

EMERGING TRENDS IN INDIAN  
EDUCATION & CULTURE



# EMERGING TRENDS IN INDIAN EDUCATION & CULTURE

EDITED BY

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FOREWORD BY

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Vice-Chancellor

University of North Bengal



SILIGURI B.ED. COLLEGE

P.O. Kadamtala, Dist. Darjeeling, Pin 734011

# EMERGING TRENDS IN INDIAN EDUCATION & CULTURE

A collection of essays edited by

Dr. Rituparna Basak (DasGupta), Sadar Shaikh & Dr. Sourav Das

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## Message

I am glad to learn that Siliguri B.Ed. College is going to organise a seminar on 28<sup>th</sup> April, 2023 at college premises. I would like to convey my good wishes for the prosperity, growth and welfare of the college and wish the teachers, staffs and students joy and happiness all the year round.

To mark the occasion Siliguri B.Ed. College is going to publish a book titled '*Emerging Trends in Indian Education Culture*' with contribution by several authors. I convey my best wishes on this occasion and hope this book will enrich the knowledge of avid B.Ed. students studying in the college.

Antique

(Goutam Deb)

To  
Dr. BibhutiBhusan Sarangi  
Principal,  
Siliguri B.Ed. College

Prof./Dr. Soma Bandhyopadhyay  
(M.A., Ph.D.)  
Vice-Chancellor



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### Message

I am happy to know that the authorities of Siliguri B.Ed. College is going to publish an edited Book titled '*Emerging Trends in Indian Education Culture*' on the occasion of the Seminar held on 28<sup>th</sup> April, 2023.

I believe that the Book containing valuable articles from the teachers, students and scholars of National and International repute, will be educative and informative. I convey my best wishes to the teachers, students, non-teaching staff and the organizers and also those who are associated with this publication.

I wish the College authorities every success.

(Prof. Soma Bandhyopadhyay)

Vice-Chancellor



(ESTD. 1989)

## SILIGURI B. ED. COLLEGE

(Affiliated to the WBUTTEPA/AFFL/B.ED/2017/06110)

Recognised by the NCTE, Accredited by NAAC at B;

Registered under society registration act. XXVI of 1961,

No. S/87547 of 1997-98)

### Message

I am very happy to know that Siliguri B.Ed. College is going to publish one edited volume on '*Emerging Trends in Indian Education Culture*'.

In this regard I would like to convey my warm greetings and thanks to the editors, the editorial board, the advisory committee and all the contributors for making this venture successful. I wish every success of this publication.

(SUSMITA BOSE MOITRA)

President, Governing Body

Siliguri B.Ed. College





(ESTD. 1989)

## SILIGURI B. ED. COLLEGE

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### Message

I am very happy that Siliguri B.Ed. College is going to publish a book on '*Emerging Trends in Indian Education Culture*'. I convey my best wishes to the editors and congratulate the contributors for the publication and will provide all kinds of support to make the publication worthwhile.

With warm wishes and Almighty's blessings,

(DR. BIBHUTI BHUSAN SARANGI)

Principal

Siliguri B.Ed. College

## Acknowledgement

Any publication requires a culmination of a plethora of efforts. And it is not possible without the active involvement of a number of minds and hands working together. This edited volume is the outcome of such efforts consistently engaged in making this initiative come true. This page is our humble endeavour to acknowledge and appreciate that.

We are deeply indebted to Sri Goutam Deb, Hon'ble Mayor, Siliguri Municipal Corporation for always being there for our guidance, support and encouragement. His visits to our college and inspiring words on all occasions have always motivated us to dream big and act accordingly.

We would like to express our deep gratitude and appreciation to Professor (Dr.) Soma Bandyopadhyay, Hon'ble Vice-Chancellor, Baba Saheb Ambedkar Education University (Erstwhile WBUTTEPA) for her consistent support towards our quality endeavours and good wishes.

We would like to record our deep gratitude and appreciation to Professor (Dr.) Sanchari Roy Mukherjee, Hon'ble Vice-Chancellor, University of North Bengal for extending her wholehearted cooperation and support to make this venture successful by writing the foreword for this volume despite her busy schedule.

We owe our debt to the esteemed invited contributors, Prof. (Dr.) Krishnajyoti Goswami, Lincoln University, Malaysia and Dr. Rajib Saha, Baba Saheb Ambedkar Education University and Dr. Pranab Krishna Chanda, former Registrar, Baba Saheb Ambedkar Education University, for their valuable contribution of research papers for the current volume.

This endeavour would not have been possible without the active initiative, cooperation, and valuable suggestions of Susmita

Bose Moitra, Hon'ble President of the Governing Body, Siliguri B.Ed. College. We are extremely thankful to all other members of the Governing body, Siliguri B.Ed. College for providing the funding for this publication and unending necessary support.

We would like to thank Dr. Bibhuti Bhusan Sarangi, Principal, Siliguri B.Ed. College for his expert advice, encouragement and support throughout this work.

We gratefully thank the Advisory Board members without whose advice and support at every step this volume would not exist.

We could not have undertaken this journey without the patience, diligence and forbearance of the Editorial Board members. Our heartfelt thanks to all faculty members who contributed their time, expertise and vision towards the accomplishment of this work.

We sincerely owe our heartfelt thanks to all contributors and our trainees for their amazing cooperation and collaboration to make this project happen successfully.

Thanks should also go to Karulipi Publication for shouldering the responsibility of printing. We had the pleasure of working with them.

Lastly we would like to acknowledge and thank all people directly or indirectly associated with this work.

Dr. Rituparna Basak (DasGupta)

Sadar Shaikh

Dr. Sourav Das

## Foreword

It gives me immense pleasure to note that Siliguri B.Ed. College has undertaken a serious endeavor to promote and project some of the very relevant and significant contemporary issues in their latest edited volume, '*Emerging Trends in Indian Education and Culture*' in which reputed contributors from both India and abroad have articulated their thoughts and ideas. Most of these ideas have already been shared by the contributors in an international seminar hosted by Siliguri B.Ed. College on 28<sup>th</sup> May, 2023.

The Indian social system has been dominated by the patriarchal system and the hegemonic *varna*/caste system reinforcing social stratification. Their impact on the education system has led to affirmative action's that try to protect the socially disadvantaged group who have long been deprived of the educational opportunities. The Colonial structure during the 18<sup>th</sup>-19<sup>th</sup> century had created a clear divide in educational pursuits in North Bengal with only the elites going to elite institutions like St. Paul's etc. while the commoners had no access to it. The British Imperial Policy, due to cost constraints, failed to provide basic education to all. Education did not become a fundamental right in India until RTE Act in 2009 while the Compulsory Education Act was passed in 1870 in Britain. Mahatma Gandhi also stressed on a National Education system to come up with a common education system as part of his vision. However, when India got independence in 1947, the literacy rate was less than 20 percent and less than 10 percent for women (Census, GOI, 1951). Additionally, the Kothari Commission, National Committee for Education, World Conferences on Education for all etc., raised the need for basic education for all citizens. But India still lagged behind in all these years in achieving 100 percent literacy rate.

Education being in the concurrent list in India, the efforts on the part of the governments (both state and central) has aided in increasing access to education for people from marginalized communities. However, much needs to be achieved in terms of ensuring equal access to quality education. In addition to the challenges in the education system, Indian culture has also struggled with issues related to equality and inclusiveness. Although the Indian Constitution clearly spells out that there will be no discrimination based on class, caste, religion, gender, and other factors but it remains a major issue in Indian society. With the influx of foreign institutions and private institutions after globalization and liberalization, the education system has undergone a major change. Education is no longer a merit good to be provided with state support.. There has been a mushrooming growth of private institutions across India. But concerns have emerged regarding the accessibility, affordability and equity. There was again seen a clear divide between the rural and urban areas. With the introduction of Professional Courses, women were pushed again into stereotypical feminine courses like Nursing, Teaching, Media and Fashion Designing etc. Even the private institutions are not being monitored whether or not they are maintaining the standards. The marginalized sections aren't being able to progress and fulfil the main objectives of education and thus education as a catalyst of social change have failed to a great extent.

Educational research in India is in need of greater investment and development to promote evidence-based policymaking and practice. There is a push for greater educational inclusion and diversity, with a focus on providing quality education to underprivileged areas, as well as promoting vocational education and skills training to increase youth employment opportunities. Studies on teacher education in India highlight the need for teacher education programmes to be more relevant, innovative, and practical-oriented, with improved quality of faculty and greater collaboration between stakeholders. Challenges to educational research and teacher education in India include “inadequate

funding, poor infrastructure, and resistance to change from traditional stakeholders”.

The COVID-19 pandemic has forced India's education sector to adopt new technologies. Although there are benefits from digitalised education system including increased access, flexibility, personalization, and improved teaching, there are limitations too caused by the digital divide, inadequate teacher training and other technical issues. Thus, in new normal situation, one can expect that the approach to a new educational system needs to be a combination of both traditional and technology-based education. It is also imperative to ensure access to technology for all students and teacher support for effective technology use.

Education in India has always played a crucial role in promoting culture and values. The incorporation of cultural content in the curriculum, promoting social and environmental values, and fostering a culture of ethics and integrity in educational institutions are essential steps towards achieving this goal. By promoting cultural diversity, heritage, and moral education in textbooks and courses, education helps to preserve and transmit cultural traditions and values, while also promoting critical thinking, open-mindedness, and tolerance towards diverse perspectives and ideas. In the Indian context, education for multiculturalism is essential to promote diversity, equity, and inclusivity. Despite the challenges posed by social discrimination and social inequality, education including multiculturalism has the potential to reduce prejudice, discrimination, and social inequality by promoting mutual understanding, dialogue, and cooperation across diverse social, linguistic, cultural, and religious backgrounds.

The current volume has focused on six very relevant issues covering recent trends in educational research, policy and development, contemporary issues and challenges in teacher education, equality and inclusion in Indian education and culture, technology implementation, multiculturalism in education, and promotion of culture and values by education. The research papers from eminent

contributors have dealt with the aforementioned issues to a great extent which will surely make this book an asset for scholars. I wish the contributors and all those who are associated with this publication every success for this valuable work.

Prof. (Dr.) Sanchari Roy Mukherjee  
Vice-Chancellor  
University of North Bengal

## From the Desk of the Editors

Trapped in the complex labyrinth of life when the individual often goes adrift, Rabindranath Tagore's time-tasting words offer a firm refuge that "The widest road leading to the solution of all our problems is education." Cognizing the empowering role of the highest form of education that stretches far beyond collecting information merely, Tagore introduced a new concept of education called Bodhersadhana i.e. the pursuit of understanding or realisation in his article "Tapovan" (1910) in which he had distinguished it from the education of the senses and intellect, and equated it to the realisation of individual's bond of union with the universe through the deeper intuition of feeling. But unfortunately that concept of education is gradually getting blurred in today's world. The staggering toll on humanity caused by two World Wars in the first half of the 20<sup>th</sup> century, the recent pandemic and also the international unrest across the globe have painfully proved that the goal of education is yet to be reached. At the same time it can never be disregarded that numerous new as well as thought provoking concepts have also stepped in.

The global arena of education is facing fast changing concepts each day. There is a tremendous responsibility on the educators and policy makers to ensure a quality education so that the students are well informed and capable of meeting the challenges of the future. National Education Policy, 2020, also emphasises upon research and development with an aim to foster new concepts in education to combat the ever-emerging challenges. One of the biggest challenges is the constantly changing and evolving nature and scope of the job market. This requires a paradigm shift in the approach to education with special focus on skill-development strategies. Another challenge faced is the right use of technology in education, especially in the new



normal situation. While technology has the potential to revolutionise the teaching-learning process by facilitating remote learning and self-paced learning opportunities, it also has its drawbacks. While imparting quality education, a much focused key component of sustainable development goals as designed by the UN, issues and challenges in education and culture can neither be overlooked nor generalised. More varieties and avenues are to be made accessible to all. As we move forward, we must join our hands together to tackle these challenges and make a difference in the lives of our students in general and the education sector as a whole.

With the mission of tracking the recent concepts, research and development in Indian education and culture, the IQAC of Siliguri B.Ed. College had organised one International seminar on 28<sup>th</sup> April, 2023 on '*Emerging Trends in Indian Education and Culture*' which evoked huge response from India and abroad. Out of those huge number of received research papers, Siliguri B.Ed. College has undertaken a project of publishing an edited volume with selected contributions recommended by the Screening Committee. The current volume has seven well-defined sub themes on recent trends in educational research, policy and development, contemporary issues and challenges in teacher education, equality and inclusion in Indian education and culture, technology implementation, multiculturalism in education, and others. We sincerely hope that the readers will definitely find the articles useful, relevant and intellectually motivating enough so as to build up constructive thoughts about contemporary issues.

With regards and thanks to all.

Dr. Rituparna Basak (DasGupta)

Sadar Shaikh

Dr. Sourav Das

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# **Emerging Trends and Issues in Indian Legal Education**

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## **Introduction**

The Current state of legal education and its impact on the society has been very emphatically described by doyen of Indian legal education Padmashree Prof N R Madhava Menon in his memoir: Thousands of ill-equipped, unemployable law degree holders were being turned out every year to become, as the Law Commission observed, “half-baked lawyers who act as touts and parasites in society”. The malaise had its adverse impact on administration of justice and in governance itself (Prakash, 2019).

## **Learning Through Apprenticeship**

In India, initially the Barristers required no university degrees. They need not pass any exam. One needed to be admitted to chamber or group of lawyers and acquire necessary learning skills to become a barrister, So the only qualification required was to work as apprentice to Barrister, so the emphasis was on learning the skill rather than to getting degrees. Later, but before the Advocates Act, 1961 was enacted, there was a system by which a law graduate had to undergo training

by way of apprenticeship in the chambers of a lawyer for one year to become eligible to be enrolled as an Advocate. After the Advocates Act, 1961 came into force, the procedure for apprenticeship was continued but in the year 1973 certain amendments were made in the Act and the requirement of apprenticeship was dispensed with. According to some experts, this abolition of apprenticeship lead to deterioration of quality of the law graduates as only knowledge part was imparted by the colleges/universities but the basic skill was acquired by the law graduates only through apprenticeship.

### **Constitutional Provisions and Regulatory Framework**

The Constitution of India originally laid down the responsibility of providing education on the States by putting matters related to education in List II of the Seventh Schedule, but now it is part of List III (Concurrent List- Entry 26, Legal profession along with the medical and other professions also), meaning thereby that both the Union and the States now have legislative competence to enact law in this field. However, there is no specific entry in Schedule VII of the Indian Constitution dealing with legal education, consequently general entries relating to higher education and eligibility to practice before courts are used to regulate legal education requirements, Viz. List I Entry 66, List III entry 25, List I entries 77 and 78.

Advocates Act, 1961, a central legislation, provides for setting up of the Bar Council of India (hereinafter referred to as BCI) and State Bar Councils in the States. Section 7(1)(h) of the Act, empowers BCI to fix a minimum academic standard for commencement of studies in law. Section 7(1)(i) of the Act gives power to BCI to recognize Universities whose degree in law shall be taken as a qualification for enrolment as an advocate and for that purpose to visit and inspect Universities. However, it seems that when the Advocates Act was enacted the sole objective for pursuing or imparting legal education was exclusively to practice in courts only and for that reason therefore the

Act gave powers to the practicing advocates under BCI to lay down the standards of legal education but now in the modern-day circumstance the role of lawyers has completely changed. Now lawyering is not only restricted to courtrooms and has acquired many wide and multifarious dimensions today. Lawyering broadly involves two things-one is practice in court, which is no doubt the domain of BCI but the other purpose, which can be manifold like mediator, arbitrator, conciliator, legal services etc is not the domain of BCI and therefore, BCI cannot and should not have the exclusive right to regulate legal education in India

### **Objectives of Legal Education**

The objectives of the legal education must be derived from our Constitution only. The Constitutional goals which we strive to achieve are mentioned in the Preamble of the Constitution which we must achieve through legal processes and institutions like legislatures etc. The broader objective of legal education should be fostering the constitutional values, development of law, public legal education, social relevance and at the same time providing professional competence. The object of the legal education is not restricted only with producing legal practitioners who are experts in litigation-oriented skills, but also to play a vital role in which the lawyers are equipped with divergent skills, prospective and tools with a view to making them policy-makers, administrators, and social engineers (Bhatia, 2006).

### **Future Vision**

The twenty-first century is going to be a totally different world than most of us are familiar with or can imagine in our conventional mindset. It is difficult even to comprehend the dimensions of change and the demands of the legal profession in the next millennium. Given the growth of information and communication technology, we must

anticipate the changing styles of advocacy and prepare the future lawyers to be proficient in managing all types of information, not just the statutes and judicial decisions. To my mind for the first time in history, the legal profession is under threat of invasion from other professions unless the profession itself changes its nature and methods of delivery of services (Prakash, 2019). Richard Susskind has predicted that law, legal markets and thus the work of lawyers will see massive changes in the years to come (Susskind, 2017). He argues that these changes are driven by three main factors. First, clients-including in-house lawyers-will require more and better services for the same or even less money. Second, the ongoing liberalization of legal markets will create additional competition for the providers of legal services. Third, the increasing use of legal technologies and in particular the rise of artificial intelligence (AI) is already changing the legal world at a rapid pace (Susskind, 2017). Wolff says that it must be the goal of law schools to provide an education which fosters critical and creative legal thinking rather than just instilling legal knowledge and skills which graduates can apply in a robot-like manner when entering legal practice (Wolff, 2020). As our society has become more complex, as our conception of proper function of government has changed, and as commercial, social, and political isolationism has become less and less practicable if not impossible, the problems of the lawyers have grown in number and variety (M.Morgan, 1952).

Adversarial legalism will diminish in importance in due course of time and it will be substantially replaced by alternative dispute resolution methods and therefore the teaching methods need to adopt and devise new ways of exploring the different areas of ADR. Science and technology will occupy core space in law curriculums and institutions as well, e.g., e-courts etc. There will be more diversification of the legal profession; growing outside litigation. Transnational legal practice and legal services will be traded. Research based learning will grow. Research needs to become a higher priority, with incentives and time set aside for it. Attention needs to be paid to the quality of



teaching and assessment, with a focus on course development, teaching techniques and useful feedback, none of which can be achieved without a comfortable faculty-student ratio (Arun, 2012). Faculties be able to produce research as well as consumed research. Curriculum planning, physical infrastructure, teaching pedagogy etc are other areas that need urgent attention.

## **Conclusion**

Current position of legal education has been aptly summed by Prosser (Prosser, 1948). I think teaching law is rather like herding sheep. You run around behind the students and bark at their heels, and head off the ones that start for the hilltops, and after a while, if you create enough commotion, they move down the valley and arrive at a destination without ever knowing how they got there. Of course... whether it is the right destination is another question, and there is always somebody who wants to argue about that (Prosser, 1948). What we need to do is to narrow and eventually obliterate the gap between the objective and its actualization (Routh, 2009). National Education Policy 2020 at Part III states that legal education needs to be competitive globally, adopting best practices and embracing new technologies for wider access to and timely delivery of justice. At the same time, it must be informed and illuminated with Constitutional values of Justice - Social, Economic, and Political - and directed towards national reconstruction through instrumentation of democracy, rule of law, and human rights. The curricula for legal studies must reflect socio-cultural contexts along with, in an evidence-based manner, the history of legal thinking, principles of justice, the practice of jurisprudence, and other related content appropriately and adequately. (Education, 2020).

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# **The Policy - Reservation in Indian Education System**

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## **Introduction**

Indian society have inherited inequalities of various kind from past, where caste is the most pervasive dimension of social stratification along with various other dimensions of stratification. This has led the modern state of democracy in India to adopt the policy of reservation(i.e positive discrimination) in order to eliminate inequality and bring up the backward sections of the society in the main stream functioning of the nation, and in order to do so the most important sphere of action was the sector of education. Positive Discrimination is defined as the practice of preferential selection of members of under-represented groups to widely esteemed position. But here in the case of educational institution it refers to the process of providing reservation of seats for backward classes or deprived section of the society..In a broader sense the policy of positive discrimination tries to describe those practices that attempt to correct past or present discrimination and prevent future occurrences of discrimination.

In India the discrimination that was prevalent was on the basis of caste and gender basically. The practice of untouchability that was quite prevalent in Indian society is still even reported in some parts of the country which gives a stimulus towards the policy of reservation,

but it can be very confidently said that the status of such discriminative activities have almost declined except for few rare incidences.

The section of society referred to as the 'Scheduled Castes' who faced a large amount of discrimination in the field of education due to the concept of untouchability, and another socially backward group which remained outside the fold of education is 'Scheduled Tribes', the reason for their exclusion was different from Scheduled Castes, the most important factor for their exclusion can be referred to their habitat and social customs and practices, which restricted them from coming into the main stream. Other social groups like OBCs (Other Backward Classes) who were deprived to some extent and thus there stood the need to bring them into the main stream of life, and thus the policy of reservation came up as a way to attain the objective... Besides the various castes, the women of the Indian society too were deprived from the field of education irrespective of caste, as a result of social taboo, so there showed up a need to bring them to the ambit of main stream education so the need for reserving seats arose in each and every field of action and education could not be left behind as it is quite evident that education is the most powerful tool towards social and individual transformation.

### **Objective of the study**

The study aims to look for the stages in evolution of the Policy of reservation, while assessing the current scenario of the policy of reservation. The study too tries to identify the causes of the ills of the system, and finally tries suggesting ways to rectify it too.

### **Evolution of the Policy of Reservation**

The urge or concern for the welfare of the disadvantaged section of the society was not a post independent phenomenon. Social reformers like Pandit Vidya Sagar, Raja Ram Mohan Roy, Jyotirbha Phule, M.K

Gandhi has always been vocal towards these concerns. The British government took some steps towards it like The Caste Disabilities Act 1850, The Montague-Chelmsford Reforms(1919), The Government of India Act 1935, e.t.c. Later the Indian Constitution's commitment towards safeguarding the interest of the backward communities in the educational sphere was ensured. The various commissions such as The RadhaKrishnan Commission (1948-1949), The Kothari commission(1964-1966), The Mandal Commission (implemented in the year 1990).

These acts through various commissions made it evident that the Indian Constitution's pledge towards egalitarian society is being worked on.

### **Current Scenario of Reservation In Education**

In primary and secondary government schools the enrollment of students are compulsory irrespective of their upbringing.

The percentage of reserved seats for students in higher educational institutes vary from states to states. In central-government funded higher education institutions, 22.5% of available seats are reserved for Scheduled Caste (SC) and Scheduled Tribe (ST) students. This reservation percentage has been raised to 49.5% by including an additional 27% reservation for OBCs. There are reservations for females too in various states and Union Territories, which varies from 5% to 33%.

Recently in 2019 with an amendment in the constitution 10% of the seats were reserved for the economically weaker section of the society.

The states of Mizoram, Nagaland, Meghalaya have 80% reservation of seats for its Scheduled Tribes, and Lakshwadeep sees a reservation of 100% for its S.Ts. while Chandigarh sees the least reservation of 27% for the O.B.Cs. There stands no similar ratio of reservation for each and every state and for each and every community, the demographic distribution determines the percentage of reservation

for each and every community. The most important fact of observation stands that the average percentage of reservation stands to be around 60%, which is more than half of the available seats.

### **Criticism of the policy**

The main aim of this policy was to move towards a inclusive egalitarian society where the walls of discrimination are shattered and each and every individual gets an equal share of opportunity, but in present day it has merely turned out to be an instrument to gain vote and thus the on field reality gets ignored. It's quite evidently seen that people generations after generation goes on taking the advantage of the reservation even when they stand at an affluent position. On the other hand people from higher status of caste have been struggling hard to prepare an even ground for themselves. Though the concept of economy has been brought into the notion of reservation but it stands very clear that the small share of reservation cannot outdo the chaos created through wide scale reservation aided by political motives.

It's not at all a fact to be denied that there was prevalent discrimination in the past but in today's society that concept of discrimination has almost disappeared and so there stand a need of restructuring the model of positive discrimination.

### **Way out**

While conducting the study it was quite evidently observed that there stands an urgent need of reorganizing the share of reservation for each group and to mitigate undue advantage the process of exploiting it generation after generation need to be brought to a halt. At the present stage, the economic sphere must be given due importance and the politicisation of the process of reservation must to concluded, then only a fair system can be achieved which will in true sense provide a stimulus towards an egalitarian society.

## Conclusion

The policy of positive discrimination worked with the aim of providing the society with an egalitarian outlook. It's need can never be denied upon but the implementers must keep in check the ever evolving nature of the society and must look towards the need of modifying the policy with utmost care. Also in a diversified country like India there stands a need for an right directioned implementation of the process free from political pressure.

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# **A Study on Demographic Attributes and Its Impact on The Mean Year of Schooling**

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## **Introduction**

Achievements in human development should be expressed not only in terms of quantity, such as life expectancy or years of schooling, but also in terms of quality. In 1990 mean years of schooling for the global adult population was 5.8; by 2017 it had increased to 8.4. And today's school-age children can expect to be in school for 3.4 more years than those in 1990(HDR- 2018).The indicator MYS has the advantage of expressing distribution of educational attainment in a single number. It is often used for cross-country comparisons and in economic and environmental models as the unique indicator of educational attainment and human capital stock (Mark et al, 2022). Mean years of schooling is referred as an Average number of years of education received by people ages 25 and older (Human Development Report- 2022).There is a relation between socio-economic status and quality education. Generally, the parents and community need to



appreciate the importance of socio-economic status that would enable their children to attain quality education (Mark et al, 2022). There are important differences by cohort and urban-rural residence in MYS (Maralani, 2008). Women who experience many miscarriages may fail to achieve their desired family size despite their references which affect the schooling of children (Desai, 1995). Rates of Urbanization improve access to schools by improving transportation and communication infrastructure (Duffo, 2001). The array of evidence suggests that the relationship between family size and educational attainment is likely related to a society's level of development, modes of production, and access to schooling, which in turn shape the relative influence on schooling (Lloyd, 1994). Desire to have better-educated children may not necessarily lead parents to choose smaller families (Gomes, 1984). There were no such studies showing the relation of demographic variables altogether their quantitative impact on MYS. The present study incorporates demographic attributes and their association with MYS.

## **Objectives**

The purpose of the study is

1. To find out the variation of MYS between Christian and Muslim countries in the world.
2. To explain the interrelationships between MYS and demographic attributes in the world.

## **Database and Methodology**

In order to accomplish first objective, the required data related to religious composition of the countries were obtained from World Population Review data (2023). Thirty countries were selected through simple random sampling from Christian and Muslim dominating countries (above 70% of the total Population). For fulfilling second

objective, thirty-five countries were chosen by simple random sampling method. Eleven demographic attributes such as population size, IMR, TFR, ABR, life expectancy, percentage of population below 15 years of age and above 65 years of age, percentage of urban population, GNI per capita, dependency ratio, physiological density is considered as predictors. MYS related data was obtained from Human Development Report (HDR), 2022 and all other data related to independent variables was obtained from (WPDS), 2022. In order to measure the significant variation of MYS between Muslim and Christian Countries Mann-Whitney U test has been used, as the sample data was not following normal probability distribution. To explain the relation of MYS with demographic attributes, the Pearson correlation method and multiple linear regressions was used. In order to obtain the best predictors of MYS the researcher has used Enter and removed method.

## Results and Discussion

Studies of religion and MYS from the perspective of whole world irrespective of various countries have paid limited attention to scholarly research on education. The researcher has tried to explore the variation amongst Christian and Muslim countries depending on MYS. The Table 1 shows that there is a variation of MYS between Christian and Muslim Countries in the world and that is showing a significant variation as the Mann Whitney U value 70 which significant at 0.05 level (higher than the probability value). (Table 2) For instance, MYS is relatively low in the African countries like Algeria, Morocco, Niger, Egypt, Guinea, in Asian countries like Azerbaijan, Oman, Palestine, Indonesia, and Iraq which are Muslim dominating countries. On the contrary, the MYS comparatively high in the European countries like Sweden, Finland, Denmark etc. in North and South American countries like Brazil, Canada etc.

**Table 1:** Mann- Whitney U Test (Between Christian Countries and Muslim Countries)

| Ranks |                          |    |           |              |
|-------|--------------------------|----|-----------|--------------|
|       | GROUP                    | N  | Mean Rank | Sum of Ranks |
| Score | Mys- Christian Countries | 30 | 43.17     | 1295.00      |
|       | Mys- Muslim Countries    | 30 | 17.83     | 535.00       |
|       | Total                    | 60 |           |              |

**Table 2:** Significance Level (Between MYS between Christian & Muslim Countries)

| Test Statistics        |        |
|------------------------|--------|
|                        | SCORE  |
| Mann-Whitney U         | 70.000 |
| Asymp. Sig. (2-tailed) | .000   |

The MYS indicator informs about the performance of the education system and its accumulated impact on human capital formation (UNESCO- 2023). The present study be asserting the effect of other demographic variables on MYS. Table 3 shows the correlation between various demographic attributes with MYS. It is evident that there is a significant negative correlation between MYS and IMR, TFR, ABR, % of Population below 15 years of age, Dependency ratio. In contrast, there is found a significant correlation between MYS and GNI Per capita (\$ PPP) % of Urban Population in the country, Life Expectancy, % of Population above 65 years of age. Other two attributes such as Size of Population and Physiological Density are showing no significant relation with the level of MYS.

**Table 3:** Correlation between MYS and Demographic Attributes

| SL No | Demographic Attributes                  | MYS                 |               |    |
|-------|---|---------------------|---------------|----|
|       |   | Pearson Correlation | Sig (2Tailed) | N  |
| 1     | Population Size                         | -.109               | .534          | 35 |
| 2     | IMR                                     | -.815**             | .000          | 35 |
| 3     | TFR                                     | -.787**             | .000          | 35 |
| 4     | Life Expectancy                         | .788**              | .000          | 35 |
| 5     | Percentage of Urban Population          | .678**              | .000          | 35 |
| 6     | Percentage of Population below 15 years | -.821**             | .000          | 35 |
| 7     | Percentage of Population above 65 years | .767**              | .000          | 35 |
| 8     | Adolescent Birth Rate                   | -.732**             | .000          | 35 |
| 9     | GNI Per Capita                          | .790**              | .000          | 35 |
| 10    | Dependency Ratio                        | -.638**             | .000          | 35 |
| 11    | Physiological Density                   | .205                | .237          | 35 |

(\*\* significant at 0.05 level)

The multiple regression model (Table 4) is showing the important demographic attributes and their collective impact on MYS. There are four significant models that have come up depending on their relevance and association with MYS. In the first model, % of Population below 15 years of age is alone contributing 66.4% impact on MYS. In second model, GNI Per capita and % of Population below 15 years of age have contributed 72.1% on MYS. In third Model, three predictor variables (% of Population below 15 years of age, GNI Per Capita (PPP) US\$, Infant Mortality Rate) have a large impact on MYS which is 75.4%. However, only two variables that are GNI Per Capita (PPP) US\$, Infant Mortality Rate have 75.1% impact on MYS.

**Table 4:** Impact of Predictors on MYS

| Model Summary |       |          |                   |                            |
|---------------|-------|----------|-------------------|----------------------------|
| Model         | R     | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .821a | .674     | .664              | 2.0359                     |
| 2             | .859b | .737     | .721              | 1.8543                     |
| 3             | .881c | .775     | .754              | 1.7430                     |
| 4             | .875d | .766     | .751              | 1.7519                     |
|               |       |          |                   |                            |

- a) Predictors: (Constant), % of Population below 15 years of age,
- b) Predictors: (Constant), % of Population below 15 years of age, GNI Per Capita (PPP) US\$,
- c) Predictors: (Constant), % of Population below 15 years of age, GNI Per Capita (PPP) US\$, Infant Mortality Rate
- d) Predictors: (Constant), GNI Per Capita (PPP) US\$, Infant Mortality Rate

Table 5 is showing the significance level of all the models where it is observed that all the models are significant at 0.05 level. Out of eleven variables that were taken into consideration, the factors of Percentage of Population below 15 years of age, GNI Per Capita (PPP) US\$ and IMR will have substantial impact on MYS. These three are the best predictors of MYS. That results get further strengthened by VIF values (Table 6). All the variables which have significant impact on MYS (Table 6) are having VIF values less than 5. Which specifies there are no collinearity effect on these variables.

**Table 5: Significance of Model Summary**

| ANOVA |            |                |    |             |        |       |
|-------|------------|----------------|----|-------------|--------|-------|
| Model |            | Sum of Squares | df | Mean Square | F      | Sig.  |
| 1     | Regression | 282.338        | 1  | 282.338     | 68.116 | .000b |
|       | Residual   | 136.784        | 33 | 4.145       |        |       |
|       | Total      | 419.122        | 34 |             |        |       |
| 2     | Regression | 309.092        | 2  | 154.546     | 44.947 | .000c |
|       | Residual   | 110.029        | 32 | 3.438       |        |       |
|       | Total      | 419.122        | 34 |             |        |       |
| 3     | Regression | 324.937        | 3  | 108.312     | 35.650 | .000d |
|       | Residual   | 94.185         | 31 | 3.038       |        |       |
|       | Total      | 419.122        | 34 |             |        |       |
| 4     | Regression | 320.907        | 2  | 160.453     | 52.278 | .000e |
|       | Residual   | 98.215         | 32 | 3.069       |        |       |
|       | Total      | 419.122        | 34 |             |        |       |

a. Dependent Variable: Mean Year Schooling

b. Predictors: (Constant), % of Population below 15 years of age),

c. Predictors: (Constant), % of Population below 15 years of age), GNI Per Capita (PPP) US\$

d. Predictors: (Constant), % of Population below 15 years of age), GNI Per Capita (PPP) US\$, Infant Mortality Rate

e. Predictors: (Constant), GNI Per Capita (PPP) US\$, Infant Mortality Rates

Table 6: Collinearity Statistics

| Coefficients <sup>a</sup>                  |  |                             |            |                           |        |       |                         |       |
|--|--|-----------------------------|------------|---------------------------|--------|-------|-------------------------|-------|
| Model                                      |  | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig.  | Collinearity Statistics |       |
|  |  | B                           | Std. Error | Beta                      |        |       | Tolerance               | VIF   |
| 1  | (Constant)                               | 16.304                      | 0.975      |                           | 16.728 | .0    |                         |       |
|  | ( % of population below 15 years of age) | -0.271                      | 0.053      | -.821                     | -4.251 | .0    | .1                      | 1     |
| 2  | (Constant)                               | 12.071                      | 1.758      |                           | 6.867  | .0    |                         |       |
|  | ( % of population below 15 years of age) | -0.131                      | 0.047      | -.521                     | -3.706 | 0.001 | 0.415                   | 2.406 |
|  | GNI Per Capita ( PPP ) US\$              | 7.43E-05                    | .0         | 0.160                     | 2.789  | 0.009 | 0.415                   | 2.406 |
| 3  | (Constant)                               | 10.935                      | 1.726      |                           | 6.334  | .0    |                         |       |
|  | ( % of population below 15 years of age) | -0.072                      | 0.062      | -.216                     | -1.152 | 0.258 | 0.206                   | 4.864 |
|  | GNI Per Capita ( PPP ) US\$              | 6.94E-05                    | .0         | 0.165                     | 2.751  | 0.01  | 0.412                   | 2.428 |
|  | Infant Mortality Rate                    | -0.060                      | 0.038      | -.379                     | -2.284 | 0.029 | 0.203                   | 3.889 |
| 4  | (Constant)                               | 9.251                       | 0.9        |                           | 10.263 | .0    |                         |       |
|  | GNI Per Capita ( PPP ) US\$              | 8.11E-05                    | .0         | 0.437                     | 1.719  | 0.001 | 0.55                    | 1.816 |
|  | Infant Mortality Rate                    | -0.117                      | 0.027      | -.515                     | -4.386 | .0    | 0.55                    | 1.816 |
| a. Dependent Variable: Mean Year Schooling |  |                             |            |                           |        |       |                         |       |

Conclusion

Demographic attributes play a very important role in determining the level of MYS across the globe. Out of eleven attributes, GNI Per capita (PPP US \$), IMR and percentage of population below 15 years of age have emerged as significant influencing factors of MYS. Other than that, TFR, ABR, Life expectancy have substantial influence on MYS. It has also been found that Muslims countries have significantly low MYS in comparison to Christian countries in the world. African and Asian countries have shown relatively low MYS compared to American and European countries (HDR, 2022).It can be concluded that the level of mean year of schooling is highly associated with demographic variables.

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# **Transforming Education in India: A Study on Emerging Trends and Recent Developments in Indian Education System**

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## **Introduction**

The Indian education system, with the world's oldest university system like Nalanda, emphasizes holistic development of students' mental, cognitive, and spiritual growth. The ancient Gurukul System focused on developing human values like empathy, integrity, and ethical behavior (College Vidya, 2023). India's education system has evolved post-independence as a tool for social change through community development, with Nehru as the architect of modern education policies inspired by Western scientific advancements (News Gram Desk, 2015). The Indian education system, which is known for its representation of ancient Indian values and culture, has been enhanced by recent technological innovations. India has various emerging online trends in education, including distance education and technologies like AI, AR, and VR. Education policies emphasize changing trends to meet people's needs, and the UGC sees online learning as essential, particularly during the COVID pandemic.

With the advent of the COVID-19 pandemic, there has been

a significant shift towards e-learning and online education. Moreover, there is a greater emphasis on skill development and vocational training, as opposed to traditional methods of learning.

The rapid changes in the global economy and advancements in information technology, driven by globalization, have paved the way for new approaches to nation-building, in which education plays a crucial role. This research paper aims to examine the emerging needs that are currently shaping the landscape of the Indian education system. It analyzes the challenges that have arisen, and presents potential solutions.

## **Literature Review**

**Arya, N; (2019):** Innovative approaches such as AI, personalized learning, wellness programs, and teacher training foster student engagement, and AI is a promising investment sector.

**Ministry of HRD (2009):** 80% of India's rural population lacks access to specialized schools, resulting in an estimated 8 million children being deprived of education.

**Keswani et al. (2014):** Information technology improves the effectiveness of teachers, students, and administration in education, promoting literacy, global awareness, inventive thinking, effective communication, and interpersonal skills.

**Nisha.F, Senthil.V. (2015):** Online education has the potential to promote social cohesion and sustainable growth, with MOOCs reaching everyone and requiring minimal government effort.

**Sabari Shankar R, Naresh Kumar S (2018):** Universities should cover 25% of the syllabus online via video lectures, MOOC/SWAYAM courses, and encourage online learning for primary/secondary, higher education, test prep, reskilling/certification, and causal learning.

## Objectives

- To analyze the current trends in Indian education.
- To investigate how technology can address the emerging trends in Indian education.
- To study the impact of cloud learning, MOOCs, and interdisciplinary courses on reskilling and upskilling in India.
- To assess the benefits of e-learning in India.
- To provide recommendations for policymakers and stakeholders to create an enabling environment for technological innovations in Indian education.

## Methodology

In this paper, secondary data is used. The information and data mentioned in this paper have been collected and compiled from various journals, government websites, newspaper articles, research papers, institutional reports, and books.

## Analysis and Discussion on Recent Trends in Indian Education—

### 1) Digital and Library based education:

- Open and Distance Learning (ODL):** The Open and Distance Learning approach has proven to be a valuable option for individuals who are unable to attend classes due to personal or professional obligations. This approach has gained popularity, particularly during the COVID-19 pandemic, as it merges seamlessly with online modes of education. Prominent institutions offering such programs include Indira Gandhi National Open University (IGNOU), Symbiosis University, NMIMS University, Sikkim Manipal University, etc. The year between 2021 and 2022 saw a substantial increase in enrollment for online education, with a growth rate of 170%, and for open and distance learning (ODL), with a growth rate of 41.7%, indicating a

surge in non-physical modes of learning (The Times of India, 2022).

- ii. **SWAYAM - MOOCs:** AICTE created SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) in 2016, one of the largest MOOC platforms globally, offering free online courses and skill-based courses, ensuring universal access to learning resources through Information and Communication Technology (ICT). More than 30 million students have enrolled in SWAYAM, a Massive Open Online Course (MOOC) platform that provides more than 300 courses of the highest quality (AICTE, n.d.).
- iii. **e-PG Pathshala:** The Ministry of Human Resource Development (MHRD) initiated e-PG Pathshala, run by the University Grants Commission (UGC), to provide high-quality curriculum-based and interactive e-content in 70 subjects across all disciplines. It has 20000+ e-texts, 19000+ video lectures, 3200+ expert faculties, 30000+ quizzes, and 70 subjects with 723 papers comprising 22000+ uploaded courses / subjects with modules (e-text/Video). The total number of visitors is 18028514 (since March 19, 2014, to April 20, 2023) (epgpathshala, 2023).
- iv. **e-GYANKOSH:** eGyanKosh is a digital repository at the national level that stores, indexes, preserves, distributes, and shares digital learning resources created by open and distance learning institutions across the country. Resources have copyright protection, and all rights are reserved by Indira Gandhi National Open University (IGNOU). More than 2 million resources can be downloaded and accessed for free from it (egyankosh, 2023).
- v. **E-Shodhsindhu:** E-ShodhSindhu is a consortium of higher education institutions in India that provides access to electronic resources to support teaching, learning, and research. It was set up by the Ministry of Education and offers access to a wide range of scholarly journals,

e-books, and databases to faculty, researchers, and students across the country. It has resources from 217 universities, 75 technical institutions, 3800+ colleges, 10000+ journals, 199500+ e-books, 600000 through National Digital Library of India (NDLI) and 4 databases (eShodhsindhu, 2023).

vi. **National Digital Library of India (NDLI):** NDLI is a project of the Ministry of Education, Government of India, aiming to create a digital repository containing millions of academic resources accessible to everyone. It aims to serve as a one-point source for all academic requirements for students, teachers, researchers, and the general public. It has more than 94,051,509 resources (NDLI, 2023).

vii. **Sakshat—The One Stop Free Portal for Education:** Indian government launched ‘Sakshat’ in 2006, an educational helpline for lifelong learning. The Content Advisory Committee developed content with prominent institutions and academicians. The aim is to expand the project through ‘National Mission in Education through ICT’ to provide high-quality knowledge modules to institutions of higher learning and meet personalized needs through Sakshat (Ministry of Education, GoI; n.d.).

**2) Artificial Intelligence (AI), Virtual Reality (VR), and Augmented Reality (AR):** AI, VR, and AR are crucial for future innovations in education. EdTech firms like SpeEdLabs are developing and implementing AI-based instruction platforms in Indian schools (Pawar, S; 2022). VR and AR provide immersive experiences for education, with VR creating a 3D environment while AR overlays digital elements on real-world views. The mobile game Pokémon Go, which utilizes AR, had over 100 million users globally in 2016 (Karishma, J; 2018). It is not an educational application, but teaching children how to play it can build their curiosity and comfort with their surroundings (Ibrahim, H; 2022).

AI, VR, and AR are revolutionizing the teaching and learning experience. In India, the AI market is projected to reach USD 8 billion by 2025, with a compound annual growth rate of 20.2%, contributing to India's GDP growth (UNESCO, 2022).

### **3) Promotion of Entrepreneurship Culture and Innovation in India:**

Digital India and Startup India programs promote innovation and entrepreneurship in India. Digital India provides digital infrastructure and connectivity to remote areas, while Startup India offers funding, mentorship, and showcases for entrepreneurs. India's entrepreneurial activity rate rose to 14.4% in 2021 from 5.3% in 2020, according to the Global Entrepreneurship Monitor (GEM) India Report (21-22) (Shivam, V; 2023).

### **4) STEM (Science, Technology, Engineering, Mathematics) - based Learning and Skill-based Education:**

India's National Education Policy (NEP) 2023 introduces integrated modes of study in the areas of Science, Technology, Engineering, and Mathematics (STEM) education to develop problem-solving, creativity, critical thinking, teamwork, communication, and conflict resolution skills that are unlikely to be fulfilled by machines and AI. India had 2.86 crore higher secondary level students in 2021-22, but a survey showed only 57% of girls, compared to 85% of boys, were interested in pursuing STEM careers (Priyanka, n.d.).

### **5) Inclusive education (IE) in India:**

Inclusive Education (IE) is an approach that brings students with and without disabilities together in one classroom and community, aiming to maximize the potential of all. The NEP 2020 seeks inclusive education for all, especially girls and socially and economically disadvantaged children. As per the U-DISE database for 2021-22, the total enrollment of children with special needs in pre-primary education is 2266792, consisting of 952144 girls and 1314648 boys (U-DISE, 2023).

## Findings

It has been found that ODL is popular in India due to COVID-19 and personal/professional obligations. Digital platforms available include SWAYAM, e-PG Pathshala, e-GYANKOSH, e-Shodhsindhu, and National Digital Library of India. AI, VR, and AR are crucial for future education innovation, with the AI market expected to reach USD 8 billion by 2025. Digital India and Startup India promote entrepreneurship, leading to a significant increase in entrepreneurial activity. NEP emphasizes STEM, skill-based education, and inclusive education for all.

## Conclusion and Recommendations

Emerging technologies in education require further research with an emphasis on learners' perspectives due to the challenges they face with technical knowledge and resources. While learners familiar with social media platforms find it easier to use online learning tools, there is still a need to minimize costs or provide technical gadgets. Universities are incorporating digital elements viz. AR, VR and AI to facilitate real-world challenges and project-based learning. Cloud learning, learning analytics, MOOCs, and interdisciplinary courses will redefine education. Educational institutions must adapt to these changes, with teachers evolving from instructors to facilitators. Regular studies should be conducted to track trends, and e-learning could benefit a wide range of users with proper management, platforms, content, and expertise.

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# **Rise of Self-Directed Learning in the Era of Globalisation - Trend towards Tomorrow**

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## **Introduction**

Nothing is permanent except change. Change is a continuous and lifelong process. The pace of change in the modern world is very high. The kind of changes taking place in the present scenario has never been seen earlier in the history of human civilization. Learning, unlearning and relearning have become the need, compulsion and daily demand in the life of an individual. This is because what we learn today is getting irrelevant tomorrow. In this situation self-directed learning can act as a potential instrument to overcome the problem. Further, modern forms of learning like online learning, digital learning, virtual learning etc. which makes the process of learning much more interactive, communicative and collaborative can be an integral, indivisible and inseparable part of this self-directed learning process (Stoller, 2013). Further, it facilitates the attitude of lifelong learning as well amongst the learners. Moreover, when the world is changing rapidly and technological advancement

has changed the world of education, the need of self-directed learning strategy gets increased (Saeed, Yang, & Sinnappan, 2009).

### **Idea of Self-Directed Learning**

Self-directed learning is a deliberate, continuous and lifelong process. It is self-motivated learning for the purpose of obtaining information, knowledge and understanding. The time to come is looking forward to proactive individuals, who can take the responsibility for their own capability to learn, unlearn and relearn in the fast-changing world (Toffler, 1971). Self-directed learning can be defined as the learning where individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs and formulating learning goals; and identify human and material resources for learning, choosing and implementing appropriate learning ways and evaluating learning outcomes (Knowles, 1975). Peer learning, help seeking, time management and effort regulation are integral ingredients of self-directed learning strategy (Pintrich et al., 1991). In accordance to Candy (1991) there are four dimensions or components of self-directed learning. They are personal autonomy, self-management in learning, learner-control of instruction and independent pursuit of learning.

Zimmerman (1996) describes self-directed learners as the learners who personally initiate and direct their own efforts to acquire knowledge, skills and awareness rather than depending on teachers, parents or other means of instruction. Hence, the goal of self-directed learning is related to enhance one's own capabilities to be self-directed and facilitate transformational learning (Merriam, Caffarella, & Baumgartner, 2006). The idea of self-directed learning is associated with an individual's consciousness, awareness and acceptance of personal accountability for the purposeful learning. It helps in acquiring new knowledge, skills and abilities along with enrichment and betterment of learning experiences. It focuses on comprehending the best individual practices for the best learning results. It specifies what learning methods, practices, procedures,

strategies and techniques maximize learning outputs, how to prepare for the best way of knowledge attainment, and how to learn effectively outside the formal classroom settings (Bolhuis, 2003).

### **Relevance of Self-Directed Learning Strategy in a Globalised World**

Learning plays a significant role in the life of an individual irrespective of race, region and religion. Further, the idea of self-directed learning has its own implications in the context of present globalised world. It helps in the development of lifelong learning attitude. It facilitates the idea of learning culture, learning society and learning ecosystem. It gives autonomy, flexibility and freedom to the learners in the process of learning. It makes the learners empowered to learn according to their own pace, path and place (Loyens, Magda, & Rikers, 2008). Furthermore, it allows the learners to learn anytime, anything and anywhere irrespective of caste, creed and colour. The needs, desires and aspirations of the learners act as the driving force in the formulation of self-directed learning strategy. Technological advancement further facilitates, empowers and strengthens the idea of self-directed learning strategy in the era of globalisation, modernisation and commercialisation. Further, digital learning, online learning and other modern modes of learning can be integral, indivisible and inseparable ingredients of self-directed learning process. These modern forms of learning make the process of learning much more interactive, communicative and collaborative. They give abundant opportunities to the learners to exchange and express their views, ideas, thoughts etc. freely and fearlessly.

### **Implications of Digital Technology in Self-Directed Learning**

Digital revolution has tremendously transformed the world. It has influenced every aspect of human life including education, economics and entertainment. Digital technology is the result of modern technological advancement. Almost all the important sectors of the world have been touched by digital technology. Education sector is also not an exception.

This sector is gradually getting dependent on the digital platforms of learning. Digital technology plays a crucial, critical and central role in the modern forms of learning and effective formulation of self-directed learning strategy for an individual (Lou, Abrami, & d'Apollonia, 2011). It has converted the idea of virtual classroom into reality. It has become an integral part of teaching, learning and evaluation process. Further, it has empowered the learners to learn anytime, anything and anywhere in accordance to their own convenience irrespective of race, region and religion. It gives opportunities to the learners to express and exchange their ideas, information and imagination globally in a free and fearless environment. Moreover, it has reduced the dependence of learners on schools, colleges and universities for the purpose of effective, creative and productive learning.

### **Self-Directed Learning as an Instrument of Alternative Education**

India is a country with huge population and limited resources. So ensuring the right to education for every child and universalisation of education is a great challenge to the state. In this situation the idea of alternative education gives a hole to the policy makers. Alternative education is an urgent need of the hour in Indian context. It gives an option or choice of traditional forms of learning to the learners. It has its own significance in the present context. It incorporates many pedagogical approaches differing from the mainstream pedagogy. It operates in a non-traditional setting and addresses different social, emotional and behavioural needs of the learners. It gives autonomy, flexibility and convenience to the learners to a certain extent. Self-directed learning can act as a potential tool of alternative education for the learners. It provides a powerful platform of learning to the learners other than the mainstream learning process. It facilitates active learning which is necessary to face the challenges of life. Further, alternative education helps in building lifelong learning attitude which plays a significant role in the growth and development of individuals, societies and humanity.

## **Impact of Self-Directed Learning in a Drastically Changing World**

The world is changing rapidly, drastically and tremendously. Knowledge, skills and abilities which are required today are getting obsolete, irrelevant and outdated tomorrow. In this situation active learning according to the needs and daily demands of life has become a compulsion for the people in this ever changing modern world. Self-directed learning strategy may play a very significant role in handling this situation. It helps an individual to learn in accordance to his or her speed, time and pattern. It gives control of learning in the hands of the learners. All the decisions during the learning process are taken by the learners himself or herself in accordance with the situation. Therefore, learners get empowered and become the captain of the ship. Online learning, digital learning, virtual learning and other modern forms of learning are rapidly gaining importance and momentum. These modern forms of learning are playing the significant role in the formulation of self-directed learning strategy in the present context.

### **Conclusion**

Self-directed learning can play a crucial, critical and decisive role in lifelong learning, alternative education and individual empowerment. Its relevance and significance will rise because learning, unlearning and relearning have become the need, demand and integral part of personal and professional life of the people in this fast changing world. Technological advancement plays a significant role in the effective formulation of self-directed learning strategy. Modern platforms of learning make this strategy more relevant, creative, interactive, productive, communicative and collaborative to the learners. This strategy makes the process of learning learner centric, self-dependent and freedom oriented. It provides unlimited, boundless and continuous opportunities of learning anything, anytime and anywhere in accordance with the needs, desires and aspirations of the learners irrespective of caste, creed and colour.

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## Perceived Returns for Higher Education: A Case Study with XII Students in Siliguri

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### Introduction

The study harnessed an answer to a question relating to the future study plans of XII science students. After the final examination of school education, a student is having options to go for higher education or vocational education or go for a job. In this issue, the parents or guardians play a decisive role and are again guided by their own experiences and information available from media and other adults. Economists involved with research on educational issues from the angle of view of economy and psychology state that they (parents or guardians) are guided by the *perceived returns for schooling* (Jensen, 2010) which are not necessarily the same for the parents or guardians and the students. In the social environments, the *perceived returns for schooling* for the parents or guardians are frequently discussed, although the same for the students rarely get importance in public discussions. In the new normal situation, after the pandemic due to COVID, the job market has become much more uncertain. People are advocating the reformulation of the school curriculum so that students can cope with that enhanced uncertain scenario. Fortunately, the NEP -2020 was passed even before

the peak period of the pandemic and emphasised critical thinking, a multidisciplinary approach, collaboration and entrepreneurship all of which are of prime concern to all the stakeholders. This situation has prompted the present work to seek a picture of the *perceived returns for schooling* for students from an Indian perspective.

## Review

In this section, three basic documents have been reviewed based upon which the research questions for the study have been formulated.

As noted in the previous section of the Introduction, Jensen (2010) reported the survey results for eighth-grade boys in the Dominican Republic. The perceived returns to secondary schools were found to be severely low. In that context, the researcher felt the need for the availability of accurate information on the returns for schooling to the students.

The second important document is the Policy Research Working Paper 7020 by Montenegro and Patrinos (2014). The study was on data available for more than sixty years starting from 1950 from 139 global economies. Out of six major Findings that were reported one was like this: the returns to schooling were higher for women than men.

The third Reference where the present work gets input is the Ph.D. thesis of Sana Samreen (2017). The researcher of the thesis investigated the reasons behind low schooling among the Muslim community of the Aligarh district of Western U.P. It hypothesized and verified the gap between the perceived returns to schooling and actual returns as one of the major reasons for the low effective enrolment in that area. However, here the perceptions of the parents or guardians were studied.

Thus, from the above-reviewed articles the following points may be noted.

- (i) The perceived returns to schooling and actual returns are not necessarily the same. Rather, a gap between those is a natural



phenomenon.

- (ii) Lack of accurate information is one of the most important reasons for the existence of the gap.
- (iii) The perceived return to schooling is higher for women compared to men.

### **Research Questions:**

The research questions are related to XII-level school students who are going to appear in the school leaving final examination in the next year and are expected to enter higher education or work for earning. Henceforth in this paper, such students will be mentioned as 'students.'

Keeping in view the discussions of the previous sections on the Introduction and the review the research questions have been formulated as below.

Questions to which answers have been sought in this paper are:

- 1) What are the major characteristics of perceived returns from Higher Education of the students under study?
- 2) Do the perceived returns of students about Higher Education as indicated by the participation in entrance examinations vary with boys and girls?
- 3) Does the awareness of students to information relating to perceived returns to Higher Education vary with boys and girls?

### **Methodology:**

- A mixed approach has been used.
- Relating to objective 1): For identifying the perception of the students, a qualitative approach has been adopted. Responses from the students collected through a semi-structured interview in the form of a questionnaire have been arranged for categorization. The method of triangulation has been used for each student for reducing subjectivity.

- Relating to objectives 2) and 3): The survey data collected has been analysed with the help of non-parametric inferential statistics.

- Null-hypotheses:

Relating to objective 1): Not required.

Relating to objective 2):

$H_{02}$ : There is no significant difference between the perceived returns to Higher Education as indicated by the *participation in entrance examinations* for boys and girls.

Relating to objective 3):

$H_{03}$ : There is no significant difference between the awareness of the importance of *information* relating to perceived returns to Higher Education for boys and girls.

- **Sampling:**

The procedure is purposive, and the students were selected according to convenience.

*Population:* All the XII students of private and government schools in the study area.

*Sample* (chosen according to convenience, table-1):

**Table-1:** Sample distribution

|                    | Government aided schools |      |       | Private Schools |      |       |
|--------------------|--------------------------|------|-------|-----------------|------|-------|
| Number of schools  | 5                        |      |       | 5               |      |       |
| Number of students | Girls                    | Boys | Total | Girls           | Boys | Total |
|                    | 8                        | 6    | 14    | 16              | 6    | 22    |

- **Delimitation:** The Siliguri Mahakuma Educational District has been chosen to be the study area.

## 5. Systematization of data and Findings:

### Relating to objective 1:

**Table 2:** Crude Findings and categorization

| Crude Findings   | Categorization   |
|--|--|
| <ul style="list-style-type: none"><li>● No science student opted for Honours courses. 36% of the students from disciplines other than science opted for honours. But, none of them opted to see him or her as a knowledge seeker. All of them wanted a good job.</li></ul> | Awareness about the decrease in market demand for pure knowledge-based services like teaching. |
| <ul style="list-style-type: none"><li>● Not all students had the fantasy of being doctors or engineers. 31% of all the students responded had a practical understanding of reality and prepare for the non-traditional job market.</li></ul>                               | Awareness about the decrease in market demand for conventional jobs.                           |
| <ul style="list-style-type: none"><li>● Even, some of the science students (31%), who have been given the choice of becoming an Engineer or a doctor, have also opted for pursuing a pass-course degree, and not an honours degree.</li></ul>                              | The urge for career-oriented learning.   |
| <ul style="list-style-type: none"><li>● The majority of the students (58%) depended heavily on correct and useful information.</li></ul>   | Awareness of information relating to perceived returns to Higher Education.                    |
| <ul style="list-style-type: none"><li>● The majority (75%) of the students wanted to prepare for entrance examinations after the H.S. Examination was over.</li></ul>  | Career-oriented attitude.  |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● 40% of the students opted for part-time jobs that would give some earning and experience of how to earn during the vacation after the H.S. Examination.<br/>Only 1 out of 36 opted for going for learning job-oriented skills through short courses during that period.</li> </ul> | State of under-informed about returns to alternate educational avenues. |
|---|---|

### Relating to objective 2:

*Table 3: Choice of utilizing vacation after H.S. Examination*

|       | <i>Opted</i> for taking preparation for entrance examinations during the vacation after H.S. Examination | <i>Did not opt</i> for taking preparation for entrance examinations during the vacation after H.S. Examination | Total |
|-------|--|--|-------|
| BOYS  | 08   | 04   | 12    |
| GIRLS | 19   | 05   | 24    |
| Total | 27   | 09   | 36    |

Here  $df = 1$ ; the Calculated value of Chi-square = 0.67, whereas the Table value for the same = 3.84. Hence, the Null hypothesis  $H_{O2}$  is accepted.

### Relating to objective 3:

*Table 4: Awareness of the importance of information relating to perceived returns to Higher Education*

|       | <i>Indicated</i> the importance of information relating to perceived returns to Higher Education | <i>Did not indicate</i> the importance of information relating to perceived returns to Higher Education | Total |
|-------|--|---|-------|
| BOYS  | 8  | 4   | 12    |
| GIRLS | 13   | 11  | 24    |
| Total | 21   | 15  | 36    |

df= 1 for this case as well. Here again, the calculated value of Chi-square comes out to be 0.51, whereas the Table value for the same is 3.84. Hence, the Null hypothesis  $H_{O3}$  also is accepted.

## 6. Analysis and Interpretation:

From the Findings that are available from section 3 one can interpret objective-wise as follows.

Relating to the objective-1 the interpretations are:

- It is relieving to note that at least 30% of the students are already aware of the scarcity and uncertainty in the job market. Their attitude towards learning has a career-oriented bent. Even, at least 40% of the students opt for part-time earning. However, their awareness towards additional learning through short courses is low and seems to suffer from remaining under-informed and dependent upon traditional options.
- In general, the perceived returns to Higher Education of the students under study are job-oriented, though under-informed. The study could not detect any perceived return to Higher Education for higher intellectual and emotional satisfaction for the same group of students.

Relating to the objective- 2 the interpretation is:

- There is no significant difference between boys and girls relating to the choice of utilizing the vacation through the preparation for entrance examinations, an important indicator for the perceived returns to Higher Education.

Relating to the objective- 3 the interpretation is:

- There is no significant difference between boys and girls relating to the awareness of the importance of information in perceived returns to Higher Education

## Summary and Conclusion

The study was conducted on 36 (thirty-six) XII students for observing their perceived returns to Higher Education. It followed the approach of Jensen (2010), Montenegro and Patrinos (2014) and Sana Samreen (2017). It was observed that the perceived returns to Higher Education for the study group students were job-oriented. The group was aware of the scarcity and uncertainty of the job market. However, the students seemed to be under-informed even though at least 30% of them were aware of the importance of information. The observed absence of any perceived return to Higher Education giving space to higher intellectual and emotional thinking may be detrimental to a healthy social environment. In contrast with the observations of Montenegro and Patrinos (2014) the present study could not detect any significant variation between boys and girls relating to the perceived returns to Higher Education. The observations of this study along with similar studies through further research works may help to appreciate the trend in the perceived return of students to Higher Education and make the implementation of relevant policies more effective.

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## **Integrated Teacher Education Programme (ITEP) and 4-Yr Integrated Programme in Teacher Education Colleges (NCERT): A Personal Appraisal**

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This short communication is a truthful statement of my memories as a student of 4-Yr B.Sc (Honours in Physics) and B.Ed. Programme of Regional College of Education (Now Regional Institute of Education), Bhubaneswar. Based on those I have given some of my reflections on the Integrated Teacher Education Programme (ITEP).

After completing Higher Secondary School Education (old system, of 11 years) I took admission in the 4-yr. Integrated Programme in the year 1971. A fraction of fellow students had the opinion that the degree might not be recognised by the wider distribution of educational institutions. Of course, not all agreed with the opinion. I belonged to the second group and enjoyed the Integration.

After passing the 4-yr. Integrated Programme I joined a teaching job in a rural secondary school. This was the first instance where I found that the fear of our degree not getting recognized was disproved. Astonishingly, I found the basics of science education learned from my teachers during my days with the 4-yr integrated programme to be highly useful for me. Nature was easily accessible there. The students were not aware of science. But, they were familiar

with the events in the Natural Environment. The most helpful thing that occurred to me, I was accepted by them as a senior member of their age group.

I started applying for M.Sc. in Physics. I got offers from several institutions. This was the second instance where the fear of not getting our degree recognised was refuted.

Simultaneously, I was applying for Government Services. Success and failures took their natural course. But, nowhere the degree was challenged. Ultimately I got admitted to an M.Sc. in Physics. After passing the M.Sc. Examination I ventured to do research in theoretical physics. For convenience, I left the Government job and joined a Government aided school near the University. Nobody undermined me as a less informed fellow having a degree that was diluted with the studies of pedagogical subjects.

Midway through completing Ph.D., I joined a Government College of Teacher Education. So far as I know, two other persons, one of them is one year's senior to me and another is one year's junior to me, passed B.Sc. and B. Ed. (other than Physics) 4-YR Integrated Programme from the Regional College of Education, Bhubaneswar. Both of them got appointments in the West Bengal Government Colleges of Teacher Education and assumed the highest positions in their workplaces.

At some other point, I left the Government job again and joined Siliguri B.Ed. College. The switch-over was not at all burdened with the question of the validity of the degree of the 4-Yr Integrated Programme. Even the degree did not create any problem in getting the Pension allowances after retirement.

With this background let me look at the ITEP.

- Many are asking questions about whether the degree will be recognised beyond the domain of school education. My experiences comment in its favour. It will be recognized. However, the acceptability of the pass-outs will depend upon the reputation of the institution, as usual.



- NEP-2020 emphasises 'Integration' in ITEP-s. Many scholars claim that the 'Integration' proposed here is much more than that which is available in 4-yr Integrated Programmes of RIE (NCERT)-s. However, I found the existing Integration to be quite satisfactory for my further academic and service life after the completion of the programme. Integration higher than that may not be achievable unless integrated collaborative research comes into the culture.
- ITEP-s in IIT-s or NIT-s may do a good job. For ITEP-s with specialisations in Social Science or Language or others, specialised institutions similar to IIT-s might be required. Because the environment is the most important ingredient for Integration.
- The trend of Education as a discipline should be honoured with a request to the scholars of the discipline to be utility-oriented, multidisciplinary and collaborative. Especially, the RIE-s should perform a prominent role, as usual. Government colleges and other reputed Institutions should also come forward for ensuring regional balance in generating opportunities.

# **Constructivism and Second Language Learning in India**

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## **Introduction**

For the last few decades, education system all over the world has been experiencing some revolutionary changes. Recent theoretical and empirical studies in the field of education have promoted a knowledge construction model in place of traditional knowledge transmission model (Yarger et al.:1999). The entire foundation of contemporary language teaching has also undergone a sea change during the first half of the 20th century, when applied linguistics and psychology sought to develop principles and procedures to design various teaching methods, techniques and learning materials resulting in the emergence of more effective and theoretically sound teaching methods one after another. By following constructivist techniques and strategies learners can be empowered as the builders and architects of the learning process in which the teacher or the instructor plays the role more of a guide, group manager, scaffolder and facilitator than the source, determiner and transmitters of knowledge.

## **Constructivism as a theory**

Theoretical origins of constructivism can be traced back to ancient

philosophers such as Socrates, Plato, Aristotle and Kant, and their views concerning knowledge (Caverly & Peterson: 1996). Centuries later, the educational thoughts of Rousseau, Pestalozzi and Dewey were found to be very much closer to constructivism (Crowther: 1997; Demirel: 2000). Constructivism proposes that humans possess an innate sense of the world which goads them to become rather active participants in learning than passive observers and recipients. Constructivism regards learning as an active process in which learners construct and internalize new concepts, ideas and knowledge based on their own present and past knowledge, and experiences. Twomy Fosnot (1989) lays emphasis on its four principles—learning depends significantly on what we already know; new ideas occur as old ideas are changed and adapted; learning means rather inventing ideas than accumulating facts; meaningful learning takes place through rethinking old ideas and creating new ideas, often conflicting with old ideas.

In the light of traditional approaches learning is assumed to be a transmission of knowledge from the ‘knower’ (the teacher) to the ‘non-knower’ (the learner). Learning emphasizes on propositional knowledge– knowing ‘that’ consisting of facts, concepts, and propositions etc. Behaviorists support this transmission theory but their focus is on modification or changes in behavior and mental state occurred as a result of association between stimulus and response mediated by reinforcement of the desired purpose. However, cognitive theorists focus on the development of knowledge– they are more concerned with how people make sense of and remember information and ideas. They stress the role of thinking – knowing the ‘why’ in the whole teaching- learning process.

### **Cognitive Constructivism and Social Constructivism**

Among various interpretations of constructivism, Piagetian and Vygotskian ones have been proved immensely influential in education (Caverly & Peterson: 1996) These two approaches can be contrasted

with respect to two major issues that shape their interpretations: (1) education for individual development versus education for social transformation and (2) the degree of influence that social context has on individual cognitive development (Richardson: 1997). Cognitive constructivism owes its genesis mostly to Piaget whose cognitive developmental theory tells us that as children mature they go through stages of growth and development each marked by a different set of cognitive structures until they reach the stage of abstract thinking (Posner et al.: 1982). This learner-centered approach emphasizes on the individual cognitive development.

The Russian psychologist Vygotsky, the chief advocator of social constructivism, emphasizes on the influence of social and cultural factors in constructing knowledge in which concepts of scaffolding, collaborative learning, zone of proximal development (ZPD), situated learning etc. are important. Through the application of scaffolding and ZPD, a learner can be taken beyond the limits of physical maturation to such extent where the biological developmental process stays behind the learning process. Social constructivists suggest that knowledge is first constructed in a social context and then it is dealt with by the individuals (Bruning et al: 1999, Eggan & Kauchak: 2004). Vygotsky rejects the individualistic orientation of Piagetian theory and emphasizes the theory of human learning that situates the individual within a socio-cultural context (Brooks & Brooks: 1993).

### **Constructivist classroom and the role of the teachers**

Maor (1999) has mentioned five key features that define constructivist learning environments, namely Individual construction of reality, simulated authentic learning environments, multiple representations of data, active learning and collaboration. In an authentic learning environment the instruction is designed to facilitate, simulate and recreate real life situation with complexities and true events (Resnick: 1987, Murphy: 1989). The constructivist classroom as contrasted with

the traditional one may be summarized in the following table:

| <b>Traditional Classroom</b>   | <b>Constructivist Classroom</b>   |
|--|---|
| Curriculum is presented part to whole, with emphasis on basic skills.  | Curriculum is presented whole to part, with emphasis on big concept.  |
| Strict adherence to fixed curriculum is highly valued.   | Pursuit of questions from learners is highly valued.  |
| Curricular activities rely heavily on textbooks and workbooks.   | Curricular activities rely heavily on primary sources of data and manipulative materials.                         |
| Students are considered “blank state” on which teachers etch the information.                                  | Students are viewed as ‘thinkers’ with emerging theories about the world and reality.                             |
| Teachers, generally, behave in didactic manner, disseminating information to students.                         | Teachers, generally, behave in an interactive manner, mediating the environment for students.                     |
| Teachers seek the correct answer to validate the learning by learners.   | Teachers seek the learners’ point of view to understand learners’ present concepts for use in subsequent lessons. |
| Assessment of student learning is viewed as separate from teaching and occurs almost entirely through testing. | Assessment of learning is interwoven with teaching and occurs through teachers’ observation of learners at work.  |
| Students Primarily work alone.   | Students primarily work in groups.  |

**Table 1:** Constructivist classroom contrasted with traditional classroom (Books & Brooks: 1993)

## Second language learning in India

The National Knowledge Commission (NKC) has described English language as “an important determinant of access to higher education,

employment possibilities and social opportunities” (2007:48). English, being a global language in multilingual India, has become an emblem of people’s aspirations for quality education which enables them to participate successfully in national and international life. The history of second language teaching-learning process has been characterized by a quest for more effective methods/approaches to gain the mastery over the target language through acquiring the four-fold skills. Though the current approach i.e. Functional Communicative Approach aims at attaining the communicative competence by emphasizing fluency over accuracy, situational appropriateness over structural proficiency, students’ level of achievement in learning English is far from being satisfactory due to the classroom and other infrastructural situations. National Focus Group on Teaching of English (2006) suggests that approaches and methods may be based on a broad cognitive philosophy, especially Vygotskian, Chomskyan and Piagetian principles.

### **Second language teaching-learning in a constructive classroom**

Teachers should promote higher order thinking, problem-solving, cooperative learning, anchored instruction, cognitive apprenticeship (Crowther: 1997). In recent times the focus is on the concept of a learner- centered, collaborative language classroom where the teacher plays the role of a guide, facilitator, scaffolder, co-explorer, initiator and a group-manager (Ibid). Teachers should also teach several cognitive strategies like skills in problem-solving, self- monitoring and assessment, managing stress, role playing, reflective thinking etc. (Dollard : 1996). Such teachers are also efficient classroom managers who prefer to stay back and let learners take up the necessary roles and perform activities (Richardson : 1997).

### **Role of performing arts**

As learners acquire abler communicative competence in a constructivist

classroom, greater understanding and interpreting the social significance of alternative language forms also take place (Littlewood: 1981:5). As the present classroom situations have some limitations, simulation and role playing can play very important role in creating a wider variety of social situations and relationships. In this context, meaningful use of performing arts like drama, music, dance, song, painting etc. can be very effective for language acquisition as these assist to make the mental images float by enhancing the velocity in mental images. Most importantly, all forms of performing arts promote the principles of constructivism. The art-integrated approach has also been emphasized in NEP, 2020 (12).

Performing arts can support language acquisition in the following ways:

1. Improvisation exercises and role playing can help learners develop their vocabulary and grammar skills while also building their confidence and fluency.
2. Participating in theater and drama can help learners develop their language skills through dialogue, storytelling and character development, and also learn how to use body language and vocal expression for successful communication.
3. Music and dances in a new language help learners improve their pronunciation and intonation while gaining a deeper understanding of the culture associated with the language.
4. Performing arts can help learners immerse themselves in the culture of the language they are learning.

## **Conclusion**

“A language can be profitably reconstructed into a vehicle for expressing socio-cultural norms and networks that are typically local” (Kumaravadivelu, 2003:539). Kumaravadivelu’s (2003) post-method perspective and Canagarajah’s (2002) post-colonial pedagogy can be proved effective in designing and developing suitable Methodology to suit the socio-cultural context of learners’ community and to

meet its needs. A well balanced curriculum incorporating cognitive and social constructivist strategies; a shift in the role of language teachers by providing appropriate feedback, peer evaluation, cognitive apprenticeship, anchored instruction; constructivist classrooms, extensive use of performing arts can enable the bilingual learners to achieve the goals of second language teaching and learning.

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# **Status of Continuous and Comprehensive Evaluation in Elementary Education of West Bengal: A Study**

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## **Introduction**

Evaluation of progress of the learners of elementary education should be multifarious and continuous (NCERT, T.2007). Especially the Right of children to free and compulsory Education Act, 2009 strongly advocates for the continuous and comprehensive evaluation. Now it's a constitutional obligation of the teachers of elementary education is to evaluate students' achievements through continuous and comprehensive evaluation. If education means development of all the aspects of human behaviour, then in evaluation system all the aspects must be evaluated in the process of education. But if we see the journals, newspapers there is no denying fact that there is concerns among parents about the process of continuous and comprehensive evaluation is implementing by the teachers in true sense to evaluate students progress and achievements or not. For that decentralised decision-making on assessment, less rigid recording and reporting procedures, flexible timeframes, and continuous

engagement with teachers are necessary for effective implementation of CCE (Yagnamurthy, 2017).

## **Review of Related Literature**

There is considerable literature on Continuous and comprehensive evaluation in our country as well as other countries. Panda B.N. (2014) concludes that in his study that, CCE advocates a school-based continuous and comprehensive evaluation system in order to: (i) reduce stress of children; (ii) make evaluation comprehensive and regular; (iii) provide space for the teachers for creative teaching and (iv) provide a tool for diagnosis and for producing learners with greater skills. Researchers like Pani (2004), Rao (2006) reported the significant contribution of CCE on students' scholastic and non-scholastic achievement. Because of lack of research evidence on West Bengal perspective and moreover in the procedure of CCE in the perspective of West Bengal, the present investigation was undertaken.

## **Research Questions**

1. What is the framework of CCE in the context of elementary education of West Bengal?
2. What is the actual practice in elementary educational institution in connection with CCE in the state of West Bengal?
3. What are the opinions of Teachers and Head of the institution of Elementary Education regarding CCE?

## **Delimitation**

The study area was only confined only four schools, where class I to VIII students are studying. Among them two Schools are confined in Purulia and two are from Bankura district of West Bengal.

## **Methodology**

### **Research Design:**

Descriptive survey method followed here. After the preparation of observation schedule and Questionnaire for Institutional Head and teachers, Primary data were collected.

### **Tools:**

The data were collected through an observation schedule and through a questionnaire for Institutional Head and teacher.

### **Sample:**

Only four schools were selected purposively from Purulia and Bankura district of West Bengal where class I to VIII students are studying.

### **Procedure of Data Collection:**

The data were collected from authorities (Head Teacher and teachers and from Register of formative evaluation U-DISE report) through an observation schedule and questionnaire for Institutional Head and teachers.

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

After collecting the data from the above mentioned sources it was analysed by the researcher and the following Findings are came out:

### **Major Findings:**

1. In West Bengal, in the form of CCE, grading system is following to decrease the unhealthy competition among small children those who are studying up to class VIII. To evaluate the progress in all the domain of human behaviour of learners, The West Bengal Board of Primary Education and West Bengal Board of Secondary Education however, follows in the renewed curriculum a 4-point scale (for formative evaluation) and 7-point scale (for summative evaluation) indicating indirect grading system for the scholastics subjects as well as non-

scholastics subjects up to class VIII. Although there are instruction for written documentation of formative evaluation on regular basis, but there are scope for 3 formative (10, 20, 20 marks respectively) and 3 summative evaluation (10, 20, 50 marks respectively) in a academic session up to class VIII. Everyday's grade are taken into consideration for awarding the marks of formative evaluation. State of West Bengal has a specific model i.e. The Peacock Model, where the basic principles of NCF, 2005 and statutory principles of RTE Act, 2009 has been taken into consideration. In that model five indicators have been set to measures all-round development of the child. The indicators are set in such a way that both the curricular/scholastic and co-curricular/co-scholastic areas are covered. Number of indicators is kept to five so that it remains user friendly. The indicators are: Participation, Questioning and experimentation, Interpretation and application, Empathy and co-operation, Aesthetics and creative expression. For the documentation of grades of the learner of formative evaluation, everyday specific timetable has been recommended by the authority for all primary schools throughout the state.

2. The researcher found that there is less scope for students' activity as there are less classrooms according to the need or as per the class in two Primary Schools. There are multi grades teaching in both the primary schools. That's why the primary schools are not documenting regularly the grades of the learners by observing students behaviour regularly in connection with formative evaluation. The Head teacher used to do that documentation later on. But they conduct 3 summative evaluations (Unit tests) as per the instruction by the higher authority. But in both the High schools, there is availability of classrooms but because of overcrowded class in class VI, VII and VIII, the teachers are not able to document regularly the grades of the learners by observing students behaviour regularly in connection with formative evaluation. According to the teachers it is a general practice of maximum schools that they assign the grades of formative

evaluation as per the achievement score of summative evaluations (Unit tests) they conducted thrice in an academic year.

3. The head teachers and the teacher appreciate the Introduction of CCE scheme but they feel that CCE has increased the workload of teachers. The head teachers of the primary school are responded that if class-specific teachers would recruit by the Govt., then only documentation of formative evaluation on regular basis could be possible for them. They also responded that the teacher doesn't have proper training on the process of CCE.

### **Conclusion and Suggestion**

This finding is therefore confirmed by the earlier study of Panda, B.N. (2014). The study will be helpful to understand the current scenario of CCE in the elementary education of West Bengal. CCE can be successfully implemented by maintaining appropriate PTR, training teachers in CCE, frequent monitoring and supervision, appointing class specific teachers, improving school infrastructure and raising awareness of important stakeholders including parents.

### **Suggestions for Further Research:**

Through the present study the investigator only study the theoretical framework of CCE and the weakness of CCE in elementary education of Purulia and Bankura District in West Bengal. After having some experiences in the field of research, the following suggestions can be made for further research in this same area.

- The present study was confined to only four schools. It can be extended by increasing the size of sample.
- Similar studies can be done comprehensively by using other tools.
- Similar studies can be conducted by applying other statistical techniques.

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## **ChatGPT in Inclusive Education: A Study of Future Potential**

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### **Introduction**

*“Every child has the right to quality education and learning.”*

*-UNICEF*

Inclusive education refers to integration of all students including the students with severe disabilities, children belonging to disadvantaged groups and weaker sections of the societies, in the normal classroom removing the barriers. Inclusive education is an approach to teaching and learning that aims to create a learning environment where all students regardless of their abilities, backgrounds, or other differences feel valued, respected and supported in their academic and social development.

Inclusive education is based on the belief that every student has the right to participate in the learning process and receive an education that meets their individual needs. This approach recognizes



that students have different learning styles and abilities, and it strives to create an environment that accommodates these differences by providing individualized support and resources. Inclusive education seeks to ensure that all students have access to high quality education and are supported in achieving their full potential removing the barriers.

One such barriers can be technology. Though the use of technology has evolved during the last few years, day by day technology is progressing rapidly, Braille was previously being used for teaching the visually impaired, we used Google talk back which is an Android accessibility feature that helps visually impaired users navigate their devices and progressing to the use of ChatGPT and Bing AI can be used as an assistive tool while teaching the kids with severe disabilities. ChatGPT has created a landmark in recent years, more than google. Though google provides us with diversified learning ChatGPT provides us with a detailed response in the most short and appropriate way as possible.

### **Literature Review:**

**“Inclusive education - according to UNESCO** means that the school provides good education to all pupils irrespective of their varying abilities. All children will be treated with respect and ensured equal opportunities to learn together. Inclusive education is an on-going process. Teachers must work actively and deliberately to reach its goals” (UNESCO, 2007). **The National Center on Educational Restructuring and Inclusion (NCERI, 1995)** considers inclusion as “the provision of services to students with disabilities, including those with severe impairments, in the neighborhood school, in age-appropriate general education classes with the necessary support services and supplementary aids (for the child and the teacher) both to assure the child’s academic success, behavioral, social and to prepare the child to participate as a full and contributing member of the society”

Van der Vorst and Jelic (2019) investigated the role of educational AI applications in tailored learning. Gocen and Aydemir (2020) investigates what possibilities are feasible with the entrance of AI in education and further pros and cons related to it and Steven Minz (Inside Higher Ed 2023) found that ChatGPT is an ally as well as advantageous support rather than an adversary since the AI could assist educational goals like making Reference lists.

## Objectives of The Study

The Objectives of The Study are:

- To explore the technological aspects about ChatGPT.
- To discuss the concept of inclusive education and the use of proper assistive tools for enhancement of teaching- learning of Specially abled students.
- To explore the potentiality of ChatGPT as an assistive tool in inclusive education.

## Methodology

The Methodology used to conduct this study is Qualitative method. Content analysis has been used to review the content through primary sources and secondary sources for the analysis of result and discussion.

## Rationale of the study

The principle of inclusive education was adopted at the “World Conference on Special Needs Education: Access and Quality” – Salamanca Spain 1994.

Inclusive education supports the idea of educating all students together in the same classroom, regardless of their differences. Inclusive education and the use of Assistive tools are interconnected and both are essentials for creating a supportive inclusive education environment for all students. Being a trainee teacher, it is important to know the

potential of assistive tools while teaching the students in an inclusive environment.

## **RESULTS & DISCUSSION**

### **Different Aspects of ChatGPT**

ChatGPT (Chat Generative Pre-Trained Transformer) is a chatbot developed by Open AI and launched in November 2022. OpenAI, an independent research body founded by Elon Musk along with Sam Altman launched a chatbot. ChatGPT is a sibling model to InstructGPT, which is trained to follow an instruction in a prompt and provide a detailed response. This model is trained using Reinforcement Learning through Human Feedback (RLHF). It uses a Reward and Punishment system to train AI. ChatGPT is trained on an Azure AI supercomputing infrastructure. It is an approach to transfer learning using both supervised and reinforcement learning techniques. – ChatGPT

### **Inclusive Education and the assistive tool**

Inclusive education aims to provide equal access to education for all students regardless of their background, abilities or disabilities. It recognizes that students have diverse learning needs and styles and some may require additional support and accommodation to be successful in a classroom. There are barriers in inclusive education in the form of structural and infrastructural barrier. Structural matters in inclusive education refer to the environmental factors, and resources that can guide a student's behavior. The structural matters also influence the role of peer behaviors, in inclusive education. The role of peers is an important aspect in the context of inclusive education. Structural modifications can be done which can create an environment friendly atmosphere for inclusion of children with special needs.

Infrastructural matters refer to the school building, the classroom and the role of teachers in educating both (children with disabilities and children without disabilities) free from biasness. The role of teacher is evolving, in addition to transmitting information and ideas they need to become qualified professionals for using appropriate teaching aids. Availability of learning materials is one of the most positive and consistent determinants of pupil learning achievement. Use of instructional materials requires the proper perquisite training of teachers. Training in the components and implementation of inclusion must be provided for general and special education, students and parents. As such assistive tools may help to level the field by providing support and accommodation for students with disabilities or special needs enabling them to participate fully in learning process alongside their peers.

### **ChatGPT as an assistive tool for inclusive education**

ChatGPT can be a useful tool in inclusive education in a number of ways:

- **Personalized Learning:** ChatGPT can be used to provide personalized learning experiences for students with diverse learning needs. By analyzing a student's learning style, pace and references. ChatGPT can provide customized learning materials that cater to each individual's unique needs.
- **Language Support:** ChatGPT can assist in providing language support for students who are non-native speakers or have language barriers. It can help them understand complex vocabulary and concepts provide synonyms, and offer translation support in real-time.
- **Accessibility:** ChatGPT can be integrated with accessibility features like text-to-text speech, which can be beneficial for students with hearing impairment, dyslexia, or other learning difficulties. It can also help with providing alternative formats for learning

materials such as audio, video, or graphic representation.

- **Assistive Technology:** ChatGPT can be used as an assistive technology tool to provide additional support to students with disabilities. For instance, it can help students with learning material by providing a voice-activated chatbot or virtual assistant.
- **Social Emotional Learning:** ChatGPT can be programmed to provide social-emotional support to students who may have difficulties regulating their emotions or communicating with others. It can assist them in developing coping strategies, building resilience, and fostering positive relationships.
- **Use of ChatGPT for visually disabled learners in the field of education:** ChatGPT can be a useful tool in helping visually disabled learners access educational resources and learn new concepts. Learners can ask questions using voice input or a screen reader, and ChatGPT can provide detailed answers in text or voice format. ChatGPT can be used to support language learning by providing translations, correcting grammar, and helping learners practice conversation skills. For a visually disabled learner transferring from the use of Braille to use of ChatGPT would be a difficult task as Braille is a tactile writing system that allows visually impaired individuals to read and write using their sense of touch but there are technologies available that can translate text into Braille and display it on the Braille display. These technologies are known as Braille screen reader, can be used including it with ChatGPT to provide visually disabled learners with a more accessible way to access information.
- **Use of ChatGPT for hearing impaired learners in the field of education:** ChatGPT can be programmed to respond to text-based inputs; it can communicate with learners who rely on written communication instead of verbal communication.
- **Use of ChatGPT for children with special needs in the field of education:** ChatGPT can be a useful tool for children with special needs in the field of education, particularly for those who

require personalized or adaptive learning strategies. ChatGPT can be programmed to adapt to individual learners needs and provide personalized support. It can communicate with the learners through text based inputs, which can be helpful for learners who struggle for spoken language, it can also include learners with autism spectrum disorder(ASD), who may prefer non verbal communication. ChatGPT can incorporate visual aids for learners who struggle with language based learning. If a learner hasdyslexia it can provide reading support by highlighting key words and phrases.

## **Conclusion**

The National Education Policy (NEP-2020) emphasizes the importance of inclusion in education. To promote education for all every individual must strive for the development of assistive tools for educating children with disabilities. It recognizes the importance of inclusion in education and aims to create an education system that is equitable and accessible for all students. If assistive tools like ChatGPT are being used in the field of education in educating the children with disabilities the infrastructural barriers can be removed. With the help of these assistive tools these children can overcome challenges, achieve their goals and lead happy fulfilling life. These children need understanding, patience and encouragement to thrive. Whether it is a physical disability that affects their mobility, a cognitive disability that impacts their learning, or a sensory disability that alters their perception of the world must be changed. As language models are becoming more powerful, generative AI technology is also increasing at a rapid rate. Though there are various potentiality of ChatGPT there are various disadvantages as well. We can conclude with “A coin has two sides”

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# **A Study on Learner Autonomy Across Different Demographic Groups**

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## **Introduction**

Learner autonomy refers to the ability of an individual to take responsibility for their own learning and to make decisions regarding their learning process (Holec, 1982; Little 1991). It involves learners becoming self-directed and taking responsibility for setting their own learning goals, selecting learning activities and resources, and evaluating their own progress. Learner autonomy also involves developing the skills and knowledge necessary to effectively manage one's own learning like critical thinking, problem-solving, and time management. Educational systems that value student-centered approaches and offer opportunities for self-directed learning can also foster autonomy in learners.

Extant literature has shown learner autonomy is influenced by demographic variables like sex (Samaie et al., 2015; Varol and Yilmaz, 2010; Abdel Razaq, 2014; Becirovic,2017; Awan & Azeen,2017), location (Haque, 2015), first-generation learner (Kim, 2010; Heymann and Carolissen, 2010) and cultural settings (Riley,1988; Benson and



Lor, 1988; Ahmad and Majid 2010). Research revealed that female students related to their learning activities are more involved and autonomous. Other studies revealed that quality education and inadequate school infrastructure are also contributing factors to the educational struggles faced by impoverished rural communities in India. The lack of access to quality education can further exacerbate the financial burden placed on families, as they may have to pay for private tutoring or send their children to schools located in urban areas, which can be costly. Area of research was to understand the experiences of first-generation learners and promote learner autonomy to provide inclusive educational settings. With respect to cultural settings, cultural values played a significant role in the development of learners' readiness for autonomy. Cultural settings could either inhibit or encourage the development of autonomy in learners.

The relationship between demographic factors and autonomous learning is complex and multifaceted. Educational and cultural contexts can impact learners' attitudes toward autonomy and their ability to take control of their own learning. Thus, educators must strive to create learning environments that support and encourage autonomous learning while being mindful of the cultural context in which they operate.

### **Research Objective**

To examine the effect of demographic variables (Sex, Religion, Region, First generation learner and Mother's working status) on learner autonomy.

### **Methods**

Participants: 201 (Girls=100(50%), Boys=101 (50%)) early adolescents of 6th to 8th grades from urban and semi-urban private, missionary and government-aided schools in West Bengal, India participated into this study. The students came from both urban (86%, n=115) and semi

urban/rural (44%, n=86) areas. Very few students had working mothers (29%, n=59). Majority students were Hindu (88%, n=177). 12% (n=24) were from Non-Hindu. Few of them were first-generation learners (18%, n=37), who is the first in their families to pursue higher education. This means that neither of their parents or guardians has completed a post-secondary degree or certification. Students with disability and diagnosed psychiatric illness were excluded in this study in order to control the effect of intervening variables on performance of respondents.

### *Instruments*

**Learner autonomy questionnaire:** This questionnaire was developed for the current study. It is a 5 -point self-rating Likert type scale with 52 items measuring five areas (i) Learning Goal; (Perceived ability to make the decision about what to study, duration and how much to study without other intervention; Cronbach's  $\alpha = 0.55$ ), (ii) Strategy Formulation (Perceived ability to use cognitive and metacognitive strategies; Cronbach's  $\alpha = 0.74$ ), (iii) Learner Effort (Perceived ability to persist to accomplish a goal; Cronbach's  $\alpha = 0.67$ ), (iv) achievement (Perceived ability to mastery over the study or lesson. Cronbach's  $\alpha = 0.61$ ) (v) Evaluation (Perceived ability to obtain feedback about one's learning/performance; Cronbach's  $\alpha = 0.67$ ). Rating categories ranged from strongly disagree to strongly agree. Scores ranged from 52 to 260 ideally. Overall Cronbach's  $\alpha$  was 0.89. Test-retest reliability coefficient with 3 months interval on 90 students was very high (coefficient=0.90) suggesting high time consistency in responses to the questionnaire.

## **Results**

### **Multivariate Analysis of Variance (MANOVA)**

Multivariate Analysis of Variance (MANOVA) was carried out to see the significant effects of demographic variables on linear combination of multiple variables of learner autonomy. The MANOVA results

showed that learner autonomy significantly varied with differences in sex (Wilks lambda = 0.91,  $F(5,195)=4.09$ ,  $p<0.001$ ), religion (Wilks lambda = 0.64;  $F(5,42)=4.81$ ,  $p<0.001$ ), and geographical location (Wilks lambda = 0.90;  $F(5,166)= 3.80$ ,  $p<0.003$ ). Girls, non-Hindu students, and students with non-working mothers possessed higher levels of learner autonomy than their counterparts.

**Table1:** Profile Differences in Learner Autonomy (No. of Items-52, 5 Point Rating Scale across different demographic groups

\* $P< 0.05$  \*\*  $P<0.01$

The ANOVA results revealed that girls were significantly more goal-oriented ( $M=31.69$ ,  $SD=4.8$ ) ( $F(1,199) = 12.15$ ,  $p<0.01$ ), academic achievement-oriented ( $M=36.98$ ,  $SD=4.83$ ) ( $F(1,199) = 10.57$ ,  $p<0.00$ ), and self-evaluative ( $M=33.73$ ,  $SD=5.37$ ) ( $F(1,199) = 5.34$ ,  $p<0.05$ ) than boys. With respect to religion, Non-Hindu students are more self-evaluative ( $M=203.17$ ,  $SD=24.16$ ) ( $F(1,47)=11.015$ ,  $p<0.002$ ) than their counterparts. Results indicate that students belonging to the urban region were significantly more engaged in learning goal ( $M=32.23$ ,  $SD=4.3$ ) ( $F(1,171) = 14.96$ ,  $p<0.0001$ ) strategy formulation ( $F(1,172) = 5.924$ ,  $p<0.05$ ) achievement ( $M=35.31$ ,  $SD=4.14$ ) ( $F(1,172) = 13.60$ ,  $p<0.0001$ ) and evaluation ( $M=34.08$ ,  $SD=4.5$ ) ( $F(1,172) = 7.89$  at  $p<0.015$ ). Thus, there may be a significant difference on learner autonomy in urban region performance ( $M=198.37$ ,  $SD=20.44$ ) ( $F(1,172)=10.61$ ,  $p<0.001$ ) but in terms of motivation, there is no significant difference among the group in Learner effort ( $M= 35.60$ ,  $SD=4.93$ ) ( $F(1,72)=2.25$ ,  $p<0.1$ ).

## Discussion

In societies that prioritize academic excellence, learners are expected to strive for high grades and academic achievements. However, the goals and standards that learners set for themselves are influenced by

various sociocultural factors such as race, ethnicity, religion, and gender. Present study suggests that girls tend to be more reflective and self-critical in evaluating their achievements (Becirovic, 2017, Awan & Azeen 2017; Samaie et al.,2015), while learners from specific religious groups may face specific societal expectations and obstacles that affect their performance in academic achievements. Similarly, urban students are found to be better equipped to organize and control their learning when compared to those from semi-urban regions, who may face restricted resources, lack of guidance, and limited opportunities (Haque 2015). First-generation learners may also have unique challenges in developing learner autonomy, while the influence of working and non-working mothers on learner autonomy is complex and multifaceted (Kim, 2010; Heymann and Carolissen, 2010).

Educators must recognize sociocultural factors that affect learner goals and standards.

By designing effective learning programs and empowering learners to take ownership of their education, educators can create inclusive and equitable learning environments. Further research is necessary to understand the impact of sociocultural factors on learner autonomy, especially in different cultural contexts. Addressing the unique challenges faced by learners from diverse backgrounds is essential for creating a culture of academic excellence.

## **Conclusion**

This study concludes that demographic variables such as sex, religion, and geographical location can significantly impact learner autonomy.

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# **Enrolment Pattern in Government-Aided Schools Compared to Private Schools: A Case Study**

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## **Introduction**

Education is the process through which an all-round development of an individual is achieved. For this purpose the Indian Constitution has ensured Article 45 Right to free and compulsory education to all children of age 6-14 years. The 86th constitution amendment act made education as a fundamental human right. The Government of India has initiated many programmes and policies to bring change in Education system. Yet it remains elusive.

Enrolment pattern in Govt. aided and Private schools is a major factor from which we come to know how much guardians are aware about the importance of education and how much the initiative for the Right to Education (RTE) is achieved. Although the cause behind the pattern of enrolment varies from region to region the present researcher tries to find out this in the locality of Sittong 3 Gram Panchayat, Kurseong block, Darjeeling district.

## Literature Review

Gouda & Das (2013) revealed the infrastructure standard of Private school is 20% and Government is 7%.

Mondal.N, Mondal.S, Saha.C & Saha.B (2014) the enrolment rate in primary school is decreasing every year in India and West Bengal.

Sherafat & Murthy (2016) found Private School students have better performance in critical thinking & study habits. Hence, there is a need for Government School to work towards developing efficiency in these factors.

Sharma & Tripathi (2016) revealed Teacher's dedication towards work and lack of facilities was main reason behind declining enrolment in Government School.

Yadav (2018) found Private education being more costly than Government parents prefer to enroll their child to private for quality education.

Kumari & Chahal (2020) the study shows parents having low income, low educational qualification, and labourers admit their child to Government school. Therefore, socio-economic status of parents decide the type of school they admit their child for education.

Kisan & Goyal (2021) found the growth of private sector in terms of quality education, technological advancement, infrastructure, discipline, attitude of teachers etc.

All over the world we can find plenty of studies have been undertaken in context of enrolment to Government and Private school to find out changing dynamics of education system. But there is no study done in present study area the researcher has chosen.

## Objective of the Study

- i) To examine the variations in enrolment pattern of students in Government-aided schools and Private schools.
- ii) To analyze the probable cause that affects the variations in enrolment.
- iii) To suggest measures that can be taken for overcoming undesirable variations and for taking full advantage of natural variations.

## Operational definitions

- **Undesirable variations:** Variations that exist but can be and ought to be avoided. For instance, there may be variations in educational quality, which can and should be avoided.
- **Natural variation:** Variations that is necessary to guarantee equitable opportunity. For instance, government-aided schools typically have substantially cheaper tuition costs, which is advantageous.

## Null hypothesis:

*For the objective (i):*

- $H_{01}$ : There is no year-wise significant variation in enrolment pattern of students in Government-aided schools and Private schools.

*For the objective (ii) and (iii):*

- Involves compilation of response and analysis of the Findings. Null hypothesis is not required.



## Methodology

- Descriptive survey
- Sources of data:
  - For objective (i): Use of office documents.
  - For objective (ii): Unstructured Interview of teachers and guardians of both Govt. and Private schools.
  - For objective (iii): Findings of the present study.
- Strategy for analysis and interpretation:
  - For objective (i): Descriptive and inferential statistics
  - For objective (ii): Compilation of responses.
  - For objective (iii): Logical analysis of the Findings.
- Sample:
  - Population: Government and Private schools of the area Sittong 3 Gram Panchayat, teachers and guardians of those schools.
  - Sample: 2 (Two) Private schools and 2 (Two) Govt. Schools of the area under study, teachers and guardians of those schools.
  - Method of sampling: Purposive.
- Delimitation: The inferences drawn here are valid for the two Private schools and the two Government schools of the locality under study.

## Data analysis and interpretation

### a. Objective-1:

*Descriptive statistics:*

**Table number 1: Number of enrolment**

| TOTAL NO. OF STUDENT ENROLED |                    |       |                |       |
|------------------------------|--------------------|-------|----------------|-------|
| Year                         | Govt. aided school | %     | Private school | %     |
| 2019                         | 45                 | 32.14 | 59             | 34.50 |
| 2020                         | 27                 | 19.29 | 22             | 12.87 |

|              |            |            |            |            |
|--------------|------------|------------|------------|------------|
| 2021         | 21         | 15.00      | 8          | 4.68       |
| 2022         | 23         | 16.43      | 35         | 20.47      |
| 2023         | 24         | 17.14      | 47         | 27.49      |
| <b>TOTAL</b> | <b>140</b> | <b>100</b> | <b>171</b> | <b>100</b> |

*Interpretation:*

Enrolment of two education sector from 2019-2023. There is a gradual decline in enrolment of Govt.aided school from 32.14% to 24%. The private sector have seen uneven pattern in enrolment rate but if compared with the former it has increasing trend due to quality education.

*Inferential statistics:*

Value of Chi-square from table 1:

In order to verify the above difference statistically, it was subjected to Chi square, which produced following outcome.

**Table 2**

| PEARSON'S CHI- SQUARE TEST |    |                 |
|----------------------------|----|-----------------|
| Calculated value           | df | Tabulated value |
| 15.22                      | 4  | 9.49            |

*Interpretation:*

An analysis of table 2 indicates that the obtained  $\chi^2 = 15.22$ , tabulated value = 9.49 which indicate that the chi square is significant at 0.05 level. Hence, the null hypothesis  $H_0$  is rejected.

*Overall interpretation from descriptive and inferential statistics:*

There is a significant difference between enrolment of student on yearly basis in Government aided and Private school. Although both schools contribute to the society, the Private school seems to provide quality

education to children as more reference is given to private school.

**b. Objective-2:**

The responses from Teachers and Parents on the variations noted above have been collected through interview. Teachers in an educational institution are the main guides for the students. Teachers of both the type of schools are satisfactorily qualified. The table 3 describes some of the features relating directly to schools that may lead to the variations.

**Table 3:**

| RESPONSE FROM TEACHER |                |              |
|-----------------------|----------------|--------------|
|                       | Govt.aided     | Private      |
| Discipline            | Normal         | Strict       |
| Punctuality           | No Rule        | Special Rule |
| PTM                   | Half Yearly    | Quarterly    |
| New Technology        | No             | Yes          |
| Medium of Instruction | English\Nepali | English      |
| Admit own child       | No             | Yes          |

The data collected from parents of low income shows the Monthly Family Income 80% families have income less than 10000 per month and 20% have slightly more than 10000 per month as the parents are mostly plantation labourers and few have other services. Even then the attitude of parents towards Private school was positive and neutral for Govt. aided school.

The over-all Findings on the probable cause affecting the variations in enrolment are as follows:

- 1) Mentality of people and their attitude towards school.
- 2) Lack of infrastructure in Government aided school.
- 3) Quality Education in Private school with proper guidance.
- 4) Negligence of Government teachers.
- 5) Private schools place a strong emphasis on extracurricular activities and all-around development.

- 6) Private schools adhere to strict norms and regulations, whereas government-aided schools do not.
- 7) More reference of guardians to ICSE and CBSE board than State board.
- 8) Lack of strict administration in Government aided school.
- 9) Lack of transparency of recruitment system for teachers in Government school.

### c. Objective-3

On the basis of the Findings obtained from the discussions relating to objectives 1 and 2 following suggestions are made overcoming undesirable variations and for taking full advantage of natural variations:

- Infrastructure and outlook should be improved in Government school.
- More extracurricular activities ought to be offered.
- Increase parental knowledge and dispel misconceptions about government schools,
- The state board's curriculum should change to reflect students' interests.
- Teachers must be held responsible for the education of their charges.
- Parents are not looking for free service. Even economically weaker sections are willing to spend money for quality education. So government should focus on Quality Education.
- Involvement of teachers for official work of school should be prohibited.
- Teachers should prepare teaching learning material and use in classroom for effective learning.

### Conclusion

Decreasing enrolment pattern in Govt. aided school is a serious matter of concern. Thus, the above mentioned suggestive measures may be

adopted for improving the existing pattern of education in terms of quality and quantity. It may be concluded that present study throw light for eradicating inequalities and improving the quality of educational facilities in the area under study. It also paves a way for policy makers and authorities to formulate the strategy of planning for obtaining an optimum outcome.

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# **Relevance of Vedic Indian Education System in light of National Professional Standards for Teachers (NPST) in India with regards to Teacher's role.**

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## **Introduction**

The aim of Education is not limited to instruction alone but to shape the future of the students who receive it. Hence, teachers being one of the fundamental pillars of the education system, play an important role in this regard. This is highlighted by the Kothari Commission-“Of all the different factors which influence the quality of education and its contribution to National development, the quality, competence and character of teachers are undoubtedly the most significant.”(Report of the Education Commission, 1964-66). The teacher has been called a ‘guru’ in Vedic times. This word itself defines a person who can enlighten the individual stuck in darkness, ‘gu’ means darkness and ‘ru’ means light (Reddy & Balakrishnan, 2018). Other terms included ‘Acharya’, ‘Charakas’ and ‘Upadhyay’.

After nearly 34 years, the National Education Policy 2020 has been introduced, its predecessors being NEP 1968, NEP 1986

(POA1992). While re-structuring the Education system it expects teachers to become a facilitator and mentor, apart from just knowledge provider. Our ancient texts give us evidences of a rich educational heritage of our country, with various teaching-learning methodologies that still have some relevance and hence are incorporated in our Education Policies. The NPST also seems to have some elements of Vedic Age with regards to teacher's role.

## **Literature Review**

'Teaching and Learning Principles of the Ancient Indian Education System and its Relevance with the National Education Policy 2020' (Dogra & Chaudhry, 2021) found that Principles of Holistic development, Bloom's Taxonomy, Vocational Training, Multidisciplinary studies etc. from NEP 2020 have their roots in Ancient India.

'Professional ethics of Teachers in Educational Institutions' (Linisha & Fathima, 2021) talk about requirement of good teacher education and regulation for developing quality and competence in teachers through NEP 2020.

'Preparing Teacher Education for Changing World Status of Teacher Education in NEP 2020' (Jayamma & Prakasha, 2012) pointed out the educational implications of a teacher's professional ethics in students.

There is a research gap regarding the similarity of a teacher's role in Vedic India and as proposed in NPST.

## **Objectives of The Study**

1. To list down the main features in NPST regarding teacher's role and the Vedic Education System
2. Analyze the similarities in those roles with respect to teachers in Vedic India.

## Methodology

### 1. Method- Historical Research

### 2. Source of Data

- (a) Primary Source- Official NPST preliminary draft 2021 and NEP 2020 document by Government of India.
- (b) Secondary Sources- Articles, Journals and Books

### 3. Data Analysis procedure- Documentary Analysis

## Main Features of NPST

The NPST curated by the National Council for Teacher Education (NCTE) outlines the quality of a good teacher. It aims to:

- Enrich student's learning experience
- Administer the teaching profession throughout the country
- Elevate the teacher's professional growth
- Set down expectations for a 21st century teacher
- Deduce ways to achieve these goals

It has divided a teacher's career dimension into 5 stages and each teacher needs to develop the proficiencies for a particular stage to move towards the next.

- Pre-Service Teacher
- '*Pragammi Shikshak*' or Beginner Teacher
- '*Praveen Shikshak*' or Proficient Teacher
- '*Kushal Shikshak*' or Expert Teacher
- '*Pramukh Shikshak*' or Lead Teacher

The Areas and Standards to be followed by teachers at their career levels according to NPST include:

1. Core Values and Ethics
2. Professional Knowledge and Understanding
3. Professional Competence and Practice
4. Professional Development and Growth



## **Vedic Education System**

With its rich educational heritage, the Vedic Education system included:

- Gurukul Residential System
- Holistic Development – Inner and Outer
- Multidisciplinary Approach and Vocational Training
- High respect for teachers
- Cordial Student-Teacher Relationship
- Oral Teaching
- Memory retention learning technique
- No state control
- Religious and Ethical Education

## **Relation between Teacher's Role in Vedic Age and NPST**

The NEP 2020 document mentions that the policy was guided by the knowledge and thought of Ancient Eternal India. While studying the NPST document closely, it was found that its 'Professional Standards' framework include some elements similar to Vedic Education System, the same will be discussed below:

### **1. *Core Values and Ethics***

- The NPST has laid down that in order to preserve the ethics and morals in their profession, the educators should operate accordingly, with honesty and integrity. This will in turn reflect noble traits in the pupils. Talking about ethics, it is necessary to mention that in the Vedic Age the teachers were held in high regard in proximity to gods and respected due to their cultured lifestyle. Their pious character would ultimately influence their students.
- The teacher-student relationship was “cordial and intimate” (Altekar, 2009) in the Vedic age. Since 'Gurukul' system of education was common, the teacher was directly responsible for the welfare of the students. Their bonding was similar to that of a 'father and

son'. The teacher observed the student's behaviors and advised things accordingly like which foods to take, who's company to keep, what habits to cultivate etc. Today the equation might not be the same but NPST ensures that teachers determine prime ways to support and facilitate the well being and safety of the students in institutions.

## *2. Professional Knowledge and Understanding*

- The educators in the Vedic age needed to be well versed in their knowledge field. It was a necessity for them to be able to pronounce the Vedic mantras precisely, since oral teaching-learning was prevalent. NPST recommends teachers should have in-depth understanding and knowledge of their subject matter, which would also aid in student's learning process along with enhancing the teacher's knowledge.
- It might be so thought that individualized lesson plans and freedom of choosing subjects for students is new to Indian education policy, but in the Vedic era teachers gave each student instructions and lessons according to their abilities and interest. The students or learners at that time were also given a choice to select from the list of 'kalas and vidyas' as per their competency and desires (Dogra & Chaudhry, 2021). NPST has also set down that the teachers should develop lesson plans considering the particular need and previous knowledge of the students.

## *3. Professional Competence and Practice*

- NPST highlights on the development of various instructional techniques by the teachers so that higher order thinking skills and critical thinking can be ingrained in students. Ancient Indian texts give ample evidences of oral methods of teaching, proving that education was mostly verbal. Other activities for learning included debates, games, exercises, archery, 'yogasadhana', vocational education etc. Education was mostly performed in

open air or forests for holistic learning. Hence, it can be said that both inner and outer development was given importance. The development of memory power or 'manana' was a crucial learning skill in that period as writing wasn't practiced yet.

- The areas and standards for teachers also expect teachers to encourage their students to take accountability for the development of their own learning and vocalize their opinions and thoughts without fear. Along with that developing assessment tools and strategies to evaluate learning is also mentioned. 'Tarka Shastra' ordebrates and discussions as methods of assessment in teaching-learning point towards these ideas.

#### *4. Professional Development and Growth*

- NPST as another set of standards for teachers has put forth enhancing the teacher's knowledge through participation in activities of self-development and assessment. Likely, a teacher in Vedic age studied throughout their life to keep gaining knowledge.

Even though the education system has transitioned from a 'Gurukul System' to present day schools, some roles stay the same, be it for an ancient 'guru' or a modern teacher. However, it must be kept in mind that only those roles and ideas should be incorporated which are in tune with the present times.

### **Conclusion**

Vedic India consisted of exceptionally knowledgeable teachers, yet there were no teacher-education institutions that trained them. After a student's education was completed, they did not need any further training to become a 'guru', the education they received was sufficient enough. In contrast, today even though we have been equipped with various teacher training institutions to enhance professionalism in teachers, a commission by the Supreme Court under Justice J. S.

Verma exposed the commercial nature of some teacher education institutes (Linisha & Fathima, 2021). This, has led to the loss of integrity of the teaching profession. Hence policies like NPST seem to be a positive step in this direction.

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# **The Role of Digital Competence for the Prospective Teachers**

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## **Introduction**

The advancement of technology has affected all individuals in society. A computer or application of computer science permeates every aspect of a human's life today. The millennial generation of children is exposed to computers at an early age. Digital advancement has started with objects, peoples, and institutions with the development and spread of mobile technology in which innovations in education develop rapidly and the digitization process is still developing.

In the year 2006, the term Digital competence started discussed by the European Parliament, and the Council (European Council, EC) accepted the concept as one of the basic competencies for 'lifelong learning', and the European Union (European Union, EU) "Information society technology in business includes reliable and critical use of it for entertainment, learning, and communication."

(Vieru, 2015).

Digital competence generally refers to the skills and literacy that an average citizen needs to learn in the digital information society. Individuals, who are digitally proficient, can think creatively and critically. Moreover, they may constantly improve themselves digitally, and have a technological consciousness and a technical understanding (Ferrari, 2013).

Digitalization has created an increasingly complex school environment for teachers to adapt to the latest trends of digitization in education and the use of various digital resources in the teaching-learning process. (Hatlevik & Christophersen,, 2013; Burden et al., 2016).

Preparing human resources is an important task, especially for teacher candidates because Generation Z, inhabits most students, and is closely related to digital devices that are not compatible with the previous generation (Br Sitepu et al., 2020). Providing digital education to Generation Z and newer generations become most important and these researchers recommend that pre-service teacher education programs should be concentrated on digital competence (Reisoğlu & Çebi, 2020). The paper shows the analysis of the digital competence of teachers (Fibrianaa et al., 2018; Hibana & Surahman, 2021). None has specifically reviewed the role of digital competence for the pre-service teacher, the paper aims to get an overview of the development and role of digital competence on prospective teacher's candidates in higher education through research questions:

1. What is the purpose of investigating the digital competence level of prospective teachers?
2. What are the results of investigating the digital competence level of the prospective teachers?

## **Conceptual Framework**

Digital competence is defined as Digital Competence encompasses

a set of attitudes, knowledge, awareness, and values that are of great importance when utilizing digital technologies and tools in an organization. Digital competence involves the confident and critical use of electronic media for work, leisure, and communication. It involves the basic skills of ICT like the use of computers to retrieve, access, store, produce, present, and exchange information, and to communicate and participate in collaborative networks through the internet (Ferrari, 2013).

## **Findings and Discussion**

Education has challenges and opportunities that are believed to be strongest in aspects of the use of technology in learning (Khotimah et al., 2020). Different technology improves the quality of the learning process to explore more knowledge, and teaching can take place through digital resources.

### **1. What is the purpose of investigating the digital competence level of the prospective teachers?**

Further reviewing and studying the objectives of the related literature, the different objectives are grouped into three categories. Firstly, the involvement of digital competence in the teaching process. Secondly involvement of digital competence in pedagogical knowledge. Thirdly digital competence used as an indicator.

The research objectives of the article framed to measure the Generation Z's level of digital literacy skills through the digital competence framework 2.1 indicator (Cahyani et al., 2021).

The objectives of the article aimed to determine the relationship between digital competence and creative thinking skills (Makiyah et al., 2020). Few countable studies confirm the positive relationship between digital competence and pre-service teachers' academic performance (Mehrvarz et al., 2021; Yazon et al., 2019).

Digital competence helps students to design their plan according to the needs of teaching, solve various problems by searching the results online and creates easy communication with other through online with the help of digital competence (Mehrvarz et al., 2021).

## **2. What are the results of investigating the digital competence level of the prospective teachers?**

The measurement of the digital literacy indicator is based on digital competence indicator of the European Commission's DigCom 2.1 (Cahyani et al., 2021). This paper was used as Reference material to understand deeply the digital literacy skills of the preservice teachers. The higher the level of digital competence is directly proportional to the higher the level of their creative thinking skills (Makiyah et al., 2020). The various use of digital tools helps prospective teachers to create more diverse teaching content knowledge. Shomedran's analysis (2020) said that information and data literacy competence is proved beneficial for the pre-service teacher.

## **Conclusion**

Digital competence has become an important skill for 21st century. The usability of digital resources in the world of study opens more dimensions of educational field towards the learners to enhance their skill with the pedagogical content knowledge. The revied papers shows the result that digital competence plays a major role in indication of measuring the literacy and skill of the prospective teachers to improve the learning outcome of the prospective teachers.

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## Best Practices in Teaching

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### Introduction

Instructional best practices can be considered to be general principles, guidelines, and suggestions for good and effective teaching that are supported by research. Some of the practices which have been found to be effective are:

- **Lecture:** Teachers should use effective ways to present new information. Using language which is easily understood, making use of appropriate media, staying on the topic, initiate discussions with the students, giving good examples, answering all questions with clarity, explaining new terms, highlighting important aspects, speaking loudly enough, giving a summary etc
- **Thoughtful questions:** The teacher should ask questions that lead the students to engage in contemplation and pave a path for new avenues of knowledge.
- **Reflective listening:** The teacher should establish mutually beneficial communication with the students which in turn facilitate self discovery and should be able to effectively listen openness to the students' viewpoints as well.
- **Reinforcement:** Giving positive reinforcement in verbal and non-verbal manner, to the students which is well timed always creates

a good learning situation.

- **Active learning:** Teachers should introduce active learning strategies which fosters constructive participation of the students by introducing games, peer teaching, brainstorming etc
- **Cooperative learning:** Cooperative learning results in higher level of reasoning and generation of new ideas and better transfer of learning.
- **Goals:** Setting up of goals, aims and objectives of transacting information is crucial for the teacher as it helps the students to figure out its importance and need for that course or content.
- **Openness:** Trust should be established between the teacher and the students and every action should lead to a feeling of opportunity to learn.
- **Feedback:** Giving constructive feedback to the students helps the students to weigh their strengths and weakness and motivate themselves for self improvement.
- **Classroom climate:** Taking extra care and concern to set the class in a psychologically sound and pleasing manner is also equally important. It should lead to enhanced learning in a positive classroom climate.
- **Responsibility:** Teachers should be responsible as their actions affect the learners in different ways. Similarly the learners should also be responsible to learn, they should be ready to receive new ideas and willingly engage themselves in the learning process.
- **Communication:** Teachers should hone their skills in good communication so that the message is transmitted to the students at the optimum level.

Teaching is a very complex process that largely depends upon academic content, instructional context, and student characteristics. However in all levels of teaching there are certain principles which can be kept in mind. Seven Principles for Good Practice in Education (Chickering and Reisser, 1993) are as follows:

- Encourage student faculty contact in and out of class.
- Encourage cooperation among students through collaborative assignments and in class, group exercises.
- Encourage active learning by having students apply course content to real-world situations.
- Provide prompt feedback throughout the term.
- Emphasize time on task by indicating how long students should spend on an assignment.
- Respect diverse talents and ways of learning by providing a variety of learning modes (written, oral, visual) that are culturally relevant.

Borup & Stevens (2017) found that students valued teachers' efforts to nurture caring relationships facilitate sustained dialogue, design, and organize engaging learning activities, and provide personalized instruction. However, students found that teachers varied in their abilities to effectively perform these activities and provided recommendations to improve how courses were designed and how teachers interacted with students. Students are also one of the important stakeholders of the teaching learning process. Some of the components of Effective Teaching as Perceived by Students (Eble, 1971) are as follows:

- **Analytic/synthetic approach:** teaching the students by means of explaining Contrast implications of various theories are found beneficial by the students. Moreover presenting facts and concepts from related fields and also emphasizing on conceptual understanding found more acceptance among the students
- **Organization/clarity:** teachers who are well prepared and competent in providing clear explanation were appreciated. Beginning the class by stating objectives and then identifying important points was desired by the students. At the end, summarizing major points
- **Instructor-group interaction:** Encouraging class discussion by inviting students to share their knowledge and experiences and also

trying to know whether class has understood the content taught was also an important component in effecting teaching.

- **Instructor-student interaction:** Showing genuine interest in students, respecting students as persons and making one accessible to students even when they are out of class was found out to be very important in this regard.
- **Dynamism/enthusiasm:** Students felt that using interesting presentation style by the teachers made them more perceptive to learning. Teachers who are able to generate enthusiasm for the subject by exhibiting self confidence were appreciated more. Students also felt encouraged to learn from teachers who demonstrated interest in teaching through different means.

Some of the characteristics of an Effective Teacher as found out by (Langlois & Zales, 1992) are as follows:

- An effective teacher promotes high expectations of student achievement.
- Effective teachers provide careful delineation of course methods and routines.
- Teachers who use varied and appropriate teaching methods and materials were considered to be more capable.
- Effective teachers take extra caution to create a supportive, co-operative atmosphere.
- Showing enthusiasm, being energetic, is caring, and maintains a nonthreatening atmosphere was considered to be effective.
- Teachers who are effective are able to manifest a belief that their subject is important.
- Effective teachers always relate instruction to student interests.
- An effective teacher is an expert in his/her area and demonstrates content expertise.
- Involving students in the planning and evaluation of instruction make the teaching more beneficial.

- Organizing learning activities based on their errors and experience provides better learning experience.
- Relation the subject content to jobs and personal lives of the students is also very important to ensure that teaching and learning is effective.
- Giving instructions in a problem centered rather than content centered manner is another characteristic of an effective teacher.

## Conclusion

The role assigned by the society to the teaching fraternity is substantial. The future of the nation depends on their shoulders. Hence, taking cognizance to this humongous task, it becomes the responsibility of each and every teacher to take this profession with stride and seriousness. It is the onus of every teacher to keep oneself abreast with the continuously changing demands.

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## **Meeting Challenges of Teacher Education: Recommendations of some Significant Commissions**

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### **Introduction**

NCTE (1998) describes teacher education as a programme of education, research and training provided to teachers for teaching all grades. International Encyclopedia of Teaching and Teacher Education (1987) states teacher education has three phases- Pre-service, Induction and In-service (Mumbai University, 2006). Teachers are the reformers of society and they create future citizens so every nation requires good teachers (Commonwealth of Learning, 2023). Quality teacher education is necessary to improve education system as a whole as UNESCO says “teacher education institutions are instruments of transforming education system”(Singh, 2017).

Presently, Teacher Education is suffering from several challenges due to tremendous change in field of education which demands high quality in content taught, enhanced educational accountability, incorporation of technological knowhow in curriculum, innovative teaching strategies as Child centered and Activity based methods for trainees, to help them adjust in new education system and equip trainees with new scientific evaluation techniques (Indu Bala, 2018).

## Problems of Teacher Education:

Previous researchers have explored the problems of teacher education and found some the main causes behind it are short duration of Internship or teaching practice (Kapur, 2018; Nadaf & Nisar, 2018) as the program gives 5:2 emphasis on theory and practice (Akhter & Mir, 2018; Dwivedi, 2012; Nadaf & Nisar, 2018), teacher education focuses on how to teach a specific content but not on the content itself (Akhter & Mir, 2018; Dwivedi, 2012; Indu Bala, 2018; Kapur, 2018; Nadaf & Nisar, 2018), course content which do not nurture creative side of the trainee (Jamwal, 2012; Sharma, 2018), lack of occupational perception among trainees who view teacher education as means of obtaining employment (Kapur, 2018), the course is not tied to real problems of school (Akhter & Mir, 2018; Indu Bala, 2018; Nadaf & Nisar, 2018), the program often is unable to develop life skills as problem solving skills, logical thinking, decision making, and creative skills, social skills, and emotional skills (Akhter & Mir, 2018; Jamwal, 2012; Sharma, 2018).

Past researches have shown trainees are admitted without conducting screening tests on General Knowledge, subject depth, intelligence, language skills, attitude, aptitude and interest (Akhter & Mir, 2018; Dwivedi, 2012; Hossain, 2021; Nadaf & Nisar, 2018). Trainees often come with poor academic record specially if they are unable to enter good careers (Dwivedi, 2012; Indu Bala, 2018; Nadaf & Nisar, 2018; Virmani, 2022).

Researchers observed that teacher educators are not using innovative methods, ICT, learner-centric methods and experimentation (Akhter & Mir, 2018; Dwivedi, 2012; Hossain, 2021; Indu Bala, 2018; Nadaf & Nisar, 2018), Superficial supervision is practiced during microteaching, making learning designs, and internship (Akhter & Mir, 2018; Dwivedi, 2012; Nadaf & Nisar, 2018). Dwivedi (2012) recommended apart from theoretical knowledge some practical experiences (book discussions, group work, debates) are required.



Finally, lessening seclusion of TEIs from other departments of Universities (Dwivedi, 2012; Hossain, 2021; Indu Bala, 2018), improving infrastructure (Dwivedi, 2012; Indu Bala, 2018), conducting research in teacher education (Dwivedi, 2012; Indu Bala, 2018) and improved monitoring of TEIs by regulatory bodies (Jamwal, 2012) were suggested as means of reforming teacher education.

### **Recommendations of Committees for improving Teacher Education:**

Adoption of sustainable development goals resulted in increased demand for quality education, which requires efficient teachers. Teacher efficiency will come only from improvement in Teacher Education process. Various education commissions of independent India recommended ways of improving teacher education.

*University Education Commission (1948-49):-* The first education commission of independent India felt the need of increasing emphasis on practical aspects of teaching, providing real experience of school life, and rigorous practice teaching (Ministry Of Education, 1962). It was also in favour of connecting the content with local needs as well as incorporating modern innovations of education. Commission suggested that teacher educators should have experience of school teaching so that they can share it with trainees. Further, M.Ed. course was to be pursued by trainees only after gaining experience in school teaching as that will help in realization of the theoretical content (Ministry Of Education, 1962).

*Secondary Education Commission (1952-53):-* Mudaliar Commission recommended separate duration of teacher training course as a two year course for secondary school certificate holders and one year course for graduates (Ministry Of Education, 1953). Like Radhakrishnan Commission (Ministry Of Education, 1962), here also practical activities and realistic experience of school life was stressed (Ministry Of Education, 1953). The commission stressed in-service training in the form of Refresher courses, courses in special subjects, workshops.

Holistic development of trainees was recommended as teachers should possess academic knowledge alongwith humane qualities. To extend the reach of teacher education Part time training courses were advised. Other recommendation included collaboration of TEIs with other agencies, careful recruitment of teacher educators and research for improvement of the course (Ministry Of Education, 1953).

*Kothari Commission (1964-66):-* This comprehensive education commission emphasizes on in-service teacher education in lines of Mudaliar Commission (Ministry Of Education, 1953) and suggested that isolation of teacher training institution should be reduced (NCERT, 1970). It was realized that teacher education cannot be improved if it was not connected with school life as trainees will remain unaware about school problems. Moreover, institutes training secondary teachers should have connection with university education as these trainees will prepare children for university life. Success of secondary education will be achieved if these children excel in university. Another area of focus was opening up department of Education in universities (NCERT, 1970) where both research and teacher education will be carried out. This will help in conducting research on child psychology and innovative teaching and can help in reforming teacher education. As Radhakrishnan Commission suggested teacher educators should have school experience (Ministry Of Education, 1962), similarly Kothari Commission suggested staff exchange between practice teaching schools and TEIs. Among other suggestions were involvement of Alumni in teaching-learning process, monitoring TEIs by UGC and NCERT, equivalence to be maintained among all kinds of teacher training irrespective of different levels (primary or secondary) and different fields as art, physical education.

*NEP (2020):-*

Earlier frameworks of national policy on education advocated for

improvement of salary and service benefits of teachers, academic freedom for conducting research, and In-service teacher education (Ministry Of Education, 1968) as well as emphasized the role of DIETs in conducting pre-service and in-service courses and collaboration among TEIs and University Department of Education (MHRD, 1998).

NEP (2020) suggested reform in Teacher education curriculum as per NCFTE (2021), as a major source of qualitative improvement of teacher education. Another suggestion was about National Comprehensive Teacher Recruitment Plan based on scores of TET, National Testing Agency scores and subject demos to improve teacher quality (MHRD, 2020). Another recommendation was to shift teacher education programme to multidisciplinary colleges and universities by 2030 so that a holistic programme can be offered in collaboration with departments of psychology, philosophy, sociology etc (MHRD, 2020). The content was to be remodeled to include innovative techniques in pedagogy (teaching children with disabilities or talents, use of ICT, collaborative learning and knowledge of Fundamental Duties, environmental awareness and gender sensitization)(MHRD, 2020). For the first time concept of 4 year integrated B.Ed. (dual-major holistic Bachelor's degree in Education and in a specialized subject) was emphasized alongwith rigorous school internship (MHRD, 2020). Other recommendations were conducting B.Ed. programmes in ODL mode, maintaining standard of teacher education through monitoring agency as National Higher Education Regulatory Council (NHERC), establishing National Professional Standards for Teachers (NPST) and closing substandard stand-alone TEIs (MHRD, 2020).

## **Conclusion**

Apart from the above committees some specific committees on teacher education have provided their suggestion for improving teacher education over the years. National Commission on Teachers (1983-85)

stressed on 4 year integrated B.Ed. course, strict selection procedure of trainees, professional preparation, professional enrichment of teacher educators, recruitment of Educational technology educator by all TEIs (Central Secretariat Library, 1986). NCF (2005) suggests making teacher education learner centric and activity oriented, multidisciplinary with continuous appraisal of learners (NCERT, 2005). National Knowledge Commission (2005) promotes incorporation of technological innovations in education sector. NCFTE (2009) primarily focused on improvement in curriculum, transaction and assessment of elementary teacher preparation programs, increasing collaboration between schools and TEIs, and multiple entry points for M.Ed. program (NCERT, 2009). Though teacher education suffers from several challenges but these comprehensive suggestions show a way to overcome them. Most of these suggestions are already implemented while some are reemphasized to be taken up in recent policies as NEP 2020.

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## Teacher Educators as A Role Model for Teachers

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### Introduction

People look at teachers with expectations. To quote Dr. A P J Abdul Kalam “If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key society members who can make a difference. They are the father, the mother, and the teacher.” So the teacher should be the role model for his/her students so that the teacher can create a nation of beautiful minds. So the teacher has to sculpt the soul of his students. That is possible only when the teacher himself is taught how to do that. But who is the role model of the teacher trainees who wants to take teaching in schools as a profession. A role model is a person who inspires, and encourages us to strive for greatness, live to our fullest potential, and see the best in ourselves. A role model is someone we admire and someone we aspire to be like. Role models are people who set good examples by the words they speak and by the actions they take. It is an accepted fact that only the happy, healthy and academically and professionally competent teacher can produce happy, healthy and academically and professionally competent students. And that is true for teacher educators also and student trainee teachers. Now a big question, is that possible in this age of social erosion of values. There are now many B.ed colleges and there is a dearth of

quality teacher-educators (Afsan, 2015). The intent of the paper is to analyse the factors responsible for a teacher educator to be a role model for the trainee students. This paper is an attempt to explore the qualities a teacher-educator should possess.

**Objectives of The Study:** The main objective of the study is

1. To find out the qualities of a teacher-educator in the present Indian context of the social erosion of values which will make a teacher- educator a role model for the teacher-trainee students.

## **Methodology**

The subject was chosen from reading materials containing information regarding the role of teacher-educators needed to prove themselves as role models for their teacher-trainee students. In the present study secondary data sources including books, journals, newspapers and internet databases were used and the data was analysed qualitatively.

## **Discussion**

Personality traits of a teacher: Students tend to copy the behavior and mannerisms of the teachers. This is called social learning. The teachers entire personality is a reflection on the minds of the students. The teacher to be a role model should possess self -confidence, should be energetic. The teacher should have command over his subject. The teacher should have high moral character which is seriously lacking these days. The teacher should be honest and punctual in class. He/ she will have a sense of humour. He is impartial in character and treats equally all the students coming from different socio cultural background. The teacher should have the fighting spirit of working in any condition. The teacher should have patience. He painstakingly should wait for his students to learn-by-doing. To quote William a. Ward “The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates.

The great teacher inspires.” Same should be the qualities of a teacher-educator. He is the one possessing mannerism, self-confidence, energetic, possessing high moral character, honest, punctual and have command over his subject (Patel, 2012).

**Teacher-educators as facilitator of knowledge:** Teacher educators facilitates learning in terms of knowledge creation, skill development, and attitude formation. He will ensure that the objectives of his teachings are achieved. He creates a conducive learning environment where learners are free to share, and are free to ask any questions (Das, 2015). He is the transmitter of knowledge. He is the leader of his class. He is the one who inspires hope, ignites imagination and instills a love for teaching in his students. He teaches the trainees how to create a relaxed atmosphere in the class. Above all in the words of Socrates “I cannot teach anybody anything, I can only make them think.” And this should be the main mantra of the teacher-educators that is to make the teacher trainees think (Patel et.al, 2018).

**Teacher who prepares for life:** A teacher not only teaches in his classrooms he teaches and gives education of life. That is he teaches Life’s Lessons. The teacher trainee should guide his students all throughout his life and guide him in his day to day activity of his school. He should be always by his side. The teacher educator should built trust. He is to act as a counselor then only the trainee teachers when they become teachers can share their problems with him all through his life. To quote John Dewey “Education is not preparation for life; education is life itself.”

**Teacher-educators in the community:** Teacher-educators has to play a great role in the community. Community expects high moral values from the teacher. Community expects teachers not only to disseminate knowledge but also to shape behavior of students. Another very important role teacher educators should play is that of an active member



of a community by spreading awareness regarding social issues like education for all children, awareness against superstitions, awareness of Thalassaemia, against child marriage etc. The teacher educator will ensure equity, equality, and inclusion both in the community and the classrooms (Kumar, 2020). It should not be that what he preaches is opposite of how he behaves. Teacher educators and his colleagues: A teacher educator should be receptive to the ideas of others. He should accept the innovative ideas of the teacher trainees. A teacher cannot progress until and unless he considers himself as a learner (Das, 2011).

## **Findings**

Teacher-educators play an important role today. Measures has to be taken to create a conducive environment for the teacher-trainees. Earning a B.ed degree without learning anything should be immediately stopped. The teacher-educators should find ways and means to motivate the trainees. Teacher-educators should provide free and relaxed atmosphere in the class. All stakeholders of the B.ed colleges should take special initiatives for the teacher-educators to work freely. We are in dire need of quality teacher educators who will be role models for the teacher-trainees. The teacher-educators have to find out ways to induce creativity and inspire the teacher-trainees to be good teachers. A total revamp of the system of teacher education is needed. The teacher-educators will prepare student for life. All the stakeholders have to find out ways and means to help teacher-educators develop relationship with the community Working with the community needs serious serious attention for the teachers to be role models (Dutta and Dutta, 2012).

## **Conclusion**

Now the time has come to redefine the role of teacher-educators (Bhava, 2020). Teacher-educators should know their responsibilities.

The role of traditional teacher-educators needs to be redefined in the context of social erosion of values. So to conclude teacher-educators should be a role model for the trainee teachers. He is the one who will inspire hope and ignite imagination and instill a love of learning among the trainees. Since the destiny of India is being shaped in its classrooms and this destiny lies in the hands of the teachers-educators who is training the future teachers.

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# **Unpacking the Issues and Challenges in Teacher Education in India: Navigating the Complexities of Preparing Effective Educators**

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## **Introduction**

Teacher education refers to the process of training and preparing individuals to become effective teachers. This involves a combination of theoretical and practical training, as well as on-going professional development throughout a teacher's career. Teacher education typically includes coursework in pedagogy, subject matter knowledge and classroom management. It also involves hands-on teaching experience, such as student teaching or classroom observation.

In addition to formal education, teacher education may involve on-going professional development opportunities, such as workshops, conferences, and mentoring programs. These opportunities can help teachers stay up-to-date with the latest teaching strategies, technology, and research in their field. Effective teacher education is essential for producing well-trained and qualified teachers who are equipped to meet the diverse needs of their students. It can also help to attract and retain talented individuals in the teaching profession and ultimately lead to better outcomes for students.

Teacher education is the process for the development of

proficiency and competence of teachers which in turn enable and empower them for meeting the requirements and challenges of the profession in present times. W.H. Kilpatrick specified teacher training by stating that training is given to animals and circus performers, while education is to human beings. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

**Teacher Education = Teaching Skills + Pedagogical theory + Professional skills. [1]**

Clinton stated in his (Presi, 1996) ‘Call for Action for American Education in the 21st Century’ that, “Every community should have a talented and dedicated teacher in every classroom. Today new innovations and experiments are being tried out inside as well as outside the classroom that includes project based learning, development of thinking skills, and discovery learning approaches. Many teachers are not perfectly familiar in implementing the concepts of new curriculum and many are not equipped to properly implement the curriculum. So it is necessary to define the professional qualifications and skills needed for a good teacher and inculcate them within prospective teachers”.

India is home to a large population of over 1.3 billion people. With the increase in the population, the demand for education has also increased. To meet this demand, the Indian government has undertaken various initiatives to increase the number of schools and colleges. However, the quality of education imparted to students remains a major challenge. One of the primary reasons for this challenge is the quality of teacher education in India. Teacher education in India has been a matter of concern for several years. It is believed that the quality of education imparted by a teacher largely depends on the quality of teacher education that he/she receives. Unfortunately, teacher education in India has been plagued with several challenges that have hindered its progress. This article aims to highlight some of the critical issues and challenges that need to be addressed to improve teacher education in India.

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[1] DEDU505\_TEACHER\_EDUCATION\_ENGLISH, (2009) TEACHER EDUCATION Edited By Dr. Dinesh Kumar, p-8

One of the most significant challenges facing teacher education in India is the lack of qualified teachers. Despite the large number of people seeking teaching jobs, there is a severe shortage of teachers with the necessary skills and qualifications. This shortage is particularly acute in rural areas, where teachers are often paid poorly and have limited access to training and professional development opportunities. As a result many schools in these areas struggle to provide quality education to their students.

Another major challenge facing teacher education in India is the low quality of teacher education programs. Many teacher training programs in India are out-dated and do not provide the necessary skills and knowledge for teachers to be effective in the classroom. Additionally many of these programs focus on rote learning rather than critical thinking and problem-solving skills, which are essential for modern teaching.

Inadequate funding is also a major challenge facing teacher education in India. Despite the importance of education to India's economic development and global competitiveness. The government spends only a small fraction of its budget on education. This lack of funding makes it difficult for schools and teacher education programs to invest in the necessary resources and infrastructure to provide quality education.

Another issue is the lack of focus on technology in teacher education programs. In a rapidly changing world, it is essential that teachers are equipped with the skills and knowledge to use technology effectively in the classroom. However, many teacher education programs in India do not adequately prepare teachers for this aspect of their role.

Finally, there is a need for greater collaboration and coordination among stakeholders in the teacher education system. This includes collaboration between government, schools, teacher education programs, and other relevant organizations. Without greater coordination and collaboration, it will be difficult to address the complex challenges facing teacher education in India. Some others areas...

- Development of a system of on-going professional development for teachers
- Establish learning communities and networks among teachers
- Professional learning for educational leaders
- Staff appraisal systems and the use of peer observation in schools are still in development
- Teacher evaluation seems to place more emphasis on professional duties/responsibilities than on actual classroom teaching practices.
- Teacher centred strategies and pedagogy still dominate in the classroom.
- There is a relatively large variation among schools in the area of instruction, particularly concerning independent student practice, questioning skills and teacher exceptions for student achievement.

To address these challenges, there are **several possible solutions:-**

Firstly, there needs to be a greater focus on the recruitment and training of qualified teachers. This can be achieved by offering better salaries and benefits, providing access to professional development opportunities, and implementing innovative recruitment strategies.

Secondly, there is a need to improve the quality of teacher education programs in India. This can be achieved by introducing more practical and experiential learning opportunities, updating curricula to reflect modern teaching practices, and integrating technology into teacher education programs.

Thirdly, there is a need for greater investment in education by the government. This can be achieved by increasing funding for education and investing in the necessary resources and infrastructure to support quality education.

Fourthly, there is a need to increase the focus on technology in teacher education programs. This can be achieved by incorporating technology into the curriculum and providing teachers with the necessary training and support to effectively use technology in the

classroom.

Finally, there is a need for greater collaboration and coordination among stakeholders in the teacher education system. This can be achieved by establishing partnerships between government, schools, teacher education programs, and other relevant organizations to work together towards a common goal of improving the quality of education in India.

## **Conclusion**

In Conclusion, teacher education in India is facing significant challenges, including inadequate infrastructure, out-dated curriculum, lack of adequate resources and funding, insufficient professional development opportunities, and a shortage of qualified teachers. However, there are possible solutions to these challenges, including improving the quality of teacher training programs, modernizing the curriculum, increasing investment in education, and strengthening teacher recruitment and retention policies. By addressing these issues, India can ensure that its teachers are adequately prepared to teach modern students and that its education system is capable of providing high-quality education to all students.

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# **A Study on Use of Teaching Methods and Learning Teaching Materials in Life Science Teachers**

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&

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## **Introduction**

The noble profession of teaching requires constant drive among teachers to bring out the best version of themselves by making their teaching effective. Effective teaching is Choosing specific teaching methods that best achieve course objectives (Gomez, 2014). Effective teaching depends on teachers' Pedagogical skills which includes, teaching skills, interpersonal skills, classroom procedures and the ability to organize and teach in interesting and flexible ways, using good teaching methods. Teachers can make science learning fun and interesting by using a variety of materials and strategies in their teaching (Shadreck & Mambanda, 2012). The purpose and role of teaching and learning resources doesn't only consist of making the educational process more attractive and interesting, but also of encouraging active learning, different skills development and adoption of desirable values and attitudes in students. In order to achieve the said goals, it is extremely



important to clearly define the conditions and methods of utilising teaching and learning resources in the teaching and learning process (Bušljeta, 2013). Therefore, it can be stated that for the teaching learning process to be effective proper teaching methods should be adopted and appropriate learning teaching materials should be used.

Talking about learning methods Lecture method is one of the most common practices but if used as the only teaching method students become bored very quickly (Gomez, 2014). Learning is best attained when the concepts are perceived by the 5 senses, according to a test performed by Sevli, Turkaslan and Yigitarslan, it was observed that experiencing always resulted in an increased understanding. Roberts (2008) designed a booklet on high quality practical activities in science, in which she stated: “Students achieve a deeper level of understanding by finding things out for themselves and by experimenting with techniques and methods that have enabled the secrets of our bodies, our environment, and the whole universe – to be discovered.” Practical work has been able to promote students’ positive attitudes and enhance motivation for effective learning in science as described by Okam and Zakari (2017). To make the teaching learning process effective teacher used certain materials that aids the teaching process, using the teaching aids means that the teacher optimizes the whole function of students’ senses to increase the effectiveness of students learning (Widiyatmoko & Nurmasitah, 2013). So, an effective teacher is one who can make the students experience the concepts.

## **Review of Related Literatures:**

Following literatures were found related to the present study area-

According to the work of Lee and Reeves on Edgar Dales cone of Experience, the level of abstractness increases when moving towards the pinnacle of the cone, as a result the learners become spectators rather than participants. It illustrates the importance of direct experience for effective learning. Especially for young children,

real and concrete experiences are necessary (2007).

Dale's Cone of Experience (Lee& Reeves, 2007) (Dales,1969)

In their study, Darling & Hammond found that during the science teaching-learning process at the school level, students face many problems in understanding scientific ideas in their classrooms and this happens due to inauthentic teaching methods (2008).

Apart from teaching methodologies and learning teaching material the curriculum also plays a vital role in effective teaching as stated by Ojong & Maduka. The need for the development of a curriculum to guide the activities of a school or any academic endeavor for efficient attainment of its goals and objectives cannot be overemphasized(2013).

Zakirman, Lufri & Khairani in their work related to teaching method in science, found that the use of lecture method in learning, especially science learning has several weaknesses (2019).

According to Tufail and Mahmood, Science teachers' teaching methods play a vital role in classroom practices. Teachers may select one, a combination of two or more to suit the needs of science learners to develop the conceptual understanding (2020).

### **Objectives of The Study**

- To Know about the teaching methods preferred by the Life Science teachers for teaching different type of contents.
- To find out Life Science teachers' preferred type of Learning Teaching Materials (LTM) for illustrating different type of contents.
- To inquire about the type of contents in which Life Science Teachers prefer using Lecture Method.

### **Delimitation**

Present study deals with Life Science Teachers teaching in CBSE board affiliated schools of Darjeeling district only. The contents of

Life Science designated for class IX only taken into consideration for knowing the reference of method and material used.

## **Methodology**

Present study follows qualitative survey method. Primary data was collected from CBSE school teachers using an opinionnaire.

### **4.1. Participants:**

30 CBSE school teachers belonging from different Schools of Darjeeling District who have B.Ed. degree, participated in this study.

### **4.2. Tool and Method of Data Collection:**

One self-made opinionnaire which looks for reference of teaching methodologies and use of LTM for teaching the topics across all 24 identified sub-sections of CBSE class 9 Life-science syllabus, was used to collect qualitative data. The participants participated in the online survey done through Google-form.

## **Findings**

Data collected through the opinionnaire are coded and grouped. The percentage of each reference showed by participants are calculated. All 23 content areas from class IX CBSE syllabus used in the opinionnaire are categorized in to 4 major types of contents before further analysis of the data.

### **5.1. Life Science Teachers' Reference of teaching method use:**

**Table - 1:** Percentage-wise presentation of preferred teaching method

| Types of Content     | Preferred Teaching Methods |                      |                |                   |                        |                  |
|----------------------|----------------------------|----------------------|----------------|-------------------|------------------------|------------------|
|                      | Lecture Method             | Demonstration Method | Project Method | Laboratory Method | Problem Solving Method | Heuristic Method |
| Introductory Content | 78%                        | 44%                  | 31.33%         | 8.66%             | 6.66%                  | 6%               |
| Factual Content      | 67.91%                     | 45%                  | 37.91%         | 15.83%            | 13.75%                 | 8.75%            |
| Descriptive Content  | 69.44%                     | 41.66%               | 38.33%         | 16.66%            | 10%                    | 14.44%           |
| Procedural Content   | 68.66%                     | 55.33%               | 36%            | 13.33%            | 18%                    | 10.66%           |

## 5.2. Life Science Teachers' Reference of LTM use:

**Table 2:** Percentage-wise presentation of preferred LTM

| Types of Content     | Reference of LTM Use |        |        |               |                 |        |
|----------------------|----------------------|--------|--------|---------------|-----------------|--------|
|                      | Black Board          | Charts | Models | Live Specimen | Experimentation | Others |
| Introductory Content | 78.66%               | 70%    | 36.66% | 16%           | 10%             | 9.33%  |

|                     |        |        |        |        |        |        |
|---------------------|--------|--------|--------|--------|--------|--------|
| Factual Content     | 74.58% | 70.83% | 33.75% | 12.5%  | 10.83% | 13.33% |
| Descriptive Content | 78.88% | 71.11% | 33.33% | 11.11% | 17.77% | 11.11% |
| Procedural Content  | 66.66% | 72.66% | 46.66% | 12.66% | 22%    | 14.66% |

### 5.3. Type of content in which life science teachers prefer using lecture method:

**Table 2:** Percentage-wise presentation of overall use of Lecture Method

| Types of Content | Introductory Content | Factual Content | Descriptive Content | Procedural Content |
|------------------|----------------------|-----------------|---------------------|--------------------|
| Lecture          | 67.91%               | 78%             | 69.44%              | 68.66%             |
| Method Use       |                      |                 |                     |                    |

It is found that across all type of contents in 70.55% cases teachers prefer using Lecture Method for classroom teaching of CBSE board Class IX Life Science contents.

## Discussion

In the context of teachers' choice of teaching methods, although most teachers prefer to use a mix of two or more methods for classroom teaching, but the most popular method happens to be the lecture method irrespective of the content being taught. This is followed by demonstration method. The least used method happens to be the heuristic method, where the students are supposed to learn by discovery. The project method, problem solving method and heuristic method is mostly preferred for teaching descriptive content and problem-solving method is mostly preferred for factual content. Although, these

methods are preferred with a combination of other methods.

In the context of choice of LTM use by the teacher, blackboard is the most preferred teaching aid and the highest use of black board is preferred for descriptive and introductory contents. This is followed by the use of charts as LTM. The highest use of models charts and experimentation and other LTM of choice is seen during teaching of procedural contents. Here as well a combination of LTMs is preferred over the use of a single LTM.

Lecture method, although considered to be a unsuitable for science teaching, is the most preferred method of teaching by participants of this study. The highest reference to lecture method is seen while teaching factual content followed by descriptive content, followed by procedural and introductory content.

## Conclusion

From the above discussion it is eminent that till date Life-science teachers who have knowledge of various science teaching methods and materials preferring lecture method while teaching various topics. Although all the participants opined for using this method in combination with other more activity-oriented methods, this situation is alarming. In case of use of materials, they seem to depend more on easily available black-board or charts rather than innovative low-cost aids as it should be in science. Hence there is a need to re-orient even trained teachers towards use of more effective and innovative methods and materials in science teaching to ensure better outcome in science and brighter future of school students.

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# Issues and Challenges in Teacher Education

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## Introduction

Teacher education is a professional programme that is interconnected to the development of teacher efficiency, competence, honesty, personality etc. that would enable and accelerate the teacher to meet up the requirements of the concerned Teaching profession and face the challenges there in the workstation. This is concerned with acquiring teaching skills with capacities to the prospective teachers. The National Council for Teacher Education (NCTE) has defined teacher education as ‘a programme of education, research and training of persons to teach from pre-primary to higher education level.’ India, being the world’s third largest education system, is among the largest system of teacher education in the world (Sheikh, 2017). The secondary education commission (1952-1953) has rightly stated, “we are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community.” It has been observed that this field has also stricken with so many issues and challenging factors which are ultimately obstructing the upliftment of Teacher education. It is further experienced that some teacher educators are neither professionally



qualified nor committed to their profession.

## **Teacher Education**

The National Council for Teacher Education (NCTE) has defined teacher education as ‘a programme of education, research and training of persons to teach from pre-primary to higher education level.’ Goods Dictionary of Education explains that “Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.” W.H. Kilpatrick specified teacher training by stating that “Training is given to animals and circus performers, while education is to human beings. Teacher education incorporates teaching skills, sound pedagogical theory and professional skills.” In the words of Okorie (1989), it is one who guides pupils through planned activities so that they may acquire the richest learning possible from their experience.

History of Teacher Education at a glance: The history of Indian Teacher Education System can be divided into Pre-Independent and Post-Independent Teacher education programme and further can be classified in the following manner-

1. Ancient Education System (2500 B.C. to 500 B.C.)
2. Buddhist Education System (500 B.C. to 1200 A.D.)
3. Muslim Education System (1200 A.D. to 1700 A.D.)
4. British Education System (1700 A.D. to 1947 A.D.)
5. Teacher Education during Post Independent India (1947 to till date)

## **Need of Teacher Education:**

The teachers are often considered to be the architect of social transformation and nation building. Teacher education is significantly

relevant to the student's needs and aspirations. There had been practices since the ancient times that the would-be teachers are being expected to be 'a man of character' and 'a man of discipline.' In this context the doctrine of Swami Vivekananda is certainly very much significant which focuses on 'Man-making' and 'Character building' education. In the words of Swami Vivekananda, 'The only true teacher is he, who can immediately come down to the level of the student, transfer his soul to the student's soul, see through the student's eyes, hear through his ears, and understand through his mind. Such a teacher can really teach and none else.' Teaching demands expertise which only the professionally prepared teacher of quality can deliver. Many who go by the title of 'Teacher' today, cannot be considered so, because they lack the desired knowledge, skills and competences which teaching demands.

### **Issues and Challenges**

There may have so many issues and challenges but only the selected following major issues and challenges prevailing in the teacher education system have been highlighted:

#### **Quality Concern**

Teacher's quality is the most striking factor in educational sector. The American Commission on Teacher Education has rightly observed that "the quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher." UNESCO-ILO stated that "Teacher quality is an important consideration in student achievement, and although defined differently by different people, it continues to be a central concern of those responsible for teacher education. Quality teachers are products of quality teacher education programs, policies and practices."

## **Inculcating Leadership Qualities**

Inculcating Leadership Qualities among the Trainees is the prime focus in today's teacher education programme which determine significant educational change. It is the teacher educator who is supposed to build up their teaching practices and skills upon a concrete foundation of leadership. So the roles of teacher educators in this changing scenario would be to create a difference among the lives of their trainees by implementing the desired leadership qualities in the educational field.

## **Teacher Preparedness for Inclusive Classrooms**

Yadava (2013) has found the deteriorating situation of unskilled teachers in the area of inclusive education. This is a high time to take essential initiatives to tackle and fulfil the required skills, eligibility and special training to prospective teachers along with the Teacher educators so as to gain the capability to cater to the needs of Children with special needs (CWSN). Inadequate teacher preparation has been identified as a major barrier to inclusive education in India (Singal, 2005).

## **Lack of Training in ICT**

ICT has undoubtedly secured a special position in the field of teacher education specially in the post pandemic environment. "In the era of globalization, ICT is one of the best tools to achieve access, inclusion, and quality in education. ICT has become the indispensable part of the modern education system" (Saxena, 2017). The TTI's due to infrastructure, virtual classroom, equipment related issues are getting stumbled in each sphere of course and resulting as sufferer in the field of ICT. The current curriculum demands from the teachers to be Tech-savvy and to be well equipped with modern technologies so as to be effective in the classroom for better teaching- learning output.

## **Reflective Practices and Continuous Professional Development (CPD)**

Reflective Teaching is a kind of process where in the teachers look back or self-analyse their teaching styles and practices after the classroom transaction and finds ways as to how the teaching methods or strategies can be modified or improved for the better understanding and learning to the learners. Reflective practices have been considered as the chief aim of teacher education programme. Reflective teaching is the salient feature of CPD wherein the teaching society need to be well updated along with challenging mindset.

## **Pedagogical Content Knowledge(PCK)**

PCK of any subject teacher holds a significant position in the real class room knowledge transmission. The teacher educators need special focus to increase the PCK of trainee teachers through the teachers' training programme, which particularly leads to better effective performance and output. So, the effective teachers have to include the extensive pedagogical content knowledge for the desired outcome. Priority in transfer of knowledge are supposed to be the first and foremost objective instead of only Transfer of information.

## **Insufficient Financial Grants & Insufficient Faculty Members**

In most of the states, TE is still dependent on the fee collected from Trainees only, as the share of state grant is too small. Several practicums recently have been introduced including Yoga, Guidance and Counselling, Drama and Art in Education, etc. which seeks experts in these areas and proper institutional grants, facilities, faculty members and arrangements in addition. Most of the colleges assign the duties for such practical to their regular teachers who lack expertise in the field. Most of the TTTs running their programme without having required number of faculty members in the concerned subjects.

## **Organizational Climate**

Teacher Self-Efficacy, Teacher Effectiveness, Professional competence, Professional Commitment of Teacher educators is to some extent connected with the organizational climate also predominant in the Teacher Training Institutions. The existing TE program hardly provide enough opportunities for the trainees to develop competency, commitment and effectiveness etc. because most of the organizers of teacher's training programmes are not aware of the existing issues. There should be a free exchange of Teacher Educators in nearby TTI's so as to improve the quality exchange of teacher education programme immensely.

## **Empirical Research**

Radha Mohan (2013) emphasized that "Progress in Teacher Education is possible only through Research." Adequate empirical research with quality in education have been prioritized with the changing demand of Teacher Education. The Researchers are encouraged to study and experience the Teacher education programme minutely and properly before undertaking any educational research to tackle such challenge and flourish with proper quality research.

## **Internship**

The Trainees during practice teaching must have passed through proper and frequent feedback session. The maximum time should be focused on the practice, drilling, assessment, performance, and practice of the trainees. The emphasis is supposed to be merely on practical implication of knowledge in real classroom situation that has been learnt during classroom transaction. The TTI's in most of the cases accomplish this task just as formality on pen and paper only specially the Private TTI's.

## **Private Teacher Training Institutions**

It is observed that Private institutions lack adequate physical infrastructure and positive attitude towards conducive learning environment and therefore confidently produce a huge number of incompetent teachers. In the name of regular course, the managements have shifted it to certificate distribution institutions only. NCTE should monitor and assess periodically to stop their educational platform of money making. Strict action should be taken against those substandard institutions which are involved in commercialization of education. Hardly any programme, co-curricular activity or engagement with the field is being organized practically to gain the knowledge and experience of the trainee as well as teacher educators.

## **Conclusion**

The present scenario of TTI is seemingly under alarming situation. Teacher Education Institutions include acquisition of knowledge, skills, ability and values which encourage and motivate teachers to perform their duties and responsibilities in a diligent and in an efficient manner. The system in most of the cases failed to produce such teachers of holistic quality, who can deal with the new emerging trends of the education. To provide better and quality education to our future generations we must have to consider critically the above presented issues and challenges to remove the barriers in Teacher Education which will likewise lead us to the development of our education system as well.

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# **Study on Science Teachers Beliefs about Teaching and Learning and Their Practices at Secondary Stage**

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## **Introduction**

Science occupies an important place in Secondary school curriculum. Science education prepare teachers who have a strong knowledge related to science, knowledge of effective teaching strategies, the ability to teach and a desire to make a difference in the lives of their students. Teacher beliefs shape the decision in planning & interpretation of the curriculum, prior to starting the lesson and during implementing their plans in the classroom (Crawford 2007) Teacher beliefs are thought to play a critical role in predicting their thinking, motivation, intention & behaviour (Clark & Peterson 1986, Czerniak & Lumpe, 1996), Teachers holding constructivist beliefs are more likely to engage in students centred activities (Hewson & Hewson 1988).. Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. Teachers beliefs about teaching and learning play an important role in affecting the nature of teacher's intentions in the classroom and in influencing their professional work like lesson planning, assessment, and evaluation. When teachers view themselves as consumers of science knowledge and view science as a



body of knowledge, their teaching reflects these beliefs as more teacher-centred strategies in which knowledge is controlled and transmitted by the teacher.. Teacher's beliefs can be transformed by experience, knowledge. Professional development and making them aware of their teaching approaches.

## **Research Literature**

### **Researches related to Science teachers' beliefs about teaching & learning of Science**

Every science teacher has his or her own beliefs about teaching and learning that influence their teaching strategies and behaviour. Research studies of Hewson and Hewson (1988) first emphasized on science teachers' beliefs about teaching and learning. Many researchers often categorized teacher beliefs as either behaviourist transmissions or constructivist (Tsai, 2002; Koballa et al. 2000). Also in educational research, beliefs about teaching and learning are categorized into two dimensions i.e. Traditional and Modern (OECD, 2009). Research has shown that pedagogical beliefs guide how teachers plan for their classroom activities and practices and shape teachers' cognitions and behaviours while in the classroom (Pajares, 1992; Calderhead, 1995).

### **Researches about Science teacher beliefs and classroom practices**

A wealth of research evidence has shown that teachers' beliefs about teaching and learning science influence their teaching practices. Some studies (Cronin-Jones; Haney & McArthur) found that teacher beliefs are consistent with classroom practice, while others found that teacher beliefs do not necessarily influence classroom practice (Lederman & Mellado). This study also indicates that teacher beliefs should be considered within context because of the context-dependent nature. However, the Findings of indicate that the relationship between teacher beliefs and practice is controversial and has a complex nature. Research

shows that teachers' beliefs about science knowledge may not directly translate into their classroom practice (Abd-El-Khalick & Lederman, 2000; Tsai, 2002; Waters-Adams, 2006). A prevailing notion in research on science teachers' classroom practice is that "there is a clear statistical relationship between teachers' beliefs about teaching and learning and their classroom practice" (Roehrig, Kruse & Kern, 2007).

### **Objectives of study**

1. To study teachers' beliefs about teaching and learning science
2. To examine teachers' beliefs and teaching practices in classroom context

### **Research Methodology**

**Design:** The research is based on qualitative research framework. The study is exploration of the science teachers' beliefs about pedagogical beliefs of science at secondary stage. A descriptive research method was used to investigate science teachers' beliefs about teaching and learning of science. An open-ended questionnaire was developed to elicit teachers' beliefs. The classrooms were observed to know actual classroom practices of the respective teachers.

**Participants:** The participants of the study were 15 secondary school science teachers from five CBSE school in Siliguri.

### **Tool and Technique**

In order to achieve the objectives of the present study, some data gathering tools and techniques were developed and used by the investigator for collection of data from the participants. The following tools used for collecting the data.

- Open- ended questionnaire for Science teacher
- Classroom observation schedule for Science teacher

**Techniques for data analysis**

First data from questionnaire were organised which include themes and co identified through several reading. The classroom observations were coded with respect to always, sometimes and never. Constant comparison across these preliminary coded responses for individual and clusters of questions was used to identify major themes and common elements running through the questionnaire, classroom observation relating to their beliefs about teaching secondary science. The frequencies and the percentage frequencies of teachers’ answers per question were determined. Graphical display were used to represent the thematic framework of the data.

**Objective Wise Analysis And Interpretation**

The collected data was analysed as per the Objectives of The Study. The investigator used frequency; frequency percentage and description code and establish the appropriate interpretation.

**Objective-1:** To study teachers’ beliefs about teaching and learning science

**Dimension1:** Teaching Strategies of Science

**Table-1:** Percentage of STB about the Teaching Strategies of Science

| Teaching Strategies   | Description Of Code  | N (%)    |
|-----------------------|----------------------|----------|
| Providing Explanation | Better Understanding | 9(60%)   |
|                       | Clear Concept        | 4(26.6%) |
|                       | Clear Doubt          | 2(13.3%) |
| Type of Activity      | Activity             | 5(33.3%) |
|                       | Others               | 8(53.3%) |
|                       | Depend On Concepts   | 2(13.3%) |

|                                |                        |          |
|--------------------------------|------------------------|----------|
| <b>Providing Opportunities</b> | Application of Concept | 5(33.3%) |
|                                | Critical Thinking      | 3(20%)   |
|                                | Prior Experience       | 7(46.6%) |

## Dimension 2: Teacher role

**Table 2:** Frequency and percentage of STB about the Teacher role

| <b>Teachers Role</b>           | <b>Description Of Code</b>       | <b>N (%)</b> |
|--------------------------------|----------------------------------|--------------|
| <b>Providing Opportunities</b> | Check Prior Knowledge            | 8(53.3%)     |
|                                | Create Interest                  | 3(20%)       |
|                                | Free Expression Of Ideas         | 4(26.6%)     |
| <b>Lesson Plan Needs</b>       | Systematic Teaching              | 9(60%)       |
|                                | Explaining Concept In Better Way | 5(33.3%)     |
|                                | Preparing HOTS Question          | 1(6.6%)      |

**OBJECTIVE-2:** To examine teachers believes and teaching practices in classroom context

## Dimension 1: Teaching Strategies of Science

**Table 3:** Percentage of STB about Teaching Strategies of Science

| <b>Dimensions</b>          | <b>Description of Code</b> | <b>Always</b> | <b>Sometimes</b> | <b>Never</b> |
|----------------------------|----------------------------|---------------|------------------|--------------|
| <b>Teaching Strategies</b> | Providing Explanation      | 8(53.33%)     | 6(40.00%)        | 1(6.66%)     |
|                            | Activity                   | 3(20%)        | 4(26.6%)         | 8(53.33%)    |
|                            | Providing Opportunities    | 8(53.33%)     | 6(40.00%)        | 1(6.66%)     |

Results show that most of the teachers give verbal explanation with question and answer session. Occasionally teachers demonstrate and organise students to do activity. However through question and answer students get opportunity to express their ideas. Hence most of the

teachers used question answers approach to give opportunities to students. But still few teachers are not given the opportunity to students.

### Dimension 2: Teacher role

Table 4: Percentage of STB about Teacher Role

| Dimensions    | Description Of Code             | Always      | Some-times | Never    |
|---------------|---------------------------------|-------------|------------|----------|
| Teachers Role | Lesson Plan                     | 5(33.33%)   | 7(46.66%)  | 3(20%)   |
|               | Checking Prior Knowledge        | 11(73.33 %) | 4(26.66%)  | 0(0%)    |
|               | Paying Attention To Individuals | 7(46.66%)   | 7(46.66%)  | 1(66.6%) |
|               | Students Ideas Are Respected    | 10(66.66 %) | 5(33.33%)  | 0(0%)    |

During classroom observation it was found that most of the teachers plan the lesson before the class. Still few teachers never plan the lesson. Some teachers plan weekly or plan the learning objectives in their mind before going to the class. Most of the teachers pay attention to each and every student in the class. Extra attension was given to the learners who found all the lesson difficulties. Most of the teachers motivate students to ask questions while explaining. Sometime probing questions were asked by the teacher to check the level of understanding of the students on a specific topic

### Research Findings

- Through questionnaire it was found that most of the teachers provide explanations to understand the concept. Teacher believes that demonstration, activity, experiment, questioning and answering were way to learn science. But majority of teachers deviate from their beliefs. Mostly have adopted lecturer

method for explaining and understanding the concept. Few teachers adopt demonstration and activity method to make understanding of concept of students. Hence there is a gap between teacher's beliefs and practices. Most of the teacher beliefs providing opportunity are essential for concept formation but through observation it was found that providing opportunity for sharing the student's experience. From the above synthesis it can be concluded that there is inconsistency between teacher's beliefs and practices.

- The role of science teacher is to do work as a facilitator, prepare lesson plan, provide opportunity, and pay attention and respect student's ideas. Mostly teacher agreed to it. During classroom observation it was found that most the teacher plans the lesson before the class and provides opportunity to the students. Most of the teachers pay attention to each and every students and extra attention is given to those students who find lesson difficult. Teacher respected the student's idea and similar thing found during class room observation. From the above synthesis it can be conclude that there is a consistency between teacher's beliefs and practices

## **Educational Implications**

- Science teachers should know that the significant part of the teaching and learning performance is providing opportunities for students to practice the scientific ideas and to make those ideas their own.
- Science teachers should know how to help students to develop the knowledge, skills, and attitude.,
- Science teachers' preparation programs and training sessions should enable them to know and fill the gap between beliefs and classroom practices.

## Conclusion

This study shows that teachers' beliefs about role of teachers are consistency with classroom practice. Where as beliefs about teaching strategy is inconsistency with classroom practice. The process of change in teachers' beliefs is a long and difficult process. Therefore, it is most likely a futile effort to change teachers' beliefs to helping them to put their beliefs into action. Thus instead of the change or die option, we can use the more suitable slogan "put your beliefs into action."

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# **A Brief Study on Socio-Economic and Psychological Status of Unemployed B.Ed. Trainee-Teachers in Naxalbari Block**

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## **Introduction**

Education is the backbone of society and nation. All the people living in the country should be educated to make the overall development of a country. Because, this “education” is a powerful tool for managing and building the larger society. And it helps to build a powerful nation. According to Nelson Mandela - Education is the powerful tool for social change. However, we get this education in two ways namely. Controlled Educational Institutions, like - Schools, Colleges and Universities. Uncontrolled Educational Institutions, like- Family, Multi- media and Newspapers etc.

Teaching is a great profession. Therefore, teachers can play a great role in building a better-quality human resource, society and country. If a teacher has the proper educational qualifications, he/she can make a beautiful society i.e. human society above all kinds of depravity and build a large society free from superstitions. But to become a teacher is not only educated in traditional education. Professional training is required before entering in this profession. This training can be of two types- Namely:



1. D.El.Ed. and B.El.Ed.
2. B.Ed.

In some states of our country, it is called L.T or (Licentiate in Teaching). As per the rules and regulations of NCTE, students can undertake this professional training after graduation and postgraduation. In this case it is seen that currently in our entire state i.e., West Bengal every year around 60,000 students are completing this course and compared to that there is no employment. So, I am interested in doing this research to know the socio-economic and mental condition of the trained unemployed youth of Naxalbari block.

## **Literature Review**

1. **A STUDY ON YOUTH UNEMPLOYMENT AND ITS CONSEQUENCES IN BHUTAN (Wangmo, Deki, 2012):** A study on Youth Unemployment and its Consequences in Bhutan, By Wangmo, Deki From the beginning of the 20th century, unemployment was articulated as an alarming issue in the world. In particular, youth unemployment has gained its concern by wake of the 21st century. There are varying ideas and thoughts about the effects and causes of unemployment in the world. The consequences of unemployment are not short lived; rather they create a sudden disorder in the society, prolonging a long-term effect. The impact will be felt rather with a “ripple effect” with very negligible start at one point, eventually loading with an impact to the society, then to the nation and the globe in the long run. (Anon n.d.)
2. **Unemployment and Psychological Distress among Young People during the COVID-19 Pandemic: Psychological Resources and Risk Factors:** (Netta Achdut\* and Tehila Refaeli, 2020) : In the wake of COVID-19, unemployment and its potential deleterious consequences have attracted renewed interest. We examined (1) the association between unemployment, occurring upon the coronavirus outbreak, and psychological distress among Israeli young

people (20–35-years-old); (2) the associations between various psychological resources/risk factors and psychological distress; and (3) whether these resources and risk factors were moderators in the unemployment-psychological distress link. A real-time survey based on snowball sampling was conducted during the month of April 2020 (N = 390). We employed hierarchical linear models to explore associations between unemployment, psychological resources, risk factors, and psychological distress. Unemployment was independently associated with psychological distress. Perceived trust, optimism, and sense of mastery decreased psychological distress, whereas financial strain and loneliness during the crisis increased this distress. The effect of unemployment on psychological distress did not depend on participants' resource and risk factor levels. Policymakers must develop health initiatives aimed at alleviating the mental health consequences of COVID-19-related unemployment and promote labour market interventions to help young job seekers integrate into employment. These measures, which are in line with the UN sustainable development goals, should be seen as an important route to promote public health. (Achdut and Refaeli 2020)

## Research Gap

After reviewing the literature, it found that no one has studied on a such type of research activity. For this reason, this topic has been chosen as a research work.

**Objectives:** Some of the main objectives of this research paper are as follows:

- To know the economic condition of unemployment B.Ed. holder candidates in Naxalbari block.
- To find out the social status of unemployment B.Ed. trainee candidates in Naxalbari block.
- To search the psychological condition of unemployment B.Ed.

holder in Naxalbari block.

### **Delimitation of the study**

A block in Darjeeling district of West Bengal state of India named Naxalbari block has been chosen to work on this research paper. But whole Darjeeling district as well as entire West Bengal has not been covered for this study. This study emphasis only on unemployed B.Ed. Trainee Teacher and no other section of this area.

### **Importance of the study**

This is a Schedule Tribe and Schedule Caste dominated block. As a result of this research, it will be known about the current situation of the educated youth of this block, and it will also be known whether they are ahead or left behind from the others. Through this work it will be known about the future plans of the B.Ed. trained youth of this area.

### **Methodology of the study**

- **Method:** Survey Method
- **Population Area:** This block is situated in the north western part of Darjeeling District and a marginal area, with Mirik and Kurseong blocks in the north of this block, Matigara in the east, Phansedewa and Khoribari in the south and Ilam District of Nepal in the west. Here all the Unemployment B.Ed. trainees are population of this study.
- **Sample Size:** 25-30 unemployed B.Ed. trainee are taken as sample size, which is taken as random sample.
- **Sampling Techniques:** Random sampling has been used for the study.
- **Data Source:** Primary and secondary data have been used in preparing this research paper.

- **Data Gathering tools:** To fulfil this study a set of questionnaires has been taken as a primary tool.
- **Data Analysis Procedure:** The Graphical Representation and Central Tendency used to analyse the data.

## Data Analysis

- Whether you have to face any family problems due to unemployment?

It is seen that 93% of the B.Ed. trained unemployed youth feel that they are facing various problems due to unemployment. On the other hand, a small number i.e, 7% think that they do not face any such problem.

- How do people in society see your unemployment?

It's seen in this line graph that among all the B.Ed. trained unemployed youth 4% thinks that they regarded fool by the society. 25% of them thinks that Society keeps telling them about it. 22% thinks that society even look down upon them, and 48% thinks that all the things above is applicable for them.

- How do your friends and relatives see you in this regard?

It's seen that among all the B.Ed. trained unemployed youth, 33% thinks that their close relatives and friends looks at them in a bad way, 4% thinks that they are scolded by their friends about this matter. 33% thinks that this is against their association including their friends and relatives and 30% thinks that have to gone through above all these phrases.

- Are you suffering from unemployment?

All the B.Ed. trained unemployed youth, 96% thinks that they are getting effected by unemployment and 4% thinks that they are not getting effected by this.

- Have you to constantly hear about your financial contribution to the family?

It is seen in this pie chart that among all the B.Ed trained unemployed youth 67% thinks that they have to listen various things because of their financial problem from their family and 33% thinks that they don't have face all these problems.

- Do you think this course has hindered your financial self-sufficiency?

It is seen in this line graph that among all the B.Ed. trained unemployed youth, 52% thinks that this course hinders in their way of financial stability and 48% thinks that they don't have to face any financial problem.

You are mentally prepared for such an unemployment situation –

It is seen all the B.Ed. trained unemployed youth, 8% suffers from insecurity, for 40% disappointment has arisen, 11% among them feel fear to express them, and 41% thinks all the above is applicable for them.

This kind of unemployment situation has created inferiority complex in your mind –

It is seen that among all the B.Ed. trained unemployed youth, 67%

thinks that unemployment has created inferiority complex in their mind too much. 22% thinks that they got medium type of inferiority. 7% thinks that they are slightly affected and 4% thinks they are very less affected.

After doing this course have you lost interest or mental capacity to appear in any other job test or competitive exam?

It is seen that among all the B.Ed. trained unemployed youth 59% thinks that after completing B.Ed. they have lost interest in competitive exams. 41% thinks that they have the same interest like before after completing this degree also.

### **Major Findings**

- As a result of analysing the data of this research paper, it is seen that now-a-days the trained youth are facing problems from various aspects. For example – social, economic, emotional distress, mental pressure and stress.
- On the basis of data, they often suffer from inferiority complex not being able to work as teachers, and lose interest in other work or any competitive exam or reluctance to take up alternative careers.
- Data analysis has displayed that they unable to be self-reliant due to unemployment and also deprived of the peace of mind and social recognition of living head high in the society.
- In addition, it is found on the basis of data that their inferiority, they naturally have a tendency to resort to extremes in order to survive.

### **Recommendations**

The following recommendations are to be taken.

- **Government initiative:** To solve this kind of problem, the government should take the proper steps and adopt scientific methods.
- **Transparent recruitment:** This problem can be solved only, if the government makes proper recruitment by creating adequate vacancies in all sectors fairly.
- **Self-help:** Highly educated youth are never unemployed. Because the highly educated people will be healthy socially, financially and mentally and live a better life if they do any work, business and investment by scientifically and technically without depending.
- **Restrictions in B.Ed. Training:** If the government trains a small number of candidates through selection, rather than giving training to all the educated youth. Then the unemployment rate of the B.Ed. trained candidates may get less.

## Conclusion

As a result of the work of this research paper, it has to be said that this problem is not only in Naxalbari but also in the entire state, as well as in the country. For this reason, all these local problems are becoming regional or provincial and national problems. Therefore, the Government should formulate or implement the specific education policies through all over the country to decrease the number of B.Ed. trained unemployed youth.

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# **Study on Attitude of Pre-Service Trainee-Teachers towards Teaching Profession and Teacher Training in Darjeeling District**

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## **Introduction**

Education is fundamental for achieving full human potential developing and equitable society and it's also promoting national development. Since ancient time the role of a teacher is very important. A teacher job is like a continuous process for whole life. We can say that the teachers play a major role in serving the society for the well being of the coming generations. Attitude towards profession is typically connected with enjoying the profession because teacher should be aware that this profession is solely connected with the future of our nation. As India raises the quality of the education system, it needs teachers with the right values, skills and knowledge to be effective practitioners. That is to say teachers positive attitude towards their profession have great importance in fulfilling the requirements of the profession and bringing along professional contentment. Therefore India needs a strong system of teacher education, with programs that provides the theoretical foundations to produce graduates with the kinds of professional knowledge understanding and skills associated with the

role of the teacher and the process of teaching (Aye AyeMyint & Myo Win, 2016).

### **Literature Review**

- **Arpeeta Bhatia: Understanding Pre-service Teachers' Attitudes towards Teaching Profession to build Effective, Affective and Reflective Teachers' for tomorrow's learners – A Futuristic Challenge in Teacher Education.**

The whole identity of the pre-service teacher as a budding teacher depends on his/her attitude towards teaching profession. Teachers' attitudes are important because they would determine the course of action the pre-service teacher would take in her teaching journey. This study explores pre-service teachers' motivation for entering teaching profession and their attitude towards teaching profession. A total of 38 pre-service teachers completed a two-part questionnaire exploring their motivations for becoming teachers & their attitude towards teaching profession. The study reveals that most of the respondents have taken up teaching because they enjoy interacting with children and are keen to be humanistic in their teacher-taught interactions, then it is to be taken into account that why teachers don't continue to mirror similar attitudes and what action plan can be taken to create passionate & committed teachers. The final part discusses the implications for the continual enhancement of teacher education programmes to build Effective, Affective and Reflective Teachers' for tomorrow's learners.

- **Mohammad Parvez and Mohd Shakir, (2013) Attitudes of Prospective Teachers towards Teaching Profession.**

The progress of a country depends upon the quality of its teachers. They are called nation builders. A good principal, magnificent building, sound infrastructure and good curriculum are useless, if the teachers in any institution are not with positive attitude towards teaching. Teaching is a very respectable profession but even then not all the teachers who are in this pious profession like it. Many prospective teachers join this profession not by choice but by chance or due to other reasons. They

are disinterested towards teaching profession. They just take admission in B.Ed course as second choice, if they fail to seek admission in first choice like M.B.A., or any other courses according to their liking and they are generally dissatisfied throughout the training period. This study was conducted to study the attitudes of prospective-teachers towards teaching profession. A sample of 180 prospective teachers, 90 from private and 90 from public institutions was taken through purposive convenient sampling method. “Teacher Attitude Inventory (TAI)” by Dr. S.P. Ahluwalia was used to collect the data. Mean, SD and t-test were used for the analysis of the data. Research Findings revealed that there is a significant difference in the attitudes of prospective teachers studying in private and public B.Ed institutions. There is no significant difference in the attitudes of female and male, Muslim and Non-Muslim, science and social sciences prospective teachers towards teaching profession.

## Objectives

- To find out the attitude of pre-service teachers towards their teaching profession
- To examine the attitude of pre-service teachers toward their teaching profession in terms of teaching program.
- To give suggestions and recommendations on the attitudes of pre-service teachers towards teaching profession based on the results of the study.

## Research Questions

- What are the attitudes of pre-service teachers toward their teaching profession?
- Is there any significant difference in the attitude of pre-service teachers towards their teaching profession in terms of teaching program?

- What are the suggestions and recommendation on the attitude of pre-service teachers towards teaching profession?

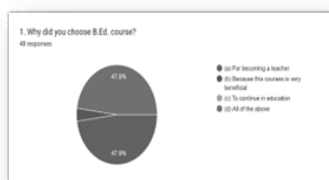
## Significance of the Study

Investigation of the pre-service teachers' attitudes towards their teaching profession is so important because student teachers in education colleges are trained to potentially take teaching responsibilities after completion of their course. Therefore, the present study aimed at investigation the attitudes of the pre-service teachers towards teaching profession who are studying in Education Colleges.

## Methodology

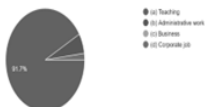
- **Method:** In this study, the survey method has been used to gather essential information regarding this study.
- **Population:** All the pre-service trainee teachers in Darjeeling District are the population of this study.
- **Sampling:** Purposive sampling techniques have been used for choosing sample in this study.
- **Sample size:** Total number of sample is 50 (Fifty) Pre-service traiee teachers taken for this study.
- **Data collection tools:** Mainly the questionnaire (Google Form) has been used for gathering data. Individual online survey conducted by the researcher.
- **Data Analysis Procedure:** In this study for analysis the data Graphical representation and question wise analysis were used.

## Data Analysis:



2. What kind of a profession you like the most?

40 responses



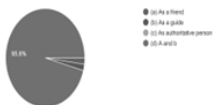
3. Do you agree with this line teaching is a noble profession?

40 responses



4. According to you what kind of a relationship a teacher should have with student?

40 responses



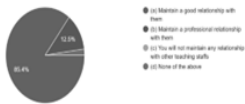
5. Teacher is a leader what do you understand by this line?

40 responses



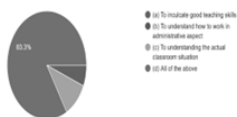
6. As you are going to be a future teacher, what kind of relationship you will maintain with your colleagues and other teaching staffs?

40 responses



7. What is the importance of internship in B.Ed. course?

40 responses



8. What is your perspective towards the syllabus of B.Ed. course?

40 responses



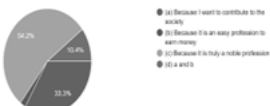
9. Is B.Ed. course helpful for teaching profession?

40 responses



10. Why you want to be a teacher in future?

40 responses



## Findings

- **Research Question 1: What are the attitudes of pre-service teachers toward their teaching profession?**
- From this question my Findings are that most of the respondents feel like they love teaching profession and want to serve as a teacher. But remaining few respondents has that opinion that they don't have found any career option and for this they choose pre service teacher training course. Few respondents' feels like this course can give them a job security.
- **Research Question 2: Is there any significant difference in the attitude of pre-service teachers towards their teaching profession in terms of teaching program?**
- Majority of the respondents feels like there is no difference regarding gender in teaching profession but few respondents have this opinion that in the actual school environment male teachers and female teachers treats differently.
- **Research Question 3: What are the suggestions and recommendation on the attitude of pre-service teachers towards teaching profession?**
- The result reveals that all the students aware with the importance of B.Ed. program for teaching profession.

## Suggestion

This study indicates that pre service teachers most of the responded gives importance to the teaching profession. They opted for this course because they wanted to become a teacher. The interest and intrinsic curiosity gives them atmost excitement for these professions. But few respondents update for this course only for getting a job they don't have any such interest for this profession. But there is some limitations in this study. Because the sample size was small, for this reason the extend to which the Findings can be generalization is limited.

## Conclusion

**“teaching is more than imparting knowledge it is inspiring change, learning is more than absorbing facts it is acquiring understanding”  
-William Arthur Word.**

This line truly indicates the importance of education in the society and also it shows the importance of teacher training in education. Mainly the quality of education depends on the quality of the effectiveness of the teachers. Presently in India and mainly in Darjeeling district students are taking this course very seriously. They are wheeling to understand the classroom situation and also the students as well. But when we talk about the actual condition in the school then it may be lacking in some cases maybe because of the infrastructure or school level unwillingness. But we can hope that this course will be more helpful in future to. Because Indian government also taking initiative for this like the new education policy 2020 mainly emphasize on Teachers training. So we can say that in near future we can see some positive effects.

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## **Issues and Challenges of Teacher Education in The 21st Century Scenario**

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### **Introduction**

The crucial factor for the development and advancement of any country and its citizens is education and the success of education relies on teachers, mainly the quality of professional performance of a teacher and the achievement of the pupils. The teacher is the backbone of society and is considered to be the man-maker of this society. Teaching is the noblest profession as well as the toughest profession in the world. A teacher is the presenter of the past, the locator of the present and the creator of the future which enriches the teaching profession at large. In the development of a comprehensive education system, a teacher plays a pivotal role who draws out the best from the children and brings out the undiscovered potentialities of the students and helps in their all-round development of their personality. In this regard, the Kothari Commission (1964-66) has rightly stated, “the destiny of India is being shaped in her classrooms.” Mastery over subject knowledge, skill and professional commitment, good communication, dedication, and motivation are the required traits of quality teachers. To achieve such traits there is a need of quality teacher education. Teacher education is



at the base of all educational systems. The quality and nature of teacher training determines the nature and success of educational systems. Teacher education is concerned with framework and procedures of various policies like; The Education Commission (1964-66) recommended “professionalization of teacher education, development of integrated programmes, comprehensive colleges of education and internship.” The National Commission on Teachers (1983-85) suggested five-year integrated courses and internship. The National Policy on Education (NPE, 1986) recommended “the overhaul of teacher education to impart it a professional orientation.” As a result of its recommendation, the centrally-sponsored scheme of restructuring and reorganization of teacher education came into existence in 1987 which incorporated the establishment of DIETs, CTEs, IASEs and SCERTs. In the reformation of the teacher training programmes, the National Policy on Education (NPE, 1986) announced new proposals to improve the quality of education at all levels with the Introduction of concepts like operation blackboard, micro-planning, minimum levels of learning, decentralized management, and modernization of teaching-learning process. Expansion of the educational system, universalization of elementary education (UEE) and implementation of Right to Education (RTE, 2009), vocationalization of secondary education, higher and professional education have created an extensive necessity of teachers.

Students opt to become teachers with B.Ed. after a graduate degree which they can acquire through regular courses or through distance learning programmes. For admission, it is mandatory that they fulfil the 10+2+3 requirements though they can pursue after 10+2 years of schooling opt to do a primary teacher training programme which will give them a diploma in teaching. This course is of two years and conducted by DIET and self-financing institutions of education. It is known to all that teaching is not everybody's cup of tea. But now teaching has become the simplest and easiest job for many people. They have several degrees but do not have skills and knowledge and

proper training to be an ideal teacher who can produce their students to be a would-be teacher which is destroying this society. The National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (NCFTE, 2009) expressed concern over the quality of teacher education. Statutory body like National Council for Teacher Education (NCTE) has taken quality improvement in teacher education, and its main objective is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith. Though the system is still incomplete to fulfil the essential need of providing competent and committed teachers after completing the initial teacher training programmes. The unexpected mushrooming growth of teacher education institutions has worsened the quality of teachers' training programme at large which becomes an alarming situation all over India.

### **Issues of Teacher Education**

Some of the issues concerning teacher education are discussed below:

#### ***Issues related to quality of Teacher Education:***

The main problem of the present teacher education system has been identified as the trained teachers with unproductive skills and knowledge.

#### ***Issue related to Professional development***

The professional development of a teacher could be a lifelong process which demands a commitment to the work. In present days, there is a lack of professional development in their content and Methodology.

### *Lack of motivation to the teacher educator*

There is another major issue that most of the teacher education institutes do not motivate and encourage the teacher-educators for sound professional development.

### *Lack of Govt. Teacher Education institutions*

There is a tremendous growth of teacher education institutions without the financial support of the Government. During the last two decades, unplanned self-financed teacher education institutions have been making a profitable business for the sake of education. There are 617 institutions under Baba Saheb Ambedkar Education University (erstwhile West Bengal University of Teachers Training, Education, Planning and Administration WBUTTEPA) offering 2 years B. Ed. training course of which 19 colleges are govt./govt aided and the rest 598 colleges are self-financed. The growth of self-finance teacher education institution proofs that the govt. is not interested to take any more responsibility for the preparation of pre-service or in-service teacher.

### *Issue related to salary of teachers*

As there are 598 self-financed colleges in west Bengal, it has been observed that a teacher did not get a handsome salary from the institution whether the teacher is qualified or not. Salary or remuneration of a man can act as a positive reinforcement for serving the duty at its best, but private institutions do not offer sufficient salary to the qualified teachers at all rather they squeeze the teachers for working at their institutions.

### **Hesitation towards Innovative Methods of Teaching**

Teacher educators hesitate in experimenting and adopting innovative

teaching approaches. They show hesitation towards learning modern techniques and use of information and communication technology. The inadequate infrastructural facilities in most of the educational institutions make it more difficult for teachers to use various advanced technological innovations in their classroom including audio-visual aids.

## **Suggestions**

1. First of all, proper selection technique should be developed for selecting the proper candidate for the teacher training programme. A common entrance test for admission in teacher education programme should be there just like teacher eligibility test to assess the teaching aptitude towards teaching profession of the candidate and the test should be updated time to time.
2. New Refresher Course, Orientation Programmes, Workshops, Symposium and short-term courses should be encouraged on a frequent basis for the professional development of teacher educators.
3. Curriculum of teacher education programme should be modified from time to time according to changing needs and demands of the society.
4. The trainee teacher should be trained in such a way so that he/she can deal with the 'Children with Special Needs' along with the normal students in the comprehensive and inclusive classrooms. Inclusive and comprehensive education should be made an integral part of the teacher education curriculum.
5. There should be more studies on Value Education, Peace Education, Guidance and counselling, Yoga Education, Human Rights Education, Sustainable Environmental Education and Life Skill Education.
6. Innovative practices and research in teacher education field should be introduced for the betterment of the prospective

teachers.

7. Professional development is an essential part of a teacher. There should be an appropriate programme for professional development of Teacher Educators.
8. The impact of ICT on society and education should be fully discussed in teacher education institution.
9. The curriculum of teacher education programme needs to be revised according to holistic understanding. It should be reconstructed with the skills of developing critical thinking in constructive and Techno – Pedagogical approaches.
10. Teacher education institute should pay a handsome salary to the teacher educators in terms of their dignity and qualification.
11. No person shall be employed as a teacher unless s/he possesses the qualification as per the latest norms of NCTE.

## Conclusion

The goal of teacher education programme is to develop highly qualified teachers who as knowledgeable, effective leaders, will be innovative, action-oriented role models in classrooms, schools, districts, and communities throughout the world. The teacher education programme should be at the forefront in preparing competent, self-confident leaders who are committed to educating children in rural and urban multicultural and international communities. Teacher educators should be inspired to be motivated change agents, advocates for all children, creative, energetic, and risk takers to touch the future through teaching.

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## **Existing Issues and Problems of Teacher Education in the Context of NEP-2020**

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### **Introduction**

Education in modern age seeks to preserve, transmit and advance knowledge, and is committed to bring change for the betterment of society. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behavior and skills they require to perform their tasks effectively in classrooms, school and outside the school. Teacher education is important in creating a workforce of school teachers that will shape the upcoming generations. Preparation of teacher is an activity that requires multidisciplinary perspective and knowledge. Education is a dynamic process. Teacher performance is the most crucial factor in the field of education. A Teacher takes a hand, opens a mind and touches a heart. Teacher is the central figure in the teaching learning process. The future of students largely depends upon the teachers. The quality of teacher education programme needs to be up-uplifted. Teacher education has not reached the requisite standards. Teachers are still not able to think critically and solve the problems related to different aspects of teaching learning process such as teaching methods, content, organisation etc. Today, however, the status of the teacher has

undoubtedly and unfortunately dropped.. Unfortunately still there are several drawbacks in the teacher education. The National Education Policy 2020 is prepared to improve the quality of education in the country and focus on providing education facilities to each and every citizen of the nation. The new education policy must help involve the very best to empower the teaching profession at all stages. It provides a framework where Centre and States Governments can join the hands to enhance the quality and bring improvement in teacher education, and then only bright future of teacher education would be possible.

### **The Concept of Teacher Education**

The National council for Teacher Education has defined “Teacher Education as a programme of Education, research and training persons to teach from Pre Primary to higher education levels”. Teacher Education is a programme that related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges there in. Teacher Education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education refers to the process by which a person attains education or training in an institution of learning in order to become a teacher. Gandhiji says, briefly, education means, “all round-drawing out of the best in child and man body, mind and spirit.”

### **Issues and Problems**

The existing Issues and challenges of teacher education in India are-

- **In appropriate of Selection procedure.**

Defects of selection procedure lead to deterioration of the quality of teachers. Better selection method improves the quality of training.



### ▪ Problems of practice teaching

The ratio marks between theory and practice generally remains of 5:2 although teaching practice plays significant role in B.Ed. programme. In spite of all kinds of elaborate arrangements regarding practice teaching, student teachers are not serious to the task of teaching which are great obstacles in the development of pedagogical skills.

### ▪ In competency of student teachers

The existing training programme does not provide adequate opportunities to the student teachers to develop competency because the organisers of teacher's training programme are not aware of the existing problems of schools.

### ▪ Curriculum

Curriculum is traditional, theoretical, rigid, and lacks connection between theory and practice. It is less realistic and not related to general life and society. As the Yashpal committee Report points out, existing programmes of teacher education are inadequate to deal with the quality of teaching and learning.

### ▪ Inefficient role of the National council for Teachers' education

The national Council for Teacher Education, which was established under resolution of the Ministry of Education dated the 21st may, 1973, has been only advisory in nature. Thus the results have not been very effective.

### ▪ Insufficient facilities

Most of the teacher institutions suffer from lack of sufficient facilities, and they do not adhere to the norms regarding physical facilities there

are serious curricular deficiencies, and evaluation in teacher education is far from satisfactory. There is no uniformity in the duration of teacher education.

- **Lack of use of Scientific and Technological innovations**

Traditional, theoretical and stereotype methods are still more prevalent in the teacher education training institutes.

- **Lack of infrastructure**

To facilitate the 4-year integrated Bachelor of Education program proper infrastructure is required as B.Ed. College will be merged with senior colleges.

- **Relevancy**

In about 15 universities, correspondence courses leading to the award of B.Ed and M.Ed, degrees have been started. But serious questions are being raised as to whether such correspondence courses are really relevant in a field, where a personal contact between the trainers and the trainees is extremely important, and where the major objective is making of the man in the teacher and not merely a technician. These questions require an urgent answer in view of the fact that the number of students both in regular colleges and in correspondence courses has considerably increased

- **Lack of professionalism.**

In theory, teachers are required to be reflective practitioners-professionals who are domain experts in both subject content and the, how of teaching. But the teacher education today lack professionalism due to regular candidate study as irregular way which is motivated in

many teacher education institutions.

- **Lack of subject knowledge**

The B.Ed. programme does not emphasize the knowledge of the basic subject. The whole teaching practice remains indifferent with regard to the subject knowledge of the student teacher.

- **Faulty methods of teaching**

In India teacher educators are averse to innovation and experimentation in the use of methods of teaching. Their acquaintance with modern class-room communication devices is negligible.

- **Lack of regulations in demand and supply**

The State Education Departments have no data on the basis of which they may work out the desired intake for their institutions. There is a considerable lag between the demand and supply of teachers. This has created the problems of unemployment and underemployment

- **Inadequate Empirical Research In India**

Research in education has been considerably neglected. The research conducted is of inferior quality. The teacher education programmes are not properly studied before undertaking any research

- **Supervision of teacher educators:**

Unlike government institutions, in private institutions also there should be some system like API, through which progress and further learning of teachers can be assessed. There must be some areas in which supervision should be there that can motivate all the teachers and teacher educators to work from their heart.

## Role of NEP2020 in the field of Teacher education

- ❖ Stand-alone Teacher Education institutions will be converted into multi-disciplinary institutions by 2030 offering 4-year integrated teacher preparation programme
- ❖ All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period
- ❖ Ph.D. students will also have a minimum number of hours of actual teaching experience gathered through assistantships and other means.
- ❖ A National Mission for Mentoring will be established with a large pool of outstanding senior/retired faculty-including those with the ability to teach in Indian languages to provide mentorship to university/college teachers
- ❖ Recognising that the best teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed. and M.Ed. degrees
- ❖ By 2030, the minimum degree qualification for teaching will be a 4-year liberal integrated B.Ed. degree that teaches a range of knowledge content and pedagogy, and includes strong practicum training in the form of student-teaching at local schools. The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor's Degrees in other specialised subjects. These B.Ed. programmes may also be replaced by suitably adapted 1-year B.Ed. programmes, and will be offered only to those

who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty. All such B.Ed. degrees would be offered only by accredited multidisciplinary higher educational institutions offering 4-year integrated B.Ed. programmes.

- ❖ All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including with respect to foundational literacy and numeracy, multilevel teaching and evaluation, teaching children with special needs, teaching children with special interests or talents, use of educational technology, and learner-centred and collaborative learning; all B.Ed. programmes will also include strong practicum training in the form of in-classroom teaching at local schools.
- ❖ Special shorter local teacher education programmes will also be available at BIETs, DIETs, or at school complexes themselves, so that eminent local persons can be hired to teach at schools or school complexes as 'specialised instructors', for the purpose of promoting local knowledge and skills, e.g., local art, music, agriculture, business, sports, carpentry and other vocational crafts
- ❖ Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialised areas of teaching, such as the teaching of students with special needs, or into leadership and management positions in the schooling system. The 4-year integrated stage-specific, subject-specific Bachelor of Education offered at multidisciplinary institutions would be the way forward. A new and comprehensive **National Curriculum Framework for Teacher Education**, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practical training in

the form of student-teaching at local schools. Stringent action will be taken against below standard educational institutions.

- ❖ Expanding the union budget - Increase in public spending on education from around 4% to 6% of gross domestic product with the collective efforts of the centre and the state government.
- ❖ Online course certificate from MOOC, NPTEL etc. should be consider for upgrading the status. If teacher aspirants would like to enhance their expertise in the related subject or skills.
- ❖ Finally, order to fully restore the integrity of the teacher education system, the thousands of substandard standalone Teacher Education Institutions (TEIs) across the country will be shut down as soon as possible by the Higher Education Regulator stages

## Conclusion

The education gives a new shape to the individual and the nation as well. It is a well known saying that teacher is the nation builder. No doubt a lot of stress is given on teacher-education course in India. Unfortunately still there are several loopholes in the system. According to Benjamin Disraeli, 'The secret of success is to be ready when your opportunity comes!' In the light of National Education Policy, 2020, time has come for the Indian teachers to seize the opportunity and become makers of their own destiny. They need to dream and work hard to achieve them. The new National Education Policy 2020 provides a platform to achieve these objectives and put all these necessities into practice leading to the achievement of the objectives of vibrant society and sustainable development. It would be helpful to Central and State Governments to rectify the problems and bring reforms in teacher education. After the deep study and discussion, it can be concluded that Central and States Governments should work together to enhance quality and bring improvement in the teacher education, and then only brighter future of teacher education is possible.

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# Issues and Challenges of Teacher Education

Dr. Rajib Saha

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## Introduction

*“The mediocre teacher tells. The good teacher explains.  
The superior teacher demonstrates. The great teachers inspire.”*

*—William A Ward*

Kothari Commission (1964-66) emphasized in the report that “the destiny of India is being shaped in her classroom.” The first education commission after independence, the University Education Commission (1948) also felt the necessity of building up a system of total educational scenario of our newly born nation. Since the classical period, it has been noted that education plays an important role for shaping the identity of a community or a race or a nation and the quality of education is mostly based on the quality of the teachers. Teachers are seen as the awakeners, the creators, the shapers and the makers of a generation. But it's true that the quality of the creation always differs keeping parity with the quality of the teachers. The pious land of India has given birth of several great teachers throughout the ages. If we look back into the age of “Ashramik Siksha”, the role of teachers can be identified even before the development of any so-called theory of teaching-learning or even formally incorporating the theories of psychology, sociology or



philosophy in concept of teaching and learning.

During the British rule, the thought of training the teachers to make them capable of imparting true education came to existence and some of the institutions were established for teachers' training. After independence, although the concept of teachers' training or later on Teacher Education has been mentioned with sincere effort in the reports of almost all the committees and commissions; the Curriculum Framework for Teacher Education came into existence only in 1988. National Policy of Education 1986 has put special emphasis on Teacher Education recommending the technical orientation of the Teacher Education program (Akhter & Mir, 2018). NCTE was established in 1995 in pursuance of the National Council for Teacher Education Act, 1993 and started to function as regulatory body with statutory power after a certain time to "achieve planned and coordinated development of teacher education" in India. Recently, National Education Policy 2020 has brought another revolutionary reform in the field of Teacher Education by introducing Integrated Teacher Education Program (ITEP) which is going to be of 4 years duration. Earlier it has been seen that several recommendations have been there to change the duration of this course from one year to five years even (Akhter & Mir, 2018); but ultimately in practice, two years B.Ed. was introduced on the basis of the Justice Verma Commission 2014 report. It is true that, NEP 2020, while suggesting the reform of Teacher Education, mentions that the best minds should be attracted to the profession of teaching, and they should choose the profession of teaching by choice and not by chance; so that the nation can create a great cadre of teachers who will move this nation forward for the development of national professional standards (Dwivedi, 2012)

It has also been witnessed throughout the ages that the concept of Teacher Education has been very much grand on the piece of paper and in vision, but in practice, has met with so much challenges that the result has not been as per expectation. Different types of issues and challenges have been there on the way of implementation of the

policies taken for the improvement of Teacher Education. The issues and challenges in front of Teacher Education, keeping in view the present scenario, may be listed as follows:

### **1. Issues with curriculum and it's transaction:**

Kapur (2018) and Hossain (2021), in two different papers identified the problem with the curriculum of teacher education. Both of them identified the issues in curriculum framework, curriculum construction and also in curriculum transaction. As far as curriculum framework is concerned, lack of sound theory is identified as one of the main problems behind it. Even the long delay and effective policy crisis may also be identified as issues with curriculum framework of teacher education. As for curriculum construction, there is the lack of scientific outlook which generally results in poorly actionable and effective curriculum content. After its construction, whenever the curriculum is put into practice, very little attention is given to proper orientation of all the teacher educators and developing the resource material to implement the curriculum properly. Even the methodology of implementing the new curriculum is also not properly connected to the teacher educators and the student teachers in the teacher-education setup.

### **2. Infrastructural issues:**

Lack of facilities for professional development in teacher education institutions is degrading the quality of teaching-learning process (Richard, 2016). It has already been mentioned that National Education Policy 2020 has recommended Four Year Integrated Teacher Education Programme to be introduced in our country. Till now, most of the teacher education institutions are running two year teacher education programme which only deals with the curriculum that is stuffed with the theories and practicums of teacher education

and a huge deficient in content of the Teaching Subjects (Richard, 2016). But the new guideline will need to transact a new curriculum in the institutions. The new curriculum will be consisted of major and minor of basic subjects as well as the theories and practicum of teacher education. A huge reformation of infrastructure of existing teacher education institutions are very much necessary to implement the programme recommended by NEP 2020. As for the existing infrastructure of teacher education institutions is concerned, the classroom structure, the laboratories, lack of training in information and communication technology (ICT) (Parvin, 2016) and the maintenance of the existing resource materials are truly at questions. It is true that NCTE and the affiliating universities along with the government departments make inspections before providing recognition or giving affiliation to a teacher education institution. But very few of them maintain the same quality of infrastructure while running the programmes in the following sessions.

Another big issue of teacher education is there with the infrastructure of laboratory schools where the student teachers spend the important five months of their internships to have first-hand experience of nurturing a school and its children. It has also been found that there is a big issue with the permission to be given by the laboratory schools to conduct proper internship of the student teachers, and even if the permission is given, full access to all the facilities of the schools are mostly not available for the student teachers. Lack of coordination between the teacher education institutions and the school authorities is detrimental to conduct an effective internship programme. A new issue arose in last few years during internship is that the student teachers are not regularly allowed a scheduled routine, rather they have to follow the provisional routine. Therefore Deficiencies of small time period provided for Teacher's training get aggravated (Dwivedi, 2012). As they are not informed about the class in advance, they are unable to prepare themselves with the learning design, learning materials as

well as a proper mental setup for effective teaching learning. Such problems of practice teaching (Dwivedi, 2012) hinders the true objectives of internship.

### **3. Issues of the quality of teacher educators:**

In the first decade of the 21st century, India faced a huge crisis of trained teachers as the number of teacher education institutions in India was very low. This crisis resulted in the establishment of numerous self-financed teacher education institutions. Those institutions also needed a huge number of teacher educators and thus the question of quality teacher educators goes out of the window as the incompetency of pupil teachers (Richard, 2016) became evident in the upcoming years. Before 2017, teacher educators in the self-financed colleges were recruited even without having NET or SET/SLET or PhD. Even earlier, M.Ed. was not mandatory to become a teacher of teacher education institutions. Profit-orientation of teacher education was only concern. (Parvin, 2021). Also the new supply of ample teacher educators for these self-financed colleges has been satisfied by the production of this kind of institutions which cannot offer quality teacher education as mentioned by Justice Verma Commission in 2014. Some administrative issues are also there in the recruitment, nurturing and remuneration of these teacher educators which result in the lack of dedication of the teacher educators in their institutions. On the other hand, poor sincerity of the student teachers about teacher education programme also appears to be a reason behind incomplete competency development of teachers (Akhter & Mir, 2018).

### **4. Challenges due to unemployment:**

Teacher education programme is a professional programme. The aspirants who take admission in teacher education programme are also

aspirants of a job of teaching after the completion of this programme. But the last decade has witnessed a huge crisis in the recruitment of teachers in government schools in West Bengal as well as in some other states of the nation. Data shows that the West Bengal Central School Service Commission has been able to complete only three cycles of recruitment the last decade. As the student teachers do not find any ray of hope to be recruited as teachers after the completion of this programme, they are losing interest in the programme. The lack of regulation in demand and supply has facilitated the issue of underemployment and unemployment (Dwivedi, 2012). The sincerity of the student teachers reduces every day as they engage themselves in earning livelihood by different means even when they are pursuing teacher education programme. A huge number of these student teachers, nowadays, pursue this programme just to earn the degree, but not to be an effective teacher. This creates a pool of student-teachers who suffer from lack of subject knowledge which in turn give rise to a poor academic background for those so called employable student-teachers (Dwivedi, 2012).

## **5. Issues with the Regulatory Bodies:**

To maintain the quality of teacher education, NCTE was established with statutory power. Affiliating universities are also there to control and maintain the teacher education programme which will run in the affiliated teacher education institutions. A teacher education institution has to seek recognition of NCTE and affiliation of any university before introducing a teacher education programme. But the fact is that, there are almost 18 thousands teacher education institutions in our nation, and the largest part of this institutions are run by private ownership. NCTE has created different regional offices to monitor the quality of all these teacher education institutions. Universities also have mechanism to look after the quality of teacher education run by the affiliated institutions. It is true that NCTE tries

its best, but the superabundance of teacher education institutions hinders NCTE to properly look after and monitor the quality of teacher education programme of these institutions.

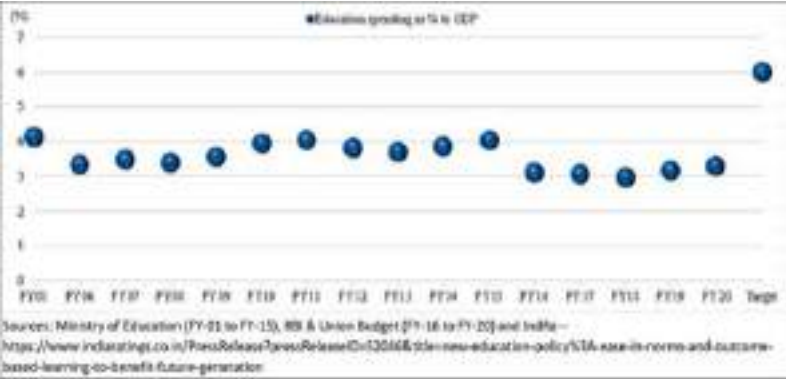
## **6. Issues with the administration:**

Teacher education programmes are generally run in stand-alone universities, standalone government or government aided colleges or college or university departments and mostly in self-financed teacher education institutions which are stand-alone in nature. The administrative nature of all the teacher education institutions is not same. Segregation of teacher education department (Richard, 2016) impedes its growth. As Hossain (2021) Found in his study that in most of the cases, teacher education departments or the teacher education programme activated as an isolated departmental programme. As far as the stand-alone institutions are concerned, the institutions are somewhat isolated from the other higher education institutions in the eyes of the educationists as well as of the administrators. As a result, the heads of the departments of teacher education cannot have desired importance always to fulfill the required criteria of teacher education as well as to solve the rising issues of teacher education while implementing the curriculum in institutions.

## **7. Funding issues:**

Issue of insufficient financial grants (Richard, 2016) is crippling the education sector, primarily the higher education sectors. NEP 2020 has recommended 6% of GDP to be used for the development of education. But the data of Financial Year 2001 to Financial Year 2015 as published by Ministry of Education, and the data of Financial Year 2016 to Financial Year 2020 given by Union Budget show that the allotment of GDP was very much between 2.5 to 4.3 percent. So to reach 6% of GDP by 2030 appears to be an impossible idea. On

the other hand the recommendation of National Education Policy 2020 to introduce four year integrated teacher education programme in multidisciplinary teacher education institutions by 2030 as well as abolition of all stand-alone teacher education institution by 2030 hint at the necessity of a huge funding to build up the required infrastructure and recruitment of quality teacher educators as well as training for in service teacher educators (Bala, 2018) for effective functioning.



Education spending at % to GDP

### 8.Lack of quality innovative research:

A discipline become stronger if it is associated with quality research in the discipline. Teacher education is a discipline which is multidisciplinary in nature, but gives less focus on research and innovation (Parvin, 2021) that can enrich teacher education every day. If we look into the allotment of inspirational funding for continuing research projects given by different national and state bodies, it is witnessed that most of the funding goes to the research in science medicine and technology. A little bit is allowed for conducting research in social science as well as in teacher education which caters to inadequate empirical research in the discipline (Rani, 2017). Moreover, as teacher education has not yet armed the dignity to be

paralleled with other higher education programmes, the researchers and the supervisors also are not provided with ample opportunities to conduct quality and innovative research. This further narrows scope of teacher education. (Richard, 2016)

## **9. Mindset of the people:**

All the aforementioned problems may be resolved materially, but before that, the mindset of the people needs to change regarding teacher education. It is evident from the society that most of the people think that there is nothing to learn in teacher education rather than earning a degree. In the curriculum of B.Ed., Provision is there for practicum work to be completed in twice teaching learning hours in comparison to the provision of hours allotted for theoretical classes. But in practice, very few teacher education institutions can inspire the student teachers to carry out the practicum rather than just writing it on paper. Incomplete supervision and feedback of practice teaching and instructional activities does not help the case either (Akhter & Mir, 2018) The social status of the teacher educators even is not same like other faculty members of higher educational institutions. As the number of self-financed colleges are increasing every day to satisfy the rising demand of teacher education programme, people has come to think that government has less responsibilities for teacher education whereas private farms are satisfying the needs. If these kind of thoughts cannot be altered, it is very tough to bring back the quality of teacher education in India. The change in people's mindset can only happen by producing quality teachers from all these teacher education institutions, by undergoing proper monitoring and looking after the programme as well as the institutions.

There are many other issues depending on situation, time, location etc. But if we keep the aforementioned issues in focus, it will be evident that all the issues are actually interconnected and



interlinked. And the failure or crisis in one area may lead to the crisis in another locale. And thereby, a chain of issues and challenges have been revolving around the glamour of Teacher Education since forever. It is seen that sometimes the curriculum has not been prepared scientifically and therefore the transaction of the curriculum cannot be completed in scientific manner. The regulatory bodies should inspect the infrastructural setup of an institution before allowing the institution to run a Teacher Education program. But in reality, very few of the institutions offer requisite infrastructures for effective transaction of the Teacher Education curriculum. As for the teacher educators, they are also created by all these institutions before they become teacher educators and so the crisis in quality is persistent. Moreover a teacher educator needs to spend some more years to earn the requisite qualifications in comparison to the other teachers of General degree Colleges or Universities, yet there are no incentives for teacher educators (Bala, 2018). As a result, best minds are not always necessarily attracted to become teacher educators. So, even after having the requisite infrastructure and scientific curriculum, because of the lack of quality teacher educators, Teacher Education faces a profound challenge.

To conclude, the present paper has dealt in detail with all the issues and challenges and how they are all intricately interlinked with each other. Robert Frost once said “I am not a teacher, but an awakener.” This paper suggests some solutions by encountering the reasons behind the problems so that the issues and challenges can be minimized. It also invites suggestions from the profound thinkers of the cadre of teacher educators, so that the coming days may become more effective to attract the best minds of the nation towards the profession of teaching, who will be able to awaken, to create a better nation by imparting effective ‘holistic’ education, as National Education Policy 2020 has mentioned.

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# **Teachers Participation & Challenges in School Administration at The Secondary Level Inside Siliguri Municiple Corporation**

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## **Introduction**

Teacher plays an important role in school both academically and by participating in school administration for ensuring quality education for student. The efficiency of the school system can be ensured not by providing only a magnificent building to it, but by organizing and administering it on ideal lines in every way. Although the structure of a school is also raised by bricks and mortar but the more important things about school are the ideas, aims and the spirit behind its structure. Organization of a school is much more than a mere structure. Its administration is also not to be on the same pattern as the administration of a factory or a department. The teacher's job is a challenge for even the most capable. Its duties and function are unlimited in number. Educational administration means the process that indicating the effort of personal to develop the educational environment and of utilizing appropriate materials in such a way as to promote effectively the development of human qualities.

## **Meaning of administration**

According to The Haimann, (2009) “Administration means overall determination of policies, setting of major objectives, the identification of general purposes and laying down of broad programmes and projects”. It refers to the activities of higher level. It lays down basic principles of the enterprise.

## **Concept of Educational Administration**

Educational Administration is regarded as the process of integrating the appropriate human and material resources that are made available and made effective for achieving the purposes of a programme of an educational institution.

The term “Administration” does not refer to any single process or act. It is like a broad umbrella encompassing a number of processes such as: planning, organizing, directing, coordinating, controlling and evaluating the performance. The same situation occurs in the field of educational administration. The concept of educational administration is applicable in case of an educational organization which has certain purposes or goals to fulfill. In order to achieve these purposes or goals, the head of the educational organization plans carefully various programmes and activities with co-operation from other teachers, parents and students. He motivates them and co-ordinates the efforts of teachers as well as directs and exercises control over them. Poor functioning of an institution or a department is a sign of poor administration. Smooth functioning is one of the signs of good administration. There are five clearly defined aspects of administration which throw more light on it, viz planning, organization direction, coordination and evaluation.

## ➤ Definition of Educational Administration

Luther Gullick *“Administration has to do with getting things done with the accomplishment of defined objectives”*.

Marx: *“Administration is a determined action taken in pursuit of conscious purpose. It is systematic ordering of affairs and the calculated use of resources aimed at making those things happen which we want to happen”*.

## ➤ Aims and Objectives of School Administration

- To provide proper education to students.
- To ensure adequate utilization of all resources.
- To ensure professional ethics and professional development among teachers.

## Review of Related Literature

- **Barth (2001)** conducted study on teacher leadership behaviour and found teacher participation is necessary to professionalize and democratize teaching. Furthermore, a democratic school environment is believed to encourage children to participate in and sustain of our country system.
- **Somech and Drach (2001)** conducted a study on "Influence of strategies of priinciples of administration and found participative management and decision making process have been in existence since early in the twentieth century”.
- **Dinesh (2010)** in a study of “Leadership behavior of Head” found aided school head leadership behavior better then the govt. school head leadership behavior and unaided school head leadership behavior was better then the govt. school head leadership behavior.
- **Tamang, (2011)** conducted study on the teacher’s participation is school administration at the secondary level of education and found that there did not exist any significance difference in

teacher's participation in school administration in relation to experience variation.

### Statement of the problem:

The problem is stated as "The Teachers Participation in school Administration at the Secondary level inside Siliguri Municipality Corporation".

### Objective of the study

*The study was conducted with the following objectives.*

- To study the level of participation of secondary school teachers in school administration and to categorize them in according to their levels of their participation in school administration.
- To find out significant difference if any in the degree of participation of secondary school teachers in school administration in relation to gender, school management.

### Hypothesis of the study

The following hypotheses are formulated for the study.

H<sub>01</sub>: There is no significant difference in relation to school management variation.

H<sub>02</sub>: There is no significant difference in the of participation of secondary teachers in school administration due to gender variation.

### The Methodology of Study

The objective of the present investigation was to study the 'Teachers Participation in School Administration'. To serve this purpose, it was requires to draw an adequate sample of secondary school teachers; select suitable tool for measuring the characteristics under study; and collect the relevant data with the help of this tool.

The present study was aimed at studying the level of "Teachers

## Participation in School Administration’.

### Sample

Considering to the Objectives of The Study the investigator selected 120 School Teachers from 10 schools and then the sample were distributed gender, school management wise.

### Teachers Participation in School Administration’ management wise.

**Table-1**

Distribution of scores for ‘Teachers Participation in School Administration’ management wise.

| Class interval | Frequency    |                | Cumulative frequency |                | Percentage of Frequency |                | Percentage Cumulative frequency |                |
|----------------|--------------|----------------|----------------------|----------------|-------------------------|----------------|---------------------------------|----------------|
|                | Govt. School | Private School | Govt. School         | Private School | Govt. School            | Private School | Govt. School                    | Private School |
| 60-69          | 9            | 8              | 9                    | 8              | 15                      | 13.3           | 15                              | 13.33          |
| 70-79          | 9            | 8              | 18                   | 16             | 15                      | 13.3           | 30                              | 26.67          |
| 80-89          | 9            | 7              | 27                   | 23             | 15                      | 11.6           | 45                              | 38.33          |
| 90-99          | 10           | 9              | 37                   | 32             | 16.6                    | 15             | 61.6                            | 53.33          |
| 100-109        | 9            | 14             | 46                   | 46             | 15                      | 23.3           | 76.67                           | 76.67          |
| 110-119        | 10           | 11             | 56                   | 57             | 16.6                    | 18.3           | 93.33                           | 95             |
| 120-129        | 4            | 3              | 60                   | 60             | 6.6                     | 5              | 100                             | 100            |
| <b>Total</b>   | <b>60</b>    | <b>60</b>      |                      |                |                         |                |                                 |                |

It is revealed from the Tables that the nature of distribution of scores on the variable of ‘Teachers Participation in School Administration’ is more or less similar for Govt. and Private teachers. From the above table it is observed that Private school teachers have more participation in school administration than the Govt teachers. Private school teachers score more than against Govt. teachers. This shows that private school teachers are more involved in school administration.



## Teachers Participation in School Administration 'gender wise.

**Table-2**

**Distribution of scores on 'Teachers Participation in School Administration' gender wise.**

| Class interval | Frequency |           | Cumulative frequency |        | Percentage of Frequency |        | Percentage Cumulative frequency |        |
|----------------|-----------|-----------|----------------------|--------|-------------------------|--------|---------------------------------|--------|
|                | Male      | Female    | Male                 | Female | Male                    | Female | Male                            | Female |
| 60-69          | 13        | 4         | 13                   | 4      | 21.67                   | 6.6    | 21.67                           | 6.67   |
| 70-79          | 6         | 11        | 19                   | 15     | 10                      | 18.3   | 31.67                           | 25     |
| 80-89          | 8         | 8         | 27                   | 23     | 13.3                    | 13.3   | 45                              | 38.33  |
| 90-99          | 10        | 9         | 37                   | 32     | 16.6                    | 15     | 61.67                           | 53.33  |
| 100-109        | 11        | 12        | 48                   | 44     | 18.3                    | 20     | 80                              | 73.33  |
| 110-119        | 7         | 14        | 55                   | 58     | 11.6                    | 23.3   | 91.67                           | 96.66  |
| 120-129        | 5         | 2         | 60                   | 60     | 8.3                     | 3.3    | 100                             | 100    |
| <b>Total</b>   | <b>60</b> | <b>60</b> |                      |        |                         |        |                                 |        |

It is further revealed from the Tables that the nature of distribution of scores on the variable of 'Teachers Participation in School Administration' is more or less similar for Male and Female teachers of sample. This indicates that the score distributed is normally in both the cases of male and female teachers. However it is found that female teachers' degree of participation is more than their counter parts.

### 3.3 Test of significant difference between scores on participation of teachers in school Administration in relation to management variation.

**Table-3**

**Summary of scores on Teachers participation in relation to manage-**

ment variation.

| Group   | N  | Mean  | SD    | SED  | df  | 't'- value | Remark          |
|---------|----|-------|-------|------|-----|------------|-----------------|
| Govt.   | 60 | 92.33 | 18.63 | 3.35 | 118 | .546       | Not significant |
| Private | 60 | 94.16 | 18.07 |      |     |            |                 |

Critical value of 't' at 0.05=1.98

### Interpretation

It is revealed from table 11 that the 't' value came out .546 which is not significant at 0.05 level of confidence. This indicates that Govt. and Private school teachers differ significantly with respect to their mean scores on '**Teachers Participation in School Administration**'. Hence the hypothesis that "Govt. and Private school teachers do not differ significantly with respect to their participation in **School Administration**' is accepted. However from the mean difference it is found that private school teachers involved more than Govt. school teachers in school administration.

### 3.4 Test of significant difference between scores on participation of teachers in school administration in relation to gender variation.

Table-4

Summary of scores on TPSAS in relation to gender variation.

| Group  | N  | Mean  | SD    | SED  | df  | T- value | Remarks |
|--------|----|-------|-------|------|-----|----------|---------|
| Male   | 60 | 91.33 | 7.64  | 2.40 | 118 | -1.59    | Not sig |
| Female | 60 | 95.16 | 17.02 |      |     |          |         |

### Interpretation

It is revealed from table 10 that the 't' value came out -1.59 which is not significant at 0.05 level of confidence. This indicates that although Female teachers differ significantly with respect to their mean scores of male teachers on '**Teachers Participation in School Administration**' but the difference is not significant. Hence the hypothesis that "Male

and Female teachers do not differ significantly with respect to their attitude towards ‘**Teachers Participation in School Administration**’ is accepted.

Since the mean score on ‘**Teachers Participation in School Administration**’ is lower for Male 91.33 as compared to Female teachers 95.16, it may be inferred that female teachers exhibit significantly higher level of-‘**Participation in School Administration**’.

## Major Findings

*On the basis of the analysis the investigator of the present study arrived at the following Findings which have been presented below;*

It has been revealed there exist difference in the level of participation among teachers in respect to the management and gender. Female teachers in private schools have better participation to their counterpart.

It is been found that private school teachers involved more than Govt. school teachers in school administration.

## Suggestions For Further Research

*On the basis of above Findings, the investigator is inclined to have following suggestions for further research:*

1. Research can be conducted on more samples on state wise or district wise basis.
2. Research can be conducted on teachers belonging to different levels.
3. Research can be conducted on seeking the opinion of the teacher’s administrators,

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# **Critical Analysis of Relationships between Inclusive Education and Children with Disability**

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## **Introduction**

Inclusive education plays an important role in promoting better and equal education to every child with or without disabilities in the mainstream school. For children with disabilities or special needs, their environment and peer support and proper educational equipment are important factor and for that inclusive education provide these all in order to build better opportunity for the children. Irrespective of what disabilities they have, all children have rights to get proper and equal education. Although there are special aided schools for children with special needs or with disability but inclusive education is more appropriate to give them opportunity to learn and develop their self-esteem with other normal children in the mainstream.

## **Objectives of The Study**

- To study about inclusive education.
- To study the importance of inclusive education for children with disabilities.
- To study the pros of inclusive education.
- To study the cons of inclusive education.

## Methodology

The paper is based on secondary data and those data are collected from different sources like websites, journals articles and books. The paper will give a brief description of critical analysis of inclusive education between inclusive education and children with disability.

### Inclusive Education:

Inclusive education is a kind of education in which normal students and students from other category learn together in the mainstream school. It aims at receiving meaningful education to all the students in the best possible environment. The issues like culture, language, ethnicity, family background, age or any disabilities are not considered in inclusive education. It means all the children irrespective of their caste, races or disabilities treated equally and provided quality education. According to Michael F. Giangreco (1997), "Inclusive education is a set of values, principles and practices that seeks more effective and meaningful education for all students, regardless of whether they have exceptionally labels or not."<sup>1</sup>Inclusive education includes all the learners, like young people, with or without disabilities learn together with an appropriate method access to common pre-school provisions, schools and educational community. In the view of Sangeetha Rao, Special Edu. Teacher, Bethune-Bowman Middle/High School, "Inclusive education is not only about education together. It's a way of life where special needs children learn to grow with developing children."<sup>2</sup>Thus we can say that each and every child has right to learn and successful inclusion can help them in achieving their respective goals.

### Types of Disabilities

- Visually impaired
- Deaf or Hard of Hearing
- Mental health Conditions

- Learning disability
- Intellectual disability
- Locomotor or Physical disability

### **Importance of Inclusive Education in relation with children with disabilities**

Inclusive education is important for providing equal education to all the children irrespective of their caste, race, or disabilities. It helps in forming a wide circle of friends and experience academic challenges among the children. “Inclusive education promotes child to child learning and participation of parents and community in planning and execution of services for children in general and disabled children in particular.”<sup>3</sup> “A disabled child also has enormous potential to do well in a career and lead a successful life, provided the right kind of support and appropriate environment. Inclusive education helps the disabled children to have the same experiences as their normal peers, meet the challenges and reach their maximum potential.”<sup>4</sup> When children of diverse abilities and backgrounds play, socialize and learn together they develop respect and understanding among each other. “For a disabled human being, to get appropriate normal environment for education, he should not be required to prove his abilities. It is their right separating them from normal children is unfair and unethical from humanitarian point of view.”<sup>5</sup>

### **Pros of Inclusive education**

Inclusive education provides the opportunity to accept and learn about individual differences and encourages a culture of respect and belonging.

It promotes in the education of the children with the involvement of parents and the activities in the respective schools.

It strengthens relation of children with other children to work on

their individual goals. It develops positive self-image and friendship among the peers.

It increases the participation and collaboration among all the children.

Through inclusion or inclusive education children not only learn to respect each other but also of their own individuality.

It brought a sense of being loved or belonging with others which enhance self-love. Inclusive education improves on social skills and communication.

### **Cons of Inclusive Education**

In an inclusive classroom child with learning disabilities faces more problem when receiving instructions as they need proper classroom settings for their adaptation to the learning environment.

The basic disadvantage of inclusive education is its higher maintenance than general education.

It creates separate views among the normal students as a child with special needs receives more attention and less criticism.

It is difficult to create social relationship with special needs children as they are subjected to bully sometimes.

Lack of developed teaching materials as well as methods in inclusive education leads to an improper education to children.

Children face problems due to insufficiency of trained and qualified teachers. Sometimes child with disabilities lacks self-esteem to focus on their studies as compare to normal students.

Lack of knowledge in teachers and failing to understands children's different disabilities results in inaccessible inclusive classroom with learning needs.

In the study "The pros and cons of Inclusive Education from the perceptions of Teachers in the United Arab Emirates"<sup>6</sup> it was found that teachers agreed in goals of inclusive education but they were generally



unsatisfied about the current practices of inclusion in their schools. These teachers reported that their schools have insufficient allowance for special equipment, resources and services; a limited number of certified special education personnel; a lack of proper training for teachers in mainstream classrooms, and a lack of clear guiding policies available in schools to deal with inclusion issues, even the senior-level administrators are not sufficiently knowledgeable with inclusion practices. Further, these teachers expressed common concerns such as teachers' time taken away from the rest of the students, class size, and safety of children with special needs. Such teachers' concerns might be justified as inclusion is relatively a new educational philosophy practiced in the country. In the study "Inclusion: The pros and Cons: A Critical Review" it was investigated that the benefits of inclusion consisted of, in general, reduced cost, the development of greater self-esteem and social skills in students with disabilities, and a greater integration of students with diverse needs. Equity and equality were fostered for all students. The cons or disadvantages of inclusion were that time and attention were diverted from regular and advanced students with a concomitant lowering of standards<sup>7</sup>. Narayan *et al.*, (2021) conducted study on "A Comparison of Provision and Access to Inclusive Education for Children with Disabilities in a Metropolitan City and a Rural District in Telangana State, India". The Findings of the study revealed that difference exists between the availability of professional support services available to families and children. The one living in rural areas are facing greater difficulty in accessing appropriate support as compare to urban counterparts. The lack of opportunities for training and professional development is perceived to be a major obstacle to the progress of inclusive education as required by national legislation in both locations<sup>8</sup>.

## Conclusion

Inclusive education is an approach or a system to make education equal irrespective of any disability within the learners. In the other word,

every child gets an equal opportunity to learn and grow along with the normal student as well. Nevertheless, there lie numerous obstacles for achieving success in the implementation of inclusive education such as, lack of trained teachers, curriculum, infrastructural facilities, awareness, plans, policies are creating hurdles for extending the concept of inclusive education. The studies mentioned above have revealed various issues and challenges such as lack of infrastructures facilities, least knowledge about the concept, lack of proper training for teachers limited resources etc. But at the same time inclusive education have positive impact as well. The system is removing inferiority complex among the students. To make the success of inclusion the foremost priorities should be given to the teachers by providing an adequate training. The syllabus should compulsorily mention the concept. Many policies are on its way towards an effective promotion and implementation of inclusive education. It is therefore responsibility of all stakeholders to focus on effective practices of inclusive education, so that both the categories of children (special and normal) are not neglected in general educational system.

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# Equality and Inclusiveness in Indian Education and Culture

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## Introduction

Educational institutions and schools are the first place for knowledge and personality development. As a result, it is also the most important location for inclusivity and diversity in society and culture. The key is educating students about various ideologies and practices and making sure that they accept each other with equal love, care, and respect. First of all, it's necessary to define the purpose of culture for our lives. Culture focuses on the knowledge of ethics, norms, traditions, and so on. It helps to interact with each other and avoid conflicts. When some person is rude and doesn't show respect to others, we commonly say that he/she is an uncultured personality. Educators show and explain social and cultural values to the growing generations. Thus, they understand how to behave. Accordingly, they either follow the mainstream or provoke culture changes. One of the most important roles of education is the possibility to connect it to the culture of every person

With inclusivity comes diversity. It is critical to teach diversity in order to develop well-rounded individuals and a society that values

the contributions of all people. Therefore, it becomes imperative for schools to accommodate students from various backgrounds and cater to their needs in order to ensure equitable and holistic learning.

### **Emerging Trends of Equitable &Inclusiveness which impact on Indian Education & Culture**

Various initiatives taken by the government and schools are helping students achieve their educational dreams, and to make the education system more accessible, practical and advanced. Scholarships are one of the many ways schools can help students in their academic lives. There are several notable scholarships that help students navigate the Indian education system and explore educational support, namely, **the Global Citizen Scholarship**, which aims at helping Grade 10 students realise their dream of higher education abroad; the **Pre-Matric Scholarship**, which encourages parents from minority communities, **SCDGs including Differently Abled Community** to send their children to school, lightens their financial burden on school education, and sustains their efforts to support their children to complete school education. There is also the **CBSE Single Girl Child Scholarship**, which aims to empower women of the nation and has been supporting girl children to pursue their school education for decades now, and the **Central Sector National Means-cum-Merit Scholarship (NMMSS)**, which was launched in 2008 with the objective of awarding scholarships to meritorious students from economically weaker sections to reduce their dropout rate at grade 8 and encourage them to continue their education at the secondary stage. Beside these CBSE has also provided Board accommodation for differently abled children during their Exams. And there is also a provision of appointment of Special educators to cater to the special needs children.

The provisions and latest developments such as the **Unified Credit System** for students would be helpful for students to continue their education even if they had to drop in between for various reasons.

The provision such as,

- *SWAYAM* – an e-learning portal run by the Indian Government is another example of an initiative that is helping students learn irrespective of their geographical locations or financial condition.
- *NIOS* - Children can take Non -Formal Education from NIOS Simultaneously, capacity building and improvement in teaching practices are also a focus area for the government, as is evident from the National Initiative for School Heads' and Teachers' Holistic Advancement (*NISHTHA*), an initiative to build the capacities of teachers and school principals at the elementary stage. While the government aims to achieve a 100% literacy rate, such initiatives will help equip students to meet 21st-century challenges and make India a global hub of trained human resources through Equitable and Inclusiveness.

### 1.1. Nature of Cultural and Social Change through Inclusion and equitable Education

- Change In Wider Social Environment:
- Change In Social Goals, Objectives and Values
- Institutional Social Changes
- Changes In Knowledge and Technology
- Change In Size and Composition of Population

The last few years have witnessed a dramatic change in the learning model. The way students are being taught today is very different from the teaching methods that were adopted a few decades back. Technology has brought about various changes in the way education is delivered and received.

From self-learning to flipped classroom approach, we have seen technology make a considerable impact on the learning and teaching methodologies.

With numerous benefits to offer, digital learning has

become an important part of the education system. Information and communication technology (ICT) brings in multiple benefits for digital learning and student-centric engagement. The ICT trends in education shaped the schools and universities to implement the latest in education technology in order to improve the teaching and learning process.

## **1.2. The Current Trends in equitable & Inclusive Education**

- Collaborative Learning
- Learning Outside the Classroom Environment
- Social Media in Learning
- Interactivity in Classroom
- Data Management & Analytics

## **Finding & Conclusion**

Education today is oriented to promoting values of an urban, competitive consumer society. Through the existing education system, India has produced in the last five decades number of scientists, professionals and technocrats who have excelled in their fields and made a mark at the national and international levels. The top scientists, doctors, engineers, researchers, professors, etc. not those who were educated abroad but had got their entire education in India. The National Education Policy 2020, which talks about sustainable human development and universal education with equity and learning outcomes with a research-oriented mindset, has provided a ray of hope as the cornerstone of all educational decisions. India has always placed education at the centre of its development agenda, and bridging gender, social, and regional gaps through community participation will raise the spirits of all, while ensuring equity in this policy. It will be a beautiful blend of both ancient and modern knowledge systems that will not only instil knowledge but also aid in the integration of Indian

culture and ethos.

Technology has influenced almost every facet of society, especially the education industry. In the present times, students prefer to boost their skills and knowledge by staying connected to the internet at home instead of spending time in the classroom. This further transforms the way of interaction among students and teachers.

There is no doubt that the future of education will be greatly driven by technology. The new teaching tools are much more effective for the new generation of learners and educators as they appreciate the modern educational settings. Instead of spending time reading books in the traditional libraries, the millennials find it easier to learn on the go by staying tuned to the videos and tutorials online. Students that pursue this path are likely to gain knowledge and skills without staying restricted to the classroom environment. Moreover, even if we talk about the traditional classroom education system, that can also be improved with the addition of the latest technologies.

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# Overview of Equality and Inclusiveness in Indian Education

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## Introduction

Inclusive education is a new approach towards educating the children with disabilities and learning difficulties with that of normal ones with some roof. 862 addresses the learning needs of all children with a specific focus on those who are vulnerable to marginalisation and exclusion. it implies all learners with or without disabilities being able to learn together through access to common education. This is possible only in a flexible education system that assimilates the needs of a diverse range of learners and adapts itself to meet these needs.

Inclusive education denotes that every child irrespective of their strength and weakness will be part of the mainstream education. The feeling of belongingness among all community members, teachers, students and other functionaries is developed through inclusive education. Inclusive education is for all irrespective of any social community caste, class, gender and disability of the child.

## Objectives

1. To give an opportunity to non-disabled people to share with peers who are different in one way or another and to learn to



accept and respect their differences.

2. To prepare for new challenges.
3. To improve the quality of education.
4. To understand the qualities of effective inclusive schools.

## **Research Methodology**

The present article is qualitative in nature. In this study, researcher used is secondary data. This research work mainly based on secondary sources like various Books, Articles, Journals, Internet etc.

## **Inclusive education**

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most of their time with non-disabled students. Inclusion rejects the use of special schools for classrooms to separate students with disabilities from students without disabilities.

## **Special education**

1. Education for special need children.
2. Especially design instruction that meets the unusual needs of special children.
3. The term special education includes all aspects of education which are applied to all exceptional children- physically and mentally disadvantaged and gifted.

## **Integrated education**

1. Integrated education is the educational program in which exceptional children attend classes with normal children on either a part- or full-time basis.
2. It is placement of disabled children in ordinary schools with some

specialised educational help and services.

3. It does not necessarily integrate all the students who are away from the education for only reasons like physically, mentally, socially deprived or because of any caste, gender, race, ability, disability, lifestyle etc.

### **Equitable and Inclusive Education:**

#### **Learning for all**

1. Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education, while indeed an essential goal in its own right, is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, they can contribute to the nation.
2. Indian education system and successive government policies have made steady progress towards breathing gender and social category gaps in all levels of school's education specially at the secondary level- particularly for socioeconomically disadvantaged groups (SEDGs).
3. A multiplicity of factors including lack of access to quality school, poverty, custom and language have had a detrimental effect on rates of enrolment and retention among the scheduled castes.
4. Tribal communities and children from scheduled tribes also face disadvantage at multilevel due to various historical and geographical factors.
5. Minorities are also relatively underrepresented in school and higher education.
6. Creating an enabling mechanism for providing children with special needs (CWSN), the same opportunities of obtaining quality education as any other child.

### **PWD (Persons with Disabilities) Act (1995)**

The Person with Disabilities Act (equal opportunities, protections of

right and full participation) 1995 stress the need to provide free of cost education to all children in a appropriate environment till they are 18 years old and further emphasizes their rights to measure like:

- Transport facilities to the students with disabilities or alternative financial incentives to parents or guardians to enable their students with disabilities to attend schools.
- The removal of architectural barriers from schools, colleges or other institutions imparting vocational and professional training.
- The supply of books, uniforms and materials to students with disabilities attending schools.
- The grant of scholarship to students with disabilities.
- Setting up of appropriate fora for the redressal of grievance of parents regarding the placement of their students with disabilities.
- Suitable modification in the examination system to eliminate purely mathematical questions for the benefit of blind students and students with low vision.
- Restructuring the curriculum for benefit of students with hearing impairment to facilitate them to take any one language as part of their curriculum.

### **Provisions of Inclusive Education:**

There are various provisions of Inclusive Education are below-

- **Teaching Approaches:** The teaching approaches used for learners with disabilities in mainstream setting are similar across the majority of member countries. These include additional teaching time, small group/individual coaching and team teaching or co-teaching.
- **Curriculum:** One adjustment made in a number of countries is to provide some flexibility to adapt the curriculum or reduce requirements.
- **Organization of Support:** In the majority of countries, some form of individual educational support/learning plan is in place and

although the names given to these vary, the functions isbroadly the some countries may make Reference to pedagogical support, personalization and attention to the learning environment and the co-ordination of all services involved with the learner.

## **Conclusion**

It is important to remember that inclusive education is at a very early stage of conceptualization and implementation in India. Programmes launched in the recent past have been able to make only a limited impact in term of increasing the participation of children with disabilities in formal education. This situation needs to change in the near future and a focussed effort is required keeping in mind the large number of children whose needs must be address and the limited resources available, the best options is to promote inclusive education.

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# Gender Equality and Empowerment of Women

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## Introduction

Equality for both men and women is the goal of gender equality. It is a target of its own, as well as an essential element of sustainable societal advancement, economic growth, and ecological sustainability. By giving men and women equal opportunities, a sustainable path of growth may be established to ensure that the needs of both genders are taken into consideration when resources are allocated. In general, it is important to promote gender equality in ways that are acceptable for the situation. Building a more equitable society where everyone is recognised equally for their contributions is important for both men and women. Gender inequality is much more common in underdeveloped nations than in developed nations. In Indian society, changes are being made because of how women are viewed. Compared to the conventional culture of earlier years, women are now able to live more independently and have access to a wider range of possibilities. Because of the system's openness, there

is still an unbalanced situation in which women's socialization and role expectations are occasionally also dictated by outdated moral norms in professions that are available to them. The focus of this research study is on how women adapt to these circumstances and maintain their equilibrium under these circumstances. This paper will further discuss the critical significance of gender equality and the empowerment of women for sustainable development.

### **Purpose of the study**

The purpose of the study is to understand Gender Equality and the Empowerment of Women for Sustainable Development in India. This study further investigates the importance of gender equality, and legislation for gender equality to achieve sustainable development.

### **Significance of The Study**

Gender inequality is one of the important issues in present society which can be seen in different sectors of society. Women are bullied and tried to dominate by their male counterparts in every aspect. Even women are unaware of their own rights so it is only education which can make them aware of their rights and duties and provide opportunities to fight against the evil practices prevailing in society. This paper will help us to understand gender issues and how can we tackle the issues to achieve sustainable development.

### **Objectives of The Study**

The overall goal of the study is to understand Gender Equality and the Empowerment of Women for Sustainable Development in India. The specific Objectives of The Study are as follows:

- i) To study the importance of Gender Equality for sustainable development.
- ii) To examine the role of women in present context to establish

gender equality.

- iii) To know the key features of the legislations and Govt. scheme for gender equality in India.

## **Research Questions**

Based on the objectives, the following are the research questions are used to conduct this investigation.

- i. What is the importance of gender equality for sustainable development?
- ii. What is the role of women in present context to establish gender equality?
- iii. What are the key features of the legislature and Govt. scheme for gender equality in India?

## **Research Methodology**

This research study entirely adopted the qualitative content analysis method. According to (Glaser Laudel, 2013) Qualitative content analysis defines a strict and systematic set of procedures for the rigorous analysis, examination, replication, inference, and verification of the contents of written data. In this paper, the data are collected through secondary sources like journals, articles, books, and the internet.

## **Analysis and Interpretation**

**1. The importance of gender equality for sustainable development:**  
“If you educate a man you educate an individual, however, if you educate a woman you educate a whole family. Woman empowered means mother India empowered” - Pandit Jawaharlal Nehru. A peaceful, happy, and sustainable world must start with gender equality. The elimination of discrimination against women and girls depends on gender equality. Additionally, it is possible to end violence against

women and girls in both public and private settings, including trafficking, sexual exploitation, and other forms of exploitation. Eliminating any undesirable behaviours, such as child marriage, forced marriage, early and early marriage, molestation and harassment, abuse, etc., is also crucial. The unpaid domestic and nursing duties done by women must also be acknowledged and valued. Gender equality is crucial for empowering women to participate in various decision-making processes and take leadership roles at various levels of government, business, and society.

## **2. The role of women in present context to establish gender equality:**

“Women is an incarnation of Shakti -The Goddess of power. If she is bestowed with education, India’s strength will be doubled. Let the campaign of Kanya Kelavni be spread in every home; let the lamp of educating daughters be lit up in every heart.” – Prime Minister, Narendra Modi. In the modern period, women play a different role. In India today women play the eminent role in developing the nation as well as society. Women’s active participation is essential to the development of society. Without the active involvement of women, society cannot be established. Now, in a developing country like India women is self-dependent, good supervisor and is maintain a balance between family responsibility and outside universe. Women in India are now fully participating in education, sports, politics, media, arts and culture, service sector, science and technology, nursing, teaching, librarian etc. The situation of women in India has greatly improving. An increasing number of Indian women are entering local and national politics, Indira Gandhi is the longest serving woman prime minister in world, serving as the prime minister of India for fifteen consecutive years.

## **3. To know the key features of the legislations and Govt. scheme for gender equality in India:**

Government of India has taken enough initiative to promote women



empowerment by introducing different schemes and policies, which not only improves the social status of the female population but as a solution of different social plights like maternal mortality, female infanticides, female foeticide. Apart from government schemes, different bills and acts aspires for a society which is forward looking, bias free, and radical thinking. The government operating both in pre independence and post-independence phases has also taken necessary steps to introduce new regulations that reduce the social hostilities towards women. Some of the acts that ensured a special provision and preserve the interest of women belonging to different caste, from immediate post independent to recent days include:

- a) The Special Marriage Act, 1954
- b) The Hindu Marriage Act, 1955
- c) The Hindu Adaptation and Maintenance Act, 1956
- d) The Hindu Minority and Guardianship act, 1956
- e) The Hindu Succession Act, 1956
- f) The Immoral Traffic (Prevention) Act, 1956
- g) The Dowry Prohibition Act, 1961
- h) The Maternity Benefit Act, 1961
- i) The Medical Termination of Pregnancy Act, 1971
- j) The Equal Remuneration Act, 1976
- k) Indecent Representation of Women (Prevention) Act, 1986
- l) National Commission for Women Act, 1990
- m) Prohibition of Child marriage Act, 2006
- n) Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

All these provisions were successful not only in uplifting the status and position of women but also improve the social and economy circumstances off the country. This was the episode of awaking offer nation from the slumber of darkness. Different government schemes supporting women empowerment Different programs and schemes are launched by the government to specify the society from the fiery discord that recoil the progress towards any unexpected social catastrophe.

Government has recognized the issue related to women and introduce different schemes to fight with the atrocities against the woman and uplift their spirit.

- Pradhan Mantri Mahila Shakti Kendra scheme launched in 2017 aims to promote communicating participation through involvement of student volunteers for empowerment of the rural woman.
- Women helpline scheme is another important initiative that aims to provide immediate emergency response to women affected by violence with a helpline of 24-hour service. It was launched on first April 2015.
- The NAND Ghar Yojna launched in June 2015 aims in providing nutrition to children of 0-6 age group and also to pregnant or lactating mothers to fight malnutrition.
- Rajiv Gandhi Nation Creche Scheme launched in 2012 encourages the working and economic participation of women with greater sense of independence.
- The One Stop Centre Scheme is a wise endeavour to provide support and assistance to the women who are victim of the violence in public and private space. The scheme is to be funded by the “Nirbhaya fund”
- Working Women’s hostel is the scheme that envisages providing safe and affordable hostel for women. Support to training and employment program for women is a scheme that guarantees upgradation of skills of women who are marginalized.
- Pradhan Mantri Vandana Yojna was first launched in 2010 aims to ensure safe delivery and good nutrition for mothers having their first child.

## Conclusions

From the above discussion we can say that gender equality plays an important role for sustainable development. Women are the backbone

of the society without the contribution of women society cannot flourish therefore, it is urgent to emphasise the needs and interests of women for the development of society and the country. Empowering women through education is very essential to aware them about their rights and strengthen them to fight against the prevailing prejudices. Thus, gender equality is very much important to sustainable development and women are the central actors in pathways to sustainability and green transformation.

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# **A Study on Present Primary Educational Status of Bandar Gachh Slum Area of Phansidewa Block in Darjeeling District**

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## **Introduction**

Education is a tool that helps us to learn many skills and techniques, it also helps us to gain knowledge, improve understanding capacity, help facilitate us to take right decisions at the right time and make discipline towards society, families and nations. It provides a better lifestyle for families. Primary education is the first phase traditionally based on standard education, starting at about age 5 to 7 and ending at about age 11 to 13. Bandar Gachh slum area is situated in Phansidewa Block. Most of the children in this slum area have inadequate educational quality and most of them drop out students. Identifying the main causes behind this educational backwardness should needed some remedial steps to make slum areas more developed.

## **Background of The Study Area**

Bandar Gachh village is located in Phansidewa subdivision of the Darjeeling district in West Bengal, India. The slum area of bandar Gachh village is situated behind Phansidewa Girl's High School. It's located near the Mahananda river. This slum area is well-known for its fisherman's area, the regionally popular nickname of this area is 'Machhua Potty'. In this slum area, around 83% of people are engaged in the business of fish.

- Total population of this village-3,894(Males-52%, Females-48%)
- Total population of the slum area- 750.

## **Objectives of The Study**

1. To know the primary (present) educational conditions of children in Bandar Gachh slum area.
2. To find out the real causes behind the situation of primary education in the Bandar Gachh slum area.
3. To know how many people are aware of primary education in the Bandar Gachh slum area.
4. To identify some suggestions for better improvement of primary education in the Bandar Gachh slum area.

## **Methodology**

### **➤ Method:**

In this study, the survey method has been used and a structured interview schedule has been utilized to gather essential information concerning the issues related to primary education in the Bandar Gachh slum area.

### **➤ Population:**

The total population of the Bandar Gachh slum area is near about 750.

➤ **Sampling:**

For collecting the data on the present primary educational status of the children of the Bandar Gachh slum area, a random sampling technique has been used.

➤ **Sample Size:**

Data regarding primary education will be collected from 10 household members out of 111 households.

➤ **Tools and Techniques:**

The data will be collected from the Bandar Gachh slum area through a questionnaire, on-group interviews, one-by-one discussions and an observation.

➤ **Data Analysis Procedures:**

For the analysis of data, uses of different types of graphical representation and some statistics, like central tendency have been taken.

## **Data Analysis**

The Bandar Gachh slum area which is under the Phansidewa Block consist about 750 population in about 111 household. The data has been collected from 10% houses of in the entire Bandar Gachh slum area, through field surveys and interviews it has been seen that half of them are educated, around 57% of them are educated, around 40% of them are primary level students and around 43% of them are uneducated. Although it is a little better than before, still half of the people in his slum are illiterate. Due to financial problem, most of the children help the family financially by doing small jobs instead of going to school every day.

**Table-1:** Educational background of surveyed area- Bandar Gachh slum area, Phansidewa

| Educated Person (%) | Uneducated Person (%) | Primary Educated Child (%) |
|---------------------|-----------------------|----------------------------|
| 57                  | 43                    | 40                         |

**Q.1** What kind of school does the child attends

1. Government School – 90%
2. Private School 10%

**Q.2** Do children like going to school every day

1. Yes – 40%
2. No – 30%
3. Sometimes – 30%

**Q.3** Does the child do other money-earning works

1. Yes – 70%
2. No – 30%

**Q.4** Dropped out of school (Primary Education)

1. Yes – 50%
2. No – 50%

**Q.5** Reason for dropped out

1. Financial Reasons
2. Illness
3. Documentation Issues
4. Reluctant to study

## **Observation**

Around 90% of the children attend government schools as government schools are located around the Bandar Gachh slum area. About 43%

of the residents one uneducated and unskilled so they are engaged in fish selling business. As the parents are hurry with the fishing business their carelessness found the children noticed. It has been observed that about 50% of children drop out of school due to various reasons such as the carelessness of parents, financial problem, reluctance to study, the unhealthy environment of slum areas, lack of proper documentation etc. the other social and cultural reason also effect on the primary educational situation of the slum area.

## **Major Findings**

After analyzing the data, it can be said that the current condition of primary education in the Bandar Gachh slum area is not very good, acceptable, if the same situation in the future, the overall development of Bandar Gachh area will be disturbed.

➤ **The present primary educational conditions of children in Bandar Gachh slum area:**

After analyzing the data, it can be said that the current condition of primary education in the Bandar Gachh slum area is not very good, acceptable, if the same situation in the future, the overall development of Bandar Gachh area will be disturbed.

➤ **The real causes behind the situation of primary education in the Bandar Gachh slum area:**

As both the parents of the family are busy all day taking care of the family by working tirelessly, the children feel deprived without getting the care, companionship & affection of the parents. As a result, depression, despair & lack of self-confidence etc. appear in them & personality development is disturbed. Children often have to drop out of school to work to support the family financially, thereby depriving them of educational opportunities & disrupting their family's development. Many times it is seen that the children of the slums get involved in various anti-social



activities & become prone to crime. If the same situation in the future, the overall development of the Bandar Gachh slum area will be disrupted.

➤ **Awareness among the people about Primary Education in the Bandar Gachh Slum Area:**

A lack of awareness about the importance of Primary Education is observed among most of the residents of the Bandar Gachh slum area.

## **Recommendation**

Primary education is the platform for children to acquire knowledge, improve behavior, build good character and build their future. Hence one some suggestion for improving the condition of Primary education

1. To improve slum education, efforts can be made to raise awareness among slum dwellers through campaigns and events about the importance of education.
2. Providing free books and note books to poor children living in slum can help them continue their studies despite their difficult financial conditions.
3. Providing scholarships and financial assistance to slum dwellers families will help them send their children to school and continue their education.
4. Proper sanitation facilities should be provided in slum so that children can maintain hygiene, and stay healthy which will play an important role in children attending school more days.

## **Conclusion**

It is not easy to live in a slum area; it is really difficult to live a healthy life by constantly fighting with thousands of problems here. To improve the quality of the primary education system, the primary education level

can be improved by first identifying the reason for the deterioration of the education system and trying to solve them. Until the educational system of the slum area is improved, the overall development of the slum area is not possible. Keeping this overall improvement in mind, special attention should be given to the primary education system of the slum area only then the development of the slum areas will take place.

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# **Ishwarchandra Vidyasagar and Raja Rammohan Roy's Ideology for Women Education and Its Relevance in the Present Indian Education System**

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## **Introduction**

Recently, In the Year 2020-2021, Ishwar Chandra Vidyasagar's birth bicentenary (200 years) and in the Year 2022-2023, Raja Rammohan Roy's birth semiquincentenary (250 years) have passed. 200-250 years ago, these two wise men of the age continued their efforts till the end of their lives to shine like the rising sun in the midst of the society which was plunged in the darkness of illiteracy. The first platform built by them which successfully crossed the hurdles of intense social upheaval aimed at strengthening the place of women in the society. In the history of that time, it is known that women's situation was immersed in a dungeon, when all the ways of developing a woman's own being were blocked like animals in the society. A woman's right to live was dependent on a man's life expectancy. Raja Rammohan Roy first started the fight to protect the existence of women. Even though he was a child of a Brahmin family, he did not follow all the blind faiths and beliefs preached by the traditional priest, Samaj Shiromani. He did not join the group of religious fanatics and never surrendered himself to the low. As he was possessed of a human heart, he took

the responsibility of human action on his shoulders and showed the prowess of a lion, bringing out the underlying human perspective of religion from the depths of the scriptures. The traders of religion, who have been doing business for ages on the basis of partial truth and distorted information about religion, have been hit by strong protests. In his logic, depth of knowledge, sharpness of observation and above all, being a true human being, the edifice of religious business was torn apart. Even though the group of seekers of opportunity to do selfish things by fearing religion tried to harm him with intense anger, God helped Yugmanav's first attempt to be successful. He became a candidate for the help of the then British rulers in abolishing the terrible practices like sati-dah. He did not hesitate to travel to England to pass this case law. He then agreed to the expansion of women's education because he felt that not only law could protect women, education was necessary for their self-defence. Though somewhat younger than Raja Rammohan, Ishwarchandra Vidyasagar appeared as a savior to the oppressed and oppressed women of Bengal and India. The learned Pandit Manasvi felt that society's aversion to female education was an obstacle to the progress of this nation. He witnessed society's oppression of widows even after the ban on sati-immolation. He succeeded in his goal by ignoring all the anger and frowns of the society in his efforts to pass the widow marriage law. By establishing one school after another for the purpose of educating women, he established the right of women's education as a solid pillar on the ground. Today, the pen of a woman's hand, the smile of a woman's face are all the gifts of the tireless work of men of these two ages.

### **Impact of Raja Rammohan Roy's Life Philosophy and Women Education on the current society and education system :**

Raja Rammohan Roy was born 250 years ago in the soil of Bengal but he was much more modern and broad minded in his heart than the modernity today. At the root of his consciousness was the acquisition

of pure knowledge. He was proficient in Bengali, English, Arabic, Persian and several other languages. As a result, he studied the culture, philosophy, and science of his own country as well as western science, literature, history, and philosophy, and he understood where the peak of our social problems lies and how essential is the need for public education and women's education to uproot those roots. By founding the Brahmo Sabha in 1828, he wanted to create a Brahmo society independent of mainstream Hinduism and to prioritise the ancient Vedic Hindu culture in the Upanishadic style. He wanted to free society from impurities by upholding the ideals of Vedic Hinduism, separating it from the stream of ugliness that had permeated mainstream Hinduism. Along with that, he wanted women's education to spread. He was unwilling to label women as lacking intelligence without promoting women's education. He placed his own views that Satidah is not a precept of the original Vedic Hindu scriptures, in the article Sambarana Pravartak Nivirtaka Sambada. He was in favor of the need for women's education and the provision of women's education. This rational thinker also wanted western science to be practiced in India. Because he knew that in order to remove the darkness of ignorance, to raise scientific consciousness and to capture the main tone of Western progress, it is necessary to connect Western education with the inexhaustible clear knowledge of Indian educational culture. Only then the society of this country will be forced to give dignity to women as human beings. He wanted to try to direct the Indian society towards a new direction by combining the ideals of the East with the West. This ideology and modernism of Raja Rammohan Roy laid the first foundation stone for the expansion of women's freedom and women's education today. In the present education system, he directed towards teaching in a scientific process by assimilating the western education system with the ideals of eastern education.

### **Ishwarchandra Vidyasagar's efforts to promote women's education:**

Ishwarchandra Vidyasagar strongly felt the need for women's education right from the beginning of his career. It was impossible to teach both men and women together in a school during that era. Hence, with the help of kind-hearted English teachers, one after the other, girls' schools and women's educational institutions were built based on Western ideals. He spent his entire life promoting social awareness campaigns about the need for education and showering importance on teaching and writing literature which further helped in expanding people's thinking and consciousness. By Passing the Widow Marriage Act for Child Widowhood, by taking legal efforts to curb child widowhood and by raising voice against polygamy, he tried to solidify women's existence and rights in society by instilling security. The establishment of the secular unpaid female school was made possible by his efforts. He established total 38 girls' schools in 1858 including 23 in Hooghly district, 11 in Midnapur and 1 in Nadia. He also formed the Women's Education Fund to run the schools. The first school established jointly by him and Bethune Sahib is now known as 'Bethune School' in Calcutta. The seeds of women's education planted by him can still be seen in the current education system. At that time, the fire of rebellion in the heart of the conservative society was ignited by his bravery. Thousands and thousands of women got the right to education and made much progress under the light he left behind. Today, all the women of Bengal and India are eternally grateful to him for his successful efforts to give dignity to women as human beings and to protect their existence and establish their rights. His writings of *Bornoporichoy* (first and second volumes) - *Bodhodaya*, *Shadmanjari* are still the most essential books for learning. The present education system is also indebted to him for these books of children's text on mother tongue. His translated books on Sanskrit and English literature are also essential books for knowing other language cultures. He was the first to take the initiative of writing textbooks in mother tongue. This ideal is adopted and still used in

modern teaching. He said that besides teaching in that language by simplifying the mother tongue, emphasis should also be placed on teaching English because of the need for western education. He was in favor of the amalgamation of both Eastern and Western methods. For this reason the current teaching method is following the path shown by him.

## Conclusion

Ishwarchandra Vidyasagar was the most worthy companion of Raja Rammohan Roy, who started the royal sacrifice of social reform and education to create a healthy and beautiful society. Two truly brave sons of Mother India were able to crack the impenetrable walls of the conservative society which was immersed in the darkness of illiteracy and education at that time. They laid the foundation of today's modern social system of modern India, protected the existence of women. Success came in the way they indicated. So today even after 200-250 years their ideals are recognized with equal respect and dignity. By following their methods, a great revolution and success have tiptoed into the social field and education field respectively. Although there are still some levels of society to be reached, it is hoped that it will be possible to reach that ultimate goal someday by following the path of their ideals, implementing the current education laws, and increasing public awareness through government initiatives.

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# **A Study on Multiculturalism and Multilingualism: Implementation in Classroom Situation with Reference to NEP-2020**

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## **Introduction**

Disparities in the distribution of resources, based on the cultural differences have been a root cause of educational backwardness in the Indian society. Students are the future of the nation. So their views and varied perception of different things must be encouraged. Multicultural education, in its simplest sense, means lifting a student from his mono-cultural situation to the highest point of exploration of rich diversity persisting in the society. It picks up students from a narrow set of beliefs, traditions to the plurality of cultures. Multiculturalism is an approach to intensify or amplify the development of the students in their intellectual, social, personal and moral aspects. “Education is a single greatest tool for achieving social justice and equality” (NEP-2020). Multicultural education focuses on achieving constitutional equality, every culture having its own significance. Thus multiculturalism does not mean de-rooting a student from its own culture, rather preparing the child to welcome and accept other cultures with open arms.



## Objectives of The Study

The Objectives of The Study on multiculturalism and implementation of multicultural education are:

- to promote harmony among different cultures
- to promote a sense of respect for different cultures in students
- to realize that every child is different and have different views
- to understand how NEP 2020 promotes multicultural education

## Multiculturalism: An overview

With the country teeming with a large population- various religions, cultures, languages and ethnic groups have established their existence. The practice of peaceful tolerance and a broad outlook towards multiple cultures, must be taught from the early levels of schooling, to be beneficial for the growing children.

“Multiculturalism represented an attempt both to respond and to control the dynamic process of the articulation of the cultural difference, administering a consensus based on a norm that propagates cultural diversity.” (Bhabha, 1990, p.208-9)

“Because of the complexity of these developments and the varying and competing traditions and influences on racial and ethnic studies, multiculturalism is itself a contested discursive field.”(Libretti, 2011, p.1750)

Multiculturalism widens the perspectives of an individual towards the society, housing people with different beliefs and cultures. It develops a mentality devoid of any kind of discrimination based on caste, colour, religion, and traditional practices.

## Culture and Language

NEP- 2020 states in brief about the promotion of Indian languages, art and culture. The rich and varied culture, developed over centuries is a

treasure for our motherland, India. Our culture is presented by various works of literature, arts, customs, traditions, linguistic expressions, etc. India's tourism slogan cites India as 'Incredible India', as a result of the cultural wealth of the nation. The promotion of the valuable art and culture of the country, plays a significant role in the lives of both, its individuals and the nation, as a whole. The practice of cultural awareness and its expression plays a major role in influencing the social outlook of an individual. Cultural awareness inculcates a feeling of belonging and a sense of identity. Besides, it evokes the appreciation of the cultural practices of other groups.

## **Multilingualism**

Language acts as a medium of expressing our beliefs. Educating children in their own languages has been found beneficial as it contributes to educational and social benefits. Moreover, the languages of India excel in being beautiful, expressive and are woven with a touch of ancient and modern literature. There is a need to adapt methods which would foster the knowledge of various arts, culture, music at all levels of schooling of the children.

The practice of promoting multilingualism increases the knowledge of the students. One such practice is the implementation of the three language formula, which aids the spread of the process of multilingualism. It teaches the students, the basics of the various languages spoken around them. It also uplifts the various diverse groups and their practices prevalent in the society. Another initiative taken by the government is a digital learning resource DIKSHA(digital infrastructure for knowledge sharing for school education) consists of e-learning content for the students of grade 1 to 12 in 36 languages(32 Indian languages, 4 foreign languages).

## Promotion of multicultural education

Multicultural education has a multifaceted approach in developing the academic strength of students in all areas. Teaching the students using strategies and approaches that relate to their cultural backgrounds and experiences foster the teaching learning process and arouses the interest of the students. Educators must be very conscious while catering the students, as any small mistake or inappropriate use of words may hurt the sentiments of the students unknowingly. Educators must make serious efforts to provide instructions based on individual needs as it will help students to build knowledge and mitigate the flaws.

However, the promotion of education on multiculturalism, is not only the responsibility of the educational institutions. The citizens of various communities and religious institutions also play a vital role in this aspect. Thus, the parents and adults at home must express desirable attitude towards various cultures, as it lays a great emphasis on the reactions developed by the young ones.

The teaching and learning process revolves around the students. Some of the measures to promote multicultural education are:

- NEP-2020 states that NCERT has undertaken initiatives to introduce children to a multilingual and multicultural environment which includes 'Ek Bharat Shrestha Bharat -Bhashasangam' programme.
- The concept of human rights should be brought into light. Students must respect the differences existing between various cultures. Moreover, the concept of punishing the students for expressing their views on their own culture as well as their perception of other cultures must be prohibited.
- The students should participate in various cultural events, as it ensures cultural unity.
- Students background and upbringing effects their lifestyle. Identification of various religious groups and ethnic groups should be performed by a teacher with liberal and humanitarian

approach.

- An educator has to be compassionate to form peaceful relationship among the learners in a multicultural classroom. Any misconduct on the part of the students should be corrected amiably and strategically.
- Teachers must also arrange projects like drama, poetry, discussions, debates, etc. to embed the roots of unity and admiration in the minds of the students. Through poster creation students can be encouraged to present some moments of their individual culture.

Thus, a teacher must be aware of the students lifestyle and opt teaching methods accordingly.

## Conclusion

We need to embrace the diversity even though it may seem to be a very challenging task. It is necessary to learn to respect and recognize the various groups prevalent in the present day 'multicultural society'. The practice of multiculturalism would lead to the formation of an 'egalitarian society', where multiple diversities, exist mutually.

Multicultural education, thus, serves students irrespective of their class, creed, sex and religion. There is an equal place for all the cultures in the classroom, without any touch of discrimination. The teachers in a multicultural classroom ought to understand that no two students are similar and they must deal with each individual with utmost care. Multicultural education develops a sense of respect in the students for their peer groups. Finally, it prepares India and its youth, the nation builders, for a better and brighter future ahead.

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# **Study on Rural Muslim Woman Empowerment and Their Contribution of Various Fields in India**

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**&**

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## **Introduction**

The role of women in the development of a country is very important because if a country has educated and independent women then that country can progress fast. All the Muslim women in India today who have presented themselves through adversity at various levels of India especially politics, sports and social levels have all been rural women. Women's empowerment is a reflection of gender and equality, which is necessary for the development of any country. In implementing the current programmers, special attention is paid to the backward areas, so that women from the lowest strata can experience a significant change in their status. Confidence in women's leadership development is the way forward. This sentiment is the basis of our government's strategy. That's why in such a short period of time, we see a much brighter future for girls than what we thought.

## **Review of Literature:**

**Dr. Syed Waseem A. Ashraf and Ayaz Ahmad (2012), Muslim Women Education and Empowerment in Rural Aligarh (A Case Study):** Education should always be given priority for the development of the rural environment because education is a backwardness to free ourselves from the misery of poverty and overpopulation. This chapter attempts to analyze the education and empowerment of women in Muslim societies.

**Suman Kumar Kundu, Ananya Chakraborty (2012) Empirical Analysis of Women Empowerment within Muslim Community in Murshidabad District of West Bengal, India:** The rate of women's empowerment of rural Muslim women in India is at a precarious level for the increasing phenomenon of women's empowerment to be up-to-date with the Constitution through independence to have an important impact on the social and political spheres which we will explore in this chapter.

## **Objectives of The Study**

- To find out the educational contribution Muslim rural women.
- The political contribution of rural Muslims in India will be known.
- To know the status rural Muslim women empowerment in India.

## **Significance of The Study**

Education is an important social indicator. Which influences the achievement and growth of an individual as well as a community? It is considered highly suitable for providing employment and thereby improving the standard of living to a great extent. The educational status of Muslim women in India behind that of men and women of other communities. They have the lowest labor participation rates and most of their workplaces are self-employed. The article suggests that

state governments should take more than usual and special measures to improve their participation in secondary and higher education to ensure attendance and retention of Muslim girls in schools as a fundamental right up to class VIII. So that they can effectively contribute to the socio-economic and educational development of the country.

### **Methodology:**

- Tools and techniques for data collection:
- Source of data: For completion this research work we will use one type of data source. Like-
  - **Secondary source:** Here also use some secondary data source like news paper, books and journals.
  - **Data Analysis:** Qualitative Data analysis techniques have been used for this research work.

### **Discussion:**

**Begum Rokeya (1880-1932):** Begum Rokeira's question from the education of life is "If a person ties one leg, how far will he walk?". There are countless examples of binding one leg in Rokeira's life, but she overcame all obstacles and showed women the way to education and free thinking. Begum Rokeira was born on 1880 in Payaraband village of Rangpur district, Bangladesh. Due to the orthodoxy of the zamindar family, girls did not have the opportunity to go to school outside the home. She was introduced to Bengali and English languages due to the love of her elder brother and elder sister. She also knew Arabic, Persian and Urdu. In the year of sixteen Rokeya was married into an aristocratic family in Bhagalpur, Bihar. Her husband, the businessman Syed Sakhawat Hossain, was sixteen years older. Her husband's high government position allowed her to travel to different places in Bihar and Odisha, and she started writing about the condition of girls. She was also published in various newspapers and magazines in Calcutta.



Another blow in Rokeya's life - she became a widow at the age of 29.

**Rashid Jahan (1905-1952):** Rashid Jahan was an Indian writer and medical doctor known for her Urdu literature and trenchant social commentaries. She wrote short stories and plays and contributed to *Angarey* (1932), a collection of unconventional short stories written in collaboration with Sajjad Zaheer, Ahmed Ali, and Mahmuduz Zafar. In 1931, when Jahan was posted to the Lady Dufferin Hospital in Lucknow she met Sajjad Zaheer, Ahmed Ali, and Mahmood Uz Zafar. *Angarey's* was criticizing the hypocrisies of Islamic orthodoxy and the British Raj. The publication of the stories garnered huge controversy but also paved away for a new era of Urdu literature. In 1933, Jahan officially joined the Communist Party of India and became a leading party figure in the United Provinces, adopting the name "Comrade Rashid Jahan." She married her collaborator and noted Communist Mahmuduz Zafar in 1934. In 1935 and 1936, Jahan was involved in the founding of the Progressive Writers' Association and organizing the First Progressive Writers' conference in Lucknow.

**Ismat Chughtai (1915-1991):** An Indian Urdu novelist, short story writer, liberal humanist and filmmaker. Primary education at the Women's College at the Aligarh Muslim University and graduated from Isabella Thoburn College with a Bachelor of Arts degree in 1940. Progressive Writers' Association: 1936: Rashid Jahan (one of the leading female writers involved with the movement) who was later credited for inspiring Chughtai to write "realistic, challenging female characters". Chughtai began writing in private around the same time, but did not seek publication for her work until much later. Google referred her as the "Grande dame of Urdu fiction. Literary realism, Everyday language or colloquial language, Life like characters, Simple sentences She wrote extensively on themes including female sexuality and femininity, middle-class gentility, and class conflict, often from a Marxist perspective. With a style characterized by, Chughtai

established herself as a significant voice in the Urdu literature of the twentieth century, and in 1976 was awarded the Padma Shri by the Government of India.

**Qurratuain Hyder (1927-2007):** Popularly known by her nickname, Ainee Apa, Qurratulain Hyder was born on the 20th of January 1927 in Aligarh, Uttar Pradesh. Qurratulain Hyder received her education from Indraprastha College, Delhi and Lucknow University. She started writing when she was just 11 years old. After completing her education, Qurratulain shifted to Pakistan in 1947. However, soon afterwards, she went to live in England and work for the BBC before returning to India in 1961 where she lived until her death. She was regarded as the 'Grande Dame' of Urdu literature because she influenced major transformation in the literature of this language by introducing a new genre and thought to it. Through her writings, she aimed to change perceptions about women and the stereotypes attached with them. She made her mark in the world of Urdu literature and happens to be one of the first female Urdu novelists.

## **Findings**

On the basis of secondary source, we find that the contribution of Muslim women to education has also come to light that rural Muslim women in India can actively participate in politics at night.

## **Remarks**

After discussing the whole issue we came to the Conclusion that there is indifference of the Muslim community towards the empowerment of Muslim women in India as well as the indifference of the government authorities, so it can say that although it is not possible to eliminate this issue completely but partial development can be started.

## Conclusion

We find that the contribution of Muslim rural women to education has also come to light that rural Muslim women in India can actively participate in politics at night. Mehabub mufti sees emancipation through active participation and the empowerment of rural women in India through which society has developed and in India. And the Muslim women in remote villages in India have endured various oppressions despite the social barriers and have transformed themselves in various fields not only within India.

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## **Shifting Mindset to Inclusivity in The Classroom: Challenges and Benefits**

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### **Introduction**

All individuals with disabilities have a right to inclusive education, according to the UN Convention on the Rights of Persons with Disabilities (CRPD). Minorities and disabled people face very complicated issues in a country like India. They are also very poorly treated by the general public. To promote equality, access, and the right to care and education, inclusive education can significantly lessen prejudice against children with disabilities. Children with disabilities, like everyone else, have equal access to inclusive, high-quality education in their communities. The importance of educating disabled children in regular schools was emphasised by the Kothari Commission in 1966. The Integrated Education for Handicapped Children (IEDC) program was the first official step toward inclusion, introduced by the Indian government in 1974. This central government-sponsored program aims to give children with special needs educational opportunities in traditional schools and is expected to help their attainment and retention. Only 62.9% of disabled people aged 3 to 35 have ever attended regular schools, and approximately 45% of disabled people

are illiterate. The likelihood of enrolling in school is lowest for disabled girls and those with autism and cerebral palsy. According to the NEP, students with disabilities will have equal access to all aspects of the educational system. During the post-independence era, the Kothari Commission (1966) emphasised the value of teaching children with disabilities (Pandey 2006).

## **Inclusive Education**

In order to integrate students with disabilities into regular schools, the National Council of Educational Research and Training (NCERT) partnered with UNICEF to develop the initiative Integrated Education for Disabled Children (PIED) initiative in 1987. Inclusive education is a system that welcomes all students, regardless of who they are, their abilities, or their needs, and supports them as they learn. Accepting student diversity with physical, cognitive, academic, social, and emotional differences is essential in creating an inclusive educational environment. All children learn together in the same schools in an inclusive environment. Every child, including those with disabilities, has a right to an inclusive education, and nobody should be left out. A key component of inclusion is setting up our classrooms, schools, and lessons so that all our students can participate and learn together. Children who have different abilities should be treated the same as other children, and their talents and skills should be valued for their own self-respect and the good of society. Inclusive education attempts to redesign schools in order to meet the educational requirements of all students (Ainscow, 1998).

## **Principles of Inclusive Education**

- 1) Strength-based and personalised curriculum- The development and implementation of the curriculum should be centred on recognising each student's unique talents and educational

requirements which maximises students learning.

- 2) Diversity in the classroom- Every student is different, with various experiences, cultures, beliefs, and values. The opportunities for development in terms of one's academic, social, and personal success are provided by diversity.
- 3) Student engagement- By seeking out student opinions, it can be ensured that they will have a meaningful impact on their educational and schooling experiences.
- 4) Inclusive teacher's commitment and skills- All educators must be wholly committed to realising student's special needs and include inclusive practices beneficial to all students. Teachers need to develop essential knowledge and skills to teach students with varying abilities and learning references and increase classroom engagement.
- 5) Choosing appropriate materials- Teachers should review all the books and materials they intend to use with the students and determine whether they support an accurate and favorable perception of the people and concepts being discussed.

## **Importance of Inclusive Education**

Inclusive education fosters comprehension lessens prejudice and improves social integration. It guarantees that children with disabilities are prepared for employment and can contribute economically and socially to their communities. To promote equality, access, and the right to care and education, inclusive education can significantly lessen prejudice against children with disabilities. In inclusive environments, children perform better academically, and inclusion fosters the development of relationships. In inclusive classrooms, peer groups of students with disabilities develop social cognition and a greater awareness of others' needs. Students with disabilities can develop enduring friendships that help them navigate interpersonal interactions in later life. Differently abled children will be treated equally with other children of their age,

and their skills should be valued for the benefit of society and their own self-respect. The development of a positive self is assisted by inclusive education, which offers a solid framework for learning. When exposed to the diversity of the general education curriculum, the majority of children learn and perform better (Giffard-Lindsay, K., 2007).

### **Advantages of Inclusion**

Friendships, social skills, personal ideals, familiarity with those with special needs, and nurturing learning settings are all benefits of Inclusive education (Sing JD, 2016).

- Social and Emotional Development- Special needs children should receive the normal education necessary for their social and emotional development.
- Increases tolerance- There are more opportunities for kids in inclusive classrooms to learn empathy and patience from their classmates.
- Role models- Inclusion allows students to learn appropriate social behavior from peers.
- Children acquire the ability to accept the virtues and flaws in others and respect their own and other people's uniqueness.

### **Challenges to The Inclusive Education System**

- Teacher's and parent's negative attitudes
- Non-inclusive curriculum
- Inadequate resources
- Irregular plans
- Problems with the Infrastructure
- Parents' lack of awareness
- Implementing policies incorrectly
- Lack of support for disabled students from their peer group
- The unwillingness of the political class to implement inclusive

education

- Educational institutions only employ predetermined teaching strategies.
- Mainstream teachers lacking professional development and training
- Large class size
- Less enrolment rate of children with disabilities
- Lack of Competency and Proper knowledge of teachers

### **Suggestions To Make Inclusive Education Happen**

Embrace a “community” mindset when it comes to learning and teaching by bringing the outside world into the classroom and bringing the classroom outside. Teachers ought to have high standards for their pupils. When students perceive their teacher has faith in their abilities rather than focusing on their limitations, they perform better in class. Both inside and outside of the classroom, teachers should foster a supportive peer culture. Teachers should hold all students to high standards and provide support for all students. Students and teachers must receive training and support to remove obstacles to inclusive learning. Teachers working in institutions dedicated to serving students with special needs must attend workshops to learn how to meet the needs of the students. Action is required to combat discrimination against children with disabilities and to promote respect for diversity and inclusive learning. Education system changes to Inclusive require effort and funding from education ministries. After vocational training to provide educational placement, educational institutions should collaborate with NGOs or governmental organisations. Textbooks in Braille or audio format ought to be available.

### **Conclusion**

By making everyone more aware, accepting, and understanding of one



another, an inclusive environment will benefit all students, not just those with learning disabilities. The teacher should foster a supportive, respectful environment that values diversity and fairness. An inclusive school or classroom can succeed when all students feel part of the school community. Parents, teachers, and even children without disabilities must be educated about the system and its advantages for an inclusive education system to be successfully implemented in India. Without attending to the unique needs of young people with physical and mental disabilities, the Indian government's commitment to UEE cannot be fulfilled.

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## **Equality and Inclusiveness in Education: A Contemporary Issue of Discussion**

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### **Introduction**

Equality sounds the state of being equal. It ensures that every individual will get equal opportunity to make the most of their lives and talents without any discrimination. Article 26 of the Universal declaration of Human Rights (United Nations, 1948) proclaims that “everyone has the right to education, that education shall be free, at least in the elementary or fundamental stages”. Inclusive education is a process of increasing the participation of all students in schools, including those with disabilities. (Ainscow, 2000). The principle of inclusion was first adopted at the world conference on Special Needs Education “Access and Quality” (Salamanca, Spain 1994) and was restarted at the world Education Forum (Dakar, Senegal 2000). Indeed, inclusive education is not a recent concept. The first “World conference on education for all” had in 1990 by the United Nations was a response to preoccupations regarding inequalities in education, paving the way for other declarations and conventions (European Agency for Development in Special Needs Education, 2011).

## **Objective of the study**

- I. To throw light on the inclusive education as a vital agenda of G -20 summit.
- II. To make people aware of the constitutional provision regarding equality and inclusive education in India.
- III. To highlight on the international prospect of inclusive education.
- IV. To make people sensitive and aware towards disabled children by discussing its advantages and weaknesses.

## **Equality and inclusiveness in education leading to socialization**

Inclusive education emphasis that all students irrespective of their talents and weaknesses will take part in education system according to their own pace. In an inclusive environment student with special needs are given equal opportunities to get participate into same educational activities along with normal students which results in their socialization. As this create an environment of helping and communicating with peer groups, the atmosphere is far enriched as there is a feeling of equality and respect unlike the separate school or classroom. This sense of equality also boosts not only self-esteem of the disabled students but also increase their capabilities.

Through this inclusion in education system the normal children are also benefited along with the children with special need as they are able to learn to accept and live in harmony with the children alike from them. The normal student's cooperation towards their challenged or disabled peer thus enrich their own social skills and also broadened their view when they encourage and appreciate the utmost effort of their physically challenged friends.

## **Measures taken at G-20 summit on the issue of equality and inclusiveness**

A country can prosper only when its citizens are treated equally before laws and regulations and each person can access to educational opportunities. To ensure access to quality of education and educational continuity to meet financial crisis, sustainable development through education, economic growth, human dignity social inclusion, wellbeing – are the G-20 education Ministers' declaration. India assumes the G-20 presidency on the 1st of December 2022 from Indonesia and will convene the G-20 Leaders' summit for the first time in the country in 2023 and manifest the spirit of 'VasudaivaKutumbakam' or the world is one family.

The first meeting of G-20 Education Working Group (G-20 EDG) has taken place in Chennai on 1st and 2nd Feb. During this two days' deliberation the education working group focused on areas to ensure inclusive, equitable, relevant and quality education and lifelong learning opportunities for all, within the theme of "One Earth, one Family, One Future". The G-20 are committed to the SDG agenda which sets out to 'leave no one behind' with SDG-4 affirming education's role in challenging and disrupting cycles of inequality. G-20 has shown its commitment to improving equality in education through the 'Sustainable Development Goals (SDG)'. SDG -4 asserts that all United Nation Members states to "ensure inclusive and equitable quality education and promoting lifelong learning opportunities for all."

## **Equality and Inclusion Secure Human rights**

India is the largest democracy in the world-map and human rights are the prior condition for country's development, peace, harmony, integration, unity and democratic set up. Article- 1 of the Universal Declaration of Human Rights states "all human beings are born free

and equal in dignity and right”. In this set up, Inclusive education is directly related to the essential rights of all kind of children for their optimum development in all spheres and fulfill all requirements accordingly. The Convention on the Rights of Persons with Disabilities (CRPD) signified that inclusive education is the basic rights of each and every child with a disability.

In inclusive education all students within or without disabilities are treated equally in accessing educational opportunity, participation in learning activities, cultures and communities. Thus inclusive education is an integral part of humanism and human rights. It is not only providing equal prospect of education to all but also eliminating their exclusion from the main stream of education system.

Therefore, the Right to Education is applicable to all children and if it is achieved, it leads to the realization to the other rights like participation in public life, work and employment, exercise of legal capacity etc.

### **Constitutional Provisions in India regarding equality and inclusive education**

It is equality and inclusiveness –the two basic pillar of human rights on which based on the other essential rights for containing the democratic nature of Indian constitution.

- ❖ After India got independence, in 1950 the preamble provides right to equality, justice and liberty.
- ❖ Article 14 of the constitution commands equality before law and equal protection of law.
- ❖ The article 21 of the constitution denotes –the protection of life and personal liberty also for the differently abled persons.
- ❖ Article 29 (2) provides that 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.

- ❖ Article 45 of the Constitution directs the state to provide free and compulsory education for children (including the differently able until they attain the age of 14).
- ❖ In 1992, Rehabilitation Council of India (RCI) Act has provided minimum standards in training and qualification for rehabilitation professionals and focused for rehabilitation of disabled persons.
- ❖ Equal opportunities, Protection of Rights and Full Participation for people with disabilities act, 1995 provides the education of children with disabilities up to age of 18.
- ❖ Rights to persons with Disabilities Act, 2016 (RPWD) promotes inclusive education and provides employment safeguard for disabled persons.

### **International support to the prospect of inclusion and equality**

Various international conventions, legislative provision regarding equality and inclusive education are mentioned below-

- ✓ In 1948, universal Declaration of Human Rights is adopted and in 1960, UNESCO adopted its convention against discrimination in Education.
- ✓ In 1989 the convention on the Rights of the child in the article 23 discussed children with disabilities have effective access to and receive education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities.
- ✓ In the World Conference on Special Needs Education (1994), the Salamanca Statement of UNESCO assert that education for all could not be achieved without including all types of learners in one learning environment.
- ✓ The World Education Forum, 2000 held in Dakar, emphasis on the need to focus on access to education and inclusion for learners from disadvantaged and marginalized background.
- ✓ UNESCO agenda 2030, Sustainable Development, Goal 4 aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

## Discussion

Now the issue of equality and inclusive education has become one of the prime issues of world's discussion. That is why this two aspect need our concern as well as concentration. In inclusive education everyone is granted equal education. It also helps the disabled to grow socially as learning process take place with cooperation of each other. Inclusive education become helpful to remove the stigma attached to disabilities. It also encourages the involvement of parents in education system. This kind of education also increase self-esteem, confidence and potentiality of disabled children. There is, no doubt, of the fact that inclusive education provides a platform to the disabled to contain their existence for future challenges.

In spite of various positive aspects, inclusive education has been suffering from various drawbacks. The disable children can be disruptive in normal classroom situation. There is a chance of bullying by normal children. Teachers can be impatient or indifferent towards these students. As disabled students are slow learners, for them the motion of progress of normal intelligent students can be interrupted.

## Conclusion

In a nutshell, inclusive education is a means of providing each and every child the right to education. Actually, it is a concept of cooperation which requires participation of peer-groups, family members, society, NGOs and government. Our government policies regarding education is rather inclusive but it suffers from the implementation strategies. It is true that the system requires some special equipment and more inclusive accommodation. In this respect, our country need inclusive school strategy like Australia, and learning innovation like and Russia and practical utilization like Italy which have more awareness and deeper understanding of the issue of inclusion. Appointing nodal teacher, from the grass-root level to detect disability in rural areas

would be beneficial in this respect. Actually in developing countries like India, inclusive education requires adequate planning, execution and training of the concerned teachers to make it more effective. Thus considering the significance and all pervasive value of the concept of equality and inclusive education today it has become one of the most decisive issues of contemporary discussion.

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# **Issues and Challenges of Women Education in Hilly and Rural Regions**

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## **Introduction**

Education has always been considered as a powerful weapon for transforming and for bringing change in human society. A woman is a dignity of a house, they plays an important role in family as well as in society. But in some of the patriarchal society the dignity of women is always low as compare to men, especially in the field of education. An uneducated woman may lack confidence and courage to speak for her dignity, whereas an educated woman gains confident and courage to fight for it. They have to have the weapon of education to carve out a progressive path for their own as well as their families. Therefore, women education is as an essential need in today's world to eradicate all these ongoing impact and to change the mindset of the people. An educated woman can plays a very important role in the socio-economic development of society and nation as well. Nevertheless, women education may also be regarded as a fair opportunity for social and economic development of the entire nation. Educated women are the weapons who yield positive impact on the society through their utmost contribution at family, personal and professional aspects.

*“Educate your women first and leave them to themselves;  
then they will tell you what reforms are necessary for them.*

*In matters concerning them, who are you”*

*–Swami Vivekananda.*

The people of hilly or rural region have historically been marginalized politically, socially and economically. As a result of which they had little involvement in many aspects. The people of this area ranks among the most deprived sectors of the world's population as a result of the relative inaccessibility of remote and rugged terrain. In hilly or rural regions, women as a class are more undernourished, more undercompensated in formal decision making bodies than men. Anyhow over the past decades the hilly and rural regions are less isolated and are advanced to some extent. To know about the issues and challenges of women in hilly region, following few studies have been included.

### **Studies in India and Abroad**

Subba and Kvil (2019) in the study Women's Access to Higher Education in Nepal. The context of first-generation female students. The study was carried out to investigate the decision of first- generation female for pursuing higher education in terms of socializing agents, educational policies, socio-cultural and academic factors. In this study it was found out that the first- generation female students of Nepal encounters with several issues such as poor execution of women's right, gender inequality, early marriages, lack of motivation and financial support, inadequate infrastructures, lack of maternity leave and side jobs. As per the opinion of the respondents, the issues or the challenges are tackled by various aspects such as, maintaining balance between the household work and studies, staying focused, being financially independent, developing self- confidence and seeing higher education as an investment. Family support while pursuing primary and secondary education of female and encouragement from relatives and teachers was also stated in the

present study. In 2019, Wier and Price conducted study on “Identifying Paths to Successful Higher Education for Girls in the Solukhumbu District, Nepal” result of the study indicated four primary factors that create the foundation of educational success for girls: the motivation and determination of the girls, the support of the girls’ families and the commitment of the families to education, the egalitarian treatment of all students at all levels of school by teachers, and the financial and lodging support. The study revealed success factors towards pursuance of women’s education is achieved through financial support programs, family support both in terms of motivation and encouragement and through reducing girls’ domestic and family care responsibilities, increasing awareness of the benefits of education in communities and support offered by NGO programs. The study “Women’s Education in Rural Areas of Jammu and Kashmir: a Case study of Poonch District” was conducted by Ahmed in the year 2018. The main purpose of this study was to see the educational status of women in the rural areas of the district and to investigate factors responsible for the low enrolment and high drop-out rate. The major Findings of the study stated that, literacy rate of women in rural areas is lower as compare to urban areas. Women in the particular place are subjected to various issues such as discrimination, exploitation, oppression and inequality. The roles of the women are restricted to household activities. They are even excluded from the education. Gender biasness takes place frequently in rural areas as compare to urban areas. It is evident from the study that, non-enrolment of female students in schools and dropping out early from the educational system are deeply rooted in local tradition and customary practices prevailing to gender roles, socio-cultural norms, economy, inferiority complex, inadequate infrastructures etc. The study conducted by Selvan (2016) investigated problems of rural girl students in higher educational institution. The problems highlighted in the study are gender discrimination; the upbringing of girl child does not prepare to get higher education, sex bias in books, curriculum transaction, and allocation of subject, least attention in the society as

compare to boys, weak family structure, inadequate parenting, and an over burdened higher education, lack of subject variation, inadequate transport facilities, not getting proper guidance regarding pursuance of higher education. *Bhat et al.*, (2016), studied ‘Educational Status of Women in Jammu and Kashmir with Special Reference to Rural areas’. The finding of the study revealed that, issues and challenges that hinder women’s education in the rural area of Jammu and Kashmir are: poor topography, poor network connectivity, lack of easy access to education, lack of infrastructures, poor weather conditions, conflict situation etc. Changes have been witnessed in urban areas but in rural areas, parents still prefer their girls to stay at home till they get married. The conflict in Jammu and Kashmir has resulted in a breakdown of the society. Many rural families are do not have earning members as a result of which they suffer from financial crises. There is no source of provisions in their families. This has also prevented the girls from seeking education. As the economy of rural Jammu and Kashmir has met with severe set-back during past years, parents are not in a position to educate their girl children. If they have to make a choice between educating a male child and a female, they prefer the former. Poverty, undoubtedly, is one of the main reasons of the inability for the girl child in rural areas to obtain basic education. Hundreds of girls in rural areas are not able to attend schools because their families are not able to provide money for the education. Bhattacharjee (2015) conducted study on “Women’s Education in Rural Bihar”. The major issues that hinders women education are- i) Poor school environment. The schools have poor amenities such as drinking water, toilets, improper building and inadequate number of teachers. ii) Low enrolment. Female students are often taken out from their schools by the family members for handling family responsibilities. Children belonging to lower caste are dominated by higher caste and are not encouraged to go to schools. The data of the school attendance collected by the World Bank shows the proportion of girls attending school decreases with age while for boys it remains stable. iii) Dowry system: the dowry system in the particular

area enforces the deprivation of right to education for girls. iv) Early Marriage: Bihar is the state amongst the highest child marriage rates in India. Rural rates of early marriages were three times higher than urban India rates in 2009 and still it is on the higher side. v) Priority to son's education compared to daughter's education. vi) Poverty, vii) lack of adequate number of female teachers, viii) and ix) caste disparities. Chanu and Heina (2013) worked in the topic entitled 'A study of Women's Higher Education in the Valley Area of Manipur. The study was basically focused on women's enrolment in higher education, their development towards higher education, their opinion regarding higher education, and their problems. The study was also taken up to investigate the opinion of policy makers towards women's higher education. The Findings of the study stated that, the enrolment of female students in higher education had decreased from 2002 to 2012. Majority of the women are in the favor of higher education. As per the opinion of the respondents, by pursuing higher education the one will get respect in the society and family. The Findings also revealed that professionals and technical colleges of Manipur do not have adequate facilities as compared to Manipur University. The policy makers are in the favor of women higher education.

## **Findings**

From the above mentioned studies, many issues have been highlighted. Inadequate infrastructures and gender biasness is one of the major issues. Women in deprived areas of the state Jammu and Kashmir faces issues such as sex bias in books, curriculum transaction, and allocation of subject, least attention in the society as compare to boys, weak family structure, inadequate parenting, over burdened higher education, lack of subject variation, inadequate transport facilities, not getting proper guidance regarding pursuance of higher education. In addition financial issues of the family, poor topography, poor network connectivity, lack of easy access to education, poor weather conditions, conflict situation

have created hindrances in the way towards the access of education for women. Poverty, undoubtedly, is one of the main reasons of the inability for the girl child in rural areas to obtain basic education. Women education in the rural areas of Bihar also undergoes many issues such as Poor school environment, Low enrolment ratio of female students, dowry system, early marriage poverty, lack of adequate number of female teachers and caste disparities. The rural areas of few places do not have adequate facilities in technical and professional colleges.

## **Conclusion**

Educating women is essential to the economical and social development of a nation. A woman plays a responsible role in the houses and societies. They are responsible for looking after their children, relatives and elders of the house, which makes it mandatory for them to be well informed and aware of threats and security. An educated woman can bring some positive changes in her own house as well as in the society. She is more likely to send her children to school, improving the nation's literacy rate. Various policies and programmes have been formulated by the government for enhancing women's education, in spite of these initiatives women of hilly or rural region have been ignored. Within the framework of democratic polity, National policies and plans for women's advancement in different spheres, there has been gradual improvement in several areas of women's lives but much need to be done especially in the lives of rural women. Remedy to this challenge is grass root initiatives that focus attention on the problems of women education. To make effort to generate educational awareness and attitudinal changes among the masses regarding women education, the role of women's families, community leaders, policy makers, different stakeholders and media deserves special attention here. Depth studies need to be conducted in various hilly regions of different states of India focusing on barriers, challenges, issues, background, socio-economic condition that hinders women education. No nation can achieve

development in a true sense if it leaves its women behind on education.

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## **Relevance and Justification of ‘Gender, School and Society’ in B.Ed. Curriculum**

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### **Introduction**

The progeny of “Gender Studies” can be traced back to the ruthless and scrupulous dynamism of the Patriarchy. The Gender -Stereotypes can be termed as a catalyst in the process of making Patriarchy- an unfathomable root. The stereotypes have been responsible for the ardent yet baseless social policing, which engulfs almost every human of the society. The stereotypes are blindly followed, crushing the inquisitive minds of the emerging society of various genders like, men, women and LGBTQ. The rapid embracing of various queer genders has made it inexplicably mandatory to indulge Gender Studies in the curriculum of B.Ed.

Human beings are molded at various spheres and avenues of life. After family, it is the school which ranks as an indispensable agent of Gender Constructivism. In India, where patriarchy seems enrooted deeply in every common household, the role of Gender Constructivism is a Herculean Task. Nevertheless, the task has been levied upon the



shoulders of the teacher to attain gender equality, create awareness among the students about the third genders, and nurture the sensitivity towards various Genders.

## **Literature Review**

Earlier studies reveal that scholars have been extensively engaged in pondering over the gender issues extensively. “The Second Sex” (Beauvoire, 1949) provides an in-depth study of why women have been forced to accept their place in society as secondary to that of men despite their equal efforts and contributions across history. Lundberg & Werner (2012) focused on education methods and area of research of the cross disciplinary field of Gender studies relating to several empirical and theoretical contexts based on well-founded critical and dynamic discussion of power structures rooted in research, society and culture. Lykke (2010) provides key concept in relation to Gender and feminist based research on gender, gender identity and relations. Butler (1990) has illuminated political philosophy, ethical theory, feminism, queer theory, and literary theory through the theory of gender performativity with a focus on subverting established gender identity categories. However, studies on the inclusion of gender –based course in B.Ed. curriculum are scarce.

## **Objectives of the Research**

The present paper aims to:

1. Identify the major concerns with gender and education in India.
2. Examine the significance of gender studies in the B.Ed curriculum (BSAEU).
3. Examine the role of teachers in developing gender awareness and equity.
4. Examine the impact of introducing gender studies into the B.Ed programme.

## Methodology

The present work is mainly based on primary data. The data was collected through a Google form based questionnaire circulated among 100 B.Ed. trainees. The questions were close-ended, precise and insightful. In some exceptional case, more information was collected. The study would entail a thorough investigation of secondary materials such journals, papers, and books. Ethical issues will be taken into account throughout the study process, and all participants will be informed of the research aims and requested for their informed consent to participate.

## Analysis and Interpretation

After carefully analyzing the responses gathered amongst 100 participants of the questionnaire based survey on ‘Relevance and Justification of “Gender, School and Society” in B.ED Curriculum’, the following observations were made. The data received from the survey revealed that less than 90 per cent of the B.ED. trainees were aware of the nuances and distinction between sex and gender and the theories associated with it before the Introduction of the Introduction of “Gender, School and Society” as a subject course as shown in the graphical representation below.

It was, however, also noticed that at least more than half of the students surveyed were intrinsically not accepting of societal established gender norms and stereotypes associated with their gender identity in particular, and gender performativity in general.

The data received also revealed that a huge number of participants had noticed gender based bias on a regular basis in various educational institutes, textbooks read or consulted and other societal avenues around them.

The percentage of surveyed females were higher amongst those who responded by saying that Gender Bias was observed quite often

compared to the male respondents who were higher in percentage amongst those who observed Gender Bias either occasionally or rarely.

It was also clear from the data received that a large number of the survey participants were not fully aware of the various legal steps one needs to take in order to properly report incidences of sexual harassment noticed in a formal institute or in and around their local neighbourhood and homes.

**Knowledge About Sexual Harassment And Legal Proceedings**  
Interestingly enough the percentage of surveyed males and surveyed females were equally distributed amongst those who understood what constitutes as sexual harassment and what steps to take to report the same and those weren't as knowledgeable of the same.

The data received also showed that a surprisingly large number of B.ED. surveyed trainees were rarely in complete agreement to their parents' ideologies on Norm Based Gender Conformity and Performance.

It was as such noticed that many participants found it hard to confirm to pre-established gender norms set by their family and society at large and it turn were keen on wanting to explore more about gender theories and identities through various gender related field of study and were willing to change their pre-conceived notions regarding gender if given proper instruction and space to study and openly discuss matters of gender sensitivity amongst all sorts of individuals pertaining to all sorts of gender identity.

## **Limitations**

Due to the paucity of time trainees from other parts of West Bengal could not be involved.

## **Conclusion**

UNICEF (2017) defined Gender as "A social and cultural construct,

which distinguishes differences in the attributes of men and women, girls and boys, and accordingly refers to the roles and responsibilities of men and women... This concept is useful in analyzing how commonly shared practices legitimize discrepancies between sexes". The present course of "Gender, School and Society" provides a venue to understand and examine the role of school, teacher, curriculum, peers, etc. in challenging gender inequalities and reinforcing gender parity. The expectation here is to observe and study the roles and responsibilities through the lens of school and society— in the classrooms, various established routines and rituals, process of disciplining used for different genders as well as social interactions amongst various gender groups. The importance of studying "Gender, school and society" is also rooted in discussions of representation of gendered roles, relationships and ideas in textbook and curricula, examining how schools nurture or challenge creation of young students as their masculine or feminine selves. The course becomes a sort of crutch for teachers to help develop their abilities in handling the sensitive notions of gender and sexuality who are often addressing the issues under diverse cultural constraints of their own and their wide variety of students. The need to develop a positive outlook towards sexuality and gender nuances among young people cannot be overemphasized for they directly impact larger issues in relation to their homes, schools and the larger society as a whole. Their perception of safety at school and beyond, identification of sexual abused/violence and it's verbalization, combating the dominant societal outlook of the female body and so on all fall within the wings of "Gender, School and Society" as a course to study.

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## **Equality and Inclusiveness in Indian Education and Culture**

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### **Introduction**

Education is a powerful instrument of social change, and often initiates upward movement in the social structure. Our country has always been and continues to be an inclusive society in the sense that a wide range of cultural and religious beliefs. Indian education system and government policies have made steady progress towards bridging gender and social category gaps in all levels of school education but differences are still present- especially at the secondary level. The Right to Education Act 2009 has successfully managed to increase enrolment in the upper primary level (Class 6-8). Despite significant improvements in many crucial areas, Indian education system has many challenges of inequity and exclusion. Access to quality school education is still a dream for most rural population and marginalized groups. This is even more acute in the higher education sector.

According to U-DISE 2016-17 data, about 19.6% of students belong to Scheduled Castes at the primary level, but this fraction falls to 17.3% at the higher secondary level. These enrolment drop offs are more severe for Scheduled Tribes students (10.6% to 6.8%), and differently-abled children (1.1% to 0.25%) respectively, with even greater declines for female students within each of these categories. The decline in enrolment in higher education is even steeper.

## **Methodology**

The Researcher has collected data from a variety of sources, which are websites, journals, articles, e-books, reports, national education plans, publication, news papers and online data related to study.

## **Objectives**

Find out existing policies and schemes for quality education of the children from different sections of the society. It also aims to find the data to understand the educational status and challenges in bringing equality and inclusiveness in Indian education and culture.

## **Policies and schemes**

Indian government has launched many schemes and policies to achieve the goal of bridging gap in educational disparities and promote quality education for all sections of the community. The Integrated Education for Disabled Students (IEDC) scheme was established in 1974 to give equal opportunities for children with disabilities in mainstream schools. The Sargent Report in 1944 and the Kothari Commission in 1964 both offered recommendations to send children with disabilities to mainstream schools (Julka, 2005). The Equal Opportunities and Rights of Persons with Disabilities Act 1995 was ground breaking legislation that provided for the education and economic rehabilitation of

individuals with disabilities. The National Policy on Education (NPE) of 1986 and the Program of Action (PA) of 1992, reaffirm the acceptance of integrating physically or mentally impaired children. Some other important policies and schemes are:

### **Inclusive Education:**

Inclusive education is a new approach towards educating the children with disability. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. The principle of inclusive education was adopted at the “World Conference on Special Needs Education: Access and Quality” (Salamanca, Spain 1994) and was restated at the World Education Forum (Dakar, Senegal 2000). Success of Inclusive education depends on barrier free environment of the school. It enables children with or without disability to move about safely and freely and use all facilities within the school. The school must be free from obstacles, which promote the full and effective participation of the children with or without disability.

### **Inclusive Education in Sarva Shiksha Abhiyan:**

Sarva Shiksha Abhiyan (SSA) was launched to achieve the goal of Universalisation of Elementary Education. This adopts a zero rejection policy and uses an approach of converging various schemes and programmes. A zero rejection policy has been adopted under SSA, which ensures that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided meaningful and quality education.

### **National Curriculum Framework, 2005:**

National Curriculum Framework, 2005 focused on the participation of



all children needs to be ensured in all spheres of their life in and outside the school. Schools need to become centers that prepare children for life and ensure that all children, especially the disabled children from marginalized sections, and children in difficult circumstances get the maximum benefit of this critical area of education.

### **Early childhood care and education policy 2013:**

Recommendation as per National ECCE Policy, 2013, for universal access with equity and inclusion are the children below 6 years must have access to preschool programme preferably within 500 meters. Provision for admission of children belonging to weaker sections and disadvantaged groups must be encouraged in the neighborhood ECCE centre.

### **NEP 2020 towards equity and inclusiveness**

The NEP 2020 is formulated after many suggestions from different levels with the aim of holistic productivity and contributing citizens for building an equitable and inclusive society with an increased Gross Enrollment Ratio (GER) of 50% by 2035. It has conveyed the structural change in the education system which aims to make India the global knowledge superpower ensuring equity and Inclusion. This policy includes objectives of The Rights of Persons with Disabilities (RPWD) Act 2016. The policy also aims to recruit special educators in all schools to make sure that teaching is more inclusive and effective for the needs of children with disabilities.

Gender equality and inclusion are vital in achieving these aims and leaving no one behind. Education needs a greater focus on accessibility, equity and quality. Remarkable signs of progress have been noticed in the past few years in respect of female participation up to secondary level. Such progress could be because of Government's policies and programmes run for girl child-like "Beti Bachao Beti Padhao", "Sukanya and Balika Samridhi Yojana" and many more.

But girls' enrolment is lower than that of boys at upper secondary education. Gross Education Ratio during 2015-2016 stands only 23.4% against 25.4% for boys in higher education and the gap is visible at all the social categories.

A multiplicity of factors, including lack of access to quality schools, poverty, social mores & customs, and language have had a detrimental effect on rates of enrolment and retention among the Scheduled Castes and Scheduled Tribes.

Percentage of Enrolment of Children Belonging to SC and ST at Primary Stage

| ST  | SC  | Others |
|-----|-----|--------|
| 20% | 10% | 70%    |

Percentage of Enrolment of Children Belonging to SC and ST at Upper Primary Stage

| ST  | SC  | Others |
|-----|-----|--------|
| 10% | 19% | 71%    |

*Enrolment of Children belonging to SC and ST 2016-17 (U-DISE 2016-17)*

The NEP 2020 recognizes that female and transgender individuals across all the groups and socio-economic categories are the worst affected people. Free boarding facilities will be built - matching the standard of Jawahar Navodaya Vidyalayas - in school locations where students may have to come from far, and particularly for students who from socio-economically disadvantaged backgrounds, with suitable arrangements for the safety of all children, especially girls. Kasturba Gandhi Balika Vidyalayas will be strengthened and expanded to increase the participation in quality schools (up to Grade 12) of girls from socio-economically disadvantaged backgrounds areas.

## Conclusion

The current study contributes to a better understanding of the necessity of inclusive education in schools. Our government has initiated many schemes and policies to bridge the gap between different sections of the society but still disparities are present. The NEP 2020 has done well by loudly recognizing the challenges faced by gendered categories, minorities and children with special needs.

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# **Efficacy of Central and West Bengal State Government Educational Schemes for Women**

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## **Introduction**

Education is a crucial element in human development and a basic human right. Despite progress in recent decades, many women around the world still face significant barriers to accessing education. Considering this, there has been a growing focus on developing educational schemes specifically targeted towards women, with the aim of promoting gender equality and empowering women to achieve their full potential. This research topic seeks to analyze the current state of educational schemes available to women and explore their effectiveness in improving women's access to education.

Despite efforts like the United Nations' Sustainable Development Goal 4 to bridge the gender gap in education, women face hurdles in accessing education. Governmental schemes in developing nations aim to empower women through scholarships, stipends, and programs like building schools, providing transportation, and tackling cultural norms.

This paper examines different educational schemes for women, including those implemented by the Central Government and West

Bengal State Government. The effectiveness of these schemes in various fields, including gender equality, access to education, and reducing poverty, is analyzed. The research aims to inform several Findings for women's education and is relevant to policymakers and NGOs.

## **Literature Review**

According to 2011 census data, the female literacy rate remains low at 65.46%, while male literacy rate is at 82.14% in India. Despite several educational schemes and universalization of elementary education, there are significant gaps in school attendance between boys and girls, particularly in rural areas (ASER Report, 2014).

Biswas (2018) found that West Bengal's rural population faces financial constraints for higher education. Parents prioritize investing in their sons' education and saving for their daughters' marriages, perpetuating gender inequality.

Sherpa & Rymbai (2018) emphasized the importance of women's education for social and economic progress, stating that it should be a top priority. According to Suguna (2011), women make up half of the world's population and are valuable human resources for nation-building. Therefore, their development should be given top priority.

## **Objectives**

1. To study the impact of Central and West Bengal state government schemes in supporting education for women.
2. To analyze challenges and opportunities in implementing pro-women education schemes.
3. To provide finding and recommendations for policymakers and educators to improve impact.

## **Methodology**

For this study, the descriptive method and document analysis were

utilized based on secondary data. Data were gathered from several government resources, scholarly articles, reports, policy documents, and e-newspapers.

## **Analysis and Interpretation**

### **A) Central Government Schemes on Women's Education:**

**1. Beti Bachao Beti Padhao Yojana:** This scheme was launched in January 2015 with the aim to improve the declining child sex ratio and promote education of girls. The Beti Bachao Beti Padhao (BBBP) Scheme has advanced in a number of locations. According to preliminary statistics from the Unified District Information System for Education (UDISE), girls' secondary school Gross Enrolment Ratio (GER) grew from 77.45 in 2014–15 to 81.32 in 2018–19. Additionally, from 92.1% in 2014–15 to 95.1% in 2018–19, the proportion of schools with functional separate restrooms for girls has increased (Drishti IAS; n.d.).

The BBBP Scheme has improved access to restrooms for females in schools in India. Female Literacy Rate in India has improved during the period 2015-2022. The World Bank India report shows a significant increase in female literacy rates, which have climbed from 9% during India's independence to 77% in 2022, while the male literacy rate is 84.7% (Press Information Bureau, 2021; Livemint, 2021).

**2. Sukanya Samriddhi Yojana:** Launched in Jan 2015, Sukanya Samriddhi Yojana promotes saving for girl child education and marriage expenses. The interest rate is 8%, and the account can be opened with Rs. 250. Over 2.2 crore accounts have been opened with a total deposit of Rs. 58,584 crores as of March 2020 (Bhattacharya, S., & Gandhi, A., 2021; Chartered Club, n.d.).

It shows that the Sukanya Samriddhi Yojana's interest rate was 9.2% before Q1 2016-17 but dropped to 8.6% and then 8.1% in FY 2017-18. It was raised back to 8.5% from FY 2018-19. The scheme

promotes gender equality and provides tax benefits, attracting more savers. Guardians of girl children get some relief. The scheme offers a tax deduction of up to Rs 1.5 lakh under Section 80C of the Income Tax Act, 1961, and the interest earned, and maturity amount are tax-exempt (PersonalFN; n.d.).

### **3. National Scheme of Incentive to Girls for Secondary Education:**

The scheme offers Rs. 3,000 and Rs. 5,000 cash incentives for girls who pass Class VIII and XII, respectively, to encourage them to complete their education. Over 1.5 crore girls have benefited from the scheme as of March 2020 (Government of India; n.d.).

**4. Kasturba Gandhi Balika Vidyalyaya Scheme (KGBVS) :** Kasturba Gandhi Balika Vidyalyaya provides residential schools for girls aged 14-18 from disadvantaged groups. 75 percent of seats are reserved for them. The aim is to ensure quality education for girls in areas with low female literacy rates. The Indian government plans to expand the schools and upgrade them to provide grades 9-12 education for girls, accommodating 20,000 girls by 2022-23 (Gogoi, S., & Borua, S; 2015; Government of India, n.d.; Samagra Shiksha, n.d.).

**5. Pradhan Mantri Vidya Lakshmi Karyakram:** Vidya Lakshmi Scheme is a one-stop-shop for Indian students to apply for educational loans and scholarships online. Over 1.5 lakh students have registered and received 1.32 lakh sanctioned loans. 43 banks have integrated 137 loan schemes with the portal. Interest rates start at 8.40% (Government of India, Vidya Lakshmi, n.d; GetMyUni, 2021).

## **B) West Bengal State Government Schemes on Women's Education:**

**1. Kanyashree Prakalpa:** West Bengal's Chief Minister introduced the Kanyashree scheme in 2013 to empower women financially and retain girls in education, preventing early marriage. Girls aged 13

to 18 in classes VIII to XII whose parents earn below Rs. 1,20,000 annually are eligible for the scheme. It offers Rs. 750 annually to girls aged 13 to 18 and a one-time scholarship of Rs. 25,000 to girls who turn 18 (Sherpa, K., & Rymbai, R. R; 2018). The Kanyashree scheme has been implemented in all districts of West Bengal and has received recognition from the United Nations for its success.

**Table 1: Trends in Kanyashree Prakalpa Since Inception**

| SCHEME TYPE             | 2013-14   |             | 2014-15  |             | 2015-16  |             | TILL DATE |             |
|-------------------------|-----------|-------------|----------|-------------|----------|-------------|-----------|-------------|
|                         | Up-loaded | Sanc-tioned | Uploaded | Sanc-tioned | Uploaded | Sanc-tioned | Upload-ed | Sanc-tioned |
| Annual Scholarship (K1) | 1889960   | 1844990     | 769945   | 759061      | 611154   | 595221      | 3271059   | 3199272     |
| Renewal (K1)            | 0         | 0           | 1222942  | 1204921     | 1583074  | 1576218     | 2806016   | 2781139     |
| One Time Grant (K2)     | 144197    | 138965      | 49138    | 46118       | 34979    | 32379       | 228314    | 217462      |
| Upgradation(K2)         | 0         | 0           | 256737   | 249266      | 301874   | 296969      | 558611    | 546235      |
| Total Application       | 2034157   | 1983955     | 2298762  | 2259366     | 2531081  | 2500787     | 6864000   | 6744108     |

Source: wbkanyashree.gov.in (as of 20-04-2023)

From Table 1, the impact of Kanyashree Prakalpa on girls' education in West Bengal is clearly visible. From its inception, total K1 girls : 3271059, total K2 girls : 786925, and total unique girls : 3499373. The trend has increased since its inception in (2013-2014). By applying the linear forecasting method, it can be said that the impact / trend of Kanyashree Prakalpa will increase in the upcoming years (Figure 3).

**2. Snehalaya Scheme:** This scheme provides hostel facilities for girls from poor families in high schools, colleges, and universities. Shelter, food, clothing, and medical care for destitute women and children. over 11,000 beneficiaries as of September 2021.





receiving the Bi-cycle is 847848. It is visible that the number of bicycles distributed in each district is not static; rather, it varies from phase to phase. In Phase VI, most of the bicycles were distributed in South 24 Pargana (126096 bicycles), and the least of the bicycles were distributed in Siliguri (14174 bicycles). Also, it is seen that the girl students are receiving more bicycles than the boy students. The upward trend in bicycle distribution since the inception of this SaboojSathi scheme shows that this educational scheme is successful and has an impact on girl child education in West Bengal.

## **Findings**

India has made significant strides in promoting education and gender equality for girls through various government schemes. The Beti Bachao Beti Padhao (BBBP) scheme has led to an improvement in female literacy rate and sex ratio. The Sukanya Samriddhi Yojana scheme has not only promoted gender equality but also provided tax benefits to over 2 crore girls. The Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS) will expand to provide grades 9-12 education for girls and accommodate 20,000 girls by 2022-23. The Pradhan Mantri Vidya Lakshmi Karyakram has enabled over 1.5 lakh students to receive education loans with interest rates starting at 8.40%. The SaboojSathi scheme has successfully impacted girl child education in West Bengal through providing bicycles, and other schemes like Snehalaya and Sikshashree have provided shelter, scholarships, and educational resources to thousands of girls. These schemes have not only provided opportunities for girls but also paved the way towards a brighter future for India.

## **Conclusions and Recommendations**

Governmental schemes have made progress in promoting women's education and empowerment, but barriers remain. Addressing poverty,

social norms, and gender-based discrimination is crucial. Governments need to focus more on pilot surveys to find the factors affecting these educational schemes.

Governments must fund women's education and empowerment schemes for gender equity and socio-economic progress. Gender-responsive schemes with mentorship, childcare, and job services are essential. Rural women need awareness of these opportunities, and social norms perpetuating discrimination must be addressed. Thus, collaboration among stakeholders is key to building a world where every woman and girl can reach their full potential.

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# **Gender in Textbook: An Analysis of Class VIII English Textbook under WBBSE Curriculum**

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## **Introduction**

Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. It is determined by social interaction, exchange, and absorption of peer, familial, and larger cultural values that determine gender identity and affiliation. Basically, there are two types of gender; Male and Female, but from April 15, 2014, the “Third Gender” is included as another gender identity along with these two. The society consider the men as more powerful and courageous gender, whether the women are considered as the less powerful and innocent one. In every sector of our society, we find the women are facing many problems, they are not at all the time in the mood to enjoy their life at all. There always exists discrimination between these two genders. In our Indian educational system, textbooks are the most important and essential tool for both the teachers and students. If we look at the textbooks, we find that

the men are getting more importance than the women. Most of the female characters don't have exact names as their own identity, they are identified as Miss. or Mrs. The female characters are very little in number and even the women writer and poets are also very less in number. The content, visuals, suggested activities and questions in the textual materials mirror the values and beliefs upheld by the society. The domain of implicit knowledge embedded in the textbooks pertaining to different disciplinary areas reflects the philosophy of the nation.

## **Literature Review**

Earlier studies reveal that extensive research work has been conducted addressing the representation of gender in textbooks. Baldwin & Baldwin (1992) discovers that the textbook materials mirror sexist and stereotyped attitudes and values where women were underrepresented; the worst male to female ratio was 73% to 27 %. Bernabe-Villodre & Vladimir (2018) emphasizes on the teachers' role to evaluate, contend with, and work towards the eradication of sexist stereotypes and distortions in curriculum. They also report that female characters were underrepresented, assigned stereotypical roles like women teachers are actively participating in schools etc. Blumberg (2008) has looked at the strikingly similar image that investigations of gender bias in textbooks (curricula) around the world have shown. Risley Curtiss et al. (2003) demonstrates how gender biases permeate both child welfare research and practice. Srivastava (2016) has done a project work on textbook analysis from a gender perspective in which she unveils gender bias and stereotypes in contents and visuals of textbooks of various Indian states with valuable suggestions to make gender inclusive textbooks.

## **Objectives**

The present paper aims to conduct a study of the class VIII English textbook under WBSSE to:

- Identify whether there is discrimination between the male and female in our society as well as even in our textbooks.
- Project the position of women in our society.
- Portray the gender roles, stereotypes and identity which try to normalize the reason why not to call the women “the weaker sex”.
- Justify the equal position of men and women in our society.

## Methodology

This descriptive study is both qualitative and quantitative in nature.

Population, Sample and data source: For this study the English textbook, “Blossom” of class VIII of West Bengal Board of Secondary Education is selected. Both primary and secondary data is used. The primary data is collected by the researcher to conduct content analysis. The secondary data available in print form and various online databases are also used.

## Discussion

### Gender Discrimination

Textbooks are the most essential tools for the teaching-learning procedure. The texts have many different characters of masculine, feminine, common and neuter gender.

#### ● Character wise Gender Discrimination

From the names of the characters we can easily understand the social norms and stereotype. In our society, the child is always considered to be identified by his or her father’s name since birth. In this analysis it has been found that the male characters are more than double compared to those of women characters as is shown in this chart.

| MALE<br>CHARACTERS     | FEMALE<br>CHARACTERS          |
|------------------------|-------------------------------|
| Tintin                 | Satabdi                       |
| Jon                    | Rashmi                        |
| The Fairy Man          | Munni                         |
| Farmer                 | Astri                         |
| Old Man                | Princess September            |
| The boy                | Sisters of Princess September |
| Netaji Subhas Ch. Bose | Lady Igraine                  |
| Sisir                  | The Queen                     |
| The Policeman          | Lady Guinevere                |
| Akbar Shah             | The Girl                      |
| Dwijen                 | Sofie                         |
| Muhammad Ziauddin      | Mrs. Cornfield                |
| Raja                   | Miss. Tucker                  |
| Mahatma Gandhi         | Rumita                        |
| The Inspector          | Ammaji                        |
| Mrinal                 |                               |
| King Uther Pendragon   |                               |
| Merlin                 |                               |
| The Prophet            |                               |
| Sir Ulfius             |                               |
| Sir Ector              |                               |
| Arthur                 |                               |
| King of Kornwall       |                               |
| The Knight             |                               |
| Haroon-ul-Rashid       |                               |
| Ali                    |                               |
| Abdul                  |                               |
| Khalifa                |                               |
| Happy Prince           |                               |
| The Mayor of Town      |                               |
| Three Councillors      |                               |



|                  |                  |
|------------------|------------------|
| The Swallow      |                  |
| Harold Dahl      |                  |
| Grandfather      |                  |
| The Shipbroker   |                  |
| Mortimer         |                  |
| The Narrator     |                  |
| Elzard Bouffier  |                  |
| <b>TOTAL- 38</b> | <b>TOTAL- 15</b> |

**Table 1:** Number of Male and Female characters.

### ● Nameless Female Characters

The number of female characters is very less. And some of their names are not mentioned in the texts, like Ammaji, sisters of Princess September, The Queen. It suggests that, to know about the names of the women are not that much important. Even in our society, we witness that, while meeting with a child for the first time we always ask him or her about his or her father's name and after that about the mother, if we want to ask that. It shows that, women always stay at the back of our society.

### ● Gender Bias in the Dress code

While examining the textbooks, it has been found the men wear shirts, trousers, suits, hat, cap etc. whether the women wear long gowns, sarees etc. we never see a girl dresses up herself as boys, because it's another gender stereotype in our culture and society.

### ● Male vs. Female authors

Undoubtedly, the textbook has both the male and female writers and poets but here again the males are maximum in number. The females are very less in comparison to the males.

| MALE<br>WRITERS/POETS       | FEMALE<br>WRITERS/POETS   |
|-----------------------------|---------------------------|
| Intizar Hussain             | Jane Yolen                |
| Henry Wordsworth Longfellow | Mary Lamb                 |
| Sugata Bose                 |                           |
| W. Somerset Maugham         |                           |
| James Reeves                |                           |
| Oscar Wilde                 |                           |
| Roald Dahl                  |                           |
| Alfred Noyes                |                           |
| Walter John de la Mare      |                           |
| Jean Giono                  |                           |
| <b>TOTAL – 10 (83.3%)</b>   | <b>TOTAL – 2 (16.67%)</b> |

**Table 2:** Chart depicting male and female authors

### ● The Occupation

We find the discrimination and stereotypes in their occupations too. We normally see that females are always attached with the household chores and on the other hand the males always remain busy with the outside world. According to the textbook, the following occupations are found for the male and female characters.

| Occupations for<br>Male Characters | Occupations for<br>Female Characters |
|------------------------------------|--------------------------------------|
| Sailor                             | Housewife                            |
| Farmer                             | Maid-servant                         |
| Captain                            |                                      |
| Policeman                          |                                      |
| Teacher                            |                                      |
| Cowman                             |                                      |
| Gardener                           |                                      |
| Servant                            |                                      |

|          |  |
|----------|--|
| Soldier  |  |
| Shepherd |  |

## Analysis

On the basis of the above-mentioned analysis we can say that women are always considered as the backward gender of our society. The society never gives equality to women in comparison to the men. They call them “the weaker sex”. Here is some analysis of pictures which have been found in the textbook.

- A boy is standing in his balcony wearing a sky-colored half sweater, a light blue shirt and a dark blue trouser and a sparrow sitting on his right shoulder. Here we simply find the gender stereotype in terms of colour, namely blue (Blossom, page no.85).
- Here the princess wears a beautiful long gown of pink color with colorful prints on it. The pink color stands for girls and the beautiful color prints on her dress represents the colorful and joyous mind of the princess. She here gets the bird free symbolizing freedom. (Blossom, page no.46).
- The picture of an army man again speaks the social stereotype in terms of gendered work where a man is portrayed as a protector and fighter. (Blossom, page no.63).

## Delimitations

Due to the paucity of time this paper is confined to:

- Only on class VIII textbook.
- Only the textbook of English is considered.
- Only textbook under The West Bengal Board of Secondary Education is considered.

## Conclusion

From the ongoing analysis it is clear that there is gender bias,

discrimination, stereotypes in the said textbook. But today's women have proved that they are not the weaker sex. They are able to present themselves in every stage of life, whether in textbook or in reality. They can confidently walk alone wherever they want. We need to keep in our mind that, in our textbooks, both the male and female characters should have the same social position. We need to always give equal opportunity to all the genders. Women are not only born to rear up the children or only to do household works. They are here to live their own life in their own way. They should be allowed to take part in every sphere of their life; even they should have the power to give suggestions and take decisions while needed. Textbooks must portray these.

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# **A Reflection on the Changing Role of Women in Bengali Films after Independence**

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## **Introduction**

Films are considered as a powerful medium to reflect the society. It is an important medium of entertaining people, educating them and bringing a behavioural change in their practices and attitudes. Movies are representations of daily life activities. Students can relate to these activities and learn from them. The learning process becomes effective since the situations are usual activities by ordinary people.

Since the film process began in India, patriarchy has been reflected in a prominent manner. Women were mostly in gender specific role. In films, women were depicted as not only as sex object, marginalized and weak, they were also institutionalised on the thought of patriarchal belief, perception and attitude in the psyche of the masses.

## **Objectives**

1. To find out the changing role of women as portrayed in Bengali

films in the last 75 years.

2. To explore the potential of using the concept of changing role of women in Bengali films in the last 75 years in the educational arena.

### **Research Questions:**

1. What is the changing role of women as portrayed in Bengali films in the last 75 years?
2. What is the potential of using the concept of changing role of women in the educational arena?

### **Research Methodology**

The present study has been conducted as a qualitative research study, with content analysis method of the Bengali films after independence to evaluate how far the status of women is portrayed in Bengali films and their impact on society.

### **Delimitation of the Study**

Due to time and space constraints this analysis has been delimited to eight specific films on the basis of revolutionary thought process and evolution of a new era.

### **Sources of Data**

To understand the objective vividly we had to segregate the 75 years into three parts. Eight films have been shortlisted with regards to Purposive sampling method.

1. **1947-1974:** Meghe Dhaka Tara (1960), Kanchenjunga (1962), Mahanagar (1964)
2. **1975-1999:** Adalat o Ekti Meye (1982), Paroma (1985), Dahan (1997),

3. **2000-2023:** Mondo Meyer Upakhyan (2000) and Crisscross (2018)

The other contemporary movies and view of other researchers and experts will be treated as secondary data to reach the objectives of the paper.

## **Analysis and Interpretation**

### **1. The changing role of women as portrayed in Bengali films for the last 75 years. From 1947-1974**

Anisha Roy in 'The Woman's Mind: Satyajit Ray and his Feminist Storytelling' (2021) says that Ray's films stood out in the Indian cinema landscape for depicting women as individuals with their own aspirations, in contrast to mainstream Bollywood or Bengali cinema's portrayal of women primarily as gender specific roles within the patriarchal framework. Ray's films were a refreshing departure at that period.

After many years of independence, people in Indian could not get over from the patriarchal belief systems of the past. In *Kanchenjunga* (1962), Indranath Chowdhury was practicing the same. He wanted her daughter Manisha to marry a foreign return man, Mr. Banerjee who was considered to have a 'good prospect'. Autocratic father believed that educated woman can deprive a man from his earning. He emphasised on his experience rather than daughter's choice.

In contrast his wife for the first time unfolded her independent thought to save her daughter's life. She asked Manisha do as she thinks best. She was not under compulsion. Why anybody should accept a life of endless submission? At the end, Manisha felt relieved and free when the marriage was called off. So, in this movie women protest against the one-dimension decision of patriarchy was affected by colonialism.

*Mahanagar* (1964) was released at a time when the middle-class Bengali household was undergoing a tremendous change. Unsure

steps were taken by them to establish their own identity in the world. In movie Arati belonged to a middleclass Bengali family, who had a transformation from the housewife to a working woman/salesgirl to help her husband and meet the expenses of the family. Despite from any gender centric role, Arati enjoyed the first sense of freedom, her interaction with the big city and the changes she allowed to herself without altering her innate qualities. This movie showed a new journey of women empowerment in post independent era, where they were self sufficient and walked along with their male counterpart without any sense of competition.

Whereas in *Meghe Dhaka Tara* (1960) Nita who was the only earning member of the family, was constantly exploited by her own family. Her fiancé cheated on her and married to her younger sister. Nobody in the family protested. Her mother did not allow her to marry. She did not protest back because she thought that, protest against any injustice can be her sin. In this film Nita's exploitation as part of the social, gendered class-structure to which Nita belongs. This film also depicts the domestic, everyday world for women, not only in a post-partition refugee camp, but also in a patriarchal society in ordinary everyday life.

### *From 1975-1999*

In the book *Persuasion* Jane Austen says "*I hate to hear you talk about all women as if they were fine ladies instead of rational creatures. None of us want to be in calm waters all our lives.*"

In this period Aparna Sen's directorial *Paroma* (1985) made a paradigm shift in Bengali Cinema. The story revolved around a forty-year-old lonely and responsible housewife Paroma, mother of three children and her only job was to satisfy her husband's sexual needs and run the household. Her identity laid in mother, wife, daughter-in-law, sister on law, or aunt. Her life was completely changed when she came across a young well-known photographer Rahul. They entered into a



secret affair where Rahul takes her back to her youth when she used to practice her sitar lessons, recite poems, and most importantly her own identity as a woman, which was suppressed by her post-marriage. In that time period, these illicit relationships were a huge taboo in Indian society but nowadays this is quite acceptable. -

On the other side, despite the time gap *Adalat o Ekti Meye* (1982) and *Dahan* (1997) depicts almost the same scenario of society regarding rape. Both the protagonists of the films Urmila and Romita were gang-raped and the rapists belonged to a rich influential family. Even after being tagged as rape victims, society was constantly pointing out that they were equally responsible for the situation. Being physically harassed, verbal harassment like sympathy, unwanted media attention, humiliating questions of people affects their mental health. Since rape involves physical contact between two entities, as a result, the victim gets isolated in society Soma A Chatterjee opines in her book '*Subject: Cinema Object: Woman A Study of The Portrayal of Women in Indian Cinema*' (1998) that "Rape is not an 'act of lust' perpetrated by men who cannot control their irresponsible libidos. Men's motive for rape mostly arise out of their socially imposed need to exercise power and control over woman through the use of violence."

In most cases, their dearest and nearest one's behaviour are changed. In our society it is believed that a husband can only get into a physical contact with his wife, but they fail to realise that being raped is a forceful act by a man against a woman's will. In *Adalat o Ekti Meye*, Urmila's fiancé couldn't handle the situation and called off their engagement and *Dahan* Romita's relationship with her husband was deteriorating.

Though at the end of *Adalat o Ekti Meye* Urmila's father was on her side and eventually got justice. But in *Dahan* when Romita was attacked by goons no one came forward to help except a schoolteacher Jhinuk, with whom they filed a FIR. Later Romita was pressured to withdraw the court case by her family. As they were conscious about social status.

### *From 2000–2023*

The movie *Mondo Meyer Upakhyan* (2002), portrays the journey of a young girl named Lati, determined to break free from the cycle of poverty and prostitution in rural India. Her mother, Rajani, has resigned herself to her life as a prostitute and wants to marry Lati off to an older man for a secure future. However, Lati has her own aspirations and runs away to Calcutta to pursue her education.

The film also explores the stories of other characters striving to liberate themselves from their oppressive circumstances, including three young prostitutes yearning for a better life, an aged couple stuck in a life without purpose, and the moon landing symbolizing human progress.

“*Crisscross*”(2018) is an engaging story about five women in Kolkata whose lives intersect in unexpected ways. Despite their diverse backgrounds, each of these women is facing significant challenges. Suzy, a freelance graphic designer and single mother, struggles to make ends meet while dealing with a drug-addicted ex-husband. Meher dreams of becoming an actress but can't seem to land a substantial role, leaving her unable to support her family. Miss Sen, a successful businesswoman, is facing a crisis that threatens her career and personal life. Rupa, a timid housewife, endures constant abuse from her in-laws until she receives a devastating diagnosis. Finally, Ira, a talented photojournalist, must navigate the demands of her career and her boyfriend's desire to get married. As these women's stories intertwine, their struggles and triumphs shed light on the harsh realities faced by women in contemporary India.

### **2.Potential of using the concept of changing role of women in the educational arena:**

- Education is a process, which helps in the achievement of the purposeful living in the society. It helps an individual to develop

norms, values, knowledge and aesthetics sense. In NEP 2020 it is stated that the socio and cultural diversity of India are present in music, art and has a great influence in Indian cinema (pg.53: NEP2020).

- The migration of the Education system from a traditional approach to a more methodological approach, the films can be used to educate the wider audience. Several researches are being conducted on the use of moving images or movie in the classroom as assistive tools of LTM or even as text.
- Gender studies have become an integral part of social science, language and literature and even of science. So, the discussion on the changing role of women may be used even for addressing the issue of gender in the classroom or outside.
- The next generation will be more sensitive and able to uproot the preconceived notions and stereotypes if watching a film is not only a leisure activity but through an educational perspective that can develop a holistic change in society. This would be beneficial for the betterment of society.
- Drama and Art in education in B.Ed. and Gender Issues and inclusion as a core paper in B.Ed. and M.Ed. curriculum have been given priority so that the would be teachers and teacher educators can be aware of the societal changes and can also impart the same in a constructive approach.

## Conclusion

After Independence, Indian cinema has evolved a lot in respect to social changes. In the course of the societal changes stereotype thought processes towards women were slowly reduced. The patriarchal supremacy which was prevailing in society has reduced but still persisting in society. A woman is free to have her own voice rather than limiting her identity in womanhood. There is nothing wrong in these roles, as long as they are not trapped and restricted by patriarchy.

Although there has been progress in addressing gender issues, there is still a long way to go in achieving true gender equality.

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# **Breaking The Glass Ceiling: Women Empowerment through Digital Inclusion**

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## **Introduction**

The post Covid-19 scenario has shifted perspectives across the globe. Education, alongside other arenas have shifted from physical to the digital. Furthermore, national and international educational policies have put a stern emphasis on online mediums. To keep pace with this ever-evolving world of academia, it is pertinent to incorporate e-learning into the curriculum. Information and Communication Technology or ICT is thus, the ultimate answer.

Information and Communication Technologies (ICTs) are effective tools that are used to create, store, process, distribute, display, and exchange information. When combined, ICTs create a networked environment that reaches and spreads education across the globe. It refers to any type of communication tool or programme, including print media (newspapers, magazines, so on), social media, and electronic media (radio, television, cellular phones, computer and network, hardware and software, satellite systems, and so on), as well as videoconferencing and distance learning. By acting as a facilitator for simpler, quicker, wider communication and access to information

at all levels, the advancements in ICT represent a revolution. These advancements have a great chance of empowering women and fostering digital literacy.

### **How Does Ict Empower Women?**

ICT provides women with a direct view into the outside world. They can access the vast horizon of information using a variety of media without any distortion. As a result, their viewpoints are widened, their comprehension of their current situation is improved, and participatory information-exchange procedures are initiated. Additionally, women—particularly from rural areas, married women, and even elderly women—can continue their education from the comfort of their homes and on their own schedules through distance learning, blended learning, and e-learning.

Since, education is the stepping stone for all kinds of empowerment, it is necessary to pay heed to intensive and comprehensive educational facilities. ICT has a massive impact on all aspects of educational empowerment of women. It is a door for lifelong learning. In addition to offering online study materials, ICT also provides information regarding employment options. Furthermore, they can access e-libraries and the internet for books, articles, and general information.

Educational empowerment will help women fight against discrimination and take control over their own bodies. They will also gain freedom from sexual and domestic abuse, access to family planning services, increased visibility in public places, and a change in the cultural norms that still view women as subservient to men. Finally, through self-generated income, women may have more influence to reduce the gender wage gap and ultimately gain financial independence.

## **Initiatives Taken by the Government to Promote Digital Literacy**

The Pradhan Mantri Gramin Digital Saksharta Abhiyan (PMGDSA), implemented through Common Services Centres (CSCs) has offered digital literacy training to over 1.96 crore people from rural areas across India.

The ICT@Schools scheme, subsumed under the Rashtriya Madhyamik Shiksha Abhiyaan in 2013, prompted the nationwide installation of computers and other digital infrastructure in more than 85,000 schools nationwide.

Other digital learning programmes like the National Repository of Open Educational Resources, SWAYAM, ePathshala, and DIKSHA, offer textbooks, audio-visual materials, magazines, and other educational e-resources over the web, tablets, and mobiles. These programmes benefit parents, teachers, and other adults in addition to students.

Through a project named SWAYAM Prabha, e-content distribution is made possible on a round-the-clock basis via equipment in educational institutions, schools, and satellite communication technologies.

## **Problems Faced by Women in Digital Inclusion and Ict as a Tool of Women Empowerment**

As we have already seen, a wide range of objectives have been identified to support digital literacy in general. However, as far as empowerment of women and more precisely, inclusion of women in the digital world is concerned, there is a mammoth crisis. The United Nations Sustainable Development Goal (SDG) 5 urges signatories to follow the goal of “achieving gender equality and empower all women and girls”. SDG 5.B focuses on “enhancing the usage of enabling technology, in particular information and communications technology, to promote the empowerment of women”.

In India, particularly in rural areas, women frequently struggle to manage their lives, goals, and education while also carrying out their expected societal, familial, and reproductive responsibilities. So, even if they own various devices like mobile phones, television and computer, gender stereotypes and ascribed traditional duties have prevented them from accessing these devices. Therefore, women lag behind significantly and do not get opportunities to improve their skills and complete their education. Existing social conventions and cultural restrictions have also served as hurdles. According to a UNESCO report, around 320 million children in India were impacted by the lockdown of schools, of whom 158 million are believed to be female students (Jain, 2020)

### **Bridging The Gap: Is There A Way Out?**

While the issue of digital gender gap has been discussed under a few umbrella policies, little to no attention has been given to digital access of resources by women. Given the importance of the country's women population, India has to address this divide holistically and swiftly. Let us look at some of the pragmatic solutions that can foster maximum utilization of ICT which in turn can lead to the digital empowerment and inclusion of women.

### **Executing a Gendered Digital Strategy**

In order to create any kind of policy or action plan for young girls and women, it is essential to adopt a gendered digital strategy. A crucial first step to envisioning this is to increase the collection and analysis of primary data on digital access, use, and effect from rural and urban India.

### **Utilising A Focused Strategy**

Investing in digital inclusion of women will open paths for women empowerment. This calls for a targeted and focused approach



that prioritises the needs of girls and elderly women from varied backgrounds, including those who are in and out of schools and institutions as well as those who live in rural, tribal, minority, and underdeveloped dwellings.

## **Constructing Sustainable Digital Resources**

Only connectivity is not enough; what matters is consistent, purposeful, and uninterrupted connection at the right speed. Support for digital educational resources and the incorporation of a digitally based curriculum sessions can inspire and drive students to learn and achieve more. The idea of digital libraries can also go a long way to impart benefit.

## **Prioritising Rural Areas**

Digital vulnerability is experienced mostly by girls as they occupy the base of a digital pyramid. Therefore, there is an urgent need for connectivity in the remote, underdeveloped villages, panchayats, and blocks. It can be advantageous to provide digital resource centre for females with frequent access to the internet, content, and digital resources in schools at both primary and secondary level or in Anganwadi facilities in every village or panchayat. Teachers should also be trained to utilise ICT tools to ensure a smooth teaching learning environment.

## **Spreading Awareness and Fostering Positive Attitudes in Parents and Families**

Through counselling sessions and online/offline workshops, parents and families can change their attitudes in a way that prevents discrimination against girls and boys in the home. Workshops should prioritise teaching parents how to evenly distribute the household chores between males and females and how to give young girls and

women equal access to digital resources for an appropriate amount of time. Along with this, it is necessary to normalise the idea of using mobile phones. Digital awareness needs to be promoted through local news portals should make it a point to educate the common mass about the importance and necessity of ICT in today's tech-savvy world.

## **Conclusion**

“Digital competence encompasses the knowledge and skills required for an individual to be able to use ICT to accomplish goals in his or her personal or professional life.” (UNCTAD)

A judicious use of ICT helps women become assertive and gather life changing experiences. Additionally, it encourages digital literacy and self-efficacy which is tremendously important in today's world. Therefore, it is crucial that women have liberal access and experiences with ICT. Several initiatives have been undertaken to promote gender equality and bridge the gap, but there has been no official declaration in India that formally recognises this inclusion of women in the digital sphere. This digital priority is mandatory especially in the education sector at both the national and state levels.

In India, women make up a sizable portion of the population, and they are indeed a dynamic force. It is essential for us to address their needs and equip them with facilities of the modern world so that they do not remain outside the margin. As far as digital inclusion is concerned, it can be achieved only through digital literacy and as far as digital literacy is concerned, it can be conquered through the means of ICT.

ICT is therefore a weapon which can be utilised to increase digital inclusion of women and boost their self-worth and self-concept which is the ultimate aim of women empowerment.

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## Inclusive Education : An Interdisciplinary Approach

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### Introduction

Throughout the world, the schools have taken 'inclusion' as a procedure to accomplish placement to the students with disabilities in ordinary classrooms along with the normal students. Inclusive education has now turned into a very important component to conglomerate the normal education system with a transformative and improving education system to provide a supportive environment for all the students. The furthest meaning of inclusive education can take you up to the point where education is unanxious, cheerful and accomplishing all the learning needs of children, youth and adults with the special attention for vulnerables, marginalized and differently abled. There are three inclusion perspectives in Indian context : *Physical Inclusion, Social Inclusion & Cognitive Inclusion*.

**Physical inclusion** is the kind of education which receives constant promotion, support and all kinds of advantages from the government. This is the most basic inclusion process where all the policies and amendments have processed education to be free and a compulsory aspect for all the children. Here no institution can deny the admission of a child on account of having disabilities. This kind of Elementary Education focuses on homogenization of enrollment,

retention and accomplishment of all the children.

**Social inclusion** happens only in the sections of the society. In this kind of education policy, the persons with disabilities (PWD) from the lower class of the society with low economic ability are invited largely to join the educational institutions with the approach of minimum fee expectations whereas the upper class or economically affluent class face high expectations. These efforts are getting placed into the institutional scenario to have attitudinal reformations in the society.

**Cognitive inclusion** on the other hand allows specially abled or children with disabilities to study in normal classrooms with non-disabled children. Cognitive inclusion is possible when the subject matter is divided into smaller parts as it becomes easily graspable for the disabled students. Also, a large share of the responsibility to make these students learn the lessons in micro units goes to the teachers. Such efforts are given priority for equal learning and opportunities to be provided among all students. This seeks a solid framework where each lesson is given at an appropriate time in an appropriate manner.

### **The Agenda of Education for All (EFA) Is Limited**

EFA is a framework which indicates the international commitment to provide education to every child and adult. This commitment is founded both on human rights perspective and education as the main component for an individual well being and national development.

According to the Department of International Development in the UK, Education profits children, families, communities and even the entire country. Education ensures people to live with dignity, develop their full capacities, participate fully in development and improve the quality of their lives (UNESCO, 1990).

Although the primary agenda of EFA was based on a very broad outlook, it might have overlooked its own entitlement of 'all' for the issue of disability and then became unable to reach the poorest and most neglected children of the society, especially in those

countries who haven't been able to achieve their second Millennium Development Goals ( MDG) by 2015. This paper focuses on the evidence of excluding disabled children from the international agenda and plannings of providing EFA to all. According to Mittler in 2015, although not a homogenous group, disabled children are identified as a community of children who have been excluded in an imbalanced way from education. They have been often tagged with being the poorest and the most disadvantaged in their communities, and they have always been avoided from the 'mainstream' EFA aspects ( Savolainen, 2006; Rieser, 2005). The 'flagships' of EFA have been set up to accomplish a range of different problems and challenges, such as teacher education, HIV/AIDS, early childhood etc. But the flagship of disability has been differently taken and more adopted as a responsibility for national EFA policies. This is how disability is taken on a different form and getting distanced from the mainstream agenda and becoming a subject of 'specialists' only.

### **Frameworks of Inclusive Education**

The characteristics and frameworks of inclusive education follow :

- The acknowledgement for all children to have the advantage of learning.
- The respect and acknowledgement of differences in children's age, gender, language, disability, HIV and TB status etc.
- Enabling education structure to be strong and appropriate enough to meet the needs for all children.
- Inclusion of the agenda of building a wider strategy for everyone.
- Establishing a dynamic process to widen the roads of evolved education.

### **The Essentiality for Inclusion in India**

As per the Indian context, 'inclusion' could be a wonderful thing that

should be added. Let's follow the reasons below :

- 1) Inclusive Education can enhance the disabled children of the rural areas who are more than 90% in numbers and can serve the enrichment to the very less schools and communities who adopted the special integrated education systems.
- 2) As far as the ideal model is considered, one special teacher is to be allotted with 8 to 10 disabled children but this model is not followed in rural areas. The proportion of disabled children is imbalanced. So, the disabled child has to depend on general school which is definitely a crisis. Hence, the inclusion model is a must for these rural areas.
- 3) The disability factor ranges differently from mild to severe and profound cases. The mild cases are more in number than severe and profound cases. Thus, they had to enroll themselves in general educational schools. That's why inclusive education should be introduced into the schools so that they can't get left out.

The above mentioned points are the reasons for promoting inclusive education in India so that the future trainers are trained in a way where they will be able to teach students with disabilities along with the normal students in a general classroom set up.

### **A Set of Policies and Legislative Frameworks**

- **IEDC (Integrated Education for Disabled Children)** - Introduced in 1974, this framework proposes to provide educational opportunities for the disabled children in general classrooms to benefit their retention in the school system.
- **The Salamanca Statement and Framework for Action** : Introduced in 1994, this policy emerged as a guiding principle through which it was clearly told for schools to accommodate an inclusive approach by adopting all the children, regardless of their physical, social, emotional, intellectual, lingual or other aspects.
- **The Standard Rules on the Equalisation of Opportunities for**

**Persons with Disabilities** : Introduced in 1993, it was an essential factor for improving the educational conditions for persons with disabilities. This influenced Indian policies to be re-conceptualized with some of the legislative acts like - **The Rehabilitation Council of India Act, 1992 (RCI, 1992)**, **The Persons with Disabilities (Equal Opportunities, Protections of Rights and Full Participation) Act, 1995** and **The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999**. They aim to provide special persons to have complete education and other civil rights.

- **The Sarva Shiksha Abhiyan** : Introduced in 2001-2002, it was a flagship programme under Government of India to accomplish the target of Universalization of Elementary Education. This policy or framework adopted a zero rejection policy and covered several schemes under its authorization. Schemes are following :
  - 1) Early detection and identification
  - 2) Teacher training
  - 3) Aids and appliances
  - 4) Support services
  - 5) Resources support
  - 6) Functional and formal assessment
  - 7) Planning and management
  - 8) Monitoring and evaluation
  - 9) Girls with disabilities
  - 10) Educational placement.

## **Teaching Procedures in Inclusive Classrooms**

To implement strategies which can benefit students in providing a wider access to regular curriculum, the teaching in inclusive classrooms should have the ability to have problem-solving approach, to be skilled in examining the skills of a student for their growth, to use the internal



motivation of a student for developing the required skills of them and to make appropriate expectations for each student, regardless of their capabilities.

## Conclusion

This paper finds the differences addressed for EFA and IE. Inclusive education is required to be implemented in order to establish a cognitive and procedural agendas in order to acquire integral professional development. Re-conceptualizing and implementing an inclusive classroom requires training teachers with the same kind of experience, transforming present training practices and establishing the motto of this inclusive education. To be more specific, there should be more and wider research that is essential to make inclusive education a reality in practice on a much larger scale. To conclude the paper, including children with disabilities with the non-disabled is a very challenging task and it involves having appropriate responses from both students and teachers in order to amend learning needs in both formal and informal settings.

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# **A Study on Equality and Equity in Indian Higher Education**

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## **Introduction**

All Indian institutions have shown extraordinary multi-fold growth during the past ten years. This reality is brilliantly demonstrated by the educational sector's recent acceleration in growth. The "Right to Education Act," which mandates free and compulsory education for all children between the ages of 6 and 14 years, has revolutionized the nation's educational system. Over the past four years, enrollment in schools has increased dramatically as a result. The government has been generously supporting the educational movement through careful planning in its numerous five-year plans. We now clearly see the business sector actively participating in the education sector. Significant changes have been brought about by the private sector's involvement in higher education. The private sector currently promotes more than 60% of higher education institutions in India. With the second-highest student enrolments in the world, India now has the most higher education institutions per capita in the world thanks to this, which

has also promoted the establishment of institutes that have emerged during the past ten years. There is still no balance between equity and equality in higher education, despite this enormous advancement. This imbalance can be seen in a number of problematic areas.

### **Concept of Equality and Equity**

Equality and Equity are two words that are occasionally used interchangeably. There is a widespread misconception that, especially when discussing education, equity, and equality have equivalent meanings and can be used interchangeably. All kids should have access to the resources required for a top-notch education, particularly in a nation like India with a long history of socialism. But it's still true that some pupils require additional support to succeed. Due to the country's multicultural, multiethnic, and multilingual sociocultural environment, there must be a high level of fairness for students across all educational frameworks. Students from lower social or economic classes need more encouragement to find common ground before the competition can even begin. Equity has a role in this. The kids who are most behind due to a difference in socioeconomic position need additional resources in order to catch up, prosper, and eventually catch up to others. Over the years, numerous government initiatives and policy choices have contributed to closing this gap, but more work remains. Equal opportunity has come to mean "leveling the playing field." Therefore, let's equate equity with "more for those in need."

### **Equality**

According to the American Library Association, equality is defined as "access to channels of communication and sources of information that are made available on equal terms to all a level playing field is derived from the concept of fairness as uniform distribution, where everyone is entitled to the same level of access and can avail themselves if they

so choose.”No one has an unfair advantage according to this concept of equality. Everyone is afforded equal chances and accessibility, and they are then free to use it however they see fit (Bitzer, E. M. 2010). However, this does not imply that everyone is automatically equal. These opportunities are open and equal, and some people may decide to make use of them while others option to ignore them. For any standard of equality in higher education, India’s entrenched social class system and now emerging economic inequities present the biggest obstacles.

## **Equity and Higher Education**

Achievement, justice, and opportunity in education are all measured by the equity in higher education. Without researching equality and equal opportunity, it is impossible to talk about educational equity. There are numerous obstacles to achieving equity in education. In terms of the concept of equity, India has numerous obstacles.

The first is a lack of fairness, and the second is a lack of inclusion. There are numerous aspects that affect a student’s academic achievement and profile. Numerous additional elements, including those related to the economy, society, and politics, have an indirect or direct impact on the decision to pursue higher education. The idea that a person’s level of education closely connects to their future quality of life underlies the growing significance of education equity. As a result, a fair and healthy society is built on a solid foundation of an educational system that values educational disparity (David, S. A. 2017).). However, it can be difficult to prevent injustice in education, which can be categorized as being attributable to socioeconomic status, race, gender, or disability. The historical background of the place, the people, and the structure also plays a role in determining educational fairness. Individual student outcomes are influenced by history within the educational system.

## Equity in Higher Education

**Affecting Factors:**Equity acknowledges that some people are more disadvantaged than others and seeks to make up for these people's disadvantages and impairments so that everyone can lead the same kind of healthy lifestyle. Here are a few examples- i) When NGOs and the government provide literacy programs. ii) When educational institutions provide courses in communication skills or English as a second language. iii) When charitable organizations, trusts, and foundations give scholarships to students from low-income households. iv) They put their belief in access equality as justice and fairness into practice. Equity acknowledges this unequal playing ground and seeks to level the playing field by providing more to those in need than to those who are not. Even if it means an uneven distribution of resources and access, equity seeks to ensure that everyone leads an equal lifestyle (Sarkar, R. 2016). Leaders in social justice in education work to give their pupils equitable outcomes. The place of the learner in the nation or society provides a context from which equity can be accessed. Some children from less privileged socioeconomic backgrounds require additional assistance to reach the degree of similarity necessary to compete with students from more privileged backgrounds.

### The difficulties of achieving Equality and Equity in Indian higher education

- **Inequality and social Justice:** India is dealing with the complex problem to maintain societal harmony. India is a very dynamic environment in which to propose and supply any Equity and equality for education because of its multi-culture, multi-caste, multi-language, multi-regionality, and multi-religion (Sheikh, Y. A. 2017).
- **Fairness and Gender Equality:** As a matter of fundamental human rights and justice, it is urgent to address the discrimination

women experience. Despite having more chances and better treatment than males in the majority of spheres of economic and social life, women nonetheless experience disadvantages (Morley, L. 2005). They are regularly treated unfairly in terms of socioeconomic possibilities and treatment and are subjected to a variety of types of discrimination. Not only is equality valuable and a legal need in and of itself, but it also plays a crucial role in social progress, economic development, and the eradication of poverty. Women have the potential to be powerful economic actors who can change societies and economies.

- **Equal Opportunity and Economic Justice:** Today's low-income students are only beginning to enroll at the same pace as high-income students did forty years ago. Low-income and lower-caste students are far less likely than other students to register in schools where the majority of students graduate and much more likely to enroll in institutions where the majority of students enroll but only a small percentage of students graduate, burdening them with exorbitant educational costs.
- Low-income students must pay for an amount equal to 76 percent of their family's annual income to attend a public institution for one year, even after taking into account all grant aid. This is a significantly greater financial burden than the 17 percent demanded of higher-income students.
- Students from high-income homes are almost five times more likely to earn a bachelor's degree than students from low-income families
- Too many low-income individuals and members of lower castes are excluded from the dream of economic opportunity and upward mobility as a result of these discrepancies. Additionally, governments and localities are not receiving the talented and diverse workforce essential to compete in the current market.
- With the population of our country becoming more and more varied, if these inequities are not addressed, they will worsen.

Already, most young people in our country are from lower castes. And another 20% additional Dalit and other marginal group residents will be living there by 2030. The ramifications are obvious, More students from lower socioeconomic class and low-income families need to enroll in and complete their educations, both for the benefit of individual students and of our nation as a whole.

## Conclusion

For higher education to be accessible and inclusive for all students, equity and equality are essential. Higher education institutions can seek to create a more equitable, equal, and inclusive environment for all students by using key performance indicators to monitor progress in these areas and acting to solve any shortfalls.

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# **Women at Threshold: A Paradigm of Women Education, Society and Culture**

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## **Introduction**

The empowerment of women is inextricable to education. Education plays a vital role in changing both the mentality and outlook of women; and the oppressive social and political practices. Thus, “the movement for improving women’s status all over the world has always emphasized education as the most significant instrument for changing women’s subjugated position in society” (Kamat,1976). Women education leads to women empowerment as well as human well-being. It is a gateway to economic and social development. Endowing women with education is one of the most transformative developmental strategies. In spite of the evidences that denotes a vital role of girl’s education to development, gender disparity in education still persists (UNICEF).

## **Literature Review**

Kamat (1976) sheds light on the fact that the social position of



women is closely interrelated to their education. In the improvement of social status of women, education is the most significant weapon. In this connection Panchani (2017) highlights the importance and need of higher education in empowering women in all spheres of life. Shivakumar (2021) provides an insight into the Indian society, the values that regulate it and its challenges on women.

### **Selection of the Study**

Indian society is still regulated by patriarchal values. Here, women are considered as 'primary' care givers but her role is always 'secondary'. The first step towards change is acknowledging that gender inequalities exist. Women are marginalized in general. However, rural women are even behind their urban counterpart. Empowerment of women needs to begin at home.

On this backdrop, 50 households in the rural area of Atharakhai Gram Panchayat Area were surveyed with the purpose of identifying the gender gap in education and its subsequent consequences.

### **Objectives**

The paper attempts to establish and evaluate the position of women in Atharakhai Gram Panchayat area. The main objectives are to:

- Analyze the socio-cultural barriers for women.
- Economic contribution of the women to their families.
- Explore the WASH (Water, Sanitation and Hygiene) sector.
- Infer the role and of women in association to their reproductive health.
- Inspect the Menstrual Hygiene practices and its awareness.

### **Data Base and Methodology**

The present work is mainly based on primary data. The data was collected through door-to-door survey. The questions were close-ended,

precise and insightful. In some exceptional case, more information was accumulated.

## **Findings**

**Socio-economic and Cultural Factors:** The socio-economic and culture factors play a vital role in allotting women the position in the society as explained by the following factors:

### **a) Head of the family**

The disproportion is a testimony to the power hierarchy and the patriarchal values that is prevalent. Despite having an aging mother, the son of the family was considered as the Head in some of the households.

### **b) Male and Female**

The sex ratio can be used as a social indicator to measure balance between the male and the female. The exceeding number of females in the study area is indeed a positive indication.

### **c) Qualification**

Education empowers an individual, irrespective of the gender. The data shows that the women are more educated than their male counterpart. Literacy is interlinked with development in all spheres. It improves the quality of an individual's life, family and community whereas illiteracy accounts for most of the social causes and ignorance.

### **d) Earning members**

Despite women being more educated, the males are economically empowered. The stereotype of perceiving women as the caregiver or homemakers while the men as the provider or the breadwinners is highly evident. The economically empowered individual is at the advantageous position in the house and in the society.

### **e) Food related practices**

Food habits are shaped by one's cultural, social, ethnic behavior and the economic disadvantages.

#### **Fasting:**

The data shows that the women take part more in fasting owing to religious purposes. This highlights the gender role in religion.

#### **Distribution of food:**

Women, especially mothers are believed to be the epitome of selflessness and sacrifice. In case of inadequacy of food too, women are expected to cut the share from their regular diet. Despite most of the women refrained following the norms, the culture of women following it and eating at last is widely carried out in many households.

**Health and Hygiene:** Without safely managed water, sanitation and hygiene (WASH) services, women and girls are more vulnerable to abuse, attack and ill-health, affecting their ability to study, work and live in dignity.

#### **Drinking Water:**

#### **Washing, Bathing and cleaning purpose:**

Having access to clean water is a basic necessity for all. However, the responsibility of fetching water falls on the shoulders of the women. It is physically exhausting and time consuming for them. The data exhibits that all households had access to water and hence the women were free from that burden.

### **Type of Toilet:**

Having a safe and clean place to defecate promotes hygiene and secures privacy. For women, it is crucial during menstruation and pregnancy. Proper sanitation reduces risk on health and contamination of the environment.

### **Menstruation related information:**

On average a woman menstruates for about 7 years during their lifetime. (UNICEF, 2018) Yet, it is stigmatized, encompassed with taboos and myths.

### **Products used during menstruation and duration of use:**

It is a fundamental right of every woman and girl to use safe and hygienic menstrual products. However, the choice is often related to the socio-economic factors and lack of awareness in women. All women could not afford menstrual products every month. Hence, old clothes are used during menstruation. Despite menstrual product being a necessity, it has become a luxury.

The American College of Obstetricians and Gynecologists (ACOG) recommends changing the pad at least every 4 to 8 hours. All the women reported changing their sanitary products after more than 6 hours. It was often determined by menstrual flow and the product used. The use of pads for a long time, shows the lack of unawareness and unhygienic practice.

### **Care of Private Parts:**

It is essential to maintain vaginal hygiene. It prevents infections and other health related problems. The women of the study area should be enlightened in this regard.

### **Family Planning:**

Family planning is central to gender equality and women's empowerment, and it is a key factor in reducing poverty. (UNFPA, 2022) Women's health especially the mother's health improves and also other children of the family can have access to higher education.

### **Birth Control Measures:**

Contraceptive has a direct and more effect on the reproductive health of the women. The data depicts that women do not always have the power in deciding on contraceptive. This is a matter of great concern that needs proper intervention through various awareness program

Place of Treatment:

Women are more prone to health complications. Socio-economic factors play a vital role in determining the place of treatment.

### **Limitations**

Owing to the limited household and time spent in the study area, all women of that area could not be interviewed. As it involved face to face interaction and series of personal questions, the interviewees were hesitant and reluctant to answer.

### **Conclusion**

Indian society is regulated by patriarchal ideals. All Indian citizens irrespective of their sexes are free and equal before the law. Ironically, they are confined to culture, tradition and stereotype. The hegemonic masculinity that is rooted in our society and culture cannot be ignored. The uneven distribution of power between the sexes still exists.

Universalization of elementary education won't suffice anymore. Empowerment of women strongly is associated with level of education; higher the level of education greater the empowerment of

women. Education not only improves the quality of life of women but also families, community and country. The awareness and the needed change in the status of women can be brought by Education alone. Women are standing at the threshold. They have come far but they still have miles to go.

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# **Role of Educational Technology: Influencing Waste Management Through Social Media Giants**

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## **Introduction**

Education helps individuals to socialize and conserve, transfer, and engage the culture of a society. In other words, it makes culture more real. Educational technology has brought changes in delivering and receiving education to yield the best possible results efficiently and economically (Dani, 2023). One of the major objectives of Educational Technology is to improve the quality of education and enhance the learning process (Technology Team Leverage Edu, Oct 9, 2021). NEP2020 proposed an autonomous body, the NEFT to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education. DIKSHA, SWAYAM, and NISHTHA are some of the initiatives taken by the Ministry of Education to motivate students to enhance their education through this online free e-learning platform (India, Ministry Of Education. NEP2020). Educational technology encompasses social media to connect students with resources around the world. There are different categories of social media e.g.-collaborative projects such as Wikipedia,

social content communities such as YouTube, and Microblogging where we have Twitter, Facebook, and Instagram. As per a recent study, more and more teachers and professors are incorporating social media into their classrooms to attract students and boost their educational development, whether online or in person (Dani, 2023). In short social media is shaping and influencing the behavior of students and teachers in learning pedagogy.

In modern civilization, waste management is one of the essential issues emerging from the contemporary lifestyle (Kalanbura, S, et.al, 2015). Taking advantage of educational technology teachers can educate the students on waste management by giving examples of those NGOs, companies, and Government programs that are already working on unique innovative ideas so that they form a culture to improve the image of living place. Through social media giants such as Instagram, Facebook, Twitter, etc. some NGOs and companies are generating awareness of proper waste management by creating camping and reaching audiences which is serving as feedback and also motivating every individual.

## **Literature Review**

Nazan, D, et.al. (2011). "The use of the Internet for educational purposes." highlighted that social media is not only for social and entertainment purposes but also for academic and scientific information as well. In addition, social media can be used as a learning tool by students to gather information and the latest news from all around the world.

Chung, H.C, et.al. (2020). "Applying social media to environmental education: is it more impactful than traditional media." explored how social media helps to promote environmental education by analyzing how young adults access social media.



## **Significance of The Study**

The problem of waste generation is never ending process and cannot be eradicated but it can be maintained by reducing, reusing, and recycling. Many NGOs and companies are creating innovative ideas for waste management and motivating individuals through social media giants. But the role of social media in waste management is not explored widely. The main motive for highlighting social media, which is one of the learning tools of educational technology is to influence and educate the youths and students to gain a better understanding of waste management so that they can carry the culture of keeping society clean and green.

## **Objectives of The Study**

To motivate the students and youths in identifying the problems causing waste and explore new innovative ideas on waste management by taking advantage of social media giants which is one of the learning tools of Educational Technology.

## **Methodology**

It is a qualitative study based on secondary data including journals, articles, websites and blogs.

## **Influencing Waste Management Through Social Media Giants**

Social media, often nicknamed “Web 2.0,” is quickly becoming the best way to contact not only younger generations, as they spend more of their time online for social or academic reasons, but also their parents (and even grandparents), who are beginning to utilize social media as well. Most of these types of websites provide easy and free ways for organizations, agencies, and governments to interact directly with

individuals. (Cniato, M, et.al, 2014)

Alex Schultze defined social media as “Social Media is the collection of tools and online space available to help individuals and business to accelerate their information and communications needs”. (Kaur, 2015)

Social media is one of the learning tools of educational technology which has been a booming platform for every individual in showcasing their thoughts. Here are some examples of NGOs and companies working on waste management and presenting their work through social media giants-

### **Waste Warriors**

It is a non-governmental organization founded by Jodie Underhill and Taashi Pareek. It is an organization that works in the area of waste collection and waste management. Forwarding this noble work they have covered Dehradun, Dharamshala, Corbett National Park, Goa, Himachal Pradesh, and also another part of India. According to the data given on their website, in the year 2015-2016, Waste Warriors collected 190,908 kg of waste from Dehradun and 272,928 kg from Dharamshala. They collected and processed over 4223 tons of waste from Bhagsunag and Triund by which Tundri is now known as one of the cleanest hiking destinations in India.

- Its main motive is to spread awareness regarding segregating waste before dumping and managing solid waste management.
- To set up and operate a decentralized Waste Management Centre for segregation and value addition of recyclable waste.
- They have a page on Facebook as Waste Warriors and @wastewarriors on Instagram where they have more than 6000 followers and 1,327 posts.
- This organization has motivated the people regarding waste management which shows that 160,000 people are engaged and 700+ waste workers have been empowered

## Ecokaari

It is a Humanizing Fashion App founded by Nandan Bhat. Ecokari converts plastics into eco-friendly, sustainable, handmade products. Nandan Bhat with two goals in his mind to re-use, re-cycle, and up-cycle waste in saving Ecosystem and to provide better opportunities and better livelihoods to the artisans gave birth to Ecokaari. It is a social enterprise based in Pune, India, that UPCYCLES waste plastic using Charkha and Handloom to conserve the environment and enable livelihoods.

- The main objective of Ecokaari is to upcycle and transform plastics into a beautiful tote bag, hand clutch, or a home decor item.
- Its aim is for sustainable development by weaving fabric made from plastics traditionally using chakra and handloom, causing no harm to the environment.
- Ecokaari is also empowering women from underprivileged backgrounds to become self-sufficient.
- We can even donate the plastics according to the criteria they have given on their official websites.
- They have a page on Facebook, and Instagram having followers 872k followers, and on Twitter 872 followers.

## Swachha Eco Solutions (SES)

SES was founded in 2012 by Victoria Joslin D' Souza, Rajesh Babu, and Vinay Raghavan. It has found new ways to recycle plastic into tiles, paver blocks, water pipes, and other drip irrigation products. The tiles known as 'Swachha Re Tiles' are designed in such a way that they can be recycled again. It may be used as flooring, wall cladding, and in swimming pools. It also provides solar-powered products, water, and waste management services, and several green alternatives. It works with women's Self-Help groups, rural entrepreneurs, and small businesses to transform waste into a usable form. SES also educates rag

pickers about waste segregation practices, materials, demand, and the price of different commodities.

- Main objective of SES is to have a vision of 'Zero Landfills'.
- SES was recently awarded the Namma Bengaluru Award.
- SES encourages participation from the general public through blogs and 'Do It Yourself' videos.
- SES also motivates and connects to every individual through Facebook and Instagram holding the name @swachhaecosolutions.

## Conclusion

With population growth and advancement in industrialization, waste has been generated in a havoc manner which is creating various environmental issues. Education and awareness of waste management are necessary for every individual, especially for youths who will be carrying the culture of improving society. Social media is one of the learning tools of educational technology that has been adopted by educational institutions in their classes so that students can know from all around the world in a short period. Social media has different categories such as Social content communities, microblogging, collaborative projects, and so on. Social media is such a platform where everyone gets an opportunity to put forward their thoughts. Most NGOs, Companies are creating awareness of waste management through social media platforms by writing blogs, making videos, organizing campaigns, recommending innovative ideas, etc. through which students can easily enhance those education and ideas.

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## Use of ICT in Facilitating Learning Process of Mathematics in School Education

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### Introduction

The term ICT means Information and communication technology, which includes all the technologies which can help to contribute in the teaching-learning process. Real-world technologies can now be used in the classroom more readily thanks to technology. Additionally, contends that technology enhances math learning by providing visual representations of mathematical concepts, encouraging data organization and analysis, and reliably and quickly processing them. Owing to the various technological options available right now, technology should aid in the development of fresh concepts and inventive initiatives. It should also work every day, just the way pencil and paper used to. ICT also gives basic tools and means for teachers to adapt teaching techniques, support students in autonomous learning and actively participate in the discovery of concepts and mathematical themes in mathematics education. Students have a better comprehension of mathematical concepts as a consequence.

As a result, it is understandable that the incorporation of ICT in mathematics education is the outcome of the capacity to use ICT to assist students attain higher levels of achievement in mathematics. Because of these ICT potentials, classroom integration is a promising practice, but its effectiveness depends on a variety of circumstances. One strategy to improve the efficacy and practicality of ICT applications in mathematics education is to do research on their use.

## **Objectives of The Study**

The main objective of this study is:

1. To assess the importance of ICT in mathematics education.
2. To know the role of ICT in reducing fear of learning Mathematics.
3. To find out the ICT tools being used in classrooms and outside classroom to facilitate Mathematics learning.
4. To know the attitude of using ICT tools by Mathematics teaching faculty in teaching learning process.

## **Literature Review**

Maharjan, M., Dahal, N., & Pant, B.P. (2022) figured out that it is advantageous for the practitioner teacher of mathematics to identify the ICT technologies that can be integrated into their mathematics classroom to improve the teaching and learning of mathematics. Inder K. Rana found that it takes time to introduce ICTs. If ICTs are to be used effectively, instructors must be given enough time to learn new skills, investigate their integration into their present teaching practices and curriculum, and design additional lessons. The support of the school administration and the community is critical.

Atteh et al., (2020) discussed the potential of integrating technology in the classroom to teach mathematics.

Prem Kumari Dhakal (2018) argue the use of ICT in mathematics instruction can improve the effectiveness of the teaching

process as well as students' capacity to understand basic concepts and logic.

Manju Gera, Sanju Verma (2012) illustrates the relationship between students' learned helplessness in mathematics and their improved learning with the use of ICT technique. D. Agyei et al., (2011) conducted research in Ghana on administration's support and the accessibility of ICT infrastructure. He also raises issues which includes teachers not having enough time to design classes using ICT methods and a lack of experience integrating ICT with classroom lessons.

Dirgha Raj Joshi (2017). determined that ICT helps mathematics teachers improve their lesson planning, teaching learning strategies, subjective and pedagogical knowledge, and the development of various other relevant abilities. It is also extremely good for kids since it stimulates and involves them in learning, builds confidence in their mathematical ability, and allows them to discuss and create a variety of subjective thoughts.

## **Method**

Based on the available literature this study is intended to investigate the tools and their applications in teaching and learning mathematics using ICT. We studied several dissertations, research papers, and journal articles to write this study. The researcher evaluated current studies and created an article concept based on the studies and experiences they had. They also recorded the concepts while gathering the necessary literature.

## **Analysis and Interpretation**

Learned helplessness is the common perception that one lacks the ability to complete tasks and has limited control over their surroundings. G. K. Probst (2002) stated that failure to learn math is caused by math anxiety. It is the state of being tense and unsure while



attending a mathematics class. He demonstrated why prior techniques of teaching mathematics were ineffective. One of the factors was prior instructional approach. An approach was presented that addressed the six areas of multiplication tables, prerequisite skills, vocabulary skills, accuracy, practice time, and study system.

Mathematics education is dull without technology; hence ICT tools must be integrated into mathematics classrooms. Mathematics instructors have long been concerned about the use of ICT in the classroom. According to Karami and Attarn (2013), integrating ICT and problem-based learning was very beneficial in improving student teachers' content understanding and teaching skills. Fluck (2010) stated that rather than being integrated into current topic areas, ICT should play a transformational role in education. ICT is transforming the methods of mathematics teaching and learning by introducing vibrancy to classroom education surroundings, including virtual ones. The new digital ICT is a hybrid of software, hardware, multimedia, and delivery methods. Today, ICT in education includes a wide range of rapidly evolving technologies such as Laptops, Desktops, Note books, Digital Cameras, the Internet, Cloud Computing, the World Wide Web, Spread Sheets, Tutorials, Simulations, e-mail, Local Area Networking, Bluetooth, Streaming, and DVDs; and other applications such as Virtual Environment, word processors, Simulator, Computer-Mediated Conferencing, video-conferencing, Digital Libraries, Emulator, and so on. Portable, visual calculators, computerized graphing, specialized software, spread sheets, and databases are some examples of how ICT is used in arithmetic. Students can utilize ICT to make computations, generate graphs, and assist with problem solving. The most obvious illustration of this is when pupils utilize a calculator or something similar to do increasingly difficult math problems. Spreadsheets, computer algebra systems, or graphical calculators, on the other hand, can be utilized to answer problems through tests and improvement or retrieval procedures. To solve an equation graphically, students of mathematics can utilize graphical calculators or graphplotters instead

of algebra.

According to Texas Instruments (2007), using ICT allows teachers to focus on faithful or imperative problems, flexible strategies, exploration and sense making with diverse representations, mathematical meaning and concepts clarified, teaching mathematics better and teaching better mathematics, student prior knowledge and skills, assimilate among mathematical concepts, clarify common understandings, and increase more innovative ideas. Some students thought it was a challenging subject and made common mistakes in problem solving. In mathematics, problem solving consists of four steps: understanding the problem, designing a plan or solution, implementing the plan, and looking back or assessing the solution.

Using the graphical calculator's broad statistical capabilities, students may easily conduct a statistical analysis of the data they collect. Making a picture in a dynamic geometry software can assist a learner comprehend, solve, and ultimately verify a geometric issue. When students use ICT as a tool to help them search for items, solve issues, or comprehend what's going on, it frequently helps them enhance their abilities in the use and application of mathematics. ICT may be a powerful and effective tool, but students must gain the technical skills required to make the most of the opportunities available to them.

### **Barriers in ICT implementation**

- Teachers suffer technical difficulties when utilizing ICT tools, thus they avoid using ICT.
- As a result, early promises of technical support can assist teachers in providing appropriate lectures.
- Failure of an Internet connection and ICT equipment breakdown are examples of technical restrictions.
- To encourage the use of technology, teachers should have adequate technical assistance in place.
- Although Jabr (2007) found positive attitude among mathematics

teachers towards the use of ICT in teaching learning process.

## Conclusion

This study demonstrated the use of ICT in mathematics. Several issues with the use of ICT in mathematics have been highlighted in literature. There are some obstacles to integrating ICT in mathematics teaching and learning process. There is a huge potential to improve the teaching and learning processes by the use of ICT in mathematics education. To maximize teachers' usage of ICTs, numerous adjustments must be made. To make the best use of ICT, pedagogies should be changed and they must have appropriate access to functional computers and receive acceptable technical support.

## Limitations

This paper only discussed the points which have already been found in various researches on the use of ICT to facilitate the learning process of mathematics in school education based on the objectives stated above.

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# **Learning Autonomy through Technology: Its Opportunity and Challenges**

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## **Introduction**

In this 21st Century, every university student is required to demonstrate a certain level of proficiency in English before receiving their bachelor's degree. As per the need of the hour, the Curriculum Guideline has been changed in the English Language Learning Context. Nowadays more focus is given to the development of learner autonomy because it can give a platform for lifelong learning. Thus, it is highly required to develop students' learning autonomy so that they can take responsibility for their own life journey and they can self-regulate their way of learning. Through the use of Learners' Autonomy students can build themselves a competitive spirit and that leads them toward success. The advancement of technology helps them to be more independent and autonomous. They create personal agendas for learning by setting. They can plan how to and what to learn.

According to this process, individually they can take the initiative, with or without the help of others. They can find out their learning needs, formulate their learning goals and identify human and material resources for learning. It is rightly spoken that Digital literacy serves as an essential skill for lifelong learning. In the Language

Learning Context technology has a great help in enhancing the language proficiency of the learners. This study attempts to exhibit the major characteristics and challenges of the autonomous learner in the language learning context using technology.

## **Review of Literature**

Many researchers have investigated the positive impact of learning autonomy using technology. In a study AI-Jarf examined the use usefulness of Web-Based teaching in the writing of freshman EFL learners and he found that the use of Web-based lessons as traditional in-class writing instructions was notably more successful than teaching which depended completely on the textbook (AI-Jarf,2004).

The other researcher Chinnery elaborated on the usefulness of mobile-assisted learning (MALL). In his study, he highlighted that Cell Phones are useful for practical or administrative matters, such as basic student-teacher communications (e.g., course updates and reminders) and referrals to related websites and other up-to-date teaching resources (Chinnery, 2006). KuKulska Hulme & Shield (2008) emphasized that Mobile Assisted Language Learning has made the language learning process to be more informal and personal. Often through MALL learners become to be more collaborative and independent.

## **Technology and Learner Autonomy**

There is a dynamic relationship between technology and autonomy. The application of Technology in the language learning process always gives positive results. It helps individuals to become autonomous in the language learning process by providing a variety of resources, tools, and a flexible environment (Benson, 2001; Motteram, 1997). It motivates learners to build meta-cognitive, self-confidence, and social skills (Warni et al., 2018). It impacts the development of autonomy among

learners. It acts as a source and amplifier of learner autonomy (Little & Throne, 2017; Murray, 1999).

## **Research Purpose and Question**

The present study aimed at exploring how technology can be integrated to aid the process of English language learning among 5th Semester B.Sc. (Ag.) Students and to find the opportunities and challenges of learners' autonomy using technology. The following research questions were framed up for finding out the objective of the study..

Research Question 1: Students' Perception of the use of Technology in Promoting LA

Research Question 2: The challenges encountered by the students in using technology in the class and beyond the class room

## **Methodology**

### **● The Research Subjects**

A total of 50 B.Sc. (Ag.), 5th Semester students of Centurion Students were selected for the students. They were from Section A and all were purposefully selected.

### **● Instruments**

As per the objective of the research study students were asked to use two online application tools i.e. Myperfectice and Grammarly. The MyPerfectice tool brings students, parents, mentors, teachers, schools, and publishers onto a single platform. Through this students could get a number of quality questions and practice using that tool. Students were practicing questions from Aptitude, Reasoning, and English Verbal. The topics of English were covered like Pronouns, Adjectives, One-word Substitution, Antonyms, Synonyms, Comprehension of Passages, Articles, Para Jumble, Modifiers, Determiners, Phrasal Verbs,

Conjunctions, Nouns, Verbal Analogy, Idiomatic Expression, and Subject Verb Agreement. The progress of the students was observed by the mentor (The researcher).

The second tool was Grammarly a digital writing assistance tool that enhances the writing quality of any writer. It identifies all the errors like spelling, punctuation, article, and preposition. Students used this tool to improve their IELTS writing ability. They used this autonomously to improve their writing scores.

### ● Procedure of the study

At the beginning of the study, students were given an orientation class on the use of My perfectice and Grammarly tools. In the Myperfective tool, students were asked to practice the verbal, reasoning, and aptitude skill independently. As per the guidelines each of the students was allotted a mentor for the smooth progress of the different tests. Every month students' progress report was generated. The progress of the students was recorded based on levels one to level five. If students were getting five levels then they were declared that they are qualified. In the present study in order to know the impact of learning autonomy on the students two tests were conducted. They were the First Baseline Test and Second Baseline Test. The First Baseline Test was done before using the Myperfectice tool and the Second Baseline Test was conducted after students were oriented on the use of tools. As per the objective of the study, these two test results were compared and the results were used as the finding of the study related to the impact of technology on the positive autonomous learning of the students.

The second tool Grammarly was used for the enhancement of writing skills in a very autonomous way. The tool was introduced after the completion of the 1st Baseline Test. As per the objective of the study, students were given training about the use of the Grammarly Tool and asked to use the tool to enhance their own writing skills.



Findings And Discussions

- Finding from the use of Myperfectice Tool

Myperfectice tool was used as an online tool for the purpose of the study. The tool helped students to improve their knowledge of grammar and writing ability. It was found from the study that practice helped students to improve their scores from level 1 to level 5. All the students were asked to give a baseline test before they enrol on the Myperfectice tool and later in the completion of their one semester, they were asked to provide the 2nd baseline test. It was observed that in all three skills i.e. Reasoning, Aptitude and English Verbal students improved their scores very progressively. It was possible only because of their independent autonomous journey.

Following is the finding of their progress.



**Figur1:** A Comparative Result of Baseline Test One and Two

The Figure 1 depicts the comparative result of Baseline Test One and Two. The graph presents the baseline results of three courses. The test was done as per the course questions available in the Myperfectice tool. The tool was covering three courses; they were such as Quantitative Aptitude, Verbal Ability, and Reasoning Ability. As per the objective

of the study, the researcher has focused on the result of verbal ability.

As per the graph, it is understood that the accuracy of the students' results increased from the First Baseline Test to Second Baseline Test. In the First Baseline Test of Verbal Ability, the accuracy of the students was 33.36% but in the Second baseline test of verbal ability, the accuracy increased to 39.39%. The accuracy of the students increased from 33.36% to 39.39%. It is close to 40%. The first baseline test result was not satisfactory because, during the First Baseline Test, students were not using the online tool to learn the English Language. The results of the study proved that one achieves improvement in the English Language by practising the online tool.

### ● Finding from the Use of Grammarly Tool

The study has also used the second tool called Grammarly as per the purpose of the study. This tool has helped students to identify their mistakes in the written assignment. As the tool is very user-friendly, students used the tool very interestingly and practised their writing assignments using the tool. It was noticed that student could improve their writing ability. This tool instantly spotted their mistakes in the writing assignment. Once students knew about the positive features of the tool, every one of them started to use this tool, in the classroom and beyond the classroom. Students were able to assess their errors. One of the samples of the error assessment is given below.

### **Error Assessment**

The view of document before using Grammarly tool

displays the sample of errors that were found on a Grammarly page. The errors were found in the determiner's use, incorrect nouns, improper formatting, and wrong or missing prepositions, incorrect verb form, confused words and misspelt words.

The view of document after using the tool

depicts the complete error free document after using tool.

### **6.3. Finding from the Research Question 1: Students' Perception of the use of Technology in Promoting LA**

Students' perceptions of the use of technology were collected through interviews with all the participants of the study. It was done after the completion of the first baseline test. All participants agreed that technology can promote autonomous learning. All participants believe technology is very useful in teaching and learning, especially in promoting learner autonomy. A few of the responses of the participants are given below:

Student 1: The features that are available in the online tools can promote autonomous learning in the classroom. The applications have their own characteristics and use for becoming to be more autonomous.

Student 2: All the online applications are very much helpful for students to improve their language proficiency, and creativity and all improve their learning autonomy.

Student 3: After regularly using the online application our accuracy in English Grammar and Creativity has increased. We have become independent learners.

### **6.4. Research Question 2: The challenges encountered by the students in using technology in the class and beyond the classroom**

The use of the online tool not only gives opportunities of improving the learning autonomy but it also gives lots of other challenges or limitations. Regarding the challenges following are some of the opinions collected from students:

Student 4: I am staying at a very remote place and I was using the

online tool only when I was coming to the class. So the time I was not able to do my assignment on time. Due to this, my learning process was hampered.

Student 5: I am from a poor background. So I did not have the appropriate gadget to do the online assignment. So often I was facing problems.

Student 6: I am very ignorant of the new electronic gadget. So I take much time to learn and do the task.

## **Conclusion**

Hence the study presents the fact that in the process of language learning if the technology independently and autonomously is used there will be a better improvement in language proficiency. The Myperfectice tool has created the greatest impact among students on learning autonomy and its opportunities. The comparative result of the First Baseline and Second Baseline Tests proved the positive aspects of it. Even if students have better knowledge of the content of the language if they do not know how to operate the technology their learning will be not fruitful.

The study proposes that students should be properly guided to use the technology and once they learned the technology they will be more autonomous learners in the English Language learning process. Students should broaden their knowledge and access to useful technology and they should foster both receptive and productive aspects of language. Hence the study proposes to examine the impact of different types of learning activities through technology on learning achievement and explore teachers' perspectives on how to support students to develop autonomous technology use for language learning.

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## **Role and Function of ICT in Teacher Education**

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### **Introduction**

Information and Communication Technology refers to the technology used to handle information and to aid communication. The phase was adopted by the new National Curriculum documents for UK in 2000. Rather than simply IT, ICT shows the importance of communications integrated with computers. Information and communication Technology constitutes 'Information Technology' and Communication Technology both of which are development at a very high speed. In teacher education, teacher educators must know the use of ICT in their pedagogical areas to help the pupil- teachers for learning more effectively so, in present scenario the knowledge and use of ICT is very much essential. The teachers get sufficient help from ICT in their task of teaching. Their acquaintance with the relevant source of information in the form of books, Journals and other reading material, audio – visual material and equipment and electronics and telecommunication media makes them able to acquire necessary teaching material and teaching. They may also enjoy some sign of relief if they see their students making use of the ICT resource for self-learning. ICT makes it easy the realization of the teaching-learning objectives to them if its services are well employed. "Technological devices act as a supplement

for the teachers and the texts. Teachers will be able to take advantage of different kinds of information available in the internet and exchange ideas using these with the students. It is an incredible device for teacher to improve the curriculum material through the exchange of ideas with other educators.” (Gates, 1995).

### **Objective in Teacher Education**

- Improve the quality and consistency of teacher education through standards, measurement accountability and increased technology resources.
- Improve the training of new teachers in the use of technology.
- Ensure that every teacher knows how to use data to personalize instruction. This is marked by the ability to interpret data to understand student progress and challenges.
- Improve the training of new teachers in the use of technology.
- Drive daily decisions and design instructional interventions to customize instruction for every student unique needs.
- ICT is going to play a vital role in bringing about qualitative change in every aspect of our life in general and that of governance of education.

### **ICTs in Teacher Education**

This is realized that a large number of teachers are unable to effectively handling of technology in their teaching and learning and classrooms. The reason behind this lack of success by teacher is that the use of technology in the classroom has not been encouraging and the teacher or not well trained in using ICT in teaching as a means of educational sustainability. IN the 21st century, the integration of ICT in teacher training programmes has been the topic of much discussion, because educational systems around the globe are under pressure to use the new information and communication technology to teach students

knowledge and skills. This is the only need of the present scenario for reform of the teacher training programs. Teacher education institutes are faced with many challenges to prepare the new generation of teachers to productively use the education strategy in their teaching procedure. During the pandemic we all knew about the difficulties which were faced by the teachers in their teaching learning process, because a huge number of teachers are unable to use them effectively. As a result, teacher education programs need to integrate information and communication technology .ICT has the potential to accelerate, enrich and deepen skills, motivate and engage students in learning, help to relate school experiences to work practice, help to create economic viability for tomorrow's contributions to radical change in school which strengthens teaching and provides opportunity for connection between the institutions and the world. ICT can make education more efficient and productive thereby engendering a variety of tools and enhancing the facilitation of teachers 'professional activities. The use of ICT on student learning environments, teachers and pedagogy, school provision of ICT capacity, school and system organization and policy and practice.

### **Guidelines to achieve the goal of ICT in teacher education**

- In teacher training institutes were inculcate the ICT capacity and engagement of students.
- Teacher educators should develop their ICT capacities and try to develop their contribution in integration of ICT in teacher education.
- The learning environment of the teacher education institute should be a learner center, knowledge centered and assessment Centre.
- The environment of institutes should be cooperative and collaborative with reflective thinking.
- Teacher training institutes should give an intellectual environment by curriculum support, community connections, leadership



and planning and curriculum organization.

### **Importance of ICT in Teacher Education**

Present scenario we do not need to go any further than our own home or even room, to see some form of ICT in our lives. It may be a computer, plasma TV, or mobile phone; we all have them in some part of our lives. ICT has influenced and changed many aspects of our lives to the extent that we live in an environment that is to be controlled by technology. No matter how we perceive its presence, there is no denying that it is an important part of our lives and that it is here to stay. Presently in the field of teacher education the use of ICT is very important to blend with the traditional, the teacher's traditional leadership skills and their use are still important. ICT in education improves engagement and knowledge retention in teacher education.

- ICT in E-learning or online Learning.
- ICT in education improves engagement and knowledge retention in teacher education.
- ICT in education improves engagement and knowledge retention in teacher education.
- ICT use motivates learning in teacher education...
- ICT integration is a key part of the national curriculum in Teacher education.

### **Approaches to ICT integration in teacher education**

Integration and use of ICT in teacher education programmes is a hot topic everywhere in the field of education. These approaches will be beneficial for developments of integration of ICT in pre-service level which will be helpful to reconstruct the paradigm of these are the approaches:-

- **ICT skills development approach**

During the teacher training program the use of ICT for their daily activity and develop the knowledge about technology and their use in the field of education.

- **ICT pedagogy approach**

Focus on integrating ICT skills in respective subjects. This approach is beneficial to extend the skill of enhancing ICT knowledge to the underlying pedagogy, allowing students to further develop and maintain the skill in the context of Designing classroom based resources.

- **Subject-specific approach**

By this method, teachers and experts are not only exhibit learners to new or innovative ways of learning and teaching but are providing them with a practical understanding of what will be learned and teaching with ICT also.

- **Practice driven approach**

Providing and boosting the use of ICT in empirical aspects of teacher training. Emphasis on developing lessons plans and assignments. Using ICT and implementing it in their work experience at different levels. Provides learners opportunity to assess the facilities available at their institutes effectively using their own skills.

## **ICTs and Pre-Service Teacher Education: The present scenario**

In the Present scenario it is observed that most of the teachers are unable to find effective ways to use technology in their classrooms or any other aspect of their teaching and learning life. The less use of ICT in the field of education and the teachers are not skilled in the technology.

They have not been uplifting and the teachers are not well trained in using ICTs in teaching as a means for educational sustainability.

### **Need of ICT in Teacher Education**

- ICT helps to develop the pre-service and in-Service teachers training in the 21st Century.
- ICT helps teachers to interact with students and helps them in preparation for their teaching e-contents.
- ICT helps in better use of ICT software and hardware for teaching the learning process.
- ICT helps in improving Teaching skills, and helps in innovative Teaching.
- It helps in the effectiveness of the classroom by using Animated videos, H5P, YouTube, etc...
- It also helps to increase professional Development and Educational management as well as enhances Active Learning of Pupil-Teachers.
- It is now replacing ancient technology. As we know now-a day's students always have a competitive mind. So the teacher must have knowledge and command over their subject. This can be done through ICT.
- ICT helps teachers in preparation for teaching. To introduce ICT in pre-service teacher education, strategies and various methods are applied. Numbers of tools are used such as word processing, Database, Spreadsheet, Kahoot, Google classroom, etc. Different technologies are used to help the teachers for their practice teaching.
- ICT can prepare teachers for the use of their skills in the real classroom situation and also prepares pupil-teachers for their futuristic occupation and social life.
- ICT helps teachers to communicate with their students; ICT

plays a role of bridging the gap between teacher and students.

- ICT helps teachers to convey information to students within a very less time.
- During COVID-19 we all realized that ICT was the only option for everyone to do everything.
- ICT helps teachers to design new educational environments for development in all fields of education.

### **Need which can upgrade the ICT in teacher education**

- Policy and vision
- Curriculum assessment
- Pedagogy
- ICT
- organization and administration
- Teacher professional development

### **Conclusion**

Teaching occupies an honorable position in society. ICT helps the teacher to improve the new knowledge, skills to use the new digital tools in the education field. Through the using and acquiring the knowledge of ICT, student teachers will become effective and skilled teachers. ICT is only one of the dominant elements for constructing the rapid changes in our education system. It can change the nature of education and roles of students and teachers in the teaching learning process. After the pandemic the Teachers in India started using technology in the classroom effectively and everybody has realized that without ICT we couldn't succeed in the field of education, we used Laptops, TV, Desktop, EDUCOM, Smart classes, Memory sticks are getting the common media for school teacher education institutions. So we should use information & communication Technology in Teacher Education in the 21st Century because now teachers only can create a bright future for students. Therefore, it is very necessary that we acknowledge

that teachers are very important for successful learning about ICTs and learning and teaching through ICTs to upgrade quality education in India.

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# Online Education among The Rural Students of Himachal Pradesh: A Case Study of Nurpur Block

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## Introduction

Covid-19, as a global pandemic, has called for social distancing. (Jena, K,P. 2020) Government implements the lockdown in various phases. It has made people mandatory to sit indoor and sitting idle indoor may lead to mental stress. (Jena, K, P. 2020) Hence, to keep people engaged and from mental stress, online learning can play important role. Online learning is the best solution during the pandemic situation. (Jena, K, P. (2020) The educational system across the world had immensely been affected due to COVID-19 outbreak. Teaching and learning shifted from traditional way which involves face-to-face interaction and in physical classroom, to online learning. (Shaid, N. A. N. and et al 2021) The unprecedented situation of COVID-19 caused the government of India to instruct all educational institutions to switch to an online mode to mitigate the losses for students due to the pandemic. (Goswami, P. M. and Thanvi, J. 2021) They couldn't start their academic year at the right time. All the educational institutions start an academic schedule in online mode. (Jagadale, R.A. 2022) The outbreak of COVID-19 has affected all segments of students, but it is particularly damaging to students of the vulnerable groups of the society especially students

from rural areas. (Goswami, P. M. and Thanvi, J. 2021)

## **Review of Literature**

Anand, R. (2012) found in his study that 48 percent providers found e-learning is beneficial to rural gentry for knowledge, better job opportunities, and promotions and to new developing technologies in the market. The main constraints identifies in the e-learning process is availability of proper bandwidth, willingness of e-learners. Goswami, P.M and Jyoti, T. (2021) in their study revealed that the students acclimatized in a short span of time to online learning, with only 33.21 percent said that they were not satisfied with the online learning mode. Further, online education has presented more challenges for socially and economically marginalized including SC, ST, OBC, females, and students in rural areas, due to the factors like the price of high speed internet, insufficient infrastructure, poor internet connectivity etc. The study suggested that government should provide high-quality video conferencing facilities free to the students to mitigate the division created by online education. Krishna, P and et al (2021) conducted a study with the objective to see whether students in higher educational institutions are satisfied with technology during Covid-19 pandemic and its effect on their physical, mental and emotional health. From study it is found that too much exposure to mobile and laptop screen is currently one of the major disadvantages of online education and leads to a feeling of isolation and fear. Online education also affected the physical activity levels of students like bad postures, later bedtimes, longer sleep rise discontinuation, and later waking times which has been associated with motionless and lazy lifestyle. Bhadra, A. (2022) critically examined the problem faced by the students in rural parts of the areas. Further, study also examined the problems faced during online classes. It is found from the study that lack of network issues in rural parts is the biggest reason students are deprived from their education. Jagadale, R. A (2022) study mainly focused on difficulties of online learning and

analysis the challenges of online learning faced by the students. From the study, it is found that many multiple challenges found in online learning such as adaptability in online learning, technical mistake, virtual engagement, communication issues, lack of online learning skill, students feels de-motivated during online learning, lack of literacy about technical skills, students' stressful condition in online learning.

### **Objectives of The Study**

- To study the perception of the students about online education.
- To study the constraints faced by the students from rural areas during online education.

### **Research Methodology**

The main source of the present study was primary data. The informant of the study was students from rural area. The sample size was 140. Primary data has been collected through a structured questionnaire from the students from Nurpur block of district Kangra in Himachal Pradesh. The convenience sampling method was used.

### **Data Analysis, Result And Discussion**

In order to achieve the objective of the present study frequency and percentage were employed for data analysis. The following are the results of study:

#### **Gender Wise Classification of the Respondents**

The gender wise classification of the respondents. It is found from the figure1 that more than half of the respondents were female and 42 percent respondents were male.



### **Age Wise Classification of the Respondents**

The age wise classification of the respondents. The respondents were belong to the 16-20 years and 21-25 years age group. Only 4 percent respondents were less than 10 years old.

### **Educational Stages Wise Classification of the Respondents**

The educational stage wise classification of the respondents. It is revealed that more than 58 percent of the respondents fall into others category which includes graduation, post graduation, ITI, Diploma etc. Further, 17 percent respondents were in senior secondary stage, 12 percent in secondary stage, and 9 percent in middle stage. Only 3 percent and 1 percent respondents were in primary and pre-primary stage.

### **Status of Internet Access at Home**

The status of internet access at home of the respondents have limited access of internet at home as they prefer to access through mobile phone.

### **Reason for Limited/No Internet Access**

The respondents views about limited access of internet. It is revealed that majority of the respondents said that high internet charges and poor internet connection were the two major reason behind limited internet access.

### **E-Material Reference for Study**

The respondent's opinion on e-material reference for study. It is observed that students preferred online videos and other sources over e-books and e-notes as supporting resources for online learning.

**Perception of the Respondent towards Online Education/Online Classes**

The following Table 1 shows the perception of the respondent towards online education.

**Table 1:** Perception of the Respondent towards Online Education/Online Classes

| S.N | Statements  | 1  | 2  | 3  | 4  | 5  |
|-----|---|----|----|----|----|----|
| 1   | I find difficulty in communicating electronically   | 48 | 29 | 10 | 8  | 5  |
| 2   | I believe learning is not the same in the class and at home on the internet                   | 50 | 30 | 15 | 3  | 2  |
| 3   | I believe a complete course can't be given by the internet                                    | 28 | 30 | 22 | 10 | 10 |
| 4   | I believe face-to-face contact is necessary for learning to occur                             | 49 | 30 | 12 | 4  | 5  |
| 5   | I am unable to manage my study time effectively online and complete assignment on time        | 47 | 29 | 16 | 5  | 3  |
| 6   | I face problems due to sharing device   | 50 | 22 | 12 | 8  | 8  |
| 7   | I believe the price of high-speed internet is a barrier to online learning                    | 62 | 22 | 10 | 4  | 2  |
| 8   | I feel online classes are stressful   | 56 | 30 | 10 | 2  | 2  |
| 9   | I feel music and meditation can reduce the stress of online classes                           | 22 | 20 | 44 | 8  | 6  |
| 10  | It is difficult to comprehend lab/field based activities online                               | 57 | 29 | 8  | 4  | 2  |
| 11  | The government should provide high quality video conferencing facilities free to all students | 48 | 31 | 12 | 6  | 3  |

**Note 1:** Strongly Agree, 2: Agree, 3: Neutral, 4: Strongly Disagree, 5: Disagree

It is found from the Table 1 that majority of the respondents faces various problems in online classes/education such as difficulty in communicating electronically, learning is not the same in the class

and at home on the internet, complete courses can't provided by the internet, lack of in-person interaction, internet problems, online classes are stressful, abundant distractions, lack of discipline, lack of motivation, time management and difficult to comprehend lab/field based activities online. Further respondents suggested that make online classes more interactive, keep videos short, to improve online education the teacher suggested to record their lecture rather than live streaming it. If a student deals with a bad internet connection or unwell then they will miss a live lecture which will be a student loss. If the lecture is in a recorded video then students can watch it any time according to their convenience. Also, the government should provide high quality video conferencing facilities free to all students,

## Conclusion

Though, internet access has rapidly increased in India but internet penetration is very low compared to developed countries. The Covid-19 offers opportunities and challenges to strengthen the rural connectivity for online learning in the rural areas. During the lockdown, most of the Indian states launched online classes, but large number of students especially from rural areas are unable to participate in online classes. In the result, students from all incomes groups, castes, genders, religions and areas (rural and urban) suffered significant loss in education. Thus, it is suggested that a renewed focus on rural internet connectivity is essential for making online learning cost effective and affordable to the students from the rural areas. Also, special training should be given to the teachers to make them fully equipped with the online mode.

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## **Awareness and Use of UGC-MOOCs among the UG Students**

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### **Introduction**

Online learning system has been already recognized, adopted and appreciated as an indispensable tool of the education system. After Covid-19 situation the necessity has been understood better. It is now being used simultaneously with the traditional education system. Some use it as an extra supporting tool besides the regular system. Some use it for necessity as they have some barriers to using the traditional system. In October 2011, Stanford Professors launched 3 free online courses open to all which had been so popular and massive that since then many more such courses started to launch and these courses are called MOOCs. MOOC is the abbreviation of Massive Online Open Course that has been accepted throughout the world among the university students, researchers and faculties based on various platforms such as Nptel (India), Coursera (US), Edx (US), Futurelearn (UK), Eduopen (Italy) and many more. It facilitates the learners to enrol themselves in the short-term courses that can be done without any restrictions of geographical boundaries, time limit, or age limit. They can complete a course and achieve a certificate side by side of a regular course they are doing; as well as the drop out students or the working persons can

also do the courses. There is no limit to the number of enrolment in a particular course too.

In India, UGC with the assistance of INFLIBNET has launched many online learning systems that provide online resources in various forms to support learners in the best possible way. These include E-Shodhsindhu, E-ShodhChakra, IRIN, Shodhganga, E-PGPathshala, ILMS, Indcat, Shodhshuddhi, Vidwan, Vidya-mitra, Infoport, Infi-stat, Infed, Swayamprabha, E-Adhyayan, E-pathya, SWAM and UGC-MOOCs. Each of these E-resources is unique of their kind and very much advantageous for learning. While many students are using these e-learning resources, many of the students are not even aware of them.

### **UGC-MOOC: Background Information**

Swayam is a Govt. of India initiative with the aim of achieving three cardinal principles of education policy: access, equity and quality. Swayam is an indigenous platform that is developed by the Ministry of education and NPTEL, IIT Madras with the help of Google Inc. and Persistent Systems ltd. It targets mainly the students who don't have the access to digital learning resources otherwise. It provides quality learning resources to the disadvantaged, life-long learners, students, researchers and teachers freely. Students are taught by highly qualified specially chosen faculties through video lectures, specially prepared reading materials, take part in discussion forums, take tests and achieve credits.

UGC is running MOOC courses on Swayam platform free of cost by various universities. One has to pay if she wants a certificate after the completion of the course when she has to appear for a proctored test. The credit acquired through Swayam courses can be credited to the academic credit bank of the student. UGC invited applications from the highly qualified academicians and developed in priority the courses which are in great demand but for those enough faculties are

not available. These interactive courses are available at this moment in a wide area of disciplines including traditional as well as emerging fields.

### **Research Question**

- i) Are the students of undergraduate colleges being benefited with the UGC-MOOCs?
- ii) Are they even aware of UGC-MOOCs?
- iii) If they are aware but not enrolled in UGC-MOOC, then what's the reason?

### **Aims and Objectives**

The aim of this study is to understand whether UGC-MOOC is being justified by the proper use of the college students.

The specific objectives are

- i) To identify the awareness and use of UGC-MOOCs among the UG students.
- ii) To understand the usage pattern of the online learning resources by the UG students.
- iii) To identify the reason behind not enrolling into the UGC-MOOCs.
- iv) to identify the problems and suggest measures towards enhancing the use of UGC-MOOCs.

### **Literature Review**

M Rohs and M Ganz (2015) criticised the claim that MOOC is for all and confirmed with the study that MOOCs had been used only at a higher level of education and it rather increased the possibilities of digital divide and unequal access than minimise it. M Yang and others (2017) developed a theoretical model for studying learners' continuance intentions towards participation of Moocs which revealed system quality, service quality and course quality were significant in

this matter. S. Trehan and R M Joshi (2018) explained and predicted the individual choice of adopting online learning through a MOOC in India by applying logistic regression. It identified the need for developing strategies to enhance digital literacy, online efficacy, self directed learning and e-readiness of the prospective learners. Cohen and others (2019) explored and characterized learners' participation pattern in MOOC forum. Kumar, Kaur and Pandey (2020) examined the learner's perception and interactive pattern when they enrolled themselves in an online course. During the study learners' preferred platform, course level, subject area, reason for enrolling, etc are identified. Shunan, ShaoPeng, Dongyan and Jang Hyun (2022) studied to detect and visualize the developments and changes in MOOC research over the time period 2009 to 2021. They identified the period 2013-15 and 2019-2021 as a peak point. Perifanou and Economides (2022) investigated 35 MOOC platforms across the world. The Findings revealed that many universities, companies and organizations cooperated with MOOC platforms and provided courses through them. Lazarus and Suryasen (2022) aimed to explore the possibility of academic libraries and their effect on the users' perception towards the significance of academic libraries. The academic library services for MOOCs are identified as user support services, information services and infrastructure services. Wang (2023) incorporated the Technology Acceptance Model (TAM) and Theory of Planned Behaviour (TPB) to interpret students' perception of MOOCs. The Findings direct that to accept MOOCs, students should experience more usefulness and ease of use in MOOCs.

## **Methodology**

### **● Population**

Total 100 students of General undergraduate colleges and B.Ed. Colleges of Darjeeling district are surveyed.



- Tools

Survey method, Questionnaires in Google form.

- Data analysis

Data has been analysed by using Microsoft Excel.

## Data Analysis

- POPULATION

Table 1

|          |            |            |            |                |          |
|----------|------------|------------|------------|----------------|----------|
|          | Percentage | 35%        |            |                |          |
|          | Frequency  | 35         |            |                |          |
| Stream   | Stream     | Humanities | Science    | Social Science | Total    |
|          | Percentage | 53%        | 25%        | 22%            |          |
|          | Frequency  | 53         | 25         | 22             | 100      |
| Locality | Area       | Rural      | Semi Urban | Urban          | Total    |
|          | Percentage | 26%        | 39%        | 32%            | 3%       |
|          | Frequency  | 26         | 39         | 32             | 3        |
| Age      | Age Group  | 19-21      | 22-24      | 25-27          | Above 27 |
|          | Percentage | 39%        | 61%        | 0%             |          |
|          | Frequency  | 39         | 61         | 0              | 100      |
| Gen-der  | Gender     | Male       | Female     | Other          | Total    |

**Gender distribution:** 61% of the population is female and the rest 39% is Male.

**Age Distribution:** The maximum percent 39% of students are of the age group 22-24, 32% of the age group 25-27, 26% of 19-21 and 3% are above 27.

**Stream studying:** 37% students are studying Science, 35% humanities and 28% Social Science.

**Area of Residence:** Maximum students i.e. 53% live in rural areas, 25% in semi-urban areas and 22% in urban areas.

● **Internet Access**

Table 2

| Place of access | Frequency | Device  | Frequency | Strength         | Frequency |
|-----------------|-----------|---------|-----------|------------------|-----------|
| Home            | 42        | Laptop  | 8         | Always strong    | 20        |
| College         | 22        | Desktop | 4         | Sometimes poor   | 27        |
| Own             | 26        | Tab     | 0         | Sometimes strong | 37        |
| Other           | 10        | Mobile  | 88        | Always poor      | 16        |
| Total           | 100       | Total   | 100       | Total            | 100       |

**Place of accessing internet:** Maximum percentage i.e. 42% of students access internet at their home, 26% through their own set up, 22% at

college and 10% at other places (cafeteria, etc.).

**Device used to access internet:** 88% that is maximum students access internet from their mobile phone, 8% use laptop and 4% use desktop.

**Strength of available Internet:** In maximum cases i.e. 37% cases, the strength of the internet is sometimes strong, 27% cases it is sometimes poor, 20% cases is always strong and 16% cases is always poor. That means in 53% cases it may be said that the strength of the internet is not preferable or supportive.

● **Use of Online Resources/Platforms**

**Table 3**

| Platform            | Frequency |
|---------------------|-----------|
| YouTube             | 87        |
| Free e-resources    | 100       |
| online paid courses | 9         |
| Online paid app     | 11        |
| Shodhganga          | 2         |
| E-Shodhsindhu       | 2         |
| E-PGPathshala       | 4         |
| UGC-MOOC            | 5         |

**Online Platform/Resources used by the Students:** It is found that all students use available free online resources. Besides, maximum percentage 87% students use YouTube for their learning purpose. 11% students use online paid app, 9% use online paid courses, 5% use UGC-MOOC, 4% use E-PGPathshala, 2% E-Shodhsindhu and 2% Shodhganga. It indicates that the students have e-learning efficacy and also self-learning strategies.

- Awareness about UGC-MOOCs

Table 4

| Response           | Frequency |
|--------------------|-----------|
| Aware              | 13        |
| Not aware          | 76        |
| Aware a little bit | 11        |

It is found from the table and figure that a very few percentage of students that is 13% is aware about UGC-MOOCs. 76% students are not aware at all and 11% students are aware a little bit or heard about it.

- Reason for not enrolling in UGC-MOOCs

Table 5

| Reason         | Frequency |
|----------------|-----------|
| Not aware      | 76        |
| Not interested | 3         |
| Access Problem | 7         |
| Other          | 9         |
| N/A            | 5         |
| Total          | 100       |

**Reason for not enrolling:** It is found that the main reason behind not doing the UGC-MOOCs is lack of awareness (76%). Internet access problem or device problem is another reason (7%). 3% of students said that they are not interested and 9% show other reasons.

## Findings

I. A very few percentage of undergraduate students are taking

benefits of UGC-MOOCs.

- II. The undergraduate students of Darjeeling District (with a few exceptions) are not even aware about UGC-MOOCs and its services.
- III. As most students are from rural areas and internet access tends to be poor, it is quite difficult for them to do online courses.
- IV. Students mostly access the internet from their mobile phones, which also is not preferable.
- V. Despite the device and internet problems, students have self efficacy and self learning strategies to access online learning resources. They use free available online resources and YouTube extensively. A few also do paid courses.
- VI. The lack of awareness is the primary reason that decreases the use of INFLIBNET online resources, specifically UGC-MOOCs among the college students.

## Conclusion

UGC-MOOC is a very good initiative taken by the Govt. of India to foster quality learning anywhere, anytime. It aims to break the digital division among students, make available quality learning resources otherwise not accessible to all. But, most of the students cannot take the advantages of the programme due to unawareness. So, it is the responsibility of all academicians to make an effort to spread awareness about all the benefits of UGC-MOOCs and encourage students to enroll. Govt should also develop strong internet connection throughout the country especially in the rural region to make UGC-MOOCs successful.

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## **Initiatives in Digital Education in West Bengal: A Case Study**

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### **Introduction**

Education not only makes a proper man but also makes a society gutsy. From time immemorial human realized the importance of education; not only for wise in knowledge but also for wise in humanity. Many educationists all over the world give various concepts of education. According to Dr. S. Radhakrishnan, “The quality of nation depends upon the quality of its citizens, quality of its citizens depends upon the quality of their education, and the quality of their education, depends on the quality of teachers” (Singh, 2013, p.54). In simple word Education is the medium to achieve an ameliorative civilization. Now what is digital or online education? Digital Education means Education using electronic media. In the neoteric world computers and electronics construct data. Information created with these data is therefore called digital information. Education uses this digital information is called digital Education. So in brief digital education is education using electronic devices. Instead of using materialistic book here uses digital books. Not only digital book but digital teacher or a human teacher teaches via digital medium. With the incarnation of technology-aided education tools like smart-boards, MOOCs (Massive Open Online

Courses), tablets, mobiles and laptops etc. has transformed the way of education in schools, colleges and universities. The internet of things (IoT) is proving to be the most effective way to educate young minds. It is a cogent system brings world education experience to our doorstep.

### **India's Scenario of Digital Education**

India is the growing country in the twenty-first century. In education sector unprecedented improvements have occurred. India has a multi-layered formal education system with millions of students. India possesses one of the largest higher education systems in the world, primarily dominated by private organizations but higher education in India governed by UGC contains a 3- tier structure comprising the university, college and course. There has been seen a massive prevalence not only in institutional education but also in other aspects of education. Digital education is one of them. Different regulatory bodies in India like *All India Council for Technical Education (AICTE)*, *Medical Council of India (MCI)*, and the *Bar Council India (BCI)* etc manage and organize different professional and online courses. *KMPG in India & Google* (2017) published a report clearly stated that,-

1. India's online education market is set to grow to USD 1.96 billion and around 9.6 million users by 2021 from USD 247 million and around 1.6 million users in 2016.
2. Reskilling and online certifications is the largest category today at USD 93 million.
3. Primary & secondary supplemental education will be the largest category by 2021 at USD 773 million, growing at a CAGR of 60%.
4. Test preparation will be the fastest growing category in 2021, growing at a CAGR of 64%.
5. Perceive convenience, flexibility with commencement dates and variety of study material is key motivational factors to adopt online channel.



On this regard Department of School Education and Literacy under Ministry of Human Resource Development (Now known as Ministry of Education) published a report on '*India Report Digital Education-Remote Learning Initiatives across India*' shows the actual scenario of digital education and progressive planning of Government of India about digital education.

### **Initiatives of Government of India on Digital Education**

Digital Education makes easy access to those who are unable to get best education facility due to hurdle circumstances. Keeping that in mind *Anita Karwal*, Secretary, Government of India encourages digital education by saying, "The first and foremost ingredient for warranting quality teaching and learning resources by learners and all other stakeholders. Each time a situation that is not under our control arises anywhere in the world, access to continued and qualitative learning becomes the crucial factor in school education, requiring immediate and appropriate response." (Department of School Education & Literacy, 2020,p.45).

### **Activities in digital education:**

The online application and portal helps to build activity based learning among students and teachers. CBSE initiates activity for teachers and students.

#### **1. Capacity Building of Teachers:-**

Board has launched following online training modules on 3rd June 2020 (Department of School Education & Literacy, 2020):

1. Pedagogy of Environmental Studies
2. Health and well-being in Schools
3. Pedagogy of Language
4. Learning Outcomes and Pedagogy
5. Pedagogy of Mathematics

## **2. Student Enrichment Activities:-**

All enrichment activities in CBSE are processed through digital mode. The following are some examples (Department of School Education & Literacy, 2020):

1. Online Conduct of Heritage India Quiz
2. Online CBSE Storytelling Competition
3. Online Aryabhata Ganit Challenge
4. Expression Series

## **Initiatives and evolution in Digital Education of West Bengal:-**

In West Bengal at first digital education is not so popular; government believes in conventional education system. But gradually they understood the utility of digital education. The Ministry has worked out many strategies to meet the digital education for all. The Department of Education has been working on ensuring universal access to education at all levels, including way ward enrollment at the higher secondary level for all the students passing secondary school. The government is trying to bridge the digital divide through various initiatives. Some of the major initiatives are,-

### **1. Radio Scripts**

It is the most primitive stage of digital education in West Bengal. It is the workshop of conducted by SCERT with the aim to develop a strategy of using radios for imparting education. But main aim is to help students in learning English. In 2005–06, SSA sponsored a timeslot at 9:30 p.m. to broadcast 21 scripts, which were prerecorded at the Rabindra Bharti University Studio. The program was a massive success and aiming to develop more scripts to broadcast on radio. SCERT has also assisted AIR in advising a list of topics or lessons to be taught at specific time slots. AIR agreeing the opinion of SCERT invites teachers who take a class on the specified topic. This live program runs every day at 2:30 p.m. and is called '*Bidyathider Jonno Onusthan*'.

## 2. SPEED

A Spoken English Program for the rural and semi-rural youth has been planned by IETS in collaboration with *Webel Informatics Limited*. *SPEED (Spoken English for Enhanced Development)* has been conceptualized as a program to be deployed through 50 centers across West Bengal. The project was launched at Press Club, Kolkata, in March 2009. The *SPEED Training of the Trainers (TOT)* was organized for the facilitators of SPEED in the project. 45 faculty members were certified for delivering the training and, almost 100 students have enrolled in 10 centers across West Bengal in one year. IETS has developed the content for conferring the training and also designed the guidelines for the trainers. The course fee is INR 2,400 and has 40 classes of 90 minutes each. IETS has created each class is divided into three sessions of 30 minutes each for reading, writing, and listening English that is blended mode learning. The target group of the program is young adults from class X onward.

## 3. Banglar Shiksha

It is the most recent online web portal launched by *Government of West Bengal* with the tagline '*Education First*'. Education Minister of West Bengal Partha Chatterjee remarks that: "We are living in an era of IT, Artificial Intelligence, personalized learning, data analytics; the Department of School Education is not far behind. It has envisaged and developed a one of its kind digital portal - Banglar Shiksha to act as a repository of all data related to School Education. This platform, developed by a hand-picked team of experts, aims to streamline all education related processes and data management modules into a single digital symbiotic ecosystem. The platform will enable the Department to track and monitor school performance across pre-determined indicators such that focused interventions can be designed to further improve the quality of education within the state" (School

Education Department, n.d.).

The key features with regards to *Banglar Shiksha Online* include (Department of School Education & Literacy, 2020):

1. A Guideline Tab that directs students to progress through the activity tasks.
2. A Q&A tab that lists down the most frequently asked questions with subsequent answers.
3. A Suggestions Box that allows students, teachers and parents to provide feedback and recommendations on the enhancement of this initiative. The School Education Department regularly monitors the suggestions and incorporates the relevant ones. Through the suggestion box, the Department received an array of feedback on providing video tutorials in Hindi and Santhali, apart from Bengali (which has been the main medium of instruction), which was later incorporated into the E-learning material.

Under this portal Government launched some initiatives three online which are proclaimed

### **1.1. Online Classroom**

The Department of School Education, Government of West Bengal launched *Online classroom* education recently for all classes that provides all the facilities to the students like the school. Salient features of online classroom is as per report on '*India Report Digital Education-Remote Learning Initiatives across India*' (Department of School Education & Literacy, 2020)

1. The Online classroom is based on activity based learning teaching.
2. Activities have been designed for class Pre-Primary to 12th covering all subjects.
3. Activity Tasks have been given in two phases: Activity Task I and Activity Task II.
4. Activity Tasks are available in Bengali, English, Hindi, Urdu and Santahali.

5. The activity tasks are to be submitted to the respective subject teachers after schools reopen.
6. Teachers were advised to assist students in carrying out activity tasks using telephone, email or through WhatsApp.
7. TV programs / Video Programs for Class V-VIII & IX- XII have been uploaded on the portal for almost all subjects concerned.

### **1.2. E-learning**

E-learning is a part of Banglar Sikhsha composed of 4 main categories that are e textbooks are Teacher Manual, Formative Evaluation, English Support Material and Pre-Primary. A large number of learning videos covering topics of first and second summative evaluation of all subjects for all classes have been uploaded.

### **1.3. Online Teacher Training**

It is process of online evaluation of teachers by them. It is a self-assessment process by which teacher can upgrade his teaching quality by practicing the measures that are given him by the online portal.

The revolution in online education that is achieved today didn't come so easily. Every small step towards digital education makes it worthy today in West Bengal as well as India.

## **Conclusion**

On today's context we can realize the importance of online education. It is not a luxury now but it is the need to achieve education of the first water. From the very small scale to a large scale of aspect we cogitate in our education only for the digitalization of it. Digital education makes an easy accessible content which was out of reach one day. Since online education only requires a laptop or a Smartphone with an internet connection, students can learn anywhere at any time. This flexibility

helps working professionals to pursue new courses without giving up their jobs. They can learn at weekends or in their free time. All the course materials are readily available at student's finger tip. Online education market in India was worth \$247 million in 2016, which is expected to grow about \$1.96 billion by 2021. That is a compound annual growth rate of 52%. The number of users enrolled for various online learning courses is estimated to be 1.6 Million in 2016, which is expected to grow about 9.6 Million by the end of 2021.

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# **A Brief Overview of Technology Integration in Teaching Learning Process and TPACK Framework**

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## **Introduction**

Education is one of the main areas in today's society that uses technology. As such, there is no longer a debate on whether or not it should be used but rather research into the most effective and useful way to include it. New topics such as blended learning, open learning, flexible learning, integrated learning, distance learning and more have arisen due to the abundance of technological solutions for education (Akturk & Saka Ozturk, 2019). This has resulted in a generation that properly understands how to use technology for day-to-day activities (Abass et al., 2021). The framework known as TPACK has been found to outline the knowledge needed by instructors to incorporate technology into their instruction and cope with its complicated stability. Thus, evaluating graduate students' capabilities with a comprehensive approach is fundamental in order to develop technological skills and their pedagogical skills, refine teaching and studying processes at universities, as well as preparing them to meet academic needs.

## **Background of the study**

In Jharkhand, 50 teacher educators were evaluated on their understanding of TPACK by Kumar and Gangmei (2018). Through a survey, it was discovered that educators' total TPACK knowledge was above average, and the researcher observed no disparities when comparing educators by gender group. Hosseini, Z., & Anand, K. (2013) assessed the technological pedagogical content knowledge (TPACK) of 236 pre-service and in-service teachers. The study's Findings showed that the study's chosen participants have high PK and poor TPK. When compared to their age and gender groupings, the results also demonstrated that there were no variations in the instructors' knowledge of TPACK and its seven components. However, when their teaching backgrounds and areas of expertise were examined, discrepancies became apparent. According to Koh & Chai's (2011) study on pre-service teachers, there were no gender or age disparities in any of the seven TPACK components or dimensions. Koh, Chai, and Tsai (2010) examined the TPACK knowledge of 1185 prospective teachers. The results indicated that participant instructors had a strong grasp of TK, CK, and PK, but not a strong comprehension of the integration of the 3 components of TPACK, i.e. TPK, TCK, and TPCK.

## **Objectives of The Study**

The following goals have been established for this study

- 1) To discuss the evolution of TPACK Framework
- 2) To discuss the TPACK Framework.
- 3) To discuss the TPACK framework and Teaching learning process.

## **TPACK Framework**

The TPACK framework was developed over time, through a series of publications, with the most comprehensive account presented in



Mishra and Koehler (2006, 2009). This model is based on Shulman's (1987, 1986) descriptions of PCK and proposes that teachers can only be effective with educational technologies if they understand how each component interacts. Similar concepts have been covered by other investigator under other titles. In this approach, the three key knowledge domains for instructors are characterised as content, pedagogy, and technology. The relationships between and among these knowledge domains, which are represented by PCK, TCK, TPK and TPACK are equally important to the model.

*It includes total seven components. Three of them are primary forms of knowledge: 1) Content, 2) Pedagogy, 3) Technology and four form of knowledge that intersect the three primary forms: 4) Technological Pedagogical Content Knowledge, 5) Pedagogical Content Knowledge, 6) Technological Content Knowledge, 7) Technological Pedagogical Knowledge.*

### **Content Knowledge(CK)**

CK is a crucial part of instruction and necessitates a thorough knowledge of the subject matter. Teachers need to be knowledgeable about the key concepts, theories, facts, and practises in their subject area in order to instruct pupils successfully. They should also have an understanding of the various frameworks that organize and link ideas together and the rules of evidence employed in a particular field. Knowing the differences between proofs in mathematics versus historical explanations or literary interpretations is equally important. An inadequate grasp of a subject can lead to misinformation being passed along to learners (Ball & Mc Diarmid, 1990).

### **Pedagogical Knowledge (PK)**

Teachers need to possess a thorough and in-depth knowledge regarding different methods of teaching and learning, such as

classroom management, lesson planning, and student assessment. This type of pedagogical knowledge (PK) involves an Understanding how students build knowledge, acquire skills, and form attitudes towards education. It also entails having insight into varied techniques implemented in classrooms in addition to the characteristics of the learner's demographic. Moreover, PK includes familiarizing oneself with cognitive, social and developmental theories surrounding learning in order to effectively evaluate student comprehension.

### **Pedagogical Content Knowledge (PCK)**

The concept of PCK is in line with Shulman's theory, which centers on the knowledge relating to teaching particular topics. This includes understanding which approaches are fitting for a topic, how to best organize it and how to represent the concepts in an accessible way. PCK is distinct from the knowledge of the area experts and general teaching knowledge shared by teachers. Additionally, it encompasses content representation and formulation, theories of epistemology, strategies for tackling learner difficulties, identifying students' prior knowledge that could be beneficial or dysfunctional to their goal.

### **Technological Knowledge(TK)**

TK encompasses standard technologies such as books, chalk and blackboards, as well as more recent developments like the Internet and digital video. It includes the skills needed to use a given tech, especially in the case of digital tools—understanding operating systems, computer hardware and how to work with software programs like word processors, spreadsheets, browsers and e-mail. People might anticipate learning how to install/remove software programmes, create/archive documents, and install/remove peripheral devices when they attend tech workshops or tutorials. However, it is vital to remember that technology is ever-changing; some of today's tools may no longer exist

in the future. The ability to keep up with new tech regardless of what they are is essential.

### **Technological Content Knowledge(TCK)**

The term TCK refers to information on how content and technology are interconnected. It is clear that teachers need to understand how technology influences the content they teach, and this is where TCK comes in. From Geometer's Sketchpad to other software products, these digital tools can be used to explore various forms of representation which were not available previously. With the application of technology, subject matter can be transformed into new representations with increased flexibility and variety. Therefore, it is essential for educators to recognize the importance of TCK in order to extend learning beyond traditional boundaries.

### **Technological Pedagogical Knowledge(TPK)**

Having knowledge of TPK means recognizing the various applications of technology in instruction and comprehending how teaching could be altered by certain technologies. It involves knowing what resources are available for a certain purpose, being able to pick the best one fit, understanding how to take advantage of its potential, and being familiar with pedagogical approaches as well as having the capacity to deploy them in utilising technology. Knowledge of TPK would encompass wisdom on tools utilized for keeping track of pupils' class records and attendance, grading, and other generic technology-driven concepts including WebQuests and chat rooms.

### **Technological Pedagogical Content Knowledge(TPACK)**

TPCK is distinct from the knowledge of disciplinary or technology experts, and general pedagogical knowledge shared by educators. This emerging form of knowledge is needed to effectively employ technology

in teaching. It involves an awareness of students' prior learning and their theories on epistemology, as well as familiarity with ways to use tech to build upon existing knowledge and develop/strengthen new and old epistemologies. It also involves an understanding of how concepts are represented through tech, pedagogical practises that use tech to teach content, a sense of which concepts cause difficulty, and how technology can help address these issues. TPCK is a type of knowledge that skilled instructors use every time they instruct. Sometimes, especially when using common (transparent) technology, this might not be clear. However, more recent technologies frequently disturb the existing quo, necessitating a reconfiguration of instructors' knowledge of not just technology but also the three elements.

### **TPACK Framework and teaching learning process**

In our view, teaching is a complex, ill-structured domain that is characterized by three key components: An in-depth understanding of the subject matter, the teaching process, and technology. Understanding the complexity of technology integration requires a keen understanding for the complex links between these three elements as well as the complicated methods in which these elements are used in dynamic and diverse educational environments. Since the late 1960s, researchers have been exploring the links between instructors' mental processes and knowledge and their actions as observed in their professional lives. Their aim has been to typify and explain why these activities take the form they do (Clark & Petersen, 1986). Taking this further, the TPACK framework looks at how technology integration factors into this equation, understanding better how tech-related knowledge is used in practice. By delving into content knowledge, pedagogy, technology and contexts - framed by their interactions - better techniques can be developed to identify technological integration levels. In doing so, educators will have a better understanding of why certain outcomes exist.

The TPACK framework is useful for studies on teacher education, professional growth, and teachers' use of technology. It allows for an analysis and study of the intricate phenomenon known as technology integration which can no longer be approached superficially. This framework also encourages educators, researchers and teachers to focus on the linkages between content, pedagogy, and use of technology in classroom settings.

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# **A Critical Review of ICT Curriculum in School Education with Respect to Different Boards of Education**

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## **Introduction**

Education is a means of human development and a comprehensive guide to solving life's problem. Mindfulness of people emerges through education, the foundation of which is primary and secondary education. In modern times, teaching-learning activities do not only require subject based knowledge, but in conducting quality and up to date educational programs, skills and techniques have to be adopted in many subjects, which are related to education as a whole. One such related and relevant subject in the field of education is Information and Communication Technology (I.C.T).

Today the world is considered as a global village. The use of Technology has turned our World into a global family. The invention of ICT has taken the human civilization to a different height. In this continuation, India is also moving towards its desired goal – the “Digital India” movement in education sector. Realising the importance of ICT has led to successful inclusion in school education. The use of

technology in various areas of our education system has been helping us to reach a sustainable and standardised level of education. But reality does not meet with required changes and developments in many areas. So, researchers want to review the ICT included curriculum in different grade level with respect to different education boards (WBBSE, WBCHSE, ICSE, CBSE and ISC).

### **Statement of The Study**

A Critical Review of ICT curriculum in school education with respect to different boards of education.

### **Objectives of The Study**

The objectives of this study are as follows:

- 1) To reveal the curriculum content of ICT in present day school education.
- 2) To study the use of ICT in providing better learning experience for the students.
- 3) To provide ample opportunities for the learner so that they can involve in latest technology.
- 4) To promote and nurture high order thinking skills among the learner.

### **Objectives of ICT in Curriculum**

In the Indian context, the students are also introduced to ICT, both inside and outside the classroom. Their curiosity and desire to learn will prompt them to more intensively participate in ICT activities. The impact of ICT on the overall development of the personality can be extremely significant. In particular, the improvement of communication skills are treated as a central goal of the ICT curriculum. So, after the ICT intervention the students will be able to –

- 1) Expose the learner to a wider range of information and resources, motivating them to explore and participate.
- 2) Use e-resources for learning the subject in proper way.
- 3) Interact with ICT devices confidently.
- 4) Learn the critical and abstract concepts very easily with the help of ICT.

### **ICT Develops Academic Performane**

The relation between ICT integration and student performance has been the topic of research for some decades. It is found that students who use computer assisted learning, can score higher than the normal students. ICT integrated learning helps students to grasp the concept better and to retain it for a longer period of time. Also, it is revealed in detailed study and analysis that there is significantly positive correlation between availability of ICT and student performances. So, a constructivist learning techniques which changes students' approach towards learning as well as content can be easily promoted with the help of ICT.

### **New Education Policy (2020) on ICT in Education**

As per the NEP 2020, technology in education shall be given major emphasis. It involves several technologies which are likely to bring major changes in ways of teaching and learning. The vision for NEP 2020 is "Technology Use and Integration" in order to give a pathway for the students to make India a digitally empowered society and a knowledge economy around the globe.

Further, the integration of ICT makes education accessible to people in remote areas of the country. ICT is streamlining educational management and increasing access to Divyang students. An autonomous body "National Educational Technology Forum" are going to be created for free exchange of ideas.



- The disruptive technologies have been used in the several education sector and are making major changed in the institutes over past few years.
- Several institutes are adopting online learning, e- learning which have changed the ways of delivering education to remote areas, disabled students, unprivileged individuals.
- The institutes need to be ready for spreading digital content, PDFs, e-Books, Digital Library, and other sources to all students in user- friendly mode and in cost effective way.
- The NEP has proposed so many infrastructural reforms such as NPTEL, MOOCs, ACADEMIC BANK OF CREDIT(ABC), PARAKH, NATIONAL ACADEMIC DIPOSITORY, SWAYAM, VIRTUAL LABS which all are based on application of ICT in education.

## **ICT Curriculum In Primary Education Level- Current Scenario**

### **● ICSE Board**

As the learners get promoted to class 3, computer and science are introduced to them. This helps students to learn about this rapidly developing technology, but will also help in forming a base for understanding the subject in higher grades.

### **● CBSE Board**

As per the recommendations of NCF 2005, ICT is not included as a separate subject at the primary level. Rather ICT based games are included into core subjects so that students can learn ICT incidentally along with other subjects. Various games have been identified those needs to be integrated across primary level.

**West Bengal Board of Primary Education** has not yet incorporated the ICT in the curriculum.

## **ICT Curriculum In Secondary Level**

- **ICSE Board**

The topics mentioned below is the brief overview of the syllabus taught in class 6 to 8, such as Fundamentals of computer, Word processing, Spreadsheets, Power points(The Hindu businessline, 2017), HTML, Introduction and use of Internet., Algorithm., Downloading and uploading.

- **CBSE Board**

The CBSE Board believes that ICT can Transform Pedagogy, Motivate and enthuse students, Address individual learners, Provide access to resources, Enable students to become IT users, problem solvers, producers and communicators.

- **West Bengal Board of Secondary Education**

ICT was introduced in WBBSE in the year around 2012 – 2016. Digital Device: ICT enabled integrated classroom, ICT is optional subject for class 5 to 10, Exam system: Term end exam (annually), Total Marks: 100, Theory: 70, Practical: 30.

## **ICT Curriculum In Higher Secondary Level**

- **ISC Board**

The ISC BOARD administer the class 12 Board examination. The ICT syllabus pushes students to go beyond their textbooks, laboratory classes and provides first hand knowledge and understanding of the textual concepts taught in classroom rather than simply memorising them.

- Examination type: Annual Exam, Theory: 70, Practical: 30,  
Question type: short answer type.

## **West Bengal Council of Higher Secondary Education**

- There are two types of ICT like that-Modern Computer Application, and Computer Science.

- Modern Computer application is an optional paper for all streams like science, arts, commerce students.
- Computer Science is also an optional paper for only science and commerce students.
- Examination system: Yearly
- Full Marks: 100
- Theory: 70, Practical: 30
- In 2020, ICT becomes a compulsory subject in West Bengal Boards.
- Still many schools have the computers but they have not ICT trained teachers.
- Specially in rural school, they have not yet available connectivity of internet.

## Findings

In this review it is explored that the CBSE and ICSE BOARDS already had incorporated the basic ICT based contents in curriculum in Primary level. These boards have also included ICT based education, programming languages, modern computer application and much more in secondary and senior secondary levels. The WBBPE has not yet constructed the ICT based curriculum in primary classes. Although, in secondary and higher secondary levels, the ICT is taught as an optional paper for students of all streams. But the Department of Education must include the ICT based contents in the curriculum from the base level, so that when a student completes his/ her 10+2 then he/she would not face any difficulty in higher education field, in this technology-driven education sector and daily life interactions. Subsequently the learner can pursue his/her career in technology sector-job or can take forward the R&D in technology field smoothly. To achieve this long-term target, The Government of India as well as The West Bengal Government should approach towards a robust planning for Introduction and development of ICT curriculum in every

discipline systematically, so that the whole society can be enriched, by fulfilling the transparent and sustainable learning goals.

## **Conclusion**

This study revealed the significance of ICT in present day education system. For teaching and learning to succeed in future, we can't be a blind-visioned to the technological advancement. The pedagogy must shift its own dimension from the teacher- centric to social – constructivist approach. In order for the learning to be fruitful it should be embedded in some context, that will be implemented in the later life. Therefore, ICT should become part of all curriculum areas, amalgamating the technology into every day educational practices, creating authentic learning environments where students can thrive at any skill level. The Educators should be extensively trained with the use of ICT. So, ICT is not only the dream of education, but is the realistic. ICT provides the flexibility and availability of learning materials to all students, and also benefits the slow learners and learners with disabilities. ICT motivates the learners and improves academic performances. Technology makes a lot of difference in pedagogical approach and delivery of lessons. So, the accessibility of good educational practices and educational programs, which can be shared through ICT, can enhance the spread of education system into all spheres of society. So, all the stakeholders should be unlocking this 21st century tool for teaching learning to empower of all.

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# **A Study of the Choices of College Science Students between the Internet and the ‘Human’ Teacher in the New Normal**

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## **Introduction**

During the tough COVID-19 times, the only way to keep the wheels of education system moving was taking resort to the internet. The internet helped bring education to billions of students at their places from the teachers’, both being separated spatially during that time. It won’t be an exaggeration to say that the internet re-established its supremacy over the humans in the most powerful way since inception in 1983.

However, the over-reliance of students on the internet for almost every endeavour in the aftermath of the catastrophe, i.e., the new normal may raise a very pertinent question – do they need the presence of a human teacher at all? Some teachers believe that the hybrid version of the teacher (based purely on technology and internet) possesses certain qualities those are valued by both students: wit, easiness and attractive and by institution authorities: rigor, professionalism and high standards (Kwok, 2015). When it comes to college education, the exposure of students to the internet is highly common. Hence given the human limitations and the present generation being a tech savvy one, the new normal is the high time for a face off between the internet

and the human teacher!

## **Review of Literature**

Several resources were delved into before starting this modest research work. Kwok (2015) found that despite being a very powerful tool, technology without any human intervention will render the education system futile with regards to ESL (English as Second Language) learning. Also, it was found that the role of face-to-face (didactic) interaction will be pivotal for generations to come as well. Dowling (2003) found that owing to skills like sensitive judgement, the best recogniser and developer of authentic contexts of learning would be the real teacher only. Loan (2011) had studied minutely the internet-usage trend among college students in Kashmir region and found the necessity of ICT awareness among certain students for the best output from the Web. Popovici and Mironov (2015) concluded that a systematic and well organised approach to e-learning is a must strategy for higher education teaching. Certain modifications in the input, process and output ends of education system during pandemic were recommended by Cahapay (2020). Mazumdar (2022) explained some feasible modifications in this regard. Koli (2020) suggested the necessity to embrace E-learning to promote skill education in India post pandemic. Vlad and Ciascai (2014) found that the key ability to communicate with the real world can be harnessed by a human teacher only.

## **Methodology**

### **Pilot Study**

Before developing the data collection tools, an exploratory study was done with 15 science college science students to get some insights. Hence, it was found that this research topic may have the following perspectives:

## The Current Study

Students from the Deanery of Sciences of Salesian College Siliguri Campus were taken. The students were from 5 different Honours programmes: Physics, Mathematics, Bachelor of Computer Applications (BCA), Computer Science and Applications and Economics (B.Sc.). Google form was used as the data collection tool and the collection process took 5 days. It basically had three different sections – personal information (4 questions), internet usage profile (8 questions) and open-ended (1 question) sections. A total of 96 responses were procured. The accrued data was analyzed using MS Excel software.

## The Findings

The responses from the first two sections of the Google form are summarized hereby:

**Table 1: Gender-wise Breakdown**

| Female   | Male     |
|----------|----------|
| 33% (32) | 67% (64) |

**Table 2: Department-wise Breakdown**

| <i>Department</i>                      | <i>Percentage of Total Responses</i> |
|--|--------------------------------------|
| BCA (Bachelor of Computer Application) | 36.48% (35)                          |
| Computer Science                       | 14.58% (14)                          |
| Economics (B.Sc)                       | 18.75% (18)                          |
| Physics                                | 22.90% (22)                          |
| Mathematics                            | 7.29% (7)                            |
| <b>Total</b>                           | 100% (96)                            |



**Table 3:** Study of the Internet Usage Profile of the Respondents

| <i>Number of Smart Devices</i> | <i>Percentage</i> | <i>Type of Network Used</i> | <i>Percentage</i> |
|--------------------------------|-------------------|-----------------------------|-------------------|
| 0                              | 1.04% (1)         | Cellular Data (limited)     | 50%(48)           |
| 1                              | 37.50%(36)        | Wi-fi                       | 50%(48)           |
| 2                              | 50%(48)           |                             |                   |
| More than 2                    | 11.46%(11)        | Total                       | 100%(96)          |
| Total                          | 100%              |                             |                   |

| <i>Frequently Used Device to Access Internet</i> | <i>Percentage</i> | <i>Strength of Internet (Average)</i> | <i>Percentage</i> |
|--|-------------------|---------------------------------------|-------------------|
| Desktop Computer                                 | 0% (0)            | Moderate                              | 46.88% (45)       |
| Laptop   | 11.46% (11)       | Good                                  | 47.92% (46)       |
| Tablet Kindle                                    | 0% (0)            | Excellent                             | 5.20% (5)         |
| Smartphone                                       | 88.54% (85)       | Total                                 | 100% (96)         |
| Total  | 100% (96)         |                                       |                   |

| <i>Aversge Time Spent on Internet Daily (in hours)</i> | <i>Percentage</i> |
|--|-------------------|
| Not used daily   | 0% (0)            |
| Lesss than 1   | 0% (0)            |
| 1-3  | 40.62% (39)       |
| 3-6  | 43.75% (42)       |
| More than 6  | 15.63% (15)       |
| Total  | 100% (96)         |

| <i>Most Time Spent<br/>on the Internet</i>                                  | <i>Percentage</i> | <i>Most Referred<br/>Source for Educa-<br/>tional Purposes</i> | <i>Percentage</i> |
|---|-------------------|--|-------------------|
| Entertainment<br>(movies, songs,<br>web series)                             | 34.37(33)         | YouTube videos   | 77.08%(74)        |
| Educational<br>Purposes   | 11.46%(11)        | PDFs   | 6.25%(6)          |
| Creating own<br>content   | 3.12%(3)          | Online PPTs slides   | 0% (0)            |
| Learning New<br>Skills (not a part<br>of academics, may<br>include hobbies) | 26.04%(25)        | Discussion Forums  | 1.04%(1)          |
| Social Media  | 14.59%(14)        | Online<br>Forums   | 2.09%(2)          |
| News  | 0%(0)             | Online<br>Encyclopaedia  | 13.54%(13)        |
| Online gaming   | 10.42%(10)        | Websites   | 13.54%(13)        |
| Online Shopping   | 0%(0)             | Total  | 100%(96)          |
| <b>Total</b>  | 100%(96)          |  |                   |

Only 63 respondents answered the open-ended question in a descriptive manner, remaining responses were too narrow (“Yes”, “Agree”, “Maybe”, etc.) to be considered for the qualitative analysis. Upon analyzing the 63 respondents, 46 respondents were found to fully agree that the ‘human’ teacher will be necessary in the new normal era because the ‘human’ teacher

a. has vital human qualities like emotions and empathy unlike the internet, b. has experience that is crucial in learning, c. helps harness social skills, d. gives the best and tailor-made guidance, f. gives more immediate feedback than the internet, g. gives solutions to personal problems, h. understands students’ needs from indirect cues (facial

expressions, body language, etc.), i. gives more opportunity for critical and divergent thinking, j. gives more relatable analogies. Among the criticisms of the internet as a replacement to the teacher, the major ones were:

a. studying on the internet was time-consuming, b. over-reliance on external factors like data pack, network speed, electricity, etc. c. easy distractions, d. toll on health (hypermetropia, myopia, etc.).

Three (3) respondents were neutral and opined that both options are helpful to them. Ten (10) respondents agreed the need of a 'human teacher' but also pointed out certain advantages of the internet over it -

a. available round the clock, b. technology has the best memory, c. quick recap before the exam, d. getting handy short notes with AI like ChatGPT, e. getting answers with minimal approach, f. accessible from any place, g. provides almost any solution. Four (4) respondents opined that the 'human' teacher may not be needed in the coming days as – a. only the teachers 'passionate' about teaching will sustain, b. internet is more helpful than the human teacher in explaining, c. same problem can be solved as many times as needed by the student without apprehension, d. mere sharing online materials and reading them out renders the necessity of a 'human' teacher futile.

## **Discussion on the Findings**

From the profile study, it was evident that all the respondents had access to at least one smart device, moderate internet and used the internet daily. Hence, access to the internet was not a constraint. They preferred YouTube videos most as educational resources but also spent most of the time on the internet for non-academic purposes. The analyses of the open-ended question responses showed that the respondents felt the 'human' teacher irreplaceable because it gives them the attention, empathy and care they want, makes them more socialized, helps with better theory-reality connections, encourages to question and think

out of-the box, makes timely interventions. However, with features like round-the-clock availability, huge variety, multiple solutions to any problem, ease to access, versatility in presentation (especially with the help of AI) and 'eternal' memory made some respondents feel the internet may outdo the 'human' teacher in the future. Very few respondents were very sure about this as they felt that the 'human' teacher at times became over-reliant on the internet sources and took things for granted. Though just 6%, these responses should not be ignored and together with the remaining must be made bases for further implications and studies. Also, it could be scanned that all the respondents agreed that the internet is a must in new normal.

Since this study had many limitations – confined only to the students of one college, skewed gender distribution of the respondents, only students blessed with basic technological amenities, students from selected Science courses only, the results might be different when studied transcending these boundaries. However, a non-exhaustive list of suggestions for the 'human' teachers could be made based on the Findings. Though not universal, these would fit with most of the typical Indian higher education teaching-learning scenarios -

a. The teacher must train themselves to use the internet for optimizing the teaching learning process and then must orient the students in the same (example: searching with keywords, using Free and Open Source Software (FOSS) judiciously, referring to helpful videos/ animations, etc.).

b. YouTube videos can be a great source for building background knowledge, realizing complexities through animations and quick recap. However, the teacher must not just share a link passively and must guide the students through the relevant parts of the same. It is highly expected that the teacher will give the students scope to share their reflections on the particular video after it is seen.

c. Though the workload of a teacher has increased manifold since the lockdown times, there must be dedicated sessions for doubt clearing at least after the elapse of a chapter so that the doubts of the students are

attended when fresh and they don't over-rely on the internet the night before the exam for the same. To boost student participation in this, the atmosphere must be made as little coercive as possible.

d. With the advent of language model AI like ChatGPT where one can get a variety of answers by just typing out the queries, the human faculty to think and imagine is in jeopardy. Hence, students must be encouraged to think critically, in a divergent manner and bear the human ethics and values at the same time. Hosting extempore, debate and creative writing contests may be helpful.

e. To boost communication and social skills of the students, teachers may organize weekly student presentations, group discussions or even small student projects. f. There must be regular feedback sessions (formative) whereby the teacher can get to know how/ if the students want any modification in the teaching-learning process. g. Whenever possible, the teachers and the students must engage in some quality interaction (once a week cricket/ badminton matches, once a semester/ year picnic, field trips, etc.) so that the students become freer to share their problems and opinions with the teachers. The teacher must have the discretion to identify the silver lining as well.

## Conclusions

To conclude, the internet is a very powerful tool and indispensable in the new normal. But it cannot totally replace the need of the 'human' teacher as the perennial human needs like physical interaction, communication, engaging into creative activities, freely sharing personal and professional problems, understanding emotions, etc. can be catered only by the same. Hence, the 'human' teachers need to wisely use the internet to supplement the teaching learning process keeping in mind the limitations and drawbacks of the same. Only the 'human' teacher will know her/ his student best. Thus, 'human' teachers, along with the internet, will be still needed in the new normal.

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## **Role of Technology in Education in New Normal Situation**

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### **Introduction**

In the world that we currently live in, technology is a vital factor. Technology plays a major role in education sector. With the advancement in technology education among the people has begun to proliferate and there is continuous research and development going on in introducing advanced technologies to make education easier, joyful and accessible. Now days with the help of technology the education for children is no longer boring and cumbersome as the educational technologies have made it much more interesting and easier to use.

Technology is most urgent in present day to day develop education sector. The teachers are gain knowledge the system of technology and to use various technological tools in the classroom. The teacher is use Projector, PPT, Slide in the classroom. All students are gain attention such a same time. Study while playing has been made possible only by the new technology. Distance education is a great aid to students who were not able to pursue their degrees. Now due to rapid change in technology distance is no more barriers.

## **Objectives of The Study**

The Objectives of The Study are given bellow-

1. To study the Role of Technology in Education.
2. To study the online and offline teaching-learning process.
3. To study the digital initiatives taken for online teaching-learning by Indian government.
4. To study the use of technology and integration in new normal situation.

## **Research Questions**

1. What is the Role of Technology in Education?
2. What are the online and offline teaching-learning process?
3. What are the various digital initiatives in India?
4. What is the use of technology and integration in new normal situation?

## **Methodology**

The present article is qualitative and theoretical research work. The secondary data was used by the researcher. Therefore, methodologies used are secondary data analysis. This research work mainly based on secondary sources like Books, E-Books, Journal, Article, Websites, report of various organization, written documents.

## **Discussion**

### **5.1. Role of Technology in Education**

#### **Conceptual view of Role of Technology in Education:**

The word Technology can be used to refer to collection of technique. In this context it is current state of humanity's knowledge of how to combine resources to produce desired products, to solve the problem, fulfill needs or satisfy wants; skill process. Now a day's modern



Technology plays a remarkable role in every sphere of life.

The Technology plays a key role in various situation-

- **Technology develops learning capabilities:** One of the benefits of educational technology for students is that it helps them improve their learning capabilities.
- **Use of Technology in classes:** In the classes teachers use technological tools like video, audio program, graphics, images and power point presentation to impart education to the students which increase student's learning efficiency and quality of physical education.
- **Technology improves creativity, problem solving skills and self-image:** The latest digital tools can therefore serve as a vehicle to help students learn content of knowledge as well as problem solving and higher level thinking skills.
- Technology improves the quality of student's works.
- Technology improves student achievement on tests.
- Technology benefits students with special needs.
- Technology prepares students for the future.
- Technology increase knowledge and opportunities.

## 5.2. Online and offline Teaching-Learning process

### Concept of Online and Offline Teaching-Learning:

- **Online Teaching:** Online teaching refers to the process that conducted through the internet. It is one type of Distance Learning: Teachers are able to give his knowledge and students learn in anytime and anywhere through online teaching.
- **Online Learning:** The process of learning which carried out through internet or online is called online learning. Online learning also called e-learning; students are gaining knowledge through online.
- **Online Teaching-Learning Strategies:** There are some online Teaching-Learning strategies that increase student's satisfaction engagement in learning talks and help them to learn more about a

subject. These are-

1. Maintaining flexibility.
2. Determining the specific syllabus, schedule, people for the course.
3. Arrange online course at least one week before starting the traditional classes.

### 5.3. Various digital initiatives in India

- **Overview of Digital Initiatives:** The Government of India has taken some initiatives to improve and the scope of online teaching-learning process. These are-NDEAR (2021), PM e VIDYA Programme (2020), DIKSHA (2017), SWAYAM (2017), SWAYAM PRABHA (2017), E-pathshala Portal (2015), O Labs (2014), Virtual Labs (2010) etc.

### 5.4. Use of Technology and Integration in new normal situations

- **Technology and Integration**

India is a global leader in information and communication technology. The digital India campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bi-directional.

Use and integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently evaluated in relevant context before they are scaled up.

To remain relevant in the fast-changing field of educational technology, the NETP will maintain a regular inflow of authentic data from multiple sources including educational technology innovators and practitioners and will engage with a diverse set of researchers to

analyze the data.

The thrust of technological interventions will be for the purpose of improving teaching-learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access and educational planning, management and administration including processes related to admission, attendance, assessment etc.

A rich of educational software, for all the above purposes, will be developed and made available for students and teachers at all levels.

### ● **Online and Digital Education: Ensuring Equitable use of technology**

The emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education. The NEP-2020 recommended the following key initiatives-

1. **Pilot studies for online education:** Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU etc. will be identified to conduct a series of pilot studies in parallel to evaluate the benefits of integrating education with online education.
2. **Digital Infrastructural:** There is a need to invest in creation open, evolvable, public digital Infrastructural in education.
3. **Online teaching platform and tools:** E-learning platforms such as SWAYAM, DIKSHA etc. will be extended to provide teachers with a user-friendly tool for monitoring progress of learners.
4. **Online assessment and examinations:** There are some online assessment and examination system in 21st century, such as- PARAKH, NTA, Portfolio, Rubrics etc.
5. **Blended Learning:** It refers to digital learning and education, the importance of face to face in person learning is fully organized.

## Conclusion

With the addition of technology, the conception of education is witnessing a revision, for the betterment of the students as well as the teachers. Hence, the preface of technology is important in education. Now learning and tutoring has come an pleasurable experience. We can say that technology has changed the period and the time in which were living. It gives us information on any subject and anywhere at any place. It increases the knowledge and gests in our being knowledge.

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## **Role of Technology in Education in New Normal Situation**

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### **Introduction**

Technology used as a tool can serve as a means to seek and process information, and to reflect on one's understandings, beliefs and thinking ability. Therefore technology has an important part to play in education. Using quality educational software systems good learning environments can be created. It cannot be denied that the developed world we see today can never be possible without the evaluation of technology. Even the International Society for Technology in Education (ISTE) promotes the important roles of technology in education. The pandemic has also led to significant losses in learning. School closures and limited access to remote learning means that Learning Poverty is likely to spoil from 53% to 63% especially in low-income countries. To close the digital divides in Education and grasp the power of technology to accelerate learning, reduce learning poverty, and support skills development a focus must be placed in bridging the gaps in digital infrastructure as well as human infrastructure.

### **Types of technologies in educational field**

Technologies help teachers to prepare their students to face the real

world. It enables students to access up-to-date information in a quicker and easier way. In this pandemic era of Covid-19, it would have never been possible for teachers to make students efficient learners at home if technology was not introduced. In addition, technology allows students to learn more effectively via online educational tools. Advanced technologies make education easier, joyful and accessible. There are various types of technologies used in educational field, like- e-learning, instructional technology, information and communication technology (ICT) in education, edtech, learning technology, multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), and computer managed instruction etc. Educational technology approaches modern classroom / Smart classes, which primarily focus on improvising the performance of every student.

### **Role of technology in education in new normal**

The important roles of technology in education lead to improve quality of studying; better communication skills and knowledge to students. The NCET in identifying potential outcomes stated that-

- It can provide the flexibility to meet the individual needs and abilities to each students.
  - Encourage analytical and divergent thinking.
- Present information in new, relevant ways which help students to understand, assimilate and use it more readily.

### **Use of Technology Enhanced Learning (TEL)**

Technology Enhanced Learning (TEL) is the implementation of technology into teaching methods to enhance the learning process. The term can be used to describe both analog and digital technologies. Digital TEL is taking over education in the form of different types of educational software. Not only can teachers engage with students

during lessons, but students can also communicate with each other. Through online lessons and learning games, students get to work together to solve problems. In this new normal situation, we have entered in an educational phase where technology is not just a inestimable source, but using technology in the classroom is key to helping improve the experience for both students and educators. After the Covid 19 pandemic, many softwares were functioned effectively for the online classes, like – Google meet, Zoom, Blackboard, Webex, Gradelink, Schoology etc.

TEL is the implementation of technology in teaching methods which can enhance the learning process. The teaching activity has changed with the internet or devices such as computers, smartphones, and tablets. TEL combines particularities of information and communication in Education. It –

- Allows expanding the scope of teaching beyond the traditional classroom.
- Increases access to education and foster interactivity.
- Assists connection and participation between educational centres regardless of location etc.

## **Technology Enhanced Learning Examples**

Technology is growing so fast in today's world. We can up to date our knowledge through various data, figures and current news throughout the world. Some examples of TEL in education sector are-

- E-Books,
- Smart Phones, Computers, Tablets,
- Online courses,
- Interactive groups etc.

Initially, technological gadgets were seen as an obstacle to teaching. Likewise the supportive technologies also have a squint. But they seem to be beneficial for the student's attendance ratio. They also have the

quality of improvement in our uplifting interpersonal relationships.

## **Multimedia Learning**

Multimedia learning means learning through the use of pictures and words. Mayer and Moreno's (1999) Cognitive Theory of Multimedia Learning states that deeper learning can occur when information is presented in both text and graphics than by text alone.

There are mainly 5 types of multimedia in education. They are- Text, Video, Sound, Graphics and Animation. The educators can teach through various types of Multimedia Learning. They can use it for clip analysis, to teach foreign languages, scenario based learning etc. Multimedia is a large category of types of resources, such as- slideshow, presentation, podcast, screen capture, lecture capture etc.

The Most Important roles of technology in education makes learning more accessible, exciting and enjoyable. The development of technological advancements in education leads to enhance knowledge and skills of students. Teachers can interact with students to clear their doubts and make e-learning more effective. Technology enables one-on-one interaction in the classroom online. The important roles of technology in education is to students as they can learn at any time and from anywhere. With the technology-based E-learning process, one can study in their comfort zone. Video modules of every concept help each of the students to cut out the doubts. This can be only possible because of the visual information system. With the availability of more study material via E-learning technology, the student can spend less money on other materials. Even nowadays, many schools are more focusing on buying online study material, which is cheaper and convenient for storage. Undoubtedly, since technology is introduced in the classroom, it encourages the overall growth of students.



## Conclusion

It is known all that the existence of technology has improved communication and collaboration to a better level. Likewise, Educational technology also boosted communication and collaboration between teachers and students, parents, teachers, and peers. Technology is the only tool that helps to improve the education system in different ways. Various technology driven education tools have introduced free online resources, personalized learning materials, more engaging content, and a better understanding of visuals and opportunities for advanced learning.

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## **Role of Technology in Education in New Situation**

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### **Introduction**

Technology can be a powerful tool for transforming learning. It can help affirm and advance relationship between education, educators and students, reinvent our approaches to learning and collaboration, shrink long – standing equally and accessibility gaps and adapt learning experiences to meet the needs of all learners. Our schools, colleges, universities, researcher should be incubators of exploration and invention. Educators should be collaborators in learning and seeking new knowledge. However, to realize the benefits of technology in our education system and provide authentic learning experiences. These stakeholders include leaders, teachers, faculty and other educators, researchers, policy makers, community members, learners and families.

### **Concept of Technology in Education**

The term “Technology in Education” refers to the use of technological advancement such as various equipment, materials and machines

for educational purpose. Technology is something a new subject of education because it is equally important. It has become an integral part of education. Education technology is the scientific technique system this technique has been approach the development of educational teaching learning process. Such as improve an modification the hole educational system. Example of Projector, Films, Radio, Teaching Machine, Computer, LCD etc. Another aspect of “Technology of Education” is the software approach that psychological aspects like Teaching- Learning- Instruction.

## Objectives

When we talk about technology in education in new situation. We recall the utility of technologies like audio – visual aids, Machines, equipment such as TV, overhead projectors, computers for education etc. The objectives at this technology like-

- Understanding the concept of Educational Technology.
- Learning objectives of Educational Technology.
- Objectives of Educational Technology at the Macro level and Micro level.
- To provide education in the use the ICT.
- To determine the practical use of technology integration.
- Self study of quality learning.

## History of Technology in Education

The history of technology in education can be traced back to ancient times when early civilizations used tools such as abacus, tablets and scroll to transmit knowledge. Over the centuries, various technological innovations have revolutionize the field of education, transforming the way students learn, teachers teach and educational institution operate. Here is a brief overview of the history of technology in education:

1. **Print Technology:** The invention of the printing press by Johannes

Gutenberg in the 15th century enabled the mass production of book, making knowledge more accessible and affordable. This led to the establishment of school and universities, and the widespread dissemination of educational materials.

2. **Audio-visual Technology:** In the late 19th and 20th centuries, the use of audio-visual technology, such as lantern slides, phonographs and film projectors, began to be incorporated into classroom, providing teachers with new ways to deliver information and engage student.
3. **Broadcast Technology:** The development of radio and television in the 20th century brought educational content to a wider audience through programs like educational radio broadcasts and television lectures, expanding the reach of education beyond the confines of the traditional classroom.
4. **Computer Technology:** With the invention of computers in the mid 20th century, educational institution started utilizing mainframe computers for administrative tasks and scientific research. The emergence of personal computers in the 1980s and 1990s brought about a revolution in education, with the use of software programs for educational purpose and the rise of computer-assisted-instruction.
5. **Internet Technology:** The widespread adoption of the internet in the 1990s and 2000s transformed education on a global scale. The internet provided access to vast amounts of information, facilitated online research and enable communication and collaboration among students and teachers across geographical boundaries.
6. **E-Learning and Online Education:** The development of e-learning and online education in the 21st century has transformed the traditional model of education. Online platforms, learning management system (LMS), and virtual learning environments (VLE) have become common tools in education, offering digital resources, interactive learning experiences, and remote access to educational content.

7. **Mobile Technology:** The proliferation of mobile devices, such as smartphones and tablets, has further revolutionized education by providing learners with access to educational content and tools anywhere. Mobile apps, e-books, and educational games are now widely used for learning purpose.
8. **Artificial Technology (AI) and Virtual Reality (VR) in education:** In recent years, the integration of AI and VR technologies into education has gained momentum. AI-powered learning analytics and adaptive learning platforms provide personalized learning experiences, while VR simulations offer immersive and interactive learning environments.
9. **Online Learning Platforms:** With the advent of online learning platforms, such as Massive Open Courses (MOOCs) and learning management system (LMS), education has become more accessible and flexible, allowing learners to access a wide range of courses and resources from anywhere in the world.

Overall, the history of Technology in education has been marked by a series of advancements that have revolutionized the way education is delivered, making it more accessible, flexible and engaging for learners around the world. As Technology continues to evolve, it is likely to continue playing a significant role in shaping the future of education.

## Ares of Technology in Education

Scope of Educational Technology in modern era. Educational institution all over the country depended on online system. Because it is more effective the traditional system. The present prospect of evolving learning industry is-SWAYAM Portal, MOOCs, E-PG Path Sala, DIKSHA, CBSE PODCAST, Vidwan, E-Shodh Sindhu, UMANG Mobile App, One class, One channel etc.

## The 21st Century

- Technologies of the future.

- Advanced robotics commonplace.
- Smart classroom and digital class notes.
- Truly individualize education and wireless internet.
- Only recently focused on computers and digitalization.

## Findings

- In a time when so many of our activities and interaction are influenced by technology. It is tempting to hail technology as the solution to many educational challenges.
- Technology has great opportunities to develop a facilitates teaching- learning process.
- To day technology has great opportunities to develop a facilitates social interaction.
- Finding from studies on computer assisted learning suggest that there is substantial variation in outcome among subject. The subject where computer assisted learning most regularly improves learning is mathematic.
- Subject is interested self study use of computer, smart phone and other technology that improve their study and quality learning.

## Significance of Educational Technology

- Helps to release the teacher from the routine role of information giving.
- Creation of multi-media learning environments in classrooms.
- Makes teaching learning attractive, inspirational and effective.
- Cater to individual differences of students.
- Utilises maxims of teaching (known to unknown, simple to complex, easy to difficult, particular to general, concrete to abstract).

## Future of Educational Technology

1. **Artificial Intelligence (AI) and Machine Learning:** AI and machine learning technology are expected to play a significant role in the future of education. Adaptive learning technologies that use AI algorithms to personalize learning experience based on individual learner needs and references are likely to become more widespread.
2. **Virtual Reality (VR) and Augmented Reality (AR):** VR and AR technologies have the potential to transform how learners experience and interact with educational content. Immersive VR simulations can provide realistic and engaging learning experiences, allowing students to explore complex concepts and scenarios in a virtual environment.
3. **Mobile Learning:** Mobile devices, such as smartphones and tablets, are becoming increasingly prevalent, and they are likely to continue shaping the future of education. Mobile learning apps, e-books, and other mobile-based tools can provide learners with access to educational content and resources on the go, enabling anytime, anywhere learning.
4. **Collaborative Learning and Social Media:** Collaborative learning, which emphasizes peer-to-peer interaction and collaboration, is expected to become more prominent in the future of education. Social media platforms and online communities can provide avenues for learners to connect, share resources, collaborate on projects, and engage in discussions, fostering a sense of community and social learning.
5. **Data Privacy and Security:** As technology continues to be integrated into education, data privacy and security will remain critical concerns. Ensuring that educational technology platforms adhere to strict privacy and security standards to protect student data will be a priority in the future of educational technology.
6. **Lifelong Learning and Skills Development:** The future of

education is likely to emphasize lifelong learning and skills development. As the job market evolves and new skills are in demand, educational technology can play a crucial role in providing opportunities for continuous learning and upskilling to prepare learners for the workforce of the future.

7. **Accessibility and Inclusivity:** Ensuring that educational technology is accessible and inclusive for all learners, including those with disabilities, will be an important consideration in the future of educational technology.

## **Recommendation**

Taking into consideration the finding of the result certain educational implication can be drawn order to develop a positive attitude in student about digital technology.

- In order to improve the quality of teaching learning process digital technology should be introduced at teacher education
- Online study material should be provided to the student primary to upper level.
- Pre-primary to higher level must be use of technology for quality learning.
- Curriculum should be revised and include various educational software developed in the field of education.

## **Conclusion**

Higher education sector needs to play a significant role and develop new trends, excellence for their future. Information and communication technologies can be very helpful in achieving this goal of the education system. MHRD and UGC are continuously initiating many plans to integrate ICT at national level for all academic fraternity and educational institutions. Technology competence is one of the essential skills for ICT and Online learning for both teachers and students.



Observing the current scenario, it seems the future of technology has become the present of our education system.

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## Teaching and Technology in the New Normal

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In the context of higher education, the "new normal" refers to the changes and adaptations made in teaching and learning due to the COVID-19 pandemic. The pandemic forced educational institutions worldwide to transit from traditional face-to-face instruction to remote or online learning formats. Technology played a crucial role in facilitating this transition and continues to shape up teaching and learning in the new normal.

Higher education institutions have adopted online learning platforms such as learning management systems (LMS) to deliver course materials, facilitate discussions, and administer assessments. These platforms provide a centralized virtual space for the students and instructors to interact and access course resources.

The new normal teaching occurs through synchronous and asynchronous formats. Synchronous learning happens in real-time, where students and instructors interact simultaneously, like through video conferencing tools. Asynchronous learning allows students to access course materials and complete tasks at their own pace, providing flexibility for students in different time zones or with varying schedules.

Blended learning combines online as well as face-to-face instruction, allowing a hybrid approach. In this model, students may attend some classes in person while others accessing remotely. This

approach helps to balance the need for social interaction and hands-on experiences with the advantages of online learning.

Technology enables virtual collaboration among students and instructors. Communication and collaboration tools like video conferencing, discussion forums, and messaging platforms facilitate group work, project discussions, and virtual office hours. These tools provide opportunities for engagement and foster a sense of community during the absence of physical classrooms.

Technology allows for the creation and delivery of multimedia and interactive content to enhance student engagement. Instructors can incorporate videos, simulations, virtual labs, and interactive exercises in their online courses. These resources promote active learning and do help students grasping complex concepts.

Moreover technology also provides various options for assessing student learning and providing feedback. Online quizzes, assignments, and exams can be administered through digital platforms, and an automated grading systems can expedite the feedback process. Instructors can also use screen sharing and annotation tools to provide real-time feedback during virtual presentations or discussions.

The new normal technique emphasizes the importance of ensuring accessibility and exclusivity in online education. Institutions are leveraging technology to provide accommodations for students with disabilities, such as closed captions, transcripts, and screen readers. They are also addressing the digital divide by providing internet access and devices to students who may face hindrances for online learning.

With the rapid shift to online teaching, faculty members require professional development opportunities to enhance their digital pedagogical skills. Institutions are providing training programs and resources to help instructors effectively use technology for teaching, design engaging online courses, and adapt their instructional strategies to the new normal.

While technology has been instrumental in facilitating teaching and learning in the new normal, it is important to acknowledge

the challenges it poses. Issues such as internet connectivity, access to devices, and maintaining student motivation and engagement in virtual environments require ongoing attention and support from institutions. Nonetheless, the integration of technology has opened up new possibilities for higher education and created opportunities for innovation and flexibility in teaching and learning approaches.

Indeed, the advanced capabilities of emerging technologies are reshaping various aspects of society, including education. Education 4.0 aligns with the new industrial revolution, often referred to as Industry 4.0, which emphasizes the integration of technology and learning. The digitization and automation within industries are mirrored in education, where online learning and technology have become essential components of the curriculum.

During the COVID-19 pandemic and the subsequent post-COVID era, educational institutions had to quickly adapt and move away from traditional teaching methods. Online learning became a necessity, and technology became an integral part of the learning process. To keep up with the rapidly changing technological landscape, students need to acquire skills that align with the demands of the modern world. Education should strive to prepare students to compete in a highly competitive job market, where technological literacy is increasingly crucial.

Education and training institutions are now developing tools and platforms to provide 24/7 virtual learning, personalized learning experiences, and easy connectivity with faculty and peers. These tools facilitate curriculum development tailored to students' references, allowing for seamless admission and enrollment processes, and enable online assessments.

While the traditional subjects like Chemistry, Mathematics, Geography, History, and English remain important, new subjects have emerged as vital for future professionals. Coding has gained prominence, with some schools introducing it to young children in early primary education. Teachers are expected to be knowledgeable and proficient

in these new forms of education. They should be capable of instructing students in digital literacy, coding and decoding, communication skills, global citizenship, and other areas that are relevant to the modern world. Among these is coding, with some schools who are already introducing young children to code in early primary school.

By incorporating these new subjects and skills into the curriculum, education aims to equip students with the necessary competencies to thrive in a technology-driven society. The focus is on developing critical thinking, problem-solving, creativity, collaboration, and adaptability, which are essential for success in the digital age. Education 4.0 acknowledges the importance of leveraging technology and emerging trends to prepare students for the challenges and opportunities of the future.

Teachers are expected to be acknowledged in these new form of education, and able to instruct students in digital literacy, coding - decoding, communication, global citizenship, and other areas of importance to the modern world.

# **Importance of Technology in Education in Post-Covid Period and NEP-2020**

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## **Introduction**

Technology becomes an integral part of our life. Since its initiation, it has been changing the way people live their lives. Earlier, people used technology only to communicate, but nowadays, technology has extended its impact in our daily life. It acts as an indispensable tool in the teaching and learning process. With the emergence of technology, the traditional mode of learning has changed. Now there is a strive for new and innovative methods. Technology helps to reduce the gap between learner and teachers. It has made learning more interactive and collaborative. In the Indian context, where access to quality education remains a challenge, technology has played a pivotal role in bridging the gaps and enabling a paradigm shift in the educational landscape.

## **Role of Teachers**

The 21st century has brought about many changes, including how we learn. The concept – that teacher is the only source of knowledge, he/she knows everything– is irrelevant now. Students are no longer passive receptacles of knowledge. With the help of technology, they

can participate in the teaching learning process. Nowadays, a teacher has to act like a facilitator— providing an educational atmosphere where students can fulfill their potential.

### **Role of ICT**

Rapid advances in Information and Communication Technology (ICT) functions as a primary stimulus of change in all domains of modern society. ICT is one of the variables that has contributed to the education system's recent digital acceleration. Though teaching and learning in an online environment is different from classroom education, the outcome is expected to be the same i.e. good learning. Technology, thanks to ICT, has the potential to bridge the gap in access to education, especially for marginalized and remote communities. Technology has brought quality education within reach for students who previously had limited access to it.

### **Effect of Covid-19**

In a world where digital outlets were already being tested, Covid-19 has sped up the transition to higher automation. The outbreak of covid-19 pandemic has affected every sector— education is not an exception. All the schools, colleges and universities were closed for almost one and half years. As physical distance and extended closures of schools and colleges have become the new normal, technology has emerged as a lifeline for the educational system. Technology has grown more accessible, enabling remote learning for students in even the most remote locations, thanks to the rise of affordable smartphones and falling data costs. Both teachers and students had to adapt themselves to those new virtual models. Google Meet, Google Classroom, Zoom, Microsoft Team become widely used.

## **Various Uses of ICT Tools**

Technology provides tools to teachers to be more effective in his deliberation to students. ICT helps in many ways to make the teaching-learning process more effective. These are–

### **Flexibility and Adaptability**

Technology offers flexible learning environments that can adapt to the diverse needs of learners. Teachers can offer a variety of educational resources, such as videos, e-books, interactive tests, and virtual classrooms, through online platforms and learning management systems. Due to the democratization of education, students now have access to excellent instructional materials, may study at their own speed, and can connect with classmates and teachers, all of which improve their learning experience overall.

### **Personalized Learning and Adaptive Assessments**

Personalized learning, which takes into account the unique requirements and skills of each student, is now possible thanks to technology. The IT tools that support personalized learning and adaptive technologies are LMS platforms like Moodle, Canvas and Blackboard; Learning analytical tools like Brightspace Insights, Blackboard Analytics etc. Demand for app based learning platforms like Byju's, Unacademy is gradually increasing.

### **Collaboration and Communication**

Students can now interact and communicate with peers, teachers, and experts from around the world because of technology's ability to dissolve geographical borders. Students can participate in group projects, cross-cultural interactions, and information sharing using online discussion boards, virtual classrooms, and video conferencing facilities. Such



contacts help children better grasp various points of view while also preparing them for a world-wide career. Tools like Microsoft Team, Google Workspace, Social media platforms like Facebook, WhatsApp offer robust features for group collaboration and communication.

### **Professional development of the Teachers**

The availability of tools, webinars, and online training courses enhances instructors' professional growth. Teachers can improve their digital literacy, discover fresh pedagogical ideas, and successfully incorporate technology into their lesson plans. At present everything is normal, still the induction programmes of the college teachers are being conducted via online.

### **Concept of Blended learning**

This is the new normal. Traditional learning methods have been transformed into hybrid blended learning models that embraced the best part of both physical and digital learning. Blended learning (BL) is a teaching and learning approach that combines traditional classroom methods with computer-mediated activities. This pedagogical approach combines face-to-face and online activities, as well as synchronous and asynchronous learning tools, allowing for the most effective learning processes. Blended learning is the practice of combining digital learning tools with traditional classroom teaching. In a true blended learning environment, both student and teacher should be present. A policy framework for this is provided by the National Educational Policy (NEP 2020), which focuses on technology as a tool in a hybrid model.

### **Provisions of Technology in NEP 2020**

The NEP recognizes the necessity and significance of ICT in aiding teachers, bridging the language barrier especially in a multilingual country like India, creating digital libraries and facilitating a

technology-based platform for teacher-training. According to NEP 2020 an autonomous body, the National Technology Forum (NETF) is going to be created to supply a platform for the free exchange of ideas on the utilization of technology to reinforce learning, assessment, planning, administration, and so on. As per policy existing E-education platforms such as DIKSHA/ SWAYAM will be better integrated across school and higher education. An initiative will be taken for online digital education including the blended modes of learning, setting up of virtual labs, digital infrastructure, online assessment, content creation, digital repository, online teaching platform. Teachers will go through rigorous training for learner-centric pedagogy and become high-quality online content creators by using online platforms and tools. An Academic Bank of Credit (ABC) will be established to digitally store academic credits earned for various higher education institutions to award degrees taking into account credit earned.

### **Demerits of Technology**

Too much dependence on technology is not good for us, especially students. One of the biggest challenges of online learning is the struggle with focusing on the screen for long periods of time. Students are easily distracted by social media and other sites. Another key issue is internet connectivity in our country. Everything is normal nowadays, but students still are not out from the hangover of online mode of classes, exam. Last year, we saw students gathered in front of the university gate and protested against offline exams. The attendance of the students is gradually falling. Before the pandemic all the information of the colleges were displayed in the college notice board. But from lockdown, students are informed through digital media like Whatsapp, college website and college FB page and it still continues. So the students get everything staying at home. As a result, the syllabus becomes incomplete in all the semesters.

## Ideas of UNESCO

The International Commission on the Futures of Education—established by UNESCO in 2019 and composed of thought leaders from the worlds of academia, science, government, business and education—presents nine ideas for concrete actions today that will advance education tomorrow. One of the idea is-“Make free and open source technologies available to teachers and students. Open educational resources and open access digital tools must be supported. Education cannot thrive with ready-made content built outside of the pedagogical space and outside of human relationships between teachers and students. Nor can education be dependent on digital platforms controlled by private companies.” Sometimes the question-setters set the questions using a copy-paste formula available on the internet. This is a bad practice. Drafting teaching-learning materials out of ready-made contents reduces and distorts the works of teachers and students. We must ensure that any digital transition is not just an effort pushed by technology companies but all the stakeholders related to education are also represented and shape these transformations.

## Conclusion

I think hybrid mode of learning is the future in our country. There should be separate schedules for both online and offline mode. All the offline classes should be recorded and uploaded in the digital platform so that students can access them later. All the institutions should provide Wi-Fi facilities so that the faculty, students and staff can access the IT resources and content at any time in the campus.

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# **Use of Artificial Intelligence Systems in Education and Research**

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## **Introduction**

In Alan Turing's defining seminal work titled, "Computing Machinery and Intelligence" (1950) one of the most gruelling questions of our century surfaced: "Can Machines think?" From the bank to the departmental store, humans today interact with machines more than they do with fellow human beings, most of this interaction is possible because of a breakthrough in the field of Artificial Intelligence or AI, but what is AI?

Artificial Intelligence as defined by Britannica is, "the ability of a digital computer or a computer-controlled robot to perform tasks commonly associated with intelligent beings." It is the field or domain that combines computer science and datasets to enable problem solving technology which generally encompass machine learning and deep learning.

ChatGPT is interactive AI software which is able to provide detailed responses to the users based on instructions and prompts

provided by the user. It has the potential to generate a vast majority of language related texts and can be used for text completion, paraphrasing, summarising, and machine translation and so on.

One of the recent trends has led students to unethically depend in the above-mentioned platform for completion of learning related tasks. This has a manifold adverse impact on education and learning.

## **Aims and Objectives**

The primary aim of our present study is to analyse the contributions of AI in education.

The objectives are as follows:

1. To understand and assess the ethical devaluation of AI use in the field education.
2. To analyse the use of AI in education among students of Darjeeling District.
3. To comprehend and understand the role of AI and its impact on education, primarily taking the destructive impact into consideration.
4. To take a closer look at ChatGpt as an AI platform and understand its role and impact on learning.

## **Methodology**

The present report is mainly based on primary data. However, a few data about the topic has been extracted from various published and unpublished journals, and relevant articles.

The study was conducted by preparing a structured questionnaire through Google forms. Descriptive research method was chosen to collect the data and information. Overall, 58 filled-up questionnaires were submitted by students from different educational qualification. Short close-ended questions were asked. In some exceptional cases, open ended questions were also put in. After completing the online

survey, the data was tabulated and analysed entirely on MS Excel.

### **Limitations**

Owing to a limited time period and a small population sample size (only Darjeeling district), the research work couldn't be much elaborative.

### **Literature Review**

Zawacki-Richter, O., et al, (2019) provides an overview of research on AI applications in higher education through a systematic review, reflecting more on the lack of critical reflection of the risks of AI in education.

Jain. S., et al, (2019) throws light on how the concept of AI can be applied in teaching and learning in higher education and examines the learning implications of frequently evolving technologies on the methods.

Kengam.J. (2020) sheds light on the pros and cons of using AI in education, emphasizing more on the positive aspects.

Chen, L., et al (2020) focuses on evaluating the impact of AI on administrative, instruction, and learning aspect of education.

Chaudhry, M.A., et al, (2021) presents a brief survey of the latest developments of AI in education. Also, evaluates the potential impact of the pandemic on AI's application in education.

Susnjak, T. (2022) found the emergence of technologies like ChatGPT which presents a significant threat to the integrity of online exams, particularly in the context of tertiary education where online exams are increasingly common.

Chinonso. O.E., et al, (2023) reviews literature on the educational implications of AI. Also, access ChatGPT's capabilities and limitations for teaching, learning and research.

Tlili. A., et al, (2023) focuses on the usage of ChatGPT in education, through a qualitative instrumental case study carried on in three stages. The Findings of the study ushers several research directions to ensure safe adoption of chatbots, specifically ChatGPT, in education.

## **Data Analysis and Interpretation**

### **(i) Educational Qualifications**

This research paper incorporates the perception of 58 participants having varied educational qualification, regarding AI in education. It can be observed that 6.9% of the respondents are in high school, 25.9% are undergraduates, 63.8% are postgraduates and the rest comprising a small portion are doing M.Phil./PhD.

### **(ii) Awareness Towards The Usage of Ai Technology on The Field of Education**

It was found that the majority of the respondents (87.9%) were aware of the usage of AI technology in the educational field, whereas 12.1% were totally unaware of it.

### **(iii) Sources of Information About Ai Use in Education and Research**

It can be observed that the majority of the respondents (63.8%) discovered AI through the social media platforms, 15.5% from their friends, colleagues or family, 6.9% from newspapers and the rest 13.8% from miscellaneous sources.



#### **(iv) Ai Platforms Used**

According to the online survey, it is found that the respondents use the AI platforms like ChatGPT, Thinkster Math, Brainly, Grammarly and others for their research projects or academic work.

#### **(v) Usage of Ai Software for Research Projects or Academic Work by The Respondents**

It can be seen that though a majority of the respondents are aware of the usage of AI in education and research but only 54% of them have personally used such platforms and the rest 47% haven't made use of any of the platforms so far.

#### **(vi) Use of Chatgpt Specifically**

It is evident that only a small fraction of the respondents (19%) use ChatGPT in their academic projects or research work.

#### **(vii) In the next 10 years, How will Ai change The Students' study pattern?**

According to the survey, 69% of the respondents have responded in positive to the question, 10.3% in negative and the rest 20.7% are unsure of it.

#### **(viii) Use Of Ai In The Field Of Education And Research**

For the statement "The use of AI in the field of education is not ethical" the following responses were recorded.

| RESPONSE          | RESPONDENTS IN % |
|-------------------|------------------|
| Strongly Agree    | 10.30            |
| Agree             | 46.60            |
| Neutral           | 32.80            |
| Disagree          | 6.90             |
| Strongly Disagree | 3.40             |

## Findings

The following Findings are summarized from the data analysis and opinions/suggestions given by the respondents.

1. Use of AI in the field of education is mostly received as a positive by product of modern technology.
2. The youth, especially the young adults are hopeful of a future where incorporation of Artificial Intelligence in education can lead to pedagogical changes that will foster better and improved methods of learning.
3. Social media has a very impactful role in promoting the use of AI.
4. It is found that the student community of Darjeeling district is not using the AI excessively till now, but the tendency to use the AI specifically ChatGPT is growing.
5. AI technology can provide personalized learning experiences for each student, based on their individual learning pace, style and level of understanding. At the same time, it can also assist teachers with tasks such as grading and monitoring student progress, freeing up more time for them to focus on teaching.
6. Use of AI in educational institution management makes the task more efficient and niche however use of AI technology in generating

synthesised research is counterproductive and unscrupulous, it stays away from the principles of research and therefore not desirable.

7. As AI systems like ChatGPT source its material and data from pre-existing sources, the antecedent biases and prejudices can perpetuate bias and discrimination based on factors such as gender, race, and socio-economic status in the present field of study that the learners might be working on.

### **Suggestions**

Based on the study and responses here are certain suggestions that can be put forward while using AI systems in Education:

1. In the field of education and academics, use of AI must be purely for the purpose of understanding, and not doing assignments. If students and teachers become more dependent on AI rather than their own capabilities, this will result in stagnation in critical thinking skills and creativity.
2. While AI has the potential of making education more progressive and futuristic there is also a threat to the loss of human element that is absolutely essential for morally sound and purposeful education. Therefore, AI should be paired with human resources and not act as a replacement for human resource.

### **Conclusion**

AI is the future of our world, what we are acquainted with today is a very miniscule part of a process that is still incomplete; therefore, it is evident that the use of AI systems will steadily be incorporated in the field of education. Our interaction with the respondents revealed that the youth have a very optimistic outlook towards this change but at the same time exhibited a relative amount of scepticism towards it. They believed that while AI systems are bound to make education

more advanced through analysis of the knowledge gap and catering to their personalised needs, there is also a fear of the qualities most sought after in education such as authenticity, personal judgment and imaginative thinking to be lost. The pervasive use of AI will inevitably cause the process of education more mechanical and stray away from aestheticism towards pragmatism or redundant practicalities. According to Global Market Insights Inc. the AI Education market is expected to hit a whopping 20-billion-dollar mark by the year 2027, this expansion cannot be minimised, however, some checks and balances should be put into place. This unconscious incorporation of AI can also threaten with health risks as the learners are exposed to more screen time, it will also impact their cultural behaviour as well as mental health and emotional wellbeing. Most participants in our survey therefore, proposed caution and supervision in the use of AI in Education, in order to safeguard intellectual property and foster authenticity in education as well as research. This should be done within the perimeter of a legal framework that encourages and prescribes ethical approach towards incorporation of AI while prohibiting indiscriminate acts. Lastly, from the perspective of morality, use of AI in educational institutions in school level or below can mostly result in positive outcomes by providing a creative and constructive edge to lessons, personalised problem solving with a very student centric approach as well as efficient institutional management. However use of AI in academics and specifically academic research is mostly received negatively.

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# **The Impact of Technology on Education in The Post Covid Era**

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## **Introduction**

Since from 21st century, technology plays a central role in humans' life (Raja and Nagasubramani, 2018). It made our life style complex to simple. Education is one the field where technology plays a great role as well as before or after Covid-19 crisis. Previously, traditional education means classroom oriented learning where books, articles, teachers play central role (Collins and Halverson, 2018). Now a day, due to enormous use of technology, education becomes decentralized. But the major transition came at the time of Covid-19 pandemic. The pandemic situation has a big impact on the way of life, the economy, and particularly the educational fields (Johnson et al. 2016). This epidemic brought to light the education sector's long-standing difficulties in the whole world including India.

## **Research Methodology**

The study is based on secondary data and is one type of qualitative analysis. This research work based on the overview of various articles covered recent news published in reputed National and International journals.

## **Impact of Technologies in Education**

During pandemic technology took a major part of learning education. Educational institutes use technology to enhance the education of their learners. It was revealed that, the learning competence of learners' increases due to the use of modern tools and technology (Jogi et al., 2022). Educators as well as learners both of them find it much more interactive as transfer of knowledge becomes easier and effective (Sakina et al., 2020). Due to the use of technology, learning methods has become simpler. In education system, various way of technology has been used by learners and educators. Some of them are internet connection and connectivity, using projectors and visuals images, digital footprint and most importantly online education system to get degrees and certificates (Winter et al., 2021). Today, the Internet offers instant access to enormous amounts of knowledge, and formal learning opportunities are available online everywhere. Technology has made training opportunities more accessible than ever before. Through the use of digital tools for formative and summative assessments and the creation of blended learning environments, technology can support educators in introducing new methods of teaching and learning to the classroom (Johnson et al., 2016).

## **Importance of Technologies in Education**

In the education system, technology plays an important role as a delivery system, as a tool to enhance the learning process. Learning

can now take place almost anywhere and at any time thanks to the expansion of the classroom beyond its four boundaries into “virtual space.” (Trentin, 2015). It is possible to imagine how teaching settings will change, with analogous, digital, tangible, and intangible elements all playing a part in fostering the ideal conditions for teachers to strengthen the bonds between the various players in the learning process (Collina et al., 2019). Students are motivated to become problem solvers, critical thinkers, collaborators, and creators thanks to technology and access to tools outside of the classroom. The most popular platform of education system is online mode. During pandemic, online platform becomes essential medium of education. According to Fong et al., (2010) utilization of various technological tools helps to create teaching – learning activities flexible and easy for both educators and learners. Therefore the application of internet and various communication technologies in education systems opened up the doors of education system during Covid-19 era. The capabilities of education are expanding and altering daily as a result of technological advancement. A mouse click can lead to both study and teaching on the Internet, which is a sizable electronic library of knowledge.

Now a day, due to internet connection we can feel that the knowledge is available all around us. In India various online resources were launched by UGC and HRD ministry for free education. Some of these online resources were shown in tabular format (Table. 1). Apart from above, other online learning aids i.e. websites; Mobile Apps etc. are as follows like YouTube, Zoom app, Google classroom, Byju’s app, TCS iON digital learning and other educational websites for online learning.

### **Advantages of technologies in education**

Technology in education has given students more influence over their education, but it has also given teachers more freedom in how they teach their students. Online education is far more



**Table 1: Online learning resources/platform for education in India.**

| Sl. No. | e-learning resources   | Initiated by          | About   | URL   |
|---------|--|-----------------------|---|---|
| 1       | SWAYAM<br>(Study Webs of Active Learning for Young Aspiring Minds) | Ministry of Education | <p>Offers courses from Class 9th to Post Graduation with rich e-learning content in the form of:</p> <ul style="list-style-type: none"> <li>● e-Tutorial: Audio, Video, Virtual labs etc.</li> <li>● Specially prepared downloadable e-content</li> <li>● Self-Assessment tools like MCQs, Assignments, Quizzes etc.</li> <li>● Online discussion forum for clearing doubts</li> <li>● Evaluation and certification available at nominal fee</li> </ul> | <a href="https://swayam.gov.in/">https://swayam.gov.in/</a> |

|   |   |  |  |   |
|---|---|--|--|---|
| 2 | NPTEL<br>(National Programme<br>on Technology<br>Enhanced Learning) | Seven Indian<br>Institutes of<br>Technology (IITs)<br>and<br>Indian Institute<br>of Science (IISc) | <ul style="list-style-type: none"> <li>● Largest online repository for web and video courses in engineering, basic sciences and selected humanities and social sciences subjects</li> <li>● No pre-requisites, no age limit, no entrance criteria to enrol</li> <li>● Certification courses are offered twice a year (Jan-Jun, Jul-Dec)</li> </ul> | <a href="http://nptel.ac.in/">http://nptel.ac.in/</a>                     |
| 3 | e-PGPathshala   | Ministry of<br>Education   | <ul style="list-style-type: none"> <li>● provides high quality, curriculum-based interactive e-content in 70 subjects across all disciplines of social sciences, arts, fine arts and humanities, natural &amp; mathematical sciences, linguistics, and languages.</li> </ul>   | <a href="https://epgp.inflibnet.ac.in/">https://epgp.inflibnet.ac.in/</a> |
| 4 | DIKSHA<br>(Digital Infrastructure<br>for Knowledge Sharing)         | NCERT  | <ul style="list-style-type: none"> <li>● Provides video courses and practice tests for students and teachers of Class I to Class XII</li> <li>● School curriculum based courses prepared by NCERT, CBSE, State boards etc.</li> </ul>  | <a href="https://diksha.gov.in/">https://diksha.gov.in/</a>               |

|   |  |                                   |  |   |
|---|--|-----------------------------------|--|---|
| 5 | e-Pathshala                            | NCERT                             | <ul style="list-style-type: none"> <li>● Offers e-textbooks and supplementary books of NCERT for all subjects for classes I to XII in English, Hindi and Urdu</li> <li>● Offers e-Resources like audios, videos, interactive images, maps, question bank etc. in English and Hindi</li> </ul>                              | <a href="http://epathshala.nic.in/">http://epathshala.nic.in/</a>       |
| 6 | National Skill Development Corporation | e-SkillIndia                      | <ul style="list-style-type: none"> <li>● Provides online courses across all sectors ranging from Beauty, Agriculture to IT-ITES and BFSI</li> <li>● No pre-requisites, no age limit, no entrance criteria to enroll</li> <li>● Self-paced, certification Skilling courses</li> </ul>                                       | <a href="https://www.eskillindia.org/">https://www.eskillindia.org/</a> |
| 7 | Ministry of Education                  | National Digital Library of India | <ul style="list-style-type: none"> <li>● Offers learning content for users from Primary to Post Graduate Levels across all disciplines</li> <li>● Content available in multiple formats (Audio, Video, Web, Dataset, Report, Book, Thesis, Album etc.)</li> <li>● Ease of highly filtered and focused searching</li> </ul> | <a href="https://ndl.iitkgp.ac.in/">https://ndl.iitkgp.ac.in/</a>       |

|    |   |             |  |   |
|----|---|-------------|--|---|
| 8  | Ministry of Human Resources Development | SWAYAMPRABH | <ul style="list-style-type: none"> <li>● a group of DTH channels devoted to telecasting quality educational programmes 24 hours a day, 7 days a week.</li> </ul>   | <a href="https://www.swayamprabha.gov.in/">https://www.swayamprabha.gov.in/</a>   |
| 9  | Ministry of Education                   | e-Kalpa     | <ul style="list-style-type: none"> <li>● Offers distance e-learning programs on Design</li> <li>● Offers Digital Design Resource Database including the craft sector</li> </ul>  | <a href="https://www.dsourc.in/">https://www.dsourc.in/</a>   |
| 10 | Ministry of Education                   | Sakshat     | <ul style="list-style-type: none"> <li>● Learning content across disciplines in the form of audio-visual tools, web ebooks, e-journals etc.</li> <li>● Educational material to learners from Kindergarten to PhD</li> <li>● Self-Assessment tools like MCQs, Quizzes etc.</li> </ul> | <a href="https://www.education.gov.in/en/technology-enabled-learning-1">https://www.education.gov.in/en/technology-enabled-learning-1</a> |

affordable than traditional education. During the lockdown period, classroom instruction where everyone is taught together is not possible. With the help of technology, everyone may learn in the comfort of their own homes. It benefits students who cannot afford a traditional college education. Students are free to study anywhere and whenever they want. It also contributes to time savings. Students can benefit from the media in the form of audio, video, animation, blogs, professional assistance, etc. to help them understand concepts more clearly. One may readily access all papers, transcripts, live conversations, and training materials with the use of online education. Reduce paper and photocopy costs while advancing the “green revolution” idea. The internet is an incredible resource for learning more about a topic and conducting research on it. Technology significantly improves educational opportunities for students by providing digital resources and learning platforms. Students develop their technological abilities while having access to additional information.

### **Disadvantages of Technologies in Education**

The online education lacks the personal touch. The common concerns of online education are lack of a reliable internet link, shortage of infrastructure, a lack of privacy in the workspace, and disruption brought on by the absence of outside childcare. Since there is rarely face-to-face interaction, learners are certain to perceive a lack of direct social engagement. Another drawback was the challenge of fostering a sense of community in the classroom or the loneliness felt by both students and teachers, which in some instances even had an adverse effect on mental health. Exam cheating is a major issue for teachers, as if their lack of understanding of the level of student understanding of a course. The main issue with online assessments is that professors frequently have no idea whether their students have access to another device while they are completing the test. For emergency teaching purposes during the pandemic, the majority of digital tools were favorably evaluated as

working well; however, what worked well in the short term may not always work in the long run. There is still a time of transition. Therefore, it is essential for teachers to be aware of the tools accessible so that they can freely choose which of them to use in their classes.

## **Future of Technologies in Education**

Technology integration in education is crucial because it teaches students fundamental technological skills and gets them ready for the workplace of the future. Future-focused small, medium, and large-scale education technology businesses are mushrooming and providing academic institutions with a range of cutting-edge digital solutions. This will raise the standard of the nation's digital infrastructure and increase access to cutting-edge educational technology for more people. Due to the growing popularity of digital media, teachers must use the most modern tools available to keep students engaged and happy. Programmes for e-learning and mobile learning give teachers and students access to a huge library of informational resources.

## **Conclusion**

Educational technologies have emerged as a crucial resource for providing instruction remotely during the pandemic. Viewpoint on New Normal Even in the midst of the pandemic, virtual learning, with all of its benefits and drawbacks, online courses shouldn't stop students from receiving the education they need and deserve. Therefore, it is suggested that virtual learning be planned, put into practice, and evaluated in order to reduce issues and improve learning goals for each course. Technology incorporation has been shown to be advantageous for students with specialized learning needs as well as for all age groups. We can rely on boundless motivation and untapped resources to restore education's basic aspirations in addition to its essential services. Governments and the international community must uphold moral

standards and carry out changes if children and youth are to regain the promised future and all parties involved in education are to understand their part in bringing it about.

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## **Education for Multiculturalism is an Antidote to the Problems and Issues of Multiculturalism**

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### **Introduction**

The value of cultural variety is emphasized by multiculturalism. It respects the value and dignity of cultural diversity. It emphasizes that cultural variations are normal occurrences. Cultural variety and different ideas, viewpoints, and beliefs contribute to our desire for a more harmonious society. Multiculturalism is synonymous with variety and diversity. It is like such that values all cultures. Multiculturalism and immigration are as ancient as recorded human history in India. Over the dawn of time, waves of culturally and ethnically varied people have flooded India, settling, and assimilating into its patchwork. Although interacting with and being affected by others, each group maintained its own identification, traditions, beliefs, and lifestyles. Indian culture, like a honeycomb of interconnected cells, has been described as a "culture of civilizations". "Multiculturalism that is not only coherent and relevant to the twenty-first century but is also attractive and ought to be a basis for civility, political reform, and social research" (Madood,



Acknowledgements, 2013).

Hinduism has had a significant influence on developing the Indian psyche and temperament. It has no theology, prophet, or sacred book. It supports free ideas and speech. It includes many types of beliefs such as monotheistic, polytheistic, secular humanism, and atheism. Strong devotion and consumerism, sanctity, and godlessness coexist. Hinduism also serves as the foundation for a broad atmosphere of compassion and embrace of the &“other”, with the concept that multiple routes might converge to the same destination. The adaptability of Hinduism has gifted Indian culture with a singular endurance and capacity for absorptive survival. The Muslim dominance of 700 years from the 11th to the 12th centuries left a mixed legacy. Islam constituted political servitude in India.

British colonial rule succeeded Muslim control, bringing another dimension to India's multifaceted nature. The West's influence on India was both detrimental and beneficial. First, colonial control diminished Indian civilization while asserting and explaining Britain's “civilizing mission”. On the reverse hand, the research of the great European decoding assisted India in rediscovering its classical literature, wisdom, and ideals. This was the context for the birth of a multicultural democratic India in 1947, following the slaughter of Partition. Jawaharlal Nehru, whose views on the topic were essential in establishing constitutional legitimacy and establishing the policy framework for post-independence government. Nehru was mindful of Indian society's historic values and institutions, as well as its current diversity. He highlighted “unity in diversity”; while acknowledging India's multicultural and multiversity. “The diversity of India is tremendous; it is obvious. It lies on the surface and anybody can see it. It concerns itself with physical appearances as well as with certain mental habits and traits. ... Yet, with all these differences, there is no mistaking the impression of India” (Nehru, 1946, pp. 61-62).

## **Multiculturalism's Significance in Academia**

Multicultural education or Inclusive practice not just to introduces children to diverse cultures, but also instills in them a sense of respect for cultures other than their own, as well as sensitivity and empathy for the cultures of others. Cultural integration, which benefits the integrity of the entire country, may be fostered among students using intercultural competence or Multicultural education, which promotes cultural integration and fosters a sense of connection to many cultures in society.

Those who are intelligent and conscientious are the country's riches. The development of civic virtue through intercultural education is a rapid process. That is why intercultural education is critical for developing competent citizens. Multicultural education is critical in the formation of responsible citizenship via education. Because social growth cannot occur without social awareness, multicultural education can help pupils build a comprehensive beneficial interpersonal attitude. It is the responsibility of education to instill a global mindset in pupils, which may be easily accomplished through cultural education. In today's competitive 21st century, multicultural education will enable learners to fit into a global culture, which instills cultural unity in order to actualize the ideal of secularism. Each country's society's culture is a significant asset to a certain nation. Education may help to preserve and nurture a culture or way of life. The concepts and ideals of a multicultural society are critical for the nation's growth. In such a case, cultural interchange fosters cultural integration and enhances the country's cultural history.

## **Multicultural Pedagogy**

The multicultural education curriculum should be adequately created for intercultural inclusion. Through the multicultural education curriculum, students should be made aware of societal demands and

challenges. A curriculum is an important part of education since no nation can think of advancement or progress without being aware of sociocultural challenges and requirements.

Multicultural courses should be developed to instill in children a feeling of social interest. The curricula should be constructed with a correct balance of social needs concerns and social development in mind, as well as developing knowledge of social needs among students, and they will strive towards that goal.

The curriculum for intercultural education must be prepared with students in mind. The liberal system of education has accepted the ethnic wall and included secularism in the curriculum; according to Will Kymlicka "Multiculturalism can be derived from the theories of liberalism" (Maddood, Is Multiculturalism Appropriate for the Twenty-First Century?, 2013). The democratic ideal may be cultivated through cultivating a feeling of universal equality. Because the social student is the focal point of society, a student-centered curriculum is critical in multicultural education.

## **Methods for Awareness**

There is a number of methodical approaches for this value education. But majorly there are four different approaches – Method of problem-solving, Methodology for the project, Seminar technique, and Method of presenting or debating.

Method of problem-solving – In a society that has numerous negative practices and traditions across every culture, the instructor should assign issue projects to the learners with the goal of finding the proper answer in the setting of many such terrible practices, and traditions. The Honda technique, for example, proposes acceptable answers to the problem by determining the reasons of water shortage and recommending a solution plan. In this manner, the problem-solving strategy may be efficiently implemented.

Methodology for the project – The project technique is highly

useful for ensuring that the multicultural curriculum is properly implemented. Through the project approach, it is feasible to empower pupils to be multicultural. There are several kinds of projects that may be pursued, such as obtaining data regarding various social concerns, getting information on various cultural aspects, and gathering data pertaining to different environmental difficulties. Students can complete an unlimited number of projects of this type in this manner.

### **Challenges and Barriers of Multicultural Education**

1. Lack of cultural understanding complicates the development of reciprocal cultural tolerance among pupils. Culture maintenance, nurturing, and transformation will be impossible without cultural understanding. It is vital to create multicultural ideology in society alongside pupils; yet, due to a lack of intercultural awareness, this has proven challenging.
2. Prejudiced thinking fosters unfavorable sentiments against another group, resulting in cultural disparities. This fosters a sense of superiority, undermines social cohesion, and fosters cultural and social disputes. As a result, biased attitudes are a fundamental impediment to intercultural education.
3. A pre-existing disagreement is a cultural conflict. Cultural clash breeds biases against the cultures of others. Simultaneously, it strives to control minority culture over mainstream culture. As a result, the cultural conflict has produced a significant barrier to multicultural curricula and cultural awareness.
4. If a multicultural attitude is to be instilled in pupils, the multicultural teaching strategy must be embraced by the instructor; however, the multicultural teaching work policy is not widely followed by teachers. The adoption of holistic teaching approaches by instructors fosters student enthusiasm for learning; however, most teachers don't really appear to be practicing this, posing challenges for pupils to adopt a multicultural perspective.

5. Religions, ethnicities, creeds, castes, languages, and genders are all part of Indian civilization. As a result, creating a sense of oneness in society is challenging. In such circumstances, brotherly regard does not grow in society. Many marginalized groups are conscious that they are victims of political and social injustice. "Broader meanings of multiculturalism-focusing on the consequences of ... the struggles of a range of marginalized groups or on group differences" (Madood, *Is Multiculturalism Appropriate for the Twenty-First Century?* 2013). As a result, social inequality is a significant barrier to intercultural education.

## Conclusion

India is a country of multicultural space, a single cultural tradition in the nation that should not grow dominant over others to the point of extinction; "Much of the writings on Indian history, culture, and politics are marked by some kind of multicultural concern" (Bhattacharyya, 2003, p.148). The destiny of every culture is determined by the ideology of its educated elite, which implies that the teacher education of that country has an impact on that culture. Multiculturalism is intended to appreciate other cultures and provide them with constitutional equality. Many faiths, dialects, academic abilities, cultures, and values exist in India. People of various religions contributed to the development of Indian culture. The gap between nations and their inhabitants has narrowed, and the entire globe has become a global community. It makes no difference if the Indian Constitution is a fundamental cultural document. Because education is a way of nurturing, protecting, and transitioning culture, it is critical to infuse multiculturalism in the educational system of a nation like India, which has chosen secularism, and multiculturalism.

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# **A Study on Rabindranath Tagore's Idea of Multicultural Education with Special Reference to His Concept of Deep Anthropology and Universal Humanism**

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## **Introduction**

Multiculturalism in education refers to an approach to teaching and learning that acknowledges and values the diversity of cultural backgrounds and perspectives of students and incorporates them into the curriculum and teaching practices. It recognizes that students come from different ethnic, racial, linguistic, and cultural backgrounds, and seeks to create a learning environment that is inclusive and respectful of these differences.

Multicultural education aims to foster an appreciation and understanding of different cultures, histories, and traditions, and to promote social justice and equity by challenging stereotypes, biases, and discrimination. It recognizes that cultural diversity is an asset and that students can learn from each other's experiences and perspectives.

Multicultural education can include various strategies and practices, such as incorporating culturally relevant materials and resources, providing opportunities for students to share their cultural backgrounds and experiences, and adapting teaching methods and assessments to accommodate different learning styles and cultural

values. The ultimate goal of multicultural education is to prepare students to become responsible and respectful global citizens in an increasingly diverse and interconnected world.

### **Importance of multiculturalism**

**Promotes Diversity:** In today's globalized world, people from diverse cultures interact with each other. Multicultural education promotes respect and appreciation for different cultures, which can help foster a sense of unity and understanding among diverse groups.

**Provides a Comprehensive Education:** Incorporating multicultural perspectives in education can provide a more comprehensive understanding of the world. By exploring different cultures, students can develop critical thinking skills, empathy, and an appreciation for different perspectives.

**Enhances Cultural Competency:** Multicultural education helps students develop cultural competence, which is the ability to interact effectively with people from different cultures. This is becoming increasingly important in a globalized world.

**Reduces Stereotyping and Discrimination:** Multicultural education can help reduce stereotypes and discrimination by promoting understanding and acceptance of different cultures. This can create a more inclusive and accepting environment.

**Encourages Creativity and Innovation:** Multicultural education can also encourage creativity and innovation by exposing students to different ideas and perspectives. This can lead to new and innovative solutions to complex problems.

Multiculturalism promote diversity, provide a more comprehensive education, enhance cultural competency, reduce stereotyping and discrimination, and encourage creativity and innovation.

Tagore considered multicultural education as a melting pot: Rabindranath Tagore was a prominent Bengali poet, philosopher, and



educator who believed that education for multiculturalism was essential for the progress of civilization. Tagore emphasized the importance of cultivating a sense of cultural understanding and respect for different traditions, which he believed could lead to greater harmony and cooperation between different groups of people.

Tagore believed education should focus on the development of the whole person, including their moral and spiritual growth promoting empathy, compassion, and a sense of interconnectedness between people not only skill.

### **Tagore's Deep Anthropology**

Tagore's concept of Deep Anthropology emphasizes the importance of understanding the human condition beyond superficial differences such as race, ethnicity, and nationality. In his view, all human beings share a common humanity that transcends cultural and societal barriers.

In terms of multicultural education, Tagore believed that education should be a means to promote understanding and respect for different cultures and ways of life. He believed that education is fostering a sense of empathy and compassion towards others.

Tagore's approach to education emphasizes the importance of understanding and appreciating the unique cultural perspectives and experiences of others. He believed that by recognizing and valuing cultural diversity, individuals can learn from one another and create a more harmonious and peaceful world.

Therefore, it can be said that Tagore's Deep Anthropology is closely related to multicultural education, as both emphasize the importance of understanding and respecting cultural diversity, promoting empathy and compassion towards others, and creating a more harmonious and peaceful society.

## Tagore's Universal Humanism

Rabindranath Tagore, believed in the idea of universal humanism, which emphasizes the fundamental unity of humanity, regardless of race, religion, or nationality. He believed that education played a crucial role in promoting this idea, and that it should be based on a holistic approach that respects the diversity of cultures and values.

In the context of multicultural education, Tagore's idea of universal humanism can be seen as an approach that recognizes and values cultural diversity, while promoting a sense of common humanity. Multicultural education aims to provide students with the knowledge, skills, and attitudes needed to appreciate and respect the differences among people from different cultural backgrounds. This includes understanding the history, traditions, and perspectives of different cultures, as well as recognizing the importance of social justice and equity.

Tagore's emphasis on the holistic approach to education can be applied to multicultural education, as it seeks to educate the whole person and promote an understanding of the interconnectedness of all aspects of life. This approach encourages students to see themselves as part of a larger community, and to appreciate the richness that comes from diversity.

Tagore's idea of universal humanism provides a useful framework for understanding the importance of multicultural education. It emphasizes the need for an education that respects diversity and promotes a sense of common humanity, while also recognizing the importance of empathy, compassion, and social justice. By incorporating these values into our educational systems, we can help to create a more inclusive and equitable society, one that celebrates diversity and promotes the flourishing of all its members.

Throughout his writings, he emphasized the importance of universal human values and a world without barriers of nationality, religion, or race.

“Where the Mind is Without Fear” - In this poem, Tagore expresses his vision of a world without fear, where people are free to pursue knowledge and truth without being restricted by narrow-mindedness or prejudice.

“GhareBaire” - In this novel, Tagore explores the themes of love, friendship, and nationalism, and argues that true patriotism involves embracing the world as a whole rather than just one’s own country.

“Sadhana: The Realization of Life” - This collection of essays emphasizes the importance of individualism and self-realization, but also stresses the need for compassion and empathy towards others.

“Gitanjali” - This collection of poems, which won Tagore the Nobel Prize for Literature in 1913, explores the themes of love, spirituality, and the interconnectedness of all beings.

“Nationalism” - In this essay, Tagore argues against the dangers of narrow nationalism and emphasizes the importance of universal human values.

These are just a few examples of how Tagore’s writings express his belief in universal humanism, which continues to inspire people around the world today.

## Conclusion

Tagore’s VisvaBharati is considered to be a center of education for multiculturalism because of its unique approach to education, with the idea of promoting universal human values and encouraging people from different cultural backgrounds to come together and learn from each other.

One of the distinctive features of VisvaBharati is its emphasis on learning through direct contact with nature and the community. The university’s curriculum includes courses in music, dance, drama, art, and handicrafts, which are taught alongside traditional academic subjects. The university also places a strong emphasis on community

service and social engagement, which helps students to develop a sense of social responsibility and empathy towards others.

Another key aspect of VisvaBharati's approach to education is its emphasis on dialogue and interaction between different cultures. This has created a vibrant multicultural environment at the university, where people from different parts of India and the world can come together and learn from each other.

Overall, VisvaBharati's focus on promoting universal human values, learning through direct contact with nature and the community, and encouraging dialogue and interaction between different cultures, has made it a center of education for multiculturalism. The university's unique approach to education has inspired generations of students and scholars, and it continues to be a model for promoting cultural understanding and cooperation in India and beyond.

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## **Analyse the Principles of Multicultural Education in India to Make Classroom More Effective**

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### **Introduction**

India is culturally diverse. The idea of multiculturalism refers to a extensive array of theories, attitudes, belief systems, societal norms, customs or practices and insurance policies that are looking for to furnish public consciousness of and guide for lodging of non-dominant cultural groups. Multicultural method is pretty exclusive from social and cultural diversity, as it goes past the purview of primary civil and political liberties related with liberal citizenship, that lets in agencies to specific their identities, customs and practices. On the different end, multicultural training refers to any structure of education, coaching or instructing that contains the histories, text - materials, values, beliefs and views of human beings from exceptional cultural backgrounds. In exercise whilst teaching, say for example, instructors may also adjust to comprise and prolong the instructions to mirror the cultural range of the college students in a precise classroom. In so many cases, “way of life” might also be described in its broadest feasible sense, consisting of races, ethnicity, nationality, language, religion, class, gender, sexual orientation and exceptionality. Classroom getting to know surroundings

or mastering surroundings can be understood as the supportive as nicely as inhibitive surroundings in a type which influences college students studying effects in a directed manner. It is pretty appropriate to create such a local weather in a study room which can be facilitate and decorate college students studying in an high quality manner through catering to the wishes of specific college students belonging to distinctive cultural, social and non secular backgrounds. The very basis of multicultural schooling is primarily based on the precept of instructional equality for all students, regardless of their tradition and it strives to dispose of such obstacles to academic possibilities and success for college students coming from special cultural backgrounds. Multiculturalism has now end up the central theme or idea of current social and political principle in specific and in the subject of current social science in general. Some human beings factor out that multiculturalism is exactly the way to comprehend the left conflicts, sufferings, pain of minorities, immigrants and indigenous corporations and unravel the appropriate or paper course for them. The amazing profusion of linguistic, non secular and different customs and usages was once related with a multitude of castes, communities and tribes, each of which used to be bearer of a unique sub-way of life and in some instances even sub-sub-way of life which is transmitted or transferred from era to generation. In India context, multiculturalism encompasses some pertinent elements such as language, caste, creed, community, faith and socio-monetary factors. Since, India is a multi-ethnic, multi-language, multi-caste, multi-faith country, therefore, the inclusive increase of the U.S. very lots relies upon on the improvement of these one-of-a kind minority organizations and this kind of inclusive increase asks for all social corporations to get equitable and facilitative get admission to instructional offerings and possibilities for monetary as nicely as social development.

## **Leadership**

Selection of skilful leaders can also be carried out with the assist of

suitable capability, which can advance capacity, recommend and create help structures for expert getting to know and think about the thought of disbursed management that attracts on the strengths of the many and aids in creating creativity amongst the practitioners.

## **Learning Communities**

Some superb organizations of instructors may additionally be created who are dedicated to continuous, improvement, shared duty and collective purpose alignment. The crew should encompass the households of a number of communities, neighborhood contributors or precise mentors in the field.

## **Data**

The use of a range of sources and sorts of learner, educator and college machine records to plan, assess and consider expert getting to know should be influenced in schooling practices. Seeking the assist from outdoor experts in the subject of multicultural training to aid with curriculum development, in particular from the principal degree is the way out to remove the lack of resourcefulness in an institution.

## **Implementation**

Applying look up and sustained guide for implementation of expert mastering to foster lengthy-time period change. This is what will have the most advantageous impact on the college students - constructing have confidence and strengthening the relationship.

## **Learning Designs**

Integrating theories, lookup and fashions of human mastering to gain meant outcomes. Present thoughts with new idea perspectives to

invoke a unique response.

## **Outcomes**

Aligning results with educator overall performance and pupil curriculum standards. The truth is, school rooms are extra diverse than ever and the long-time period effect can be nothing however positive.

## **Integration of gaining knowledge of multiculturalism**

Every school room is a cultural neighborhood reflective of the photo of proper India, comprised of unique college students of extraordinary backgrounds, and the instructors with one-of-a-kind ideologies and belief. One can argue that profitable getting to know requires an intercultural method the place college students are accountable for mastering to apprehend each the perspectives of others like peers, school and for grasp their personal views and how they obtained them. Students can come to recognize that studying it about the generation, mutual reflection, and critiquing and increasing of thoughts and concepts, and that this is most correctly executed in a collaborative mastering to reap most benefit. One superb strategy to this project is to attend to the range of studying patterns in any university classroom. Understanding a couple of gaining knowledge of patterns lets in one to focal point on character students very own mastering styles; sub-agencies inside a school room community; and the classification as a studying community. Even in the most modified classes, however, teaching school are frequently unaware of the range of pedagogies that can produce stronger gaining knowledge of for college students and college and that can facilitate boom in mental complexity and potential simultaneously. One beneficial aid is the evaluation of studying patterns by using David Kolb. He suggests a four-step mannequin of learning, a motion via four phrases; concrete experience, reflective remark summary conceptualization, and energetic experimentation.



Using this system, college students can mirror on such principles as “the dominant cultures” and its influence, on the existence of “minority cultures” inside a larger culture, on similarities and clashes between and amongst cultures, and on the necessity to use more than one getting to know strategies to acquire a extra entire appreciation of complex problems. Students can additionally research that there are patterns of values, speech, References, and behaviours related with one of a kind cultures, and they can examine that there are as many variations inside cultural organizations as there are throughout extraordinary cultures. With the assist of such practice, spoil down of cultural steneotypes in the society as a entire would get promoted. Using these methods, College students research that they every may additionally have a special gaining knowledge of sample and this realization of their personal “a couple of subjectivities” can assist them recognize the a couple of and interlocking identities in the human beings and agencies round them. The study room then turns into a dwelling laboratory for negotiating person and crew variations as properly as for negotiating thoughts about the content material and standards of the class. The work to pay attention and to examine throughout each similarities and variations can solely produce higher and greater high quality gaining knowledge of all the college students in a multicultural world. To have a suitable integration between studying and multiculturalism in India school room there ought to be fabulous programme with supportive ingredients.

## **Conclusion**

The instructors and different educators can also examine about the cultural backgrounds of their college students in a college and then deliberately the instructors can include gaining knowledge of experiences and content material applicable to their private cultural views and heritage. Educators can also deliberately scrutinize getting to know substances or contents to be taught simply to pick out probably

prejudicial or biased fabric and may also eliminate them as early as possible. Multicultural training is normally based totally on the very precept of fairness i.e. that the universal allocation and distribution of instructional resources, programmes and studying experiences have to be primarily based on want and fairness, as an alternative than on the foundation of strict equality. From the factor of view of the instructors and educators, the school room mastering surroundings need to made so that rookies can experience protected to categorical their emotions about the environment and do have interaction enthusiastically in classification besides any hesitation or advance. This feeling of lively participation amongst minority college students ought to be inculcated in them from their early schooldays properly in advance. And in addition if we take student's factor of view, then, they need to attempt to draw close the matters or inputs very positively in its unique shape besides altering true that means of the instructed lectures or school room teaching.

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Effective Teaching for the Multicultural Classroom.

## **In The Classroom: Multicultural Education**

**Dr. Jayashri Roy**

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### **Introduction**

The goal of multiculturalism is to appreciate other cultures and accord them an equal standing under the law. People of all religions have contributed to the development of Indian culture. A contemporary teaching approach called multicultural education seeks to instill the values of equity among all pupils, regardless of their diverse cultures, ethnicities, races, religions, and backgrounds. The integration of the values, histories, and points of view of all student groups in a class makes it a successful educational method. Multicultural education attempts to give all kids equitable educational opportunity by addressing issues including language difficulties, social skills, conduct, and classroom engagement as well as academic success (Banks, 2008). Also, it is a collection of instructional techniques designed to help a teacher overcome obstacles in a multicultural classroom.

### **Objectives**

- to find out Goals of Multicultural Education in Higher Education Level
- to learn the Method of Multiculturalism in the classroom

- to know the obstacles and overcomes of Multicultural Education in classroom

## Methodology

This paper is based on secondary data that was acquired from numerous sources, including interviews with people from various groups and cultures, websites, newspapers, journals, books, and online discussion forums.

## Goals of Multicultural Education

- The main goal of multicultural education is to advance societal harmony and peace.
- Enhance the academic performance and multicultural awareness of all children.
- Promote the growth of cultural competence.
- Prejudices towards people of different cultures, religions, and races are eliminated by multicultural education.
- Promote active student involvement in learning by incorporating their experiences into the curriculum.
- To help students develop their critical-thinking and decision-making skills so they may make better judgements in their daily lives.

## Multiculturalism Technique

- **Should foster sensitivity:** The multicultural education curriculum should support students' personality development. Through the curriculum, students should foster sensitivity and a sense of responsibility for other cultures.
- **Student centered:** The curriculum in multicultural education needs to be established with a focus on students.
- **Project technique:** The project method is very helpful for the

correct application of the multicultural curriculum.

- **The seminar technique:** Due to its emphasis on both group discussion and expert opinion on a social issue, the seminar method is extremely effective in multicultural education.
- **Debating method:** Using debate as a teaching tool, pupils are more likely to develop a sense of cultural awareness and cultural brotherhood. (Ghosh, R. 1996).

## Benefit of Students

- Students are able to recognise both cultural and physical distinctions thanks to this, and it fosters respect among classmates.
- It instills individualism, tolerance, and liberalism in students.
- It increases engagement, develops communication skills, and fosters friendships.
- Students are more engaged and have longer attention spans in multicultural classrooms.
- Multicultural curricula have been shown to increase students' self-assurance.
- The development of critical thinking and problem-solving abilities is also encouraged.
- It helps pupils realise that, in order to build a better future, it is important to accept diversity and do away with racism and other issues based on race or other diverse groups. (Bruna, K. 2007).

## Advantages of teachers

- The professional development of a teacher is accelerated by interactions with students from various cultures.
- It gives the teacher a chance to learn something new with every lesson.
- Meeting the needs of children from diverse backgrounds helps teachers be more thoughtful, patient, and upbeat.

- A teacher's perspective is enhanced by consistently encouraging the students to be welcoming and open-minded.
- It presents a fantastic opportunity for the teacher to explain concerns of diversity, prejudice, and ethnicity and make a connection to education. (Verma, G. K. 1993).

### Challenges Facing Multicultural Education

- **Insufficient use of multicultural teaching techniques:** Teachers generally do not adhere to the multicultural teaching work policy. It is easier for pupils to adopt a multicultural perspective when teachers use holistic teaching approaches, but most teachers don't seem to be doing this, which is why it is difficult for this to happen.
- **Lack of cultural awareness:** Lack of cultural awareness makes it harder for pupils to develop intercultural sensitivity. Without cultural understanding, culture cannot be preserved, nurtured, or changed.
- **Prejudiced attitude:** This heightens the sense of superiority, obliterates social concord, and promotes social and cultural disputes. Prejudiced thinking is a significant barrier to multicultural education, therefore (Ghosh, R. 1996).

### Challenges for Educators

- Investing in professional development, time, and resources is necessary for multicultural education. Multicultural education may sometimes seem like extra work for teachers. Simply put, it calls for a shift of perspective when it comes to how kids are taught and how they learn, as well as how to guarantee their success.
- It's crucial to create a welcoming environment in the classroom where children may express their concerns without fear of retaliation and feel protected. (Banks, 2008).

## Methods for teaching multiculturalism in the classroom

- **Recognize students:** That can be done by looking through their personal data, by interviewing them on the first day of class, and by getting information from their former teachers
- **Setting up Open Discussions:** The students are able to express their viewpoints, become better listeners, and become aware of the problems experienced by different cultures and groups by choosing a current social or cultural topic and holding an open debate on it.
- **Encouraging Students to Share Real-Life Experiences:** Instructors might set up informal sessions where students can discuss their personal experiences and tales in order to help them open up, develop good communication skills, and relate to one another.
- **Exchange of cultural foods:** To encourage their acceptance of and familiarity with various cuisines, teachers may on occasion ask students to bring their cultural delicacies to lunch and swap with one another.
- **Group Activities:** Teachers can design group activities that emphasise cooperative learning and collaboration to help students embrace cultural diversity in the classroom and break down barriers across cultures. These activities also increase student engagement.
- **Be mindful of biases:** Teachers must first thoroughly evaluate their own cultural prejudices, attitudes, and values in order to truly comprehend the significance of multiculturalism in the classroom.
- **Assignments should be made:** The collection of data regarding students' mental processes and habits can be greatly aided by writing assignments.
- **Observe different days and celebrate native festivals:** Students can feel valued and appreciated by participating in ethnic



celebrations, making the classroom more tolerant and attentive to different cultural backgrounds. (Verma, G. K. 1993).

## **Conclusion**

Multicultural education is utilised to encourage equality and account for ethnic diversity in the classroom. This is done to incorporate multicultural education themes before developing lesson plans and activity plans. The instructor must possess the analytical abilities necessary to take diversity into account and design the course correctly. Students will gain from this by having the opportunity to interact with teachers and other students from diverse backgrounds. Teachers can avoid having personal biases in order to foster a learning atmosphere where students can succeed in the classroom. As a result, students will be better able to interact with others and have open discussions with one another. The assimilation of varied content, the eradication of prejudice, the advancement of knowledge, the encouragement of an empowered social and educational climate, and equity pedagogy are some of the key elements of multicultural education. The essential principles of providing equal opportunity for everyone and encouraging open communication between students, teachers, and their peers are supported by each of these components. It is vital for educators to make sure that parents and students don't feel as though their social status or cultural background is being scrutinised by teachers. (Banks, 2008).

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# **Multicultural Education for Global Citizenship: Preparing Students for a Diverse World**

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## **Introduction**

Multicultural education is an approach to teaching and learning that recognizes and values the diversity of cultures, races, ethnicities, languages, religions, and other differences in society. It aims to promote cultural understanding, respect, and tolerance among students from different backgrounds, and to empower them to become informed and engaged members of a diverse and globalized world. Multicultural education is significant in a diverse world for several reasons. It helps to foster a sense of belonging and inclusion among students from marginalized or underrepresented groups, who may feel alienated or excluded in a homogenous or mono-cultural classroom environment.

## **Historical background and evolution of multicultural education**

The historical background and evolution of multicultural education can be traced back to the Civil Rights Movement in the United States during the 1950s and 1960s. The movement sought to challenge and overcome racial segregation and discrimination in schools, workplaces,

and public spaces. In the 1960s and 1970s, the concept of “cultural pluralism” emerged as a way of promoting diversity and inclusion in education...In the 1980s, the term “multicultural education” was coined to describe a broader and more comprehensive approach to teaching and learning that integrated cultural pluralism with social justice and critical pedagogy. In the 1990s and 2000s, multicultural education continued to evolve, incorporating new theories and practices such as anti-bias education, culturally responsive teaching, and global education.

## Concepts and Principles of multicultural education

Here are some of the key concepts and principles:

- **Cultural pluralism:** Recognizing and valuing the existence of multiple cultures and perspectives in society, and promoting equal opportunities for all students to learn about and appreciate different cultural traditions.
- **Social justice:** Addressing issues of power, privilege, and oppression in education, and promoting equity and fairness for all students, regardless of their race, ethnicity, gender, sexual orientation, or other identities.
- **Anti-bias education:** Challenging stereotypes, prejudices, and discrimination that are often rooted in ignorance or fear of difference, and promoting a positive and inclusive attitude toward diversity.
- **Critical pedagogy:** Encouraging students to think critically and reflectively about their own cultural assumptions and biases, and to analyze the social and political contexts that shape their experiences.
- **Culturally responsive teaching:** Adapting teaching methods and materials to the cultural backgrounds and learning styles of diverse students, and creating a supportive and inclusive classroom environment.

These concepts and principles are often interconnected and interdependent, and they guide the design and implementation of multicultural education programs and practices in schools.

### **Challenges and criticisms of multicultural education**

Some of the challenges and criticisms of multicultural education include:

- **Lack of understanding and knowledge:** One of the major challenges of multicultural education is that many teachers may not have a deep understanding of the cultural groups that they are teaching. This can result in stereotypes and misrepresentations, which can further reinforce existing prejudices and biases.
- **Resistance to change:** Some educators and parents may resist the idea of multicultural education, feeling that it is unnecessary or that it undermines traditional values and beliefs.
- **Funding and resources:** Implementing multicultural education effectively requires funding and resources to ensure that teachers have access to appropriate training and resources, such as books, videos, and other materials that accurately represent the cultures being studied.
- **Political correctness:** Some critics of multicultural education argue that it promotes political correctness and restricts free speech, leading to a culture of hypersensitivity and censorship.
- **Difficulty in implementation:** Implementing multicultural education effectively can be challenging, as it requires a significant shift in teaching practices and curriculum development.

By acknowledging cultural diversity and promoting understanding and respect for different cultures, we can help create a more inclusive and equitable society.

## Global Citizenship

Global citizenship refers to the idea that as members of a global community, we have certain rights, responsibilities, and obligations towards other people, regardless of their nationality or ethnicity. Some of the reasons why global citizenship is crucial in a globalized world include:

- **Promoting cultural awareness and understanding:** Global citizenship emphasizes the importance of recognizing and respecting cultural diversity. By learning about different cultures and traditions, we can build bridges of understanding and create a more inclusive and tolerant world.
- **Encouraging global cooperation:** In a world where many of the challenges we face are global in nature, such as climate change, poverty, and inequality, global citizenship promotes the idea of working together to find solutions to these problems.
- **Fostering a sense of responsibility:** As global citizens, we have a responsibility to contribute to the well-being of our planet and its people. This means taking actions to promote social justice, environmental sustainability, and human rights.

Overall, global citizenship is important in a globalized world because it promotes the idea that we are all members of a global community and have a shared responsibility to create a better world for everyone.

## Challenges and barriers to implementing multicultural education for global citizenship

Some of the challenges and barriers to implementing multicultural education for global citizenship include:

- **Limited access to resources:** Teachers and schools may not have access to the resources and materials needed to effectively implement multicultural education and global citizenship initiatives. This can include textbooks, educational technology,

and professional development opportunities.

- **Resistance to change:** Some educators, parents, and students may resist the idea of multicultural education and global citizenship, feeling that it is unnecessary or that it undermines traditional values and beliefs.
- **Language barriers:** Students who do not speak the language of instruction may struggle to access the curriculum and participate fully in multicultural education and global citizenship initiatives.
- **Lack of diversity among teachers:** Teachers from mono-cultural backgrounds may struggle to understand and effectively teach students from diverse backgrounds, leading to misunderstandings and cultural biases.
- **Structural inequalities:** Structural inequalities such as poverty, racism, and discrimination can create barriers to accessing education, which can limit opportunities for students from marginalized groups to benefit from multicultural education and global citizenship initiatives.
- **Limited time and resources:** Schools may prioritize standardized testing and other academic requirements over multicultural education and global citizenship initiatives, leaving little time or resources for these important efforts.

In order to overcome these challenges and barriers, it is important to develop strategies and policies that promote access to resources, support for teachers and equitable opportunities for all students.

## Conclusion

In Conclusion, multicultural education is an essential component of preparing students for a diverse world and promoting global citizenship. By teaching students about different cultures and traditions, promoting respect for diversity, and fostering a sense of responsibility towards the planet and its people, we can help create a more just and

equitable society. However, there are many challenges and barriers to implementing multicultural education for global citizenship, such as limited access to resources and resistance to change. By developing strategies to overcome these challenges, we can ensure that all students have the knowledge, skills, and attitudes needed to succeed in an increasingly diverse and interconnected world.

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## Multiculturalism in Education in The Context of NEP-2020

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### Introduction

Multiculturalism is cultural diversity. In India, multiculturalism respect and nurtures different cultures. The feature of any culture depends on the ideology of educated class in that country, which means that the education system of that country effect that cultural means of preserving and transmitting culture. India has different religious, different languages, cultural backgrounds, customs and cultural values. Indian culture has been developed by the people of many religious, the distance between the country and the people has become closer the whole world has become a global village. It does not matter if the constitution of India is a basic cultural document.

According to the provision in the New Education Policy 2020 in relation to multicultural education are very striking multilingual education which will increase investment in the education from 4.43 % to 6.6 % of GDP will help students to access the benefits of equality

education and this is a welcome thing which was gladly received in the educational context.

### **Review of Related Study**

- Shine, G. (2021) conducted a study on 'Multicultural Education: Activities Based Learning Environment in Indian Classroom' focused on nature and need of multicultural education. The researcher showed that Multidisciplinary learning was an innovative medium through which students can learn all subjects together, and Tradition and culture add special touch to an individual's personality.
- Davis, G. (2022) conducted a study on 'Multiculturalism-An Introduction' to nurture the practice of multiple cultures or the way society deals with cultural diversity on multiple levels. To implement multicultural classroom the researcher framed a multicultural project on 2020 and the researcher found that Multicultural education was a great way to allow students learn how they were similar and unique.

### **Research Gap**

The present researchers went through some previous research works related with their present study.

Most of the studies mentioned there are related with various multicultural educational systems exclusively like Shine, G. These researchers made the studies on effectiveness of multicultural platform for students.

Besides these Davis, G conducted his study on multicultural classroom. Another researchers also made their studies on the specific areas does it was found that no study was conducted by any researchers keeping multiculturalism in education and NEP-2020 in a same row. This gap was detected by the present researchers and considering this

point as a knowledge gap, the present researchers opined to carry out their study on “MULTICULTURALISM IN EDUCATION- IN THE CONTEXT OF NEP-2020”.

### **Multiculturalism and Education for Multiculturalism**

Multiculturalism is a code or word, used to identify a historically specific custom of progressive politics emanating from, but not confined to, Western societies, most notably the United States. As a declaration that recognizes and valorises ‘diversity,’ multiculturalism contests ideologies that figure out dominant identity groupings, most notable white folk, as primary agents of history and producers of ‘great works’.

Multicultural education tries to create equal educational opportunities for all kind of students by changing the total school environment so that it will reflect the diverse cultures and groups within a society and within the nation’s classrooms.

A. E. Barnes stated that Multiculturalism is a term that has come to serve as shorthand for a host of different and not necessarily related cultural and educational issues. The contentions relating to gender studies, ethnic and racial studies, affirmative actions, specking freedom on campus, compromise and corruption among educational administrators have all been aired under the title, multiculturalism.

### **Education for Multiculturalism**

Multicultural education enables students to get acquainted with different cultures and also inculcates in student’s attitude of respect for the culture of others besides their own culture, sensitivity and empathy towards the culture of others.

Multicultural education is a set of educational strategies, approaches developed to provide knowledge to the students in the aspect of the histories, cultures, and contributions of diverse groups. It draws insights from multiple fields, including ethnic studies and

women studies, and re-interprets contents from related academic disciplines.

Multicultural education tries to create equal educational opportunities for all students by changing the total school environment so that it will reflect the diverse cultures and groups within a societal umbrella and within the nation's classrooms.

## **Multiculturalism in NEP-2020**

The National Education Policy-2020 become placed a strong emphasis on multilingual and multicultural education for children in India, Minister of State for Education, Annpurna Devi Yadav said, with the push for digital learning for students of classes 1 to 12 in 36 languages, including four foreign languages.

In the context of India, it is a difficult task to choose a particular language for that purpose due to the multilingual character of Indian society. Multilingualism is an important dimension of our composite culture. There are hundreds of languages in the country and 22 constitutionally recognized languages.

The NEP-2020 considers India as a treasure of culture, developed over thousands of years and manifested in the context of arts, literature, customs, traditions, linguistic expressions, heritage sites, and many more. For preserving the multicultural doctrines of the country NEP-2020 adopts a language policy where it puts a remarkable thrust on a whole layout of languages to be integrated into the curriculum at school and higher education. Therefore, the NEP-2020 recommends that all students will learn three languages in their school under the three-language formula.

## **Objectives of The Study**

In this study the researchers framed the following objectives:

- To clarify the role of education to equalize all students from

different cultures

- To describe the role of NEP-2020 for multiculturalism in education

## **Research Question**

For the present study the researcher stated following research question:

Q.1. Is multiculturalism can minimize the cultural diversity among the students in the context of NEP-2020?

## **Findings of the Study**

The National Education Policy-2020, approved by the Union Cabinet on 29th July 2020 is supposed to introduce a sea of changes in the Indian education system, thereby replacing the 1986 Policy on Education. In the NEP it is clearly stated that language is to be used as a potential tool for furthering the multiculturalism in India. NEP-2020 recommends that all students will learn three languages in their school under the three-language formula. The choice of languages what the students learnt will depend on the state and the students, although at least two of the three languages must be native of the country. As the policy states under the section called 'multilingualism, and power of language', wherever possible, the medium of instruction until at least Class 5, but preferably till Class 8 and beyond, will be the home language or mother tongue or local language or regional language. So that, all students can learn multiple language. On the other way in higher education NEP-2020 stated that all students can choose their own mother-tongue as a medium. Here the researcher cleared that NEP-2020 create a path among different cultured students.

## Conclusion

On the basis of the above discussion lot of things suggested in the NEP-2020 regarding language, and harnessing the power of language for national unity. NEP-2020 also declared that there will be a major effort from both the Central and State governments to invest in large numbers of language teachers in all regional languages around the country and for all languages mentioned in the eighth schedule of the Constitution of India. NEP 2020 also recommended that student's participation in a fun project or activity on 'The Languages of India', sometime in Grades 6-8, under the 'Ek Bharat Shrestha Bharat' initiative of India. So, multiculturalism in education became a platform to equalize all cultures at a common gallery of classroom.

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## **Language Issues in A Multilingual Classroom**

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### **Introduction**

Following the line of UNICEF, UNESCO, and the European Commission it may be said that the multilingual education plays a very vital role in engaging a diverse range of learners. Multilingual classrooms are a growing phenomenon around the world as a result of the rapid increase in global mobility and migration. Within these classrooms, students may have different linguistic and cultural backgrounds, may speak one language at home and another language at school, or be learning the language of instruction as an additional language. Classrooms that promote multilingualism help create positive identities connected with their home cultures in addition to boosting academic performance (Praveen et al., 2022). But at the same time this fact also cannot be overlooked that various language related issues must be taken special care of in a multilingual classroom.

### **Review of Literature**

Multilingualism has been addressed by the scholars and researchers

from diverse perspectives. Hornberger (1990) calls multilingualism as a source of linguistic and ethnic assorted backgrounds and knowledge with which learners get a good exposure in a comprehensible manner required for ESL classrooms. Garcia (2009) affirms that the use of more than one language has diverse positive impacts on learners' performances. Paulsrud (2017) argues that the rising norm of multilingualism has heightened educational practices in terms of dynamic and varied range of backgrounds inside the classrooms at undergraduate levels in universities. On the other hand, Hagen (1989) and Adger (1993) report that dialect speakers are at disadvantage in their education in Netherlands and Africa respectively. Reaser and Adger (2008) maintain that Afro-American dialect speakers have more difficulty to read because of dialect differences. In such cases, standard speakers are more likely to have an advantage over dialect speakers (Romaine, 2000).

### **Definition and features of a multilingual classroom**

Multilingualism is derived from the two Latin words 'multi'-many and 'lingua'-language. So, multilingualism denotes the capability of humans to use their communication skills in more than one language in a clear and comprehensible manner with an equal, adequate and native like proficiency. Multilingualism is also called as phenomenon of having co-existence of several languages simultaneously in a given context to serve both official and unofficial purposes. Multilingualism is a powerful fact of life around the world, a circumstance arising at the simplest level, from the need to communicate across speech communities' (Edwards, 1994:1). The European Commission (2007) observes that multilingualism refers to the ability of societies, institutions, groups as well as individuals to be engaged with more than one language in their regular real-day lives. Therefore every classroom across the globe today is a multilingual classroom. According to the UNESCO, "Multilingual education refers to the use of two or more languages as mediums of



instruction (2003:17).

A multilingual classroom is populated by learners of various ethnic groups and social sections representing diverse cultures, beliefs and taste. A multilingual classroom is conducted in a common language and it also paves the path to the national and international integration. The diversity of multilingual classroom is immediately succeeded by complexity due to diverse language issues. The task of teacher in a multilingual classroom is always challenging and on many occasions the teachers need to study the learners individually (Maji & Saha, 2022)

### **Language issues in a multilingual classroom**

Language issues in a multilingual classroom may be discussed under the following heads:

#### **a. Conflict between language and dialect**

In multilingual classrooms, the influence of various regional languages is evident within the interactions between teachers and students. The learners are unable to understand instructions delivered only in English. Observations revealed that both teachers and students continuously switch their codes within the multilingual classroom. It has been seen that dialect speakers are negatively affected in education. It is generally said that dialect speakers face various challenges in their learning (Chambers, 2008). For example, dialect speakers face challenges in learning to read in the classroom (Hudson, 2001). This is because the students are less likely to find predictable features of their dialect in textbooks. A student whose home variety is a non-standard dialect is often ridiculed in schools by their teachers and friends. For instance, in Britain, speakers of Breton, Welsh and Gaelic were subjected to ridicule and corporal punishment for using their native variety (Cheshire and Trudgill, 1989). This made the students remain silent in the classroom which often affect their knowledge, understanding and assessment.

## **b) Conflict between home and school language**

Multilingual classroom often witness the tension between the use of home and school language resulting in practices such as code-switching. Translation is not always beneficial or reliable as it might not reflect the exact meaning (Clarkson, 2007). Thus switching between languages can add an extra layer of challenge to language learners (Mady & Garbarti, 2014; Schleppegrell, 2011).

## **c) Problems of minority language users in a classroom dominated by standard language**

Minority languages can be defined in different ways. Capotorti defined a minority as: “a group numerically inferior to the rest of the population of a State, in a non-dominant position, whose members-being nationals of the State - possess ethnic, religious, or characteristics differing from those of the rest of the population and show, if only implicitly, a sense of solidarity, directed towards preserving their culture, traditions, religion or language (1979: 7) “. Minority language users often face numerous challenges - linguistic, social, and cultural ones in classrooms where standard language dominates. Not being competent or interested to communicate in the school/ standard language is one of the biggest causes of classroom unrest.

## **Indian scenario**

India is a linguistic and cultural paradise. Its cultural diversity is both a source of strength and weakness. According to 2011 census, Hindus have become a minority in Lakshadweep (2.5%), Mizoram (2.75%), Nagaland (8.75%), Meghalaya (11.53%), J&K (28.44%), Arunachal Pradesh (29%), Manipur (31.39%), and Punjab (38.40%).

The Constitution of India in its 8th Schedule ( Article 344(1) and 351) recognises only 22 languages as constitutional languages of India of which 14 were initially included in the constitution, Sindhi

was added in 1967; Konkani, Manipuri and Nepali in 1992 and Bodo, Dogri, Maithili and Santhali in 2004. At present 38 more languages have demanded to be included in the 8th Schedule.

A close examination clearly shows that the criteria used to divide languages into “scheduled” and “non-scheduled” (minority) languages fail to account for the status of languages in India. The Constitution does not provide a clear criterion for defining minority languages. The Supreme Court of India, in 1958, presented a parameter for defining a minority language as “the language of the minority community” (which is defined as a community numerically less than 50 per cent). However “there is no linguistic group in India which can claim the majority status” (Chaklader 1981, 14). Hindi, the official language of the Union, is the language of only one-third of the total Indian population. Thus, as Chaklader (Ibid) correctly points out, “the majority-minority question is considered in Reference to the state only”.

The 2016 documentary film, *“Colours of the Alphabet”*, presents this difficult situation from the perspectives of three young children in Lwimba, in rural Zambia. This film follows Steward, M’barak and Elizabeth as they commence grade one, cleverly depicting some of the challenges they face navigating their earliest learning experiences, in languages they do not know. (Cole, 2016)

d) Problems faced by teachers:

The major challenges faced by a teacher in a multilingual classroom are:

1. Lack of harmony in the classroom environment.
2. Limited teaching resources to address multilingual speakers individually.
3. Large number of students in a classroom.
4. Time constraint.
5. Students are bored and not interested in learning.
6. Uneven student-teacher ratio.
7. Cultural stress and student unrest.

## Some suggestions

To maintain the harmony and mutual respect to each of the languages used in a multilingual classroom, the teachers need to shoulder huge responsibility so that all the languages can be used and valued equally. They should frame clear and realistic learning goals and ensure that learners may use the language resources available (virtual or physical). Arrangements are to be done for the learners to communicate and interact in the target language. Peer collaboration and interaction must be encouraged.

## Conclusion

National Education Policy 2020 lays utmost importance on multilingual education at length. In multilingual education, no language is considered to be superior or inferior. Instead, multiple languages (including children's home language and the school language) are used simultaneously in a carefully considered manner. Integration of performing arts and emphasis on co-curricular activities must be encouraged to foster learner creativity and engagement by providing stimulating learning environments.

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## **Role of Education in Promoting Culture and Values Leading to A Harmonious Society**

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### **Introduction**

Education is widely regarded as one of the most important tools for human development and advancement. It is crucial in shaping individuals and communities, beliefs, attitudes, and values. Education also serves as a platform for promoting and preserving cultural values, customs, and traditions. Cultural values and norms are essential components of society and shape our behaviour, social interactions, and perspectives. Education not only imparts knowledge and skills but it also aids in the instillation of cultural values such as tolerance, empathy, and social responsibility. Promoting cultural values through education involves providing learners with an understanding of their cultural heritage, including history, language, art, music, and other cultural practices. It also involves imparting knowledge about the cultural practices of other communities, promoting intercultural dialogue, and encouraging the appreciation and respect of diversity. Education can help to bridge cultural divides and promote a more inclusive and harmonious society. Education can also serve as a tool for challenging

and changing harmful cultural practices, such as discrimination, inequality, and gender-based violence. Through education, individuals can learn to question and challenge these practices and promote more positive cultural values that support equality, respect, and human rights. Education can help to promote respect, appreciation, and empathy for diversity and contribute to positive social change. Moreover, we can say education plays a crucial role to socialize people and make a human being into an individual.

### **Importance of Education in Promoting Values**

Education that focuses on developing students' moral and ethical ideals must include value education. Its objective is to help pupils understand and appreciate the importance of the qualities that are essential for leading meaningful lives, such as responsibility, respect, honesty, and compassion. Value education is the process of imparting essential principles like honesty, empathy, respect, responsibility, compassion, and integrity, among others, that contribute to an individual's personal and professional growth. It shapes a person's beliefs, attitudes, and behaviour, which, in turn, brings about positive social changes and a better society. This education is generally incorporated into the school curriculum and can be taught using various mediums, including storytelling, discussions, role-playing, debates, and other interactive activities. Early exposure to these values is crucial for individuals to become ethical and responsible members of society.

Modern civilization is characterized by rapid technological advancement, knowledge expansion, globalization, and cultural influence. However, these changes have also brought about societal problems such as anxiety, stress, and a decline in core human values like honesty and morality. Poverty, gender inequality, and the overuse of natural resources have further eroded these values. To address these issues, value education must be an integral part of the education system. In the pursuit of economic gain, higher education has neglected

the importance of age-old human values that distinguish us from animals. Therefore, it is essential to prioritize moral education in the current materialistic era of science and technology. To prevent further deterioration of social relations, there is a pressing need to install moral values through personality development. These values include qualities such as humility, truthfulness, honesty, courtesy, tolerance, and sacrifice, among others. By promoting these values, the youth can develop a positive social attitude, which will empower them to speak out against social ills. Moral values can also foster a sense of cooperation and empathy among people. The neglect of instilling moral values has led to a dismal state of society, characterized by corruption, malpractice, restlessness, violence, and lack of trust among people. Emphasis on achievement in terms of awards and degrees has contributed to the decline in moral values. Globalization has promoted selfishness, and education without values is harmful. There is a need for a moral and spiritual revolution to counteract the disintegration of social, cultural, and spiritual values. Materialism has eroded traditional Indian values, and people prioritize cash-convertible goals over family, society, and morality. Proper education is the only thing that can help in promoting values in the society.

### **Importance of Value Education**

Value education is an educational process that imparts to individuals the values deemed crucial in life. It facilitates the development of individuals' moral character, installs a sense of personal accountability, and fosters a dedication to doing what is right. Several significant reasons underscore the importance of value education are promoting moral development, encourages compassion and empathy, stimulates critical thinking, building character and resiliency, preparing for responsible citizenship (iEditor, 2023)



## Importance of Education in Promoting Culture

The education system is essential for a society's culture and involves both formal and informal knowledge transmission. While individual members of a society come and go, the society's culture remains a living entity that changes over time but maintains its fundamental values and behaviours. The education system provides continuity to a society's culture, and any changes to the system can distort the transmission of culture. Therefore, deliberately altering an educational system can be a powerful way to change a culture. Overall, education is a crucial component of a society's cultural continuity and development. Education is a systematic effort to maintain a society's culture by transmitting its accumulated knowledge, values, and skills to future generations. It is also an instrument of cultural and social change. Curriculum writers and school administrators can change the teaching methods, administrative structures, or curriculum to guide students' acquisition of knowledge, skills, and attitudes regarding culture and values into social change. In this process, personality is developed, and education's importance and value-based living should be instilled for sustainable development in the rural sector. Education based on strong cultural values can help students understand culture and social change's significance in the development context. The education system should focus on central themes like equitable living, rural empowerment, and sustained rural development.

Culture also includes art music, customs, values, and the old tradition of our elders. And because of this advancement and invention, culture is changing and adopting new ideas to survive in the society. Culture also increases the economy and growth of the country. When the phrase education rooted in culture, what it means that education has to serve as an engine for development, social change, especially in the rural areas. The influential facts of education on culture are: preservation of culture, transmission of culture, promotion of culture, equips man to adapt to changing cultural patterns, moulding the personality, restoring

unity of mankind through diffusion of culture and removing cultural lag. Culture paves the way for education while education is responsible for flavouring the cultural values in life. Therefore, both have to be interwoven in various ways. (Mathews & Arulsamy,2020).

### **Role of education in promoting cultures and values through Socialization Process**

Socialization is determined as a “process of transformation of an individual into personality, acquisition by an individual of language, social values and experience (norms, attitudes, patterns of behaviour), culture that exists in certain societies, social communities and groups, enrichment of social relations and social experience” (Mardahev, 2003). The socialization of an individual is essential in shaping the social structure. Through education, the society members transfer their knowledge, skills, values and patterns of behaviour to younger generations. This way knowledge, self-preservation and continuity are guaranteed. In this sense, the education is understood as a process of socialization. Interaction with friends, family relationships and afterwards school play the role of three whales with whose support people learn to follow rules, to be rewarded for their work and to learn how to behave in public places – all constituting examples of socialization that allow a person to function within their culture.

Socialization can also be seen as a system of social control. Culture is not a birth right of a person. It develops as one grows and the parents, teachers and friends, etc. bear responsibility for an individual to become a social being. Through constant interaction, they become culturally and socially integrated and this is where the main functions of socialization come from, namely:

- To “teach” language of the culture in which we are born, as well as the roles we “play” in our lives;
- To teach us our professional roles that we take in our lives;
- Through socialization, an individual learns and usually accepts the

norms and values of our culture.

Socialization and education are closely intertwined and crucial for the overall development of an individual through the process individual become aware of culture and values in the society. They prepare individuals for various social spheres and ensure cultural integration. For education to have a positive impact, it must be consistent with an individual's developmental processes, peculiarities, age, and the macro and micro-environment. In today's global world, education must be fundamental, adapted to the needs of each developing individual, and incorporate modern science and technology.

## **Conclusion**

Education is a crucial tool in promoting culture and values, leading to a harmonious society. Education enables individuals to understand and appreciate diverse cultures, promoting respect, empathy, and tolerance. It helps individuals to develop ethical values and morals that guide their behaviour and promote responsible citizenship. Education empowers individuals to critically analyse cultural practices and values, enabling them to choose their values and beliefs. By creating a sense of shared identity and purpose, education promotes social cohesion, unity, and peaceful coexistence. Therefore, it is essential to prioritize education that fosters cultural understanding and promotes ethical values and morals, leading to a harmonious and prosperous society.

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## **Level of Inclusion of Education and Culture in Schools of North Bengal**

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### **Introduction**

When a parent asks about the progress of a student, they generally refer to the ABC of academics but not the ABC- attitude, behavior and culture that the student learns in school- the hidden curriculum which children learn from their environment. When we talk about education, do we just mean the textbook knowledge and the grades and degrees that one acquires in his/her life? Or do we mean education as a holistic development of the individual? But what is the “holistic development” in us? the answer to this question is quoted as, “What a man ‘learns’ is really what he ‘discovers’ by taking the cover off his own soul which is a mine of infinite knowledge...Education is not the amount of information that is put into your brain and runs riot there, undigested, all your life. We must have life building, man making, character making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than the man who has got by heart a whole library...” (Vivekananda, 1993, p. 55-56).

Education is not just the learning of facts, making man a machine, but it is also the nourishment for the mind through which one can better identify oneself and the world around, and this is exactly where the culture comes into play. Culture is the set of beliefs, values, ethics, language, practices shared by a community in society which helps shape the attitude of that community. But why should this culture be included in the curriculum in schools? Inclusion means providing equal opportunities to students with respect to education irrespective of their socio-cultural-economic backgrounds because all children have the right to education and also to be treated with respect and dignity in their educational journey. Curriculum is the heart of any educational institution, and if it is not inclusive of the diversity in society, mere bookish knowledge of education might not be fruitful. Having said this, let us dive into the advantages which a culturally inclusive education could have at the school level:

- Students will learn about the diverse cultures and learn to respect them once they understand the cultures of their fellow peers and treat them with respect and dignity.
- If a student's culture is included, he/she might feel emotionally stable and feel much more motivated for learning and enhancing his/her education.

Access to education does not always mean inclusion and if our culture and values that define who we are, is not included in the institution that we trust with our education, one might have the tendency to fluctuate between the school culture and the family culture.

The background of this research paper is based on the fact that multiple papers have been published for inclusion of culture and education for college and school level, but none has been done at the school level as of yet. There are some educational institutions in India that have been recognized by the UNESCO as being culturally inclusive- KIIT University, Orissa, JamiaMiliaIslamia University, New Delhi, University of Hyderabad, Telangana, Amrita

VishwaVidyapeeth, Kerala and many more. What is common to these educational institutions is that all of them are universities or colleges, offering education at a stage when students already develop a sense of identity. But there have been no schools noted till date in India which can be recognized as being culturally inclusive, and this stage can be considered the most important stage where cultural studies need to be included, because it helps in the developmental process of the children, so that they can take pride in who they are irrespective of socio- cultural factors.

A culturally inclusive curriculum reflects the various kinds of cultures around us and how this diversity has led to the development of the present world, aiming at the cultural and anthropological aspects of diverse religious cultures and not the doctrinal study of the religion (Nargis & Leon, 2010). But for preparing a culturally inclusive education, there is a need for a combination of cultural analysis and structural change, to increase out horizon of the values, beliefs and attitudes of the diverse cultures and identify potential factors that may be hindering their inclusion, address these problems via evaluation and reflection so that the inclusivity of culture in education is effective and also sustainable (Judy W.K, 2006). But it's not as easy as it sounds to include culture in education. According to one study which analyzed the perception and experiences of teachers to a culturally inclusive curriculum. The teachers did find positive implications including promotion of equality and respect for diversity in schools, but significant challenges- lack of resources, training, lack of understanding from parents and community- over-rides the positive outcomes (Maria, Sebastia & Antonio, 2022).

If our perspective is moved towards international grounds, the countries of South Korea and Japan are much more advanced in cultural inclusiveness than our country. If we take the example of Japan, their educational policies are deeply intertwined with their culture, with schools playing a critical role in the dissemination of their culture, offering classes in calligraphy, tea ceremonies, Kabuki theatre, which

can be traced back to thousands of years and are still respected and practiced today (Carol, 2023). Taking an example of South Korea, here too education and culture are inter-related, as the basic foundation is rooted in Confucianism (Radhika, 2018). Even if we compare the ancient and the modern day India, some variations are observed- the spiritual and religious teachings from gurus to the textbook knowledge in the present era.

Coming to the area where the study is based, North Bengal, there is a significant deviation between education and culture. Education in schools of North Bengal is void in inculcating the cultures around the students' environment as indicated by the survey conducted. The study is based on the schools of North Bengal because it seems that North Bengal, even though it is rich in cultural and lingual diversity, is still much more backward in comparison to the more developed areas of West Bengal. The backwardness has dimmed the educational motivation and growth of the people in North Bengal except a handful few who are able to compete with the more culturally inclusive societies in and outside the state and the nation.

This research paper typically explores three questions:

1. What are the benefits of inclusion of culture and education in school?
2. What are the benefits of inclusion of culture and education for students?
3. What are the benefits of inclusion of culture and education to the students specifically for North Bengal?

## **Methodology**

A google form was circulated among the students studying in schools of North Bengal and their responses- a total of 78 students from 36 schools- were recorded and analyzed. Also, oral interviews were conducted for many students group wise.

Results obtained:



1. Majority of the students (74.4%) agreed that their culture and values define themselves.

2. About 56.4% of the students did not have any classes which taught them about their religion and on oral interview of the rest 43.6% of the students, it came to the knowledge that the classes were actually based on Christian principles and ethics and not their own religion.

3. A significant minority of students suffered from dual identity, fluctuating between school culture and family culture. On further interview, it was revealed that most of them studied in missionary schools where Christianity practices were more rigid. One interviewee even said, "They say God is one and that is Christ...even when we pray, we have to make the holy sign... they teach Bible to us but we don't have any religious books from other religions..."

4. 52.6% of students wanted to know about the culture and values of their religion and want classes where they are taught the same.

5. 69.2% of the students agreed that their schools made them aware of the diverse cultures around them through activities. On being asked, their reply was centered around the folk dances of different communities- Bengali, Nepali and Hindi. Students on being asked about the knowledge of tribal cultures, so prevalent in North Bengal, had no idea, except for the few students who lived near tribal residence and were accustomed to their culture.

6. In the GroupWise interview, three images were put up and they were asked to say a few things about the three images. The three images were- one of the cross, the other the Swastika sign and finally, the festival of Muharram. Everyone, irrespective of the religion, had a lot of information on the significance of the cross but the Swastika sign for them was just a sign which people draw when they start something

new and they had no knowledge about the sign being a symbol for Lord Ganesha and that the four arms actually directed to the four Vedas. The third image evoked some answers from the students belonging to the Muslim community but the other students had no idea as to why Muharram was even celebrated.

## **Analysis**

On analysis of the online survey and the oral interview with the students, a significant impact of schools in promoting culture in the youth was observed. Students grow in the way their schools allowed them to grow. The schools were partially inclusive towards a very few communities and that too in certain aspects, not a holistic approach towards the cultures. The students in the convent schools suffered from significant identity fluctuations as their schools were exclusively rooted in Christianity, classes were taken to teach them of the teachings of Bible. There were classes exclusively taken for the catholic people but no classes for the other religious communities. Most of the students had no idea of Mahabharata, or the Ramayana. As can be seen in the survey, a significant minority of the students did not want to have classes where they had religious teachings. On being asked the reason for their rejection, they said that they already had too much time to spend on academic subjects and the careers don't have any basis for the religious teachings, giving way to the idea, that for them academic subjects hold more importance than knowing their origin and identity.

## **Conclusion**

This paper explores the how inclusion between education and culture affects the students, with a focus on the schools of North Bengal. The role of education is analyzed in promoting culture and how it can be used as a tool for promoting cultural diversity and social cohesion. The paper highlights the vitality of understanding education in promoting

culture, and the need for educational policies to meet cultural factors that shape educational outcomes.

Since the schools in North Bengal follow ICSE or CBSE pattern of syllabus and may find it hard to inculcate the cultural and anthropological aspects of religious teachings in the school curriculum in the higher classes, but such teachings can be included in the lower classes, in terms easy for students of that age to understand. Such teachings will allow them to have a glimpse of the rich cultural heritage of the nation they live in and also shape the way their mindset is developed.

A more inclusive education in schools can promote awareness and respect in the students of the diversity around them, and develop their social identity, making them much more confident in their outlooks. The gap in educational achievements between different regions can also be lessened leading to a more inclusive and healthy society in the future where everyone can adapt to an inclusive world.

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## **Role of Education in Promoting Culture and Values in Society**

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### **Introduction**

The NEP 2020 demonstrates the need for a transformation of India's educational system. It acknowledges that India's unique position on the global stage is due solely to its cultural advancements, civilization values, and diverse literature.

As a result, beginning at the foundational level, all curricula and pedagogy must be redesigned to be deeply rooted in the Indian context and ethos in terms of traditions, culture, heritage, language, philosophy, contemporary knowledge, societal and scientific needs, indigenous ways of learning, and so on. This type of curriculum would ensure that our students' education is relatable, relevant, and effective. It will also lead to a strong sense of identity, as the younger generation will be well-versed in India's rich culture and heritage and will be able to take pride in it. The development of a child's intellectual, physical, mental, spiritual, and social abilities is referred to as "integrated development."

True to its name, it focuses on a learner's overall development rather than on just one aspect of the human experience.

## **Important Terms Defined**

### **Meaning of Culture**

Socially transmitted behavior patterns are collectively known as culture. In ordinary language culture means good manners and good taste. Taylor defines culture as “that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits, acquired by man as a member of society.

### **Meaning of value**

Values are basic and fundamental beliefs that guide or motivate attitudes or actions. According to R.K. Mukherjee, “Values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective References, standards, and aspirations.”

## **Objectives of The Paper**

1. To study the importance of value based education for truly sustainable development of our society.
2. To study the importance of culture based education in the society and
3. To know how education paves the way for transmission of culture, preservation of culture promotion of culture, equips man to adapt changing the cultural pattern and molding the personality for restoring unity of mankind through diffusion of culture and removing cultural lag,i.e the impact of education on culture.

## Methodology

This paper is constructed purely on the basis of secondary data collected from various sources of information like websites, research papers and other types of articles and books.

## Discussions

### Importance of Value In Education

Our country of tomorrow is going to be what the young pupils at school, college and university today will make it. Value orientation of modern educational practice is the need of the moment. —One of the major crises facing education in India is that of value orientation. It has been usually argued that the main focus during the last three decades has been on qualitative expansion and consequently adequate attention could not be paid to maintaining standards and quality of education. The output of educational system is not only of poor quality but degradation of the moral values has been noticed. (National policy on Education 1986, Modified 1992). However, Implementation of Value education should be serve the following purposes:—1. Moral Development 2. Cultural Development. 3. Development of wider attitude 4. Development of democratic qualities. 5. Sublimation of instincts 6. Resolving conflicts 7. Cooperative living 9. Maintaining harmony 10. Developing peace in the society. The National Policy on Education of 1986 has very strongly recommended the need of value-education due to the following reasons: 1. Tremendous advance in science and technology has resulted in a complete change in the lifestyle of the people. 2. Science and technology is being used to produce weapons of mass destruction endangering the very existence of the human race instead of using it for the betterment of human life. Putting emphasis on rural education Mohan (2011)

Value in Education has rightly concluded, “Moral education has a place of great significance in the formation of conscience.” 1. Cur-

riculum of Teacher Education Programmed should be value oriented having a balance between theoretical and practical mentioned strategies some others may also be suggested, 2. Professional development of teacher and teacher educators. Teacher must have the necessary knowledge and skills needed for socialization, inculcating human values, managing constitutional obligations, propagating national & international understanding and maintaining peace & harmony.

### **Importance of Culture-Based Education**

Culture-based education is an approach in which teaching and learning happen based on the values, norms, beliefs and practices that are the foundation of any culture. Harvard Professor Jerome Bruner notes “Culture shapes mind... our powers”.

- Culture teaches values, beliefs and traditions.
- It influences the social interaction with parents, siblings, peers and teachers.
- It influences their language and communication.

### **Impact of Education on Culture**

1. **Education Connects People to Their Culture:** Education plays an important role to connect it to the culture of every person. Education becomes more effective when it's relevant to someone's culture. Education shows what culture means and how it can be used by people. Education practices a shared sense of learning and offers culture to all students regardless of their race, worldviews, and personal beliefs. It's a unique language, which is available for everyone.
2. **Preservation of culture:** Every community in our country has a distinct culture of its own and every community tries to preserve its culture and its distinctiveness in its original form. This task can be accomplished only by means of education. Thus, education

preserves the culture of a society.

3. **Transmission of culture:** The process of preservation includes the process of transmission from one generation to another. The famous sociologist Ottaway has rightly remarked 'The function of education is to transmit social values and ideals to the young and capable members of the society.'
4. **Development of culture:** The function of education is to bring the needed and desirable change in the cultural ideals and values for the progress and continued development of the society without which social progress can not take place. Education a cultures an individual modifies cultural processes by research and deeper investigations into all areas of human requirements.
5. **Development of personality:** Education aims at developing the personality of a child. It employs diverse cultural patterns of thinking, behaviour and cultural values so that children are physically, mentally, morally, socially and intellectually develop with the development of society to the maximum extent.
6. **Removal of cultural lag:** While material cultural develop at a faster speed due to scientific and technological inventions non material culture consisting of ideas, values and norms lags behind and create a gulf between the two. Education is the only means by which these gaps can be bridged.

## Conclusion

Education should transmit the culture to the new generation and transform the outlook of the young towards life in the light of the past; in the context of cross-cultural influences and in the light of the future requirements of the individual and the society.. In this setting it very well may be effortlessly reasoned that value education and culture based education impacts all parts of an individual's development and improvement. Along these lines, value education, and culture based education thus, is an essential piece of education which can't be



isolated from the educational process. Value-education and culture based education must be set, consequently, at the focal point of the instructive endeavor which legitimately influences our society for building harmony and peace.

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## Need of Value Education in Value Degrading Society

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### Introduction

Educational methods consists of teaching, learning, training, discussion, storytelling. Education helps individuals mental, physical, cultural and social development. Education become develop by three stages as:

- Cosmic stage of education, where nature was study of education. Educational methods were exploration as discovery and invention to find out cause effect relationship. All forces of nature have taught something.
- Domestic stage of education, where hunter father went for collecting food. After collection of food when he returned home, narrated the adventurous situation of his whole day by time of skole (to sit by fire side). The word school has come from skole.
- Ceremonial stage of education where started requirement of institutionalised education system. The responsibility was dedicated by hand of experienced man; complex social system has felt to make social formal education and application of different specialised knowledge and methods. So, education is a process of society and carried by society.

## Meaning

The word 'education' has been derived from Latin word 'Educatum' meaning the act of teaching or training. There is another Latin word 'Educare' meaning 'meaning to educate, to bring up, to raise up. There is another Latin word 'Educere' meaning to bring out, to lead out. Etymologically education means the act of training, bringing up and leading out.

## Definition

"Education is that which liberates"- Upanishad. Famous Greek philosopher Aristotle defined, 'Education is the creation of a sound mind in a sound body'. According to Plato, 'Education develops in the body and in soul of the pupil all the beauty and all the perfection of which he is capable'. Socrates defined 'Education means the bring out of ideas of universal validity which are latent in mind of everyman'. John Locke defined 'Plants are developed by cultivation and man by education'. According to Gandhiji 'Education helps us to realise truth, goodness and beauty.' John Dewey defined 'Education is the development of all those capacities in individual which will enable him to control his environment and fulfil his possibilities where capacity meant physical, mental and moral capacities.' Swami Vivekananda defined 'Education is the manifestation of perfection already in man'. According to Pestalozzi, 'Education is the natural, harmonious and progressive development of man's innate powers.'

If all elements of education is social, then education is a process of the society, by the society and for the society. So, we can say that education is a social process. From social point of view, we can define 'education is an interactive dynamic, lifelong social process'.

Education is an instrument through which an individual will be able to utilise his own potentialities and to develop the nation. Once Gandhiji said, 'It is merely an instrument may be well used or

abused'. As an educational sociologist and social worker, we should try to establish the value of education and fulfil its aims and objectives. Swami Vivekananda said that education helps to develop our heart which will feel for the people, the poor, the sick, down-trodden, and will devote all its strength and might in their service.

### **Value Education- Concept**

According to Hindu philosophy, where four goals, ideals, care values for better quality of human life as-

- i. Artha (economic value of wealth)
- ii. Karma (Psychological value of pleasure)
- iii. Dharma (moral value of nature)
- iv. Moksha (liberal value of emancipation)

A right and healthy living will be possible by the orientation of value and realisation of value, otherwise the life will be mechanical, self-centred. We should follow Gandhiji, Vivekananda, Radhakrishnan's ideology and their relevance in contemporary value degrading social system, where poverty, unemployment, child labour, drug addiction, prostitution, divorce, dowry, corruption is increasing at an alarming rate. Though several plan of action, project, yojana, legal and constitutional amendment are being taken but no such respective result are not found. If we want to eradicate those above said problem from top to bottom then we need value education, to include value education from primary, secondary to higher education we can able to transform a heavenly society to our next generation.

### **Historical Background**

But in British India, and post-independence India, where several educational commission have been established. In the year, 1948-49, Radhakrishnan Commission was set up and later in 1964-66 Kothari Commission. Several commissions and committees have recommended

character building education by emphasizing on value, ethics and morality.

## Meaning

Value education is a combination of two words as value and education. The meaning of education has been discussed above, but the word value has been taken from the Latin word, 'vale', 'val' from 'valu' meaning strength, worth, valour which is good and fine. So, etymologically, it can be said that value education is a kind and process of education which can able to realise the value of humanity and society.

## Development of Social Values by value education

At first, we need to promote individual value and social value. We the people have to judge people by his human essence and quality and not quantitatively. We never judge people politically, economically and religiously, try to judge by his human essence and humanistic factors like love, affection, emotion, passion, like-dislike, workability, mentality, skill, knowledge, aptitude, efficiency, potentiality after all an equal fellow feeling and heartily realisation. These above said factor are responsible for appraisal of human and social values.

- a) **Self-respect and respect to others:** As an individual, we need to have self-respect which helps to dignify our own quality and workability. Self-respect is vital promoting factor of individuals to raise level of confidence ultimately self-satisfaction. If you are satisfied by yourself then you have satisfaction and respect on other members of society.
- b) **Self-control and group discipline:** Professor Amarnath Ghosh, was an eminent educationist of West Bengal who has opined that self-control is vital factor to maintain the social discipline. Human life is very disciplined life but other animals are not so disciplined like human being. So, to reduce animality and increase

humanity we have to maintain self discipline which in turn will promote self control, is the strong base to establish social control. This self discipline and control are basic component of value education. Value education will help to teach regarding value and essence of an individual, family, group and community, and also the value of material culture and non material cultural content of society.

- c) **Liberal attitude and mind:** Attitudinal liberation is kind of mentality which will help to take and give freedom to self and others where should have no jealousy and rivalry. This attitudinal liberation is inculcated by value education. In curriculum of value education there are more scope to exclude our animality like insulting, inhumiliating, conflicting, striking and torturing, also to develop our humanity as cooperation, coordination, mutual help, support and assistance to others individual and infirm aged, child with special need and backward classes. A teacher can play his role formally to interpenetrate the value of liberal attitude among students in classroom, also informally each parents and family can teach liberal mindedness to children by the process of socialization.
- d) **Greatest good for majority:** Professor Amarnath Ghosh, nephew of saint Aurobindo Ghosh, wanted to enrich ideology of greatest good which is collective and humanitarian ideology where has no place of self-centredness, individualism and own profit. At this contemporary, social situation wherein most of educational institutions become more professional and profit making. A fierce competitive struggle for wealth and power where has only mechanical competitive routine and rat race for more money, power, high status. So, an ideology of objective culture are prevailing everywhere. In cities and metropolitan people become more objective oriented and objective base, more earning of money becomes fundamental trait of objective base society where money is treated as honey. In this contemporary

social value degrading society where subject becomes secondary, no one emphasizes on human subjective value; even honourable judge of Calcutta High Court have expressed his opinion and ideology to Some context of corruption as “I will immerse the drummer (Dhaki) along with deity”. This word is strong and influensive but where has been strong lack of humanity, human value judgement as well as an absence of the educational value. How people are able to compare between inanimate ideal with living being.

## **Conclusion**

In the concluding part, we can say that at this contemporary value degrading society we need to raise our value by inculcating sense of value judgement and realise value of people who may be poor or rich. Higher caste or lower caste, politician or commoners; this liberal attitude came from Upanishadic Education system which was liberal and value based. So, in each and every branch of education need value education, to upgrade our human value and social value.

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## **Analyze The Challenges in Front of Multicultural Education and The Role of Teacher**

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### **Introduction**

In the generation of globalization as our society will become greater established on different societies, it is quintessential that the faculties tackle the troubles of the world as a whole. The improvement of the international identification presents the Students with the College possibility to see how as a Kingdom should now not solely be seen in phrases of the implications for the Kingdom however what are Consequences On the entire have the standpoint to additionally boost a world identification, which have to in flip make them higher residents of the world community. India is a Second biggest us of biggest us of a on the based totally on population. There are so many Culture, religion, Caste and ethnic Crew in my country. There is no longer Viable to consist of the each and every cultural ritual in the Curriculum. This is massive challenges in the building of curriculum. However, some foremost cultural non secular rituals should be protected in the curriculum. In the trainer education, it is now not feasible to be aware of the each and. every cultural ritual. It is task in the front of instructor how encompass the earth cultural traits in instructing getting to know



Process. School is the miniature of the society and sub- device of society. The pupil belongs to each culture, religion, and caste in the Classroom. Multicultural lecture room surrounding s is fruitful for college students in the improvement of the personality. In the length of instructing gaining knowledge of process, the College students apprehend about so many Cultures. It is beneficial in the second improvement and non secular improvement of students.

### **Definition of Multiculturalism**

The notion of multiculturalism is a new thought due to the fact Indian tradition used to be an historic length and medieval length used to be very closed and Conservative society. The thinking multiculturalism represents a new orientation towards the future. Unfortunately, in all the heated dialogue round the time period no Clear definition of the idea has but emerged. People accordingly left to examine are into the time period something their biases. According to Yusof, "Multiculturalism is a System of beliefs and behaviors that recognition and respects the presence of all diverse groups in an organization or society, acknowledge, and values their socio- cultural differences, and encourages and enables their Continued Contribution within an inclusive Cultural Context, which empowers all within the Organization or society.

### **Aims and objectives of Multiculturalism in Education**

India is special us of the world in the base of culture, due to the fact there are so many cultures in this country and one of the Older Cultures in the world. So, multicultural schooling is demand of Indian Scenario. Multicultural Schooling advocates the trust that college students and their lifestyles histories and experiences ought to be positioned at the centre of the educating and getting to know system and Pedagogy ought to in a content that is acquainted to college students and that appear in a addresses a couple of methods of thinking. In addition, instructors

and College students should significantly analyze oppression and strength members of the family in their Communities, Society and the world? Multicultural training can also additionally make contributions to the lives of college students of Shade past the classroom. It can also facilitate the improvement of high quality self-esteem, main to College students who sense. Higher about themselves and their work. This fine view extends to the domestic cultural of the College students as well, demonstrably growing Pleasure in and alleviation with their domestic cultures. Multicultural education may also enhance the skills of students of color with other and ethnic groups, increasing positive cross-cultural interactions. Lastly, multicultural schooling might also grant these college students with the equipment to have higher navigated dominant paradigms of the mainstream white world. Multiculturalism is now not limited to humans of shade it is a regular difficulty that wants implementation in instructional institutions, on all levels. Equality does now not have to suggest monolingual or bilingualism in each building, but it does require. a multicultural awakening in Curriculum improvement which affords Equality.

### **Indian Constitution (1950)**

The Charter of India displays the structure faith in multicultural price for the Kingdom and in the global affairs. The preamble of Indian charter are blanketed the phrases. Justice (Social, monetary and political), Liberty (thought, experience, belief, faith and worship) and Equality (status and opportunity) “Fraternity C (Dignity of the man or woman and cohesion and do integrity of the nation). Under the India Constitution, the vital proper for the humans is, Right to Equality (Article 14 to 18), Right to Freedom (Article-19 to 22), Right to Against Freedom of Religion (Article 25 to 28), Cultural and Educational Right (Article 29 and 30) and Right to Constitutional Remedies (Article - 32). Under the integral obligation of each citizen of India - to up preserve and shield the sovereignty, unity and integrity

of India, to promote Concord and the spirit of frequent brotherhood amongst all the humans of India transcending religious, linguistic and regional or sectional diversities; to resign practices derogatory to the dignity of woman, to enhance the scientific temper, humanism and the spirit of inquiry and reform, to abjure violence.

Goals of multicultural schooling in secondary Schooling level. Multicultural schooling is necessary in Indian state of affairs due to the fact India is a multicultural Country. Basically, in Secondary stage of training it is necessary. There are following dreams of multicultural schooling in Secondary education.

- 1) The primary desires of multicultural schooling is to increase the peace and Concord in the society.
- 2) Improve educational success of all college. Students and multicultural Knowledge.
- 3) Help the scholar to enhance the Knowledge, attitudes and abilities wanted to characteristics inside their personal and different mires cultures and inside would community.
- 4) The multicultural training is casting off the prejudice about different culture, faith and race.
- 5) To inspire college students to take an. energetic position in their personal training by using bringing their testimonies and experiences into the getting to know scope.
- 6) To recognize the Contributions of specific businesses who have contributed to our information base.
- 7) To grant selection-making abilities and indispensable evaluation Competencies so the college students can make higher their daily lives. Options in

There are four fundamental challenges in the front of the implementation of multicultural schooling in secondary training in India. These following:

- a) **Valuing Multicultural Education:** Teachers additionally face

challenges to inserting multicultural Schooling into practice, and push lower back from administration, College systems, and mother and father for educating multicultural education. Part of the venture to Educating multicultural training is structural, Teachers, and even principles, do no longer commonly have whole authority over their classrooms!

- b) **Communicating Complexity:** As instructors labor to build multicultural understanding and encompass multicultural curriculum in their Classrooms, they also battle with precisely want to encompass in a multicultural curriculum. Teachers, already going through quick durations for instructions and few provided multicultural materials, have nonetheless. Face the complexity of the material project to face; the complexity of the materials.
- c) **Changing curriculum:** Few teachers regardless of their training, start their educating Careers at an group the place multiculturalism has already received full integration into the Curriculum on the place they are given free reign over the curriculum. that instructors This Capacity who desire to use multicultural Curriculum ought to discover methods to combine it into their current lesson plans on Combine exceptional multicultural training into the present Curricula.
- d) **Acquiring knowledge:** Banks proposes four areas of information instructors want to successfully enforce multicultural education, fundamental paradigms in multicultural education, major principles in multicultural education, historic and cultural information of most important ethnic groups, and pedagogical expertise to taller curriculum and instructing style.

## Conclusion

Finally, it might also be concluded that range in the nation's Colleges is each an probability and a assist College challenge. Teachers need to students accumulate the social Competencies wanted to have interaction

Correctly with College students from different racial, ethnic, cultural, and language groups. Schools need to furnish possibilities for College students from distinct racial, ethnic, Cultural, and language businesses to have interaction socially underneath prerequisites designed to limit Concern and anxiety. A school's organizational technique must make sure that selection - making is broadly shared and that Contributors of the faculty neighborhood examine Collaborative Competencies and tendencies in order to create caring Surroundings for students. Schools have to Create or make salient outstanding ordinate Crosscutting term memberships in order to enhance intergroup relations. Students must research about stereo tying and different associated biases that have bad results on racial and ethnic relations

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## **Role of Teachers in Imparting Value Education among The Students at The Elementary Level**

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### **Introduction**

Values serve as an individual's guiding principles or standards for behavior and can aid in determining what is significant in their lives. They are a reflection of one's attitudes, choices, judgments, interpersonal interactions, dreams, and goals for life and the world around them. As a result, it's crucial to start teaching them about values at a young age. From a variety of sources, including family, friends, neighbors, the community, religion, traditions, customs, books, the environment, notable figures, and others, an individual might learn diverse values (Banerji, S., & Prasad, R. 2012). Students must be morally conscious of the various societal issues, and as a result, they should be permitted to face the advancements in society, science, and technology while keeping the welfare of humanity in mind. To bring people together with the dwindling traditional values, common and shared ideals must be rediscovered. Teachers and educators actively and unintentionally

transmit values to their pupils through their words, deeds, and conduct both inside and outside of the classroom or institution. As a result, since it is crucial to establishing formal learning, there is a need for cautious and proper preparation when building a value education program. Students occasionally find themselves in circumstances where they must make quick, difficult judgments that may require the application of moral principles in order to produce desirable outcomes (Ramesh, C. 2017).

### **Aims and Objectives of Value Education**

A country's educational system is intertwined with its historical and cultural legacy, as well as its advancement in science and the economy. Thus, offering the value education needed for the next generation in this quick-paced and developed 21st century is the only and most significant strategy to make a nation succeed. The following values should be developed as a result of value education.

- Fostering in students or children a belief in both oneself and in a mysterious supernatural force that is supposedly in charge of the cosmos and human life. fostering a spirit of fraternity among students at the state, national, and worldwide levels, regardless of their race, gender, or caste.
- Building strong moral character in people, societies, and the entire country is the primary goal of value education. As a means of achieving these goals, many states and organizations use various methods. These are secularism, sensibility, neatness, punctuality, scientific approach, work dignity, sportsmanship, equality, fraternity, patriotism, cooperation, tolerance, respect for elders, non-violence, national integrity, and universal brotherhood.
- The whole physical, mental, emotional, and spiritual development of the child. instilling virtues like self-control, accountability, and

cooperative societal responsibility. fostering and growing respect for society and for individuals. cultivating a love of the nation and its integration. assisting students or kids to acquire a self-sufficient mindset and style of life.

## **Role of Teachers**

Teachers have a big part to play in teaching and developing values among students. Teachers are thought of as nation builders, personality developers, advisors, etc. and play a significant role in society. Teachers can teach students values by giving them guidance through discussions, experiments, and lectures, as well as in the ways mentioned below, the following roles are crucial

- A teacher must act as an agent who orients the pupils toward the important situations in life by stimulating, provoking, informing, and sensitizing them. A teacher should encourage pupils to actively participate in debates, discussions, and practical exercises so they can actively consider and reflect on human behavior (Bhardwaj, D. et. al. 2015). In addition, the teacher should help children develop their moral sensitivities by exposing them to works of art, natural beauty, the virtues of human relationships, and deeds.
- A teacher should work to foster an environment in the classroom that is supportive of the growth of high ideas and values. This environment should be one of love, trust, cooperation, and security. A teacher should have the mental and emotional attributes required for the pursuit of knowledge, including a love of learning, curiosity, and a real desire to continue learning and expanding their knowledge, as well as humility and the ability to accept their own ignorance.
- A good social philosophy in the classroom should be one that values social awareness, social fairness, and human rights. They must fulfill their tasks in a way that upholds the teaching



profession's strictest moral and ethical standards (Lakshmi, V. V., & Paul, M. M. 2018). By giving them real-world opportunities and situations to work in, as well as by actively involving them in the right learning experiences, institutional processes in the training institution should aid teachers in developing these skills.

- Children are impacted by instructors more while they are young than when they are teenagers or adults, so school teachers must play a crucial role in influencing children's behavior by instilling healthy ideals. In order to advance to higher education, students' whole performance must be taken into account rather than only their academic performance.
- Values such as teamwork, generosity, cooperation, patience, courtesy, and other traits can be taught via hosting cultural and sporting events. The teacher must instruct the children to visit the libraries, which are a veritable mine of information. The library's collection of classics is full of wisdom and inspiration.
- For pupils to realize or achieve oneness, the teacher must convey the value of yoga and meditation techniques. A teacher is required to spend at least five minutes per day lecturing on value. Teacher them a foreign language to help them understand other cultures. Plan events, outings, and trips to significant historical sites. Activities sponsored by clubs like the nature club, the literary club, the wildlife prevention club, blood drives, etc.
- In order for students to internalize values at every stage and sphere of life in this globalized world, values are caught more often than they are taught they need to grow up in an environment where they can learn empathy, sharing, rationality, spirituality, technological competency, communication skills, etc.
- The teacher plays an extremely crucial part in instilling cultural values in the minds of the children by planning numerous events, such as commemorating cultural weeks, significant holidays, etc. The tendency for students to commit suicide needs to be reduced. It is the teacher's responsibility to provide the students with the

courage and bravery necessary to meet life's problems head-on.

## Conclusion

Values education is actively promoted in Indian schools by the government. The Ministry of Human Resource Development (MHRD) has made significant efforts to instill values in schools and teacher preparation programs. India is also regarded as being the land that introduces values. Value-based education is offered in schools from the first standard to the twelfth standard across India under the direction of B. Shaji Kumar and the New Golden Education Trust (NGET). A crucial component of the curriculum that has an impact on both students and society is value education. Many educators have the propensity to place less emphasis on pupils' overall development and growth. The general welfare of our society will suffer as a result of negligence. Educational institutions must encourage efforts to instill values in children in an effective manner. However, a number of contemporary factors, such as shifting social attitudes, professionalism, poor teaching quality, a lack of responsiveness and accountability, political interference in teacher selection, disregard for merit, etc., are to blame for teachers' diminished status, poor performance, and decline in teaching values.

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# **Role of Education in Promoting Culture and Values**

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## **Introduction**

The importance of values in life and education are over-estimated. Man is rational being and possesses power of judgement. Value means the process of valuation. Individuals are guided by many needs and interests in life. Value judgement turns to be continuous process. Value is abstract and becomes concrete and meaningful through practical life setting. Values are absolute and comparative; absolute value refers to good and right and comparative values arise out of selection of better alternative through exercise of one's power of comparative judgement. Values run through process of education at all points. Values involve educational aim clarify purpose of system without which neither teacher nor the pupil can proceed. Philosophy helps education with its aims and educational values are determined by philosophical determinations. Educational philosophy advocate for educational values.

## **Concept of Education**

Education is the most important and powerful instrument invented by mankind to shape himself in a desirable manner. Any modification in the behaviour of an individual of his interaction with the environment

constitutes learning. The history of the world proves that education has been the root cause for any change which takes place in the social, cultural, spiritual, political and economic aspects of human life. It is nothing but education that not only brings changes but also transforms human animals into rational animals. It also prepares and develops an individual to survive and adjust to surroundings so as to lead a personal and social life.

## **Meaning**

Education is a dynamic and comprehensive concept that has a very wide connotation. The term education has been derived from the Latin word 'Educare' which means "to nourish", "to bring up", "to raise". So, the meaning of the word education is to bring up children physically and mentally.

## **Culture**

Culture has been derived from the Latin word 'Colere' meaning to cultivate or to cherish. Culture is to refine or to civilize the individual and society, it includes modes of behaviour, philosophies and ethics, morals and manners, customs and traditions, religious, political, economic etc. Culture is acquired from individual and social life. Education and culture are interrelated. Cultured means to be educated and educated means to be cultured, balanced, enlightened.

## **Importance of Culture**

Culture provides knowledge for physical, social and intellectual existence of man. Culture made modification possible and easier by providing man necessary skills and knowledge. It helps to preserve and transmit knowledge from generation to generation. Attitude refers to tendency to feel and act; values are measure of goodness

and desirability. Goals refer to attainments that values define worth. Culture conditions attitudes towards religion, morality, marriage, science, family planning, prostitution etc. Culture directs and confines behaviour of an individual; it assigns and provides means for achieving desirable behaviour. Culture controls and liberates human energy and activities. Culture has impact on moulding and developing individual personality. Culture prepares man for group life and provides him the design of living. Man is prisoner of culture.

### **Relationship between Education and Culture**

The system of education impacts on culture of society. True education is incomplete without cultural heritage. Society devoid of culture will have no definite educational organization. Culture of state is powerful on educational pattern. Culture of society should be preserved for benefit of coming generation. Culture is developed by dropping old elements and incorporating few new elements according to changing needs and demands of society.

### **Role of Education in Cultural Development**

Educational institutions including teachers plays an active role in preservation, transmission and development of culture.

1. **Preservation of culture:** Education helps to preserve culture of society. School as an institution has to consolidate spiritual strength of society, maintain historical continuity and secure past achievements. Preservation of culture through education keeps society alive.
2. **Transmission of culture:** Process of preservation is carried on with transmitting it from generation to generation. Function of education or institution is to transmit social values and ideals to young and capable members of society. Traditions of society can't be preserved in absence of cultural transmission. Preservation

and transmission of culture should go hand-in-hand for benefit of society. Education act as tool through which function of preservation and transmission of culture and values are done in society.

3. **Promotion of culture:** Education helps to bring about needed and desirable changes in cultural pattern, ideals, values for progress and continuous development of society. Education civilizes individuals, modifies cultural progress by investigations into areas of human requirements. Social progress will stratify and come to naught if no promotion of culture in society.
4. **Continuity of culture:** Cultural condition should be continued as an essential condition for survival of nation. Without culture, society is bound to decay and die; education upholds continuity of culture through diverse activities and programmes. Children are motivated to learn from cultural interaction among various cultures and develop qualities of tolerance, adjustment with mutual give and take.
5. **Development of personality:** Personality development and shaping of character is significant function of education. It helps to foster diverse cultural patterns of thinking, behaviour of children to ensure social, physical, mental, emotional development.
6. **Cultural reforms:** Culture is dynamic in nature. Education analyses cultures scientifically and brings out all undesirable elements that are uncondusive for development.
7. **Way of life:** Teacher playing an important role in imparting knowledge about meals, attire, home, neighbourhood, respect to elders. This way an educator can best transmit cultural values to his students.
8. **Cultural activities:** Educational institutions and teachers should organise various cultural activities and programmes to inculcate in students about cultural values. Cultural activities like music, dance, drama, debate, talent shows should be organized.

9. **Creative activities:** Teacher as role model should guide and encourage students to invent things and repair appliances. Students must be encouraged to submit write ups, verses, poems, plays, to develop their cultural values.

## **Indian Views on Education and Culture**

Modern education is void of religious content, it is secular. The content is liberal, exoteric, steeped in modern views. It is open to all irrespective of castes, religious groups, and women. It is based on professional structure. The then president of India, Jawaharlal Nehru, comments that one of miracles of history has been the continuity between past and present of India. Even through dark of India's political fragmentation, India holds up her common culture. Though India break up with past, she should not discard core and cream of past culture and heritage. The core of Indian cultural heritage is love of beauty and truth, spirit of tolerance, capacity to absorb other cultures and work out new synthesis. Education helps in wiping away the dirt and dust of ages clouded India's beauty, significance. Education regenerates youth of country to keep them in tune with present. The Indian Education Commission stated, the most important and urgent reform needed in education is to transform it, to endeavour to relate it to life, needs and aspirations of people and makes a powerful instrument of social, economic, cultural transformation, necessary for realization of goals.

## **Conclusion**

Educational values can be put under opinion as individual and social considerations influence educational values. Educators evolve values from their observations and experiences. Educators develop aim and theory of education on basis of acquired values in light of their own interpretation and attitude. Life and education are in flux of change and evolution. Pragmatists for relative values and deny existence of any



universal and permanent value. They believe in flexible nature of value and flexibility, in continuous process of examining values. Values are not individual but social, individuals get socialized through education and prepares for an ideal social living. Marxists place social values at centre stage and all other values clustering round them. Marxists believe in collective and class consciousness of value.

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# **Knowledge about Local Biodiversity among Secondary Level School Students in Darjeeling District of West Bengal**

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&

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## **Introduction**

We have entered in the 21st century, an era of science and technology. Man has made his life much more comfortable than ever before. But, while doing so, he has destroyed his surrounding biodiversity and disturbed nature's balance, which might pose serious threats to sustain life on earth. The protection and conservation of biodiversity has been identified as one of the major pathways to sustainability. This sustainability is in the hands of citizen of the nation and students are the future nation.

Biodiversity is defined as "the variability among living organisms from all sources including, inter alia, terrestrial, marine and other aquatic ecosystem and the ecological complexes of which they are part: this includes diversity within species, between species and of ecosystems". To safeguard the richness of biodiversity, it is essential to raise public awareness, to promote biodiversity education, students' conceptions, interest, and attitude need to be taken into account in the

construction of curriculum (Huang & Lin, 2014).

Environmental Education (EE) acts as an indispensable tool in the battle against the degradation of living environment and it plays a vital role for creating awareness among the Secondary level School Students (Siefer et.al. 2015). According to Bauri&Behera, Environmental Education is a way of creating knowledge, understanding, values, attitudes, skills, abilities and awareness among individuals and social groups towards the environmental protection (Bauri&Behera, 2018).

The landscape of North Bengal encompasses a total geographical area of 12,800 km<sup>2</sup>. Of these, at least 3,306 km<sup>2</sup> are forest area (West Bengal Forest and Biodiversity Conservation Project, Government of West Bengal, 2021). The study area covers the Darjeeling district of North Bengal including the 4 protected areas (Table 1) and non-protected areas (Manoj et.al. 2013).

**Table 1:** Protected areas of Darjeeling District (Manoj et.al., 2013).

| Sl. No. | Protected Areas.                         | Area in Km <sup>2</sup> . |
|---------|--|---------------------------|
| 1.      | Jorepokhri Salamander Wildlife Sanctuary | 0.04                      |
| 2.      | Mahananda Wildlife Sanctuary             | 158.04                    |
| 3.      | Senchal Wildlife Sanctuary               | 38.88                     |
| 4.      | Singhalila National Park                 | 78.60                     |

Hence arises the need of ensuring protection of this area's biodiversity by making future generations aware of its importance through proper education and knowledge.

**Objectives of The Study**

- To find out how knowledgeable secondary level school students of Darjeeling District of West Bengal are about local biodiversity.
- To look for probable means by which awareness about local bio-diversity can be increased among students.

## Review of Related Literature

Following literatures were found related to the present study area-

- Khan in his work about Environmental Awareness among senior secondary school students of Aligarh city, suggested that students can be made environmentally aware through various program related with it. He also said that the key to successful implementation of any awareness programmes are the teachers and the teacher should also be themselves aware of the environment(Khan, 2013).
- Ponmozhi & Krishnakumari in their work related to Environmental Attitude of School Students, found that the student knowledge about Environment was high with approximately 20% variance of attitude when measured with environmental attitude scale (Ponmozhi&Krishnakumari 2017).
- According to the Findings of Bauri & Behera, the attitude of College students in Purulia district of West Bengal towards Environmental studies was on an average. There was no significant difference in relation to their gender, locality, social status or stream of study (Bauri&Behera, 2018).
- According to Fenetahun & Eshetu the knowledge about biodiversity in School Students is very much important to protect all the varied forms of life in ecosystem. Their study showed that few students have knowledge about biodiversity conservation but few does not. To overcome this problem, they suggested for effective implementation of field exposure, group discussion, active classroom session and continuous assessment (Fenetahun&Eshetu 2018).
- Knowledge was found to be the significant predictor that explains 13.4% variance in attitude towards biodiversity and females has more knowledge than males. They also suggested to incorporate continuous biodiversity awareness programs in schools (Khairani et.al. 2020).

## Methodology

Present study follows qualitative survey method. Primary data is collected from secondary level school students through questionnaire and secondary data collected from previous literatures and government documents.

## Participants

60 secondary level school students belonging from different Schools of Darjeeling District participated in this study.

## Tool and Method of Data Collection

The self-made close-ended questionnaire used contains 20 questions, among which 10 questions are about identification of species and 10 questions about general knowledge and conservation of local biodiversity. Correct answer of each question will be scored with 1 each. The participants participated in the online survey done through Google-form.

## Findings

The data obtained from participants showed that very few has a detailed knowledge about their local biodiversity. From graph-1 which shows the result of identification of different species we can see that only 43.33% of students have identified most of the species ( $\geq 90\%$ ) correctly. The percentage of students identifying up to 8 species was 23.33%, up to 6 species was 21.66%, up to only 4 species was 10% and that of below or equal to only 2 was 1.66%. Graph 2 shows students' general knowledge regarding conservation of local biodiversity. 38.33% of students scored between 0-20% and 20-40% each. 20% students scored between 40-60% and only 3.33% scored between 80-100%

which is very low.

## **Discussion**

This study helps us to gain insight on the knowledge level of biodiversity among secondary level school students. Understanding student perception about biodiversity is very much important as it help educators to construct and frame the curriculum accordingly. From the result obtained from graph 1 it is clear that few students have good knowledge about their local biodiversity and rest of them have average knowledge about it. In graph 2 we can see that their general knowledge and idea about conservation of their local biodiversity is very low. Even some of them are aware of the species but they have a very low knowledge about their conservational status, threats to biodiversity and strategies to overcome it.

## **Conclusion**

Environment is an external medium where all living being lives and they are connected with each other through different food chains and food webs. The extinction or depletion of one species will affect all the other species living in that environment directly or indirectly. Hence in order to maintain life on earth each species should be given equal importance for that each must have an idea about their local biodiversity from childhood. But from the above result it is clear that the knowledge of these secondary level school students is very low which is a matter of concern. As students are the future nation and they must have a sound knowledge about biodiversity of their locality because it is their responsibility to safeguard it and Darjeeling district is rich in flora and fauna. So the people living here must have a profound knowledge about it because if we start conservation of our local biodiversity then we can contribute to the global one.

From the result obtained from the graphs we can allude to

incorporate subjects like Environmental Education (EE) which must include local biodiversity along with global one in their curriculum which will assist them to level up their knowledge about their surroundings. The curriculum must also include some fieldworks during their education to enhance their awareness of local flora and fauna which will support children with low wellbeing and resilience.

The curriculum can be divided into two parts i.e. “the nature and self” and “the ecological literacy.” In “nature and self” students will be encouraged to experience and value local biodiversity first handedly by including experience, conservation and caring toward nature. In the second part i.e. “the ecological literacy” students will be made aware about inter-relationship between different species and the impact of human activities on their local environment(Huang & Lin, 2014). Moreover different activities related with local environments must be included in the syllabus of secondary level which will help the students to grow knowledge of the local biodiversity clearly.

The construction of curriculum will be seen from the point of view of the students, so students will be able to determine their own pathways to sustainable living based on well-informed and critical decision making. Therefore, they will develop hope and vision for the future, and a degree of confidence that an individual can contribute to effect change firstly in their local biodiversity which will ultimately serve to the crisis of global issues.

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## **Revitalizing Education and Culture through Tribal Folk Dance with Reference to West Bengal**

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### **Introduction**

Education is an essential tool for the growth and development of any society. However, the conventional education system has often been criticized for being too focused on theoretical knowledge and not enough on practical and experiential learning. On the way to revitalize the education and make it more engaging is by incorporating cultural enrichment activities like tribal folk dance.

In West Bengal, tribal folk dances are an essential part of the state's rich cultural heritage. The tribal communities in the state have a unique style of dance that reflects their history, beliefs, and way of life. By incorporating these dances into the education system, students can learn not only about their cultural heritage but also gain a better understanding of the lives and traditions of the indigenous tribal communities. Tribal folk dances are an essential part of West Bengal's cultural heritage. Revitalizing education through these dances can help preserve this legacy for future generations. West Bengal is the home to a diverse range of tribal communities, each with their unique traditions

and folk dances. Revitalizing education through these dances can help celebrate this diversity and promote cultural harmony.

### **Aims and Objectives**

Revitalizing education and culture through tribal folk dance with Reference to west Bengal can serve multiple aims and objectives. Here are some key points that highlight the purpose of this endeavor:

1. To understand how tribal dance and culture can be effective from a social educational perspective.
2. To inquire about how regional culture is enriched and preserved by the practice of different tribal dances.
3. To find out how impact of tribal dance and culture on students can be made in informal and formal education.

### **Significance of The Study**

The study of revitalizing education through the cultural enrichment of tribal folk dance, with special Reference to West Bengal is significant for several reasons. First, it recognizes the importance of preserving and promoting the cultural heritage of tribal folks overlooked or undervalued in mainstream education. Second, incorporating tribal folk dance into the curriculum can provide students with a more holistic and inclusive education, fostering a sense of pride and belonging among tribal students. Third, It can help bridge the gap between tribal and non-tribal communities, promoting greater understanding and respect for each other cultures. Fourth, additionally this approach can create a more inclusive learning environment which fosters a sense of community and belonging among tribal and nontribal students. Fifth, finally by recognizing the value of tribal culture and traditions, this study has the potential to promote greater respect and understanding among all communities in West Bengal.

## Methodology

This paper attempts to make a qualitative analysis of the subject matter with observation and highlighting the issue with a descriptive map, images. A detailed paper has been done on how any folk dance can transfer knowledge from a person who delivers the dance form to the visitors or learners. Location of some folk type has also been shown on West Bengal map by QGIS software.

## UNIQUENESS AND INDIGENITY OF THE MAINFOLD EVIDENCES OF TRIBE IN WEST BENGAL

Table No.1

| Sl. No. | Dance Forms | District                                     | Tribe             | Explanation of The Dance Forms                   | Instrument               | Purposes and Occasions | Enriching Education  |
|---------|-------------|--|-------------------|--|--------------------------|------------------------|--|
| 1       | Santali     | Jalpaiguri, Purulia, Bankura, West Midnapore | Santali, Munda    | Fast paced, foot work and synchronized movements | Flute and Dhol           | Wedding, harvesting    | 1. Enriching kinesthetic value.<br><br>2. Innovative and creative Dissemination of knowledge |
| 2       | Chhau       | Puruliya, Medinipur                          | Local male people | Intricate mask work, acrobatics and fast paced   | Pipes mohuri and Shehnai | Religious festivals    |  |

|   |           |                           |                       |   |                        |                                       |                                |
|---|-----------|---------------------------|-----------------------|---|------------------------|---------------------------------------|--------------------------------|
| 3 | Jhumur    | Bankura, Purulia, Bardwan | Kurmi, Oraon, Munda   | Rhythmic foot work and graceful hand movements              | Dhol, Madal            | Harvestin-g                           | 3.Enrich vocational education  |
| 4 | Tusu      | Birbhum, Bankura          | Santhal and Mundari   | Man move in clockwise and women in anti clockwise direction | Dhak, Dhol             | Arrival of goddess tusu               |                                |
| 5 | Bhawaiya  | Coochbiha, Jalpaiguri     | Ra-jbang-shi, Koch    | Rhythmic foot work and hand movements                       | Shehnai, Dhol          | Love and natural occasions            | 4.Enrich socio cultural value. |
| 6 | Domri     | Malda                     | Ra-jbang-shi and Koch | Circular formation and rhythmic foot work                   | Drums, pipe instrument | Wedding and auspicious occasions      | 5.Develop moral values         |
| 7 | Raibenshe | Mur-shi-dabad Birbhum     | Bagdi                 | Intricate movements, use of weapons like sticks and swords  | Dhak                   | Bravery and heroism of bagdi warriors |                                |

|    |         |                                       |                             |  |                                   |  |  |
|----|---------|---------------------------------------|-----------------------------|--|-----------------------------------|--|--|
| 8  | Gamvira | Dinajpur,<br>Malda                    | Rajbanshi<br>commu-<br>nity | Forming circle and<br>moving in a synchronized<br>manner   | Large staffs,<br>dhol,<br>shehnai | Charak puja                            |  |
| 9  | Kirtan  | Nadia,<br>all parts of<br>West Bengal | Hindu<br>commu-<br>nity     | Forming a ring and mov-<br>ing round in a circular<br>pattern rising and lower-<br>ing their hands | Harmoni-<br>um, khol,<br>kartal   | Krishna puja                           |  |
| 10 | Baul    | Birbhum,<br>Nadia, Mur-<br>shi-dabad  | Hindu and<br>sufi saints    | Body and foot movements  | ektara                            | Harvesting<br>and natural<br>occasions |  |

Source: Falguni Dey, 2008

## Analysis of the Available Data

“Loko Sanskriti” or folk culture of Bengal is difficult and complex subject to write about due to its wide range of different subjects of diverse nature sometimes absolutely not related to each other like anthropology, psychology etc. which encompasses a variety of features like myths and mythologies, religion and magic, customs and radiations, fair and festivals, oral literature, music and art. (A.Bhattacharaya, 1978)

Folk dances, such as the Baul, Santhali and Chhau are not only a means of entertainment but also have immense educational value. In the formal education system, these dances can be incorporated into physical education programs to help students develop kinesthetic intelligence and body awareness. Similarly, in informal education settings, such as community centers or cultural festivals, folk dance can be used as a tool to promote socialization, teamwork and self expression. They have amazing potential to promote or prevent healthy ageing when they interact with one another (World Health Organisation, 2018).

As folk culture displays major variations from place to place, the device of culture region is a useful starting point for the study of traditional lifestyles in many parts of West Bengal (J.Sen, 2005). It demonstrates the “old ways” over novelty and relates to a sense of community. Folk culture is quite often imbued with a sense of place. If elements of a folk culture are copied by, or move to, a foreign locale they will still carry strong connotations of their original place of creation. The Romanian traditional school has given folk dance significant attention in recognition of the spiritual and pedagogical aspects it encompasses. Folk dancing was always a part of school celebrations, and Spiru Haret’s educational reforms through the statutes for the organisation of secondary and higher education (1888), as well as professional education (1889), were no exception.

Folk culture may be characterized as the collective heritage of a small, stable, closely knit, mostly rural community’s institutions,

practices, skills, clothes, and way of life. Folk culture is governed by tradition, and change is strongly resisted. The home-made and hand-made dominates in tools, music, story and ritual. Folk culture emerges in response to certain physical, social, and financial factors that the community encounters (M. Hussain, 2002).

Folk dance can help to grow innovation and creativity among students in both formal and informal education settings. Learning these dances requires students to think creatively and innovate as they try to master the intricate movements and rhythms. In formal education settings, incorporating folk dance into art or music classes can help students learn about the choreography and musical composition with their peer group. It can also provide an opportunity for students to express themselves creatively through movements and performance with peer group. In community centers or cultural festivals, folk dance can encourage learners to explore their own creativity and develop new innovative dance styles.

The social message by the performers which have been written in regional languages may be collected from poem, drama and other literature which represent the unique message in front of the learner. Through traditional forms of dance such as the Baul, Chhau, Kirtan, Gamvira stories and cultural tradition can be conveyed to learners both young and old. Folk music also transmitted through oral tradition and folk dances. It helps to understand different folk language and their verbal expression among the groups. Example:

*"Sob loke koi Lalan ki jaat songsare*

*Lalan bole jater ki roop dakhlm na ei nojore."*

*"Everyone asks:"Lalan what's your religion in this world?"*

*Lalan answers:"how does religion look?"*

*I've never laid eyes on it. (translated)*

So by the folk dance people can learn different languages (Falguni Dey, 2008)

The traditional dance forms required a range of skills, including dance,

costume design which can all be developed and refined through practice and study. By learning these skills, learners can develop their artistic abilities and potentially pursue careers in fields such as performing arts or cultural tourism. Additionally, the cultural significance of these dances can attract tourists to the region, creating new opportunities for employment and entrepreneurship.

## Findings

According to the analysis, folk dance can improve memory, coordination, spiritual awareness through movement and group analysis. In any folk dance form, there are some unique features like expression, movement, and use of weapons like sticks and swords. That all things require individuals to memorize and recall sequence of movements, which can improve cognitive function and memory. Folk dance can improve self confidence and self esteem with help of their peer group because in the classroom there are multicultural students are found but most of them do not know about the dance. However, they can enrich their confidence, by learning to dance. Participating in folk dance can improve social skills by creating opportunities for interaction and cooperation with others. It can promote a sense of community and belonging, which can lead to improved mental health and well-being. Folk dance can be a powerful tool for spreading and presenting folk literature. By incorporating traditional stories and messages into dance performances, dancer can help to keep these cultural traditions alive and accessible to future generations like Kirtan, Gamvira etc. It involves cardio-vascular exercise, balance, coordination and flexibility, all of which contribute to a healthy lifestyle. Folkdance often has a historical context that can teach individuals about the history and traditions of a particular culture. It can provide insight into the social and cultural customs of a particular time period. It also motivated us for learning folk languages through folk song.



## Conclusion

In the postmodern era of 21st century, the role of science, technology and globalization can never be underestimated rather it is emerging to be quite essential among the survival stages of human life. Under the above circumstances, it becomes necessary to keep the folk dance alive. Making folk culture accessible in every schools can ensure students' exposure to this rich culture by incorporating folk dance into the curriculum.. Teachers can create a positive and supportive learning environment that encourages students' participation and fosters a sense of community. It also a powerful motivator for students and informal learner.

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# **The Role of Society in Promoting Cultural Values: A Sociological Perspective**

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## **Introduction**

Society plays a crucial role in shaping and promoting cultural values within a given community or nation. Cultural values encompass a wide range of beliefs, customs, traditions, and norms that guide individuals' behavior and define the collective identity of a group. These values not only influence how people interact and communicate with one another but also serve as a foundation for social cohesion and stability. From a sociological perspective, understanding the role of society in promoting cultural values is essential for comprehending the intricate dynamics between individuals, communities, and the broader social fabric.

Cultural values are not static but rather evolve over time in response to various factors, including historical events, technological advancements, globalization, and social change. However, it is within the social context that these values are fostered, transmitted, and reinforced. The society acts as a platform for the diffusion of cultural values, providing a framework within which individuals learn, internalize, and perpetuate these beliefs and practices. As such, the society serves as a powerful agent in promoting cultural values by

creating and sustaining social structures, institutions, and systems that facilitate their transmission and continuity across generations.

## **Definition of Cultural Values**

Cultural values indicate that a nation forms its attitudes in accordance with its own customs, goals, and choices. To understand cultural values, we must first define what values are. Receiving something in exchange for something else is frequently referred to as value. Similar to this, respecting and enjoying one's own culture or the historical traditions of a nation means possessing cultural values. One of the duties of the next generation is to accomplish this well. However, cultural values might vary throughout countries and areas.

## **Importance of Cultural Values for Society**

Cultural values are an essential part of society, as they provide a shared understanding of beliefs, customs, and practices that shape the way individuals interact with each other. Here are some of the key reasons why cultural values are important for society:

- 1. Sense of Belonging:** It is cultural values that provide individuals with a feeling of belonging within society. It allows people to connect with other people who share similar values and beliefs and to understand their place in the world.
- 2. Social Cohesion:** Social cohesion is created by establishing a common understanding of appropriate behavior within a community. This helps to reduce conflict and promote a sense of unity and cooperation.
- 3. Preservation of Heritage:** Cultural values are an important part of a society's heritage, and they help to preserve the traditions and customs that have been passed down from previous generations. This is important for maintaining a sense of continuity and connection to the past.

4. **Communication and Understanding:** Cultural values provide a common language and framework for communication and understanding between members of a society. They help to bridge differences in language, ethnicity, and religion and promote mutual respect and understanding.
5. **Economic Value:** Economic values are also associated with cultural values as many people come to visit and observe heritage sites, places, architecture, arts, crafts etc. as a result the society and nation benefit economically.

### **Sociological Perspectives on Culture and Society**

Sociology is the study of human society and social behavior. It encompasses a range of perspectives on culture and society, including:

1. **Structural-Functionalism:** This perspective emphasizes the role of culture and society in maintaining social stability and order. It views society as a system of interconnected parts that work together to achieve shared goals and values.
2. **Conflict Theory:** This perspective focuses on the role of power and inequality in shaping culture and society. It views society as a site of struggle between different social groups with competing interests and values.
3. **Symbolic Interactionism:** This perspective emphasizes the role of symbols and meaning in shaping culture and society. It views society as a series of interactions between individuals who create and interpret meaning through their interactions with one another.
4. **Cultural Studies:** This perspective examines the ways in which culture and society are constructed and reproduced through media, art, and other forms of cultural production. It emphasizes the role of ideology, representation, and discourse in shaping cultural values and beliefs.
5. **Postmodernism:** This perspective challenges the idea of fixed

cultural values and beliefs. It emphasizes the diversity and fluidity of cultural meanings and values and rejects the idea of a single, unified cultural identity.

These perspectives offer different ways of understanding the complex relationship between culture and society. They highlight the ways in which cultural values and beliefs shape social behavior and institutions, as well as the ways in which social structures and power dynamics influence cultural production and reproduction. Understanding these perspectives is essential for developing a nuanced understanding of the complex and dynamic relationship between culture and society.

### **Material and Non-Material Culture**

Material culture refers to the physical objects that people create and use, such as tools, clothing, buildings, and art. These objects can provide insight into the beliefs, values, and practices of a particular culture. For example, the architecture of a culture's buildings can reveal their aesthetic References, social hierarchy, and religious beliefs.

Non-material culture, on the other hand, includes the abstract concepts, beliefs, and values that shape a culture. Examples of non-material culture include language, customs, norms, beliefs, values, and traditions. These elements of culture are intangible, but they play a significant role in shaping the way people behave, interact, and understand the world around them.

### **The Role of Rituals and Traditions in Promoting Cultural Values**

Rituals and traditions play a significant role in promoting and reinforcing cultural values within a society. A ritual is a symbolic action or set of actions that are performed within a cultural context, often with religious or spiritual significance. A tradition, on the other hand, refers to the practices, customs, and beliefs that are passed down from generation to generation within a culture. Some Bengali houses and

civilizations have long-standing traditions of worshipping several deities, including Durga Puja, Kali Puja, Manasoa Puja, Sitala Puja, and others. The reunification of historical and modern communities is thus facilitated in a variety of ways by the effect of continuity. Rituals are the rules and traditions that determine how society's members live their daily lives. Similar to religion, marriage, death, birth, etc., these rituals have been passed down through the generations in that particular society for a very long time. As a result, social customs are evolving from the past to the present and assisting in the preservation of cultural values.

Overall, rituals and traditions play an essential role in promoting and reinforcing cultural values within a society. They provide a way to connect individuals with their cultural heritage, transmit cultural values from one generation to the next, promote social cohesion, and reinforce cultural values and norms.

### **Impact of Globalization and Modernization on Cultural Values**

Modernization and globalization have a multifaceted impact on cultural values. The globalization of the economy has led to increased cultural exchange and interconnection among different societies, leading to a better understanding of cultural values and practices. Also, it can contribute to the spread of positive values such as respect for human rights and sustainability of the environment.

As well as eroding or homogenizing traditional cultural values and practices, globalization and modernization can also result in the erosion of cultures as a whole. As societies become more interconnected and more exposed to outside influences, they may adopt values and practices that aren't necessarily in line with their traditional cultural norms. Cultures can become homogenized and cultural diversity can be lost as a result. Moreover, modernization can often lead to rapid changes in social and economic conditions, which challenge traditional cultural values and practices.

## Challenges to the Promotion of Cultural Values

1. **Globalization:** Due to cultural homogenization, many cultures are losing their distinctive identities and customs. Because of this, it can be challenging to promote cultural values because the dominant culture frequently eclipses them.
2. **Modernization:** Lifestyle and value changes brought on by modernization and urbanization make it challenging to uphold traditional cultural values.
3. **Language barriers:** Cultural values are frequently communicated through language, making it challenging to spread these ideals to a wider audience.
4. **Conflicts:** Promoting cultural values can be difficult when there are conflicts within a society or between cultures. Sometimes, rather than being embraced, cultural beliefs might be perceived as a cause of strife.
5. **Stereotyping:** Stereotyping can obstruct the propagation of cultural values by fostering unfavorable opinions about a particular culture.
6. **Political intervention:** In some instances, political interference can have an impact on the promotion of cultural values by favoring some cultural values over others or by restricting the expression of cultural values.

Overall, promoting cultural values requires a sustained effort that addresses these challenges. It requires a comprehensive approach that takes into account the unique characteristics of each culture and seeks to celebrate and preserve them.

## Recommendation

Based on a sociological perspective, it is recommended that society plays a crucial role in promoting cultural values. Here are a few recommendations:

1. **Encouraging intercultural interactions:** People of different races live in India. Cultural values can be inculcated by each community through cultural exchange with other communities. Cultural exchange refers to the exchange of festivals, rituals and traditions. As a result, the sense of brotherhood will develop easily among different nations.
2. **Promoting education:** School is a miniature version of society, proper knowledge of social interaction of students is possible only through school education. In order to inculcate social values in students, schools and universities need to adopt management to study cultural values and traditions in its curriculum.
3. **Encouraging respect:** As human beings are social creatures yet human beings love to live in a society, social values should be given due respect to exist in such a society.
4. **Supporting cultural institutions:** Societies can promote cultural values by supporting cultural institutions such as museums, galleries, and theaters. These institutions play a vital role in preserving cultural heritage and promoting cultural diversity.

In Conclusion, promoting cultural values requires the collective effort of society. Societies must encourage intercultural interactions, promote education, encourage dialogue, encourage respect, and support cultural institutions to promote cultural values effectively.

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## **Homosexuality: A Darwinian Paradox**

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### **Introduction**

Sexual behaviour takes various forms across organisms, and although it has evolved for reproduction, it also serves other social purposes. The evolution of sex has also led to sexual dimorphism, meaning that there are morphologically and behaviourally distinct male and female genders. Across species, males usually copulate with females (heterosexuality); however, there are numerous possible variations. The new paediatric hormonal and other evidence which has accumulated in the past two decades concerning the cause of male homosexuality or bisexuality is discussed. It includes indirect genetic influence which has now been shown to be present. It is derived that the major cause of male homosexuality is due to failure of masculinisation of the male brain due to temporary but critical prolactin secretion from microprolactinoma present in their pituitary glands. Environment too plays a vital role in individual's sexual orientation.

## Literature Review

Earlier studies have addressed the issue from diverse perspectives. Kirkpatrick (2000) explains how the homosexual behaviour has been considered as a Darwinian paradox. This is because of a genetically influenced focus on non-reproductive sex to the detriment of reproductive sex should have reduced evolutionary fitness (i.e., reduce an individual's number of descendants), and any such genetic variants should eventually go extinct. Kinsey (1948) explores a graphical parameter through which we can identify the gradation of a heterosexual to homo sexual character and even the asexual character. Rice et al. (2012) discusses about the homosexuality as a consequence of epigenetically canalized character.

## Homosexuality

The term 'homosexuality' was coined in the late 19th century by an Austrian-born Hungarian psychologist, Karoly Maria Benkert. Many range of sexual behaviours, including sexual behaviour with people of the same and opposite sex. Sexual exploration and sexual behaviour are not synonymous with sexual orientation. With whom youths have sexual behaviour may be more strongly related to who is regularly in their social environment than with sexual orientation. The term gay is frequently used as a synonym for homosexual; female homosexuality is often referred to as lesbianism.

## Neurohormonal Etiology

A neurohormonal etiology of homosexuality is based on the reasoning that homosexuality depends on the early sexual differentiation of hypothalamic brain structures. The differentiation of these brain structures depends on prenatal androgen action of the brain. Masculinization of brain structures happens because of relatively high

levels of androgens, whereas feminization of brain structures occurs in the absence of sufficient levels of androgens in female. Therefore, homosexual men and heterosexual women have neural sexual orientation centres that are similar to each other and different from those of heterosexual men and homosexual women. Humans whose prenatal sex steroid environment was atypical due to some disorder, most studied is congenital adrenal hyperplasia (CAH), an inherited, autosomal recessive disorder of adrenal steroidogenesis. CAH causes an excessive production of adrenal androgens; in females, this results in fully or partially masculinized external genitalia at birth, and in males it appears to have little or no apparent effect. CAH females exhibit unusually high levels of masculine-type behaviour, including —masculine toy References, high rates of masculine gender identity, emphasis rates of homosexual fantasy and behaviour, and low rates of marriage.

### **Homosexual Behaviour: A Darwinian Paradox**

Homosexual behaviour has been considered as a —Darwinian paradox. This is because of a genetically influenced focus on non-reproductive sex to the detriment of reproductive sex should have reduced evolutionary fitness (i.e., reduce an individual's number of descendants), and any such genetic variants should eventually go extinct (Kirkpatrick, 2000). However, there are at least two reasons why the seeming paradox of homosexuality might be an illusion. First, the fitness consequences of homosexual are largely unknown and may be greatly overstated. Second, sexual reference is not a binary trait with clear homosexual and heterosexual states. Rather it is a continually variable quantitative trait and even interactions of many genes (Bailey et al., 1993), and ranging from exclusively homosexual attraction through all degrees of bisexuality to exclusively heterosexual attraction; for simplification, Kinsey scored sexual behaviour from 0 (strictly heterosexual) to 6 (strictly homosexual) (Kinsey, 1948).

## Number of older sister and male homosexuality

A number of studies have found that the number of older sisters also predicted male homosexuality (King et al., 2005; Schwartz et al., 2010). In more detail, King et al. (Ibid.) measured family size in homosexual and heterosexual men attending clinics for sexually transmitted infections in London. They found that homosexual men had a significantly higher number of older sisters than heterosexual men. In sum, the current evidence indicates that birth order is a significant factor predicting male homosexuality: The lower in the birth order a man is, the higher the probability of being homosexual. To put it differently, the more biological older brothers and sisters a man has the higher the probability of him being homosexual is.

## The Kinsey Scale

Dr. Alfred Kinsey, Wardell Pomeroy, and Clyde Martin developed the Heterosexual Homosexual Rating Scale—more commonly known as —The Kinsey Scale. First published in *Sexual Behaviour in the Human Male* (1948), the scale accounted for research Findings that showed people did not fit into exclusive heterosexual or homosexual categories.

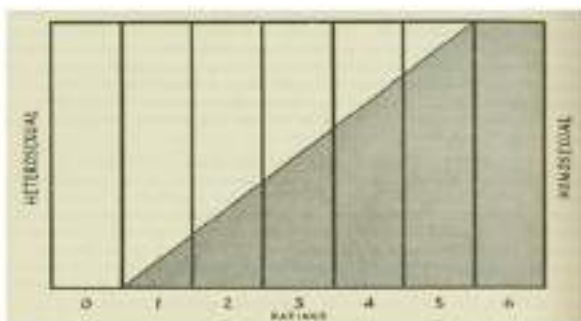


Figure 1- The Kinsey Scale (<https://kinseyinstitute.org/>)

## Rating | Description

0. Exclusively heterosexual

1. Predominantly heterosexual, only incidentally homosexual

2. Predominantly heterosexual, but more than incidentally homosexual

3. Equally heterosexual and homosexual

4. Predominantly homosexual, but more than incidentally heterosexual

5. Predominantly homosexual, only incidentally heterosexual

6. Exclusively homosexual

X | No socio-sexual contacts or reactions

## Storms Sexuality Axis

Michael Storms, a psychologist at the University of Kansas, had been studying sexuality and erotic fantasies, and his research seemed to point to some of these conceptual problems with the Kinsey Scale. Storms also wanted to distinguish between bisexuality and asexuality. In 1980, he proposed a new sexuality scale using an x-y axis.



Figure 2- Storm's Sexuality Axis

([https://commons.wikimedia.org/wiki/File:Storms\\_Sexuality\\_Axis\\_-\\_cs.svg](https://commons.wikimedia.org/wiki/File:Storms_Sexuality_Axis_-_cs.svg))

## Substance of homosexuality

## Gay Gene

HP reported that a section on the X chromosome at the tip of its long

arm called Xq28 was statistically related to gayness, a—gay gene

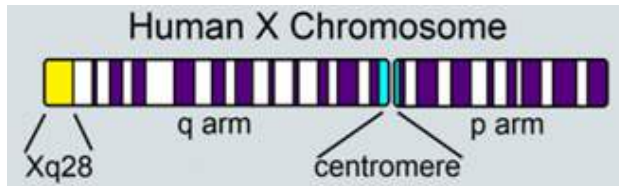


Figure 3- Xq28 gene location in the chromosome

## Gay Brain

Allen et al. (1989) reported that INAH-3 is sexually dimorphic, being smaller in females than males. In a highly publicized article, confirmed that INAH-3 is sexually dimorphic, and in addition, reported that the size of INAH-3 in gay males was the same as in females. In heterosexual men, this rice grain of brain averages about  $1/10 \text{ mm}^3$ , in heterosexual women, about  $1/20 \text{ mm}^3$ , and in gay men, also about  $1/20 \text{ mm}^3$ . This study would appear to support the gay brain equals female brain theory, with male homosexuality presumably resulting from development under conditions of unusually low prenatal androgen concentration or with unusually weak androgen receptors.

## Conclusion

Homosexual behaviour is common throughout the animal world and has often been considered an evolutionary paradox. The existence of the supposed paradox is likely a confluence of the assumption that those who engage in heterosexuality fail to reproduce, coupled with cultural disapproval of homosexual behaviour. Some of this confusion may also stem from the fact that most researchers have considered sexuality to be a binary trait with either homosexual or heterosexual trait states. If sexual reference is a continuous trait influenced by many different genes of small effect, then the persistence of homosexual behaviour is

not particularly surprising. In fact, it may be the case that some degree of bisexuality is actually an evolutionary optimum phenotype in many species, including humans.

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# **Hierarchical Clustering in Writing Motivation of Tribal Students of Primary Education in Manipur**

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## **Introduction**

Hierarchical cluster analysis groups objects or observations based on their similarity, represented in a dendrogram. In primary education, it helps teachers to customize instruction, identify at-risk students, evaluate interventions, and inform policy decisions. Different types of cluster analysis methods include hierarchical clustering, k-means clustering, density-based clustering, fuzzy clustering, model-based clustering, and subspace clustering, each with its own strengths and weaknesses. The choice of method depends on the data and research question. Aim of this study is to examine similarity and dissimilarity pattern of writing motivation among tribal students in Manipur using hierarchical clustering technique.

## **Literature Review on Hierarchical clustering in education**

Four studies have used hierarchical clustering in education to group students based on their learning behaviors (Bollen & Fischbach, 2016), academic performance (Chen & Wu, 2019), diagnostic test

results Karaduman and Tüfekci, 2020), and academic and demographic characteristics (Sabatino and Gobbi, 2018). Hierarchical clustering was found to be effective in identifying groups of students with similar characteristics, which could be used to inform tailored instruction, targeted interventions, and policy decisions. These studies were conducted in online learning environments, primary schools in China, Italy, and in the development of diagnostic tests.

## Method

**Participants:** School and student (grades Three and Four)sampling were carried out in two phases. The schools were selected based on two criteria: the concentration of specific tribal communities and accessibility. The data collection was done by local education officers and teachers, covering hills and valleys. A total of 270 students were included in the study, with participation from Tankhul (n=75), Hmar (n=28), Paite (n=39), Thadou (n=38), Mao (n=29), Poumai (n=21), and non-tribal (n=40) communities.

**Instrument:** The data collection utilized a writing motivation test (Dutta Roy, 2006). Cronbach's alpha values were moderate for each subtest, with documentation (0.64), emotional expression (0.61), creativity (0.57), harm avoidance (0.6), affiliation (0.66), achievement (0.62), and recognition (0.65).

## Results

### ANOVA

Out of the initial sample of 284 students, only 270 completed all items on the writing motivation questionnaire. Results from ANOVA showed no significant mean differences in documentation ( $F(6,263)=1.05$ , ns) and emotional expression ( $F(6,263)=1.26$ , ns) across all communities,

although the level of these motives was generally low, indicating a need for improvement. Manipur students prioritized intrinsic writing motives over extrinsic ones, with achievement (Mean for all groups = 3.81, SD=1.24) and creativity (Mean for all groups = 3.09, SD=1.16) being their preferred intrinsic motives, while affiliation (Mean for all groups = 3.28, SD=1.38) was their most preferred extrinsic motive. Hmar, non-tribal, and Paite students showed a greater reference for creative writing (Hmar: M=3.64, SD=1.06; Non-tribal: M=3.35, SD=1.14; Paite: M=3.26, SD=1.02), while Hmar, Paite, Mao, and non-tribal students showed a stronger reference for achievement writing (Hmar: M=4.64, SD=0.95; Paite: M=4.31, SD=1.13; Mao: M=3.90, SD=1.45; Non-tribal: M=3.75, SD=1.48). Tangkhul and Poumai students showed a greater reference for affiliation writing (Tangkhul: M=3.88, SD=1.23; Poumai: M=3.57, SD=1.60), while Thadou students preferred recognition writing (M=3.11, SD=1.56) over other motives.

**Table 1**  
Writing Motivation across all communities in Manipur (N=270)

|                      |       | Tangkhum | Hmar | Paite | Non Tribal | Thadou | Mao  | Poumai | All Groups | F (6, 263) | p-level |
|----------------------|-------|----------|------|-------|------------|--------|------|--------|------------|------------|---------|
|                      | n     | 75       | 28   | 39    | 40         | 38     | 29   | 21     | 270        |            |         |
| Documentation        | Means | 3.28     | 3.39 | 2.87  | 3.10       | 3.37   | 3.52 | 2.95   | 3.22       | 1.05       | 0.39    |
|                      | SD    | 1.17     | 1.10 | 1.47  | 1.24       | 1.51   | 1.62 | 1.36   | 1.34       |            |         |
| Emotional Expression | Means | 2.60     | 1.93 | 2.44  | 2.63       | 2.55   | 2.48 | 2.29   | 2.47       | 1.26       | 0.28    |
|                      | SD    | 1.12     | 1.02 | 1.21  | 1.43       | 1.25   | 1.45 | 1.19   | 1.24       |            |         |
| Creativity           | Means | 2.77     | 3.64 | 3.26  | 3.35       | 2.82   | 3.07 | 3.14   | 3.09       | 2.97       | 0.01    |
|                      | SD    | 1.26     | 1.06 | 1.02  | 1.14       | 0.77   | 1.13 | 1.42   | 1.16       |            |         |
| Achievement          | Means | 3.55     | 4.64 | 4.31  | 3.75       | 3.37   | 3.90 | 3.57   | 3.81       | 5.10       | 0.00    |
|                      | SD    | 1.07     | 0.95 | 1.13  | 1.48       | 1.02   | 1.45 | 1.25   | 1.24       |            |         |
| Harm Avoidance       | Means | 2.31     | 2.93 | 2.23  | 2.18       | 2.37   | 2.03 | 2.67   | 2.35       | 1.94       | 0.08    |
|                      | SD    | 1.30     | 0.86 | 0.84  | 1.20       | 1.40   | 1.09 | 1.32   | 1.20       |            |         |
| Affiliation          | Means | 3.88     | 2.57 | 2.90  | 2.98       | 3.42   | 2.97 | 3.57   | 3.28       | 5.39       | 0.00    |
|                      | SD    | 1.23     | 0.79 | 1.41  | 1.61       | 1.11   | 1.38 | 1.60   | 1.38       |            |         |
| Recognition          | Means | 2.61     | 1.89 | 3.00  | 3.03       | 3.11   | 3.03 | 2.81   | 2.79       | 3.41       | 0.00    |
|                      | SD    | 1.10     | 1.40 | 1.30  | 1.23       | 1.56   | 1.43 | 1.21   | 1.33       |            |         |

## Cluster Analysis

The average values were used for complete linkage cluster analysis. Figure 1 represents tree diagram of writing motive references of all the groups. Tree diagram represents two sub-clusters. First subcluster includes Tangkhul, Thadou, Poumai communities. Another sub cluster includes students of Paite, non tribal and Mao communities. Hmar community is isolated from the two sub clusters. Looking at the Table 1, it is clear to note that Hmar community possessed comparatively higher mean values in the intrinsic writing motives and relatively less values in the extrinsic writing motive references than other groups.

## Discussion

The Findings of this study are consistent with previous research that has shown the importance of intrinsic motivation in writing (e.g., Amabile, 1996; Deci & Ryan, 1985; Ryan & Deci, 2000). The prioritization of achievement and creativity motives in Manipur students is consistent with other studies that have found these motives to be strong predictors of writing performance and enjoyment (e.g., Csikszentmihalyi, 1996; O'Keefe & Lysaker, 2005). The reference for affiliation writing motives among Manipur students may be related to cultural values that emphasize social relationships (e.g., Triandis, 1995). The greater reference for creative writing among Hmar, non-tribal, and Paite students may be related to individual differences in cognitive and personality factors that facilitate creativity (e.g., Guilford, 1950; Runco & Jaeger, 2012). The stronger reference for achievement writing among Hmar, Paite, Mao, and non-tribal students may be related to cultural values that emphasize achievement and success (e.g., Markus & Kitayama, 1991). The greater reference for affiliation writing among Tangkhul and Poumai students may be related to the importance of social relationships and community values in these groups (e.g., Triandis, 1995). The reference for recognition writing among Thadou students

may be related to the desire for external validation and recognition of one's writing ability (e.g., Maslow, 1943).

The cluster analysis in this study also aligns with previous research that suggests cultural and contextual factors can influence writing motivation. For example, a study by Choi (2005) found that cultural values, such as collectivism, were associated with a greater emphasis on social aspects of writing, such as collaboration and audience awareness. In contrast, individualistic cultures were more likely to prioritize individual expression and creativity in writing.

Overall, the results of this study provide valuable insights into the writing motivation of students in Manipur and suggest the need for interventions to improve the level of motivation, particularly in the areas of documentation and emotional expression. Further research is needed to explore the cultural and contextual factors that may be influencing writing motivation in this region.

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# **The Leadership Skills of Secondary School Heads in West Bengal: An Analysis**

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## **Introduction**

Globalisation, diverse socio-economic challenges, rising environmental stress, the rapid growth of information and communication technology, and scientific advances have transformed secondary schools more dynamic and complex intuitions in recent years. In this context, these schools require Heads of Institutions (HoIs) who are familiar with the latest and most convincing school leadership theories, practices, and skills to ensure student success (Webster & Litchka, 2020). Strong leadership is also indispensable in such institutions for fostering conducive learning environments, supporting teachers in providing high-quality teaching, and influencing student learning outcomes (Darling-Hammond et al., 2022). The fundamental duty of the HoIs is to create school communities of reciprocal care and shared responsibility where each learner is recognised, valued, and supported, as well as to promote a culture of environmental harmony and sustainability for future generations. The HoIs have also the authority to set



contextualised school goals, fine-tune processes, and improve practises to optimise learners progress and growth (Maybelle et al., 2022). Thus, many initiatives and activities are needed to properly manage schools, resulting in enormous workloads that make it challenging for many HoIs to lead schools successfully. In addition, the United Nations Sustainable Development Goal (SDG) # 4.1 calls for committed nations to “ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes” by 2030 (United Nations, 2015). India, despite its commitment, is still a long way from meeting the target of “affordable and quality education for all” as envisaged in the National Education Policy (NEP), 2020. That is why educational policymakers, practitioners, and researchers are increasingly recognising HoIs’ leadership skills as essential to ensure equity, quality, and efficiency in educational access, provision, and success in today’s secondary schools.

### **Secondary School Heads Vis-A-Vis Leadership Skills**

Recent studies indicated that the HoIs must have the skills and expertise to use 21st-century teaching and learning approaches to assist learners in achieving their intended goals. De Castro & Jimenez (2022) showed 21st-century leadership skills of the school principals significantly influence the teachers’ job performance. However, HoIs’ leadership skills remain a relatively understudied area, especially in developing countries like India, where the goal of providing quality school education is still either underdeveloped or emerging. As a result, there is a clear gap between the vision and mission statements and the school practices (Mukhopadhyay, 2023, p.3). The HoIs’ leadership skills play a critical role in minimising the gap. Thus, further research is still required to get a better understanding of secondary school Heads’ leadership skills from a wider perspective. In the present study, a modest attempt has been made to analyse the leadership skills of the existing HoIs of secondary schools in the context of West Bengal, a

state in eastern India.

## Conceptual Framework of The Study

The variables considered in this study are listed below:

**I. Variable under investigation:** Leadership Skills (LS) of the Heads of Government-sponsored Bengali-medium secondary schools in West Bengal;

**II. Categorical Variables (CV):**

(i) **Gender of the respondents:** Male (M) and Female (F)

(ii) **Location of the schools:** Rural area (R) and Urban area (U)

(iii) **Academic backgrounds:** The HoIs are divided into two groups on the basis of academic backgrounds:

a) Science backgrounds (SB) having M.Sc. degrees or equivalent, and

b) Humanities backgrounds (HB) having M.A. or M. Com or equivalent.

(iv) **Service experiences:** The HoIs are divided into two groups on the basis of service experiences:

a) High service experiences (HSE)  $\geq$  (Mdn + Q) years

b) Low service experiences (LSE)  $\leq$  (Mdn – Q) years

Where, “Mdn” represent the median of respondents’ lengths of service in years and “Q” their quartile deviation.

## Objectives of The Study

This study investigates how Heads of the Government-sponsored Bengali-medium secondary schools in West Bengal differ in terms of their leadership skills depending on: gender, school locations, academic backgrounds, and service experiences.

## Null Hypotheses

For the HoIs of Government-sponsored Bengali-medium secondary schools in WB:

- <sup>1</sup>H<sub>0</sub>: There is no significant difference in the leadership skills between male and female HoIs.
- <sup>2</sup>H<sub>0</sub>: There is no significant difference in the leadership skills between the HoIs of rural and urban schools.
- <sup>3</sup>H<sub>0</sub>: There is no significant difference in the leadership skills of the HoIs having science and humanities backgrounds.
- <sup>4</sup>H<sub>0</sub>: There is no significant difference in the leadership skills of the HoIs with high and low service experiences.

## Delimitation

The study is delimited to -

- (i) **Type of Schools:** Government-sponsored Bengali-medium secondary (including higher secondary) schools under the administrative control of Govt of West Bengal (GoWB) and academic control of West Bengal Board of Secondary Education (WBBSE) and/or West Bengal Council of Higher Secondary Education (WBCHE).
- (ii) **Definition of HoIs:** The HoIs are either Headmasters or Headmistresses or Teachers-in-Charge of Government-sponsored Bengali-medium secondary schools.
- (iii) **Definition of Leadership skills:** Leadership skills involve using knowledge and talents to achieve goals. Leaders may learn and improve their skills (Northouse, 2019). This study defines leadership skills as the ability to perform job-related behavioural or cognitive activities. It includes administrative skills, communication skills, cooperation and empathy, decision-making skills, honesty and integrity, motivation skills, innovation skills and stress management skills.

## **Methodology**

The researchers used descriptive-quantitative research design as Methodology of this study.

### **Population**

The researchers included all the HoIs of Government-sponsored Bengali-medium secondary (including higher secondary) schools affiliated with and recognised by the GoWB, WBBSE and/or WBCHSE as the population for this study.

### **Sampling**

The researchers selected the sample using multi-stage random sampling technique. Initially, two districts from each division among the five administrative divisions of WB were randomly identified. From the WBBSE and WBCHSE websites, then the HoIs of Government-sponsored Bengali-medium secondary schools of identified districts of West Bengal were further identified by locality (rural or urban) and by gender (male or female). Finally, the researchers randomly picked six secondary HoIs from each tier to obtain 120 samples.

### **Research Tool And Its Settings**

This quantitative study was carried out using the following adapted standardised tool:

#### **❖ Leadership Skill Test (LST) and its adaptation:**

To measure leadership skills of the Heads of secondary schools, the LST of Talesara & Bano (2019) was adapted and was specifically adjusted to suit the local conditions and educational settings. It is a self-reported 26-item scale of leadership skills (5-point Likert scale type with a maximum score of 130 and a minimum score of 26).

Cronbach's alpha of the LST is found to be 0.82, (N = 200). The validity of the test has been confirmed by two experts in education.

### Data Collection, Organisation & Presentation

Data were collected via online with the help of Google link and 120 HoIs were considered for analysis. The HoIs were categorised as follows:

**Table 1:** Sampling distribution based on gender, location of schools, academic backgrounds& service experience of the HoIs

| Sl. No. | Categorical variables | Respondents categories             | No. of HoIs | Total |
|---------|-----------------------|------------------------------------|-------------|-------|
| (i)     | Gender                | (i) Male (M)                       | 60          | 120   |
|         |                       | (ii) Female (F)                    | 60          |       |
| (ii)    | Location of schools   | (i) Rural (R)                      | 60          | 120   |
|         |                       | (ii) Urban (U)                     | 60          |       |
| (iii)   | Academic backgrounds  | (i) Science backgrounds (SB)       | 50          | 120   |
|         |                       | (ii) Humanities backgrounds (HB)   | 70          |       |
| (iv)    | Service experiences   | (i) High service experiences (HSE) | 58          | 120   |
|         |                       | (ii) Low service experiences (LSE) | 62          |       |

### Data Analysis

The methods of data analysis include inferential statistics (t-test) only.

Table 2: t-value for Leadership Skills based on different categorical variables (i.e. gender, location of schools, academic backgrounds and service experiences of the respondents)

| Categorical Variables       | Cate-gory | Mean   | SD ( $\sigma$ ) | SEM   | N   | df  | t     | P(2-tailed) | Sig.        |
|-----------------------------|-----------|--------|-----------------|-------|-----|-----|-------|-------------|-------------|
| (i) Gender                  | M (60)    | 112.47 | 6.833           | 0.882 | 120 | 118 | 2.265 | 0.025       | P<0.05 (S)  |
|                             | F (60)    | 109.65 | 6.792           | 0.877 |     |     |       |             |             |
| (ii) Location of schools    | R (60)    | 111.05 | 7.019           | 0.906 | 120 | 118 | -0.01 | 0.987       | P>0.05 (NS) |
|                             | U (60)    | 111.07 | 6.898           | 0.891 |     |     |       |             |             |
| (iii) Academic back-grounds | SB (50)   | 111.5  | 6.188           | 0.875 | 120 | 118 | 0.46  | 0.646       | P>0.05 (NS) |
|                             | HB (70)   | 110.91 | 7.316           | 0.874 |     |     |       |             |             |
| (iv) Service experiences*   | HSE (29)  | 110.14 | 7.525           | 1.397 | 68  | 66  | 0.036 | 0.972       | P>0.05 (NS) |
|                             | LSE (39)  | 110.08 | 6.539           | 1.047 |     |     |       |             |             |

## Results

The first Null Hypothesis ( $^1H_0$ ) is rejected and other three Null Hypotheses ( $^2H_0$   $^3H_0$  &  $^4H_0$ ) are retained.

## Findings of The Study

In the case of the HoIs of Government-sponsored Bengali-medium secondary schools in WB:

- I. The male and female HoIs significantly differ in their leadership skills.

II. There is no significant difference in the leadership skills between the following pairs:

- a. the HoIs serving at rural and urban schools;
- b. the HoIs having science and humanities backgrounds, and
- c. the HoIs with high and low service experiences.

## Discussion

- ❖ Male and female HoIs of the Government-sponsored Bengali-medium secondary schools significantly differ on their leadership skills scores. This finding is consistent with MERT (2021). Such differences were also prominent in the past, when most of the work processes were manual, but at present, due to the dominance of technology, these differences are on the wane. These differences might be attributed due to schools' lack of technology or HoIs' reluctance to adopt it.

However, school locations, academic backgrounds, and service experiences do not significantly affect the HoIs' leadership skills. This could be due to the fact that:

- a) The HoIs are recruited centrally across the state after meeting minimum eligibility criteria;
- b) They render service at their respective schools under almost similar types of infrastructural, environmental, and socio-economic conditions, institutional culture, as well as administrative and management control;
- c) They have to adopt the same curriculum and syllabus in their respective schools;
- d) They provide services in schools to meet the common goals as enshrined in our constitution;
- e) They receive similar pre-service and in-service training from similar sources.

The Government's planned support may help future School Heads in developing leadership skills.

## **Limitations**

- 1) The small sample may lead to type I and II errors in accepting or rejecting null hypotheses.
- 2) The self-assessment tool (i.e. LST) used to measure respondents' leadership skills might reduce test reliability.
- 3) Differences in leadership skills due to caste consideration could not be tested.

## **Conclusion**

The common facilities in different spheres of service life of the HoIs of secondary schools under study reduce the gap in leadership skills. The only significant difference in leadership skills owing to gender disparities might be minimised by adopting targeted capacity building programme for HoIs and incorporating advanced technology into school teaching, administration, and management.

## **Acknowledgement**

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# **Emerging Trends of Political Involvement of Higher Education Students in India: A Qualitative Study**

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## **Introduction**

Political system is a lifeline of any country which is affected by the health of world politics. Indian democracy is also a stimulus of the country's political system. Every aspect of our country is affected by the health of that political system. The word politics means the process of policy making, or another word we can say setting the policy means creating a framework, so that it can also work for all citizens. Synonymously the word Rajniti is a combination of two words- 'Raj' which means exercise of government, administration, authority and sovereignty and 'Niti' means morality or principle. Consequently, Rajniti is associated with the rule of law to govern a polity and the utmost importance is to run a country. In the political arena of India, the student's movement occupies an important chapter. Modern student's movement was born in audacious struggle for Indian freedom against imperialism. The history of student's movement has covered a long mileage as compared to the student council elections.

## **Objectives**

The purposes of this article are-

1. To explore the vision of student politics in present India.
2. To analyze the necessity of student's political involvement in higher education level.
3. To identify the emerging trends of student's political involvement in India at the level of higher education.

## **Review Related Literature: In India**

Yanthan, M (2019)<sup>5</sup> studied on the 'Political Attitudes and Political Participation of Students in Higher Educational Institutions in Nagaland' shows family upbringing, mass media have positive influence on students' political orientation to shaping their interest and attitudes regarding politics. The study further reveals that a positive connections between teachers and students which enhance the students' involvement in political activism. The study also showed that Naga students do not have trust in their political leaders and parties.

## **In Abroad:**

Sayyari, S. & Vakilzadeh, H.(2022)<sup>4</sup>. Studied on 'Assessing the effect of the Iranian political trends', brandson voters', choice (Case-study: students of Tehran University)' This research investigates the effect of political brand elements like ideology, candidate, policies and slogans- of Iranian political trends on voters', choice in 2017 Iranian presidential election. Data was collected from 377 students of the University of Tehran. The result show that three of four political brand elements of political trends in Iran-including ideology, candidate and policies have positive effects on voters', choice.

## **Methodology of the study**

Methodology followed in this study is exploratory and analytical. The article will identify the emerging trends of higher education student's political involvement in India. The study also analyzes the need of higher education student's political involvement. And this article will explore the political future of India.

## **Data collection**

Primary data has been collected through observation, Interview of student leaders and politically active students. And secondary data has been collected through legislative debates, news papers, articles, TV news, social media profiles, videos etc.

### **1. Reality of student politics in today's India:**

The sad truth of Indian politics is that, the political system is intended and created to solve the problems of the country has in itself the biggest problem of the nation. Student union politics is about hundred years old now. But most of the states in India presently stands and talks about depoliticization of educational institutions. Now the question is that the students of higher education do not need political lessons? If not, then where from they will get political knowledge? Thousands of students are extremely keen and potentiality to change the political process for better and bright future of nation. But the political system discourages and demotivates them to getting into politics.

On the contrary, young students those who are motivated in politics, they join and devote themselves for many years, but they do not get respect for their meritocracy and sincerity in that system. For the political hierarchy and monarchy even they don't get tickets to fight in elections. In this system, a student belongs to a conventional family who passionately joins the political party; his/her talent and

hard work are not rewarded. So how can we encourage the common pupils to this political gaming process? Resultantly the polity of our nation is maligned by the larger malaise.

## **2. Need of higher education student's political involvement:**

Student's politics is the mother womb of many unique and genius leaders for our country who had ruled and lead our country for many years. Like Mahatma Gandhi, Dr. Rajendra Prasad, Lal Bahadur Sastri, Bhagat Singh, Prafulla Chaki, Khudiram bose and so many legends. So student politics plays a role as an integral part of Indian democracy. But Student's political interest is decreasing day by day. Presently the list of student's involvement in political field is least amount. Apart from the issues of fights and hooliganism, the institution is a place where students will be politically matured and acquires the whole consciousness about their political rights and norms. Today's student politics is sacked, hooked and controlled by the ruling party through their money and muscle power<sup>1</sup>. Ruling party is parenting those elected and selected student leaders as per their motives. Hence, parents also feel insecure about the youth political involvement. But it is not always necessary for students union to be a follower of the ruling govt. or a particular political party. Higher education students should rise up against injustice and move forward in the light of future. Student politics can become a replica of tolerant politics and they can create a violence-free political sphere.

## **3. Emerging trends of political involvement of higher education student's in India:**

Reality reveals that the political system now depends on money power, muscle power and nepotism or dynasties affiliations. Emerging trends of higher education student's political involvement

is to get financial benefits, to get power, to get a job, to enhance political portfolio or to be a popular figure in social media. They are involving themselves in politics only for self-serving rather than the sake of adhering to any political ideology or providing leadership to the country. Without such a manner, these students start spite dealings in their educational institutions from the admission process to examination system. Another trend is a general worker of any particular party can get job easily. Hence, student representatives are engaged themselves in political field to get job without any hassle and this is how corruptions started at the initial stage. Power and affiliation over the institution are also the trend of student's political involvement. They feel that, they can control over the officials and professors and easily achieve or resolve any academic and administrative work not only for themselves but also for other students. Thus they are willing to increase their political portfolio by showing the influence of their power. Another most emerging trend is to enhance popularity over the technological platforms or digital world by uploading their updates of various political activities on their social media profiles.

People say that juveniles should enter the politics to change the system astray. But the enticement of the ruling government is leading them off track. Some states of India declared to boycott student council elections in educational institutions, because this system witnessed violence like general elections. All those states are said to have non-political organizations of students in institution. But is there anything exists apolitical? If answer is affirmative, then what's the democratic way? In this case, the ruling government is regulating the union in the institutions in a roundabout way by forming their student's representatives. The simplistic attitude of students is easily shaped by political parties or leaders to fulfill their party needs. Hence, many times due to lack of maturity they are becoming corrupt and not even realizing it. It appears that instead of healing the wound, more problems are being dragged out by this

system. Students should have the right to spoke for their own but ruling parties are imposed their own words on them, which is not desirable in terms of student politics.

## **Concluding Remarks**

Unfortunately today in this country politics seems like a nasty thing. This was not meant to be. Politics means the process of policy making and a politician means somebody who is engaged in the policy making process. India is changing very rapidly with youngster's ideas or without them. Now students have to decide they will use their intellect for betterment or not. If students do not involve in politics then their political thinking will not mature. However, in this process, the money making system should be stopped. Student council is the sphere of students mind development in the social perspectives. Some institutions gives the scope to students for free thought, opportunity to debate and the basic idea of democracy prevails in India, those campus have the environment of harmony with the students council which makes a student a better human being. Even today, in many educational institutions, students are standing up to injustice and raising questions. Lessons should be learned from all these institutions that how to cope up with the environment that has created a negative impact and misguided students councils. There is a definite need for student's involvement in the political sphere of India. Student council should aim to ensure the victory of Indian democracy.

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# **Innovative Teaching Strategies to Promote Enjoyable and Engaging Learning**

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## **Introduction**

Innovation and diffusion of knowledge are the heart of the growth process, be it in the area of education. Continuous innovation is therefore, crucial for all the educational systems. The skill to think and to innovate is a desirable 21st century skill from the students. Innovation in education encourages students and demands teachers to be proactive to research, explore, and use multiple strategies to come out with novel ideas or a strategy to uncover something new. Innovation involves a different way of looking at problems and solving them. It also contributes to improve overall quality of education because it catalyses students to think out of the box, and helps to solve complex problems. The school environment must focus on giving space and encouragement for teachers to innovate. It is fast becoming a way of learning and teaching for both students and teachers respectively.

## **Methods of Innovative Teaching**

Kalyani & Rajasekaran(2018) has pointed out that the following innovative teaching methods to be followed in the real classroom teaching:

### **i. Love What You Do.**

You can give your best only if you truly love what you do. You will be more creative and inspired when you are not stressed. Loving your work keep you relaxed and give you room to experiment new ideas.

### **ii. Audio & Video Tools**

Incorporate audio-visual materials in your sessions. Supplement textbooks with models, filmstrips, movies and pictorial material. Use info graphics or other mind mapping and brain mapping tools that will help their imagination thrive and grow. These methods will not only develop their ability to listen, but will also help them understand the concepts better.

### **iii. Brainstorm**

Make time for brainstorming sessions into your classrooms. These sessions are a great way to get the creative juices flowing. When you have multiple brains focusing on one single idea, you are sure to get numerous ideas and will also involve everyone into the discussion. These sessions will be a great platform for students to voice their thoughts without having to worry about right or wrong.

### **iv. Classes outside the Classroom**

Some lessons are best learnt, when they are taught outside of the classroom. Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. The children will find this fresh and exciting and will learn and remember the things taught faster.

#### **v. Role Play**

Teaching through role play is a great way to make children step out of their comfort zone and develop their interpersonal skills. This method comes in handy, especially when you are teaching literature, history or current events. The role playing approach will help the student understand how the academic material will be relevant to his everyday tasks.

#### **vi. Welcome New Ideas**

An open- minded attitude can help you innovating new teaching methods. Though open-minded, sometimes most of us show reluctance to new ideas. If you're a teacher never do this, always try to accept new ideas even if it looks like strange at the beginning.

#### **vii. Puzzles and Games**

Learning is fun where puzzles and games are part of education. Children may not feel they're learning when their lessons are introduced through games. Puzzles and games help children to think creatively and face challenges.

#### **viii. Refer Books on Creativity**

To be a creative teacher, you need to do some research on creative ideas and techniques. There are a lot of books on creativity. Choose some of the best works and start learning, it will be helpful for your professional development as well.

#### **ix. Introduce Lessons like a Story**

Learning sessions become more interesting when you introduce it like a story. If you are creative even math lessons can be related to interesting stories. With even the Knowledge and Human Development Authority (KHDA ) emphasizing on schools to take measures for improving the quality of teaching and learning, these innovative ideas are sure to make teaching methods more effective.

## **Innovative Learning Methods**

### **i. Crossover Learning**

Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These connected experiences spark further interest and motivation to learn.

### **ii. Learning through Argumentation**

Argumentation helps students attend to contrasting ideas, which can deepen their learning. It makes technical reasoning public, for all to learn. It also allows students to refine ideas with others, so they learn how scientists work together to establish or refute claims. Teachers can spark meaningful discussion in classrooms by encouraging students to ask open-ended questions, restate remarks in more scientific language, and develop and use models to construct explanations. Professional development can help teachers to learn these strategies and overcome challenges, such as how to share their intellectual expertise with students appropriately.

### **iii. Embodied Learning**

Embodied learning involves self-awareness of the body interacting with a real or simulated world to support the learning process. When learning a new sport, Executive summary of physical movements is an obvious part of the learning process. In embodied learning, the aim is that mind and body work together so that physical feedback and actions reinforce the learning process.

### **A. Effective Classroom Management Skills:**

Hamilton(2010). has pointed out the best outcome of constructive management is derived from a mixture of skills and practical strategies. So, what are the skills that we are talking about here? According to experts, you should:

Possess time-management skill, Be self-disciplined, Have keen observation skills, Be able to attain student engagement, Be patient and kind, Have strong communication skill, Be an expert on your subject-matter, Be organized and have a positive attitude.

## **B. Classroom Management Techniques:**

To put your skills to use, you must know what are the techniques of classroom management that work best for your students. Read on to learn about some practical and effective strategies. Shulman(2018) studied here are ten ways teachers can create innovative learning spaces:

Build an authoritative personality, Know your subject well, Involve students to create classroom guid, Crossover Learning, Learning Through Argumentation, Incidental Learning, Context Based Learning, Computational Thinking, Learning By Doing Science, Embodied Learning, Adaptive Teaching, Analytics of Emotions, Stealth Assessment

## **Conclusion**

Innovative teaching strategy methods and learning methods in the classroom by giving the students a new way of train their skills as well as innovation in teaching methods is an effective approach to make positive change in students' behavior and attitude towards learning, to improve their motivation and engagement. Encouraging teaches to adopt new method technology into the classroom and use multimedia to modify the contents of the material. It will help the teacher to represent the lessons in a more meaningful way. By incorporating new methods students are motivated to pay more attention and retain the information better. The core objective of teaching is passing on the information or knowledge to the minds of the student. Teaching depends upon successful mode of communication. Innovative teachers and faculty developers need each other. So that, you can achieve greater

results through regular implementation of the above mentioned strategies which will be more helpful for to promote enjoyable and engaging learning. Innovative teaching strategies will lead to a learning society in which the creative and intellectual abilities of students will allow them to meet the goals of transformation and development.

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# **Emerging Trend and Issues in Indian Education System: A Spatio-Temporal Perspective**

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## **Introduction**

Education is one of the essential factors for the development of society (SIAKAS et al. 2019). Since time immemorial, education has played a significant role in the transformation of a primitive life into modern life (Desjardins 2015). The economic growth and development of a country are often dependent on the level of education. However, in order to progress and social improvement, individual must follow the current trends in education and accept new inventions of its framework (Devi et al. n.d.). According to UN projection, India surpasses China as the World's most populous country during 2023 (United Nations 2022). After independence, the education system of India aimed to promote national development by introducing compulsory and free education to

strengthen the socio-cultural aspects of the country (Kumar and Scholar 2017). Modern education from elementary to higher study is often gets criticised. Even in the 21st century, there is a huge difference in the quality and accessibility of the education system in rural India compared to that in urban areas (Dey and Bandyopadhyay 2019). Another major problem in India's education system is the divide between public and private school. People from urban areas can take advantage of private schools, whereas poor rural people have to rely on public school due to a lack of affordability. The socio-economic, regional disparities, sex differential in literacy, poor infrastructures, and lack of ICTs in rural area, huge gap in demand and supply of medical education, dominance of private school over public schools are still some major concerns for the country (Rashid and Mir 2023). The present study intends to focus on the recent trends in the Indian education system and major issues associated with them.

## **Methods and Materials**

The study used secondary sources of information that have been collected from different web portals, research articles, journals, books, government reports etc. Special emphasize was given to Web of Science (WoS) and Scopus for retrieving relevant information from articles. Internet archive: A digital library was also accessed for obtaining different reports. A systematic review was conducted on research articles that focused on the present topic.

## **Indian Education System in Pre-Independent Periods**

The history of education in India during pre-independent period can be divided into four main periods. 1) From early time to 1813, 2) from 1813 to 1853, 3) from 1854 to 1920, 4) from 1921 to 1947. During the early stages, education was oriented towards missionaries, and earliest activities were confirmed to primary education in India. Instruction



should be imparted by mother tongue and regional languages. Portuguese missionaries introduced printing for the first time in India in 1556. With the establishment of the Charter Act of 1813, Indian education was directed towards elementary as well as higher education. During this time, the education system promotes the knowledge of modern science. In 1854, Charles Wood prepared a dispatch for the Indian education system that perhaps emphasized on mass education along with vocational and teacher's training. It also laid stress on provincial medium at school and secularism in education. As a result of Wood's dispatch, universities were constructed in 1857 in Calcutta, Bombay and Madras (Yadav et al. 2015). To improve the primary and secondary education, the government of India appointed a commission on 1882 under the chairmanship W.W. Hunter. Hunter commission realized the importance of women education, Vocational education. Indian Universities Act was formed in 1904, which focused on research work in universities. The government should appoint fellows for the development of research work. According to government resolution, 1913 the state governments were encouraged to provide free elementary education to impoverished section of society. The practical training in technical course and the value of research work were also appreciated. The provincial autonomy was given power to control over the education system by Government of India Act, 1935 (Govt. of India Act). After that, several committees were set up by state and central government for overall development of education. Most important recommendations were made by Hartog Committee (1928), Wood-Abbott Committee (1937), Zakir Hussain Committee (1937), Kher Committee (1938-1940) etc. The Sergeant plan was recommended free and elementary education for 6-11 age groups and a university course for 3 years duration after higher secondary. The plan also strengthens the scope of technical education, teachers' education, inclusive education. The plan also eliminates the intermediate course in education.

## Indian Education System in Post-Independent Periods:

University Education Commission, established in 1948, will look after the status of University Education under the Chairmanship of Dr. S. Radhakrishnan. This commission emphasised the rapid expansion of universities throughout the country. Another commission, which is known as the Mudaliar Commission (1952-53) played a significant role in the development of secondary education. The commission has suggested to introduce the higher secondary education along with a three years degree course. The Kothari commission came into being in 1964 with the objectives of promoting the all-round development of education system and proposing to construct a comprehensive national policy on education. According to National Education Policy 1968, the regional language should be given priority in the learning process since then three-language formula should be implemented in secondary education (Report of Education Commission, Secretary, Ministry of Education 1966). In accordance with 1968 National Education Policy, priority should be given to the development of infrastructure in primary education. In order to do that, operation blackboard was launched to provide basic infrastructure in primary education and maintain teacher-student ratio (Dyer 1996). For universalization of primary education, the Government of India pleased to introduce the District Primary Education Programme in 1994 which later converted into the Sarva Shiksha Abhiyan in 2001. In order to bring the Indian education system to all levels of the society and to bring a radical change in the education sector after Independence, the Government of India recognized education as a fundamental right to all citizens in Article-21 A of the Indian Constitution. On that account, Right to Education Act was enacted by Government of India on 4th August, 2009 and enforced on 1st April, 2010 (Ghosh 2013). Currently, the Government of India has introduced a new education policy to improve and modernise the education system of India, which is considered a replacement for the education policy of 1986. Perhaps this policy has emphasized the

cognitive and intellectual development of children. The NPE, 2019 is essentially a blended approach in which learners are free to select their learning direction (Gandhi Assistant Professor 2021; Maruthavanan 2020). The present education policy is imperatively focused on the multidisciplinary outlook for higher education and research. However, it can be said redundantly that this policy will facilitate the sustainable goals along with national development in the future.

### **Emerging Trends of Indian Education System**

Education focused at achieving material wealth and prosperity. During British period, educational institutions were, however established with the objectives to fulfil the administrative needs. But in the present century, there is a growing trend in Indian education system that gives more importance to national development than individual development. Therefore, Present education system never compromise on quality. Technology and computer-aided learning, or virtual learning, have imbued the education system in India. The education system is gradually shifting towards non-conventional facets where students are looking to explore career-based skills that are typically dependent on the application of networking technology. Data science, machine learning, artificial intelligence, geo-spatial techniques make the education system coherent. The rote learning approach has momentarily been upgraded into a concept-based or problem-solving approach. Artificial intelligence is making a great contribution in present day education system. It entails customised the learning process alongside assessing pupils in order to provide useful insight. Therefore, Indian education system is progressively standing with the occasion by fostering a more creative learning environment. At present, India's population has reached the highest level in the world, and now India's biggest challenge is to bring the light of education to every home. India's technological advancement and upwelling of online classes characterize the current trend of the Indian education

system. The current trend also indicates a hybrid or blended learning model, which may be a time effective process that enables pupils to memorise the content very precisely. All types of learning material can be obtained from online source. However, the approach is beneficial in case of research work. Therefore, the current Indian education system is witnessing a technology driven trend which has brought about a radical change in the traditional education system.

### **Emerging Issues and Challenges of Indian Education System:**

At the threshold of the 21st century, as the changing trend can be observed in education system of India, some significant challenges and issues have also emerged in the education system that require remarkable attention. The major issues and challenges in Indian Education system can be summarised as follows:

- 1) There is increasing trend of school dropouts, especially in primary and upper primary girl. As per UDISE+ report (2018-19 and 2021-22), the girls dropout rate in primary education was 1.2% in 2019-20, which increased to 1.4% in 2021-22. In upper primary, the total dropout rate was 2.6% during 2019-20, which has grown to 3% in 2021-22.
- 2) Most students in India go abroad every year for higher education or in search of a suitable livelihood. Hercog and Laar showed in their study on “Motivation and Constrain of Moving Abroad for Indian Students” that, international students’ mobility from India has remarkably increased in recent years, from 2000-2013 (Hercog and van de Laar 2017). The number of International moving students from India increased about seven times, from 66829 to 516238(UNESCO 2021).
- 3) The public-private partnership model is an issue in school education, maybe because of increased economic efficiency and reduced government overload. This arrangement might result in pupils being separated based on financial and academic

level. The proliferation of competent private schools, as well as growing parental references for private school, lead to the poor performance of government schools. Many private schools cannot help poor and disadvantaged students, particularly in rural areas (Kumari 2016; Quium 2003). While PPPs are successful in different sectors like highways, railways, airports etc., it is still a new-born in education (Lakshmanan 2008).

- 4) The current education system in India is becoming more reliant on online technology due to which students improve intellectually but it can hinder their overall development. Many public and government schools fall short of the needed benchmark for instilling the proper values in co-curricular activities (Chingtham 2016).
- 5) At present, the female literacy rate in India, in 2018 was only 64.6% which is much lower than the male literacy (81.5%) rate in 2018 (Chandra 2019).
- 6) According to UNESCO's State of the education report for India, 2021 there is no adequate ITC infrastructure and dearth of trained teachers in rural areas for operating ITC which create great hurdles in proper implementation.
- 7) Lack of adult literacy in a rural-dominated country where 64.61% of its population lives in rural areas. Lack of adult education constrains children in most rural or tribal dominated areas of India for getting proper education.

## Conclusion

India's present education system is heavily reliant on technology, where online class or e-materials subjugate the whole traditional and conventional learning approach. After independence period, the Introduction of education policy and its implementation in relation to socio-economic conditions in India at different times have been very valuable features of India's education system. However, India's education

system faces many problems and challenges like poor advancement in female education especially in rural areas. India basically belongs to an agricultural economy and the majority of its population lives in rural areas. It is often seen that, girls from rural areas are married off at a very early age, leaving their education incomplete. However, the trend is now somewhat reduced. Regional disparities in the level of quality education are another issue, which have also emerged substantially. Therefore, competent attention must be paid to the overall development of education system in India.

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# **Perception of Secondary School Teachers on Students' Health as a Determinant of Their Academic Performance**

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## **Introduction**

In present era of inclusive classrooms and student-centric education system, it is important for school teachers to have a clear idea about students' needs, choices, learning styles even their mental and physical conditions for ensuring best output. Internal factors, i.e., psychological and physiological factors of students are the root cause of individual differences which should be obeyed to create an ideal educational environment (Kubat, 2018). The psychological factors determine the knowledge assimilation capacity, academic achievement and mental health conditions of the students (Gang, Han & Bansa, 2019). With this it can be emphasized that any teaching-learning related initiative cannot be successful without the teachers' understanding of the matter as it may remain an intervening factor in the path of students' academic success.

## **Objectives**

The present study aims at knowing what perception teachers have



regarding importance of students' mental and physical health in academics. This study also enquires how well-informed teachers are regarding students' health when it comes to their own students.

## **Methodology**

Present qualitative survey included 30 secondary level teachers of Government-aided schools of West Bengal as participants. The participants were chosen purposively. They were interviewed using a self-made interview schedule having 12 questions. Recorded data was analysed by qualitative content analysis. The codes and themes developed from the data are put into perspective simply by their percentage values.

## **Findings**

Perception about importance of students' physical health According to the participants, physical health issues are not the main factor determining students' academic achievement. Although all the participants agreed that as the physical parameters are measurable it is more easily observed interfering with academic processes.

When asked about the important aspects of physical health of their students, all the teachers pointed out that height, weight and BMI. Very few are found to consider respiratory health, blood pressure or other factors as important ones influencing academic functioning of students.

According to many, most of the time students' physical health issues are used as a way to be irregular in school, thus it is not given much importance by teachers.

## **Perception about importance of students' mental health**

In the matter of mental health some difference of opinion is clearly

observable among the participants. Only 33% of the participants opined that mental health is also very prominently interfering with the student's academic processes. Rest of the participants disagreed with this notion and according to them the mental health issues are manageable with proper guidance. A small fraction of participants (10%) also opined that only mental retardation can irreversibly affect the academic process of students.

There is some ambiguity regarding what should be categorised as mental health issue and what should be neglected or counted out. Hence, giving clear opinion about these seemed difficult for majority of the participants (67%).

### **Knowledge about students' health**

Most of the participants (73%) admitted not having clear idea about their own students' health conditions. They emphasized that as only the serious physical health issues are reported in school, knowledge about that can be acquired by teachers if they want to. On the other hand, knowledge about their mental health is not at all available to teachers. According to almost half of them (43%) there should be proper counselling facilities in each school to give more importance to students' mental health. Some of them also advocated for a system to screen students' mental health (33%) and periodical check-up facilities for physical health (40%).

### **Discussion**

From the qualitative content analysis, it is learned that most of the participant teachers are well aware that mental health of students is a very important factor influencing their academic performance but there is some ambiguity regarding their concept of physical health as another factor influencing the same. Although in case of their knowledge about physical and mental health, the reverse scenario is observed. The need

of proper assessment of both physical and mental health of students is expressed by the teachers.

## **Conclusion**

Although lack of proper screening system and health support hinders teachers' knowledge about their own students' health conditions, there is an observable trend among them to try to know about the same. Mental health can be measured from the factors like adaptability, emotional skills, self-concept, etc (Kufiyak, 2016; World Health Organization, 2014). Firstly, calculation of Body Mass Index (BMI) can be a defining indicator of a person's physical health (Wehigaldeniya, Oshani, & Kumara, 2017). Secondly, a person's physical health is related to the functionality of other important systems of the body like respiratory system, circulatory system and nervous system. The nervous system is more directly related to cognition or internal mental factors. The other two systems' basic functionality can also be measured by non-pervasive means like measurement of Blood-Pressure by Sphygmomanometer, measurement of Peak Expiratory Flow by Peak-flow meter and Oxygen Saturation by means of Digital Pulse-oximeter (Florence, Banik & Basanti, 2014; Mishra, Behara & Ravichandra, 2015). Even the interrelationship between psychological and physical health also needs more attention. The outcome of any factor affecting education ultimately results in change in behavioural pattern in terms of academic performance or achievement. In future studies researchers must aim for building an uniform system for proper assessment of students' health and empowering teachers with the knowledge so that in turn they can ensure their students' success in academics.

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## **A Brief Study on The Importance of Work & Vocational Education in B.Ed. Curriculum**

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### **Introduction**

Work education is not only work centric education. And the works of work education are not intended for the practices of the meaningless sorts of activities. These are well selected. These are well planned. These activities have some significant features. These are mainly socially useful productive works with the traits of creative and educational potentialities. Regular systematic practices of work education develop the respectful attitudes towards the works, productions, productive work cultures and working people as well as. Students can develop their life's culture to express their love and respect to the people of working class. They realize by the practices of this education system regularly that human civilization depends mainly on the productive and creative people's contributions. The true growth and development of human civilization does not depend on inactive imaginative intellectuals. Whereas work education develops various essential skills of the human life, such as productive skill, creative skill as well as life skills deeply

related to the life style. These are very important traits for the student's secured future. Work education develops not only work execution skills among the students, but also it practices fruitful knowledge. A practice of bookish knowledge which is unrelated to real life is not exercised here; useful and practical life related knowledge is the spirit of work education. Work education is a great educational system with its material and spiritual significance.

### **The Objectives of Work Education**

The objectives of providing work education and vocational education may be stated as follows:

1. To acquaint the children with the world of work and the productive occupations going on in the community and to develop in them a sense of respect for manual workers.
2. To develop in the students proper awareness of the social needs and problems and inculcate in them positive and respectful attitude towards community service.
3. To develop in them a desire to be a human resource for the state.
4. To develop in the students a desire to contribute their best to the society.
5. To develop in them the team mobility.

### **Definition of Work Education**

Work education is a method of educational or theoretical integration with work projects. It is a meaningful process for the all round development of a total human being. It is a process of exploring the potentialities of human resources. It is an educational mechanism to utilize the material resources in human resource making. It is to create global dignity for the world of work. We can define work education this way: By doing and performing various meaningful purposive work projects and by integrating these work projects with other school subjects, the systematic process of developing attitudes, skills and

knowledge among the students is called work education.

### **Importance of Work Education**

We already understand that work education is a process through which people develop concern, and knowledge about the work and learn to use this understanding to preserve and use the work in a sustainable way for the benefit of present and future generations. The need of breaking the unnatural dichotomy between education and work has been highlighted even by the International Commission on Education appointed by the UNESCO (1996), in its report entitled 'Learning to be'. On the basis of the recommendations of Kothari Commission (1964-66), an attempt was made to introduce work experience as an integral part of general education system. In this connection the review committee on the curriculum for ten year school (Ministry of Education and Social Welfare, New Delhi) was appointed. The committee said, this work experience should be a central feature of the school education at all levels. The review committee preferred the term SUPW (socially useful productive work) instead of the name work experience, because according their view, this term is not only more expressive but it focuses attention on the practical aspect of area of education. The report of NCERT, New Delhi, for clarifying the concept of work experience and the outcome of this conference were published under the title of Work experience. It is important to achieve work education and ethical awareness, values and attitudes, skills and behaviours that are consistent with sustainable development, and to involve effective people in decision making. Work education is important and critical for everyone because it Provides 18 opportunities for attitudes, commitments, and skills. Develops and strengthens new patterns, sensitive behaviour among individuals, groups, and communities as a whole for a sustainable environment. Work education is relevant to each of us. Work education is being introduced at all levels of education from primary to postgraduate and technical and

vocational levels to take necessary steps for growth and elimination of them. Work education is important for all levels and all people more effective decision-making can be mothers. Recognizing the importance of Work Education, the National Curriculum Framework (NCF 2005) emphasized that, “it is related to incorporating activities that would ultimately help the students inculcate necessary life skills like problem-solving, creative thinking, situation based analysis, and effective communication.” (NCF, 2005, p.60)

### **Emerging Trends of Work Education**

The concept of work education is an innovative approach in education. The term consists of two significant words ‘Work’ and ‘Education’. Here the term ‘Work’ has been defined as application of effort to some purpose towards individual or social welfare. This denotes creation of a situation wherein one has to apply effort to a purpose. In order to be purposeful it has to be productive as pointed out by the Kothari Commission. Any productive work must be socially significant besides being useful and satisfying to the individual. The Indian Education commission has defined productive work as participation of pupils in productive work either in school, in home, in work shop, in farm, in factory, or any other productive situation. NEP 2020 also emphasizes on the work and vocational education also.

### **B.Ed. Curriculum and Work Education**

To help the students to develop knowledge, skills, and attitudes toward quality, attitudes and the environment, teachers are expected to be not only a provider of information and knowledge but also guides by teaching-learning situations. The methods of classroom organization also need to be drastically changed as changed teacher preparation takes on even greater significance as a teacher, to equip the right attitude and future generations built in this period. The effectiveness of Work



education depends very much on the knowledge, skills, and attitude of the learner. Work Education is not just a change in 'what' is being taught (content), but a new perspective on 'why' (goals and objectives) and how (attitudes and perspectives). The key to any change in the formal education system is the teacher, and unless the teacher believes in it and feels capable of managing it, very little will change. The teacher needs to internalize the shift in one's role from 'knowledge giver' to 'helper in the learning processes. If teachers are to be proficient in teaching Work Education to bring Work Education and put into practice the skills to understand the internalize the features of Work Education, they need to build and strengthen the skills to transact. Since 1974 work education was a compulsory subject in secondary curriculum in West Bengali. From 1984 work education was considered as a compulsory paper in Madhyamik examination. But in 1997 a decision was taken but WBBSE to reduce the importance of this subject. It got a place as an option subject in Madhyamik curriculum.

In the B.Ed. syllabus, work education was being practiced as a method paper containing its theoretical and practical contents with its pedagogical significance. But in the new B.Ed. syllabus, prescribed by NCTE in 2014, work education has lost its place and importance as a method subject. Now this subject exists in B.Ed. syllabus as an optional paper in a joining form with vocational education. Now the name of this subject is 'Work and Vocational education'. The concept of work education has been changed. It is now connected to the vocational aspect of education.

## **Conclusion**

Teachers need to prepare to be Work Education facilitators, who will take up activity-based works for teaching and learning. This requires ongoing support for teacher training as well as access to schools/ colleges and will affect the Work Education program. Universities and schools have an important role to play in implementing the

recommendations of various commissions and committees aimed at achieving awareness among students. The integration of conventional and open and distance education systems should be employed. There is a need to train teachers for additional skills related to work education. Since the teacher training curriculum is an integral part of all areas of work education. Work education should be integrated with the elements of all branch approaches. Collaborative initiatives can be created between teachers and the community through agencies from schools, colleges, universities and other organizations. Such national collaborations may include promotions on work education and the development of waste management or educational materials. So that teacher education can play an important role in spreading knowledge, skills, and values among teachers and through the knowledge of Work Education to our future generations.

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# **Storytelling-An Old but Innovative, Culture-Based, and Effective Teaching Strategy**

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## **Introduction**

A child's reading development is greatly aided by reading and listening to stories. Stories assist students in better absorbing relevant information while also making studies more enjoyable. One of the earliest methods of instruction is storytelling. It is something that everyone does and has done for as far as anyone can recall. We tell stories to one another because it helps us to connect mentally or psychologically. Storytellers are teachers who consider all the occasions when needed to relate an idea or aid students in understanding a subject.

## **Objectives of the Storytelling Method**

- **To introduce a new subject or content**

A wonderful technique for presenting a new topic is by telling a story. Even before teaching a subject, it can help pupils relate to it and get interested in it. Engaging pupils in the reader's world is another method for utilizing stories to introduce new material.

- **To motivate uninterested learners**

As long as one can creatively employ storytelling, such as by incorporating it into a game or enjoyable activity, it can help to encourage uninterested students.

- **To explain an idea or notion**

Hard truths are not always simple for everyone to retain. In this situation, digital storytelling is a powerful tool for explaining complex ideas in the age of videos, tablets, and podcasts. Students may learn and remember knowledge better by employing digital storytelling with videos, images, applications, and audio (Green, M.C., 2004).

- **To enhance the experience of any subject and the strong student-teacher relationship**

A powerful technique that can make every lesson into an experience is storytelling. Using stories to teach can make a dry subject interesting. It might render captivating and perhaps pique students' interest in learning more about the subject. People from the past are abundant in history; one may utilize storytelling to assist in bringing them to life. Many kids find it difficult to learn maths, but through storytelling, it may become easy to understand (Green, M. C., 2004).

Besides, stories are a common and easy way to share information or message. Stories give course material a structure for memorization.

More than just narrating a story, storytelling arouses our emotions. It can make us happy or sad or even angry. It can also make us smile or cry. It fosters interpersonal connections and aids with memory. Overall, it is a potent mode of exchange that can enable anyone to connect with others or perceive the world from their point of view.

## **Possible sources of storytelling**

Teacher and his/her life, students' lives, books, magazines, comics, Reader's Digest, newspapers, pictures, the internet, folk tales, fairy tales, Disney movies, local stories and legends, urban legends, creating own stories using words or pictures (Lawtie, F., 2002).

## **Pre-condition of storytelling**

Finding stories that the teacher and the pupils will enjoy is important, and they should include moral values that both the teacher and the students can agree upon (Lawtie, F., 2002).

## **Development of problem-solving skills in children**

Younger minds draw parallels between the world of fairy tales and actual events, which aids in the development of their problem-solving abilities but to put it another way, stories facilitate children's learning and information processing. Thus, using stories as a teaching strategy is a very successful way to impart new knowledge and teach a wide range of 21st-century skills (Green, M. C., 2004).

Storytelling is an educational technique that encourages young students to approach difficulties and assignments playfully while still developing their understanding of the subject at hand. Children interpret what they are learning more readily and naturally when given a story to listen to. In this approach, the learning of new information and abilities is concealed in a game, which makes it appealing to kids who are not even aware that they are learning.

## **Advantages or merits of storytelling technique**

One of the best teaching methods is known to be the storytelling method. High motivation and active engagement, an increase in creativity, peer

cooperation, a deeper knowledge of a subject, and an improvement in attention span are the key advantages of the storytelling technique. Children are inspired to actively participate in the development of the story's meaning through storytelling. As a result, individuals believe they may have a bigger impact on the assignment's process and outcomes and are more driven to complete it.

The storytelling learning strategy also aids in the better development of children's literacy, creativity, and critical thinking abilities. It also encourages independent learning, a positive attitude towards experiencing errors and self-criticism, and the development of children's metacognitive abilities and awareness (Green, M. C., 2004).

Young students are more motivated, are better engaged with the material, and are given a fun way to learn about robotics and coding when lessons are story-based. Children benefit from the storytelling style used in each session in a variety of ways, including increased motivation, improved language use, and improved memory and attention. Additionally, the use of stories in education fosters emotional attachment on a personal level, produces favourable associations, and provides long-term learning advantages.

### **Relating the storytelling method to psychological theories**

It may be permissible for students to relate personal experiences in some course formats, especially in smaller seminars. Even in bigger courses, this may happen on its own. Students might pay even closer attention to a story presented by one of their peers in an additional instance of active learning. The duty of a teacher should next be to relate elements of these stories to psychological theories or principles.

### **Storytelling and Research**

Each story contains six essential components. Others include tension, setting, action, climax, and resolution, with characters being one of

them. The same components are included in a research article (Dastidar, 2022). Despite the fact that a research paper is packed with data, facts, charts, and figures, we shouldn't assume that the readers will become entirely absorbed in the topic or issue. (Dastidar, 2022)

The readers won't only be unable to connect with the research paper until it proves to be intriguing, captivating, and alluring, but they will also be unable to recall the specifics a year or so afterwards. Keeping readers interested and entertained is beneficial. When a research topic begins with a story, it gains more value.

Stories are such information where imaginations become live if told properly (Reissner, S. C. (2004). A story may appear as a virtual reality in our mind if its presentation attracts the listener(s) successfully with appropriate intonation and demonstration. The reader is more drawn to an engaging story that is delicate and precise in nature than a research paper that is merely fact-focused and boring because the reader must know and understand the intricacies of a scientific study.

### **Storytelling as a case-study method**

The case study approach is a common way to include stories in the learning environment and is commonly utilized in business schools. Cases often begin with background information about the topic (for instance, a company's history) to set up the problem and conclude with a current dilemma being faced by a person or organization. They frequently serve as examples or demonstrations of specific analytical techniques (Nathan). Students are urged to come up with potential answers and weigh the implications of such answers. With this approach, which promotes active learning, students essentially take on the responsibility of composing the story's resolution.

Another way to combine the positive aspects of active learning and the potency of storytelling is through role-playing. Role-playing, where students actively construct or participate in a mini-drama in the classroom, is a comparable technique (which can take on a narrative

form). McKeachie (1999) uses the illustration of students responding to a therapy setting from Freud's or Skinner's points of view.

### **Combining storytelling with technology**

Technology and stories may work together. One might find computer-based or interactive stories that are relevant to the material covered in the course. One might be able to create these types of applications if he/she is knowledgeable about programming or have spare time. Websites that teach can also be excellent sources of narratives or stories.

### **Implementation of storytelling strategy in the classroom**

A story might be used to illustrate a point or the lecture could be formatted as a narrative. Utilizing research tales' inherent drama can improve the flow and rapidity of lectures. One can use storytelling to break up the material rather than going through fact by fact. To get students' attention, one should stop briefly before revealing the study's Findings to develop suspense. Incorporating humour into the lesson can also be done naturally by using stories. A tale should clearly illustrate the principle being discussed, just like any other example would. Because each listener will understand stories differently, it is the instructor's job to make the story's message obvious and establish connections between stories and the abstract ideas it illustrates (Cox, 2015). Particularly in the beginning, students might not be able to conclude on their own or they could recall peripheral details of the story instead of the core idea. Students need to understand that class discussions are an integral component of learning, not a side excursion (Cox, 2015). The story should be concise and clear. In addition, it could be better off removing a tale if it does not quite fit the subject, one is attempting to illustrate. Students should be careful not to be deceived by a tale they recall from a lesson during an examination. In a similar vein, stories can be recounted from several perspectives. When



a teacher is creating his/her lesson plan, he/she should consider the viewpoint. If anyone wants to engage students in the circumstance, he/she may start by recounting a participant's story rather than describing the experiment from the researcher's perspective.

## Conclusion

Students can better grasp the world by using the instrument of storytelling. Additionally, it aids children in imagining themselves in the storyteller's conditions. The capacity to recount events chronologically is a fundamental academic skill that all pupils must possess. According to National Education Policy 2020, a teacher should engage in an innovative method in the classroom which will help students better understand of contents or subject matters. The storytelling method in this concern is still innovative though it is an old, culture-based teaching strategy that helps to achieve the desired educational objectives. Thus, storytelling is an effective, innovative, culture-based, and still relevant teaching strategy in the modern era.

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# **The Effect of Female Literacy on Maternal and Infant Mortality Rates: Discussion on Darjiling District**

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## **Introduction**

In order to minimize Maternal Mortality Rate (MMR) and Infant Mortality Rate (IMR), the United Nations established the Millennium Development Goals in 2000. These goals emphasize the importance of reducing Infant and Maternal Mortality. The rates were both high during the independent period. Our country's socio economic situation in this period was not good. Due to the women's empowerment, female literacy plays significant role in Indian society. Women's educational attainment, IMR, and MMR vary greatly in Darjiling district. This paper examines the effects of Female education in the Darjiling district on IMR and MMR. It may contribute to lowering of mortality rates (MMR and IMR) through an increase in female education.

## **Literature Review**

For the present study the major guiding literature come from the

contributions of Buss and Schaninger (1983) and Chen (2006). A detailed elaboration of the determinations of population growth has been presented by Jhingan, Bhatt and Desai (2016). The issue of development of women education and its impact on the status of women was viewed by Pradhan and Pain (2013) through a case study in Darjeeling area. The research work of Andriano and Monden (2019) was based upon a quasi experiment in Malawi and Uganda and established the causal effect of maternal education on child mortality.

The Findings of National Family Health Survey-5, Darjiling Fact Sheet, Darjeeling, West Bengal, 2011 scanned assisting health managers to identify bottlenecks in the provisional service and provided new insight for policy makers to devote resource for achieving the best possible quality of Maternal and Child health services.

## **Objectives**

- To advance women's education and health in particular.
- Foster a favorable connection between maternal education and health.
- Decreased infant mortality and increased educational attainment.

## **Data and Methodology**

Secondary data is made available from different sources like 'National Family Health Survey Report 4', 'National Family Health Survey Report 5', 'National Health Systems Resource Center Data Management and Analysis 2001, Census of India 2011', Journals etc. (India, West Bengal, Darjeeling District). Some qualitative and Quantitative data were used here. The method applied is that of analysis and review of available secondary data.

## Analysis and Review

### i) Description of Mortality

Mortality rate is a measure of the number of deaths (in general, or due to specific causes) in a particular population, scaled to the size of that population, per unit of time. Mortality rate is typically expressed in units of deaths per 1000 individuals per year. The mortality has traversed a long distance from a form a high level of over 40 per thousand at the beginning of present century to around 7.4 per thousand in 2007. India and West Bengal has high rate of mortality in post-independence era. Flowing that, fatalities rates were brought under control by the expansion of medical facilities and infrastructure. (Census of India, Primary Census Abstract, West Bengal, 2011)

### ii) Measures of Mortality

- **Maternal Death Rate:** The maternal death rate is defined the death of a woman while pregnant or within 42 days
- **Infant Mortality Rate:** Infant Mortality Rate is the death of young children under the age of 1, this death toll is measures by the Infant Mortality Rate, which is probability of deaths of children under one year of age per 1000 live births.
- a) **Under Five Mortality Rate:** which is referred to as the child mortality rate, is also an important statistic, considering the infant mortality rate focuses only on children under one year of age.
- **Forms of infant mortality rate**
  - a) **Prenatal mortality:** is late fetal death (22 weeks' gestation to birth), or death of a newborn up to one week postpartum.
  - b) **Neonatal mortality:** is newborn death occurring within 28th days postpartum.
  - c) **Post neonatal mortality:** is the death of the children aged 29 days

to one year.

(Jhingan, Bhatt and Desai (2016))

### **b) Causes of Maternal And Infant Mortality**

- **Premature birth** Premature, or preterm birth (PTB) is defined as birth before 37 weeks of gestation.
- **Sudden Infant Death Syndrome:** Sudden infant death syndrome (SIDS) is a syndrome where an infant die in their sleep with no reason behind it.  
(Andriano and Monden (2019))

### **Casuses of Maternal Death**

- Factors that increase maternal death can be direct or indirect. In a 2009 article on maternal morbidity, the authors said that, generally, there is a distinction between a direct maternal death that is the result of a complication of the Pregnancy, delivery, or management of the two, and an indirect maternal death, that is a pregnancy-related death in a patient with a pre-existing or newly developed health problem unrelated to pregnancy.
- Social factors impact a woman's decision to seek abortion services, and these can include fear of abandonment from the partner, family rejection and lack of employment.

### **Education is The Weapon to Reduce Maternal and Infant Mortality Rate**

It is universally accepted that the higher the female literacy rate, the lower the MMR and INR. Studying at school/ college for a longer period will prevent early marriage and early motherhood. Educated woman will seek proper antenatal and intra-natal supervision. A diverse cultural setup is one of the main characteristics found in Darjeeling

district. The cultural practices of different customs set a great impact on social setup of woman in Darjeeling District. The mixing of Tribal and Hindu Societies are provided different environment for woman's education. However, some orthodox mentalities have been affected on the education and health of women here. It is very essential to develop health, education and hygiene. These are helped them in widening their mind set and fights against MMR and INR.

### Major Causes of Mortality in Dajiling District

Major causes of mortality in Darjeeling district are Diarrhea, Tuberculosis, Malaria, HIV/AIDS, etc. All of them are communicable diseases. Many incommunicable diseases are also causes of death. Heart diseases, Injuries like Trauma, Accidents, Burns, and Animal Bites etc. Many other causes many people died in Darjeeling district.

**Table 1:** Major Causes Ofmortality in Darjiling district

| Diseases                                   | Reported Deaths (%) |
|--|---------------------|
| Communicable diseases, Maternal, Perinatal | 54.9                |
| Non communicable diseases                  | 12                  |
| Injuries                                   | 2                   |
| Others                                     | 33.2                |

Source: National Health System Resource Centre (2013), West Bengal.

**Table No 2:** Infant Mortality Rates In Darjiling District

| Types of Mortality           | Against Reported Births (1000) | Against Estimated live Births (1000) |
|------------------------------|--------------------------------|--------------------------------------|
| Reported Perinatal Mortality | 36.24                          | 43                                   |
| Reported Neonatal Mortality  | 19.31                          | 22.75                                |
| Reported Under 5 Mortality   | 24.16                          | 30.18                                |
| Reported maternal Deaths     | 72.54                          | 85.48                                |

Source: National Health System Resource Centre (2013), West Bengal.

Table no.2; discuss various types of Infant mortality in Darjeeling district. Reported Prenatal Mortality against Reported Births (1000) is 36.24%, Reported Neonatal Mortality against Births (1000) is 19.31%, Reported fewer than five and maternal deaths are 24.16% and 72.54%. Against estimated live births of reported Prenatal, Neonatal, fewer than five and maternal deaths are 43%, 22.75%, 38.45%.

**Maternal Deaths and Causes**

**Table 3:** Causes of Maternal Deaths in Darjiling District (2013)

| Causes     | Total maternal deaths (%) |
|------------|---------------------------|
| Abortion   | 3.8                       |
| Fits       | 7.7                       |
| Bleeding   | 6.7                       |
| High fever | 4.2                       |
| other      | 10.3                      |

Source: National Health System Resource Centre (2013), West Bengal.

Table No 3, shows Fits is the prime causes of Maternal Death, 7.7 % of maternal deaths are affected by Fits. 3.8% of maternal deaths for Abortion, 6.7% of deaths causes by Bleeding and 4.2% and 10.3% are causes by High Fever and other factors.

**Conclusion**

In Conclusion, Darjeeling district has a great potential to overcome mortality. Various preventions are taken by Govt. to reduce Mortality and development for health. Here it is very essential to concern interventions aimed at individual diseases and to reduce child mortality. In early twentieth centuries, the woman in Darjeeling District had slowly started the experience influence of modern education. However, the negative impacts of superstitious beliefs, geographical factors, economical issues, health issues are pulled the women down. But they



are trying to learn to secure their future and health.

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# **A Comparative Psychological Study of Life Satisfaction among Obese Male and Female Doctors in India**

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## **Introduction**

Life satisfaction is the subjective assessment of a person's level of happiness based on their own standards. (1978; Shin and Johnson) [1]. the cognitive element of subjective well-being is life satisfaction. (1993; Pavot and Diener) [2]. A person's level of life satisfaction is an important indicator of both their mental health and how well their life is going. Doctors save lives and promote health. In Sumner's words, "a good representation of the circumstances of your existence, a Conclusion that, at certainly on equilibrium, it compares favorably well enough against your expectations or objectives" is what it implies to be fulfilled in life. The ultimate standard or outcome of human activity, or these behaviors may be environmental, meaning related to the social, mental, and physical environments, is life satisfaction According to Diener, evaluations of satisfaction are based on comparisons of the condition and circumstances of each individual. Knowing that a person's level of

life satisfaction is totally based on their present circumstances and the standards they set for themselves is crucial information.

### **Another phrase associated with happiness and life satisfaction is**

The quality and quantity of one's food, their fitness, and their housing all play a role in quality of life, a further predictor of contentment or well-being (Veenhoven, 1996) [4]. As according bottom-up theories, we feel content in many aspect relations, families, and friendships, in addition to personal growth, health, and fitness aspects of life. The degree to which we are content with each of these facets of our existence determines our overall level of life satisfaction. On the other side, top-down theories assert that our overall level of satisfaction with life influences (or possibly determines) overall degree of satisfaction with life across a broad spectrum of domains. The majority of people are content with the understanding that entire life satisfaction and contentment in a range of life domains are connected, yet there's still room for dispute on this topic. Elements for life satisfaction: Wilson believed that a man would be completely fulfilled if he was satisfied in every aspect of his life. There are many delights in a life that is dedicated to satisfying simple desires. Many behavioral behaviors associated to the worried people's overt or covert behavior, or these actions may be independent of the concerned person's behavior, trigger these urges.

### **Details**

The category of life chances includes factors like social standing, tangible resources, political clout, social standing, and family ties; skill-wise factors like socio - economic status proficiency, mental fortitude, fitness, and intellect skill; and societal resources like financial stability, social progress, democratic rights, culture, and morality. According to study, life satisfaction is significantly correlated with factors related to health, including chronic sickness, difficulty sleeping, pain, obesity,

smoking, anxiety, and exercise. Balluz, Moriarty, Morine, Strine, Chapman, and Mokdad claim (2008). Obesity is described by the WHO as “unusual or excessive fat accumulation that may harm health,” and the condition is referred to as morbid obesity if the person’s body mass index (BMI) is greater than 40 kg/m<sup>2</sup>. One in five mid- and older people in India were underweight, but also more over two in five are overweight or obese, demonstrating the country’s dual malnutrition burden. [6] The etiology of obesity is complex and diverse, impacted by biological, behavioral, and environmental variables. Both of the factors could impact the quality of life. Chronic conditions can both regulate and confound the connection between being overweight and quality of life. Long-term physical and mental diseases can have an impact on quality of life in relation to health.

## **Materials And Method**

**Proposed Hypothesis:** Doctors who seem to be obese will have significantly lower life satisfaction, both male and female.

**Research Gap:** According to a review of the literature, “Comprehensive review of obese male and female doctors’ impact on life satisfaction” may be a brand-new field of study that hasn’t yet been covered in earlier research. So, the current study adds new knowledge. According to a study, overweight males are less prone to feeling dissatisfied with their lives than men of a healthy weight, and obese women are more likely to feel this way than women of a normal weight [7]. As we think that a person’s level of life is among the most important factors affecting their psychological well-being and interpersonal relationships, we have chosen to discuss about life satisfaction. To conduct in-depth research on the issues affecting this particular subject, statistical tools are applied. Procedure and Data Collection: The goal of this study is to ascertain whether there are any appreciable differences in life satisfaction comparing obese male and female doctors. Erik Erikson claims that

doctors seen between years of 40 to 65 who are fat are handed the scale. The method for analyzing the data was causal comparative research. The convenience sampling technique was employed for gathering samples from 65 Indian doctors (male and female). The Satisfaction with Life Measure, created by Diener et al., was used to assess the individuals' complete perception of life satisfaction (1985) this scale consists of 5 elements. Scores on the scale vary from 1 to 7. Highly contrasting results in a low score, whilst strongly concurring results in a high score. As demographic information, the individual's name, age, gender, & profession were gathered. The Spearman's Rho correlation coefficient was applied for statistical analysis.

**Data Analysis and Results**

Independent research was done to see if there was a significant variation in satisfaction with life between obese doctors who were male and female. Obese doctors and respondents' levels of life happiness were the study's key determinants. Finding whether the obese male and female doctors experienced different degrees of life satisfaction was the main goal. To determine the population data from a population with such a distribution that is normally distributed, a normality test is employed. In this investigation, Shapiro-Wilk Normality Evaluation was used. As shown by the normality test results (sig.029  $p>0.05$  and sig.059  $p>0.05$ , respectively), neither the data collected from the male under consideration nor the data collected from the female under inspection are normally distributed.

**Table 1: Spearman's Correlation Test Statistics of Life Satisfaction for Obese Doctors**

**Spearman's rho**

|                   |                         |      |
|-------------------|-------------------------|------|
| Life satisfaction | Correlation coefficient | .197 |
|                   | Sig. (2- tailed)        | .116 |
|                   | N                       | 65   |

Research examined whether there were any significant differences in the levels of life happiness between obese male and obese female doctors in India's A Comparative Study on Life Satisfaction Amongst Obesity Male and Female Doctors. The Spearman's correlation test used in this study (Table 1) indicated that there was no statistical variance in life satisfaction among obese male and female doctors (sig. (.116)  $p > 0.05$ ) (two tailed).

### Significant Findings

In accordance with Spearman's Correlation Test, there is no appreciable variance in life satisfaction amongst obese male and female doctors in India (.116).

### Discussion

A Comparative Research to see if there was a substantial difference, subjective life satisfaction of obese male and female doctors in India has been independently assessed. The study's main predictors were the proportion of obese doctors and respondents' degrees of life contentment. An approach to comparative causal investigation was used in this study. The information was collected using a convenience sampling procedure. The Normality Test is used to verify whether the sample data originated from a group with a normally distributed population. Samuel Sanford Shapiro & Martin Wilk had used Shapiro-Wilk Normality Test in this investigation. The results of the normality test show that perhaps the data under analysis are not regularly distributed.  $p > 0.05$  (.029, .059).

The rank coefficient of correlation was initially proposed

by psychologist Charles Spearman. Spearman's correlation is a nonparametric measure of correlation coefficients (statistical dependence between the rankings of two variables). It assesses how well two variables' relationships may be represented by a monotonic function. The Spearman's correlation analysis, sig. (.116),  $p > 0.05$ , found no appreciable distinction in life satisfaction among obese male and obese female doctors (2- tailed). The null hypothesis is embraced and the alternative hypothesis is denied because the alternative hypothesis lacks statistical significance. It appears that the research subject "Comparative assessment of body image among male and female doctors and also its influence on life satisfaction" is new and hasn't been investigated before. Thus, the current work adds fresh knowledge.

## Conclusion

The results of the study, which included 65 samples (male and female), showed that there was no discernible difference in life satisfaction between obese male and female doctors in India according to Spearman's correlation (.116). Finding out how life satisfaction impacts obese doctors is the major goal of the study. The Findings of this study show that obesity has no impact on the level of life satisfaction amongst doctors in this area. This study demonstrates that there is no discernible difference in life satisfaction among obese male and female doctors in India. This Conclusion can be the outcome of the reality that the hospital sector is a service industry, where staff members are committed to serving patients' needs and interact equally with them. Both have made an equal contribution to social services. The treatment doctors provide their patients is unaffected by obesity, and a hospital is a place where staff members coordinate. Gender distribution or obesity will not have an impact on life satisfaction in this study.

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# **A Study on Emotional Intelligence of Govt. Primary School Teachers**

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## **Introduction**

A worthy Nation can keep a country in peace and also make it proud before the whole world. For creating a good social order, free from violence and exploitation, we need educated citizens. The father of nation Mahatma Gandhi's view is that upliftment of all education is a method to bring silent and non violent revolution in society (Subramanian,2020). Children who have a good quality education, stand a better chance of managing failure and stress and are far more likely to be valuable citizens of tomorrow's world.

This study is to identify the present state of emotional intelligence of Government primary school teachers. Furthermore, how it varies with the duration of teaching experience. This paper also provides insights on the influence of emotional intelligence to mental health of teachers and to teachers pupil relationship. This study will be helpful for the teachers and the Government to understand to what extent emotional intelligence contributes towards increasing the performance of the teachers. It will be helpful in designing certain programs and strategies to boost the emotional intelligence of the

primary teachers so that they not only meet the workplace challenges but also increase their performance through effective management of their emotions.

## **Review of Literatures**

In various national and international literatures we find that there has a strong connection of mind and emotions to personality development of a child. In his book titled “Emotional Intelligence - Why It Can Matter More Than IQ” 1995, Daniel Goleman, an American psychologist, developed a framework of five elements that define Emotional Intelligence. Self Awareness –Self-Regulation – Motivation –Empathy – Social Skills. These qualities will definitely help the teachers to be more capable to fulfill the aims of education.

Different professionals need different levels of Emotional Intelligence for success. The result of the study done by Singh in 2003, says that teachers need to be highly Emotionally Intelligent to be successful. Mount(2006) revealed by his model that the variance between superior and average performance cognitive intelligence is responsible 19%, specific skills and expertise 38% and the rest 44% is none other than Emotional Intelligence.

There are many studies on Emotional Intelligence of workers of various fields but very few studies have been conducted on Teachers’ Emotional Intelligence more specifically on Primary school teachers. Thus a gap remains to be filled and a need is there to study the present status of Emotional Intelligence of Primary School Teachers and how it influences their mental health and teachers-pupil relationship of Govt. Primary schools.

## **Rationale of the Study**

Today, what children need is someone who understands their feelings and emotions, guides them and does not judge in any way. The emotional

connection between the teacher and the student is important as it stays forever (Dham, 2019). This discussion began 2000 years ago, when Plato wrote "all learning has an emotional base".

When we come to the field of Primary education it becomes more significant. It is the foundation of the entire educational structure and the main key for improvement of national education system and quality of life of the people of our country. A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner.(NEP 2020)

So Teachers' Mental Health, Teacher-pupil relationship and Emotional Intelligence, these factors are very much interdependent. Thus the future of children of our country is exclusively dependent on teachers' Emotional, Mental and Social competencies. Teachers could significantly benefit from the opportunity to develop their Emotional Intelligence. Thus, altogether this research will have an implication for policy formulation and thereby ensure a quality education for national development.

## **Objectives**

The study has been done to identify the levels of Emotional Intelligence of Primary school teachers to find out the difference in emotional intelligence of primary teachers based on their teaching experience and to study the influence of emotional intelligence on teachers' mental health and teachers-pupil relationship in primary education.

## **Research design**

The researcher has chosen a mix-method research design consisting of both quantitative and qualitative methods. Comparison has been made between the teachers having various spans(1 -10,11-20 and above 20 years) of teaching experiences. Some case studies have

been done to get in-depth qualitative responses. 90 samples have been taken for primary data collection.

**Statistical Tools used**

- The Emotional Intelligence Scale (Anukool Hyde, Sanjyoth Pethe and Upinder Dhar, 2002)
- Mental Health Check List (1992) by Pramod Kumar
- Teacher-Pupil Relationship Scale ( Dr. Anita Chaudhury,)
- Mean, Standard Deviation and Correlation Technique was used.
- Investigator selected at random 90 school teachers. Out of these 50 male and 40 female school teachers from Govt. school were taken separately

**Findings and Analysis**

**Table 1:** Classification of Primary School Teachers in terms of high, average and low emotional intelligence

| Name of the Groups                               | Number of Teachers<br>belonging to the<br>groups | Percentage |
|--|--|------------|
| High Emotional Intelligence<br>Group (131-170)   | 12   | 13.33      |
| Average Emotional<br>intelligence Group (91-130) | 63   | 70.00      |
| Low Emotional Intelligence<br>Group (0-90)       | 15   | 16.67      |
| Total  | 90   | 100.00     |

The above table-1 depicts that out of 90 primary school teachers 12 are found in high emotional intelligence group, which reveals that only 13.33% teachers in primary schools are of high emotional intelligence. Out of 90 primary school teachers 15 are found belonging to low

emotional intelligence group and 63 where found belonging to average emotional intelligence, revealing that 16.67% teachers are belonging to low emotional intelligence category, while 70% primary School teachers have only average emotional intelligence.

As per emotional intelligence scale, there are 10 factors that were identified to measure emotional intelligence. Those are self-awareness, empathy, self-motivation, emotional stability, managing relations, Integrity, self-development, value orientation, commitment, altruistic behavior.

**Table 2: Factor Wise Mean Distribution**

| <b>Factors</b>      | <b>Factor wise<br/>total EI score</b> | <b>Mean</b> | <b>Standard<br/>Deviation</b> |
|---------------------|---------------------------------------|-------------|-------------------------------|
| Self awareness      | 20                                    | 14.03       | 3.26                          |
| Empathy             | 25                                    | 17.17       | 3.47                          |
| Self Motivation     | 30                                    | 21.70       | 4.60                          |
| Emotional Stability | 20                                    | 12.67       | 3.48                          |
| Managing relations  | 20                                    | 14.10       | 3.36                          |
| Integrity           | 15                                    | 9.67        | 2.40                          |
| Self Development    | 10                                    | 6.53        | 2.01                          |
| Value orientation   | 10                                    | 7.33        | 1.67                          |
| Commitment          | 10                                    | 7.00        | 2.08                          |
| Altruistic behavior | 10                                    | 7.53        | 1.96                          |

From the Table-2 reveals that among all the factors teachers are with good value orientation and altruistic behavior but they are found with lack of self awareness, self motivation, managing relations and most importantly lack of emotional stability.

It also has been found that there is a positive correlation(0.264901) between teachers’ working experience and their emotional intelligence.

**Table-3:** Mean Comparison of Emotional Intelligence Score of Primary school Teachers in respect of Duration of Teaching experience

| Teaching Experience | Mean | Standard Deviation |
|---------------------|------|--------------------|
| 1 to 10 years       | 87   | 10.88              |
| 11 to 20 years      | 130  | 11.20              |
| above 20 years      | 104  | 14.50              |

The above table-3 indicates that the primary teachers with 1 to 10 years of teaching experience have lower emotional intelligence score, with gaining experience they are acquiring more emotional intelligence but after 20 years it shows a diminishing emotional intelligence. Though day by day they are getting more experienced in their field but with growing age it may cause some health issues or dispassion again make them less emotional intelligence.

**Qualitative Study:**

**1. Bithika Sarkar**

She is a 55 years old primary school teacher with 25 years of working experience field. She is a trained teacher. From an in depth interview (applying all the three scales) it has been found that she has moderate level of emotional intelligence and good mental health. Her mental health condition intensely influence the relationship with the students.

**2. Arunava Bose**

He is a 40 years old trained primary school teacher with 12 years of teaching experience. After applying the scales it has been found that he has moderate level of emotional intelligence and poor mental health which creates difficulties to maintain a proper classroom environment.

## Conclusion and Recommendations

If the current Findings are taken into account many beginning teachers probably need coaching and deeper understanding about the emotional management of teaching situations. It may be that pre-service teacher education courses should deal more explicitly with the concept of emotional intelligence and its development and management in common teaching situations.

For the classroom practitioner, understanding the impact that their own emotions and those of others have on the effectiveness of the teaching learning context is important. Being able to read the emotions of others is a key component of understanding students as individuals.

This study suggests that further research is warranted with both pre-service and practicing teachers. Following this study, it would be appropriate to serve more experienced teachers. A comprehensive in-service training or workshop should be organized by the Government for improving and managing the emotional intelligence of primary school teachers.

The study also suggests to introduce the emotional intelligence test in exams conducted by the Government for recruiting teachers like the Teacher Eligibility Test(TET).

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# **Impact of Kanyashree Scheme on Rural Secondary Level Students of Phansidawa Block in Darjeeling District**

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## **Introduction**

Education is the only instrument for social change. In Indian society, women lag far behind men in terms of education. In this case, this disparity in women's education can be observed because of not providing the favorable environment required for women's education. In this situation, the development of Indian society has suffered a lot. Keeping this in mind, different thinkers and educationists have proposed various projects and proposals for the development of women's education. In this context, now in the 21st century, the Government of the Indian state of West Bengal has taken a historic step in the development of women's education, which is called the Kanyashree Scheme. The main objective of this scheme is to financially support unmarried women below 25 years of age from the School level to the University level so that they can continue their education. The Government has a great motive behind this which has already been recognized by UNESCO. This study discusses the impact of the Kanyashree scheme on secondary-level students in different areas of Phansidewa Block of Darjeeling district in West Bengal who directly

benefitted from this scheme. The main point of which is to thoroughly verify the empowerment of women and women's development in this area as a result of the Kanyashree project.

Kanyashree Prakalpa Scheme is an initiative launched by the Department of Women Development and Social Welfare (DWD & SW), Government of West Bengal. It is a conditional cash transfer scheme, which aims at improving the status and wellbeing of female students. Besides, it also encourages families of girl children not to marry them off at a tender age and support them in higher education. Being a West Bengal Government sponsored scheme, it is implemented in all districts of the State. Kanyashree Prakalpa seeks to improve the status and wellbeing of girls, specifically those from socio-economically disadvantaged families.

### **Scheme Design**

Kanyashree's core objectives are simple and focused: it aims to ensure that girls stay in school and delay their marriages till at least age 18. Kanyashree's approach is also simple: it uses a social safety net mechanism that has shown a high degree of success in transforming the lives of children and adolescents in several countries in the world: Conditional Cash Transfers. The scheme has two cash transfer components:

- The first is an Annual incentive of Rs. 1000/- to be paid annually to the girls in the age group 13 to 18 years (studying in Class VIII equivalent or above for every year that they remained in education, provided they are unmarried at the time.
- The second is a One-Time Grant of Rs. 25,000/-, to be paid after a girl turns 18, provided that she was engaged in an academic or occupational pursuit and was unmarried.
- The term 'education' encompasses secondary and higher secondary education, as well as the various vocational, technical and sports courses available for this age group. Given that children from

socio-economically disadvantaged families are more vulnerable to child marriage, the scheme is open only to girls from families whose annual income is Rs. 1,20,000/- or less. For girls with special needs, orphans and girls in J.J. Homes the income criterion is waived. Girls with special needs, but in a class below class VIII, can also apply for the annual scholarship.

## **Review of related Literature**

**A Study on Searching for Freedom: A Theme of Kanyashree Girls of Chakdaha Community Development Block in Nadia District of West Bengal:** Sudip Bhattacharya, this study at its preliminary level is based on a precise home based survey conducted at the Chakdaha Community Development Block of Nadia district in West Bengal from October 2017 to March 2018. Collection of the random sampling method, from 100 students who received a one-time grant from Kanyashree Prakalpa Once known as the average, the trafficking rate of women in West Bengal has dropped to about ninety percent. There has been a radical change in the socio-economic field of West Bengal as a result of the Kanyashree Prakalpa of the state government. Freedom will not be achieved overnight, but practice of freedom should be ensured with the help of available public services in the State of West Bengal.

**Impact of Kanyashree Prakalpa on Educational Progress of School-Going Girls: A Case Study of Domkal Block in Murshidabad District of West Bengal:** Humayun Kabir Biswas, this scheme is an initiative taken by the Government of West Bengal to improve the life and the status of the girl's child by helping them economically and not to arrange the marriage of girl child before eighteen years because of the economic problem; they should be allowed to study and build their future. It is clear to us that this scheme is an admirable effort of the West Bengal Government. It is observed in our study that this program is very helpful in the improvement of the study of a girl child,

delaying Girl's child marriage, reduce immature mother's mortality rate, improving the interest of the learner in study, etc.

### **Statement of the Study**

This study mainly emphasizes the social, economic, and educational impact of kanyashree prokolpo. In the selected area where the study was done, there were so many communities, and economically disadvantaged groups and this area is a rural area. The social, economic, and educational effectiveness of this project is the main focus of this study.

### **Objectives of the study**

- To enquire about the social impact of Kanyashree Scheme on Rural Secondary level students of Phansidawa Block.
- To find out about the economic impact of Kanyashree Scheme on Rural Secondary level students of Phansidawa Block.
- To know about the educational impact of Kanyashree Scheme on Rural Secondary level students of Phansidawa Block.

### **Research Questions**

- Is there any social impact of Kanyashree Scheme on Rural Secondary level students of Phansidawa Block?
- Is there any economic impact of Kanyashree Scheme on Rural Secondary level students of Phansidawa Block?
- Is there any educational impact of Kanyashree Scheme on Rural Secondary level students of Phansidawa Block?

### **Methodology**

**Method:** In this study, the survey method has been used and a structured interview schedule has been utilized to gather essential data concerning the issues related to Kanyashree Scheme on Rural Secondary level students of Phansidawa Block.

**Population:** Rabvita village, Under the Phansidawa Block all the beneficial secondary students of Kanyashree Scheme are the population for this study.

**Sampling:** For collecting the data on the impact of Kanyashree Scheme on Rural Secondary level students of Phansidawa Block, a purposive sampling technique has been used.

**Sample Size:** For this study on the impact of Kanyashree Scheme on Rural Secondary level students of Phansidawa Block has been collected from 10 Secondary level students.

**Tools and Techniques:** The data will be collected from the population area through interview schedule.

**Data Analysis Procedures:** Only qualitative data analysis procedure will be taken on the basis of the interview.

**Discussion:** The information that emerged based on the interviews is that there are four aspects, firstly social impact, secondly economic impact, thirdly educational impact, and lastly community impact. Each of these impacts women's empowerment.

A survey conducted among the Kanyashree benefited students of Phansidawa Block revealed that after availing the benefit of this scheme according to the students and their parents, they are more interested in taking up education. As a result, their parents have become more courageous in teaching their children the benefit of this scheme. Social awareness has increased as they embrace learning socially. On the other hand, in some cases, it has been seen that with the help of the money received from this scheme, the parents have used it to make the students' wedding jewellery and many other things. In the same way, it is also known that some students have bought mobile phones with the help of this due money or spent their money on various personal life

without applying it in the field of education. As a result, one thing is difficult to understand that all the beneficiary students and parents of this scheme have not utilized the money properly.

The economic impact of this project can be seen that in some cases students have enrolled in various courses for economic self-sufficiency through the funds received from the project. As a result, they have been enriched economically as well as an aspect of economic empowerment has been revealed. On the other hand, the money received from this project has not been utilized in the field of education. Similarly, it was not used in the field of economic development.

The educational impact of this project shows that students are interested in pursuing higher education and various life-oriented courses as a result of which the female education rate and the importance of female education have increased significantly. In many cases, the opposite situation has also been observed, such as child marriage and the dowry system.

The impact of this project has also affected the community development of our society as is known through the survey of the region. Talking to various social groups and parents, it is known that this project has made a lot of impact in the field of women's higher education. Because society now knows why this project was done.

## **Recommendation and Conclusion**

The objective of this project is to educate women in higher education and abolish child marriage. After conducting the said study program it was found that, there are some barriers to implementing this project in rural areas and realizing its impact properly, including gender inequality, social reforms, and reluctance to educate women, child marriage, and usury. It can be said that to implement the Kanyashree scheme in rural areas, continuous monitoring is required to ensure that it is functioning properly. If the problems are not identified and steps are not taken and if the importance of this project is not highlighted to society, students

especially in rural areas will be deprived of the benefits of this project.

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