

EDUCATION THROUGH INTERDISCIPLINARY LENSES



Prof. (Dr.) Mita Banerjee
Dr. Liton Mallick



THE BOOK WORLD

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FOREWORD

In an era where the complexities of the world demand innovative solutions, “Education Through Interdisciplinary Lenses” provides a critical exploration of how interdisciplinary approaches can transform education. This edited volume gathers the insights of esteemed scholars and practitioners, showcasing how integrating diverse disciplines enriches teaching and learning.

The book addresses the limitations of traditional, siloed educational models, advocating for a holistic perspective that blends science, art, technology, humanities, and social sciences. Through compelling case studies and theoretical frameworks, each chapter demonstrates the benefits and challenges of interdisciplinary education, highlighting its potential to foster creativity, critical thinking, and equity.

A recurring theme is the power of collaboration. The success stories within these pages illustrate the remarkable outcomes that arise when educators, institutions, and disciplines work together. Such synergy not only enhances the educational experience but also equips students to tackle complex, real-world issues with innovative solutions.

As we navigate an increasingly interconnected world, the insights from “Education Through Interdisciplinary Lenses” are both timely and essential. This book serves as a valuable resource for educators, policymakers, and researchers dedicated to advancing interdisciplinary education. It inspires a reimagining of conventional educational paradigms, encouraging a shift towards more integrated and dynamic learning environments.

I extend my heartfelt gratitude to the contributors and editors for their rigorous scholarship and vision. It is an honor to introduce this collection, which I believe will spark meaningful dialogue and progress in the field of education.

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Kanyashree University, Murshidabad University (Additional Charge)

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CHAPTER

1

Empowering Rural Youth and Women: Through Educational Technology

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Abstract

Alongside enhancing the possibilities and livelihoods of women and young people, digitalization may help smallholder farmers everywhere build inclusive futures. The agri-food industry and rural areas can be inspired to become more sustainable and productive through the use of this technology. Researchers have conceptualized rural development in a variety of ways throughout their study, from a collection of objectives and programmers to a well-integrated strategy, method, or even ideology in certain situations. There is a lack of clarity in terms of the scope and content of the pertinent literature. In addition, the literature lacks clearly defined analytical bounds. The fact that this could be both a strength and a weakness at the same time has been brought to the authors' notice on several occasions. The development of digitally skilled rural communities is one of the pillars of the Sustainable Development Goals (SDGs), as it allows for the diversification of incomes, the creation of new employment opportunities and business opportunities for future generations, both on and off the farm, as well as the development of these skills. Digital technologies are particularly well suited to support the world's agrifood systems in meeting the growing demand for wholesome food, while also promoting high-quality productivity growth, the economic inclusion of disadvantaged groups, and better resource management.

Keywords : Technology-enabled rural development, The effects of technology on rural livelihoods, Business prospects in rural areas, The effects of technology on rural women and youth.

Introduction

The development and delivery of new agricultural technologies are necessary for farming to support rural development. Traditionally, agricultural technology has been portrayed as a new era in technology that is geared towards farmers in rural areas and is supported by government research. Future agricultural technology policies must clearly distinguish between the needs of new commercial farmers, who frequently participate in global commodity chains and need assistance managing information- and skill-intensive innovations, and those of semi-subsistence and part-time farmers, who need straightforward technology that frequently reduces labour requirements. The public sector can play a part in both industries by conducting its research, regulating intellectual property rights, establishing public-private research partnerships, and informing farmers. To fully profit from the digital age for individuals and enterprises in the coming years, rural economies should be ready to manage the issues and take advantage of the advantages of technological transformation. Political will and forward-thinking governmental policies are essential to creating the right local conditions (such as providing quality broadband and education) to promote a successful uptake of new technologies among rural residents and enterprises.

The Fourth Industrial Revolution (4IR) will see an exponential rate of technical advancement, building on the digital revolution to merge existing technologies, develop new ones, and transform systems, industries, countries, and even society itself. The consequences of regulatory roadblocks, affordability issues, and structural issues that restrict small holders' access to digital technologies, as well as the business and development opportunities that these technologies facilitate, are frequently felt most acutely by young people and women, and they are frequently the ones who pay the price for this. Those who will be most impacted by our recovery efforts and actions should be the main beneficiaries of those efforts and actions. Young people are most equipped to learn the skills necessary to adapt to new technologies, extend agriculture value chains with digital technology, and pave the road for digital changes in rural areas.

Regarding the nations with limited resources, improvements in computer power, connectivity, artificial intelligence, biotechnology, geographic information systems (GIS), and other cutting-edge technologies hold great potential. Agriculture, rural growth, the structural transition from agriculture to high-productivity manufacturing, and other economic sectors can all be accelerated as technological change transforms people's lives and enables developing countries to advance at speeds and on scales previously unimaginable.

Technology and science can play a significant role in bringing people and organizations together and facilitating the emergence of "Virtual Communities of Stakeholders" that produce and exchange knowledge and information among themselves. Decision Support Systems (DSS) were created as a result of the evolution of information systems into knowledge systems. DSS offer pertinent knowledge inputs to support well-informed decision-making. Managing networking efficiently is the first step toward building interactive knowledge production processes that may lead to the formation of learning networks.

Review of literature

Rural youth and women now have access to a multitude of educational and informational resources thanks to digital technologies. Remote learning opportunities are offered by online courses, e-books, and educational apps, which aid in closing the achievement gap (Hirsh, 2018). Digital platforms have created new business opportunities in rural areas. Women and young people can launch online enterprises, use e-commerce to sell to customers throughout the world, and use mobile banking to get access to financial services (World Bank, 2019). Farmers may maximize crop yields, cut down on resource use, and improve agricultural sustainability thanks to precision agriculture technologies, IoT applications, and digital data analytics (Rogers et al., 2020). Rural economies can be revitalized by women's and young people's involvement in these technologies (Lipper et al., 2018). Healthcare disparities in remote areas are filled by telemedicine and digital health systems. Digital platforms can be used by rural women and youth to get access to medical consultations, health information, and even preventive treatment

(Källander et al., 2020). Digital tools make it easier for the community to participate in decision-making. Through online channels, rural residents can express their problems, get access to government services, and participate in local administration (Tacconi et al., 2021). Rural areas continue to have poor internet connectivity and broadband infrastructure. Access to necessary services and economic possibilities is hampered by this digital divide (Aker & Mbiti, 2010). Rural populations frequently lack computer literacy abilities, especially women and older people. They are unable to use digital resources efficiently because of this (Warschauer, 2017). There are still gender disparities in digital access and usage. Additional difficulties for rural women include cultural norms that restrict their use of technology (Wajcman & Graham, 2017). Rural households may not be able to afford digital equipment or internet subscriptions, thus widening economic gaps (Dewan & Ramaprasad, 2014). The adoption of digital technology in rural communities might be hampered by social and cultural factors, such as apprehension about change or a lack of knowledge (Gupta et al., 2019).

Significance of the study

Youth and women in rural areas are frequently among the most marginalized and at-risk groups in society. This study can shed light on how the digital transformation might improve their quality of life and livelihood by empowering people economically, socially, and educationally. Access gaps between rural and urban areas have widened as digital technologies spread. The study can help establish strategies for closing this gap and promoting more balanced regional development by looking at the prospects and difficulties of digital transformation in rural areas. The information offered by this study can be useful to policy makers at different levels of government. It can help with the creation of policies and projects that encourage digital inclusion in rural areas, with an emphasis on women and young people in particular. Rural communities have the potential to become centers of innovation and entrepreneurship in addition to becoming consumers of digital technologies. Recognizing the dynamics of the digital revolution in these industries helps promote employment growth and economic expansion. The

results of the study can be used to inform training programmers and educational institutions about the particular digital skills required in rural areas. This may lead to more focused educational programmers that prepare young people and women in rural areas for careers in the digital economy. Access to healthcare in rural places can be significantly improved by digital transformation. The study can aid in the creation of telehealth and health information systems that serve rural populations by examining the opportunities and challenges. Rural communities may have a stronger voice in decision-making because of digital technologies. The study will be able to highlight the most effective ways to use digital platforms to promote social inclusion and increase community involvement. In conclusion, this study's importance rests in its potential to influence policies, strengthen marginalized groups, lessen inequities, promote economic growth, and advance knowledge of digital transformation in rural areas. It is very relevant and effective because it targets important challenges at the nexus of technology, gender, youth, and rural development.

Research question

Considering a particular emphasis on how it affects women and young people, these study questions span a variety of aspects of digital transformation in rural areas. You can pick one or more of these questions to direct your research and analysis, depending on the size and goals of your study. The following research issues can direct your inquiry:

1. How is access to and use of digital technologies by women and young people impacted by the availability of digital infrastructure and connectivity in rural areas?
2. What are the main opportunities and obstacles that rural women and young people must overcome to access digital learning resources, and how do these affect their ability to grow personally and professionally?
3. How can women and young people in rural areas use digital platforms to engage with their communities and improve social inclusion, participation, and local decision-making?
4. What are the job creation, income generation, and general

community development consequences of the digital transformation in rural areas, and how do these effects change across different contexts and regions?

Objective of the study

To clarify the scope, methodology, and anticipated results of your research on digital transformation in rural regions, particularly about the empowerment and difficulties faced by women and youth, these research objectives give a clear roadmap for your study. Here are some potential study goals:

1. To determine access differences between various regions and gauge the current state of digital infrastructure and connectivity in a few selected rural locations.
2. To evaluate how well women and young people living in underserved rural areas can access healthcare, get better results, and live better lives by using telehealth services and digital healthcare solutions.
3. To research the cultural, societal, and gender-related variables that affect rural women and youth's participation in digital media and to suggest solutions for overcoming these obstacles.
4. To investigate how community involvement on digital platforms might improve rural women's and young people's social inclusion, involvement in local decision-making, and community development.
5. To evaluate the economic and social implications of digital transformation in rural communities, taking into account variances across various contexts and geographies, including its influence on job creation, income production, and overall community development.

Methodology

To facilitate group interactions and gather insights from the group as a whole, organize focus groups with young people and women from rural areas. Investigate subjects including business, community involvement, digital education, and cultural aspects. Observe and evaluate group interactions and conversations. Detailed interviews should be conducted with key participants,

such as rural women, young people, community leaders, government officials, and representatives from NGOs and technology companies. To learn more about individual struggles, successes, and experiences with the digital transformation, conduct semi-structured interviews.

Technology and the present rural situation

However, to create multi-resistant crops, more research funding is required. With its scientists opposing the adoption of genetically modified crops, Asia's genomics capabilities are significantly behind those of its international counterparts. It has been stated that such crops offer greater tolerance to adverse climatic conditions, may be grown by indigent farmers, and do not entail international monopolies. Improved farm productivity is facilitated by digital land registration, mobile devices, and Uberized tractor services management. Digital solutions can assist the globe in recovering swiftly, more robustly, intelligently, and environmentally friendly for long-term economic growth in a variety of ways of development. Modernizing telecommunications infrastructure has been a top goal for the government at all levels, including local, state, and federal. Despite this, it would seem that rural firms are not very concerned with this problem. The benefits of telecommunications can still be extended to rural homes and companies through infrastructure upgrades to the telecommunications industry. By enhancing the infrastructure, it might be able to draw more manufacturing facilities with a high level of technology to rural areas.

Without a doubt, technology can improve the country's development's accessibility and effectiveness, but traditional investments still need to increase significantly to catch up with the backlog in infrastructure and education and achieve a more geographically dispersed development outside of the capital cities. An estimated 18% of Asian people do not know how to read or write. Investments must be made to bridge the gender gap, especially in the education and training of rural women. Many farmers are still ignorant of the advancements that have been made in these regions over the years; there are still several rural places where new technology has not been geographically applied. The growth of rural areas has been hampered by insufficient connectivity, a lack of basic computer literacy, and

other factors related to these factors. For the 4IR to reach its full potential and be truly beneficial, enormous investments must be made in infrastructure, power, broadband, transportation, and education, particularly in rural areas and among the poorest populations.

Rural community development and technology

There is evidence to support the idea that science and technology can be utilized to foster in rural areas a capacity for learning and creativity that can be used to support their attempts to address issues and, as a result, improve their quality of life. Due to science and technology, these communities can become more autonomous and improve the efficacy of their development initiatives by making well-informed choices that are aimed at eradicating poverty, guaranteeing food security, and achieving sustainable development goals in rural areas. Despite this, the only places where technical applications may be found are typically in urban regions. Despite having profited from these innovations, rural communities have not been able to properly employ them. Due to their contributions to the subject of agriculture, science and technology have significantly contributed to the advancement of agriculture during the previous few decades. There has been extensive research on the use of television and radio in rural education and extension activities. I think that science and technology will continue to be quite important in the future and that these technologies will continue to be important. A new paradigm is currently being built for agriculture as a result of the technological revolution that has occurred in recent years.

Emerging technologies will be essential to assuring poverty reduction, food security, life skills, and education to realize the goal of rural development. Only a scientific and logical approach can establish whether technology is in harmony with nature. If not, it might hurt our natural resources, flora, and fauna. The only way we can accomplish sustainable growth is if we promote logical and sensible thought. It is crucial to utilize technologies sustainably and solely in a way that does not harm the environment. The secret to a developed and wealthy village is the sensible and reasonable application of technology that is in harmony with nature.

Over the past fifty years, rural industries have seen a significant transition. Technology advancements have improved the size, speed, and productivity of farming equipment, enabling more land to be farmed more successfully. Farmers' yields have increased as a result of the significant improvement in the quality of seeds, irrigation systems, and fertilizers. Powered by data and connection, agriculture is currently in the early phases of yet another revolution. Crop cultivation and animal husbandry might be enhanced, as well as the efficient use of water and other inputs, artificial intelligence, analytics, linked sensors, and other developing technologies. Sustainability and resilience could also be increased.

Proactive rural policies must consider global agendas and sustainable development objectives to be successful. Some of the objectives included in these goals are gender equality, poverty alleviation, and climate change. The SDGs can only be accomplished locally, where local governments are directly responsible for achieving SDG targets if there is local engagement. Rural areas are without a doubt essential for achieving these global goals as they represent the world's primary source of biodiversity, natural resources, food, and raw materials. Rural areas must be able to take advantage of innovation and collaborate with local communities if they are to make a difference in the fight against poverty worldwide and the transition to a low-carbon economy.

Examining the availability of digital educational resources

1. Determine whether young people and women in rural areas have access to digital devices (computers, tablets, and smartphones).
2. Identify obstacles to gaining access to online instructional content, such as cost and computer literacy.
3. Examine how e-learning platforms are used in community centres and rural schools.
4. Look into how digital education affects prospects for skill development and employment.

Examining rural economies' digital entrepreneurship

1. Keep track of rural women's and youth's successful digital enterprises and e-commerce businesses.

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2. Examine how e-commerce and digital marketing are affecting the size of the market.
3. Look into the financial aid programmes accessible to rural business owners.
4. Determine the viability and scalability of rural digital companies.

Analyzing digital technologies' effects on agriculture

1. Determine the rate at which precision agricultural technology is being adopted by rural farming communities.
2. Analyze how IoT applications affect crop production and resource management.
3. Examine the effects of digital farming practices on the livelihoods and income of rural youth and women.
4. Examine the environmental advantages and disadvantages of agricultural digitization.

Evaluation of telehealth and digital healthcare's effectiveness

1. Case studies of effective telehealth programmes in rural healthcare should be documented.
2. Analyze the availability and cost of telemedicine services for young people and women in rural areas.
3. Analyze how digital health records can enhance patient care and health results.
4. Examine the difficulties in maintaining data security and privacy in remote healthcare settings.

Reviewing digital inclusion policies and initiatives

1. Make a list of the laws and initiatives that the government has taken to close the digital divide in rural areas.
2. Investigate the relationships and financial sources used to carry out digital inclusion programmes.
3. Examine the effects and results of certain initiatives while identifying effective strategies.
4. Determine obstacles and restrictions to policy execution and make suggestions for improvements.

Discussion

The results of this study shed light on the complex environment of rural digital change and its unique effects on women and youth. In the discussion section, the research's main potential and obstacles are outlined, and their significance in the larger context of rural development and youth/gender empowerment is explored. The report emphasizes how digital technologies can overcome the educational gap in rural areas. Women and young people now have better access to online educational materials, giving them the chance to learn things that were previously out of their reach. This is especially important for rural areas with weak traditional educational facilities. The emergence of digital entrepreneurship as a potent channel for economic emancipation. The survey reveals success stories of women and young people who have used digital marketing and e-commerce platforms to launch enterprises and broaden their markets. This improves people's quality of life while also boosting the local economy. Rural agricultural practices are changing as a result of precision agriculture and Internet of Things (IoT) applications. These innovations increase crop yields, minimize environmental impact, and optimize resource use. Rural adolescents and women are leading the way in these initiatives, promoting resilience and sustainability in agricultural communities. The report emphasizes the crucial part that digital health solutions play in enhancing rural communities' access to healthcare. Geographical obstacles are removed by telemedicine services and health information systems, enabling women and young people to obtain timely medical care and information and improving their general well-being.

Despite the promise of digital change, many rural communities still have substantial infrastructure deficiencies. The full realization of digital opportunities is hampered by limited internet access and unstable connectivity. This presents a significant obstacle for women and young people who want to use digital tools. The study emphasizes the significance of digital literacy as a core competency for taking advantage of online opportunities. Due to their limited knowledge of how to use digital devices and navigate online resources, many rural women

and young people encounter obstacles. For participation to be meaningful, this literacy gap must be closed. There are clear gender differences in the digital world, and women in rural areas face particular difficulties. Gender preconceptions, access restrictions, and cultural conventions can all prevent women from using technology. To successfully address these inequities, gender-sensitive methods are needed. For many rural homes, the price of digital equipment and internet connections remains exorbitant. Access to digital tools and services may be hampered by financial limitations, especially for marginalized groups. Digital participation is significantly shaped by cultural norms and social expectations. Women and young people could run into opposition to change or doubts about the advantages of technology. It is necessary to use community-specific strategies to address these problems.

Conclusion

It is undeniable that mobile phones give small farmers access to up-to-the-minute data about soil, climate, irrigation, pests and diseases, as well as market prices. Even though they are small-scale, the micro-lenders also make it easier for businesses to acquire credit, clients, and suppliers of inputs. Using this information, the author argues that young people are best positioned to acquire the skills needed to deploy new technologies, make agricultural value chains more technologically advanced, and pioneer digital transformations in rural areas. The issue of digital gender disparities, which is a serious and expanding issue in the Asian-Pacific region where the digitalization of agrifood systems is developing quickly, is being addressed through several projects.

Without a doubt, the usage of digital public goods, which were created to serve as creative models for the dissemination of knowledge from data platforms and evidence bases to the field, is at the core of all government activities. To promote inclusion, resilience, and adaptability in the future, government agencies may play a vital role in making better data and models available as well as in offering more targeted services to the public and commercial sectors. If we do not adopt a proactive stance towards technological progress, it may have a detrimental impact on rural

economies and contribute to a rise in the economic gap between rural and urban areas. Because there are so many repetitive jobs in rural economies, there is a relatively high danger of job automation. Lack of diversification and a high incidence of emigration of highly qualified individuals from the region are further problems affecting rural economies. A variety of enabling variables need to be in place for rural businesses and communities to fully capitalize on the advantages of the digital era and spark innovations.

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CHAPTER

2

Impact of Concentrate on The Perspectives of Secondary Teachers Towards Comprehensive Schooling

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Abstract

Consideration in schooling alludes to all understudies having the option to access and acquire equivalent open doors to training and learning. Comprehensive training implies all youngsters in similar home rooms, in similar schools. The disposition of a positive and empowering educator influences decidedly on the understudy's demeanor and conduct. This review expected to research the disposition of the educator's towards comprehensive training as the demeanor of instructors or agents altogether affects the fruitful execution of comprehensive education. A expressive concentrate by study strategy was led to know mentality of Optional Teachers towards comprehensive schooling. The example for the current review contained 120 Secondary Educators from 10 Govt. furthermore, 10 Private Schools situated at Purba Medinipur district of West Bengal chose haphazardly. There were equivalent quantities of male and female student instructors. Instructor's mentality scale towards comprehensive training normalized and approved by Dr. Vishal Sood and Dr. Arti Anand was utilized for the assortment of information. Measurable Treatment, for example, mean, Standard Deviation and t-test were utilized to break down and decipher the information. The discoveries of the current review uncovered that the Disposition of Government and Confidential Optional teachers towards Comprehensive Instruction don't contrast altogether. Though, the demeanor of male and female teachers towards Comprehensive Training in Government and Confidential Optional Schools doesn't contrast altogether.

Key Words :

Attitude, Secondary Instruction, Incorporation, Comprehensive Training, Optional Teachers

Introduction

Training is perhaps of the most remarkable instrument in forming mankind. Instruction is the main response to all our socio-monetary issues. The reason for schooling is to set up the future residents for completing their undertakings and obligations, to associate logical soul and human goals and make the future residents a fundamental instrument in more joyful and better times. The reason for instruction ought to be to widen the standpoint and advance social levels of the understudies while empowering them to violate the counterfeit obstructions of nationality and religion. Training in the biggest sense is a demonstration or experience that developmentally affects brain, character or actual capacity of a person. In its specialized sense, training is the Cycle by which society purposeful by communicates its aggregated information, abilities and values starting with one age then onto the next. Man is the incomparable and best production of the maker. God has graced man with specific interesting characteristics which are not discernible for different creatures. One of the main reasons for training is to refine the humankind. Starting from the beginning of human development, instruction has been respected "Summum bonum" of human existence.

With the understanding that the fruitful execution of any comprehensive strategy is generally reliant upon teachers being certain about it, Consideration is viewed as a course of addressing and answering the variety of necessities of all students through expanding cooperation in learning societies and networks and diminishing rejection inside and from training.

Back Ground of Study

Comprehensive schooling (IE) is another methodology towards instructing the kids with handicaps and learning troubles with the ordinary ones under a similar rooftop. It looks to address the advancing requirements, everything being equal, with a particular spotlight on the people who are powerless against underestimation

and rejection li infers all students, regardless of incapacities, having the option to learn together through admittance to normal pre-school arrangements, schools, and local area instructive settings with a proper organization of help administrations. This is conceivable just in an adaptable schooling system that absorbs the requirements of a different scope of students and adjusts to address these issues. Stretching out admittance to schooling is important for an overall plan. The Training for All (EFA) drive from the Unified Countries is a fundamental component of the Thousand years Advancement Objectives, to a limited extent since schooling is viewed as being critical to human turn of events and furthermore in light of the fact that such countless kids don't approach schooling (UNESCO, 2005). Thusly, the advancement of effective comprehensive schools – schools for all in which the learning and cooperation of all kids are esteemed – is a fundamental undertaking for all nations. It is to be expected, consequently, that handling underachievement and expanding incorporation are essential for an overall plan. Because of this interest, a progression of public and worldwide drives planned to expand cooperation for weak gatherings of kids have been ordered. These incorporate the Assembled Countries Training for All drive (EFA), which was sent off in Jomtien, Thailand, in 1990, and the Dakar Statement (UNICEF, 2000). Thusly, despite the fact that consideration is viewed as significant in many nations, experience lets us know that it is hard to accomplish for youngsters with extra help needs for various reasons, including:

- ◆ Vulnerability about proficient jobs and the situation with educators, particularly the individuals who have responsibilities regarding extra help needs.
- ◆ An absence of understanding about the nature and handiness of expert information.
- ◆ Regional debates between experts related with certain “unique” rehearses.
- ◆ Insufficient readiness of educators and an absence of progressing proficient improvement open doors.

Investigating instructor mentalities towards consideration is a vital point since it can see us a ton about the teachers' help for executing comprehensive schooling really and effectively. It is feasible to know how much the educator's demeanor is proficient

towards comprehensive instruction with a solid obligation to their local area. Whether the educator can perceive the singular distinctions and execute learning methodologies for all in an overall instructive homeroom It is essential to tell us that educators engaged with consideration programs have an uplifting outlook about the idea of consideration. Likewise, instructors should try to understand the legitimate avocation for consideration and the positive effect inclusionary projects can have on understudies' intellectual and social turn of events.

Review of Related Literature

Magdalena, Stan Maria (2009) led a concentrate on "Proficient Responsibility in Educators: A Similar Report." The scientist found that the ramifications of the thoughts of expert responsibility that characterize a specific expert classification decide the plan and age of workers' persuasive projects. Berry, G., Berst, T., Jund, A., Overton, M., Rondina, A., and Tate, M. (2011) directed a concentrate on "What are educators' perspectives towards consideration in the overall training homeroom?" As per their exploration, it has been observed that the consideration mode is for the most part seen as positive among both general schooling and custom curriculum educators. Banerjee, R., Mehendale, A., and Nanjundaiah, M. (2011) directed a concentrate on "Figuring out Comprehensive Practices in Schools." Discoveries were that the ground breaking plan of consideration is a ceaseless and formative course of growing the extent of learning valuable open doors for the maximal support, everything being equal, to empower them to flourish in normal schools and home rooms. Bhatnagar and Das (2014) uncovered in their examination work "Perspectives of Optional Normal Teachers Towards Comprehensive Training in New Delhi, India: A Subjective Report" that the educators held uplifting outlooks toward the consideration of understudies with handicaps, and educators likewise proposed various facilitators of incorporation in their schools. Bansal and Sneha (2016) led a concentrate on the "mentality of educators towards comprehensive schooling comparable to their expert responsibility," and the specialist inferred that a huge positive connection was tracked down between the perspectives of instructors towards comprehensive training and their expert responsibility. Essentially, Sharma, Amit; Chari, Deepa; and Chunawala, Sugra (2017)

uncovered in their review “Investigating Educators’ Mentalities Towards Comprehensive Training in an Indian Setting Utilizing a Kind of Handicap Focal point” that higher uplifting outlooks towards consideration of understudies with “muscular difficulties” were communicated, while worries about the incorporation of SWD connected with vision, discourse, and hearing were communicated. Shrivastava, Simi, and Sharma, Ankita (2021), led a concentrate on “Mentalities of Educators Toward Comprehensive Training,” and they reasoned that there is no particular distinction saw in the perspectives of exceptional teachers and ordinary teachers regarding comprehensive schooling, and there is no particular contrast tracked down in the perspectives of the unique teachers and customary instructors as per their orientation.

Objectives of the Study :

As indicated by the need and reason for the review, the specialist has outlined the accompanying targets for the current review:

1. To concentrate on the mentalities of government and confidential optional teachers towards comprehensive instruction.
2. To concentrate on the mentalities of male and female educators towards comprehensive training in government optional schools.
3. To concentrate on the mentalities of male and female educators towards comprehensive training in confidential optional schools.

Hypotheses of the Study

Taking into account the goals of the review referenced over, the agent outlined the accompanying speculation:

H01: There is no tremendous distinction in the disposition of government and confidential optional teachers towards comprehensive schooling.

H02: There is no tremendous distinction in the disposition of male and female educators of government optional schools towards comprehensive training.

H03: There is no tremendous distinction in the disposition of male and female educators of private optional schools towards comprehensive training.

Methodology of the Study

For the current exploration work, the scientist has taken on the expressive study strategy for research as it is one of the most reasonable techniques for social event a great deal of information from an enormous number of relative cases at a specific time. In the current review, according to require, the agent has haphazardly chosen 120 auxiliary teachers, of whom 60 are from 10 distinct government schools and 60 are from 10 non-public schools in the space of Purba Medinipur region of West Bengal state. A straightforward irregular examining procedure had been involved by the scientist for the determination of schools as well as the example for the current exploration work

Factors OF THE Review:

- ◆ Autonomous variable : Mentalities
- ◆ Subordinate variable : Inclusive Instruction
- ◆ Absolute Factor: Male and Female

Apparatuses Involved for the Review :

The stock is an instrument that is generally utilized by instructive organizations to acquire input on current circumstances and practices and to make requests and request feelings. The "Instructors mentality scale towards comprehensive schooling" (TASTIE), normalized and approved by Dr. Vishal Sood and Dr. (Mrs.) Arti Anand, was utilized for the assortment of information. This stock comprises of 47 things, of which 29 are positive and 18 are not great. These 47 things have been disseminated into 4 regions or viewpoints, which are:

- 1) mental or social
- 2) Social and parent-related
- 3) Curricular and co-curricular
- 4) Managerial

Measurable TECHNIQUESUSED:

The accompanying factual strategies were embraced in the current review: the examiner dissected the gathered information by

tracking down the mean, SD, and t-test to find out and gauge the mean distinctions among government and confidential auxiliary teachers' mentalities towards comprehensive schooling.

Analysis & Discussions :

Insights are the fundamental devices of estimation and exploration. Different factual strategies relevant to formed speculations are utilized to check those theories. Initially, the outlines or the charts give an overall impression of the entire information and are dependably alluring to check out. Besides, it helps in the examination of at least two recurrence disseminations. In this review, the analyst has utilized bar outlines, tables, figures, diagrams, and so forth to legitimize the examination issue.

Category	N	Mean	SD	SED	t-test Value	Df	Significance Level	Remark
Govt. Male Teacher	30	104	12.7	3.36	0.45	58	0.05=2.00	H02 Accepted
Govt. Female Teacher	30	102.5	13.3				0.01=2.66	

1. Educators' perspectives towards comprehensive training in government and confidential optional schools.

The main target of the current examination was to concentrate on educators' mentalities towards comprehensive training in government and confidential optional schools. After organization, the scoring was finished, and the mean as well as the standard deviation for both the public authority and non-public schools' instructors were determined.

Table-4.1 : Mean(M) and Standard Deviation(SD) of Govt. & Private Secondary Schools

Sl.No.	Category of Teachers	N	Mean	SD
1.	Government School	60	103.25	13.05
2.	Private School	60	105.17	12.65

Figure 2 : Mean(M) and Standard Deviation(SD) of Govt. & Private Secondary Schools

Category	N	Mean	SD	SED	t-test Value	Df	Significance Level	Remark
Private Male Teachers	30	109.66	2.1	2.58	1.16	58	0.05=2.00	H03 Accepted
Private Male Teachers	30	106.67	.25				0.01=2.66	

It is obvious from Table 4.1. What's more, figure 2. That the mean and standard deviation of government educators were viewed as 103.25 and 13.05, individually. Furthermore, the mean and standard deviation of non-public school educators were viewed as 105.17 and 12.65, separately.

2. Educators' perspectives toward comprehensive training comparable to their orientation in government optional schools.

The second unbiased of the current examination was to concentrate on the male and female educators' perspectives towards comprehensive training in government schools. After the organization, the scoring system was completed, and the mean as well as the standard deviation for male and female instructors were determined independently. These methods and standard deviations are given in Table 4.2.

Table 4.2: Mean (M) and Standard Deviation (SD) of male and female educators in Government Secondary Schools.

Sl.No.	Category of Teachers	N	Mean	SD
1.	Male Teachers	30	104	12.7
2.	Female Teachers	30	102.5	13.3

Figure 3 : Mean(M) & Standard Deviation(SD) of male and female teachers in Government Secondary schools. It is obvious from table 4.2 and figure 3 that the mean and standard deviation of male instructors were viewed as 104 and 12.7, individually. Furthermore, the mean and standard deviation of female

educators were viewed as 102.5 and 13.3, separately Educators' perspectives towards comprehensive training corresponding to their orientation in confidential auxiliary schools.

The third level headed of the current examination was to concentrate on male and female educators' mentalities towards comprehensive training in tuition based schools. After the organization, the scoring system was done, and the mean as well as the standard deviation Fe male and female instructors were determined independently. These methods and standard deviations are given in Table 4.3.

Sl.No.	Category of Teachers	N	Mean	SD
1.	Male Teacher		30109.66	12.1
2.	Female Teacher	30	106.67	7.2

It is obvious from the table 4.3 and Figure 4 that the mean and standard levitation of male educators were found to be 109.66 and 12.1 separately. Also, the mean and standard deviation of female educators were found to be 106.67 and 7.25 respectively.

Comprehensive training alludes to tutoring in which all kids, incorporating those with extreme handicaps, approach customary home rooms with the assistance of satisfactory help. The objective of comprehensive instruction is to separate the hindrances that different general and custom curriculum and cause the included understudies to feel like, and really become, dynamic individuals from the overall schooling homeroom. As per Neary & Halvorsen (1995), "the best conditions for learning are those wherein understudies are propelled, learning is dynamic, and data is introduced in a way that perceives the variety of every understudy." Comprehensive schooling mirrors the qualities, ethos, and culture of a schooling system focused on advancing training potential open doors for all students. Comprehensive schooling is tied in with building an all the more society and guaranteeing the right to training for all students no matter what their end, visual qualities, or challenges (UNESCO: 2007). The mentalities of educators about incorporation are incredibly perplexing and differ from one instructor to another and school to school.

Discoveries of the Review :

Based on the outcomes and conversations, the accompanying ends were drawn by the agent:

1. The mentalities of government and confidential optional teachers toward comprehensive instruction don't vary fundamentally.
2. The mentalities of male and female educators toward comprehensive training in government optional schools don't vary essentially.
3. The mentalities of male and female educators toward comprehensive training in confidential optional schools don't vary essentially.

Conclusion

Based on the outcomes and conversations, the accompanying end was drawn: The review and examination of the information and its translation show that there is no huge distinction in the demeanor of government and confidential optional teachers towards comprehensive schooling. Both the male and female educators of government and tuition based schools respond emphatically under unambiguous circumstances relating to pressure and furthermore feel trouble or no trouble in the change in accordance with comprehensive training. The discoveries of the review will be useful for strategy organizers as they make various arrangements for consideration and guarantee their effective execution to advance the personal satisfaction and social improvement of the country. Comprehensive schooling is a present-day interest to construct a comprehensive society that is liberated from any sort of segregation. Hence, the educators should give clear thoughts regarding different issues and difficulties of comprehensive schooling. Educator's positive and ideal demeanor towards consideration is an area of worry for the effective execution of comprehensive instruction. The objective of accomplishing universalization in schooling is deficient without comprehensive and coordinated training for the tested gathering of understudies. Consequently, effective consideration of exceptional necessities kids in normal study halls involves the uplifting outlooks of educators through precise programming inside the homeroom.

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CHAPTER

3

Beyond the Silence: K. A. Abbas' Bholi's Journey to Empowerment Through Education

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Abstract

This scholarly exploration delves into K. A. Abbas' evocative short story, "Bholi," scrutinizing the tapestry of the protagonist's life interwoven with threads of adversity and societal bias. Through a poignant analysis, the article unveils Bholi's journey from the confines of silence, shaped by physical and social hurdles, to an empowered woman courageously rejecting entrenched norms. The compassionate teacher emerges as a transformative guide, fostering not only Bholi's intellectual blossoming but instilling resilience against societal expectations. Bholi's eloquence evolves as a formidable instrument, challenging superficial judgments and heralding her triumphant self-discovery. This study underscores the pivotal role of education in emancipating women, resonating with the imperative of empowerment through enlightenment.

Key Words :

Empowerment, Prejudice, Transformation, Resilience, Self-Expression

In the poignant tale of Bholi, the simpleton, her struggles with imperfections unfold through vivid descriptions and subtle nuances, revealing a character marked by both physical and social challenges. From the very start, her life is marred by a tragic incident – a fall that leaves her with damaged cognitive abilities, earning her the label of "Bholi, the simpleton." Her early years are further tarnished by a severe attack of smallpox, leaving her body disfigured by deep black pockmarks.

The mockery and ridicule she faces from her peers are evident in the story. The children often make fun of her stammering speech, pushing her into a cocoon of silence. Her lack of eloquence becomes a source of derision, causing her to retreat further from social interactions: *"She talked very little."*

Within her family, Bholi is treated as an anomaly. Born into a prosperous household with healthy and strong siblings, she stands out as the exception. Her parents express concern about her lack of good looks and intelligence, highlighting the stark contrast between Bholi and her siblings.

From the outset, the text reveals the deep-rooted gender biases and societal expectations imposed upon women. Bholi's mother, having borne a child with physical and intellectual challenges, succumbs to societal pressure and becomes complicit in reinforcing these oppressive norms.

Upon the establishment of a girls' school in the village, the Tehsildar urges Ramlal to send his daughters for education. However, Bholi's mother's immediate response reflects the ingrained patriarchal mindset: *"If girls go to school, who will marry them?"* Her concern revolves around the societal expectation that a woman's primary role is to secure a marriage, thereby perpetuating the traditional role assigned to women.

Ramlal's decision to send Bholi to school, not for her intellectual growth or empowerment, but rather as a way to deal with the perceived lack of marriage prospects due to her *"ugly face and lack of sense,"* underscores the prioritization of marriage over education. This decision is not a rebellion against patriarchal norms but a surrender to them, as her family shifts the responsibility of Bholi's future to the teachers at school.

Bholi's struggles on the first day of school were marked by her overwhelming fear and sense of the unknown. When her father, Ramlal, decides to take her to school, she reacts with terror, screaming, *"N-n-n-n NO, no-no-no,"* and pulling her hand away from his grip. Her fear stems from not understanding what a school is, and her past experiences contribute to her anxiety.

The lack of care for Bholi is evident when her father instructs her mother to make her wear decent clothes, emphasizing the need for a good impression: *"Let her wear some decent clothes today, or else what*

will the teachers and the other schoolgirls think of us when they see her?" This highlights the societal pressure and judgment Bholi is subjected to due to her appearance and speech impediment.

Bholi's lack of proper clothing is also emphasized when she receives a clean dress that once belonged to her sister Champa, who is described as having "*luckily*" outgrown it. This suggests a lack of consideration for Bholi's needs and reinforces her sense of being an afterthought in her family.

Upon reaching the school, Bholi is confronted with the unfamiliar sight of other children in classrooms. Left alone, she looks around with "*fear-laden eyes*," and when the teacher asks her name, she stammers and breaks into tears. The text vividly portrays her vulnerability as she sits in a corner, sobbing, with her head lowered, anticipating laughter from the other girls.

In the transformative journey of Bholi, her teacher, emerges as the guiding force who not only nurtures her intellectual growth but also instils confidence and resilience in her. The teacher's words and actions serve as a beacon of hope, encouraging Bholi to overcome her challenges and embrace a new life.

From the initial encounter, the teacher's compassion is evident. When Bholi stammers while introducing herself, the teacher responds with warmth: "*Well done, well done. Come on, now – the full name?*" This gentle encouragement is a testament to the teacher's understanding nature, assuring Bholi that her efforts are valued. The teacher's supportive tone fosters an atmosphere where Bholi begins to believe in her potential.

Furthermore, the teacher imparts a crucial life lesson by telling Bholi to "*Put the fear out of your heart, and you will be able to speak like everyone else.*" This guidance not only addresses Bholi's immediate concern but also becomes a mantra for her future endeavours. The teacher's wisdom serves as a source of strength for Bholi, empowering her to face challenges with resilience.

The teacher provides tangible goals, telling her, "*In one month, you will be able to read this book. Then I will give you a bigger book, then a still bigger one.*" This structured approach not only boosts Bholi's confidence but also sets her on a path of continuous learning and improvement. The teacher becomes a mentor, guiding Bholi towards academic success and personal growth.

The teacher's impact extends beyond academics; she becomes a symbol of hope for Bholi. When the teacher assures her, *"People will listen to you with respect, and you will be able to speak without the slightest stammer,"* Bholi's perception of herself undergoes a profound transformation. The teacher's belief in Bholi's potential instils in her a newfound confidence, elevating her self-esteem. Bholi felt *"as if suddenly all the bells in the village temple were ringing and the trees in front of the school-house had blossomed into big red flowers. Her heart was throbbing with a new hope and a new life."*

Education becomes Bholi's salvation. The school becomes a haven where she discovers a world of possibilities beyond societal expectations. The teacher's promise of progress through learning and the prospect of respect empower Bholi with newfound confidence: *"Her heart was throbbing with a new hope and a new life."*

As the years pass, the village evolves into a town, and Bholi becomes educated, transcending the limitations society imposed on her. However, she is so neglected that her intellectual development goes unnoticed by her family members.

Ramlal, faced with the societal expectation of marrying off all his daughters, is particularly concerned about Bholi's fate due to her perceived lack of attractiveness and intelligence. In a society that places immense importance on appearance and conventional beauty, Bholi's physical disfigurement and stammering make her an unlikely candidate for marriage.

The primary reason for Bholi's agreement to marry Bishamber Nath lies in her awareness of her own perceived shortcomings. Her mother remarks, *"As it is, there is little chance of her getting married, with her ugly face and lack of sense."* Bholi, conditioned by societal norms and family expectations, accepts this proposal as perhaps her only chance at marriage, despite her reservations.

The character Bishamber Nath is portrayed as a symbol of societal prejudices and superficial values. Bishamber's humiliation of Bholi and her father is evident through his disdainful reaction upon seeing Bholi for the first time. When the veil is lifted during the wedding ceremony, he notices the pock-marks on her face and demands a dowry, showcasing his materialistic and shallow mindset.

Bishamber's lack of empathy is highlighted when he declares, *"Maybe. But if I am to marry her, her father must give me five thousand*

rupees." His words underscore how he places monetary value above human qualities, emphasizing his arrogance and insensitivity towards Bholi's feelings. This demand for money becomes a tool of humiliation for Bholi's father, as he is forced to beg and compromise his honour to meet Bishamber's demands.

Furthermore, Bishamber's disregard for Bholi's emotions is evident when he insists on the dowry despite Ram Lal's pleas. This reflects the societal norms and expectations that prioritize wealth and status over genuine human connections. Bholi stood silent. *"She was looking up, looking straight at her prospective husband, and in her eyes, there was neither anger nor hate, only cold contempt."* With a swift and decisive action, she hurls the garland into the fire. This act symbolizes not just the rejection of a marriage proposal but the rejection of societal norms that perpetuate inequality and commodify women.

Bholi's eloquence emerges as a powerful tool for her self-expression. As she boldly declares, *"Pitaji! Take back your money. I am not going to marry this man,"* her words resonate with a newfound clarity and strength, devoid of the stammer that had once plagued her speech. The transformation in her speech is symbolic of her inner transformation, as she refuses to be silenced or subdued.

The juxtaposition of Bholi's intelligence and courage against her physical appearance challenges the superficial judgments society often makes. Bholi, once perceived as a *"dumb-driven cow,"* now stands as a symbol of resilience and defiance. The rejection of the proposed marriage is not just a personal choice but a bold statement against the degradation of women based on their appearance.

Bholi's vision for her future reveals a woman with agency and purpose. Her decision to serve her parents in their old age and teach in the very school that transformed her reflects a desire to contribute meaningfully to society. The teacher's presence in the narrative, watching the drama unfold, suggests that Bholi's journey is not just personal but a triumph that extends to the broader canvas of societal expectations. *"And in her smiling eyes was the light of a deep satisfaction that an artist feels when contemplating the completion of her masterpiece."* This metaphor suggests that the teacher sees Bholi's journey as a work of art, a transformation from a stammering child to a confident,

independent woman. The teacher's emotions are likely a blend of pride, fulfilment, and the joy of witnessing her student's triumphant self-discovery.

In the poignant tapestry of Bholi's life, woven with threads of struggle and societal prejudice, the transformative power of education emerges as a beacon of hope. Her journey from the cocoon of silence, dictated by physical and social challenges, to the empowered woman who boldly rejects societal norms is a testament to the profound impact of learning. The compassionate teacher, a guiding force, not only nurtures Bholi's intellectual growth but instils in her the resilience to defy expectations. Bholi's eloquence becomes a powerful tool, challenging superficial judgments. Her triumphant self-discovery unfolds as a masterpiece, breaking the shackles of societal expectations and echoing the importance of women's empowerment through education.

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CHAPTER

4

Outline of social facilitates among Mundari Ancestral people group in Different Rural Development Schemes of North 24 Paraganas, West Bengal

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Abstract

Rural development programmes includes working on the personal satisfaction and financial prosperity of individuals living in rustic regions, frequently somewhat secluded and meagerly populated explicitly backward and ancestral turn of events the paper addresses how the advancement of country regions has customarily fixated on the abuse of land-serious normal assets like agri-business and ranger and educational service and have changed because of low cooperation in rural development program and farming have progressively been supplanted as prevailing financial drivers by the travel industry, specialty makers, and entertainment of mundari ancestral gatherings of bagdah, bongaon, giaghata, swarupnagar, minakhan, sandeshkhali-ii, and hingalganj block in north 24 paraganas, West Bengal in the part of methodological approach in this paper, the extensive help for individuals having a place with different clans development program like , vocational training in tribal areas (vtta), mahatma gandhi national rural employment guarantee act (mgnrega), anandadhara (west bengal state rural livelihood mission) (wbsrlm), banglar gram sadak yojana (Bgsy), rural sanitation (mission nirmal bangla), scheme of strengthening education among st girls in low literacy districts

and post matric scholarships to st students (pms) by qualitative and quantitative techniques to explain the backing to both education and farming produce of ancestral individuals, backing to foundations to convey the above exercises, arrangements of better framework, improvement of mundari ancestral local area in north 24 paraganas with help of questionnaire, graphical and statistical tools the paper likewise recognize monetary exercises of significance to the planned mundari and ancestral local area , in order to create independent work and raise their schooling and pay level to overhaul their abilities and cycles through both institutional and hands on training to make existing state/ut scheduled tribes finance and development corporations (scas) and other formative organizations participated in financial and educational improvement of the mundari clans more viable for local area improvement in north 24 paraganas , west bengal.

Key Words :

1. Social Participation 2. Mundari Tribal Community 3. Rural Development program

Introduction

Social Help pattern of dealing with the individual fulfillment and monetary success of people living in commonly disconnected and pitifully populated locales is implied as nation improvement. MGNREGA is considered a "Silver Slug" for obliterating provincial destitution and joblessness by growing interest for helpful work in towns in bagdah, bongaon, giaghata, swarupnagar, minakhan, sandeshkhali - II , and hingalganj block in north 24 paraganas, west Bengal. It gives an elective wellspring of job, which will influence decreasing development, confining youngster work, lessening desperation, and making towns self-supporting through valuable asset creation, for instance, road advancement, water tank cleaning, soil and water security work, and so on, for which it has been named the world's greatest adversary of poverty program. Commonplace headway ordinarily implies the procedure for overhauling the individual fulfillment and financial thriving of individuals, unequivocally living in populated and far off locales. By and large, country headway was

centered around the maltreatment of land-heightened ordinary resources like officer administration and cultivating. In any case today, the rising urbanization and the change of overall creation networks have changed the possibility of common districts. Rural headway really remains the focal point of the overall improvement of the country. More than two-third of the country's family are likely to cultivating for their job, and 33% of common India is still underneath the destitution line. Appropriately, the public authority truly ought to be valuable and give a sufficient number of workplaces to upgrade their life-style.

Background of the study

Commonplace improvement programs were for the most part various leveled philosophies from neighborhood or regional subject matter experts, nearby improvement workplaces, NGOs, public states or worldwide progression associations. Regardless, an essential 'affiliation opening' perceived during the last piece of the 1960s, contemplating the disjunction between open affiliations and nation networks provoked a phenomenal focus on neighborhood in provincial progression plans. Usually this was achieved through political decentralization plans in non-modern countries, particularly popular among African countries, or approaches that shift the power of socio-politico-money related heading and the arrangement of specialists and authority from concentrated lawmaking bodies to neighborhood states. Appropriately, neighborhood peoples can moreover accomplish endogenous drives for progression. The term country improvement isn't limited to issues of rural countries. Many made countries have extraordinarily powerful country headway programs, believe it or not.

Significance OF work

Ancestral improvement is critical not only for the majority of the general population staying in common locales, yet moreover for the overall monetary expansion of the country. Rural improvement is seen as of noticeable importance in the country today than in the times past during the time spent the progression of the country. A system endeavors to get an improved and proficiency, higher monetary equilibrium and want, and dauntlessness in cordial and financial development. The fundamental task is to reduce the

starvation that exists in commonly around 70% of the nation people, and to make satisfactory and great food open. The discretionary task is to ensure the openness of dress and footwear, a perfect environment and house, clinical thought, wearing game plan, preparing, transport, and correspondence.

Review of related literature

Barbier, Edward B.; Hochard, Jacob P. (June 2018), Rural destitution implies conditions where people dwelling in non-metropolitan districts are in a state or condition of without the financial resources and basics for living. **D. Gangopadhyay, A.K. Mukhopadhyay and Pushpa Singh (2008),** Of late, country improvement has expected overall thought especially among the non-modern nations. A country like India where bigger piece of the general population around 65% people live in provincial districts has uncommon significance. **Dey, S., and Bedi, A. (2010),** This examination of the working of the Public Common Business Confirmation Plan between February 2006 and July 2009 in Birbhum region, West Bengal reveals that to go about as a strong “supervisor after any remaining choices have run out”, the program should give proportionately more occupation days during the green lean season and wages should be paid as fast as potentially. **Farooq Ahmad Ganjee (2014),** Rural improvement has obtained worldwide thought, particularly among arising countries, and it is essential for a country like India. Common improvement bases on the progression of country economies that are encountering significant dejection and effectively attempts to extend their creation. It moreover focuses on the meaning of keeping an eye on a couple of essential concerns that upset town economies advancement and improvement. The Indian government has revealed different provincial headway projects. **Janvry, A. De, E. Sadoulet, and R. Murgai. 2002,** Rural monetary angles is the examination of rural economies. Common economies integrate both cultivating and non-agrarian undertakings, so country monetary issues has greater concerns than agricultural monetary issues which base more on food frameworks. **George Allen and Unwin Ltd., (1954),** These money related issues are every now and again connected with the movement from common districts due to nonattendance of monetary activities. This article is written in the dated custom, making the conventional doubt, and representing the

outdated request. The show-stoppers, from Smith to Marx, all normal, or fought, that a boundless supply of work was open at asset remuneration. They then, at that point, enquired how creation creates through time. **Moseley, Malcolm J. (2003)**, Written in the dated custom this piece tries to sort out what can be made of the conventional design in dealing with issues of transport assortment and improvement first in a shut and a while later in an open economy. **Otsuka, Keijiro. 2009**, there is a ton of interest in poverty decline, there are very few settled upon strategies to truly decrease dejection. **Rowley, Thomas D., ed. (1996)**, Rural development has commonly focused on the exploitation of land-concentrated typical resources, for instance, agri-business and forestry. Regardless, changes in global production networks and increased urbanization have changed the character of common areas. Increasingly the movement business, specialty creators, and redirection have replaced resource extraction and cultivation as dominant economic drivers. **Surbhi Agrawal (2016)**, Natural improvement has procured overall thought, particularly among arising countries, and it is essential for a country like India. **Anna Katharina. (2015)**, This book offers a noteworthy perspective on country improvement, by looking at the most impressive perspectives and conveying their risks and benefits perceptible. **Ward, Neil; Brown, David L. (1 December 2009)**, Ward N. Additionally, Hearty hued D. L. Placing the common in regional new development, Neighborhood Assessments . Metropolitan and regional improvement studies will as a general rule base on the metropolitan as driving turn of events and advancement, with enveloping locales cast in a dormant, extra work.

Objective

1. To know the trend of social participation of Mundari and other community by Vocational Training In Tribal Areas (VTTA) **program.**
2. To know the trend of social participation of Mundari and other community by **Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) program .**
3. To know the trend of social participation of Mundari and other community by **Post Matric Scholarships (PMS) program.**

Research Question

1. What is the trend of social participation of Mundari and other community by Vocational Training In Tribal Areas (VTTA) **program?**
2. What is the trend of social participation of Mundari and other community by **Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) program?**
3. What is the trend of social participation of Mundari and other community by **Post Matric Scholarships (PMS) program?**

Hypothesis

1. Vocational Training In Tribal Areas (VTTA) **program has no effect on** social participation of Mundari and other community in study area.
2. **Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) program has no effect on** social participation of Mundari and other community in study area.
3. **Matric Scholarships (PMS) program program has no effect on** social participation of Mundari and other community in study area.

Research Methodology

The researchers have use of the purposive sampling technique in this paper descriptive statistics and inferential statistics both are used to state facts and proven outcomes from a population, and analyze samplings to make predictions about Trend Of Social Participation.

Tools & Data Collection

For the purpose of collection of primary data the researchers have prepared a structured interview schedule and apply Self-Administered Questionnaire the study. Primary data The researcher have met the respondents personally developed their report and collected the data by conducting a detailed interview. The researchers have collected the secondary source of data from the Grama Panchayat office of bagdah, bongon, swarupnagar, minakhan, sandeshkhali-II, and hingalganj. They have referred to all the official documents, statistical information maintained by them. Further, the researcher has also referred extensively about the topic from relevant books and journals available in the public library of chakdaha and north 24 paraganas.

Standardized Scale For Data Collection

1. Tribal conflict data collection questionnaire by information collected in this form as per national democratic institute is used for data analysis.
2. Indian human development survey-II as per national council of applied economic research (ncaer) is used for data collection and analysis.

Delimitation

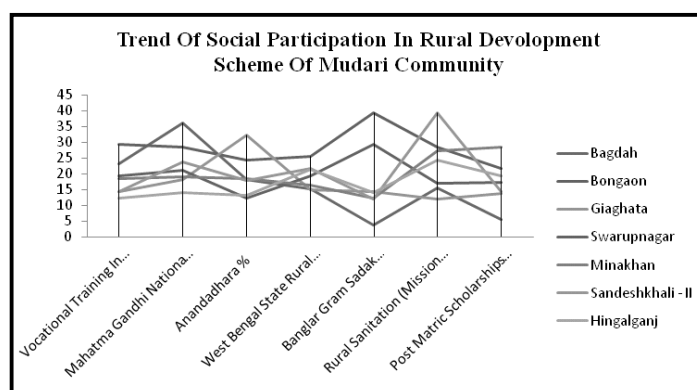
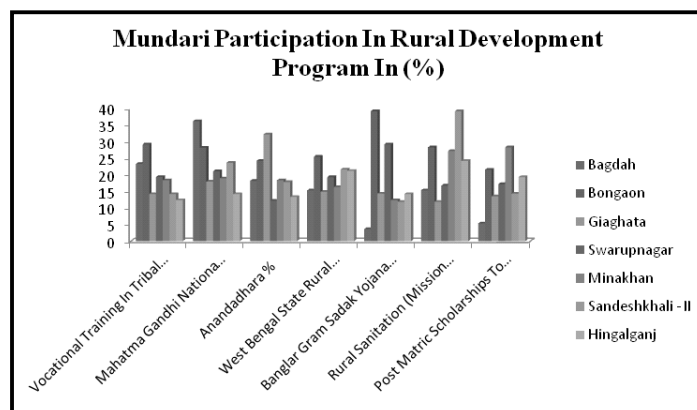
The work is delimited to seven blocks under north 24 paraganas in west Bengal. In seven blocks only 1000 mundari and other community like ST/SC /OBC has been taken for survey.

Population & Sample

North 24 paraganas district has been taken as a population of the study and 1200 mundari and other ST/SC community from seven block Bagdah, Bongaon, Giaghata, Swarupnagar, Minakhan, Sandeshkhali-Ii, And Hingalganj block in north 24 paraganas is taken as a sample of study.

Analysis And Interpretation

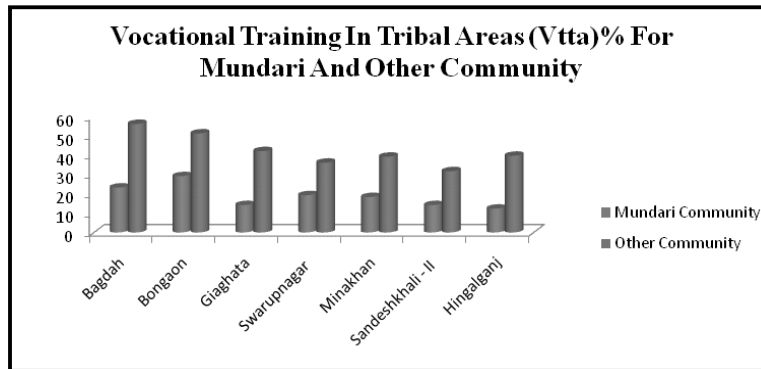
Name of Block	Vocational Training In Tribal Areas (VTTA)%	Mahatma Gandhi Nationala Rural Employment Guarantee Act (MGNR-EGA)%	Ananda-dhara %	West Bengal State Rural Livelihood Mission (WBS-RLM)%	Banglar Gram Sadak Yojana (BGSY)%	Rural Sanitation (Mission Nirmal Bangla)%	Post Matric Scholar-ships To St Students (PMS)%
Bagdah	23.32	36.21	18.21	15.32	3.65	15.35	5.36
Bongaon	29.21	28.21	24.25	25.47	39.21	28.32	21.54
Giaghata	14.21	17.98	32.21	14.87	14.32	11.87	13.54
Swarup-nagar	19.35	21.1	12.24	19.32	29.21	16.78	17.21
Minakhan	18.39	18.96	18.36	16.32	12.38	27.21	28.32
Sandesh-khali - II	14.21	23.65	17.85	21.63	11.85	39.21	14.32
Hingalganj	12.36	14.21	13.35	21.21	14.21	24.2	19.32



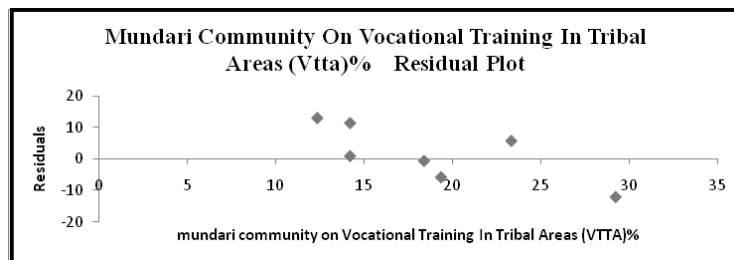
- ◆ Vocational Training In Tribal Areas (VTTA) program has no effect on social participation of Mundari and other community in study area.

Vocational Training In Tribal Areas (VTTA)%

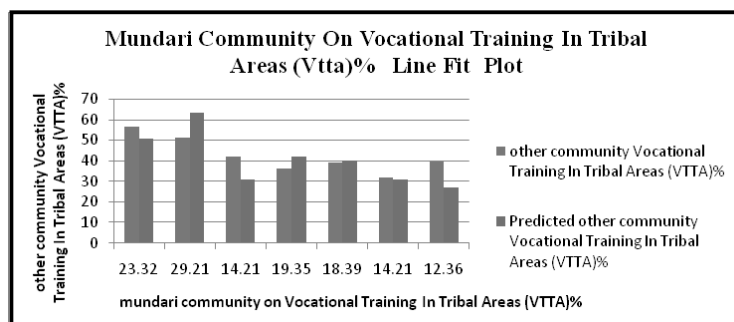
Name of Block	Mundari Community	Other Community
Bagdah	23.32	56.32
Bongaon	29.21	51.36
Giaghata	14.21	42.21
Swarupnagar	19.35	36.21
Minakhan	18.39	39.32
Sandeshkhali-II	14.21	31.78
Hingalganj	12.36	39.78

**SUMMARY OUTPUT**

Regression Statistics	
Multiple R	0.980282
R Square	0.960953
Adjusted R Square	0.794286
Standard Error	9.212473
Observations	7

**ANOVA**

	df	SS	MS	F	Significance F
Regression	1	12531.9	12531.9	147.6606	6.67E-05
Residual	6	509.218	84.86966		
Total	7	13041.12			



	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	0	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
mundari community on Vocational Training In Tribal Areas (VTTA)%	2.167982	0.178412	12.15157	1.89E-05	1.731424	2.60454	1.731424	2.60454

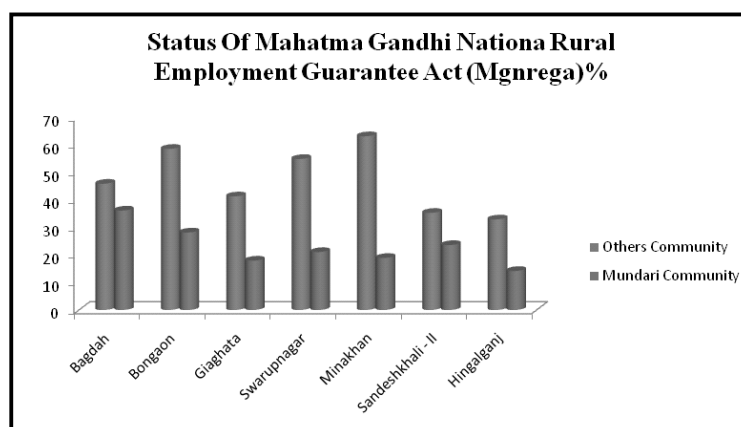
The fundamental point of the Plan is to foster the abilities of the ST youth for different positions as well as independent work and to work on their financial condition by upgrading their pay. Mundari and other local area doesn't stroll in that frame of mind according to diagram. The plan covers all the block of bagdah, bongaon, giaghata, swarupnagar, minakhan, sandeshkhali-II, and hingalganj block in north 24 paraganas, west Bengal. It isn't a region explicit plan, the condition being that free professional preparation offices are stretched out just to ancestral youth. 100 percent awards under the conspire are given to the State, Association Regions and different Affiliations carrying out the Plan. Each **Vocational Training In Tribal Areas (VTC)** under the Plan might take care of 5 professional courses in customary abilities relying on the work capability of the area. Keeping in view the restricted capability of even gifted people in insides regions, each Mundari and ST kid/young lady is prepared in two exchanges of his/her decision, the course in each exchange being for length of 90 days. Every student is to be connected toward the finish of a half year to an expert specialist in a semiurban/

metropolitan region for a time of a half year, to gain proficiency with his/her abilities by functional experience. The plan has been updated with impact from 1.4.2009 to give improved monetary standards and to guarantee linkages of professional courses with perceived declaration/recognition through connection/certification of courses and establishments under Particular Employable Abilities and Expert Preparation Plan by Public Board of Vocational Training of Service of Work and Business.

- ◆ **Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) program has no effect on social participation of Mundari and other community in study area**

**Mahatma Gandhi National Rural
Employment Guarantee Act (Mgnrega)%**

Name of Block	Others Community	Mundari Community
Bagdah	45.96	36.21
Bongaon	58.65	28.21
Giaghata	41.36	17.98
Swarupnagar	54.98	21.1
Minakhan	63.25	18.96
Sandeshkhali-II	35.36	23.65
Hingalganj	32.98	14.21

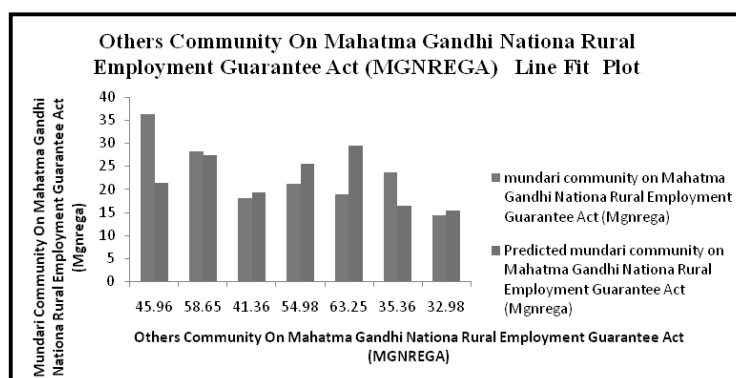


Regression Statistics

Multiple R	0.947971
R Square	0.898649
Adjusted R Square	0.731982
Standard Error	8.21603
Observations	7

ANOVA

	df	SS	MS	F	Significance F
Regression	1	3591.168	3591.168	53.2	0.000758
Residual	6	405.0189	67.50316		
Total	7	3996.187			



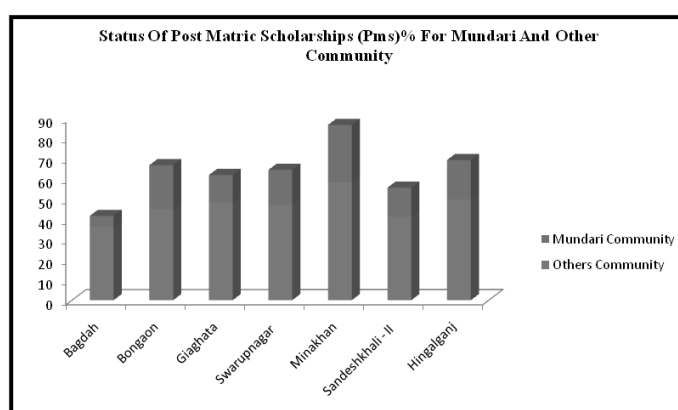
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	0	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Others Community On Mahatma Gandhi National Rural Employment Guarantee Act(Mgnrega)	0.464781	0.063722	7.293833	0.000339	0.308857	0.620704	0.308857	0.620704

The arrangement covers all the block of bagdah, bongaon, giaghata, swarupnagar, minakhan, sandeshkhali-II, and hingalganj block in north 24 paraganas, west Bengal. The plan targets further developing occupation and way of life of the country populace, permitting them to be self-economical and free simultaneously by ensuring hundred days of pay work in a monetary year to a rustic family whose grown-up individuals volunteer to accomplish untalented manual work. According to information translation and graphical out put of data Mundari people group need to foster something else for central advancement in concentrate on region the connection among ancestral and non ancestral local area does exists in strong climate.

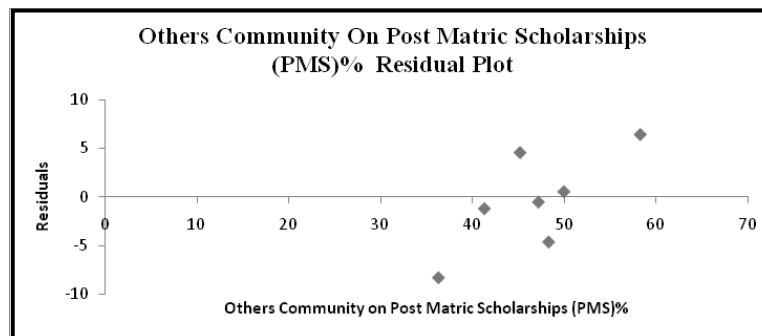
- ◆ **Matric Scholarships (PMS) program program has no effect on social participation of Mundari and other community in study area.**

Post Matric Scholarships (PMS)%

Name of Block	Others Community	Mundari Community
Bagdah	36.32	5.36
Bongaon	45.21	21.54
Giaghata	48.33	13.54
Swarupnagar	47.21	17.21
Minakhan	58.32	28.32
Sandeshkhali-II	41.32	14.32
Hingalganj	49.98	19.32

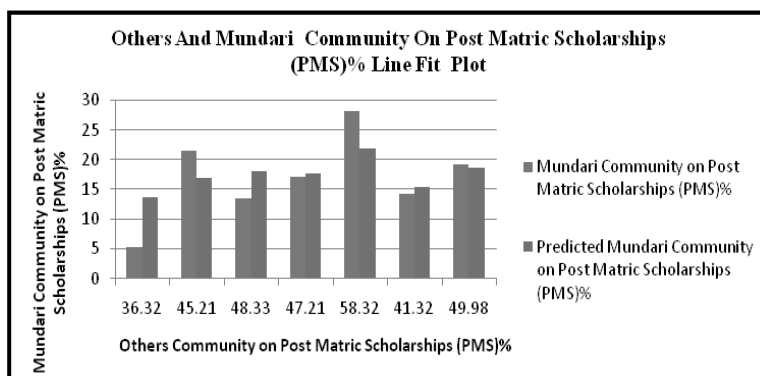


Regression Statistics	
Multiple R	0.966758
R Square	0.934621
Adjusted R Square	0.767954
Standard Error	5.06309
Observations	7



ANOVA

	df	SS	MS	F	Significance F
Regression	1	2198.755	2198.755	85.77199	0.000247
Residual	6	153.8093	25.63488		
Total	7	2352.564			

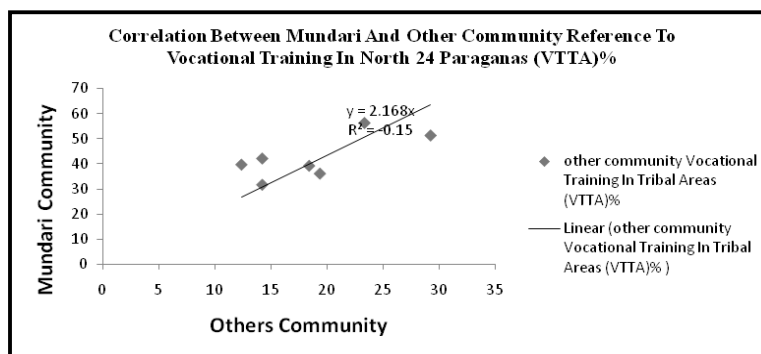


	Coefficients	Standard Error	tStat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	0	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Others Community on Post Matric Scholarships (PMS)%	0.376221	0.040623	9.261317	8.96E-05	0.276821	0.475622	0.276821	0.475622

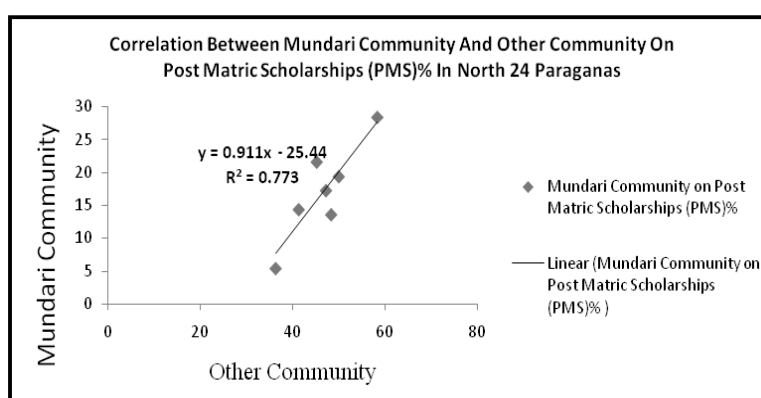
Mundari and Others People group, complete 49.35% understudies are associated with Post Matric Grants of bagdah, bongaon, giaghata, swarupnagar, minakhan, sandeshkhali-II, and hingalganj block in north 24 Paraganas, West Bengal. Pertinent to understudies who are concentrating on in any perceived course from a perceived foundation for which capability is Registration/Class X or above. Parental pay from all sources ought to be under Rs. 2.50 lakhs per annum. Mandatory expenses charged by instructive foundations are repaid subject as far as possible fixed by the concerned State Charge obsession board of trustees and grant measure of Rs.230 to Rs. 1200 each month, contingent on the course of study is paid. Focal help with the portion of 75:25 (90:10 for NER and Bumpy States) to State Legislatures/UT Organizations is accessible from the Public authority of India. Grant is appropriated through the State Government/UT Organization. In the block overview result, the enrolment take a positive development in Mundari people group in 2022-2023 instructive year.

FINDINGS OF THE STUDY

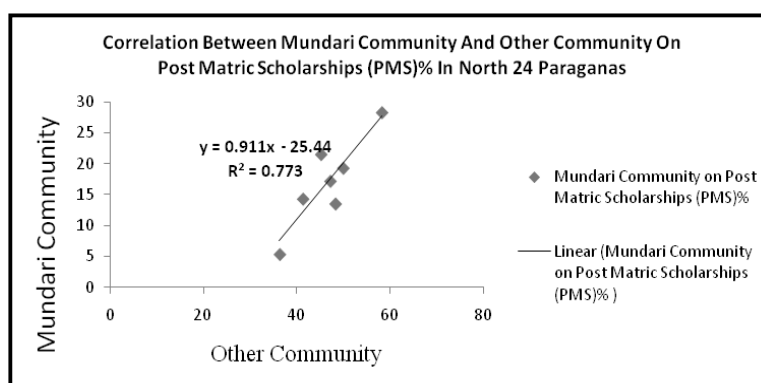
Correlation study	Mundari Community on Vocational Training in Tribal Areas (VTTA)%	Other Community Vocational Training in Tribal Areas (VTTA)%	Others Community on Mahatma Gandhi National Rural Employment Guarantee Act (Mgnrega)	Mundari community on Mahatma Gandhi National Rural Employment Guarantee Act (Mgnrega)	Others Community on Post Matric Scholarships (PMS)%	Mundari Community on Post Matric Scholarships (PMS)%
Mundari community on Vocational Training In Tribal Areas (VTTA)%	1					
Other community Vocational Training In Tribal Areas (VTTA)%	0.719473	1				
Others community on Mahatma Gandhi National Rural Employment Guarantee Act (Mgnrega)	0.677526	0.251254	1			
Mundari community on Mahatma Gandhi National Rural Employment Guarantee Act (Mgnrega)	0.727536	0.718349	0.213335	1		
Others Community on Post Matric Scholarships (PMS)%	-0.28632	-0.41686	0.397639	-0.76389	1	
Mundari Community on Post Matric Scholarships (PMS)%	0.013312	-0.36425	0.531459	-0.57174	0.879569	1



Relationship Among's Mundari And Other People group Reference To Professional Preparation In North 24 Paraganas (VTTA)% Separated from fortifying the farming area, country business venture assumes an imperative part in the financial improvement of India, especially in the rustic economy. It assists in creating work valuable open doors in the provincial regions with low capital, raising the genuine pay of individuals, adding to the improvement of agribusiness by lessening masked joblessness, under business, joblessness, neediness, relocation and monetary difference in mudari and others ancestral gatherings in blocks of bagdah, bongaon, giaghata, swarupnagar, minakhan, sandeshkhali-II, and hingalganj block in north 24 paraganas, west Bengal.



The positive Relationship Between's Mundari People group And Other People group On Mahatma Gandhi Nationala Rustic Business Assurance Act (MGNREGA) is a Legislative evaluation for provincial improvement plans and projects to inspire country regions. Rustic business venture finds it hard to take off is because of absence of capital aggregation, risk taking and development. The rustic advancement projects ought to consolidate foundation improvement, training, wellbeing administrations, interest in horticulture and the advancement of country non-ranch exercises in which ladies and provincial populace can draw in themselves in blocks of bagdah, bongaon, giaghata, swarupnagar, minakhan, sandeshkhali-II, and hingalganj block in north 24 paraganas, west Bengal.



The positive connection between's Mundari People group and other local area on Post Matric Grants (PMS)% in north 24 paraganas addresses the Checking provincial improvement programs by providing right data brilliantly, giving opportune and sufficient credit and consistent inspiration of training, Panchayat association pioneers and deliberate help associations will prompt the advancement of rustic business venture and thus country improvement with prudent and instructive growth among mundari local area in bagdah, bongaon, giaghata, swarupnagar, minakhan , sandeshkhali-II, and hingalganj block in north 24 paraganas, West Bengal.

Conclusion

Different natural improvement programs are being completed to set out open entryways for chipping away at the individual fulfillment of these commonplace and hereditary people to determine unequivocal issues. Rural progression programs mean to reduce dejection and joblessness, further foster prosperity and guidance, and meet nation inhabitants' fundamental necessities, similar to food, shelter, and attire. The Mahatma Gandhi Public Nation Work Affirmation Act, POST MATRIC Awards TO ST Students (Class XI or more), Proficient Planning in Genealogical Districts were unquestionably shipped off by the Public power of India through the Orchestrating Commission of India to deal with provincial people's conditions. These plans hope to close the opening among country and familial people, in this way reducing lopsided characters and speeding up the headway cycle. First and most clear is the highlight on incredible sensible guidance for Mundari genealogical adolescents. With its thundering information economy, India is a land where a balanced tutoring is commonly a ticket out of destitution, but it is in like manner a land with extraordinary educational depiction students with an entryway and means can get grand preparation, while a large portion of students approach sad schools. Common schools are broadly poor in contemporary India. Proficient arrangement works personally with its instructors, giving assessments and moderate educating techniques. It similarly gives award help to very lamentable adolescents. Second is proficient assistance for students. Kids from unfortunate provincial establishments regularly come up short on assurance, data, affiliations, and family support expected to move into incredible callings.

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CHAPTER

5

Effect of Personality Factors, Reasonable Demeanor and Rigid Nature to Change on Attitude Towards Creative Teaching

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Abstract

Teaching is the most common way of conferring information, abilities, and data to other people it is a principal part of training and assumes a significant part in forming's comprehension people might interpret different subjects and ideas successful instructing includes a scope of methodologies and approaches, and one significant part of teaching is creative teaching creative teaching alludes to a methodology that energizes creative and innovative strategies to improve the opportunity for growth the paper has an objective of inventive instructing is to cultivate an adoration for learning, support decisive reasoning and furnish understudies with abilities they can apply past the study hall it's critical to take note of that successful educating frequently joins both customary and imaginative methodologies, contingent upon the topic, the understudy's necessities and the learning setting along these lines, disposition towards imaginative educating is significant angle for improve understudies capacity and talented work.

The review that inspects the impact of character factors, logical demeanor, and unbending nature to change on mentalities towards inventive educating is of critical significance because of multiple factors understanding how character qualities impact

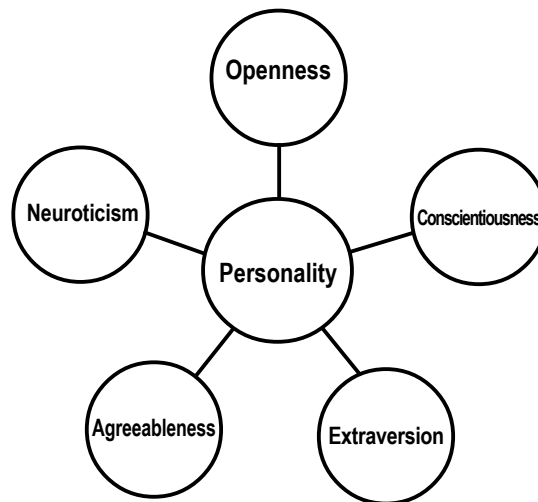
mentalities toward innovative instructing can assist instructors and policy makers with planning more powerful showing strategies and educational programs that line up with the inclinations and propensities of various people experiences from the review can illuminate instructor preparing programs, permitting them to outfit instructors with the abilities and information expected to adjust their helping styles to oblige a different scope of attitude towards creative teaching.

Key words :

1. CREATIVE TEACHING
2. PERSONALITY FACTORS
3. RIGID NATURE

Introduction

In the time of mass business and advancement, study hall showing in school is confronting colossal difficulties. Notwithstanding fundamental showing undertakings, it is important to embrace an assortment of training plans to develop understudies' creative mindfulness and consequently to change the firm and unbendable conventional showing model (Gu, 2018; Huang et al., 2019a). Innovativeness is an essential component of



instruction (Liu and Chang, 2017), From the meaning of inventiveness, a few researchers (Soh, 2000; Beaird et al., 2018)

brought up that imaginative instructing is that educators consider, plan, and utilize novel showing directions, strategies, or exercises to adjust to understudies' psychological turn of events and invigorate understudies' inspiration to learn, to get the best educating impact. Different researchers (Ozkal, 2014; Gu, 2018; Huang et al., 2019b) accepted that imaginative helping is the methodologies to utilize an assortment of novel and important training under the direction of specific helping considerations to upgrade understudies' learning interest and inspiration and to accomplish educating objectives. The way to innovative instructing is to create and utilize novel, unique, or imaginative showing strategies (Khurshid et al., 2012). Significant exploration shows that the higher the characteristic inspiration of educators' imaginative educating, the more creative is execution in educating (Ozkal, 2014; Yalcin and Kilic, 2014).

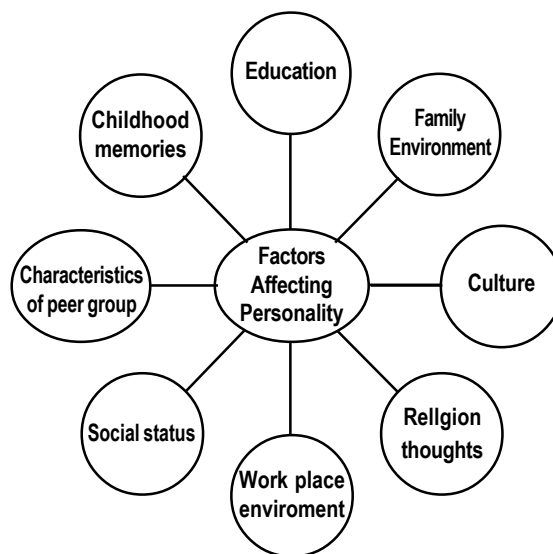
Objective of Study

1. To Know If Section Stage Planned Educators And Leave Stage Imminent Instructors Contrast In Their Demeanor Towards Creative Teaching
2. To know If Section Stage Male Planned Educators And Leave Stage Male Imminent Instructors Contrast In Their Demeanor Towards Creative Teaching
3. To know If Section Stage Female Planned Educators And Leave Stage Female Imminent Instructors Contrast In Their Demeanor Towards Creative Teaching

Importance of the Study

Instructors are the unique power of the schooling system. It is the as it were essential instructor who cleans the in built learning skill of understudies at his initial age. The picture and his reality in the school ought to be great for his understudies which are reflected through his educating and communication with the understudies in school life. In the event that an educator has good Imaginative Showing Mentality (CTA) and more elevated level of The capacity to appreciate individuals at their core (EI), he will be profoundly committed towards his educating calling. His higher dedication towards showing calling is normal by schooling system, understudies, and guardians thusly society for

eternity. Nobody can deny the instructors worry with understudies instructive accomplishment. To show higher passing rate, these instructors give a lot of accentuation on simple remembrance notwithstanding of showing any happy with more elevated levels of goals. Such mechanical disposition of showing which is accepted to be noncumbersom by educators and having all out obliviousness towards all round advancement of student can measure up to work without appropriate result.



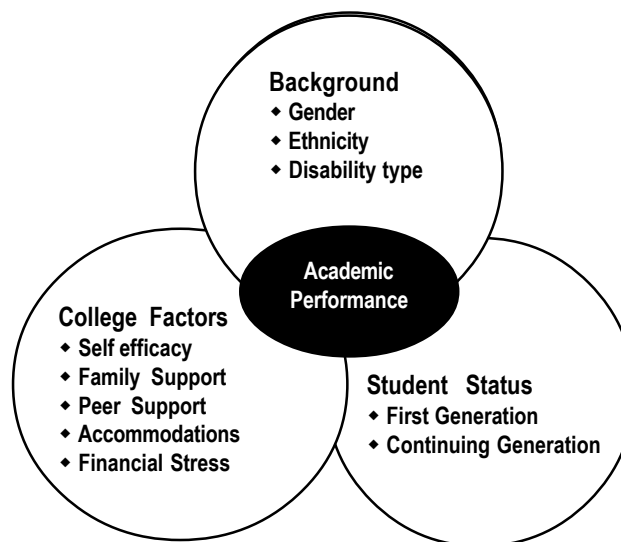
Methodlogy of Study

The character attribute rating scale incorporated by Witt et al. (2009) incorporates s five character attribute order structure comprising of five builds of 32 things with positive and negative inquiries. The accompanying five develops are Quality A: Suitability, which alludes to a character characteristic that is not difficult to coexist with, to impart, and to help out (8 things); Quality B: Scruples, which alludes to an individual's focus on the quest for objectives (6 things); Quality C: Extroversion, which alludes to how much an individual is OK with the relationship with others (6 things); Characteristic D: Neuroticism, which alludes to the number and power expected to invigorate an

individual's pessimistic personal feeling (7 things); and Characteristic E: Receptiveness: which alludes to the level of ingestion of realities and oddity (5 things).

Mentalities can Prompt Propensities

Mentalities can be the beginning stage of propensity arrangement. At the point when we explore new territory and it works or we like it, this conduct may be rehashed and at last become constant. This might happen unexpectedly, and it here and there prompts what are considered as persistent vices related with undesirable or impractical ways of life. Similar standards administer the development of advantageous positive routines and can be taken



advantage of with regards to conduct change mediations. The objective of conduct change intercessions is normally long haul change. In any case, aside from the way that most examination avoids assessing whether conduct change stays recognizable past the present moment, combination of new way of behaving is only sometimes planned unequivocally as a mediation objective, and barely any apparatuses have been created to advance the upkeep of new way of behaving explicitly. Subsequently, intercessions could expand long haul conduct change by making new

advantageous ways of behaving constant, with the goal that they procure highlights, for example, steadiness or obtuseness toward counter-data (Orbell and Verplanken 2020). Propensity development may be a method for combining conduct change and, all the more by and large, to adjust conduct change with the perspectives that initially roused it (Aarts and Dijksterhuis 2000).

Guidelines to make Propensities

A naturally engaging vehicle in elevating propensity development is to enhance uplifting outlooks with purposeful self-guideline methodologies like wanting to act in unambiguous sign settings (Hagger and Luszczynska 2014). For instance, execution goals are explicit game plans as “While experiencing prompt X, I will do Y” (Gollwitzer 1993). These straightforward self-guidelines improve

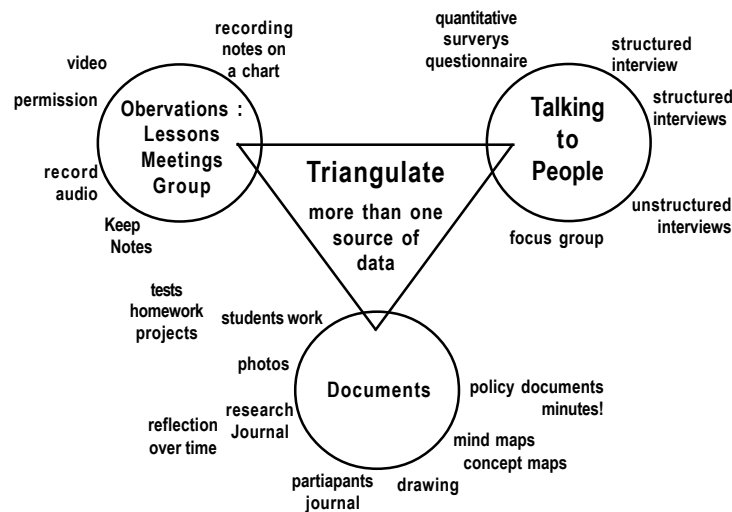


the probability of activity by guaranteeing that goals are not neglected or valuable open doors missed (Adriaanse et al. 2011b). An execution aim includes a solitary intentionally devised game plan to act when an envisioned future presentation prompt is experienced. This kind of arranging expands the psychological openness of situational signs, consequently introducing a system that, similar to a propensity component, naturally enacts a portrayal of the related way of behaving. While on account of propensity the programmed penchant

to act in light of signs is fashioned over a large number of reiterations in stable settings, an execution expectation manufactures the connection through a solitary demonstration of arranging (Gollwitzer 1993, Holland et al. 2006).

Findings of the Study

- ◆ Instructor training program by and large leads various activities. It is hypothetically
- ◆ expected that these exercises add to imaginative instructing as per the prerequisite of
- ◆ the current time of the students. Be that as it may, such an expectation must be exactly checked.
- ◆ The current paper is the result of an exploration concentrate on which has approved the supposition that educational program of instructor schooling program as per NCFTE 2009



- ◆ understudy innovative instructing. However, the discoveries of the review are solely founded on the
- ◆ goals and exploration configuration took on for the review.
- ◆ speculation with respect to the discoveries, further exploration concentrates on should be led on

- ◆ various examples, and with the equivalent or various factors.
- ◆ the current exploration underlines the meaning of educator schooling program for
- ◆ perspectives towards imaginative showing in educator training programs.

Conclusion

There are a few courses to help purposeful endeavors to control undesirable routine way of behaving by expanding and decisively focusing on disposition change. These incorporate checking and resolutely making progress with a propensity, retraining sign activity connects, and making plans that are attached to the prompts initiating the undesirable propensity and enhanced by endeavors to repress the past propensities. Propensity discontinuities give intriguing glimpses of daylight to start change, both for people and for bigger disposition based conduct change programs. Experiences from this examination give significant limit conditions to arranging compelling mentality based mediations. Solid perspectives are reasonable a significant extra facilitator in tireless endeavors to serious areas of strength for hinder (Sheeran et al. 1999). In the following segment we go to change processes in which perspectives assume a negligible or no part.

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CHAPTER

6

E-Learning in the Context of Teacher Education : A Detail Study

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Abstract

The present study has been undertaken to understand the significance of the E-Learning in the Teacher education and required changes that can be brought about by the use of E-Learning. It also discusses the applications of E-Learning in the teacher education. For this study, required information have been gathered by following different secondary sources of information like journals, books etc. The study's conclusion is that there is hope in usage of E-Learning for the next generation to get the assistance and life skills they need if teacher education in India continues to build on its greatest traditions and stays realistic, adaptable, and child-centered. Although in order to effectively and educationally suitably employ of E-Learning, we must make sure that the technology does not dictate the nature of the learning process. It is a given that effective instructors and in-person instruction will not be entirely replaced by online learning platforms.

Keywords :

E-Learning, technology, learning systems, face-to-face education.

Introduction :

We rely heavily on science and technology in our daily lives. We are unable to advance without the use of current technologies. In a lot of our lives, technology is the sole tool for fixing problems.

Thanks to contemporary technology, education may now happen anywhere, at any time, via a process known as e-learning or e-education. The evolving trend in education is e-learning. The four walls of the classroom are no longer the only domain for education thanks to current technology, especially the internet. All types of electronically facilitated instruction and learning are included in e-learning. Whether they are networked or not, information and communication systems act as specialised media to carry out the learning process. Even as technology and curriculum continue to evolve, the phrase will almost certainly be used to refer to technologically mediated educational activities that take place both within and outside of the classroom. A variety of tools, such as multimedia CD-ROMs, websites, discussion boards, collaborative software, e-mail, blogs, wikis, test chat, computer-aided assessment, educational animation, simulations, games, learning management software, electronic voting systems, and more, may be used in e-learning. E-learning is a strategy based on computer and communication technology that aims to improve and promote learning (Behera, 2013). Although e-learning is well suited for flexible and distant learning, it may also be utilised in combination with in-person instruction; in this instance, blended learning is often employed. Self-motivation, communication, efficiency, and technology are all included into e-learning. Due to the lack of social connection, students need to maintain their motivation. The word “elearning” is a general one that describes using technology to instruct. According to Rosenberg (2001) and Wentling et al. (2000), e-learning is the use of internet technology to provide a wide range of solutions that improve knowledge and performance. In general, E-learning is the expression broadly used to describe “instructional content or learning experience delivered or enabled by electronic technologies” (Ong and Wang, 2004).

Review of Literature:

E-learning potential, according to Subramanian A. (2007), is a formidable instrument for guiding teachers’ quality issues and acquiring e-teaching abilities. Effective teacher professional development must be reflected in e-learning for educators.

According to Behera, S.K. (2013), e-learning is crucial to a

country's progress in education. Higher order skills in education are developed via it, such working together across time and space and resolving challenging real-world issues. It makes it possible to create online resources such as digital libraries, where professionals, educators, and students may access course materials and research materials at any time and from any location. E-learning is also essential for training the next generation of educators and enhancing the abilities of current educators to use pedagogies and resources from the twenty-first century. The idea of e-learning and teacher education, the e-learning model, the categories of e-learning for teacher development, and the importance of e-learning in teacher education are the main topics of this article.

According to G. Uppudathi's conclusion, e-learning has become more crucial in assisting industrialised countries' efforts to advance their economies and educational systems. Additionally, it provides opportunity for poor countries to advance their economic and educational growth. Teachers with the abilities to equip pupils for success in a knowledge-based, technologically-infused world are in more demand. E-learning may be very helpful in training the next generation of educators and improving the abilities of current educators to employ pedagogies and resources from the twenty-first century. In order to meet the quantitative, capacity-building, and qualitative demands for teachers, this paper focuses on the emerging trends in teacher education as well as the role that e-learning plays in supporting teachers' professional development as part of a national strategy for educational and economic development. Additionally, it offers opinions on the function of e-content in e-learning as well as the prerequisites for e-learning and its applications.

Research Gap and Statement of the Problem: There are so many existing studies that have been conducted on the uses of E-Learning. Many researchers have concluded that e-Learning has brought about significant changes in the entire education system. Many others have stated about the important role of E-Learning in the development of Education. There is no study conducted on the use of E-Learning in the Teacher Education which plays the

most vital role in the effective teaching learning since the teachers are the builders and makers of the future generation. Therefore the researcher made an attempt to explore the significance of E-Learning in the teacher Education and stated her problem as “E-Learning a Revolutionary Factor in Teacher Education: An Exploratory Study”.

Objectives of the Study: The main objectives of the current study are –

- ◆ To study the significance of E-Learning in the Teacher education.
- ◆ To understand the E-Learning applications in teacher education.

Significance of the Study : In addition to altering the locations and schedules of instruction, the unparalleled developments in information and communication technology and their broad integration into training and education have announced a paradigm change in the area of education. Three distinct kinds of educational institutions are now in existence in the world: brick institutions, click institutions, and brick and click institutions. It is too early to say which of these will endure over time, however. Since it is a blend of both, the brick and click institutions are probably going to have an advantage over the other two, as common sense would have it. In any event, using the right pedagogical concepts is crucial to the effectiveness of ICT-enabled teaching and learning. The presentation covers the significance of e-learning for teacher development in the context of a national strategy for economic and educational growth, as well as how it can help meet the demand for teachers, both in terms of quantity and quality, and what prerequisites must be satisfied in order for e-learning for teacher development to be used effectively. Using e-learning improves conventional learning, supports current teaching strategies, and offers a useful resource that is accessible from anywhere at any time. The current research is sufficiently noteworthy in this respect.

Significance of E-Learning in Teacher Education: In the educational process, e-learning may serve as a conversational, constructive, contextual, and informational tool. Research materials and course materials may be accessed by experts,

professors, and students at any time and from any location thanks to e-learning, which also makes it possible to create digital resources like virtual libraries. Higher order abilities like working together across time and space and resolving challenging real-world issues are developed via e-learning in education. E-learning is a crucial component of the teaching-learning process for raising the quality of teacher education.

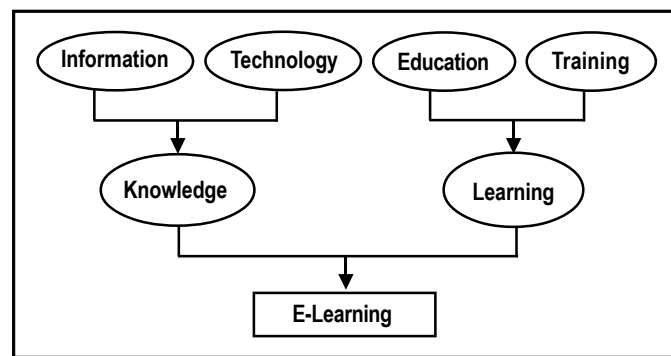


Figure 1 : E-learning Model-1

Individualized Learning : Adaptable study methods and individualised instruction. It may take into account one's individual learning technique, cognitive style, and learning style. Learners who are shy or introverted benefit from individualized instruction as it is secure, devoid of peer pressure, and helps them become more self-disciplined and confident. It offers the following forms of intrinsic motivation: control (using one's own schedule and method; no need to report to others); curiosity (allowing oneself to explore new and interesting facts without justifying into the group); and fantasy (allowing oneself to daydream on certain aspects of the work).

Online Communities : Through the sharing of ideas and best practices, e-learning may unite teacher candidates, educators, specialised communities, experts, practitioners, and interest groups, advancing new knowledge and education. Joint Education A variety of virtual settings are provided by e-learning to foster the social and cognitive abilities of teamwork and communication. Through text chat or forums, where students can

communicate outside of the main classroom, message boards where students can post questions and answers, and threaded discussions where facilitators and students can discuss a particular topic and review each other's responses, it promotes learner interaction.

Flexibility: It may be possible for students to choose educational resources based on their interests and knowledge levels. Students may complete self-paced learning modules at their own speed. **Active Learning:** Promoting self-directed, autonomous, and active learning as well as learning responsibility. Another example of "just-in-time" learning is e-learning, where students choose the material they need to study at the appropriate moment. When using computers, students are often more "on task" and exhibit happier emotions than when they are assigned other chores.

Tools for Educators and Teacher Trainees to Innovate According to Behera (2013), e-learning provides educators and teacher candidates with an extensive array of design tools that foster creativity and idea exchange, as well as the ability to personalise learning materials.

Learner-Content interaction in E-Learning : Organising the chances for engagement and communication is a crucial phase in the instructional design process. In Open University, when students, faculty, and instructional materials are geographically and temporally separated from one another, interaction is particularly crucial. Three basic forms of learning-based interaction exist. These include interactions between learners and material, teachers, and other learners. The learner interface interaction is another recognised kind of interaction. While learner content interaction focuses on instructional interactions, learner interface interaction highlights how students engage with technology. In the Open University system, learner-content contact is crucial to achieving learning objectives since learner-teacher and learner-student interaction are restricted in distant learning (Subramanian, 2007).

E-Learning applications:

E-examination : In this application, students are administered

many proof exams in the internet environment before the formal exams, which enables them to determine their approximate levels. These proof exams, which enable the students to determine their approximate readiness levels, are the most facilitated e-learning services.

E-Drills : The goal of the Internet-based drill programme is to help pupils learn in an efficient and fruitful environment. Students may use interactive multimedia tools to learn the lessons and check many examples to strengthen their understanding when they access these exercises online. This programme may make use of web-based drill software that has animations and encourages active student computer engagement. With or without sound effects, students enrolled in the distance learning programme might study using the software.

E-Counseling : A comparable structure for the one-on-one academic counselling that the students received may be found online. Students may ask their academic counsellors questions about the course material in addition to using the research programme.

E-Sound Book : One option is to make the course book application available online, such as E-sound book, which allows visually impaired students in particular to listen to the text.

As a result, students who are visually impaired or who have trouble reading on a computer might access their course materials from the comfort of their workplaces or an Internet café. By downloading the sound files to their PCs, they may listen to the course book's contents (Sivalingam & Balachandar, 2018).

Conclusion: E-learning promotes individual accountability for learning on the part of both educators and learners. Teachers gain self-awareness and confidence when they are successful. Screen casting is a new trend in the e-learning industry. E-learning will significantly alter the way information is disseminated in order to raise the quality of teacher preparation and produce instructors of a worldwide calibre. As a result, e-learning is advantageous for businesses, education, and instructors and learners of all stripes. It is the efficient method of learning produced by fusing learning services and support with digitally supplied information.

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CHAPTER

7

The Effect of Perceived Parenting, Parental Encouragement on Achievement Frustration of the School-Going Adolescents

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Abstract

Perceived parenting refers to how adolescents perceive their parents' parenting styles, including their level of support, control, and warmth, which can be authoritative, authoritarian, permissive, or neglectful. Parental encouragement refers to the level of support and motivation that parents provide to their children to achieve academic success and academic and personal goals. The work is dependent on secondary data.

Introduction:

The term "perceived parenting" is a person's subjective assessment of the methods or approach to parenting used by their guardians or parents. Based on how the person interprets their interactions with their caregivers—including patterns of communication, methods of discipline, and emotional support—this perception is formed. One's growth and well-being may be greatly impacted by how they perceive their parents to be raising them. While negative views of parenting, such as feeling abandoned or scolded, may negatively impact mental health and interpersonal relationships, positive perceptions of parenting, like feeling loved, supported, and nourished, can promote healthy emotional and social development. Perceived parenting styles fall

into two categories: overly protective and caring. Overly protective parenting makes children reliant on their parents, unable to solve issues on their own or become independent.

Perceived parenting:

Perceived parenting refers to the opinions held by adolescents or children on the kind of behaviours their parents displayed when they were younger. Four parenting philosophies have been distinguished since the groundbreaking research of Baumrind, Maccoby, and Martin: authoritative, authoritarian, permissive, and neglectful.

It's up to you, a permissive parent may remark.

"Whatever you want... it's your life," a callous parent may remark.

You have to, an authoritarian parent may say. I want to stop hearing from you right now.

A parent in charge can say, "I know you don't want to go. However, sometimes the best way to improve is to resist the temptation to put off accomplishing a difficult task.

Though they do establish boundaries and expect responsible behaviour from their children, authoritative parents do not only demand mindless compliance. They reason and speak with the youngster, which may encourage cooperation and help them understand the rationale behind the regulations.

The Effect of perceived Parenting on achievement frustration of the school-going adolescents

Damle, A., Vangani, S., & Binzani, S. (2021) investigated the effect of parenting style on the development of self-concept and aggression in students aged 13 to 18 years in Nagpur City, India to see how their parents' parenting style affected their violent actions and how they felt about themselves. The study also found a strong link between how parents raise their kids and how aggressive and sure of themselves those kids are as adults. Parenting that is democratic helps the child build a good sense of self, while parenting that is domineering makes the child more hostile. **Emmanuel Joel Dean. (2020)** talked about how parenting changes how children act and how they grow as people. The

study found, for example, that kids whose parents were just a little bit worried did better in school than those whose parents were very loving. There is a difference between the two ways of teaching that can be measured by statistics. It's important to remember that "statistical significance" doesn't always mean that something is important for treatment or the real world. **Baidoo-Anu, D., Watabe, A. (2010)** examined how Baumrind's way of parenting affects how Japanese and American elementary school children do in school. It looks at how well Japanese and Western kids do in school to see if Baumrind's way of raising kids might help them. According to the study, having a strong father was linked to a child doing better in school in the United States today. But there wasn't much backing for the idea that Japanese kids today do better in school because their parents are strict. The study also looked at how grade (age) affects a child's academic performance in the US and Japan, and it found two major effects. **Esmah, Lahlah. Et al. (2014)** discussed the way Dutch and Moroccan-Dutch boys saw their parents affected how bad they were as teenagers. The study looks at how a mother and father are seen as parents to find out if race, how a parent is seen, and violence are linked. The results of the study show that, like Dutch boys, violent misbehaviour among Moroccan-Dutch boys was strongly linked to both mother and father parenting factors. This means that, across racial groups, parenting has the same, clear, and generalizable effects on violent crime. **Martin, Pinquart. (2017)** did a meta-analysis of 1,435 studies was done to look at the links between parenting traits and practises and externalising habits in children and adults. On the other hand, lower levels of externalising problems were linked to maternal kindness, behaviour control, liberty, and a firm parenting style. The study found that authoritarian, permissive, and careless parenting, as well as hard control and psychological control, were all tied to more externalising problems. **Pinquart, M. and Kauser, R. (2017)** wanted to find out if there were changes in parenting styles, internalising, externalising, and academic success across race groups in Western countries, globally, and in relation to the amount of collectivism/individualism in different countries. The study found that strong parenting, with some small regional differences, was linked to good outcomes for children, while strict

parenting was linked to bad outcomes everywhere. **M^a, Teresa, Cerezo., et al. (2011)** investigated the link between how well high school kids do in school because of how their parents teach and how well they use self-regulated learning methods. Researchers found that kids whose parents let them be themselves and accept them tend to learn things on their own and do better in school. **María, C., Fuentes., et al. (2014)** analyzed the link between how parents raise their kids and how mature they are as teenagers in Spain in 2014. The study shows that “indulgent parenting,” which puts more stress on a mother’s love than on punishment, is better for a child’s self-image and psychological well-being. The study also showed that the four parenting styles (authoritative, indulgent, authoritarian, and neglectful) were mostly different from each other and that the distribution of families by the child’s gender and age was statistically the same for all four styles. Isabel, **Martínez., et al. (2019)** analyzes the parenting methods used in Spain that put children in danger or keep them from being bullied or cyberbullied. The results of the study show that a parenting style defined by acceptance and involvement is the safest for all of the outcomes that were looked at. The least amount of bullying and cyberbullying happens when parents are too nice to their kids, no matter how mean the kids are. Bullying, both online and in person, is a risk of dictatorial parenting, which means taking charge and putting pressure on your child both emotionally and physically. **Oscar, F., Garcia., et al. (2018)** explained that the study used a two-dimensional model with four different parenting styles to look at the link between parenting styles and short-term and long-term socialisation results. As a result of socialisation, people’s self-esteem and how they internalise social norms were looked at. **Chung-IL, Kim., Kang-Yi, Lee. (2015)** examined the links between these traits and how children see success-oriented parents, ego resilience, adjusting to school, and being good at school. A second study was done on data from the 2010–2011 Korean Children and Youth Panel Survey (KCYPs), which was not random and had a long-term follow-up. Using structural equation modelling (SEM), the study looked at 1,212 children in the fourth and fifth grades of elementary school. The results show that a child’s ego-resilience is an important part of their academic success and success in school.

Parental encouragement on achievement frustration of the school-going adolescents

Yau, P. et al. (2022) examined the link between how parents act, how motivated teens are, and how well they do in school. It looks at the relationship between how well-adjusted teens are with their parents and how well they do in school. It also looks at how students' participation or lack of involvement with academic goals affects that relationship. **Suvidha, D., & Gera. (2017)** wanted to know how much help children get from their parents and how driven they are to do well. According to the study, children who got more help from their parents were more driven to do well. The results also showed that there were no big differences between how much boys and girls wanted to do well in school and how much their parents helped them. This shows that both teenage boys and girls thought their parents cared about them the same way. But family support and academic goals were very different between private and public school students. The study also found a strong link between wanting to achieve and having help from family. **Zhou, L. et al. (2021)** explored how teens felt about themselves and how much they did in school. They also looked at how academic self-efficacy acted as a mediator and how social support acted as a moderator. The study also found that the effect of academic self-efficacy on the link between self-esteem and academic interest is lessened by the amount of social support a person has. **Checa, P., & Abundis-Gutierrez, A. (2018)** found that a child's school performance is affected by both their personality and how they are raised. It was found that being a parent and doing well in school are tied together by social and mental control. It was found that being a parent and doing well in school are tied together by social and mental control. **Arul, A., & Barathi, B. (2013)** investigated the connection between family help and academic success in high school. The results show that there is a strong link between the two things. The study shows that getting more parents involved in their children's schooling may help kids in upper secondary schools do better in school. **Chetri, S. (2013)** investigated the relationship between how motivated young people are and how well they do in school. The study found that changes in management and location led to big differences in how well students did in school. It also found an

interesting link between wanting to do well in school and doing well in school. Poonam and Jagdish Varma. (2015) looked at how a teen's home life and family support affected how well they did in school. The results showed a strong link between family relationships and academic success for girls, but a strong link between parental help and academic performance for boys. Btool, S. (2016) wanted to know how putting things off and having low self-esteem affected college students' academic growth. The study found that having good parents has a big effect on college students' self-esteem and that self-esteem is a big link between having good parents, putting off schoolwork, and doing well in school. María et al. (2015) did a meta-analysis of 37 studies released between 2000 and 2013 to look at the link between family involvement and academic growth in kindergarten, elementary, and middle schools. The results show that doing well in school is more strongly linked to parenting styles that stress keeping a close eye on everything their children do at school. Academic success is most closely linked to families that set high academic goals for their kids, support open conversation about school issues, and help their kids develop a love of reading. Calafat, A., et al. (2014) looked into whether strict parenting is better than other ways of raising kids to stop them from using drugs. In all of the countries that were looked at, the study found that both indulgent and demanding parenting styles were better than authoritarian and careless parenting. The results of the study show that strong and caring parenting styles are better than authoritarian and careless ones in all of the countries that were looked at. The article's research shows that both strict and loose parenting practises are just as good at keeping kids in Europe from using drugs. Researchers found a link between drug use and other problems and how parents raise their children in all of the countries they looked at. Fernando, García., et al. (2019) proposed a new model for the best way to raise a child that has three historical stages. According to the results of the study, the healthy children were those whose parents were more loving and accepting and less strict. Teens whose parents were more loving, accepting, and strict did better on tests of social well-being. Parents who are strict or don't care, for example, have been linked to lower levels of social and emotional well-being. When it comes

to the child's social and mental growth, the ties between parents and children that were looked at all follow the same pattern. With this design, the idea of a third step makes sense.

Conclusion:

Why experts agree that the most successful parenting style is authoritarian parenting. According to studies, children raised by authoritative parents are more likely to grow up to be self-assured, successful students with strong social skills and problem-solving abilities.

Parents serve as a child's primary educators and role models, molding their behavior and instilling moral principles in them. Youngsters watch, listen, and copy their parents. It is crucial that they serve as positive role models that children want to emulate.

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CHAPTER

8

A Study of The Effect of Academic Motivation on Academic Achievement of Secondary School Students of Malda District

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Abstract

The focus of the present study was to assess the effect of academic motivation on academic achievement of secondary school students. For this purpose the researcher involved the sample from five schools from Malda district selecting randomly from secondary school students in the district. The sample consists of 100 students from which 50 are male students and 50 are female students. To measure the effect of academic motivation on academic achievement the researcher has used Academic Motivation Inventory by K.S. Mishra. To interpret the score of the effect of academic motivation on academic achievement of the students both descriptive and inferential statistics were used. It was found that there was significant difference in the effect of academic motivation on the academic achievement of both the boys and girls. There also existed a significant difference in the effect of academic motivation on the academic achievement of both rural and urban students.

Key word : academic motivation, academic achievement

1. Introduction:

Malda is a district of mixed culture with multi-ethnicity and multi-linguistic features. It is a district of high population density and a

big chunk of people of the district belongs to the category or class of low social, economic and educational status. Despite several barriers including low level of parental education and family income, school students perform better in the process of learning at this level of education as reflected in the annual summative class wise evaluations in the district. The role of teachers in creating and strengthening academic motivation among students deserves high appreciation as they are found to be very much interested in their children's education and better academic performance. Teachers have been playing a commendable role in motivating students as best they can towards learning and academic achievement of the secondary school students. Motivation is the process of initiation and sustenance of goal directed activities and smoothes the process of academic performance and achievement. Academic motivation is a basic recipe for academic goal-directed performance and achievement. Better academic performance leads to better academic performance and achievement and the teachers of Malda district are devoted to this effort.

2. Review of related literature:

Abu Bakar et al. (2010) studies the relationship between University students' achievement motivation, attitude and academic performance in Malaysia. The objectives of the study were to identify the relationship between achievement, attitude and students' academic achievement. A structured questionnaire was administered on 1484 from five faculties of the university were selected through clustered sampling. The findings revealed a positive significant correlation between students' attitudes towards learning and achievement motivation. The study also revealed that students' attitude and academic achievements were correlated positively. It was also found that low and negative correlation existed between students' achievement motivation and their academic performance.

Remali et al. (2013) conducted a study on academic performance among university students based on demographic characteristics, motivation factors that promote academic accomplishment among first year accounting students at University Tenaga Nasional. It was found that usage of learning techniques directly impacted students' academic achievement.

Veena and Shastri (2013) conducted a study on the success motivation of college students. The objectives of the study was to find success motivation in pure and science students, investigate accomplishment motivation variations between high and low achievers, and identify achievement motivation based on gender disparities. It was studied that a significant variation in achievement motivation was found between pure science and applied science students. It was also found that male and female differed significant in their achievement desire.

Bakas, N.A., Alsmadi, M. S., Ali, Z., Shuabu, A. and Salauddin, M. H. (2022) Conducted a study on "Influence of students Motivation on Academic Achievement Among Undergraduate Students in Malayasia". The aim of the study was to identify the influence of students' motivation on academic achievement among undergraduate students at UniSZA. It was found that there was a significant association between motivation and academic achievement and students are motivated to learn.

3. Statements of the Problem:

After going through all the related literature the researcher found that not a single study was conducted on students' academic motivation and its influence on their academic achievement in the Malda district. Hence the researcher selected this problem and conducted the study on "A Study of the Effect of Academic Motivation on Academic Achievement of Secondary School Students of Malda District".

4. Rational of the study:

It has been found that students show poor performances in their studies due to lack of parental guidance, lack of motivation, poor teaching methods in competent teachers, poor students' attitude towards learning, learning environment is not convenient and gender disparities are some of the major causes for poor motivation, creating a bar to enhance the academic achievement of the students. Hence the researcher has taken up the present study to find out the effect of academic motivation on academic achievement of the secondary school students of Malda district.

5. Variables of the Study:

The researcher took academic motivation as the independent

variable where as academic achievement is the dependent variable of the study.

6. Objectives of the study

After a systematic study the following objectives were formulated:

1. To find out the effect of academic motivation on academic achievement of the male and female secondary school students.
2. To find out the effect of academic motivation on academic achievement of the urban and rural secondary school students.

7. Research Questions:

Based on the objectives, the following research questions were formulated.

1. Is there any significant difference in the effect of academic motivation on academic achievement of both male and female students of secondary schools?
2. Is there any significant difference in the effect of academic motivation on academic achievement of urban and rural secondary school students?

8. Hypotheses:

Ho1. There is no significant difference between the effect of academic motivation on academic achievement of both male and female secondary school students.

Ho2. There exists no significant difference between the effect of academic motivation on academic achievement of both male and female urban secondary school students.

9. Methodology:

Methodology is the procedure or technique adopted in research and it occupies a very important place in any type of research. The scores obtained were calculated. Both differential and inferential statistics were used for interpreting the data.

9.1 Research Design:

The study used by the researcher in quantitative research as an ex-post-facto design where the researcher studied the present

condition of the influence of the variables and their effects. It is a descriptive survey method.

9.2 The sample:

The sample for the study was drawn by selecting five schools randomly out of 243 secondary schools of Malda district in West Bengal. The selected schools were two rural schools and three urban schools. Twenty students of class ix were selected randomly from each school. The sample consisted of 100 students consisting of 50 males and 50 female students. While collecting the sample academic motivation was taken as an independent variable of the study.

Table-1 is showing the name of the schools, number of students, and the locality from which each school has been selected.

Sl. No.	Name of the School	Number of the student	Type
01	Malda Railway High School	20	Urban
02	Old Ma (H.S.)lda K.C. High School (H.S.)	20	Urban
03	Chanchal Sidhyeswari Institute (H.S.)	20	Urban
04	A.N.M. High School (H.S.)	20	Rural
05	Haji Nababdi High Madrasha	20	Rural
	Total Number of School = 05	Total Number of Student =100	

9.3 Tools used:

For measuring the effect of academic motivation on academic achievement of the students Academic Motivation Inventory by K.S. Mishra was used and achievement test was constructed to measure the achievement of the students.

9.4 Data Analysis and Interpretation:

Table-2 't' test showing the significant difference of scores of the male and female students.

Variables	Sub-sample	N	Mean	S.D	't' value
Gender	Male	50	74.9	16.48	1.46
	Female	50	80.1	18.88	

Table-2 showing the value of 't' is 1.46. Therefore the null hypothesis (Ho1) which states that "there is no significant difference between the effect of academic motivation on academic achievement of both male and female secondary school students" is rejected.

Table-3 't' test showing the significant difference of scores of the urban and rural students.

Variables	Sub-sample	N	Mean	S.D.	't' value
Locality	Urban	50	83.9	18.91	3.10
	Rural	50	71.3	14.89	

Table-3 shows the value of 't' is 3.10. Therefore the null hypothesis (Ho2) which states that "there is no significant difference between the effect of academic motivation on academic achievement of urban and rural secondary school students" is rejected.

10. Conclusion:

The focus of the present study was to assess the effect of academic motivation on academic achievement of both male and female secondary school students from urban and rural areas. It was assessed that there was significant different in the scores of both the male and female secondary school students of class ix. It was found that girls performed better than boys and students from urban performed better than the rural secondary school students.

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CHAPTER

9

A study of the different cultural approaches of Tribal in West Bengal

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Abstract

The tribal communities of West Bengal are diverse and heterogeneous, with different socio-cultural and economic characteristics. This study aims to compare and contrast the different approaches of tribals in West Bengal, such as their livelihood strategies, identity formation, Language, food, occupation and educational achievement. The study adopts quantitative data from the census and other sources. The study finds that the tribals of West Bengal have varying degrees of integration and assimilation with the mainstream society, depending on their geographic location, historical background, and cultural affinity. The study also identifies the challenges and opportunities faced by the tribals in West Bengal, such as poverty, discrimination, displacement, education, health, and empowerment. The study compares the different approaches and achievement of the tribal people according district and suggests some policy implications and recommendations for improving the well-being and development of the tribals in West Bengal.

Keywords :

Tribal, Socio cultural, Language, Approachs.

Introduction :

India is a home to the large variety of indigenous people. with population of more than 84.4 million India has the single largest

tribal population in the world this consists 8% of the total population of the country according to the 2001 census in the Indian context tribals are the earlier centres of the land if not autochthonous.,

According to Majumdar (1958) a tribe can be defined as “a community which has a name, endogamous in nature, lives in common Territory, has a common traditional culture with an unwritten language, is structurally and culturally distinctive, relatively homogeneous, largely self-governing with no specialization of functions previously self-sufficient, and has a shared consciousness of ethnic identity and a belonging together. “(Majumdar, 1958)

The diverse cultural landscape of West Bengal is enriched by the presence of various tribal communities, each with its unique traditions, beliefs, and social structures. These tribal groups, nestled in the hinterlands of the state, exhibit a rich tapestry of cultural practices that have endured through generations. This study seeks to delve into the distinct cultural approaches adopted by different tribal communities in West Bengal, shedding light on their customs, rituals, socio-economic structures, and modes of adaptation in the modern era. West Bengal is home to numerous tribal communities, including the Santals, Oraons, Mundas, and many others, each with its own linguistic, religious, and cultural nuances. These communities have inhabited the region for centuries, preserving their heritage amidst the evolving socio-political landscape. The cultural practices of these tribal groups are deeply intertwined with their environment, encompassing agriculture, folk art, music, dance, and religious rituals. Understanding these cultural approaches provides insights into the socio-economic dynamics, intra-community relations, and external interactions of the tribes. This study aims to compare and contrast the cultural approaches of different tribal communities in West Bengal.

Study Area:

Bankura Birbhum Purulia is a tribal district of West Bengal with a large tribal population, which is the study area of my paper. The three districts in the western part of West Bengal. They are known for their rich tribal culture and heritage, as they are home to various Scheduled tribes such as the Santal, Munda, Bhumij,

Oroan, Birhors. These research areas can contribute to a better understanding of the tribal language the occupation and their educational status.

Objectives of the study:

The significance of the study is given below.

1. To find out the tribal population of tribal community in West Bengal special reference to Bankura, Birbhum and Purulia district.
2. To trace out the source of origin of different tribal community in West Bengal.
3. To highlight the different languages of tribal community in West Bengal.
4. This study in being done to find out the literacy rate and educational level of tribal communities in West Bengal specially Bankura, Birbhum and Purulia district.
5. This study helps to know about tribal festivals and traditional ceremonies in West Bengal.

Methodology:

To full fill the research objectives ethnographic and analytical reviews strategy was adopted in the study based on the available literature. The primary goals of the study as title suggest was to study of different cultural approaches of tribal community. The data and information are collected from the secondary sources mainly obtained from various journals websites, magazines, newspaper, articles, encyclopaedia etc.

Analysis:

In this paper some components of tribal community are discussed namely source of origin, language, population, festivals and educational level, the data itself is analysed below.

Population:

There are 40 scheduled tribes in West Bengal according to the 2011. West Bengal has a tribal population of 52, 96, 963 which is about 5.8% of the population of the state. Among the various tribal groups of West Bengal most significant tribes in Bankura, Purulia, Birbhum are Santal, Munda, Bhumij, Kheria and Kora tribes.

Table-1 :

District	Total S.T.	Male S.T.	Female S.T.	% of Total Population of the District	% of Total Population of WB
Purulia	463452	235097	228355	18.27	10.52
Bankura	330783	166723	164051	10.36	7.51
Birbhum	203127	101831	101296	6.74	4.61

The table-1 shows that tribal population in Bankura Birbhum and Purulia district as per 2011 census report. ST population of Purulia (18.27%) higher than Bankura (10.36%) and Birbhum (6.74%).

Table-2 :

Name of the Scheduled Tribes	Total Population (2001 Census)	Total Population (2011 Census)
Santal	2280540	2512331
Munda	341542	366386
Bhumij	336436	376296

Table 2 displays the, individual population is the largest among other tribes.

Tribals Source of Origin and Language of West Bengal:

The word Adivasi is used as the common English and Bengali Hindi counterpart of the word Tribe. The physical and characteristic features of the Adivasi community are diverse lifestyles, socio-cultural trends, efforts to develop their environment are significant. continues today.

Some general characteristics of Scheduled Tribes are found in West Bengal. They have own political views. Tribals are simple and self-sufficient endogamous group. This paper is mentioned tribal community of Bankura Birbhum Purulia District, Santal, Munda, Bhumiz, Kheria and Oraon tribes live in these districts.

SANTAL TRIBES:

The Santal tribe is one of the largest indigenous communities in India, and they are also present in West Bengal. In West Bengal, the Santals primarily inhabit the districts of Purulia, Bankura,

Birbhum, and West Midnapore. Santhal people are related to Dravidian people. The word 'Santal' comes from the word 'Sanotar'. Their original residence was at Ahuri in Hazaribagh district. Santals are nature worshipers, they believe in totems. Demographically, the Santals are an important tribal community. The community uses the Santali language or Alchiki language as a spoken and written language. They have a rich cultural heritage, with their own language, traditions, music, and dance forms. Santals are known for their agricultural practices, particularly rice cultivation, and they have a deep connection to the land and forests. Over the years, they have contributed significantly to the cultural diversity and richness of West Bengal.

MUNDA TRIBES:

The Munda tribe, also known as the Mundari, with a notable presence in West Bengal, particularly in the districts of Purulia, Bankura, and West Midnapore. The Mundas are recognized for their distinct language, Mundari, the Munda tribe traditionally practices agriculture, with rice being a staple crop. They also engage in other activities such as animal husbandry and handicrafts. Like the Santals, the Mundas have their own cultural traditions, including music, dance, and rituals that are integral to their way of life. Jhumur dance significant by the Munda tribes.

KHERIA TRIBES:

The Kheria tribe, also known as Kharia or Kharwar, is primarily found in the states of Jharkhand, Bihar, Odisha, and parts of West Bengal. In West Bengal, the Kheria tribe is mainly concentrated in the western districts bordering Jharkhand, such as Purulia and Bankura. Kheria Adivasis are a branch of the Dravidian peoples who are nature worshipers. The Kheria people have their own distinct culture, language, and traditions. Historically, they have been involved in agriculture, forest-based livelihoods, and some traditional crafts. Like many indigenous communities, they face challenges related to socio-economic development, access to education, healthcare, and infrastructure. Their language can be considered similar with the language kol.

ORAON TRIBES:

The Oraon tribe, also known as Kurukh, is another significant

indigenous community in India, with a presence in various states including West Bengal. In West Bengal, the Oraon tribe primarily resides in districts like Purulia, Bankura, and West Midnapore, alongside other tribal communities.

They also belong to the indigenous Dravidian people. They generally speak Kuruk language. They dress very simple. They believe in aboriginal religion. They are mainly agriculturists and labourers. They claim to be the first pioneers of ploughing in Chotanagpur. The Oraons also have rich cultural traditions, including music, dance, and various rituals that are an integral part of their social and religious life.

BHUMIJ TRIBES:

The Bhumij tribe is primarily found in the eastern Indian states of West Bengal, Jharkhand, Odisha, and Bihar. In West Bengal, they are mainly concentrated in the districts of Purulia, Bankura, and West Midnapore. Bhumij tribe is a branch of Munda tribes, their language is Mundari language. The Bhumij people have their own language, culture, and traditional practices, and they are known for their agriculture, handicrafts, and traditional knowledge of the forests. They have been an integral part of the socio-cultural fabric of the region for centuries.

Tribals Literacy in West Bengal:

Education is only the image and reflection of society. It imitates and reproduces the letter in abbreviated form, it does not create it “- E. Durkheim.

Education is considered as one of the fundamental factors for regional development and human resource development.

Table 3 :

District	2001 Lit. Rate S.T.(in %)			2011 Lit Rate S.T.(in %)		
	Total	Male	Female	Total	Male	Female
Purulia	42.64	61.26	23.4	53.86	67.84	39.77
Bankura	49.6	67.84	31.13	59.37	72.93	46.01
Birbhum	31.2	44.17	18.17	47.48	57.57	37.67
West Bengal	43.4	57.38	29.15	57.92	68.16	47.71

Table 3 shows that comparative analysis of percentage schedule tribes' literacy rate. It is clear from the above table the status of tribal education in West Bengal is not

According to census 2001 and 2011, West Bengal literacy rate is 43.4 and 57.92, Purulia literacy rate is 42.64 and 53.86 Bankura 49.6 and 59.37 Birbhum is 31.2 and 47.48.

Secondly this table analysed male and female literacy status in these specific districts in West Bengal and male literacy rate is much higher than female literacy rate in these districts.

Table 4:

Scheduled Tribes	Total	Male	Female
Santal	54.7	66.1	43.5
Munda	57.7	57.1	48.3
Bhumij	59.5	70.7	48.1
Oraon	56.5	68.5	45.1
Kheria	45.5	54.6	36.2

Table 4 reveals that some specific adivasi literacy rate in the tribal populated district in West Bengal. This table also represent that tribal women literacy rate is so low than male literacy.

Table 5 :

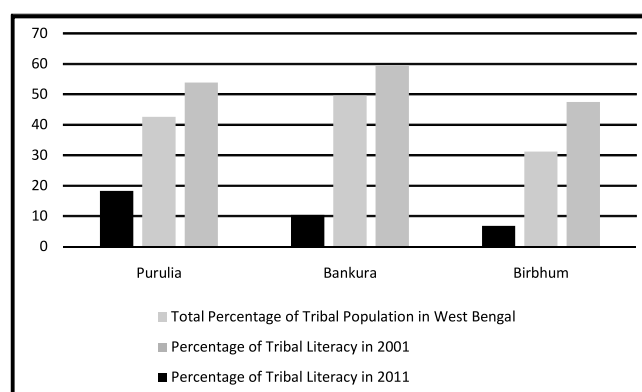


Table 5 shows comparative analysis of percentage of population of West Bengal and literacy rate of tribals in the districts mentioned in here.

Tribal Festivals:

Cultural approaches are not complete without tribal festivals and traditional ceremonies. So, this paper introduces some festival celebrated by tribal people. The Festival of Tribal is an annual event that celebrates the cultural heritage, traditions, and way of life of various tribal communities. It often includes vibrant displays of music, dance, art, crafts, and cuisine unique to different tribal groups.

Every time in West Bengal has these distinct cultural practices and traditional ceremonies. The tribal people of Bankura, Birbhum, and Purulia districts in West Bengal, India, have rich cultural programs and traditional ceremonies that are integral to their way of life. Some of these include:

1. **Baha Festival** : Celebrated by the Santal community, the Baha Festival is an occasion for dance, music, and cultural performances. It usually takes place during the spring season and marks the beginning of the Santal year.
2. **Chhau Dance** : Chhau is a traditional dance form originating from the Purulia district. It is characterized by vibrant masks, elaborate costumes, and rhythmic movements. Chhau performances often depict episodes from Hindu epics like the Ramayana and Mahabharata.
3. **Sohrai Festival** : Sohrai is a harvest festival celebrated by the Santhal and Munda tribes. It involves decorating homes with traditional art, worshipping cattle, and offering prayers for a bountiful harvest.
4. **Tusu Parab** : Tusu Parab is a winter festival celebrated by women in rural areas. It involves singing traditional songs, offering prayers to Goddess Tusu, and creating colourful clay idols.
5. **Bhagabat Mela** : Bhagabat Mela is a religious fair where the Bauls, a mystical folk group, perform devotional songs and preach the philosophy of love and harmony.
6. **Bandhnaparob** : One of the most popular festivals is the Bandhnaparob, which is celebrated by the Munda, Bhumij, Kora, and Sabar tribes. It starts on Diwali and ends on the full moon night of the month of Kartik. It is a festival of harmony

and joy for the paddy harvest. The tribal people decorate their homes with rice flour designs and sing the Ahira songs in the Kurmali language. They also worship their cattle and offer them nutritious grass called molta.

These cultural programs and ceremonies are not only occasions for celebration but also serve as a means of preserving and passing down tribal traditions, values, and identity from one generation to another.

Conclusion :

The study provides valuable insights into the complexities of tribal life in West Bengal, emphasizing the significance of cultural preservation alongside socio-economic development. By understanding their unique approaches, we can create more effective policies to empower and uplift these marginalized communities. This study emphasizes the need for targeted policies to improve the well-being and development of West Bengal's tribal population. It underscores the importance of preserving their language, traditions, and livelihood strategies while addressing socio-economic disparities.

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The Relevance of Sister Nivedita's Principles in the Context of the Contemporary Upliftment of Women

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Abstract

As an accomplished Indian woman, Sister Nivedita was well appreciated. In Swami Vivekananda's ideal, she discovered the ultimate lifestyle. Her sole purpose in travelling to India from Europe was to aid the poor. She was named "Nivedita" by Swamiji. Educating women was a major focus of hers. Her school was wildly popular due to her caring and unconventional teaching style. Nivedita was an activist for social change in addition to being a teacher. She has had an outstanding impact on Indian society. She selflessly commits her entire life to advancing India. As a social reformer, Nivedita's impact on women's education is the primary focus of this article.

This research article delves into the profound contributions of Sister Nivedita, the illustrious disciple of Swami Vivekananda, and examines the relevance of her principles in the context of the contemporary upliftment of women. Sister Nivedita, born Margaret Elizabeth Noble, dedicated her life to the empowerment of women and played a pivotal role in the socio-cultural transformation of her time. This article explores her life, educational initiatives, and advocacy for women's rights, aiming to draw parallels between her vision and the challenges and opportunities faced by women in present-day society.

Keywords: women's empowerment, women's education, social reformer, women's position in Indian society

1. Introduction:

An extraordinary woman arrived in India at the close of the nineteenth century, driven by a deep desire to improve people's lives. She was kind-hearted, energetic, and purposeful. Her name was Margaret Elizabeth Noble, and she was an Irish woman. This kind-hearted European woman became a social reformer in India. Margaret came from a family of highly religious people. Christianity was preached by her father. Her family instilled in her the values of compassion and generosity. She learned that it is her duty to aid the downtrodden and vulnerable. She taught elementary school students by day. She was a teacher who worked at several schools in England and Ireland. After that, in 1892, she opened her own school in Wimbledon. She introduced a new approach to education at her school. The kids had fun and picked up some useful lessons while playing here. For adults interested in learning more contemporary pedagogical practises, there was a programme designed just for them. The distinctive aspects of her school caused it to gain immense popularity.

She was on a path toward actual existence throughout this time in her life. Reading the teachings of Lord Buddha inspired her to become a devout Buddhist. She believes that the teachings of Buddha reveal to her the genuine path to discovering the meaning of life. They met in London in 1895, Swami Vivekananda. "Hindu Yogi" was his English name. Swami Vivekananda's transcendental and illustrious personality had an indelible impression on her. Margaret was captivated as she listened to Swamiji's message. After hearing how well-received Margaret's teaching style was, Swami Vivekananda paid a visit to her Wimbledon school. A certain zeal shone through Margaret, according to Swamiji. Margaret, whose heart was moved by Swamiji's teachings, also expressed her desire to collaborate with him. "You, I think, may be of tremendous service to me in my plans for the ladies of my own nation," Swamiji said Margaret during a chat (Atmaprana 1961). It was the beginning of a fresh chapter in Margaret's life. "The turning point" of Margaret's life, she confessed.

Sister Nivedita, a disciple and confidante of Swami Vivekananda, devoted her life to the betterment of society, with a particular emphasis on the upliftment of women. Her commitment to education, empowerment, and social reform has left an enduring impact. This article aims to analyse her contributions and discern their applicability in the contemporary landscape.

Early Life and Influences :

The article begins by providing an overview of Sister Nivedita's early life, her encounters with Swami Vivekananda, and the transformative effect these experiences had on her worldview. Understanding her roots lays the foundation for comprehending the motivations behind her later endeavours.

Educational Initiatives :

Sister Nivedita firmly believed in the transformative power of education, especially for women. This section explores her establishment of schools and educational initiatives that aimed to break down societal barriers and provide opportunities for women to excel in various fields. The article evaluates the impact of these initiatives and their relevance in addressing present-day educational challenges for women.

Advocacy for Women's Rights :

Sister Nivedita was a staunch advocate for women's rights, challenging societal norms that restricted women's freedom and opportunities. This section explores her writings, speeches, and activism, drawing parallels between the issues she addressed in her time and those faced by women today.

Cultural and Spiritual Empowerment :

Sister Nivedita's work went beyond traditional education and rights advocacy; she emphasized the importance of cultural and spiritual empowerment. The article examines her role in fostering a sense of identity, self-worth, and spiritual strength among women and considers the relevance of these aspects in the contemporary context.

Challenges and Opportunities Today :

The research article concludes by addressing the challenges and opportunities that women encounter in the present day. It reflects

on how Sister Nivedita's principles can provide inspiration and guidance in navigating these complexities, fostering a holistic approach to women's upliftment.

2. Objectives of the Study

Here are the goals of the planned research:

1. Analyse the views of Swami Vivekananda on the subject of female education.
2. Sister Nivedita's passionate advocacy for women's education deserves discussion.
3. Sister Nivedita's unwavering commitment to the Indian community requires explanation.

3. Discussion :

Women enlightenment in perceptions of Swami Vivekananda:

Swami Vivekananda - an esteemed figure from the East, views education as vital to human advancement. Education, according to Vivekananda, is all about getting to know oneself better – discovering, perfecting, being aware of, and expressing oneself. To reach one's maximum potential as an individual, one must continue their education throughout their lives (Rathod 2016). The plight of Indian women was a major concern of his. A nation will thrive, in his view, provided its women are respected appropriately. He acknowledges Sita as the embodiment of perfection and innocence. Swamiji was against marriage at a young age. In his view, women ought to be empowered to find solutions to their own difficulties. The true emancipation of women will occur when they autonomously choose their own choices. When compared to conventional Western ethics, Swami Vivekananda's view of human decency differs. He regards them both as Christ. Swamiji extends his greetings to everybody. (De, 2016)

"Education is the expression of the inherent goodness in every individual." This is a well-known and frequently cited comment by Swami Vivekananda about education. The lucidity and precision with which Swami Vivekananda conveyed his teachings are profoundly evident. (According to Mondel, 2019) He has a vision for a school system that empowers Indian women

intellectually and morally. "A nation cannot rise if one of its limbs is paralysed, just as a bird cannot fly with only one wing," he would explain on several occasions (Atmaprana 1961). He comes to the realisation that bringing knowledge to Indian women is the only way to end their misery.

An optimal technique to improve society's viewpoint is through education. The empowerment of women has the power to rescue a society from its plight. Education may bring forth the innate characteristics. The true meaning of life and the cultivation of self-respect are both facilitated by an educated mind. As the essence of a human being, he placed an emphasis on strength and power. In Margaret's own words, we learn that "...woman had a vast an inheritance as man, in all the intellect and knowledge that comprised the particular gift of the period to India." For the truth, there is no room for sex (Complete Works of Sister Nivedita 2016). Margaret exhibited an extraordinary degree of kindness and piety, as noted by Swamiji. He then suggested that she find employment among Indian ladies.

Margaret - a devotee of Swami Vivekananda:

Margaret was profoundly moved by Swamiji's words of wisdom. Arriving in India on January 28, 1898, she made the decision to serve the women of the country. Attempting to follow in Swamiji's footsteps, she faltered. Margaret was very moved by Swamiji's words of wisdom. On January 28, 1898, she arrived in India with the intention of serving the ladies of the country. She made an effort to follow in Swamiji's footsteps. Kolkata was her home once she arrived in India. She follows the example of the monks, including Swami Vivekananda, and studies extensively about Indian history and culture. She delved into Hindu sacred texts and epics. Swamiji initiated her after a few days. Her name was changed to Nivedita—meaning "the committed one"—after her initiation. Taking the vow of Brahmacharya and becoming a nun was a first in Indian history for a lady from Europe. She has been able to overcome her difficulty in communicating with the general public by diligently studying the regional languages of India. Sarada Devi became an integral element in Nivedita's journey to comprehend Indian culture once they crossed paths.

Nivedita's view of women education :

The plight of Indian women troubled Swami Vivekananda. To help them out, she asked Nivedita to take charge. When Swamiji asked Nivedita to do something, she always did it without question. When she got to Kolkata, she made an effort to match Swamiji's hope. For the purpose of educating women, she established a school in Bag Bazar. She was cognizant of the fact that this endeavour is little, but she is optimistic about its potential for growth. Two major problems in Indian society that Nivedita saw were prejudice and illiteracy. This type of thinking is largely to blame for India's lack of progress. Because women are also an integral element of society, empowering them is crucial to achieving full development.

Among Indian ladies, Nivedita found something special. They devote themselves completely to taking care of their family. The labour began at the crack of dawn and will not end until the sun goes down. In order to make everyone in the family feel better, they give up what they want and what makes them happy. This custom of femininity astounds Nivedita. She found that Indian ladies had a devotional character. Her goal is to preserve their dignity as she tries to improve their lives. The idea of introducing Indian ladies to Western lifestyle was never something she was interested in. Their religious spirit and tolerance were lauded by her. According to Nivedita, one should read the East Book. She thinks these books have the power to inspire and educate women. Her heart's purpose was to preserve Indian women's inherent innocence and purity. She thinks it's a wonderful principle to honour one's family's elders. She relayed these stories to Muslim ladies as well as Hindu women. Every woman was referred to by Nivedita as her sister. She thinks of India as the "country of adoption" because of its religious diversity.

Nivedita argues that education is crucial to the success of holistic development in the future. She acknowledges that business and industry have a part in progress, but that only intelligent people will be able to bring about such progress. For a country to grow, it needs both technical education and cutting-edge research. Technical education apart from academic study was like a bloom without a stem or a tree without a trunk, in her

view. The final step toward being a developed nation. Human togetherness was something she valued. A strong and brave nation, she claims, will stand together. Achieving such self-demonstrated state is attainable through education.

Establishment of Nivedita's School

Nivedita opened her school in Bag bazar on November 12, 1898. It was a female-only school. Teachers at Nivedita's school included Sudhira Devi and Sister Christine. Sarada Devi was the special guest during the opening ceremony. Also present that day was Swami Vivekananda. The first three pupils were three young girls who Swami Sadananda had brought to the school. The initial investment for the school was 800 rupees. The majority of the pupils were from low-income backgrounds. Therefore, Nivedita assumed responsibility for paying for their schooling as they could not. She wrote for several newspapers to raise money for her school. Many of Nivedita's friends contributed financially to help her.

"Allow yourself to be led," Vivekananda said Nivedita. Your students are going to teach you all there is to know (Reymond 2014). He hoped that Nivedita would be able to see into her pupils' hearts. The Hindu tradition that Nivedita would build upon would be passed down through generations of Hindu girls. A flawless individual well-versed in all aspects of Hindu culture was Swamiji's goal in shaping Nivedita. She couldn't provide a well-rounded education to her students if she was unfamiliar with their culture. They would be better able to choose the right path in life if they had a full education.

Art and Mathematics are two of Nivedita's subjects. Even a struggling student was able to grasp complex concepts because of his instruction. Nivedita had her math class determine if a certain number was odd or even. Her goal was to enhance their cognitive abilities and memory in this way. It was Nivedita's hope that her pupils would learn to think critically and solve problems on their own. "She instituted the policy of repeatedly asking the same question in different ways until the girl could figure out the answer on her own if she couldn't answer a question" (Bhattacharya 2017). In addition to Sister Christine, Nivedita's painting class had other students. More often than not, older kids

would teach younger ones at the school. Among the various historical sites in Kolkata that she took her pupils to learn about Bengal's past were the Dakshineswar Kali temple, Belur Math, and the Museum. At Sarada Devi's residence, she arranged for an exhibition of her pupils' artwork and paper crafts. The locals thought it was a cool place to visit. A large number of women were overjoyed to attend the event.

Many distinctions stood out to Nivedita between the Western pupils and their Indian counterparts. All of the Indian students have a religious background. As a kind of worship, they create clay sculptures while playing at school. She saw how the small girls were greatly affected by societal norms. They have no idea that they are free and unique. She always aimed to help the girls develop a sense of self-awareness without undermining their reverence for their family. A lady stands out from the crowd when she practises teachings of independence and bravery. She did this by presenting lessons in a variety of formats. In order to master arithmetic, tamarind seeds were utilised. They were picked up by the students, who then counted and multiplied them. Math is mastered in that manner. There was a specific fault with the assignment that each student had to fix. It was taught that all literature, not only the Vedas, are divine. A person may learn anything from a book. The kindness with which she dealt with her Hindu neighbours won them over. Thanks to her selflessness and commitment, the school became well-known. Girls, Nivedita has found, are full of life and eager to learn. It gave her the push she needed to launch a women-only area.

With Sister Christine's assistance, she established a new division in 1903. Another renowned devotee who vowed to aid the poor was Sister Christine. Literacy, numeracy, art, and craft classes were added to the new department. A large number of moms from the children's section became members of the women's section. When the women finish up the housework and have some free time in the afternoon, which is around four o'clock, this part begins. They showed up to class and paid close attention. Language instruction was also provided by Labnyaprabha, who happened to be Jagadish Chandra Bose's sister. Both Bengali and English are languages that they read.

Sister Christine enrolled in a sewing class. In an effort to get to class on time, the ladies got as much done around the home as they could before heading out. They wanted to broaden their knowledge in several areas. Child widows made up a large portion of the female student body at Nivedita's school. Her outlook on them was positive, and she was quite generous with her teaching. In her efforts to empower the women, Nivedita instituted vocational training and craft workshops. This enables them to provide financially for their family. While she is a teacher in India, she becomes one with the local ladies.

It dawned on Nivedita that India's poverty stems from widespread illiteracy. Education for all Indians was, thus, a major preoccupation of hers. Primary, secondary, and tertiary education; women's education; arts and crafts training; science and technology education; and soon, among other topics, have been the subject of Nivedita's spoken and written works. To her disappointment, she discovered that most people in India were unaware that the educational crisis in the country was actually a "problem of issues." (Bhattacharya 2017).

As "the mother of society and upholders of family life," women were her primary focus (Bhattacharya 2017). A mother's virtuous example serves as a powerful source of motivation for her kid. The empowerment of Indian women, she shared Swamiji's belief, benefits the entire country. The nation will be lifted out of its plight by this. The empowerment of Indian women is something that Nivedita aspired to achieve via schooling. The nation, in Swamiji's vision, was strong because of the combined efforts of men and women. What was desired, according to Nivedita, was a new breed of female instructors, and this was their plan all along. For both sexes, he emphasised the need of physical strength. (*Complete Works of Sister Nivedita* 2016).

Sister Nivedita's devotion to India

In India, Sister Nivedita was instrumental in establishing positive educational practises. Her dream was to build a country that valued the contributions of women as much as men. Nivedita worked toward Swamiji's goal of becoming the mighty nation he had dreamed of. To serve the Indian people, she undergoes a

complete metamorphosis. The path from perfect educator to social reformer was far from straightforward. Religious and societal barriers abound for her. In the past, Hindus would not have allowed her to instruct their daughters. Their daughter would not attend Nivedita's school, they said. Still, Nivedita triumphs over every difficulty because to her kind demeanour. The female students at her school looked up to her as a role model and mentor. Living in the modest house in Bag bazar, she was unconcerned with her comfort. Coming from a temperate region, she found the heat to be intolerable. Nivedita was unfazed by her situation. She planned a field trip to the museum for her class in May. To the adoration of mankind she gives her whole attention. India was called "our nation" and Indians were called "our people" by Nivedita. As stated by Bhattacharya in 2017. She instituted "Vande Mataram" as her school's daily prayer when the British government outlawed the Swadeshi song. Education was Nivedita's dream for building a nation. The best way to build a strong society is via education.

Respect for one's country is something Nivedita will never lose sight of. The importance of working together as a nation was something she instilled in her students. She was very nurturing toward her nation. Thus, she joined the independence cause as an ardent follower of Indian culture. As part of the Swadeshi movement, she gets her school to start spinning and gets rid of all the imported items. Despotism on the part of the British government wounded Nivedita, who was naturally extremely gentle and caring. There are numerous nationalists she helped in various ways, and she was also active in the independence movement. India, whom she recognises as her mother, causes her unease because of her problems. Many prominent figures at the time were captivated by her selfless nature. The name "Lokmata," which means "the mother of all humanity," is how Rabindranath greeted her. Swami Vivekananda bestowed the title of "Lioness" to her. Her name, "Agnisikha," means "flame of fire" in Shri Aurobindo's language. She was referred to as "sister" by the Indians. When Nivedita felt a British legislation was unfair, she would speak out against it. Any government action or rule that was detrimental to the public welfare was fiercely condemned by

her. In Sister Nivedita's view, political independence is crucial to India's development. The plight of the Indian people was a recurring theme in her numerous newspaper and magazine articles. The Indian people, who often underestimate their own power, were her intended audience for her works.

Importance of Nivedita's position in Indian society

Both Nivedita and her writing were highly regarded. She was prolific despite her brief life expectancy. *The Master as I Saw Him*, *Kali the Mother*, *The Web of Indian Life*, etc. are among her well-known works. A five-volume set called *The Complete Works of Sister Nivedita* reprints her works on Vivekananda. She went to try to save individuals whenever she learned about their suffering. She helped those in need in 1899, when the plague hit Kolkata. During the devastating East Bengal famine of 1906, she played a pivotal role as well. However, while in India she became involved in the Bengali independence struggle, despite her initial mission to assist Swamiji with women's education. Her outstanding contribution will be remembered in the annals of Indian society's progress. She became a legendary figure in Indian history thanks to her selfless character and warmth.

4. Conclusion

The lady known as Sister Nivedita was full of life, sympathetic, and honourable. Swami Vivekananda was someone she deeply followed. Her life's philosophy was impacted by Vivekananda. She followed in Swamiji's footsteps after travelling to India. It dawned on her that education was the key to addressing the plight of Indian women. The work that Sister Nivedita did to further women's education was monumental. Sister Nivedita made an outstanding impact on Indian society, and I will be analysing that impact in my thesis.

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CHAPTER

11

Understanding The Challenges Faced by Parents of Children Diagnosed With Autism Spectrum Disorder

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Abstract

Autism Spectrum Disorder (ASD) is a lifelong neuro developmental disability characterized by persistent and pervasive impairments in social understanding and communication, poor adaptive functioning and the presence of restrictive or repetitive behaviours and interests. These children are lost in their world, have delayed speech, maintain inconsistent eye contact with an arrow range of activities and a need for sameness. This article delves into the multifaceted challenges confronted by parents navigating the complex landscape of raising children diagnosed with Autism Spectrum Disorder (ASD). This article reports on a qualitative interview study with 20 parents exploring their experiences, challenges faced and what has helped them to cope. A thematic analysis of the data identified six core categories: difficulties faced in changing their routine, dealing with challenging behaviour of these children, judgements from others, lack of support, impact upon the family, coping and the importance of an appropriate support. The findings emphasize the fact that parents themselves believe that they require additional support: key strategies and resources that parents have found useful.

Key Words : Autism Spectrum Disorder (ASD), problematic child, symptoms, prevention, challenging behaviours.

1 Introduction

The title of my article is “Understanding the challenges faced by parents of children diagnosed with Autism Spectrum Disorder (ASD)”. Autism Spectrum Disorder (ASD) is a lifelong

neurodevelopmental disability characterized by persistent and pervasive impairments in social understanding and communication, poor adaptive functioning and the presence of restricted or repetitive behaviours and interests. Parents of children with ASD experience challenges, distress, care giving burden, lower levels of resilience and problems in various areas of family life, including marital and sibling relationships and family socialization.

With the aim of exploring a parent 's objective experiences of having a child diagnosed with Autism, a qualitative study will be completed with the result of the study focusing on the daily experiences of parents around current stressors and factors that help them to cope with challenges and stresses.

2. Significance of the Study

The aim of the present study is to examine the parents' perspectives and personal experiences of bringing up a child with Autism Spectrum Disorder (ASD). The purpose of the study is to address the gap in the literature related to challenges faced by parents in raising their children with Autism which includes challenges that they experience as they raise their children with Autism and how these problems have been resolved by them.

Therefore, a comprehensive study on the challenges faced by parents of children diagnosed with ASD is justified.

3. Objectives

The broad objective of the present study might be divided into three parts.

- i) To compare the mental and physical development of children diagnosed with Autism and other children.
- ii) To know the problem and challenges coming up in the path of educating a child diagnosed with Autism Spectrum Disorder (ASD).
- iii) To find out regarding social and emotional development.
- iv) To compare the challenges faced by parents of children diagnosed with ASD and the parents of other children
- v) To know the positive and negative experiences (regarding an emotional problem, academic support from school in providing special needs of parents regarding educating their children with ASD).

- vi) To find out the elaboration by parents' basic current special needs of the children with ASD regarding their education.

4. Studies reported from India and Abroad:

4.1. Chakrabarti (2009) in her study in West Bengal found that there was a delay of 32 months before the parents recognised the first symptoms of the diagnosis.

4.2. Desai, Divan, Wertz, and Patel (2012) studied autism in the Indian background. The experiences of 12 parents of children with autism were investigated. The findings showed that parents progressed through different stages. With the birth of the child, parents were filled with a sense of happiness and enjoyed the routines. The question of normalcy which they earlier believed became doubtful. This was a stage where parents looked at alternative treatments and built hopes on some examples of geniuses who were autistic. And then the final stage of acceptance, by parents, of their child's limitations and functional aspects. This final phase is where they were all concerned and worried about the child's future. At the same time, they worked as advocates for their child's rights. This study was conducted in the regions of Goa. It is not clear as to whether any of the cultural factors influenced the study. The authors have explained the different stages that parents moved through quite clearly. The study highlights the difficulties in India where people living in villages do not have enough knowledge about autism or an easy reach to experienced doctors. But despite this, they do learn to reach a stage of acceptance and hope.

4.3 Paternal Involvement

Louis and Kumar (2015) examined if paternal involvement in the nurturing and caring processes of children with autism can enhance their social skills, play behavior and language. 30 children with autism between the ages of 30 to 60 months fulfilling the DSMIV criteria formed the sample. The study was conducted in Vellore, India. Children were divided in to two groups with one being the control and the other group had active father involvement in the intervention. The sample size of the study was small. Findings revealed that father involvement had a significant effect in improving the play skills, self-help, social interaction skills and behaviour of the

children with autism compared to the control group. This study shows that fathers can build positive interactions with their children and can be trained to have understanding, responsive and sophisticated communication with them.

4.4 Parental Stress

Allen, Bowles, and Weber (2013) looked at the perceived stress in fathers and mothers of children with ASD in relation to the deficits displayed by the child namely speech, sociability, sensory perception, cognitive awareness, health and physical behaviour. Participants included 23 males and 101 females who were parents of a child with ASD whose ages ranged between three to 16, but most fell between three to 10. The material consisted of a questionnaire consisting of demographic details, 10 items from the Perceived Stress, and a modified version of the Autism Treatment Evaluation Checklist. Results showed that deficits in social skills and behavior problems caused higher stress in mothers whereas it was not significantly associated with paternal stress. Fathers were more stressed due to child's deficits in sensory and cognitive awareness. Speech, health, and physical behaviours were not found to be predictors of stress, and the authors explain this by stating that parents can rationalize these behaviours especially in younger children. This study negates the earlier studies which predicted parental stress in all the areas of deficits. The sample size was imbalanced in terms of the number of fathers and mothers who participated and hence cannot be generalised to the wider population of fathers. The authors have felt that the age of the children could also have skewed the results.

4.5 The acceptance of new normal

De Pape and Lindsay (2015) conducted a meta-synthesis of parent's experiences of caring for a child with autism. The studies engaged 425 mothers and 160 fathers. The authors found that parents moved towards acceptance of the 'new normal' that became their family. They could not imagine their family without autism.

5. Method

With the aim of exploring parents' subjective experiences of having a child diagnosed with Autism, a qualitative study was completed which explored parents' experiences around current

stressors and factors that helped them to cope. Data was collected by means of individual interviews with 20 parents (14 mothers and 6 fathers). The ages of children ranged from 4 to 14 years, with 2 children of adult age (26 and 29 years). Participants were recruited through convenience sampling and through advertising through parent support groups.

Participants took part in individual interviews averaging approximately 45 to 60 minutes. Participants gave their signed informed consent. Semi-structured interviews were conducted. An interview schedule was drawn up, which was used as a guide for topics to cover in the interview. Core questions included:

1. As apparent of a child suffering from autism, what makes things difficult or challenging for you?
2. What makes things easier?
3. What helps you to cope with the challenges you may face as a parent?

Issues raised by parents were explored further with the aid of probing questions.

Interviews were recorded and transcribed verbatim. Transcripts were then analysed with the techniques of the maticanalysis (Braun & Clarke, 2006), with the aid of NVivo software for analyzing and managing data.

6. Results

6.1 Challenges faced

Dealing with challenging behaviours

Almost all of the participants (16 out of 20) cited challenging behaviour of children as being particularly stressful. For e.g. temper tantrums, repetitive behaviours and aggressive behaviours.

A few parents spoke about aggression (at times quite violent) which was directed towards siblings and themselves. This was consistent with reports by other parents, who often attributed the tantrums to being associated with repetitive behaviours and changes to routine.

6.2 Changes to routine

Any change in the normal routine would cause the child to

become distraught and often could contribute to the beginning of a new session. There is an importance of maintaining a routine at all times. Most parents manage this by planning ahead. A few parents referred to using picture and picture stories as a useful tool for preparing their child to changes in their routine.

6.3 Social isolation

Some parents spoke about the exclusion faced by their child where they were not invited to social gatherings. A few parents described their children as loners or expressed their concern on the social isolation faced by their children.

6.4 Lack of support

Some parents expressed a sense of exhaustion, where grandparents could be called on to look after the child for a short period of time. Few parents described the lack of understanding from grandparents, who did not understand autism and regarded the child's behavior as a response to bad parenting. However, parents often spoke about how siblings and other children are 'embarrassed' about the behaviour of their brother or sister (diagnosed with Autism).

6.5 Impact on family

Some parents spoke about the emotional impact of having a child diagnosed with Autism has had on them as parents and as a family. This was suggested by four couples who reported to

Have struggled with depression in the past. One mother spoke about how at times she felt like a 'failure as a parent's peak emotionally of the isolation and desperation experienced.

6.6 Coping and support

Some parents speak about how the challenges become easier to deal with over time, as parents learn how to respond to challenging behaviours or the severity of such challenging behaviors diminishes as the child gets older. Parents often speak about their experiences which are moments that are rewarding and uplifting, for example, when their child achieved something or a milestone is reached. Parents have managed to get their child admitted to a school that had learning support for learners with needs of special education which have been described by them as 'average'.

7. Discussion and conclusion

Participants spoke at length about the various challenges faced by them by being a parent of a child with Autism. This mostly included tantrums as a result of the child's difficulty coping with changes to routine and sensory difficulties. However, the most difficult part for them was the social implications of their child's behaviour, both their child's lack of social responsiveness and its impact on them socially. Many parents had learnt to deal with or just accept challenging behaviour, for the lack of understanding and even judgement from others often proved the most difficult for parents which made them feel like a failure. An other social implication for parents was the difficulty in finding adequate support to deal with the challenging behaviours of their child. Thus, many parents experienced some degree of social isolation. The findings allow to get a subjective account of parents' experiences and how they cope with stresses, which can be an indication of shared experiences. Not only are the challenging behaviours 'challenging' for the parents, rather they are the most difficult to cope with. The lack of understanding of the people, extended family and even some professionals seems to be a key stressful component of the challenging behaviour.

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A Qualitative Analysis of Factors Contributing to Job Satisfaction of Secondary School Teachers

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Abstract

A foundational aspect of every civilization throughout human history has been education. All around the world, it has played a crucial role in uniting countries. In every classroom across the world, educators have the weighty duty of molding the intellectual, physical, and moral development of their pupils. They serve as the backbone of the school system. Educators have paramount power in the realm of learning. This research aims to identify the most important aspects of teachers' work lives that contribute to their level of job satisfaction. It is a qualitative research. In order to gather data about teachers' happiness on the job, the researcher read a number of relevant papers and documents. Specifically, it aims to record the topic's depth, complexity, and contextual information. We may learn more about what makes teachers happy at work by delving into the study's hidden implications, social processes, and theoretical interpretations. If one wants to foster a healthy workplace, boost teacher happiness, and improve education as a whole, we must have a firm grasp of these elements. The effect of organizational, personal, and environmental elements on work satisfaction were influenced by one's teaching experience and the subject area or grade level taught. Keep in mind that these criteria's relative significance might change depending on the situation and the person making the decision. So, while coming up with ways to

make teachers happier in their jobs, schools should take their individual traits and requirements into account.

Keywords: Job Satisfaction, Personal Factors, Work Environment, Organizational Design.

1. Introduction

Through all of human history, education has been a cornerstone of every civilization. It has been instrumental in bringing nations together around the globe. All throughout the globe, their teachers, who serve as the central figures in the educational system (Paula, M., 1996), give students with the responsibility of shaping their minds, bodies, and souls. When it comes to education, teachers are king. In laying the groundwork for a country's future, they are indispensable as teachers and other information brokers. Therefore, it is of utmost importance to determine the level of comfort experienced by instructors at their jobs. Job satisfaction, in its simplest form, is the degree to which a person feels good about or is enthusiastic about their work. A person who claims to have great work satisfaction is clearly enjoying what he does for a living. When educators are content in their work, they are better able to carry out their responsibilities and help all parties involved contribute to the nation's progress and prosperity by learning and using new information and skills. A large body of research (e.g., Van den Berg, 2002; Scott, Stone & Dinham, 2001) indicates that educators do not like their work as educators. What motivates us to do what we do and the quality of our job is our level of satisfaction. The goals and objectives of any organization or institution may be more easily realized with the support of contented educators. This research aims to identify the most important aspects of teachers' work lives that contribute to their level of job satisfaction.

1.1. Theoretical Framework of the Study

The theoretical underpinnings and organizational structure for comprehending the elements that impact instructors' work happiness are supplied by the conceptual framework of a research on teacher job satisfaction. Below, researchers have outlined the main research variables:



Figure 1.1 : Showing the theoretical Framework

Source : Investigator Self made

1.2. Statement of the Problem

This study entitled as “A Qualitative Analysis of Factors Contributing to Job Satisfaction of Secondary School Teachers.”

1.3. Objectives of the Study

1. To examine the personal factors that contribute to teachers’ contentment with their jobs.
2. To determine which factors in the work environment contribute to teachers’ satisfaction on the job.
3. To identify the aspects of organizational design that contribute to teachers’ work satisfaction.

2. The Review of Related Literature

Afshar, H. S., & Doosti, M. (2016). Studying the effect of happiness or unhappiness on the productivity of Iranian English instructors. Volume 4, Issue 1, pages 97-115, Iranian Journal of Language Teaching Research. Additionally, there was a statistically significant difference in how students and instructors rated the effectiveness of their respective teaching practices.

Pan, B., et al (2015). Among university professors in China’s northeastern region: a cross-sectional study of factors related to work satisfaction. Public health and environmental research: an international journal, 12(10), 12761-12775. University professors in China reported a modest degree of contentment with their work lives. Job satisfaction was correlated with demographic and occupational variables. Job satisfaction was most strongly

correlated with employees' perceptions of their organization's assistance. The study's findings suggest that university professors may be more satisfied with their jobs if they felt more support from their organizations.

Sharma, R. D., & Jyoti, J. (2006). Teachers' contentment with their work. Pp. 349–363, *IIMB Management Review*, 18(4). The majority of educators voiced their discontent with their school's promotion program. All instructors should be promoted at the same time if they have the same credentials, teaching skill, and experience, and school administrations should make sure that this happens in a fair and transparent manner.

Research Gap

"A Qualitative Analysis of Factors Contributing to Job Satisfaction of Secondary School Teachers" is an area that has received very little attention from researchers. Accordingly, researchers looked at matters connected to such a problem statement.

2. Methodology of Study

It is a qualitative research. In order to gather data about teachers' happiness on the job, the researcher read a number of relevant papers and documents. Specifically, it aims to record the topic's depth, complexity, and contextual information. Researcher learn more about what makes teachers happy at work by delving into the study's hidden implications, social processes, and theoretical interpretations. Improving the quality of education children get depends on teachers being satisfaction in their jobs, which in turn depends on teachers' retention rates and other personal aspects.

3. Analysis and Interpretation

Pertaining to Objective 1:

O₁: To examine the personal factors that contribute to teachers' contentment with their jobs.

When it comes to teachers' satisfaction on the job, there are many individual variables to consider. All of these things have to do with the personality, ethics, worldview, and background of a certain educator. A teacher's level of satisfaction on the job may depend on the following important personal factors:

Motivation: Teachers who are intrinsically motivated by a

genuine passion for teaching and a desire to make a positive impact on students are more likely to experience job satisfaction. Personal fulfillment derived from the act of teaching can be a powerful driver.

Professional Growth: Teachers who prioritize their own professional development and actively seek opportunities for growth are more likely to experience job satisfaction. A commitment to continuous learning and improvement can enhance personal fulfillment in the profession.

Resilience and Coping Skills: The ability to cope with the challenges and stressors inherent in teaching is a personal factor that influences job satisfaction. Resilient teachers who can navigate difficulties and setbacks are better positioned for long-term satisfaction in their roles.

Passion for Lifelong Learning: A personal commitment to lifelong learning and a curiosity about new teaching methods, educational research, and advancements in the field can enhance job satisfaction. Teachers who embrace a growth mindset tend to find more fulfillment in their work.

Adaptability: The ability to adapt to changing educational environments, teaching methodologies, and curriculum requirements is a personal factor that can impact job satisfaction. Teachers who are adaptable and open to innovation often find greater satisfaction in their roles.

Reflective Practice: Teachers who engage in reflective practice, continuously evaluating and improving their teaching methods, can experience greater job satisfaction. The ability to learn from experiences and adapt teaching strategies contributes to personal and professional growth.

Personal Well-Being: Personal factors related to physical and mental well-being, including self-care practices, can impact job satisfaction. Teachers who prioritize their health and well-being are better equipped to handle the demands of the profession and find fulfillment in their roles.

These personal factors, when combined with external factors, contribute to a holistic understanding of what influences teacher job satisfaction. Recognizing and addressing these elements can

help educators build fulfilling and sustainable careers in the field of education.

3.1. Pertaining to Objective 2:

O₂: To determine which factors in the work environment contribute to teachers' satisfaction on the job.

Aspects of their work environment, including the school and workplace, heavily impact teachers' satisfaction on the job. Teacher job satisfaction is influenced by the following important work environment factors:

Clear Organizational Goals and Mission: An educational institution with well-defined goals and a clear mission statement provides teachers with a sense of purpose. When teachers align with the overarching mission, they are more likely to find their work fulfilling.

Investment in Facilities and Infrastructure: A well-maintained and adequately equipped physical environment, including classrooms, libraries, and recreational spaces, contributes to a positive workplace atmosphere. Investments in infrastructure demonstrate a commitment to the overall well-being of teachers and students.

Positive Student Behavior Management Policies: A supportive and effective behavior management system within the school helps create a conducive learning environment. Teachers appreciate institutions that have clear and fair policies for maintaining discipline and promoting positive student behavior.

Availability of Counseling and Support Services: Access to counseling and support services for both students and teachers contributes to a positive school environment. Teachers who feel supported in handling challenging situations, such as student behavioral issues, are more likely to experience job satisfaction.

Workplace Flexibility: Policies that allow for some degree of flexibility in work arrangements, such as flexible scheduling or telecommuting options, contribute to job satisfaction. Flexibility accommodates personal needs and fosters a healthier work-life balance.

Peer Collaboration and Professional Learning Communities: The presence of professional learning communities and

opportunities for peer collaboration contribute to job satisfaction. Teachers value the chance to learn from their colleagues, share experiences, and collectively address challenges.

Student-Centric Policies: Institutional policies that prioritize the needs and well-being of students contribute to teacher job satisfaction. Knowing that the school places a high value on creating a positive and supportive learning environment enhances overall job satisfaction.

Parental Involvement Programs: Institutions that actively promote and facilitate parental involvement in the education process contribute to a positive school culture. Teachers appreciate the support of parents in fostering student success and well-being.

Climate of Respect and Inclusivity: A school climate that promotes respect, inclusivity, and open communication contributes to teacher satisfaction. Teachers thrive in environments where diversity is celebrated, and everyone feels valued and included.

Availability of Well-Being Programs: Institutions that prioritize the well-being of their teachers by offering wellness programs, mental health support, and stress management resources contribute to job satisfaction. These programs demonstrate a commitment to the holistic health of educators.

Considering and addressing these environmental factors collectively contributes to the creation of a positive and supportive school culture, fostering teacher job satisfaction and, in turn, positively impacting the overall educational experience for students.

3.2. Pertaining to Objective 3:

O₃: To identify the aspects of organizational design that contributes to teachers' work satisfaction.

Aspects related to organizational design significantly influence teachers' levels of work satisfaction. All of these factors have to do with the school's administration, culture, and general framework. Some important aspects of organizational design that have an effect on teachers' satisfaction on the job are as follows:

Clear and Fair Policies: Well-defined and transparent organizational policies, including those related to evaluation, promotion, and discipline, contribute to a positive work environment. Clear policies help establish expectations and ensure fairness in decision-making.

Organizational Climate: The overall organizational climate, characterized by the prevailing attitudes, behaviors, and interactions among staff and administrators, significantly influences teacher job satisfaction. A positive and supportive climate enhances morale.

Professional Development Opportunities: Offering diverse and relevant professional development opportunities is an organizational factor that contributes to teacher satisfaction. Institutions that invest in the continuous learning and growth of their teachers demonstrate a commitment to professional excellence.

Transparent Communication Channels: Effective and transparent communication channels within the organization contribute to teacher job satisfaction. Teachers appreciate being well-informed about institutional decisions, changes, and updates that affect their work.

Teacher Involvement in Decision-Making: Institutions that involve teachers in decision-making processes, especially those related to curriculum development, school policies, and educational strategies, contribute to job satisfaction. Teacher input is valued and recognized.

Appropriate Teacher Evaluation Practices: Fair and constructive teacher evaluation practices contribute to job satisfaction. Teachers value evaluations that provide meaningful feedback, recognize their strengths, and offer support for areas of improvement.

Recognition and Rewards Programs: Organizational programs that recognize and reward outstanding teaching contributions enhance job satisfaction. This can include awards, commendations, or other forms of acknowledgment for exceptional performance.

Opportunities for Leadership Roles: Providing opportunities for teachers to take on leadership roles, such as department heads, mentors, or committee leaders, contributes to job satisfaction. Recognition of leadership potential fosters a sense of professional growth.

Collaborative Team Structures: Organizational structures that facilitate collaboration among teaching teams and departments contribute to job satisfaction. The ability to work cohesively with colleagues promotes a positive work environment.

By addressing these organizational factors, educational institutions can create a conducive and supportive environment that enhances teacher job satisfaction, ultimately benefiting both educators and students.

4. Conclusion

Numerous factors, some of which interact in complex ways, influence teachers' feelings of job satisfaction. An understanding of these factors is crucial if we are to promote a positive work environment, increase teacher satisfaction, and better education overall. A teacher's subject area or grade level, as well as their amount of expertise in the field, may impact the impact of organizational, personal, and environmental factors on job satisfaction. Remember that the context and decision maker may alter the relative importance of these factors. Therefore, schools should consider teachers' unique characteristics and needs while devising strategies to boost teacher satisfaction on the job. By focusing on these factors and creating an environment that supports teachers' professional growth, happiness, and appreciation, schools may influence teachers' job satisfaction. Education quality, student outcomes, and teacher retention rates might all see improvements as a consequence.

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CHAPTER

13

An Exploration of Job Satisfaction among Secondary Level School Teachers in Purba Bardhaman District

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Abstract

This study was taken on to check out the present scenario of job satisfaction level of secondary level school teachers in Purba Bardhaman district of West Bengal. Applying descriptive survey method, this study was conducted on a sample of 120 teachers from different secondary level schools in Purba Bardhaman district. Data were gathered by administering a 5-point Likert-type *Teacher's Job Satisfaction Scale* by Madan and Malik (2020) with two main factors i.e., *intrinsic factor and extrinsic factor*. Result showed that level of job satisfaction of secondary level school teachers was moderate or average. It was also found that job satisfaction of the secondary level school teachers did not differ significantly with respect to their location of school.

Keywords : Job Satisfaction, Secondary Level School Teachers, Purba Bardhaman District.

1. Introduction

In job satisfaction an employee's pleasure or merriness is measured whether she or he feeling satisfaction in her or his job or not. So, in case of teacher's job satisfaction it is a measure of

teachers' happiness with their job, whether they like the job or individual aspects or facets of jobs, such as nature of work or supervision. **Locke (1976)**, defined job satisfaction as a pleasurable or positive emotional state arising from the appraisal of employee's job or job experiences. Positive relationship prevails between job satisfaction and working environment. A good working environment maximizes workers job satisfaction (**Bhavya & Satyavathi, 2017**). Personality and sense of humor positively correlated with job satisfaction. Good sense of humor makes a person highly satisfied in job (**Madan, 2021**). Job satisfaction and job motivation are positively correlated and providing ample extrinsic and intrinsic satisfaction lead to greater job motivation (**Ismail, & Abd Razak, 2016**). Secondary school teachers generally satisfied with their teaching but they are dissatisfied with their pay and working conditione specially in rural areas (**Abdullah, Uli, & Parasuraman, 2009**). Reports have shown that job performance of elementary school teachers is positively correlated with job satisfaction. Teachers' performance will be achieved through fulfilling their expectation and goals of school (**Wolomasi, Asaloei, & Werang, 2019**). High levels of job stress can lead to low level of job satisfaction. A negative correlation was found between stress and job satisfaction (**Chaplain, 1995**). Working conditions may strongly influence the job satisfaction of teachers and teachers' satisfaction on job varied with teaching experience and career status (**Liu & Ramsey, 2008**). A positive effect of working condition, self-efficacy was found on job satisfaction of school teachers (**Naz, 2017**). Teachers' reasonable salary affect teachers job satisfaction. Socio economic status influences teachers' satisfaction in job (**Fatima, 2012**). Promotion policy, job security and transfer policy should be given consideration as they affect satisfaction in job of school teachers (**Sharma, & Jyoti, 2006**). High level of occupational stress affects job satisfaction of primary school teachers (**Reilly, Dhingra, & Boduszek, 2014**). Security of job, good salary, working environment, organizational resources related issues affect job satisfaction of teacher-educators as well as bad working environment, job insecurity, narrow provision of promotion, minimum gratuity increases stress and anxiety among them (**Thakur, 2014**). Teacher with high level of job satisfaction

provides quality education and brings up successful students. Job satisfaction of teachers affects positively the educational aims (Demirtas, 2010).

1.1. Objectives of the Study

The objectives of this study were

1. To study the present situation of secondary level school teacher's' job satisfaction
2. To compare job satisfaction level of secondary level school teachers with respect to their locality of school.

1.2 Research Question

The following research question was formulated for this study:

RQ. 1. What is the present scenario of secondary level school teachers' level of job satisfaction?

1.4 Hypothesis of the Study

The following hypothesis was formulated by the researcher for this study:

H0¹. There exists no significant difference of job satisfaction level of school teachers with respect to the area of school.

2. Methodology

The aim of the present study was to study the job satisfaction level of school teachers' teaching at secondary level schools and differences of job satisfaction level with respect to locality of school. With this aim the present study carried out through descriptive survey method.

2.1 Variables:

2.1.1 Dependent variable:

Job Satisfaction is the dependent variable of the present study.

2.1.2 Independent Variable:

Locality of schools are the independent variable.

2.2 Sample

In this study the researcher used simple random sampling technique for collecting data from different secondary schools of Purba Bardhaman district. For this 120 secondary level school

teachers were selected from different schools among them 69 rural and 51 urban .

2.3 Research Tool

Following research tool was used to measure teachers' job satisfaction level in the present study.

2.3.1 Teacher's Job Satisfaction Scale by Madan and Malik (2020).

Madan, N, & Malik, U. (2020) developed an instrument to measure job satisfaction of school teachers. It is a 35-item scale with each item a five-point Likert type scale ranging from "Always" to "Never". with two factors i.e., intrinsic factors and extrinsic factors. In the scale, the 35 items are divided into 5 no. of subscales.

Table 1: Dimension Wise Distribution of Items

Dimension/ Factor	Sub Category	Total No. of items
Intrinsic Factors	Job-Concrete Statements	8
	Job-Abstract statements	7
Extrinsic Factors	Psycho-social Aspect	9
	Financial Aspect	3
	Community/National Growth	8
Total items		35

For calculation the level of job satisfaction of secondary level school teachers seven categories were used. On the basis of the scores of job satisfaction scale, the level was categorized as 122 and above Extremely High, 112 to 121 High, 102 to 111 Above Average, 89 to 101 Average/Moderate, 80 to 88 Below Average, 70 to 79 Low and 69 to below Extremely Low.

2.4 Procedure of Data Collection

Getting consent of the head of institution, **Job Satisfaction Scale (Madan, N, & Malik, U. (2020))** was given out to the secondary level school teachers physically by the researcher to collect the data. Directions provided in the manual was followed and the tool was administered on 120 teachers both from rural and urban area schools of Purba Bardhaman district.

2.5 Statistical Analysis

The objective of this study was to study the present situation of school teachers' job satisfaction and to compare male and female teachers' level of job satisfaction with respect to their locality of school. The scale was a five-point Likert-type scale having five alternative responses for each item, i.e., Always, Often, Sometimes, Rarely and Never. For positive items, a scoring pattern of 4, 3, 2, 1, 0, and for negative items options Always, Often, Sometimes, Rarely and Never carried scores 0, 1, 2, 3, 4 respectively was maintained.

The first objective was to study the present scenario of secondary level school teachers' level of job satisfaction.

Table 2 : Level of job satisfaction of secondary level school teachers

Level of Job Satisfaction	Number of Teachers	Percentage
Extremely High	04	3.33
High	09	7.50
Above Average	08	6.66
Average/Moderate	55	45.83
Below Average	28	23.33
Low	00	00
Extremely Low	16	13.33
Total	120	100

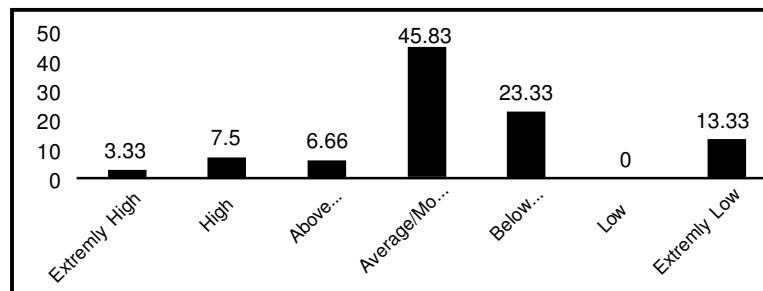


Fig 1: Bar Diagram of percentage of job satisfaction level of teachers.

Table 3: Group statistic of Teachers' Job Satisfaction score of rural and urban area

Job Satisfac- tion	N	Mean		SD		t	df	Signific- ance
	Rural-69	Rural	Urban	Rural	Urban	0.68	118	Not Significant
	Urban-51	2.66	2.51	1.27	1.09			

4. RESULTS AND DISCUSSION

- ◆ **RQ. 1.** What is the present scenario of secondary level school teachers' level of job satisfaction?

Table 2 illustrates that 3.33% teacher of secondary level school having extremely high satisfaction in their job whereas high satisfied level of job satisfaction is 7.50%. 6.66% falls on above average level and 45.83% is moderately or averagely satisfied, 23.33% comprising below average and 16% having extremely low level of job satisfaction. This result shows that the key percentages of school teachers are encompassing moderately satisfied to their job. Therefore, this makes conclusion that secondary level school teachers are satisfied with their job.

- ◆ **H0¹.** There exists no significant difference of job satisfaction level of school teachers with respect to the area of school.
- ◆ The result of the descriptive statistics on teacher's job satisfaction with respect to rural and urban area shows in Table No. 3. School teachers' job satisfaction between rural and urban area is not significant at 0.05 level of significance. Thus, the null hypothesis **H0¹** There exists no significant difference of job satisfaction of school teachers with respect to the area of school is retained.

5. CONCLUSION

The present study was carried out to meet the following questions. What is the present scenario of secondary level schoolteachers' job satisfaction and are there any differences of job satisfaction of secondary level school teachers with respect to locality of school.

From the above-mentioned findings, the following conclusions can be drawn.

1. In case of job satisfaction, it is observed that only 3.33% teachers teaching at secondary level schools highly satisfied

in their job where as most of the teachers are moderately satisfied in their job. The percentage of average or moderately satisfied on their job is 45.83%. In case of extremely lowly satisfaction in job is 13.33%. Other than the extremely high satisfaction, average satisfaction and extremely low satisfaction, there are also above average and below average satisfied teachers containing 6.66% and 23.33% respectively. From the above study it can be concluded that near about 37% teachers are not satisfied in their job as the belongs to below average job satisfaction level. Most of the secondary level teachers moderately or averagely satisfied in their job where as 17.49% teachers have above average level job satisfaction.

2. There are no meaningful differences in terms of job satisfaction of secondary level school teachers with respect to their area of schools. The mean score of rural and urban school teachers are 2.51 and 2.51 respectively. The calculated value of "t" is 0.68 which is smaller than the critical table value. Therefore, there is no significant difference in the level of job satisfaction of rural and urban teacher with respect of different dimensions intrinsic aspect of job and extrinsic factors i.e. financial, psycho-social, community or national growth.

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CHAPTER

14

Mathematics Anxiety of School-Going Adolescents in Relation to Self-Esteem and Academic Motivation

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Abstract

This paper presents a comprehensive data analysis investigating the impact of academic motivation and self-esteem on mathematics anxiety among students. Math anxiety is one of the most common learning challenges that students face, impeding their performance and hindering their engagement with the subject. Understanding the factors contributing to this anxiety is crucial for developing effective interventions. This study utilized quantitative methods to analyze data collected from a diverse sample of students across various educational levels. Statistical techniques such as t-test and Pearson's correlation coefficient were employed to examine the relationships between academic motivation, self-esteem, and mathematics anxiety. The findings shed light on the intricate interplay between these variables, offering insights into potential strategies for mitigating mathematics anxiety in educational settings. This research contributes to the existing literature by providing empirical evidence and practical implications for educators, psychologists, and policy makers aiming to address mathematics anxiety and enhance students' mathematical learning experiences.

Keywords : Academic motivation, Self-esteem, Mathematics anxiety

1. Introduction:

Math anxiety is the feeling of tension, fear, or apprehension when faced with math problems. Math anxiety affects people of all ages and educational levels (Hembere, 1990). This emotional reaction to math often results in avoidance of math activities, poor performance, and reduced self-esteem (Ashcraft, 2009). Although the causes of math anxiety are complex, research shows that students' experiences with mathematics are largely determined by individual factors (e.g., academic motivation, self-esteem). Academic motivation refers to both intrinsic and extrinsic motivations that motivate students to participate in academic activities. Self-esteem refers to an individual's perception of their own worth and ability to do well in school or work (deci & ryan, 1985; rosenberg, 1965).

The relationship between academic motivation, self-esteem, and mathematics anxiety has earned impressive consideration in educational psychology. In any case, existing considers have yielded blended discoveries, with a few showing a negative affiliation between motivation/self-esteem and mathematics anxiety , whereas others propose a more complex relationship impacted by different relevant variables (Huang, 2013; Gorard & See, 2015). Given the importance of mathematics education in modern society and the unavoidable nature of mathematics anxiety, it is basic to advance explore these connections to illuminate evidence-based mediations pointed at lightening mathematics anxiety and advancing positive learning encounters.

In this ponder, the point is to look at the impact of academic motivation and self-esteem on mathematics anxiety among understudies utilizing quantitative information investigation strategies. By analyzing information collected from a assorted test of understudies, researcher looks for to distinguish designs and affiliations that enlighten the basic instruments connecting these factors. Particularly, it can be hypothesized that higher levels of academic motivation and self-esteem will be related with lower levels of mathematics anxiety. Also, researcher will explore potential directing or interceding variables which will impact these connections, such as gender, school type etc.

1.1 Significance of the study:

The importance of this study lies in its focus on the understanding of the mathematics anxiety and its connection to self-esteem and academic motivation. It has the potential to benefit teachers by providing them with insights into effective learning activities and teaching strategies that can overcome Mathematics Anxiety, foster positive self-esteem among students, and ultimately alleviate psychological and physiological anxiety factors. By making the necessary adjustments and identifying appropriate learning strategies, students can benefit from overcoming Mathematics Anxiety. This will allow them to unlock their true academic motivation, enhance their self-esteem, and reduce their anxiety levels.

1.2 Objective of the study:

The purpose of this study was to identify the following specific goals:

To enquire gender differences and school type differences in math anxiety, self-esteem and academic motivation, as well as examine the relationship among them.

Hypothesis:

- i) Male and female school going adolescents do not differ in Academic motivation, Self-Esteem and Mathematics anxiety.
- ii) Anglo-Indian school and Private English medium school going adolescents do not differ in Academic motivation, Self-Esteem and Mathematics anxiety.
- iii) There is no notable relationship between self-esteem and mathematics anxiety, academic motivation and mathematics anxiety among the school going adolescents.

2. Literature Review:

Math is becoming an essential component of a nation's economic development. Therefore, we need citizens who perform well in mathematics in order to keep up with scientific and technological advancements. However, pupils' performance in mathematics has not improved, and they regarded mathematics as one of the most difficult courses (Jenkins, 2006).

Seema and Kumar, 2017, found that Students who have higher self-esteem tend to be better at Mathematics than students who have lower self-esteem. This can be linked to how motivated they were to learn and participate in their Mathematics lessons. This proposes that students with higher levels of confidence are more likely to understand Mathematics.

According to Balmeo and Fabella,(2018), research, there is a significant distinction within the degree of Mathematics Anxiety among Pupil-Respondents with high and low self-esteem, with the former having low levels of confidence and having low levels of Anxiety. The latter, on the other hand, had high levels of Anxiety. This recommends that one of the ways to prevent pupils from exhibiting Mathematics Anxiety is to extend their self-confidence.

Dan, Bar Ilan & Kurman (2013) examined how connection measurements – uneasiness and evasion, self-esteem– and three subscales of test uneasiness – cognitive hindrance, social criticism and strained quality – are related in 327 Israeli young people and college students, and found that college students uncovered higher test uneasiness than did Higher class school students on the cognitive obstacle and strained quality scales, while Higher class school students uncovered higher social criticism than college students.

Research consistently shows that mathematics anxiety is a significant factor in academic achievement, particularly in the domain of mathematics (Bong, 2012; Nunez-Pena, 2013; Gabriel, 2020; Shores, 2007). This anxiety can be influenced by self-concept, self-efficacy, and self-esteem, with domain-specific self-constructs such as self-efficacy and self-concept being better predictors of achievement than general self-esteem (Bong, 2012). Low performance in mathematics is associated with math anxiety and negative attitudes toward the subject (Nunez-Pena, 2013). Mathematics anxiety can also negatively impact mathematical literacy by affecting perseverance and self-efficacy (Gabriel, 2020). Furthermore, motivation and anxiety are significant contributors to mathematics achievement, with specific factors such as self-efficacy, worry, and failure attribution playing a role (Shores, 2007).

Acquiring skills related to mathematical thinking and academic motivation is of utmost importance. Problem-solving offers immense opportunities for the development of mathematical thinking, mathematical knowledge, and the ability to apply it, which is particularly crucial when entering the work force. Additionally, academic motivation significantly influences academic achievement, as stated by Good and Aronson (2003). Gunderson, Park, Maloney, Beilock, and Levine (2018) also support this notion. Singh, Granville, and Dika (2002) emphasized the significance of motivation in overcoming anxiety towards mathematics. Their research highlighted the impact of attitude towards mathematics, indicating that math anxiety influences various aspects of learning and teaching mathematics (Mohamed & Tarmizi, 2010; Mok, 2021). Mohamed and Tarmizi (2010) further emphasized the importance of mathematical knowledge and its application in the professional field. To ensure optimal performance in their careers, students must possess a strong foundation of mathematical knowledge. This study holds great importance as it aims to identify the factors contributing to mathematics anxiety, including parental, peer, and societal influences. By identifying these factors, students can avoid situations that trigger math anxiety. It is essential for students to overcome math anxiety as it can lead to a dislike for mathematics, posing significant challenges in their future careers.

Hence, this study is taken up to enquire gender differences and school type differences in math anxiety, self-esteem and academic motivation, as well as examine the relationship among them.

3. Methodology:

A correlative survey design was used in this study. The participants were 250 (125 men, 125 women) senior and upper secondary students randomly selected from the D.A., obtaining an English medium from an Anglo-Indian or Private English Medium / Higher Secondary school in Hooghly/Purba Bardhaman by random sampling. The participants in this study consisted of 250 (125 male and 125 female) senior and higher secondary students selected categorically from D.A. getting Anglo-Indian and Private English Medium Secondary / Higher

Secondary schools from Hooghly and Purba Barddhaman through random sampling.

Mathematics Anxiety Scale (MAS) (Zakariya, 2018), Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich & De Groot, 1990) and Rosenberg Self-Esteem Scale (Rosenbarg, 1965) were administered in the study. Proper applicability, reliability and validity were considered in accepting the tools.

Mathematics Anxiety: Mathematics anxiety was assessed using Mathematics Anxiety Scale (MAS) (Zakariya, 2018).

1. Academic Motivation: Academic motivation was measured using Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich & De Groot, 1990)
2. Self-Esteem: Self-esteem was assessed using Rosenberg Self-Esteem Scale (Rosenbarg, 1965)

Data analysis:

The data was collected at school and then analyzed using statistical package program for social science tool- (SPSS tool-), t-test, Pearson correlation coefficient and linear regression analysis. The goal of the analysis was to identify statistical characteristics derived from descriptive statistics (e.g. mean, standard deviation etc.).

	Gender	N	Mean	SD	t-value
Academic motivation	Male	125	5.062	1.422	-1.8421
	Female	125	5.384	1.367	
Self-esteem	Male	125	26.2	4.162	1.6044
	Female	125	25.34	4.312	
Mathematics Anxiety	Male	125	56.31	17.82	-2.6882
	Female	125	62.23	16.99	

Table 1: Independent sample t tests for gender difference in Academic motivation, Self-esteem and Mathematics anxiety.

Table 1 shows the result of independent sample t-test was performed to analyse gender difference in Academic motivation. A perusal of Table 1 shows that the mean difference was not

significant for Academic motivation ($t(.248) = -1.8421, p > .05$), the distinction between the Academic motivation of Male and Female isn't enormous sufficient to be factually noteworthy.

The mean difference was not significant for Self-esteem ($t(.248) = 1.6044, p > .05$), the distinction between the Mathematics Anxiety of Male and Female isn't enormous sufficient to be factually noteworthy.

The mean difference was significant for Mathematics Anxiety ($t(.248) = -2.6882, p < .05$), the distinction between the Mathematics Anxiety of Male and Female is enormous sufficient to be factually noteworthy.

	School type	N	Mean	SD	t-value
Academic motivation	AIS	110	5.478	1.422	2.5708
	PVT	140	5.0226	1.365	
Self-esteem	AIS	110	26.45	3.962	2.2561
	PVT	140	25.23	4.453	
Mathematics Anxiety	AIS	110	58.75	16.47	-0.4181
	PVT	140	59.678	18.13	

Table 2: Independent sample t tests for School type difference in Academic motivation, Self-esteem and Mathematics anxiety.

Table 2 shows the result of independent sample t-test was performed to analyze School difference in Academic motivation.

A perusal of Table 2 shows that the mean difference was significant for Academic motivation ($t(.248) = -2.2561, p < .05$), the distinction between the Academic motivation of Anglo Indian school and Private school is enormous sufficient to be factually noteworthy. .

The mean difference was not significant for Self-esteem ($t(.248) = 2.2561, p < .05$), the distinction between the Self-esteem of Anglo Indian school and Private school is enormous sufficient to be factually noteworthy. .

The mean difference was significant for Mathematics Anxiety (t

(.248) = -0.4181 $p > .05$), the distinction between the Mathematics Anxiety of Anglo Indian school and Private school isn't enormous sufficient to be factually noteworthy. .

	Academic motivation	Mathematics anxiety
Academic motivation	1	-.284**
Mathematics anxiety	-.284**	1

Table 3 : Relationships between Mathematics anxiety and Academic motivation

** . Noteworthy Correlation is found at the 0.01 level (2-tailed)

Table 3 shows the Karl Pearson Correlation analysis of Academic motivation and Mathematics anxiety indicates: very low negatively correlation and statistically significant ($r = -.284$ at $p < .01$). Students with low Academic motivation have high level of Mathematics Anxiety and vice-versa.

	Mathematics anxiety	Self-Esteem
Mathematics anxiety	1	-.352**
Self-Esteem	-.352**	1

Table 4: Relationships between Mathematics anxiety and Self-Esteem

** . Noteworthy Correlation is found at the 0.01 level (2-tailed)

Table 4 shows the Karl Pearson Correlation analysis of self-esteem and Mathematics anxiety indicates: very low negatively correlated and statistically significant ($r = -.352$ at $p < .01$). Students with low self esteem have high level of Mathematics Anxiety and vice-versa.

4. Result and discussion:

No gender difference was found in Academic motivation and self-esteem but girl students had more anxiety towards mathematics learning. Meanwhile, Asante (2012) study reported that female students scored lower confident level compared to male students. While doing mathematics tasks, they feel nervous and fear if they

might not performed well and not get a good result. In case of Academic motivation and Self-esteem students from Private school have shown significantly less academic motivation and self-esteem but both Anglo Indian School and Private school adolescents have score almost equally towards mathematics anxiety. The correlational study found that mathematics anxiety has low negative correlation with academic motivation and self esteem.

5. Conclusion: The study found a negative correlation between mathematics anxiety and self-esteem, with students who reported high levels of mathematics anxiety also reporting low self-esteem. This supports the idea that mathematics anxiety is linked to negative thoughts and beliefs about one's abilities in mathematics, leading to lower self-esteem.

The study also found a negative correlation between mathematics anxiety and academic motivation, with students who reported high levels of mathematics anxiety also reporting low academic motivation. This suggests that mathematics anxiety can hinder students' drive and desire to achieve academic success in mathematics.

The study's correlational results revealed a very low negative relationship between math anxiety, self-esteem and academic motivation. As a result, the study shows that self-esteem is negatively correlated with math anxiety and its level, which may be the cause of students' inadequate mathematical background, which can be remedied with regular practice. There is a negative correlation between students' academic motivation and their anxiety levels, which can lead to symptoms of anxiety because math is frequently cumulative and dependent on other mathematical skills. Students who struggle with prior mathematical concepts will also experience anxiety when faced with new ones that require intense effort. Students who exhibit higher levels of anxiety tend to have a negative attitude towards mathematics. This negative attitude is influenced by motivational factors. On the other hand, students who have a higher level of motivation towards the subject tend to perform better. Conversely, students with lower motivation levels in mathematics tend to have poor performance in the subject. The lack of motivation in mathematics can be attributed to negative experiences such as strict teachers, classroom punishments, and poor academic results.

These experiences contribute to a lower level of mathematical motivation among students. However, it is important to note that solely focusing on reducing math anxiety may not be effective for all students. Wang et al. (2015) suggest that motivation plays a crucial role in overcoming the detrimental effects of math anxiety. Students who have a moderate level of math anxiety but high academic motivation tend to perform well in mathematics. On the other hand, high math anxiety is associated with low math performance. Therefore, academic motivation can serve as a valuable tool in mitigating the negative effects of math anxiety this study provides empirical substantiation supporting the influence of academic provocation and tone- regard on mathematics anxiety among scholars. By relating these factors and their non intercourses, preceptors and policy makers can develop targeted interventions to support learners' emotional well- being and academic success in mathematics. Academic motivation and self-esteem play an essential role in the development and maintenance of mathematics anxiety. Students who are intrinsically motivated and have high self-esteem are more likely to have a positive attitude towards math and be able to overcome challenges, while students who lack motivation and have low self-esteem are more prone to feelings of anxiety and self-doubt. It is crucial for educators to recognize the impact of these factors and create a positive and supportive learning environment to help students overcome mathematics anxiety and succeed in the subject.

Self-esteem and academic motivation are crucial factors that influence an individual's performance in mathematics. Mathematics anxiety, on the other hand, can act as a barrier to academic success in the subject. Our data analysis showed a significant prevalence of mathematics anxiety among students, and its negative correlations with self-esteem, academic motivation. It is essential for educators and parents to recognize the impact of mathematics anxiety and work towards creating a positive learning environment that promotes self-esteem and academic motivation. This will not only help students overcome mathematics anxiety but also improve their performance in the subject.

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CHAPTER

15

Spiritual and Educational Thoughts of Sri Chaitanya Dev

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Introduction

Chaitanya dev's life in the light of little personality and leadership power and inspiration of religious philosophy. Chaitanya biography poems written in Sanskrit and Bengali in the medieval Bengali literature can be identified as direct literary products of Chaitanya influence. It was 'Mangalavaya' that the god of heaven appeared to mortals in human. But Lord Chaitanya came and established man in his own glory. He himself is a great man of love scholarship and free religion. He believed that the - untouchables could attain purity by virtue of Krishna name; the Krishna form is manifested in the human body. The devotional love and yuga inspiration, such as Chaitanya's biographical poems, were written under the direct influence of Sri Chaitanya. There is no hesitation in identifying the Bengali culture of the middle age as Chaitanyavabna. This massive awakening of national life and global awareness is a beautiful and fascinating transformation of culture under the touch of Chaitanya. At any time in human history, the approach of a unique gifted man brought a radical change in lifestyle, ideology, culture, society and religion of an entire country and nation.

Both traditional education and Life skills education are essential for personal development and they help us to define our objectives in life. But whilst the former teaches us about social, scientific and humanistic knowledge, the latter trains us to be good citizens. Culture-based education is a mode of education that is focused on the principles, standards, perceptions, and practices that are at the soul of any culture. Education developed from the human struggle for survival and enlightenment. It may

be formal or informal. Informal education refers to the general social process by which human beings acquire the knowledge and skills needed to function in their culture. Formal education refers to the process by which teachers instruct to the students.

Life Skills Education

Life skills are skills and capabilities that help individuals cope with problems in everyday life with a positive outlook. Life skills education would place us on the highway to augmentation, development, and building personality in effective decision-making. The word life skill is popularly Traditional education is also called customary education or conventional education. The main motive of traditional education is to pass on the values, manners skills and the social practice to the next generation which is necessary for their survival. In traditional education the student learns about the customs and tradition of the society in which he lives. Traditional education is very far from the use science and technology. Neither the education about sciences we study today in a great detail is imparted in the traditional education system. Traditional education system basically included the knowledge about customs, traditions, and elisions. That is why it is called traditional education.

Thus, he has been revered as a great man among the devotees. His inspiration aroused the sense of right to religious practice among the lower caste people, and women too. This sense of right to religious practice aroused by Chaitanya and his path succeeded in weakening centuries of scriptural restrictions. That is why, after the introduction of his Bhakti movement among all the class of the society, a huge blow fell on the hierarchy of casteism. But, after the death of Sri Chaitanya, there has been conflicts regarding his ideals, sectarianism, variety in Vaishnava thoughts and formation of Vaishnava circles the tradition of which is present even today.

Vaishnavism existed even in the pre-Chaitanya era. It is seen that lord Vishnu used to be the main deity in the later Vedic Sanskrit literature and mythology. As a result of it, the number of his devotees increased by leaps and bounds after his demise. Even, his idols have been installed on the altars of various temples for daily worship

following rituals like- Chandan Yatra, Madhabi Purnima or Fuldol, Snan Yatra, Pabitra Ropan, Guru Purnima, Chaturmasya, Kamika Ekadashi, Jhulan Yatra, Balodeb Jayanti, Janmastami, Radhastami, Nandotsab, Unmilani Mahadvadasi, Indira Ekadasi, Bijotsav, Sarad Rasa Yatra, Gaubandhan Yatra, Gopastami, Akshay Nabami, Bhisma Panchamak, Utthanay kadasi, Pusyavisek Yatra, Basanta Panchami, Advaita Saptami, Bhaimi Ekadasi, Nityananda Trayodasi, Maghi Purnima, Basantotsav, Gaur Purnima, Dol Yatra, Pancham Dol, Boldeber Rasha Yatra etc. all of which created a revolution among the Vaishnava devotees and the Vaishnava religious practices.

The path shown by Sri Chaitanya Deva did not only provide deliverance to the low born, low caste sinners, and banished the centuries of social discrimination, but also it has empowered women socially by providing them a position of respect. Chaitanya Deva tactically established women in respect beside the men under the religious wrapper. The history of the Bengali society is so much complicated with a number of communities that in order to form the greater Bengali society, strong leading figures had to arise. Within the powerful religious circles, many wise men composed their poetry, philosophy and rhetorical scriptures of their devotionalism in Sanskrit. As a result of it, later, many Vaishnava texts were composed in Sanskrit which violated Sri Chaitanya's religious ideals free from knowledge and practice. This path emphasizes not on knowledge or meditation but on total surrender to God and the purity of mind. The pundits of the path of *Bhakti* usually say that among the five sentiments of *Shanta* (peacefulness), *Dasya* (servitude), *Sakhya* (companionship), *Batsalya* (compassion) and *Madhur* (sweetness), any one is to be adhered to for establishing the relationship between God and the devotee like the relationship between man and man. Thus, a trend of self-sacrifice, self-abnegation and total surrendering developed. The myth regarding the love affair between Radha and Krishna that developed among the Vaishnava devotees was *Madhur*. Among the five sentiments mentioned on the path of devotion, the *Madhur sentiment* or the sentiment of Radha-Krishna is the most important sentiment. Sri Chaitanya Mahaprabhu is regarded as the idol of this sentiment. This ideal of Sri Chaitanya attracted

hosts of people to follow his feet. Sri Chaitanya had been making his teachers and classmates spellbound from his childhood. After his return from Gaya, seeing his personality, wisdom and new form enamoured in the love of Krishna, the Vaishnava society accepted him with adoration. He raised his head alone against cruelty and injustice.

Sri Chaitanya Deva gave more importance on Radha than Sri Krishna. Therefore, it can be said that there lies some contribution of *Shrimad Bhagavatam*, *Gitagobindam*, composed by Jayadeva and *Srikrishna Kirtanin* the Bhakti movement of Chaitanya Deva. On the other hand, some scholars think that Sri Chaitanya Deva came in contact with and was influenced by some Vaishnava devotees and sages belonging to the *Nayanar community* during his tour to Tamil Nadu. But whatever the truth may be, it is a fact that the basis of the religious practice of the *Nayanars* was meditative. They considered the right to religious practice irrespective of race or caste and love and devotion to be the vehicle for attaining God. Some scholars even claim that the ideals and philosophy preached by Chaitanya Deva is highly influenced by the Sufism of Islam. There is considerable similarity between Sufism and *Vedanta philosophy*. After the 18th century, the influence of Gaudiya Vaishnavism decreased, to some extent. Nabadwip in Nadia used to be as important an educational centre as Nalanda and Taxila. It is said that during the reign of King Krishnachandra, Nabadwip was the residence of nearly 1700 Brahmins: One thousand and seven hundred Brahmins dwell in the heart of Nadia. 21 The instructions of the learned men of Nabadwip used to get validity in Bengal and also in other provinces. As a result of it, the learned men of Nabadwip used to respect the kings of Nadia especially. Even, the scriptural and far reached pundits of Nabadwip gave King Krishnachandra the title of '*Nabadwipadhipati*' meaning the ruler of Nabadwip. The pundits of Nabadwip were the receivers of the donation of the King of Nadia.

After the 20th century, the massive advancement of science and technology along with the expansion of communism became an obstacle on the path of the concepts of God, soul, fate and deliverance and also Gaudiya Vaishnavism. But a deep analysis

of Gaudiya Vaishnavism reveals that even under the circumstance of social change, the importance of Gaudiya Vaishnavism did not change.

The lower caste and socially outcast people accepted secular Vaishnavism considering Sri Chaitanya Deva as their idol. Among the secular religions in Bengal, *Matua* was one of the most prominent sects. Many people of this community used to live in the undivided Nadia even after the independence. That is why; the *Matua* sect has taken an important role in the religious revolution. Making domestic life a prop, once Sri Chaitanya Deva gave the taste of deliverance to the oppressed and outcast people in his religious and activity gatherings. It inspired the greater part of the *Namasudras* to accept Vaishnavism for the sake of greater and larger religious practice.

The path of salvation through the practice of *Harinam Samkirtan* shown by Sri Chaitanya is much easier than through acquiring knowledge by killing ignorance through deep meditation out of self-query. But it must be acknowledged that the saints appear on earth by the demand of the time.

Under his leadership, innumerable men and women used to assemble in the *Hari Namsamkirtan*. The barbarians like Jagai and Madhai and the cruel *Qazi* were also morally compelled to bow down their heads before him. In order to relieve the pains of the humble and the outcast of the society, he left his affectionate mother and exceptionally beautiful wife in the ocean of sorrow and accepted itinerant monkhood. Thus, his sacrifice became the best example of the deliverance and the welfare of man. That is why; Sri Chaitanya has been being regarded as the human incarnation of lord Vishnu throughout the ages.

But, his greatness as a saviour spread from his contemporary time to the future especially through *Nam Samkirtan*. That is why, once, the companions and followers of Sri Chaitanya attracted people to Gaudiya Vaishnavism by preaching the religion. In the present time, *ISKCON* (*International Society for Krishna Consciousness*) and the *Gaudiya Mission* have succeeded in establishing Sri Chaitanya at the throne of international renown as a saint through conveying the Gaudiya Vaishnava ideals. The Buddha's words were received with respect and faith within the

country and abroad under the patronage of the Maurya, the Kushan and the Pala kings. Though, Sri Chaitanya's Gaudiya Vaishnavism did not receive similar famous royal patronage, it has got international reception as a universal religion on the dint of its own glory and universal acceptability.

Though Sri Chaitanya did not manifest himself exactly as a social reformer yet his path brought about unprecedented social reformation in Bengal. It is needless to say that in the 19th century, social reformers like Ishwarchandra Vidyasagar, Keshabchandra and Raja Rammohan Ray followed his path greatly. That is why, Sri Krishnadas has written, "Though the social reformers of the 19th century could not do anything satisfactory in terms of casteism, inter-caste marriage, creating the sense of fraternity and widow remarriage thumping the table and shouting, yet Chaitanya, though not much concerned about these matters, became greatly successful through his religious preaching. Sri Chaitanya's ideals gave rise to the concept of rights for women and their awakening. During the 19th century, when the tide of social and cultural reformation was sweeping through Bengal, Prince Dwarkanath Tagore, Ishwarchandra Vidyasagar and Raja Rammohan Ray appeared in the scene with the ray of hope. With the spread of British trends, the educated and urban middle-class people started their feminist reformist movement against orthodox Brahmins. While meditating over the way to relieve the women oppressed throughout the ages, the social reformists realizes that the external layer of education was insufficient.

Conclusion

Sri Chaitanya Deva is revered as a great saint and religious preacher. In the pre-colonial India, Chaitanya Deva's various activities were influenced in Indian culture, society, and religious life. The change in the social life of Bengal and over all India that was brought about by the clash with the British culture was rooted in the economy of the country. That is why; the British colonial unity was formed all over India for financial output. On the other hand, the expression of the Bengali literature became renovated and, in terms of literary practice, integration of new perspective took place. As a result of it, the sense of nationalism

and patriotism developed within the Indians through the arts like painting and singing. The life philosophy of Sri Chaitanya Deva brought great and unprecedented changes in the Bengali society, culture, singing, religious thoughts, philosophical thoughts and painting. Like the Ramayana and the Mahabharata, Sri Chaitanya has entered into the Vaishnava literature like a hero.

Usually, in most of the Bengali families, Sri Chaitanya Deva is revered as a great saint and religious preacher. In the pre-colonial India, Chaitanya Deva's various activities were influenced in Indian culture, society, and religious life. The change in the social life of Bengal and over all India that was brought about by the clash with the British culture was rooted in the economy of the country. That is why; the British colonial unity was formed all over India for financial output. Thus, he has been revered as a great man among the devotees. His inspiration aroused the sense of right to religious practice among the lower caste people, and women too. This sense of right to religious practice aroused by Chaitanya and his path succeeded in weakening centuries of scriptural restrictions. That is why, after the introduction of his Bhakti movement among all the class of the society, a huge blow fell on the hierarchy of casteism. But, after the death of Sri Chaitanya, there has been conflicts regarding his ideals, sectarianism, variety in Vaishnava thoughts and formation of Vaishnava circles the tradition of which is present even today.

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**Dr. A.P.J. Abdul Kalam's role in
education in India**

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Abstract

Dr. A.P.J. Abdul Kalam is one of the leading thinkers and academics who influenced the whole India as well as the whole world through their thinking and personality after independence. Dr. A.P.J. Abdul Kalam, the renowned scientist and former President of India, left an indelible mark on Indian education with his visionary thoughts. He believed that education should not only be about acquiring knowledge but also about fostering creativity, innovation, and a spirit of inquiry. Dr. Kalam emphasized the need for a holistic approach to education that integrates practical skills with theoretical learning, enabling students to become problem solvers and contributors to society.

He advocated for educational reforms that promote experiential learning, entrepreneurship and character development, aiming to empower every individual, regardless of background, to realize their full potential. Dr. Kalam's educational philosophy continues to inspire educators and policymakers in India to strive for excellence and inclusivity in the education system, ensuring that it serves as a catalyst for personal and national development.

Education is the key to enhancing a person's dignity and self-esteem, as well as bringing a message of light in the midst of life's problems. In the present study, The investigator has endeavored to examine every aspect of education, every objective

of education, and the genuine path to success in life as prescribed by Dr. A.P.J. Abdul Kalam. The true meaning of education cannot be comprehended without Dr. A.P.J. Abdul Kalam. His educational philosophy has been inspiring millions and has continued to do so ever since. He had a strong belief in the power of education to bring equality to society.

He always talked about making education inclusive and dynamic. Kalam indicates many ways for this cause via his supreme imaginative and prescient and inspiring quotes. In this content, Kalam talked about various subject matter like right-moral and advantageous leadership, Teacher's position in education, Teacher-student relation development, Creativity, Technology in education etc. He was once simply like a friend-philosophers-guide as he believed that solely displaying the course of success depends on students itself.

Keyword : Dr. APJ Abdul Kalam, Education, Teachers, Students, Nation.

Introduction :

In the annals of modern Indian history, few figures have left as indelible a mark as Dr. A.P.J. Abdul Kalam. Renowned as the "People's President" and revered as the "Missile Man of India," Dr. Kalam's legacy extends far beyond his political and scientific achievements. Central to his multifaceted persona was his unwavering commitment to the advancement of education in India. This paper seeks to delve into the profound influence of Dr. A.P.J. Abdul Kalam on the educational landscape of India, examining his visionary policies, innovative initiatives, and enduring impact.

Dr. Kalam's journey from a humble background to the highest echelons of power epitomizes the transformative potential of education. Born in Rameswaram, Tamil Nadu, in 1931, he rose to prominence through his brilliance in science and dedication to serving the nation. His tenure as the 11th President of India (2002-2007) marked a pivotal period in Indian education, characterized by a renewed focus on inclusivity, excellence, and innovation.

A key aspect of Dr. Kalam's educational philosophy was his belief in the power of technology to democratize learning and

foster socio-economic development. He championed the harnessing of Information and Communication Technologies (ICT) to bridge the digital divide and bring quality education to the masses, particularly in rural and remote areas. Through initiatives like the National Mission on Education through Information and Communication Technology (NMEICT), he sought to revolutionize teaching and learning practices, making education more accessible, interactive, and relevant to the needs of a rapidly evolving society.

Furthermore, Dr. Kalam's emphasis on igniting the spirit of scientific inquiry and innovation among youth reshaped India's educational landscape. His vision of establishing a network of world-class educational institutions, encapsulated in the concept of "PURA" (Providing Urban Amenities in Rural Areas), aimed to create vibrant knowledge ecosystems that would propel India into the league of global leaders in science and technology. Initiatives like the Rashtriya Avishkar Abhiyan (National Innovation Mission) and the setting up of Innovation Clusters in various educational institutions underscored his commitment to nurturing a culture of creativity and entrepreneurship from the grass roots level.

Moreover, Dr. Kalam's advocacy for holistic education, encompassing moral, ethical, and spiritual values, struck a chord with educators and policymakers across the nation. He emphasized the importance of cultivating not only intellectual acumen but also empathy, integrity, and social responsibility among students, thereby shaping them into well-rounded individuals capable of addressing the challenges of the 21st century.

As we navigate the complexities of a rapidly changing world, the relevance of Dr. A.P.J. Abdul Kalam's vision for Indian education remains undiminished. His legacy serves as a guiding beacon for policymakers, educators, and students alike, inspiring them to strive for excellence, embrace innovation, and uphold the transformative power of education in shaping a brighter future for generations to come. This paper endeavors to critically examine and celebrate the enduring impact of Dr. Kalam's educational endeavors, elucidating the lessons gleaned and the paths forward in realizing his visionary dreams for Indian education.

Literature Review:

Asha, T.S (2013) said in the introduction in her paper '**Thoughts of A.P.J. Abdul Kalam and Its Social Relevance**' that judging Dr. APJ Abdul Kalam in his cultural background, he reached the pinnacle of heights with absolute brilliance, the best and the rarest. While expressing ideas about the education of Kalam, He highlighted the problems of education. It is said that education should be linked to the problems of life, education should be democratized. Kalam said in the 2006 Mission on Education that education would build a prosperous, happy and strong nation and ensure the creation of enlightened citizens. The aspects that he highlighted in the context of the aim of education are character formation in students, development of human values, moral development, strengthening of independence, sense of dignity, sense of self-esteem and self-reliance in students. Along with imparting education, educational institutions are asked to include in the curriculum the lessons of truth, the path of righteousness, service to others and faith in God. According to Kalam, proper education of moral values will improve society and country. The moral education that children receive through family and school will play a helpful role in making a country free from corruption and a nation of good minds. He also recited some oath for the students.

In the report titled '**Dr. APJ Abdul Kalam - "A man beyond Science"**' published in '**Journal of Clinical and Diagnostic Research**' written by Tanwar, P., Kumar, R. (August 1,2015), how Kalam managed himself despite the adversities he faced in his student life and life. The details of how he raised himself to the top of success by freeing himself from that obstacle are presented. Such as many merit awards received during student life, Padma Bhushan Award in 1981, Padma Vibhushan Award in 1990, India's highest honor 'Bharat Ratna' in 1997, King Charles Medal-II Nuclear Test in 2007, even in the medical world, despite various obstacles, his indirect contribution is specially mentioned. All these successes and crossing the road to success is an integral and important learning chapter in student life. The report also states that the researcher identified how Kalam's books "**Wings of Fire**", "**Ignited Minds**" and "**India 2020**" discussed the units. For

example, investing in education for the financial development of the country, education for social improvement, education for building a knowledge society, education for empowering citizens, education for facing the technological world, education for gaining a place at the international level, education for fighting corruption, education for bringing peace, education at the initial level in every field of life are correct.

Trivedi, A. (May, 2017) in his '**The educational thoughts of Dr. A.P.J. Abdul Kalam**' was the aim of the study to explore the educational thought of Dr. APJ Abdul Kalam. In this case the researcher followed descriptive method. In carrying out this research the researcher Kalam has taken the help of written books, various research papers, reports etc. In the research paper, he talked about the education of Nyaya Parayanata through a poem and chhatra. It says that the righteousness of a child or person is in his heart, his beauty in his character, harmony in his home. Where the commandments of the nation are obeyed, the peace of the world is maintained. Kalam's statement about success is that success comes through willpower and courage. Then the researcher highlighted the reflection of Kalam's concentration of thought. He gave some advice on this concentration. For example, 'Dream is what keeps you a wake' etc. Regarding the responsibility of the teacher, Kalam said, the teacher must be a character. The teacher should take responsibility keeping in mind the goal and future of the student.

Dr. Mishra, V. (2017) is '**The Educational thoughts of A.P.J Abdul Kalam**' in the research paper Dr. A.P.J Abdul Kalam said about the mission of education that education is the most important factor for the development and prosperity of a nation. For the purpose of the India-2020 mission, this education, however, is very important. For this, creating widespread awareness in rural areas and urban poor areas. In this case, social philanthropic organizations and mass media should be identified as areas of awareness. According to Kalam, the curriculum should be structured in such a way as to meet a changing social and professional needs and inculcate high moral values in the students in addition to learning skills. He maintained a balance between science and spirituality in his educational philosophy.

According to him the curriculum must incorporate the teachings and experiences of great leaders. He believes that if the child is guided in the right direction, the child will develop into an enlightened citizen. Being a resource for the development of the nation will rise. Dr. Kalam believes that teachers have tremendous responsibility in shaping the life of an individual. Researcher Dr. Kalam writes about the moral education According to Kalam, the education of moral values is always society and will improve the country. Every child reaches school after being nurtured with affection and love that is when values education is needed.

Pareek, H. P. (January, 2018) in his 'Educational thoughts of Dr. A.P.J. Abdul Kalam in a study titled 'basically explains some of Kalam's educational ideas. For this, the researcher has written various research papers, written books (such as 'Wings of Fire', 'Incited Minds' etc.). The study explore show Kalam's thought is them a in purpose of education.

The researcher has highlighted the fact that the purpose of education has been achieved by being united. This research while doing the researcher general purpose of education, Kalam children's education mentality, curriculum, teaching method, education institutional thinking, moral values, role of teacher, role of parents, clear understanding did.

Dodiya, R.S. (April 29, 2018) His' APJ ABDUL KALAM'S THOUGHTS ON LEADERSHIP IN EDUCATION AS REFLECTED IN HIS WRITINGS' the paper focuses mainly on the importance of educational leadership in the writings of Abdul Kalam and explores various aspects of its formulation. In this case, the researcher sheds light on various leadership development methods and approaches from the book written by Kalam, other books using the 'CONTENT ANALYSIS' method. The main objective of this research was to develop leadership in Kalam's education field, to show the way of leadership development and to know what is good leadership in education field according to Kalam. There fore according to Kalam the qualities of good leadership are- A good leader- leads his team in a better direction, has full control over his team, unites his team, stimulates performance of his team, inculcates sense of responsibility in the team.

Yechuri, S. (2020) in his article 'Abdul Kalam Quotes for Students on Education and Success' highlights Abdul Kalam's words on education and says that the best brain of the nation or country may be the student sitting on the last bench of the classroom. He said about the goal of education that small goals are criminal so we must have big goals. According to him about the teacher, a teacher will be ideal to a student only if he has investigative, creative and ethical leadership skills. About concentration he says you never give up and don't put problems on others. About values he says beauty comes from the heart. Talking about Karma, he pointed out that the process of Karma is never finished because Karma is never complete.

Manna, A.K. & Maiti N.C. (December, 2020) in their 'Concept of Teacher as Conceived by Dr. The main objective of APJ Abdul Kalam's study was to determine the correct definition and role of teacher. Thinkers such as Swami Vivekananda, Rishi Aurobindo, Rabindranath Tagore, Mahatma Gandhi emphasized the role of the teacher in education in their thinking. In this research, what the teacher's role should be in teaching is shown through the collection and analysis of various data. The research is mainly done with the help of various books, lectures, reports, contemporary research papers. It talks about how many qualities of a teacher such as the presence of emotions in education, teaching theoretically and effectively by example, creating the mindset of seeing obstacles in education as an opportunity, leadership skills, emphasizing the development of students' abilities, establishing one self as an ideal person, etc.

Objectives:

1. To study Dr. A.P.J. Abdul Kalam's thoughts about education.
2. To study Dr. A.P.J. Abdul Kalam's thought about Aims of Education.
3. To study Dr. A.P.J. Abdul Kalam's thought about roles of teacher in education.
4. To study Dr. A.P.J. Abdul Kalam's thought about teacher-student relation growth.
5. To study Dr. A.P.J. Abdul Kalam's thought about Leadership in Education.

6. To study Dr. A.P.J. Abdul Kalam's thought about roles of technology in education.
7. To study Dr. A.P.J. Abdul Kalam's thought about teachers' role in creativity.

Research Questions :

1. What are the thoughts of Dr. APJ Abdul Kalam on education?
2. What is the thought of Dr. APJ Abdul Kalam about aims of education?
3. What is the thought of Dr. APJ Abdul Kalam about roles of teacher in education?
4. What is the thought of Dr. APJ Abdul Kalam about teacher-student relation growth?
5. What is the thought of Dr. APJ Abdul Kalam on leadership in education?
6. What is the thought of Dr. APJ Abdul Kalam about roles of technology in Education?
7. What is the thought of Dr. APJ Abdul Kalam about teacher's role in creativity?

Methodology:

The present researcher first selects a problem and accordingly determined research objectives and questions through data collection from many resources like books written by Kalam, books written on Kalam by other author, web-sources, journal etc. After that, in order to make the research relevant and accurate, review the related literature and complete the research paper by discussing and analyzing the objectives and questions. Here is the research of the researcher in terms of methodology, follow the qualitative research design method.

Discussion:

1. DR. APJ ABDUL KALAM'S CONCEPT OF EDUCATION:

According to Dr. APJ Abdul Kalam, The education system has a tremendous responsibility to transform a child into a leader the transformation from 'what can you do for me' to 'what can I do for you? The most important part of education is inculcating in

the students the spirit of 'we can do it'. Education is an endless journey through knowledge and enlightenment.

Real education enhances the dignity of a human being and increases his or her self-respect and universal brotherhood in its true sense becomes the sheet anchor for such education.

2. DR. APJ ABDUL KALAM'S PERSPECTIVE AIMS ON EDUCATION:

"Mission of Education", according to Dr. APJ Abdul Kalam, "is the foundation to ensure the creation of enlightened citizens who will make a prosperous, happy, and strong nation". According to Dr. APJ Abdul Kalam, education system should retain the smiles of children. This can happen if the education system is made creative throughout and full employment is provided to all.

3. ABOUT TEACHERS:

Dr. APJ Abdul Kalam is one of the Greatest Teacher India has ever seen. According to Dr. APJ Abdul Kalam, a teacher must have the following four qualities : A Teachers should love teaching. A teacher must have passion about give his/her knowledge. Teachers should encourage questions from students. Teachers should let them think beyond their thinking. The teacher puts students ahead. The teacher creates pressure on the students to explore their capabilities.

4. ABOUT STUDENTS:

Dr. APJ Abdul Kalam writes that "My message, especially to young people is to have the courage to think differently courage to invent, to travel the unexpected path, courage to discover the impossible and to conquer the problems and succeed. These are great qualities that they must work towards. This is my message to the young people." According to Kalam, Students should be respectful to teachers so that there could make a strong relation between Teacher-Student.

5. LEADERSHIP IN EDUCATION:

According to Kalam leadership means to update knowledge, develop abilities and learn how to approach the problems in better way. In school and colleges teachers and principals are leaders respectively. Abdul Kalam suggested that a teacher must

gather knowledge which is necessary to lead students. The teacher should always update and upgrade his knowledge and skills to make his leadership better in class.

6. TECHNOLOGY ENHANCED EDUCATION:

Constraints of time and space together with the rapid obsolescence of knowledge in some areas of science and technology have created a huge demand for different courses from different institutions in the distance mode. There is a need for a working digital library system that alone can, in the long run, provide the kind of access required for a knowledge society. Technology Enhanced Learning is a solution, Dr. APJ Abdul Kalam (2005), writes that libraries need to be digitized and the books should be available seamlessly across the universities and distance learning programs for universal access.

7. MORAL VALUES:

Dr. APJ Abdul Kalam (2002) writes that if any society wants to do progress, there are two important needs-prosperity through wealth generation and cherishing the value system in the people. The combination of the two will make the nation truly strong and prosperous. Dr. APJ Abdul Kalam believed that the full development of a child with a value system can only come from teachers and parents.

8. TEACHER'S ROLE IN CREATIVITY:

According to Dr. APJ Abdul Kalam function of teacher is to help students learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively. It is a fact that teachers play a critical role in the development of a student's creativity. How Teachers respond to their student's ideas, views and suggestion during less on can be expected

To have an influence on the students' subsequent effort and inclination in coming up with new ideas, views and suggestions.

Conclusion:

The multifaceted contributions of Dr. A.P.J. Abdul Kalam to education in India, spanning visionary policies, promotion of scientific temperament, emphasis on holistic education, and enduring legacy. While much progress has been made in

advancing his educational agenda, challenges remain in ensuring equitable access to quality education and nurturing the next generation of empowered learners and leaders. This review sets the stage for further research and dialogue on realizing Dr. Kalam's vision of a knowledge society empowered by education.

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CHAPTER

17

Attitude Towards Teaching Profession in Relation to Adjustment and Competency among Upper Primary School Teachers

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Abstract

The present study aims at studying the level of attitudes towards teaching profession in relation to adjustment and competency of Upper Primary school teachers. For this purpose, a sample is taken which is representative of the population. The upper primary school teachers of West Bengal constituted the universe of the present study. The investigator has used Teacher attitude inventory to collect the necessary data. Non-probability method of sampling was followed for selection of several schools of the Murshidabad district. Then, using the probability method of sampling, 10 upper primary schools were taken, the school teachers from these schools were selected on a random basis. In all, a sample of 200 upper primary school teachers was drawn. The results of the study showed a significant positive relation between attitude towards teaching and adjustment among upper primary school teachers. The results also show that teachers' attitude towards teaching profession did not differ significantly with respect to gender and demographic location.

Keywords : Attitudes, Teaching Profession, Adjustment, upper primary School, Teachers

1. Introduction:

The teachers by virtue of his position and role are one of the most important agents of the transmission and enrichment of culture in today's society. Having to deal with human material during the most impressionable period of life, the teacher is bound to make a massive impact on the personality, character, intellectual growth, attitude and value of the future citizen. In view of their

critical role, it is important to the society to provide adequate equipment to enable them to meet the challenges of their task and Indian society is no exception of it. In this context the teachers have more responsibilities in shaping and building the character, especially mental characters of students.

Development of a nation has always relied on knowledge acquired through education and its practical implications. Considering any effective education system or educator, effective instructional strategies with identity and high potentials in which the contents were delivered are the main pillars of a quality education system. Teachers are the persons who could develop and mould the learners as good citizens. They should develop a higher attitude towards the teaching profession, do extremely well in their academic performance and enhance lifelong skills to face in future.

The term "Attitude" has been defined in a number of ways by the psychologists. Attitude is a mental characteristic. The simplest definition is that, it is a feeling for or against something. Allport (1935) defines it as a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Thurstone (1946) has defined attitude as the degree of positive or negative affect associated with some psychological object. Professional attitude means a person's feelings, behaviours and commitment to the profession. If the teacher is committed and has a positive attitude, then it issues that his performance will be

better and his effort will be fruitful. Richardson (2003) narrated that Education is a nation building activity. The quality of education depends upon the ability and efficiency of teachers. If the teachers are well trained, motivated and committed to their profession learning will be enhanced. One's behavior, to a great extent depends upon one's attitude toward the things, idea, person or object, in this environment.

An attitude is a hypothetical construct to represent an individual's like or dislike for an item. Attitude a powerful resource of human motivation - is capable of the pattern of life

as well as success and happiness. Attitude is a great driving force in achieving goals. The importance of attitude in the life of an individual is universally acknowledged. It determines the actions of a person and supplies the code by which behavior of an individual is judged.

Samantaroy (1971) showed a positive relationship between the variables, teacher adjustment and teaching efficiency, there by showing that superior efficiency also causes good adjustment and viceversa. Singh (1998) Conducted research topic creativity and adjustment as correlates of attitudes of public teachers towards the teaching profession. In his study found that factors of creativity and adjustment are significant predictors of attitude of student teachers towards the teaching profession. In addition the finding established that these factors as a term rather than individually are better predictors of attitudes of student teachers towards the teaching profession.

Shakuntala (1999) found that there was a significant and positive correlation between the adjustment of secondary school teachers and their interest in and attitude towards teaching. Difference in interest in teaching, attitude towards teaching, sex, and type of management, marital status, age and experience of secondary school teachers accounted for significant difference in their adjustment. Singh (2010) indicates that positive and significant correlation has been found between job satisfaction and academic records, job satisfaction and adjustment as well as between job satisfaction and attitude towards teaching. The present study is selected after there view of related literature. After reviewing the literature, it was found that the studies conducted by the different investigators it can be concluded that there is a strong relationship between the attitude toward teaching profession with the various personality traits of an individual. If a person has a desirable attitude, then he/she will be well adjusted with his/her job and will motivate him/her self for the excellent programe in multivarious activities of any organization. So there was an immediate need to conduct a study on the attitude towards teaching profession in relation to adjustment of upper primary school teachers of the Murshidabad District of West Bengal. This study was conducted with the following objectives.

2. Objectives:

- 1) To find out the relationship between attitude toward teaching profession and adjustment.
- 2) To find out and compare attitude towards teaching profession of male and female senior teachers.
- 3) To find out and compare attitude toward teaching profession of urban and rural senior teachers.
- 4) To find out and compare the adjustment and competency of male and female teachers.
- 5) To find out and compare the adjustment and competency of urban and rural senior secondary school teachers.

3. Method:

Descriptive Survey method followed by Correlational Studies.

Sample

Sample for the present study is inclusive of 200 upper primary school teachers. It consists of 100 male and 100 female teachers from urban and rural. The sample was equally distributed between male and female teachers. The probability method of sampling was used to select 10 upper primary schools of Murshidabad district of West Bengal and further, the school teachers from these schools were selected on a random basis.

Measures

1. Teacher attitude inventory
2. Teacher adjustment inventory
3. Teaching Competency Scale

Procedure

The study was designed to investigate the attitude towards teaching profession in relation to adjustment among upper primary teachers. Descriptive survey method of investigation was employed for the present study. Prior to the administration of teachers attitude inventory teacher adjustment inventory, the investigator sought the cooperation of the head of the senior secondary schools and teachers. First of all purpose of the test was clarified to the teachers and instruction given to them according to the manual and rapport established with them. The

attitude scale was administered to the manual after getting the response sheet, adjustment inventory scale was also administered in the same way. Scoring was done with the help of scoring key.

4. Results and Discussion:

Coefficient of Co-Relation among Variables

Table 1: Coefficient Correlation between Attitudes Towards Teaching and Adjustment of Senior Secondary School

N	Variables	Correlation
100	Attitude Towards Teaching and Adjustment among male teachers	0.27**
100	Attitude Towards Teaching and Adjustment among female teachers	0.47**
100	Attitude Towards Teaching and Adjustment among urban teachers	0.28**
100	Attitude Towards Teaching and Adjustment among rural teachers	0.44**
200	Attitude Towards Teaching and Adjustment of upper primary school Teachers (Total)	0.378**

It is evident from table 1 that the coefficient of the correlation between attitude and adjustment among male secondary school teachers of is 0.27 which is significant at both levels of significance. Further the coefficient of the correlation between attitude and adjustment among female secondary school teachers of is 0.47 which is also significant at both levels of significance. It is also evident from Table 1 that the coefficient of the correlation between attitude towards teaching and adjustment of senior secondary school teachers of several Districts is 0.3784 which is significant at both levels of significance.

So from the above results we can conclude that there is a positive and significant relationship between attitude and adjustment of Upper Primary school teachers. This indicates that the positive attitude towards teaching certainly helps the teachers

to adjust themselves in the teaching profession. Many studies conducted by Samantaroy (1971) showed a positive relationship between the variables, teacher adjustment and teaching efficiency, there by showing that superior efficiency also causes good adjustment and vice-versa. Singh (1998) In his study, found that factors of creativity and adjustment are significant predictors of attitude of student teachers towards the teaching profession. Shakuntala (1999) found that there was a significant and positive correlation between the adjustment of secondary school teachers and their interest in and attitude towards teaching are also supporting the results of the present study.

5. Significance of Difference of Means:

Table 2: Significance of the Difference in Attitude Towards Teaching on the basis of gender and areas

Variable	N	Categories	Mean	SD	SED	t-value
Attitude Towards Teaching	100	Male	192.91	27.83	4.39	1.26
	100	Female	187.36	34.05		
Attitude Towards Teaching	100	Urban	188.43	29.87	4.40	0.77
	100	Rural	191.84	32.42		

It is evident from Table 2 that the means cores of attitude to wards teaching among the male and female of upper primary school teachers as 192.91 and 187.36 respectively, and their standard deviation as 27.83 and 34.05 respectively. The t-value was calculate as 1.26 which is insignificant at both levels of significance. This means that there is no significant difference exists between means of attitude towards teaching among male and female upper primary school teachers of Murshidabad District. Further It is also evident from Table 2 that the means cores of attitude to wards teaching among urban and rural upper primary school teachers as 188.43 and 191.84 respectively, and their standard deviation as 29.87 and 32.42 respectively. The t-value calculated as 0.77 which is insignificant at both levels of significance. This means that there is no significant difference exists between means of attitude among urban and rural senior secondary school teachers of Murshidabad

District. Many studies conducted by Mouliand Bhaskar (1982) Found that there is no difference among teacher sown their attitude towards the teaching profession. Anamalai (1987) also found that men or women, teachers do not differ in their attitude towards the teaching location of the school; age and level of teaching did not have any influence upon the teacher's attitude towards teaching. Sharma (1997) found that male, female, married and unmarried teachers have the same attitude towards teaching. These studies also support the present study results that there is no significant difference exit between means of attitude towards teaching among teachers.

Table 3 : Significance of the Difference in Adjustment on the basis of gender and areas of upper primary School Teachers

Variable	N	Categories	Mean	SD	SE _D	t-value
Adjustment	100	Male	18.61	4.64	0.661	0.57
	100	Female	18.99	4.71		
Adjustment	100	Urban	18.28	4.27	1.75	0.59
	100	Rural	19.32	5.02		

Variable	N	Categories	Mean	SD	SE _D	t-value
Competency	100	Male	18.61	4.64	0.661	0.57
	100	Female	18.99	4.71		
Competency	100	Urban	18.28	4.27	1.75	0.59
	100	Rural	19.32	5.02		

It is evident from the table 3 the mean scores of adjustment among male and female upper primary school teachers. As District as 18.61 and 18.99 respectively, and their standard deviation as 4.64 and 4.71 respectively. The t-value calculated as 0.57 which is insignificant at both levels of significance. This means that there is no significant difference exists between means of adjustment among male and female upper primary school teachers. Further, It is also evident from the table 3 that the mean scores of adjustment among the urban and rural upper primary school teachers as 18.28 and 19.32 respectively and their standard deviation as 4.27 and 5.02 respectively. The t-value was

calculated as 0.59 which is insignificant at both levels of significance. This means that there is no significant difference exists between means of adjustment among urban and rural senior secondary school teachers of Murshidabad District. Many studies conducted by Nadeem and Bhat (2014) found that there is no significant difference between the adjustment of male and female secondary school teachers. There is no significant difference between the adjustment of Rural and Urban secondary school teachers. Berwal (2013) found that the mean score on adjustment of male teachers (36.04) do not differ significantly from the mean score on adjustment of female teachers (34.08). It reveals that the adjustment has no relevance with the sex of the individual. Zahoor (2012) in his study also found that male and female teachers of government schools do not differ with each other on adjustment. These studies support the present study results that there is no significant difference exist between the adjustment of teachers with respect to areas and gender.

6. Conclusions & Implications:

A teacher is central and formal to the whole education system. Therefore, positive attitude towards teaching profession plays an important role. No doubt, attitude of a person cannot be changed but by providing in-service programme, attitude may be changed or boosted for better adjustment of teacher because the attitude and adjustment of teacher are significantly related to each other and area crucial factor in the success of the educational system. Maximum problems related to teaching-learning can be handled safely without giving too much financial input, if teachers possess a healthy professional attitude. In India, teaching is the third largest workforce; thus a large number of people enter into this profession. Lack of professional attitude among this group has made it difficult to ensure uniform standards. The increasing demand for professional service with quality has put the onus on the teaching profession to be more responsible and accountable to the needs and conditions of service. Due to lack of professional attitude among teachers, continuous and adequate efforts are not made to recognize the best as in time, practice and role in action for self-renewal and sustenance.

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CHAPTER

18

A Study on Attitudes of Higher Secondary School Students Towards Learning History Subject in South 24 Parganas District of West Bengal

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Abstract

This study aimed to explore the perspectives of students regarding their attitude toward learning the History subject at the higher secondary level. Employing a descriptive survey design, the research focused on purposively selected schools in South 24 Paraganas, West Bengal. Participants included students studying History at the higher secondary level in both rural and urban areas. A sample of 280 boys and girls were randomly selected for the study. The researcher utilized a self-made attitude scale based on a five-point Likert scale, ranging from strongly agree to strongly disagree. Data analysis involved descriptive statistics such as frequency, percentage, means, and standard deviation. The results, presented through tabular and graphical representations, indicated that a majority of students in South 24 Paraganas held a positive attitude towards the History subject at the higher secondary level. The study suggests that teachers should make efforts to foster a positive attitude among students towards the History subject based on the research findings.

Keywords : *Attitude, History Subject, Higher Secondary Schools. South 24 Paraganas, West Bengal.*

1. Introduction

Education is a crucial facet of human development, shaping individuals into informed and well-rounded members of society. Within the educational landscape, the study of history plays a pivotal role in fostering a deep understanding of the past, contributing to the formation of critical thinking skills and a sense of cultural identity (Saranya & Sangeetha, 2012). However, the effectiveness of history education relies significantly on students' attitudes towards the subject, as their engagement and enthusiasm impact the overall learning experience (Lee, 2005; Thiveos, 2010). Education is a cornerstone of societal development, and understanding students' attitudes towards various subjects is crucial for optimizing the learning process (Uchechi, 2011). According to NCF, 2005 for the endowment of children world and make it full of diversity we should teach History. To understand the profundity of social and economic challenge we should inspire students to read history.

History serves as a repository of cultural heritage, societal evolution, and the lessons learned from past events (Haydn, 2012; Ahmed & Maryam, 2016). However, student attitudes towards history can significantly impact the effectiveness of the learning experience. Factors such as teaching methodologies, curriculum design, and individual interests contribute to shaping these attitudes (Haydn, 2012; Azeem, 2001). According to the Kothari Commission (1964-66) commonly referred to as the History is not just an object of human curiosity, but a source of emotional security that gives maturity, stability and self-confidence. Aydin and Tulumen (2019) explain generally that, history is the memory of human experience.

Psychologists have offered various definitions for the term "Attitude." It is commonly described as a mental characteristic, with the simplest definition being a positive or negative feeling toward something. According to Allport (1935), attitude is a mental and neural state shaped by experience, influencing an individual's responses to various objects and situations. Thurston (1946) defines it as the level of emotional attachment to a psychological object. Professional attitude encompasses a person's feelings, behaviours, and dedication to their profession, significantly impacting performance.

Education is seen as a nation-building activity, and the efficiency of teachers plays a crucial role. Behaviour is strongly influenced by one's attitude towards ideas, individuals, or objects in their environment (Menazel, 2015; Boadu, 2017). Attitude is conceptualized as an individual's preference or aversion toward something, serving as a powerful motivator that shapes life patterns, success, and happiness. The significance of attitude is widely acknowledged, as it not only determines actions but also provides a code for evaluating an individual's behaviour.

The West Bengal Council of Higher Secondary Education has emphasized the significance of history within the higher secondary school curriculum. However, there are instances where the subject may not receive the appropriate level of importance it deserves. It is essential to recognize that the teaching of history should not only impart knowledge but also cultivate social and psychological qualities in students. Furthermore, effective teaching can enhance pupils' understanding skills and their ability to apply knowledge (Das et al., 2014; Sunzuma et al., 2013). The role of a teacher extends beyond mere instruction; they should inspire students through their teaching methods, fostering an intrinsic interest in the subject. This study delves into the attitudes of higher secondary school students in the South 24 Parganas District of West Bengal towards the learning of the history subject.

2. Objectives

1. To know the levels of Students' Attitudes towards studying History at Higher Secondary level.
2. To find out the attitude towards history between urban and rural higher secondary level students.
3. To find out the attitude towards history between boys and girls higher secondary level students.
4. To identify the correlation between gender, locality of schools in respect to attitudes towards studying history at higher secondary level.

3. Method

Considering the demand and nature of the present study the researcher used descriptive survey method to ascertain the attitude of rural and urban higher secondary school students of

History: with special reference to south 24 parganas district of West Bengal. The present study is descriptive survey followed by correlational study and quantitative in nature.

Population and Sample

The population for the present study is class XII students comprising both boys and girls studying in School, West Bengal. The school is Bengali medium and affiliated to West Bengal Council of Higher Secondary Education (WBCHSE).

The researcher collected data from 280 students comprising both boys and girls of rural and urban areas as a sample and random sampling technique was used for the present study. The total no. of samples consisted 280 including rural and urban i.e., 140 each category. In case of rural areas, 70 boys and 70 girl students were considered for the present study. On the other hand, 70 boys and 70 girl students were taken by the researcher in case of urban areas.

Tools for the Study

- ◆ School information sheet
- ◆ The Researcher made attitude scale towards History for the students

Procedure of the Study

To collect the data, the researcher prepared the school information sheet for the scientifically and systematically collection of the data from the concerned schools and students based on the distribution of the sample. The researcher visited the different schools and fixed the meeting with the head of the institutions. The researcher tried to explain the concept of the study, educational implications and the relevancy of the study with the present context to the head of the institution. After a successful meeting and took permission, the researcher fixed the date to collect the data from the concerned samples. As per the prefixed schedule, researcher was present at the concerned school and to collect the data. Besides than some secondary materials like the documents, publication, documentaries were also reviewed and consulted. All collected data were kept very carefully for scoring and analysis.

The researcher stored the collected data very carefully and scientifically in an excel sheet and the data were analysed based on

the demand of the hypotheses and research questions of the present study. All types of data were analysed using IBM SPSS version 20 statistical software. Descriptive and inferential statistics were calculated to interpret the relationship and means of various dimensions are compared using independent sample 't' test. Computed data presented by tabular form through scientifically and methodically.

4. Result and Discussion

Table-1. Descriptive Analysis of Attitudes towards History at Higher Secondary Level of South 24 Paragans District of West Bengal

Locality of School	Gender	No. of Samples	Min	Max	Mean	SD	SEM
Rural	Boys	70	79	126	100.19	9.023	0.902
	Girls	70	76	115	99.04	8.001	0.800
Urban	Boys	70	78	136	106.21	10.966	1.097
	Girls	70	84	120	103.40	9.070	0.907

The above table indicates the descriptive analysis of attitude towards history at higher secondary level of South 24 Paragans district of West Bengal. From the above table it can be said that sample of the study is equally distributed in both rural and urban locality of the schools as well as gender. The range of attitude score is high in case of urban boy students i.e., 58. The range of attitude score is low in case of urban girl students i.e., 36. But the range of attitude scores noted in case of rural boys and rural girl students are 47 and 39 respectively.

Table-2. Comparison of Means of Attitudes towards History based on locality of schools and gender at Higher Secondary Level

Variable		No. of Samples	Mean	SD	SEM	df	t-value	Sig.
Locality of School	Rural	140	99.62	8.525	0.603	278	5.542	0.000
	Urban	140	104.81	10.136	0.717			
Gender	Boys	140	103.20	10.461	0.740	278	2.548	0.004
	Girls	140	101.22	8.806	0.623			

From the above table it has been found that the mean of attitudes towards history is 99.62 in case of rural students whereas 104.81 in case of urban students at higher secondary level and the calculated t-value is 5.542 which is significant at $p < 0.05$. The above table also denotes that the mean of attitudes towards history is 103.20 in case of boy students whereas 101.22 in case of girl students at higher secondary level and the calculated t-value is 2.548 which is significant at $p < 0.05$. Hence, there is significant differences in attitudes toward history at the higher secondary level among students based on factors such as rural versus urban backgrounds and gender differences between boys and girls.

Table-3. Comparison of Means of Attitudes towards History between Rural and urban based on gender at Higher Secondary Level.

Locality of School	Gender	No. of Samples	Mean	SD	SEM	df	t-value	Sig.
Rural	Boys	70	100.19	9.023	0.902	138	0.954	0.341
	Girls	70	99.04	8.001	0.800			
Urban	Boys	70	106.21	10.966	1.097	138	3.107	0.002
	Girls	70	103.40	9.070	0.907			

From the above table it has been found that the mean of attitudes towards history is 100.19 in case of rural boy students whereas 99.04 in case of rural girl students at higher secondary level and the calculated t-value is 0.954 which is insignificant at $p > 0.05$. the above table also shows that the mean of attitudes towards history is 106.21 in case of urban boy students whereas 103.40 in case of urban girl students at higher secondary level and the calculated t-value is 3.107 which is significant at $p < 0.05$.

So, there is no significant difference in the attitudes towards history at the higher secondary level between boys and girls in rural areas. However, a significant difference exists in the attitudes towards history at the higher secondary level between boys and girls in urban areas.

Table-4. Comparison of Means of Attitudes towards History between boys and Girls based on locality at Higher Secondary Level.

	Locality of School	No. of Samples	Mean	SD	SEM	df	t-value	Sig.
Girls	Rural	70	99.04	8.001	0.800	138	3.605	0.000
	Urban	70	103.40	9.070	0.907			
Boys	Rural	70	100.19	9.023	0.902	138	4.230	0.000
	Urban	70	106.21	10.966	1.097			

From the above table it has been found that the mean of attitudes towards history is 99.04 in case of rural girl students whereas 103.40 in case of urban girl students at higher secondary level and the calculated t-value is 3.605 which is significant at $p < 0.05$. From the above table it has been found that the mean of attitudes towards history is 100.19 in case of rural boys whereas 106.21 in case of urban boy students at higher secondary level and the calculated t-value is 4.230 which is significant at $p < 0.05$. Hence, there is a significant difference in attitudes towards history at the higher secondary level between girls in rural and urban areas, as well as between boys in rural and urban areas.

Table-5 Co-relation between Gender, Attitude and Locality of School at Higher Secondary Level Students.

		Gender	Locality of School	Attitude
Gender	Person Correlation (r)	1	.000	-.102*
	Sig. (2-tailed)	-	1.000	.041
	N	280	280	280
Locality of School	Person Correlation (r)	.000	1	.268**
	Sig. (2-tailed)	1.000	-	.000
	N	280	280	280
Attitude	Person Correlation (r)	-.102*	.268**	1
	Sig. (2-tailed)	.041	.000	-
	N	280	280	280

*Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

The above table represents the co-relation between gender, locality of school and attitude at higher secondary level. From the above table it has been found that there is no relation ($r=0.000$) between gender and locality of school. In case of co-relation between gender and attitude towards history is $r=0.102$. So, there is relation between gender and attitude towards history and its level of significance is 0.05. The co-relation between locality of school and attitude is strong ($r=0.268$) and significant at 0.01 level. In case of co-relation between locality of school and gender is $r=0.000$. So, there is no co-relation between locality of school and gender. To summarize, the findings indicate correlations between attitudes and gender, as well as attitudes and the locality of schools.

5. Conclusion and Implication

Students' attitudes towards the history subject are influenced by factors such as their understanding, perspectives, thinking skills, and interests (Sibri, 2017; Kosh, 2017; Khaled, 2013). Urban students exhibit a more positive attitude than their rural counterparts at the higher secondary level, aligning with the findings of Rono (2016) and Menazel (2015). Gender comparisons reveal a significant positive difference at the higher secondary level, with boys expressing a more positive attitude than girls, consistent with the studies by Andrews & Mycock, (2009) and Awang et al. (2013).

Further examination within gender categories shows that rural boys have a more positive attitude than rural girls, although the mean difference is insignificant. Conversely, urban boys exhibit a more positive attitude than urban girls at the higher secondary level (Chunawala & Pradhan, 1993; Khaled, 2013). School locality also plays a role, with urban girls expressing a more positive attitude than their rural counterparts. Interestingly, students tend to agree with positive statements in most cases, indicating agreement with the findings of earlier studies (Azeem, 2001; Boadu, 2017). The study identifies various factors contributing to attitudes towards history, including learning style, thinking capacity, and individual differences. Statistical significance is found in attitudes between urban and rural boys, emphasizing the impact of factors such as teaching style,

knowledge acquisition, and interest. Woolley (2017) supports the notion that these factors contribute to the development of positive attitudes towards the subject.

Correlation analysis reveals a significant connection between gender, attitude, and locality of the school, indicating that these factors are interrelated at the higher secondary level. However, there is no correlation between gender and the locality of the school. Factors such as students' interest, aptitude, and other associated factors are crucial in understanding the correlation between scholastic achievement and attitude towards the subject. Noteworthy is the correlation between gender, locality of schools, and attitudes towards history (Mohamed & Waheed, 2011; Nyamwembe et al., 2013; Olutayo, 2015).

The study is motivated by the need to comprehend the factors influencing students' attitudes towards learning history. Identifying these factors can aid educators, policy makers, and curriculum developers in tailoring approaches that foster a positive learning environment, ultimately enhancing students' engagement with the subject (Ajayi, 2015; Tok, 2016). Understanding the attitudes of students towards learning history is crucial for educators, policy makers, and curriculum developers. The students' attitudes towards history can contribute valuable insights to enhance the effectiveness of history education in South 24 Parganas district and serve as a reference for similar studies in different educational contexts.

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Exploring Education through Interdisciplinary Perspectives

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Abstract

Interdisciplinary education presents a transformative approach to learning that transcends traditional disciplinary boundaries, offering students a comprehensive understanding of complex real-world challenges. This study explores the theoretical foundations, benefits, practical applications, and future directions of interdisciplinary education. Grounded in constructivist, systems, complexity, integrative learning, cognitive flexibility, and Bloom's taxonomy theories, interdisciplinary education emphasizes active learning, critical thinking, and problem-solving skills. Through project-based learning, problem-based learning, interdisciplinary research projects, collaborative teaching, and service-learning, students engage deeply with diverse perspectives and develop essential skills for the modern work force. The future of interdisciplinary education involves integrating technology, fostering global collaboration, emphasizing sustainability and social justice, offering flexible learning pathways, and enhancing faculty development. By embracing interdisciplinary education, institutions can prepare students to address global challenges, foster innovation, and become lifelong learners.

Keywords : Interdisciplinary Education, Theoretical Foundations, Practical Applications, Future Directions, Critical Thinking

Introduction

Education has traditionally been compartmentalized into distinct disciplines, such as mathematics, science, humanities, and arts. However, this structure often limits the ability to address complex

real-world problems that do not adhere to such boundaries. Interdisciplinary education offers a promising alternative by integrating knowledge and methodologies from different disciplines, thereby providing students with a more comprehensive understanding of multifaceted issues.

Interdisciplinary education is grounded in various theoretical frameworks that emphasize the synthesis of knowledge and the interconnectedness of different academic fields. Constructivist theory posits that learners construct knowledge through experiences and interactions, supporting interdisciplinary education by encouraging active learning and critical thinking across different contexts. Systems theory provides a framework for understanding complex interrelationships within and between systems, promoting interdisciplinary approaches by highlighting the interconnected nature of knowledge. Complexity theory argues that reality is constituted by dynamic and interconnected systems, aligning with interdisciplinary education's emphasis on holistic understanding. Integrative learning theory emphasizes integrating knowledge across disciplines to enhance cognitive and practical skills, supporting interdisciplinary approaches through project-based and problem-based learning methodologies. Cognitive flexibility theory posits that learning in complex domains requires adoptively using knowledge in varied contexts, fostering interdisciplinary education by exposing students to diverse problem-solving approaches. Bloom's taxonomy targets higher-order thinking skills, often the focus of interdisciplinary education.

Interdisciplinary education offers numerous advantages. It enhances critical thinking and problem-solving skills by requiring students to analyze, synthesize, and evaluate information from multiple perspectives. Greater cognitive flexibility is fostered as students adapt to new situations and switch between concepts. Improved communication skills result from collaboration across different fields. Interdisciplinary education fosters creativity and innovation by combining knowledge from various disciplines, preparing students to tackle real-world challenges. It addresses pressing global issues such as climate change and social justice, preparing students for the complexities of the modern world.

Increased engagement and motivation are common outcomes as students see the relevance of their studies. Finally, interdisciplinary education fosters a lifelong learning mindset by teaching adaptability to new information.

Implementing interdisciplinary education requires strategic curriculum design, faculty development, institutional support, and assessment mechanisms. It involves integrating content and methodologies from multiple disciplines, faculty training in interdisciplinary teaching and collaboration, institutional commitment and funding, and assessment methods capturing integration and application of knowledge.

Practical applications of interdisciplinary education include project-based learning, problem-based learning, interdisciplinary research projects, collaborative teaching, interdisciplinary capstone projects, service-learning, and digital learning platforms.

Future directions of interdisciplinary education involve integrating technology, fostering global collaboration, emphasizing sustainability and social justice, offering flexible learning pathways, and enhancing faculty development.

Theoretical Foundations of Interdisciplinary Education

Interdisciplinary education is an approach that integrates perspectives, concepts, and methods from multiple disciplines to advance students' understanding and problem-solving skills. This educational philosophy is grounded in various theoretical frameworks that emphasize the synthesis of knowledge and the interconnectedness of different academic fields.

A. Constructivist Theory : Constructivism posits that learners construct knowledge through their experiences and interactions with the world. This theory supports interdisciplinary education by encouraging active learning and critical thinking across different contexts. Piaget's theory of cognitive development, for instance, underscores the importance of experiential learning in cognitive growth (Piaget, 1972). Vygotsky's socio-cultural theory further highlights the role of social interaction in cognitive development, suggesting that learning is a collaborative process (Vygotsky, 1978).

B. Systems Theory : Systems theory, developed by Ludwig von

Bertalanffy, provides a framework for understanding the complex interrelationships within and between systems (Bertalanffy, 1968). In education, this theory supports interdisciplinary approaches by promoting the idea that knowledge is not compartmentalized but rather interconnected. For example, environmental science inherently draws from biology, chemistry, geography, and sociology to understand ecological systems comprehensively.

C. Complexity Theory : Complexity theory, often associated with the works of Edgar Morin, argues that reality is constituted by dynamic and interconnected systems that cannot be understood through reductionist approaches (Morin, 2008). Interdisciplinary education aligns with this theory by fostering a holistic understanding of complex issues, such as climate change or public health, which require insights from multiple disciplines to be effectively addressed.

D. Integrative Learning Theory : Integrative learning theory emphasizes the integration of knowledge across disciplines to enhance students' cognitive and practical skills. It is closely related to the concept of "learning by doing," where students apply knowledge from various fields to real-world problems (Huber & Hutchings, 2004). This approach is exemplified in project-based learning and problem-based learning methodologies, where students engage in interdisciplinary projects that require synthesizing information from diverse sources.

E. Cognitive Flexibility Theory : Cognitive flexibility theory, proposed by Spiro and Jehng, posits that learning in complex and ill-structured domains requires the ability to adaptively use knowledge in varied contexts (Spiro & Jehng, 1990). Interdisciplinary education fosters cognitive flexibility by exposing students to diverse ways of thinking and problem-solving, enabling them to transfer knowledge across different contexts and domains.

F. Bloom's Taxonomy : Bloom's Taxonomy provides a hierarchical model of cognitive skills ranging from basic knowledge acquisition to higher-order thinking skills such as analysis, synthesis, and evaluation (Bloom et al., 1956). Interdisciplinary education often targets these higher-order skills by requiring students to integrate and evaluate information from multiple disciplines to create new understanding or solve complex problems.

Benefits of Interdisciplinary Education

Interdisciplinary education offers numerous advantages for students, educators, and society at large. By integrating knowledge and methods from various disciplines, this approach fosters a more comprehensive understanding of complex issues, enhances critical thinking, and prepares students for the challenges of the modern world.

- ◆ **Enhanced Critical Thinking and Problem-Solving Skills:** Interdisciplinary education promotes critical thinking by requiring students to analyze, synthesize, and evaluate information from multiple perspectives. According to Newell (1994), this approach helps students develop the ability to think more flexibly and adaptively, which is essential for solving complex problems. By engaging with diverse viewpoints, students learn to approach problems in innovative ways, enhancing their problem-solving skills (Repko, 2008).
- ◆ **Greater Cognitive Flexibility :** Cognitive flexibility is the ability to switch between different concepts and adapt to new situations. Interdisciplinary education enhances cognitive flexibility by exposing students to a variety of disciplines and teaching them to integrate knowledge from different fields. This adaptability is crucial for success in an increasingly complex and interconnected world (Spiro & Jehng, 1990).
- ◆ **Improved Communication Skills :** Interdisciplinary education emphasizes collaboration and communication across different fields. This practice helps students develop strong communication skills, as they must learn to articulate their ideas clearly and effectively to people with different backgrounds and expertise (Klein, 1990). Effective communication is a key competency in the modern workforce, where interdisciplinary teams are common.
- ◆ **Enhanced Creativity and Innovation :** Combining knowledge from various disciplines fosters creativity and innovation. By seeing connections between seemingly disparate fields, students can develop novel solutions to problems. This cross-pollination of ideas often leads to breakthroughs that would

not be possible within the confines of a single discipline (Root-Bernstein & Root-Bernstein, 1999).

- ◆ **Preparation for Real-World Challenges :** Many of today's most pressing challenges, such as climate change, public health, and social justice, are inherently interdisciplinary. Interdisciplinary education prepares students to tackle these complex issues by providing them with the tools and perspectives needed to understand and address multifaceted problems (Jacob, 2015). This preparation is essential for developing informed and engaged global citizens.
- ◆ **Increased Engagement and Motivation :** Interdisciplinary learning often involves project-based and problem-based learning approaches, which can increase student engagement and motivation. When students see the relevance of their studies to real-world issues, they are more likely to be invested in their education (Hmelo-Silver, 2004). This engagement can lead to deeper learning and greater retention of knowledge.
- ◆ **Fostering Lifelong Learning :** Interdisciplinary education encourages a lifelong learning mindset by teaching students how to learn and adapt to new information. This is particularly important in a rapidly changing world, where continuous learning and adaptability are essential for personal and professional growth (Fink, 2003).

Implementing Interdisciplinary Education

Implementing interdisciplinary education effectively requires a strategic approach that involves curriculum design, faculty development, institutional support, and assessment mechanisms. Below are key strategies and considerations for successful implementation.

1. Curriculum Design :

Designing an interdisciplinary curriculum involves integrating content and methodologies from multiple disciplines to create cohesive learning experiences. This process includes -

- ◆ **Identifying Interdisciplinary Themes :** Select themes or problems that naturally require multiple perspectives, such as sustainability, health, or social justice. These themes should be relevant and engaging for students (Lattuca, 2001).

- ◆ ***Developing Interdisciplinary Courses*** : Create courses that explicitly combine content from different disciplines. For example, a course on environmental studies might integrate biology, chemistry, and political science (Newell, 1994).
- ◆ ***Using Problem-Based Learning (PBL)*** : PBL encourages students to solve real-world problems using knowledge from various fields. This approach promotes active learning and critical thinking (Hmelo-Silver, 2004).

2. Faculty Development:

Effective interdisciplinary education requires faculty who are skilled in interdisciplinary teaching and collaboration. Key strategies include -

- ◆ ***Professional Development Workshops*** : Provide training for faculty on interdisciplinary pedagogy, curriculum design, and collaborative teaching methods (Klein, 1990).
- ◆ ***Interdisciplinary Teaching Teams*** : Encourage faculty from different departments to co-teach courses. This collaboration can enhance the depth and breadth of course content and model interdisciplinary thinking for students (Borrego & Cutler, 2010).

3. Institutional Support:

Institutional support is crucial for the sustainability of interdisciplinary programs. This support can take various forms-

- ◆ ***Administrative Commitment*** : Institutions should articulate a clear commitment to interdisciplinary education in their mission statements and strategic plans (Rhoten & Parker, 2004).
- ◆ ***Funding and Resources*** : Allocate funds for interdisciplinary initiatives, including grants for curriculum development, research, and faculty collaboration (Frost & Jean, 2003).
- ◆ ***Flexible Structures*** : Create flexible organizational structures that facilitate interdisciplinary collaboration, such as interdisciplinary research centers or academic units (Holley, 2009).

4. Student Assessment :

Assessing student learning in interdisciplinary programs requires methods that capture the integration and application of knowledge from multiple disciplines –

- ◆ **Portfolio Assessment:** Use student portfolios to document and assess the development of interdisciplinary understanding and skills over time (Huber & Hutchings, 2004).
- ◆ **Rubrics for Interdisciplinary Work:** Develop rubrics that specifically evaluate students' ability to integrate and apply knowledge from different disciplines (Boix Mansilla, Duraisingh, Wolfe, & Haynes, 2009).
- ◆ **Reflective Assessments:** Incorporate reflective essays or journals where students articulate their learning processes and the connections they have made between disciplines (Fogarty, 1991).

5. Building a Collaborative Culture:

Creating a culture that values and supports interdisciplinary education is essential. This can be achieved through -

- ◆ **Interdisciplinary Events and Seminars:** Host events that bring together faculty and students from different disciplines to discuss interdisciplinary topics and projects (Klein, 1990).
- ◆ **Recognition and Rewards:** Recognize and reward interdisciplinary teaching and research through awards, tenure considerations, and other incentives (Rhoten & Parker, 2004).

Practical Applications of Interdisciplinary Education

Interdisciplinary education offers practical applications that enhance learning experiences and prepare students for real-world challenges. By integrating knowledge and skills from various disciplines, this approach enables students to address complex problems, foster innovation, and engage deeply with their learning.

(a) Project-Based Learning:

Project-Based Learning is a practical application where students engage in projects that require the integration of multiple disciplines. PBL promotes active learning and critical thinking by involving students in real-world problems (Hmelo-Silver, 2004). For example, a project on sustainable urban planning could combine environmental science, engineering, economics, and sociology to develop comprehensive solutions.

(b) Problem-Based Learning:

Similar to Project-Based Learning, Problem-Based Learning

centers around complex, real-world problems. Students work in teams to research and propose solutions, drawing on knowledge from various fields (Barrows & Tamblyn, 1980).

(c) Interdisciplinary Research Projects:

Interdisciplinary research projects encourage students to conduct research that spans multiple fields, fostering a deeper understanding and innovative solutions. These projects often address global challenges such as climate change, public health, or technology ethics.

(d) Collaborative Teaching and Learning:

Collaborative teaching involves instructors from different disciplines co-teaching a course, providing students with diverse perspectives and expertise. This method models interdisciplinary thinking and fosters a more integrative learning experience (Klein, 1990).

(e) Interdisciplinary Capstone Projects:

Capstone projects are culminating experiences where students apply their interdisciplinary knowledge to a specific problem or project. These projects demonstrate students' ability to synthesize and apply their learning in practical contexts.

(f) Service-Learning and Community Engagement:

Service-learning integrates community service with academic learning, allowing students to apply interdisciplinary knowledge to address community needs. This approach enhances civic responsibility and provides practical experience (Eyler & Giles, 1999).

(g) Digital and Online Learning Platforms:

Digital platforms can facilitate interdisciplinary learning by providing access to diverse resources and enabling collaboration across geographical boundaries. Online courses and MOOCs (Massive Open Online Courses) often incorporate interdisciplinary content and collaborative projects.

Future Directions

The future of interdisciplinary education is poised to evolve in response to global challenges, technological advancements, and the changing landscape of higher education. By anticipating and

addressing these trends, educational institutions can continue to provide relevant and impactful learning experiences.

1. Integration of Technology: Technology will play a significant role in advancing interdisciplinary education. Digital tools and platforms can facilitate collaboration across disciplines, enhance access to diverse resources, and support innovative teaching methods.

◆ *Virtual Reality (VR) and Augmented Reality (AR):* These technologies can create immersive learning environments where students explore complex systems and scenarios that require interdisciplinary understanding. For example, VR can simulate medical procedures or environmental changes, integrating knowledge from medicine, biology, and environmental science (Radianti et al., 2020).

◆ *Artificial Intelligence (AI) and Data Analytics:* AI can personalize learning experiences by adapting to students' needs and preferences, while data analytics can provide insights into student performance and engagement across disciplines (Roll & Wylie, 2016).

2. Global Collaboration and Networking: Interdisciplinary education will increasingly benefit from global collaboration, leveraging international perspectives and expertise to address worldwide issues.

◆ *Global Classrooms and Online Collaborations:* Institutions can use digital platforms to create global classrooms where students and faculty from different countries collaborate on interdisciplinary projects. This approach fosters cross-cultural understanding and exposes students to a variety of perspectives (Spector, 2014).

◆ *International Research Consortia:* Collaborative research initiatives involving institutions from multiple countries can address global challenges such as climate change, public health, and sustainable development (Powell et al., 2017).

3. Emphasis on Sustainability and Social Justice:

Interdisciplinary education will increasingly focus on sustainability and social justice, preparing students to tackle pressing global issues.

- ◆ ***Sustainable Development Goals (SDGs):*** Educational programs will align more closely with the United Nations' SDGs, integrating knowledge from environmental science, economics, sociology, and political science to develop solutions for sustainable development (Leal Filho et al., 2019).
- ◆ ***Social Justice Education:*** Interdisciplinary courses and projects will address issues of equity, diversity, and inclusion, drawing on fields such as sociology, history, law, and public policy to foster a more just and equitable society (Sensoy & DiAngelo, 2017).

4. Flexible and Modular Learning Pathways:

The future of interdisciplinary education will likely feature more flexible and modular learning pathways, allowing students to customize their education to suit their interests and career goals.

- ◆ ***Micro-Credentials and Badges:*** Institutions may offer micro-credentials or digital badges that recognize specific interdisciplinary skills and competencies. These can be stacked to form comprehensive credentials that are tailored to individual career paths (Fong et al., 2016).
- ◆ ***Interdisciplinary Minors and Certificates:*** Students can complement their major with interdisciplinary minors or certificates in areas such as data science, environmental studies, or global health, enhancing their expertise and employability (Gomez et al., 2015).

5. Enhanced Faculty Development and Collaboration:

Ongoing faculty development and collaboration will be essential for sustaining and advancing interdisciplinary education.

- ◆ ***Professional Development Programs:*** Institutions will invest in professional development programs that help faculty acquire interdisciplinary teaching skills and methodologies (Frodeman et al., 2010).
- ◆ ***Interdisciplinary Research and Teaching Centers:*** Establishing centers dedicated to interdisciplinary research and teaching can foster collaboration, support innovative projects, and provide resources for faculty (Holley, 2009).

Conclusion

By integrating knowledge and methodologies from various disciplines, interdisciplinary education offers students a more comprehensive understanding of complex real-world issues. The theoretical foundations of interdisciplinary education, including constructivist, systems, complexity, integrative learning, cognitive flexibility, and Bloom's taxonomy theories, provide a solid framework for designing innovative educational experiences.

The benefits of interdisciplinary education are manifold, ranging from enhanced critical thinking and problem-solving skills to improved communication, creativity, and engagement. By preparing students to tackle pressing global challenges and fostering a lifelong learning mindset, interdisciplinary education equips individuals with the skills and knowledge needed to navigate an increasingly complex and interconnected world.

Implementing interdisciplinary education requires strategic curriculum design, faculty development, institutional support, and assessment mechanisms. Institutions must commit to interdisciplinary approaches, provide faculty with training and resources, and create flexible structures to support collaboration across disciplines.

Practical applications of interdisciplinary education, such as project-based learning, problem-based learning, interdisciplinary research projects, and collaborative teaching, offer opportunities for students to engage deeply with their learning and apply knowledge to real-world problems.

Looking ahead, the future of interdisciplinary education holds great promise. By integrating technology, fostering global collaboration, emphasizing sustainability and social justice, offering flexible learning pathways, and enhancing faculty development, institutions can continue to provide relevant and impactful learning experiences for students.

In summary, exploring education through interdisciplinary perspectives underscores the importance of transcending disciplinary boundaries to address complex challenges and prepare individuals for success in a rapidly changing world. By embracing interdisciplinary approaches, educators can empower

students to become critical thinkers, lifelong learners, and engaged global citizens.

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About the Book

'Critical Issues in Contemporary Education' is an academic text that explores the many issues and dynamics that shape current educational environments. This book thoroughly studies the critical issues confronting educators, policymakers, and stakeholders in today's quickly changing educational environment. The book provides insights and viable solutions for improving educational methods and outcomes by looking at these essential challenges from several perspectives.

The book features essays from notable researchers, educators, and practitioners in the field of Education. Each chapter presents a unique perspective, resulting in a fascinating tapestry of ideas and experiences. The book's multidisciplinary approach guarantees that it covers a wide range of perspectives, making it an invaluable resource for anybody interested in understanding and tackling the issues of modern education.

This book is a valuable resource for understanding the intricacies of current education. It not only highlights the critical challenges, but also offers comprehensive assessments and practical ideas for creating an equal, successful, and dynamic educational environment. This book is required reading for educators, academics, and anybody dedicated to advancing education in the twenty-first century.



Prof. (Dr.) Mita Banerjee

Professor Mita Banerjee, a luminous academic luminary, has graced the educational landscape with her profound wisdom and illustrious career. She proudly bears the distinction of being the former and inaugural Vice-Chancellor of Kanyashree University, Murshidabad University (Additional Charge) and The West Bengal University of Teachers' Training Education Planning and Administration [Now Baba Saheb Ambedkar Education University (BSAEU)], in addition to her prior role as a venerable Professor within the Department of Education at the esteemed University of Calcutta. With an extensive span of over 36 years devoted to the noble craft of teaching, her name resonates as a paragon of erudition. She currently holds the position of Member of the Executive Council of BSAEU. In addition to her remarkable roles, Professor Banerjee lent her expertise as a devoted member of diverse Research Boards and Committees

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