge.

- Peer relationships also develop qualities like greater enthusiasm and inspiration to keep on going even in the most difficult situations.

- Mutual responsibility and conscientiousness between friends acts as a guiding force for adolescents to understand each other's viewpoints. This exercise improves the understanding and communication skills of the children.

- Children feel confident and secure, when they express their viewpoints and ideas in their peer group. Where the same are given due respect, attention and recognition and most importantly children do not have to be defensive of their ideas.

Peer relationships provides cordial atmosphere to the children encompassed with mutual love, affection and humor which may rather help him in revising his ideas and thoughts and also help him in giving intellectual justifications for his words.

- Peer relationships are considered essential and advantageous because friends know about each other's requirements and objectives of life. They are also well versed with each other's apprehensions of reciprocity, trustworthiness and wholeheartedness. Theses aspects of children's peer relationships should be studied developmentally because these aspects change with age and time.

A study by Wentzel, Barry and Caldwell (2004) revealed the role of peer relationships in the development of pro social (co-operation, sharing, helping others) behavior in children. The results of the study showed that class 6 children having less friends or no friend at all , exhibited less pro social

behaviour and they also showed less score in academics and they were found to be more emotionally disturbed and less well being. Data was again taken after the interval of two years. This time the results were very surprising. The children, who had no friend/s in class 6, were still emotionally disturbed.

Criss, Pettit, Bates, Dodge and Lapp (2002) found that peer acceptance and having connected to a larger peer group saves the adolescents from the several externalizing problems. Peer rejection may have detrimental effect on the well being of adolescents. Peer rejection lead to loneliness, social dissatisfaction, anxiety and depression among adolescents (Asher, Parkhurst, Hymel, & Williams, 1990, Gazelle & Ladd, 2003; Keiley, Bates, Dodge, & Pettit, 2000).

Quality of relationships peers have with each other also matters. Relationships with some peers can be deeply intimate, cordial and therefore lasts long. Whereas superficial or temporary friendship may lead to frequent brawls and clashes amongst the members of the peer group (Rubin et al, 2006). Supportive friendships positively help the individuals in different situations. Whereas disharmonized, intimidating and violent type of peer relationships rather become a source of tension (Hartup &Abecassis, 2004).

Bagwell, Newcomb & Bukowski, (1998) found that friendships are a source of great inspiration for adolescents and leads to enhanced self worth. Peers support the self worth of their fellow peers. Self disclosure i.e. sharing one' fears, insecurities with the peer group boost the morale of the adolescents that they are not alone in this world with such insecurities. Peer group perform an important function of providing emotional support and advice. Along with this, friends help the adolescents in take proper perspective about religious and moral issues.

The beneficial effect of positive Peer relationships may not be instant. In their research Peterson, Sarigiani, & Kennedy (1993) found that good quality peer relationships does not seem to give any advantage in early adolescence. Rather its advantages may be more visible in late adolescence especially in case of damaged parent child relationships.

Research has also indicated that peer relationships of the children performs the important function of providing emotional security to the individual members, though they do not replace the bonding of parent- child (Furman & Burhmester, 1985; Hartup et al. , 1996). In many circumstances family itself may be a source of stress and anxiety, in that scenario friends perform the important function of providing solace and relief (Criss et al, 2002). Hay & Ashman, (2003) found that peer relationships of adolescents play a

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positive role in saving them from depressive feelings. Children who do not have many friends, remains deprived of the exposures of healthy friendships. This may negatively affect their self esteem. Children devoid of any kind of social support are more vulnerable to anxiety and depression (Windle, 1992).

Although some research studies describe friendships as the shield which protects the adolescents from different stressors of life. But very less research is available to prove the immunizing role of positive friendships. No significant difference was found between children with good friends and those without friends in terms of stress tolerance. Loss of important friends may itself become a stressful situation for children (Wargo Aikins, Bierman, & Parker, 2005).

Functions of Peer Relationships

Acording to Gottman & Parker, (1987), following are some of the important functions performed by peer relationships of the individuals

1. Solidarity and mutual support Peer relationships can be recognised by individual members spending time with each other. Generally they possess similar interests. They are also seen taking parts in similar type of activities.

2. Fascinating An important element of peer relationships is the enjoyment and fun, peers have with each other.

3. Providing Care and support Peer relationships of a person play a crucial role during hardships of life. They try to be supportive and caring to a friend who is passing through difficult times.

4. Recognition of self worth in hard times Peers perform a useful function of ego support which is especially required during tough times of life. When a person is losing self confidence, peers always try to encourage the friend in need and inspire him through various means. So that he regains an insight into his real worth and potential.

5. Comparison in the peer group The relative position of a peer in the larger group is revealed by fellow peers only.

6. Providing Care and warmth Friendships provides children with warm, close, trusting relationship with another individual member. Self disclosure is the salient feature of this kind of relationships.

Sullivan et al (1953) has suggested that friendship should perform following functions

- Enhancement of social skills viz, being sympathetic and caring, show concern for the well being of others.

- Friendships should help in developing a positive self concept and self esteem.

- It should promote personal well being of the individual and inhibit feeling of loneliness.

Sullivan et al (1953) was of the view that, in the absence of friends, children would be deprived of the exposure which they could have got in terms of opportunities for working cooperatively with the peer group and love and affection which one gets from the fellow peers. Such children may not possess the important interpersonal skills required urgently for forming and dealing with other relationshipsas adolescents and adults.

Bukowski (2001) has given two more functions of peer relationships

- Friendships should help in acquiring as well as learning different skills necessary to become a productive member of human society in later life as an adult.

- Friendships should help in building a regulatory or normative culture that shapes the behaviour of the individual members.

Construction of items and item analysis

a)   Construction and Standardization of Peer relationships Scale

avery important problem that is generally faced by a researcher concerns the selection of appropriate tools for measuring the different variables included in the study. The research instruments are to be selected very carefully, in order to ensure that dependable data is made available for the study. When and if the ideal tools are not available for the study, the investigator has to construct the most dependable tools herself for measurement.

Due to lack of any suitable scale to measure the adolescent's perceived level of peer relationships investigator was motivated to prepare and standardize her own scale. In the present chapter an attempt has been made to give the steps undertaken for constriction and standardization of peer relationships scale.

Paling the Initial Draft

For scale construction initially review of related literature regarding peer relationships was done. Some standardized questionnaires on peer relationships were also consulted while framing the items related to peer relationships. These items dimensional were operationally defined and item were framed in the light of operational definitions of respective dimension.

1. **Peer Trust:** Peer Trust is the degree to which a peer device in willing to disclose information or provide access to resources to another peer and which may be determine by experience through earlier interactions, verifiable properties of each party recommendations from trusted entities and reputation in a community.

2. **Peer Communication:** Peer Communication in which both sides have equal responsibility for initiating maintaining and terminating the session. Contrast with master is slave communication in which the host determines which users can initiate which sessions.

3. **Peer Alienation:** Peer Alienation occurs when a person withdraws or becomes isolated from their environment or from other people. People who show symptoms of alimentation will often reject loved ones or society. They may also show feelings of distance and estrangement including from their over emotions.

Distribution of Items into 3 dimensions of peer relationships scale. (First draft)

Dimensional	Item Number	Number of Items
Trust	1, 2, 6, 10, 13, 14,15, 18, 19, 22, 28, 41, 33, 48, 49, 50, 53, 57	18
Communication	3, 5, 8, 11, 12, 16, 26, 31, 32, 34, 37, 40, 47, 51, 54, 55, 56	17
Alienation	4, 7, 9, 17, 20, 21, 23, 24, 25, 27, 29, 30, 35, 36, 38, 39, 42, 43, 44 , 45, 46, 52	22
Total	**57**	

Content Validity

When a test adequately covers the course content and objectives specified. It is said to possess content validity. A close examination of the items would reveal whether this kind of validity is present in the test or not. Freeman *(1965,* p. 91) states that each test item should be sampling of knowledge or performance which the test purports to measure. Collectively taken the items should constitute a representative sample of the variables to be tested. Content description, validation procedures involve essentially the systematic examination of test content to determine whether it covers a representative sample of the behaviour domains to be measured (Anastasi & Urbina, 2008).

Content validity is based upon judgment of several subject experts and test specialists, careful analysis of the instructional objectives and the actual subject matter studied. This analysis is rational as well as judgemental, that is why sometimes the content validity is also called rational or logical validity (Koul, 2007).

Preliminary draft of the scale was given to experts in the field of education and psychology. Seven experts from the field of education and two research scholars, one from education and one from the field of psychology were approached for seeking their opinion on the first draft of the scale. The investigator discussed the tool, item by item with each of the subject experts individually. Their suggestions were duly incorporated in the scale. Investigator identify total 82 items in which 25 items were dropped and 8 items were modified and 57 itnes were retained as such. It was considered to be valid content wise also.

First Tryout: Administering the First draft on a representative sample.

The first draft of peer relationships scale was administered on 100 students of class XI. Studying in Coleneganj In fee College, Allahabad students were given verbal instruction even though written instructions were also mentioned. The responses were collected, answer sheets were arranged in descending order. Top 27% and bottom 27% respondents were identified. The scores of these two groups were tabulated item wise and the 't' ratios for each item were computed, which has been given in the following table.

Item No.	Calculated Correlation Value	Item Accepted/ rejected	Item No.	Calculated Correlation Value	Item Accepted/ rejected
1.	2.942**	Accepted	30.	1.308	Rejected
2.	3.101**	Accepted	31.	5.691**	Accepted
3.	3.159**	Accepted	32.	3.874**	Accepted
4.	3.286**	Accepted	33.	3.043**	Accepted
5.	4.651**	Accepted	34.	4.048*	Accepted
6.	2.527*	Accepted	35.	4.178**	Accepted
7.	3.498**	Accepted	36.	1.838	Rejected
8.	4.169**	Accepted	37.	1.374	Rejected
9.	1.368	Rejected	38.	4.644**	Accepted
10.	3.150**	Accepted	39.	1.652	Rejected
11.	4.462**	Accepted	40.	1.537	Rejected
12.	4.644**	Accepted	41.	3.599**	Accepted
13.	3.457**	Accepted	42.	3.397**	Accepted
14.	1.401	Rejected	43.	1.932	Rejected
15.	5.412**	Accepted	44.	1.575	Rejected
16.	2.667**	Accepted	45.	0.715	Rejected
17.	4.808**	Accepted	46.	1.605	Rejected
18.	2.768*	Accepted	47.	2.924**	Accepted
19.	3.251**	Accepted	48.	4.317**	Accepted
20.	3.058**	Accepted	49.	5.234**	Accepted
21.	2.783**	Accepted	50.	3.735**	Accepted
22.	1.937	Rejected	51.	4.002**	Accepted
23.	1.367	Rejected	52.	1.818	Rejected
24.	1.505	Rejected	53.	1.424	Rejected
25.	1.499	Rejected	54.	1.147	Rejected
26.	2.123*	Accepted	55.	1.903	Rejected
27.	2.970**	Accepted	56.	4.176**	Accepted
28.	1.308	Rejected	57.	2.346*	Accepted
29.	2.159*	Accepted			

Above table reveals that t ratios for 30 items were found to be significant at level of 0.01 level and n t ratio for 6 items were significant at 0.05 level significance .Whereas 21 items were not found to be significant even at 0.05 level of significance. Items for which t value were found to be significant at least at 0.05 level of confidence were retained in the second draft.

Preparation of the second draft:

After the item analysis processes, items for which t value were found to be significant at least at 0.05 level of confidence were retained in the second draft.

Items retained in Second draft after item Analysis.

Dimensional	Item Number	Number of Items
Trust	1, 2, 6, 10, 13, 15, 18, 19, 33, 41, 48, 49, 50, 57	14
Communication	3, 5, 8, 11, 12, 16, 26, 31, 32, 34, 47, 51, 56	13
Alienation	4, 7, 17, 20, 21, 27, 29, 35, 42	09
	Total	**36**

Dimension wise distribution of Items in the Final Draft of peer Relationship scale.

Dimensional	Item Number	Number of Items
Trust	1, 2, 6, 9, 12, 13, 16, 17, 25, 28, 31, 32, 33, 36	14
Communication	3, 5, 8, 10, 11, 14, 20, 23, 24, 26, 30, 34, 35	13
Alienation	4, 7, 15, 18, 19, 21, 22, 27, 29	09
Total	**36**	

Administration of the Final Draft for Establish Test Retest reliability

Investigator used test retest reliability method to check the reliability of the peer relationships scale. The final draft was administered by selecting a representative sample both the forms of the scale was administered after the gap of one month on the same sample.

Dimension	Reliability Coefficient
Total Score	00
Trust	0.69
Communication	0.92
Alienation	0.86

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WASTAGE AND STAGNATION IN GOVERNMENT PRIMARY SCHOOLS: A STUDY IN MANIPUR

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CH. BEDA DEVI

Abstract

The paper is an attempt to study the causes of wastage and stagnation in Government primary schools in the urban areas of Imphal west district of Manipur. ***Objectives of the study:*** *The objective of the present study is to study the present status of primary education and find out the causes of wastage and stagnation in Government primary school in the urban areas of Imphal west district, Manipur.* ***Methods:*** *The investigator adopted Descriptive survey method.* ***Samples:*** *13 schools were selected from urban areas from the study area.* ***Results:*** *This paper concludes that most of the Government primary schools in the urban areas of Imphal west district faced the problems of wastage and stagnation.*

Key words: Causes, Wastage, Stagnation, Primary education.

Introduction:

Primary education is known also as elementary education which is meant for the children of age group 6-14 years covering from class I-VIII. It has two stages i.e. primary stage from classes I-V and upper primary stage comprising of class VI-VIII. Primary education plays a very important role not only in the socialization of a child but also in his physical and mental growth. After entering into the Primary School, the children get their first lessons in discipline and hard work. The foundation of a good citizenship training laid during the formative stage in the Primary Schools, helps the child in the later stage.

Considering the importance of primary education, the Government of India made provisions for the Universalisation of Elementary Education. Article 45 of the Indian Constitution states, "the State shall endeavour to provide Free and Compulsory Education for all children upto the age of 14 years within ten years from the date on which the Constitution comes into force".

The role of Universalisation of Elementary Education (UEE) for strengthening the social fabric of democracy through provision of equal opportunities to all has been accepted since the inception of our Republic. With the formulation of NPE, India initiated a wide range of programmes for achieving the goal of UEE through several schematic and programme interventions.

The Sarva Shiksha Abhiyan (SSA) is being implemented as India's main programme for Universalisation of Elementary Education (UEE). Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. SSA provides for a variety of interventions, including inter alia, opening and construction of new schools, additional teachers, regular teacher in-service training and academic resource support to ensure free textbooks, uniforms and free support for improving learning outcomes.

Modern education in Manipur:

The modern education was introduced in Manipur in the later part of the 19th Century. The first effort to establish one school was made by Captain Gordon in Manipur in the beginning of the nineteen Century during the period from 1835 to 1844. He sowed the seed of English education by organizing an elementary school. However, due to untimely death of Captain Gordon, the seed could not germinate and it decayed without beginning any fruit.

The second effort was made by major general W.F. Nutgall, the then political agent by establishing a school at Imphal in 1872 with English language as the medium of instruction. But the school could not function properly due to the lack of local co-operation for the encouragement of modern education in the state.

The third effort was made by James Johnston, the then political agent during the period from 1883. The efforts made by these Political Agents were fruitless because of the orthodoxy against the Britishers in Manipur Society and leak of encouragement from the Maharaja and his Burbar Members. The Manipur were interested in their traditional education. They Wanted to continue the educational programmers in accordance with the needs and traditions of the land the education system was consisted of literacy, physical education, health and hygiene, games and indigenous medicines, etc and above all this, the people disliked the tradition, language, customs, religion and way of life of the Britishers during this period.

The fourth effort was also made by James Johnstone in 1885 since the days have been changed and the constant approach of Sir James Johnstone, the Maharaja of Manipur Maharaj Chandrakeerti gave his consent for establishing an English school in the state. The Maharaja allotted a plot of land for construction of the school. Thus, Sir James Johnstone successfully established an English School at the heart of the Imphal city in the year 1885 the school was named after him and it became to be known as Johnstone Middle English School, This school is known as the first modern education in the state. The educational system by yet time was spread through Bengali script and Bengali language was also taught.

The total enrolment of students in the school were 113 in the year 1893, having 57 percent of attendance. During the year 1893-94, two Lower Primary school were established, One in Sekmai and another at Mao Thana. During the year 1894-95, Pettigrew L.P. School, Tere L.P. School Phoijing L.P. School was established. In the year 1896-97, Ukhrul L.P. School was established in the year 1897-98; Regiment, 4th L.P. School and Assam Rifles L.P. School were established. In 1894, a school was tried to establish at Thoubal but owing to poor attendance and certain circumstances, it was closed down and finally, it was established successfully in the year1894-98-In the year 1898-99, Ningthoukhong L.P. School and Thanga L.P. School was established in 1899-1900, Moirangkhom L.P. (Girls') School was established and enrolled 12 girl students.

In 1990, the number of Primary School reached 14 and the enrolment of the Students were 988. In 1921-23, there were 97 Primary School in the state. In the year 1934-35, there was 217 Primary School, out of which 123 were in the hill areas and 94 were in the valley. Out of the 123 Primary School in the hills areas, 59 were missionary school. In the year 1947, the number of Primary School reached to 278 with an enrolment of 25, 400 students. By 1960-61, the total number of Primary School (JB and UJB) was 1,660 with an enrolment of 1, 06,322 students and the number of teachers were 4305. By 1998-99 the total numbers of all types of Primary School were 2,572, out of which 2,033 were Government School and 539 were Aided/Unaided Scholl.

As per the National Policy on Education 1986, a target had been set for the Universalisation of Elementary Education for children in the age-group of 6-14 years. Under this policy, three aspects of elementary education, (a) universal access and enrolment (b) universal retention of children upto 14 years of age, and (c) substantial improvement in the quality of education are to be achieved. Several programme of nutrition support to elementary education

like Mid-day scheme and promotion of girls' education were also undertaken in the state. Under Mid-day scheme, the state is providing 3kgs of rice per month to all the students of class I-V reading Government and Government aided schools. Under the scheme of Expanded Operation Black Board of the Government of India, minimum teaching learning like teachers equipment, teaching learning materials, games materials, play materials, books for library, furniture etc were procured for upper primary schools of the state.

The number of Government Pre Primary/Primary/J.B/U.J.B Schools in Manipur has been increasing from 2479 schools in 2003-04 to 2917 schools during the 2015-16 while the number of Government Middle/Jr.High/Senior Basic Schools was 771 in the year 2003-04. It has been increased to 958 schools during the year 2015-16. The number of students enrolls at the primary stage i.e. Class I-V raised from 324231 in 2012-13 to 471629 in 2013-14. However, the numbers of enrollment decrease to 318189 in 2016-17. Out of which, the number of boys was 163570 and 154619 was girls. In case of Middle/Upper Primary, the number of enrollment was 137415 in 2013-14 while 144419 in 2016-17 including 72552 boys and 71867 girls. The main reason for decreasing students enrolment is due to causes of wastage and stagnation in the primary school stage.

Objectives of the study:

1. To study the present status of primary education in Imphal west district, Manipur.

2. To find out the causes of wastage and stagnation in Government primary schools in the urban areas of Imphal west district, Manipur.

Methods of the study:

The investigator adopted Descriptive survey method for the present study.

Population of the study:

In the present study all the Heads of the Government primary schools in the urban areas of Imphal west district, Manipur was considered as population of the study.

Samples of the study:

There were a total of 279 Government primary schools including 188 number of Government Pre-Primary/Primary/J.B/U.J.B schools while 91 number of Government Middle/Jr. High/Senior Basic schools in Imphal west district in the year 2016-17. Out of which 15 schools (10 schools from Pre-

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Primary/Primary/J.B/U.J.B schools and 5 schools from Middle/Jr. High/Senior Basic schools) were selected purposively in order to collect the required information of the present study.

Delimitation of the study:

1. The study was confined to urban areas of Imphal west district of Manipur.

2. Only those primary schools (Class 1-V) and upper primary school (Class VI-VIII).

Result and Discussion:

Objective 1: Present status of primary education of Imphal west district, Manipur.

Table 1 : Number of Schools, Students enrolment and number of Teachers in Government Primary schools in Imphal West district, Manipur

Year	Pre Primary/Primary/J.B/U.J.B Schools			Middle/Jr. High/Senior Basic Schools		
	School	Enrolment	Teacher	School	Enrolment	Teacher
2012-13	144	9236	1121	79	7150	1093
2013-14	148	8736	1116	92	7548	1087
2014-15	190	8775	1051	91	7588	1003
2015-16	188	8943	1056	95	7069	985
2016-17	188	6659	1043	91	6100	1018

Source: Statistical Hand Book of Manipur 2017, Directorate of Economics and Statistics, Govt. of Manipur.

Table 1 show that the number of 223 Government primary schools including 144 Pre Primary/Primary/J.B/U.J.B Schools and 79 Middle/Jr. High/Senior Basic Schools in Imphal West district of Manipur in the year 2013-14 while 279 schools including 188 Government Pre Primary/Primary/J.B/U.J.B Schools and 91 Government Middle/Jr. High/Senior Basic Schools during the year 2016-17. It reflects that number of government primary schools has increased year by year.

During the year 2013-14, 16386 students were enrolled in the Government Primary schools, of which 9236 students enrolled in Pre Primary/Primary/ J.B/U.J.B Schools and 7150 students enrolled in the Government Middle/ Jr. High/Senior Basic Schools. Likewise, 12759 students were enrolled in

the year 2016-17, of which 6659 students enrolled in Pre Primary/Primary/J.B/U.J.B Schools and 6100 students enrolled in the Government Middle/Jr. High/Senior Basic Schools. It clearly shows that the number of students enrolled in the Government Primary schools has decreased year by year.

The above table also shows that 2214 teachers including 1121 teachers are working in the Government Pre Primary/Primary/J.B/U.J.B Schools and 1093 teachers teaching in the Government Middle/Jr. High/Senior Basic Schools in the year 2013-14 while 2061 teachers including 1043 teachers are working in the Government Pre Primary/Primary/J.B/U.J.B Schools and 1018 teachers teaching in the Government Middle/Jr. High/Senior Basic Schools in the year 2016-17. It depicts that number of teachers working in government primary schools has been decreased from 2013-14 to 2016-17.

Objective 2: Causes of wastage and stagnation in Government primary schools in the urban areas of Imphal west district, Manipur.

Failure in class or repetition of classes by pupils leaving of the schools before completing the primary course may be due to several reasons. Some of the reasons observed in the present study are presented below:

Table 2 : Causes of Wastage and Stagnation in Government Primary School in the urban areas of Imphal west district, Manipur

Sl. No	Causes	Percentage
1.	Economic backwardness of parents	47%
2.	Heavy curriculum	
3.	Irregular attendance	
4.	Education on the part of parents	
5.	Lack of interest in children	
6	Physical weakness of students	20%
7	Defective education systems	
8	Defective pattern of examination	
9	Unsuitable atmosphere and conditions	
10	Irregular attendance of teachers	33%
11	Inadequate teaching aids	
12	Poor condition of school building	
13	Environment of the school	
14	Lack of effective inspection and supervision	

Source: Field Survey

The above table reflects that 47% of the respondents responded that the major causes of wastage and stagnation in Government primary schools in the urban areas of Imphal west district, Manipur are due to economic backwardness of parents, education on the part of parents, irregular attendance, heavy curriculum as well as lack of interest in children. Economic backwardness of parents is one of the main causes of wastage and stagnation in primary school students. It is usually linked with the family background, income, parental educational and occupational status. The level of parent's education is linked to their child's intellectual level and with the academic demands and pressure exerted upon the children. Children with low socio-economic status often lack the financial and educational support and the responsibilities of the parents are limited to meet children's basic needs and engaged their children various activities. As a result, they are facing problems in various circumstances of life that in turn affect their school attendance also. This is very common to the poor families.

Heavy curriculum and no one will help them and provide cognitive resources that enable them to support and facilitate their children's learning. During the last decades the curriculum of Primary education is unsuitable in as much as it neither develops the creative and constructive faculty of the child nor provides the opportunity for practical education because of these lack of interest among the children to attend classes.

The table also depicts that 33% of the respondents responded that the causes of wastage and stagnation in Government primary schools particularly in the urban areas of Imphal west district, Manipur are due to irregular attendance of teachers, poor condition of school building poorly, equipped, inadequate teaching aids, lack of effective inspection and supervision while 20% of the respondents responded due to physical weakness of students, defective education systems, defective pattern of examination and unsuitable atmosphere and conditions. Mostly parents who enrolled their children in Government primary schools are from lower socio-economic background. Probably they cannot able to give healthy food to their children which sustain long hour in the classroom. Hungry child is less likely to attend school and even if he/she does, the child is not able to concentrate their studies. The mid-day meal scheme can help in reducing physical weakness and psychological deprivations.

Conclusion:

It was found that 47% teachers reveals the major causes of wastage and stagnation under Government primary schools in the urban areas of Imphal west district, Manipur are economic backwardness of parents, education on the part of parents, Irregular attendance, heavy curriculum and lack of interest in children. 33% reveals that due to irregular attendance of teachers, poor condition of school building poorly, equipped, inadequate teaching aids, Lack of effective inspection and supervision are the factors which causes wastage and stagnation in Government primary schools students followed by 20% physical weakness of students, defective education systems, and defective pattern of examination, unsuitable atmosphere and conditions.

For reducing wastage and stagnation in primary schools successful implementation of Universalisation of Elementary Education, Mid-day meal scheme is the need of the hour. Besides these there should be some vocational courses in the primary school for getting encouragement of learning from the poor parents and backward groups. A part time educational programme should also be organized in the primary school according to need of the local area for solving the problem of wastage and stagnation in primary education.

The Headmasters/Headmistress should look into the efficiency, regularity and good teaching methods of the teachers as well as the regularity of student. Efforts should also be made to provide adequate facilities of teaching, appointment of well-trained and qualified teachers in each school.

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