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SWAMI VIVEKANANDA UNIVERSITY

PUBLICATION

# MULTIDISCIPLINARY APPROACHES IN EDUCATIONAL STUDIES



Editor-in-chief:

**DR. LITON MALLICK**



CONTRIBUTED BY  
DEPARTMENT OF EDUCATION  
SWAMI VIVEKANANDA UNIVERSITY

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“Multidisciplinary Approaches in Educational Studies” is a comprehensive book that encompasses and explores the intersection of multidisciplinary perspectives in understanding and addressing complex educational phenomena. Scholars from various fields like education, psychology, sociology, philosophy, anthropology, history and other relevant field of studies have contributed towards making of this book.

“Multidisciplinary Approaches in Educational Studies” is a valuable resource for educators, researchers and policymakers to deeper their understanding by embracing a multidisciplinary approach. All the authors emphasizes the value of diversity and inclusion in education highlighting innovative research methods and approaches.

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EDUCATIONAL STUDIES

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DR. LITON MALLICK

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**Dr. Liton Mallick**



## FOREWORD

In the rapidly evolving landscape of education, the need for a holistic and integrated approach has never been more evident. As we venture into an era characterized by unprecedented challenges and opportunities, it becomes crucial to embrace diverse perspectives and methodologies to enrich our understanding and practice in educational studies. This edited volume, *Multidisciplinary Approaches in Educational Studies*, serves as a testament to this necessity, offering a comprehensive exploration of how interdisciplinary insights can transform educational theory and practice.

Education, as a field, cannot thrive in isolation. It intersects with numerous disciplines— psychology, sociology, economics, technology, and more—each contributing unique perspectives and solutions. This book brings together a wealth of knowledge from a variety of disciplines, reflecting the complexity and richness of the educational experience. The editor has meticulously curated contributions that bridge gaps between theory and practice, providing readers with valuable insights into how different disciplines can collectively address the multifaceted challenges faced by educators and learners today.

The chapters within this volume cover a wide range of topics, from innovative pedagogical strategies and the impact of technology on learning, to the role of socioeconomic factors and the importance of cultural competence in education. Each contribution not only highlights the relevance of multidisciplinary approaches but also underscores the importance of collaboration and integration across various fields of study.

It is our hope that this book will inspire educators, researchers, policymakers, and students to think beyond traditional boundaries and embrace a more inclusive and comprehensive approach to educational research and practice.

By leveraging the strengths of multiple disciplines, we can pave the way for more effective and equitable educational systems that are better equipped to meet the needs of a diverse and ever-changing global population.

This book stands as a significant contribution to the field, offering valuable perspectives and practical insights that will undoubtedly influence future research and practice. The editor and contributors are to be commended for their dedication and scholarly rigor, and we extend our gratitude to them for their efforts in advancing the discourse on educational studies.

Sincerely,

**Prof. (Dr.) Mita Banerjee**

*Former Vice-Chancellor  
Professor Emeritus and Chief Academic Advisor  
Department of Education  
Swami Vivekananda University,  
Barrackpore, West Bengal*

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# Sabooj Sathi Scheme Promotes Intrinsic Motivation Among School-Going Students: A Study

Abjel Mondal<sup>1</sup>, Dr. Liton Mallick<sup>2</sup> and Prof. (Dr.) Mita Banerjee<sup>3</sup>

## Abstract

The Government of West Bengal introduced the Sabooj Sathi scheme to provide bicycles to secondary-level students attending Govt. and Govt.-aided schools, and Madrasahs throughout the state. This study intended to investigate the current state of intrinsic motivation among Sabooj Sathi scheme beneficiary students and compared the levels of intrinsic motivation between male and female beneficiaries. The current study was designed to carry out through descriptive survey method. Data were collected using the Intrinsic Motivation Scale by Lepper, Corpus, & Iyengar (2005) from 262 randomly selected secondary level students from different Govt.-aided schools in the Purba Bardhaman district of West Bengal. For analyzing the data descriptive statistics and t-tests were used. The findings revealed that students were very highly intrinsically motivated and no significant differences in the levels of intrinsic motivation among school-going adolescents who received bicycles, regardless of gender.

**Keywords:** Sabooj Sathi Scheme, Intrinsic motivation, School-Going adolescents.

## Introduction

Intrinsic motivation refers to the drive to engage in an activity for its inherent satisfaction and enjoyment, rather than for some separable consequence or external reward. It is characterized by performing a task because it is interesting, engaging, or satisfying in and of itself. People who are intrinsically motivated are moved by the pleasure and fulfillment they experience from the activity, rather than by external pressures or incentives. Intrinsic motivation plays a crucial role among students by positively influencing various aspects of their academic

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behavior and performance. Autonomy support in classrooms has been linked to high levels of intrinsic motivation among Grade 4 learners, emphasizing the positive correlation between autonomy support and intrinsic motivation in educational setting (G. Asumbrado & Gallardo, 2024) data was collected from 100 Grade 4 students in Davao City using an adapted survey instrument. The study evaluates three autonomy support indicators: providing meaningful choices, encouraging input and feedback, and offering rationale for tasks and activities. Results demonstrate a remarkably high level of intrinsic motivation among Grade 4 learners, with very extensive mean scores for enjoyment, interest, and perceived competence. The overall mean of suggests a widespread manifestation of intrinsic motivation within the sampled population. The subsequent analysis confirms a significant positive correlation between autonomy support and intrinsic motivation, rejecting the null hypothesis. The study further identifies that providing meaningful choices, encouraging input and feedback, and offering rationale for tasks and activities significantly influence intrinsic motivation. These findings hold implications for educational policymakers, school leaders, teachers, and learners, emphasizing the importance of integrating autonomy-supportive practices to enhance intrinsic motivation in Grade 4 classrooms. Future researchers are encouraged to explore the specific factors contributing to high levels of intrinsic motivation and its long-term impact on diverse student populations.”, ”container-title”: ”International Journal of Innovative Science and Research Technology (IJISRT).<sup>1</sup> By fostering intrinsic motivation, educators can promote students’ learning, development, and well-being, ultimately leading to improved academic outcomes and a more engaging educational experience (Vansteenkiste et al., 2022). Intrinsic motivation drives students to engage in learning opportunities with enthusiasm, leading to increased effort and task performance (Augustyniak et al., 2016). A meta-analysis by Fan & Williams, (2010) found that both parental involvement and students’ intrinsic motivation are positively correlated with academic achievement.

**Sabooj Sathi Scheme:** Sabooj Sathi is a scheme launched in 2015 by the Government of West Bengal to distribute free bicycles to students of Govt. and Govt.-aided secondary and higher secondary schools and Madrasahs in West Bengal. The name “Sabooj Sathi” is derived from Bengali, “Sabooj” means green whereas “Sathi” means companion, thus representing a green companion. The logo for the scheme,

designed by Hon'ble Chief Minister Mamata Banerjee, features a young boy running with two spinning bicycle wheels alongside his legs. The program aims to encourage students to complete their secondary and higher secondary education, boost their confidence, and support disadvantaged groups in society. Since its inception, nearly 12.6 million students have received bicycles under the scheme (:: :: *Sabooj Sathi* ::, n.d.).

**Objectives of Sabooj Sathi Scheme:** The Sabooj Sathi scheme was launched with the primary objective of enhancing student access to secondary education. It aims to increase school retention rates, encourage students to pursue higher education, and instill a sense of confidence in female students by promoting mobility support. Additionally, the scheme promotes environment friendly and healthy means of transportation.

### **Intrinsic Motivation-A Construct**

Ryan & Deci, (2000, 2017) establishes that intrinsic motivation is driven by the fulfillment of psychological needs for autonomy, competence, and relatedness, which are crucial for sustaining interest and enthusiasm in activities. Csikszentmihalyi's Flow Theory (Csikszentmihalyi, 1990) further elucidates how individuals experience deep immersion and enjoyment, often referred to as "flow," when engaged in intrinsically motivating tasks. Research in educational settings underscores that students who are intrinsically motivated demonstrate greater academic achievement and persistence, as they pursue learning for its own sake rather than for external rewards (Ryan & Deci, 2000). Similarly, in the workplace, intrinsic motivation is linked to higher job satisfaction and creativity (Amabile, n.d.). However, there is ongoing debate about the interaction between intrinsic and extrinsic motivations, with some arguing that external rewards can sometimes support rather than undermine intrinsic interest if aligned with individual goals (Eisenberger & Cameron, 1996).

### **School-going Adolescents**

School-going adolescents refers to young individuals, typically aged between 10 and 19 years, who are currently attending school. This age group of students who are in their teenage years and are actively pursuing their education in secondary and higher secondary level school.

## **Objectives of the Study**

The objective of this study is to examine the current levels of intrinsic motivation among bicycle recipient students under the Sabooj Sathi Scheme and to compare intrinsic motivation levels between male and female beneficiaries.

## **Research Question**

RQ.1 What is the current state of intrinsic motivation among the recipients of Sabooj Sathi Scheme?

## **Hypothesis of the Study**

The following hypothesis was formulated for the present study:

H<sub>0</sub><sup>1</sup>. There is no significant difference in intrinsic motivation among the recipients of the Sabooj Sathi scheme based on gender.

## **Review of Allied Literature**

The researcher surveyed a range of research studies closely related to Sabooj Sathi Scheme and Intrinsic Motivation.

Wheeling Education: An Assessment of the Sabooj Sathi (Bi-Cycle Distribution) Scheme for School Students of West Bengal, (n.d.) made a report that the Sabooj Sathi scheme has a significant societal impact on school-going students, particularly enhancing the mobility of girls. The bicycles provided are utilized not only for commuting to school but also for various other purposes, such as visiting markets, health centers, and local fairs. Biswas (2018) found that the Sabooj Sathi scheme positively affects the dropout rates among girls and empowers female students in pursuing higher education. Mondal et al., (2024) indicated that the Sabooj Sathi Scheme has a positive impact on intrinsic motivation among female school-going adolescents, with a notable effect on those from LSES backgrounds. The scheme's success in enhancing motivation highlights its role in supporting educational outcomes and underscores the importance of addressing socio-economic barriers to promote educational equity. Akhtar et al., (n.d.) conducted a study aimed to examine the relationship between teacher motivation and students' academic achievement at the secondary school level. Analysis with mean, standard deviation, and Pearson r revealed a strong correlation between teachers' intrinsic motivation and students' academic achievement. Valerio, (2012) explored the significance of intrinsic motivation for pre-service teachers, emphasizing the need for them to develop strategies to inspire students, promote lifelong learning, and

enhance their teaching practice. Bhaduri & Kumar (2011) examined that Intrinsic motivation is particularly crucial during the early stages of innovation when uncertainty is high and extrinsic motivation becomes more significant once the innovation process is complete and the focus shifts to its application. A strong link was found between students' intrinsic motivation and academic performance, with higher intrinsic motivation significantly impacting final grades (Venjie Oclaret, 2021).

### **Methodology**

The present study utilized a descriptive survey method within an Ex-Post-Facto research design to gather relevant information regarding the impact of the Sabooj Sathi scheme on promoting intrinsic motivation among school-going students in the Purba Bardhaman district.

### **Variables**

In the present study, intrinsic motivation was the sole variable examined.

### **Sample**

The study focused on secondary-level boys and girls who received bicycles under the Sabooj Sathi Scheme and were studying at various schools and Madrasahs in the Purba Bardhaman district. A total of 262 students from different schools under Purba Bardhaman district were selected using a simple random sampling technique.

### **Tool Used**

In the present study, the following tool was used to measure students' level of intrinsic motivation.

**Intrinsic Motivation Scale-IMS (Lepper, Corpus, & Iyengar, 2005):** To assess the intrinsic motivation of students, the Intrinsic Motivation Scale (IMS), developed by Lepper, Corpus, and Iyengar in 2005 (Lepper et al., 2005) the authors found intrinsic and extrinsic motivation to be only moderately correlated, suggesting that they may be largely orthogonal dimensions of motivation in school. Consistent with previous research, intrinsic motivation showed a significant linear decrease from 3rd grade through 8th grade and proved positively correlated with children's grades and standardized test scores at all grade levels. Extrinsic motivation showed few differences across grade levels and proved negatively correlated with academic outcomes. Surprisingly few differences based on children's sex or ethnicity were found. Causes and consequences of the disturbingly low levels of motivation for older, relative to younger,

children are discussed.”,”container-title”:”Journal of Educational Psychology”,”DOI”:”10.1037/0022-0663.97.2.184”,”ISSN”:”1939-2176, 0022-0663”,”issue”:”2”,”journalAbbreviation”:”Journal of Educational Psychology”,”language”:”en”,”page”:”184-196”,”source”:”DOI.org (Crossref was utilized. This scale includes 17 items divided into three dimensions: Challenge, Curiosity, and Independent Mastery. Participants rate each item on a five-point scale, with options ranging from “Doesn’t Correspond at All” (1) to “Corresponds Exactly” (5).

**Table 3.1 Presents the subscale/item descriptions of the ‘Intrinsic Motivation Scale’ utilized in the current study.**

**Table 3.1 Subscale/Item of ‘Intrinsic Motivation Scale’**

Sl. No	Subscales	Items
1	Challenge	6
2	Curiosity	6
3	Independent Mastery	5
Total		17

**The mean score of the scale was normalized using the following procedure:** Normalized mean = (Sum of the item responses in the total scale) / (Total number of items in the scale). As a result, the normalized mean fell within a range from 1 to 5, with 3 as the mid-point. The mean score for each item or the total scale was understood as:

**Table 3.2 Interpretation of the Level of Intrinsic Motivation**

Range of score	Level of Intrinsic Motivation
1.00-1.99	Very Low Intrinsic Motivation
2.00-2.99	Low Intrinsic Motivation
3.00 -3.99	High Intrinsic Motivation
4.00-5.00	Very High Intrinsic Motivation

**Procedure of Data Collection**

With the consent of the head of the institution, data was collected in person by the researcher, who administered the aforementioned tool to the subjects under study, following the instructions provided in the tool’s manual.

## Statistical Analysis

The data obtained from Intrinsic Motivation Scale (IMS), was analyzed through descriptive statistics. To compare the intrinsic motivation between male and female bicycle beneficiaries, a t-test was performed. The researcher utilized SPSS 20 software and GraphPad by Dotmatics for data analysis. The level of intrinsic motivation among bicycle beneficiaries was determined using IMS. The table below provides an interpretation of the intrinsic motivation levels, with the study's results summarized as follows.

**Table 3.3 Result of different subscale of intrinsic motivation score of IMS**

Intrinsic Motivation	N	Range	Minimum	Maximum	Mean	Std. Deviation	Remarks
Challenge	262	3.67	1.33	5	4.19	0.06	Very High
Curiosity	262	3.00	2	5	4.16	0.06	Very High
Independent Mastery	262	4.00	1	5	4	1.01	Very High
IMS	262	3.53	1.47	5	4.15	0.06	Very High

**Table 3.4: Group statistic of male and female students Intrinsic Motivation score.**

Intrinsic Motivation	N	Mean	SD	t	df.	P	Significance
Intrinsic Motivation	Male-120	70.84	15.42	0.15	260	0.87	Not Significant
	Female 142	70.54	15.91				

## Results and Discussion

RQ.1 What is the current state of intrinsic motivation among the recipients of Sabooj Sathi Scheme?

Table 3.3 presents the descriptive statistics of intrinsic motivation among Sabooj Sathi scheme beneficiary students. For the Challenge dimension, the scores ranged from a minimum of 1.33 to a maximum of 5, with a range of 3.67. The mean score was 4.19, and the standard deviation was 0.06. Regarding Curiosity, the scores ranged from a minimum of 2 to a maximum of 5, with a range of 3.00. The mean score was 4.16, and the standard deviation was 0.06. For Independent Mastery, the scores ranged from a minimum of 1 to a maximum of 5, with a range of 4.00. The mean score was 4, and the standard deviation

was 1.01. Finally, for total Intrinsic Motivation, the scores ranged from a minimum of 1.47 to a maximum of 5, with a range of 3.53. The mean score was 4.15, and the standard deviation was 0.06. It was observed that all students under the Sabooj Sathi scheme exhibited very high levels of intrinsic motivation. Beneficiaries scored exceptionally high across all aspects of intrinsic motivation, including challenge, curiosity, and independent mastery, indicating that they are highly intrinsically motivated

H0<sup>1</sup>. There is no significant difference in intrinsic motivation among the recipients of the Sabooj Sathi scheme based on gender.

Table 3.4 shows the mean scores of male and female students who are beneficiaries of the Sabooj Sathi scheme. There are 120 male and 142 female students included in the analysis. The intrinsic motivation of both groups was analyzed using a t-test to study the difference in mean scores. The results reveal no significant difference in the intrinsic motivation between the two groups, thus accepting the null hypothesis H0<sup>1</sup>. The t-score is not significant at the 5% level. This indicates that there is no significant difference in intrinsic motivation between male and female school-going adolescents who received bicycles under the scheme. The intrinsic motivation of boys and girls is equal.

## **Conclusion**

The study's findings reveal that beneficiaries of the Sabooj Sathi scheme in Purba Bardhaman district exhibit exceptionally high levels of intrinsic motivation across all its facets. Intrinsic motivation, which enhances engagement, persistence, and a positive attitude towards learning, was notably high among these students. Under the Sabooj Sathi scheme, students showed significant intrinsic motivation in various areas, such as challenge, curiosity, and independent mastery. This suggests that the Sabooj Sathi scheme has a positive impact on fostering intrinsic motivation among school-going students.

The study also found that the intrinsic motivation levels of students benefiting from the Sabooj Sathi scheme do not differ significantly based on gender. Female beneficiaries exhibit nearly the same level of intrinsic motivation as their male counterparts. This is a positive indication that female students are not lagging behind male students in this regard. The Sabooj Sathi scheme may have contributed to enhancing the motivation levels of female students.

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# Effects of Parenting Style on Identity Formation and Self-Esteem in Adults

Koyel Roy<sup>1</sup>, Simi Datta<sup>2</sup> and Dr. Nilanjana Mitra<sup>3\*</sup>

## Abstract

This study investigates the relationship between parenting styles, self-esteem, and identity formation among young adults. A sample of 60 adults aged 18 to 26 from urban and suburban colleges and universities participated. Dependent variables included personal, relational, social, and collective identity, while independent variables comprised parenting styles (permissive, authoritarian neglectful, authoritative) and self-esteem. Standard questionnaires were employed to collect data on parenting styles (Parental Authority Questionnaire), self-esteem (Rosenberg Self-Esteem Scale), and identity formation (Aspects of Identity Questionnaire IV). Results reveal significant associations between self-esteem and personal identity, as well as between self-esteem and collective identity. The authoritarian parenting style shows significant differences in collective and personal identity, while the authoritative parenting style correlates positively with personal and relational identity. The findings underscore the intricate interplay between parenting styles, self-esteem, and identity development among young adults.

**Keywords:** Parenting styles, self-esteem, identity formation, young adults, authoritarian parenting, authoritative parenting.

## Introduction

The study looks at how different ways parents raise their kids and how that can affect those kids growing up, especially during their transition to adulthood. This stage, called emerging adulthood, is when people are figuring out who they are and gaining independence. There are different parenting styles: Dominant: These parents are strict, set high expectations, and use punishment to control their kids; Authority:

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They set clear rules but also show warmth and support. They balance guidance with letting their kids be independent; Acceptance: These parents are easy-going, don't set many rules, and focus a lot on what their kids want and Non-involvement: These parents are distant, and don't provide much support or involvement in their kids' lives.

The literature review aims to explore how different parenting styles impact identity formation and self-esteem in adults. It involves analyzing research studies to understand the relationship between parenting styles and these psychological constructs.

**Parenting Styles and their effect on Specific aspects of life:** The reference to Darling and Steinberg (1993) indicates that there is a strong relationship between parental involvement and children's school achievements. This relationship is mediated by psychological maturity, which includes factors such as self-reliance, work orientation, and self-identity. These variables, both individually and collectively, have been found to correlate with higher grades. The impact of parental involvement on various aspects of parenting has been explored in educational circles, as mentioned by Jeynes (2000, 2003). Parental involvement is considered a crucial topic in understanding its effects on children's development. Nikoogoftar and Seghatoleslam (2015) found that authoritarian parenting by both mothers and fathers is linked to adolescent emotional and behavioural problems like depression and anxiety. Permissive parenting by mothers was also associated with conduct issues in adolescents. This highlights the significant impact parents have on their children's well-being. The study by Kaisa et al., (2000) found that teens from authoritative families use positive, adaptive strategies for achievement, expecting less failure and taking credit for their successes. In contrast, teens from neglectful families tend to use less effective strategies, like being passive and getting distracted easily. Xitao and Michael (2001) found a positive correlation between parental involvement and students' academic achievement. Parental aspiration for children's educational success showed the strongest link with academic achievement, while parental home supervision had a weaker association. The relationship between parental involvement and academic success was stronger when measured as a global indicator like GPA compared to subject-specific indicators. Turner et al., (2009) found that authoritative parenting positively influences college student's academic performance through increased intrinsic motivation

and self-efficacy. Adolescents who experience authoritative parenting, characterized by support and reasonable expectations, exhibit higher motivation and belief in their abilities. Doyle (1986) emphasized the impact of parenting styles on academic adjustment, particularly for low-achieving and minority students. The challenges faced in understanding classroom rules may be linked to how parents teach them to respond to authority, influencing their ability to navigate school environments. Taylor et al., (1995) focused on African American students, revealing that authoritative parenting correlated with higher grades. However, they noted that some adopt authoritarian styles to protect children in marginalized communities, with parental monitoring playing a crucial role in promoting well-being. Chang (2007) explored cultural differences in parenting styles and found that only the authoritarian style was influenced by participants' race, suggesting that cultural factors may shape parenting practices to some extent.

**Parenting style and Identity Formation:** In Rageliené's (2016) study, the focus was on the link between parenting styles and adolescent identity formation, particularly exploring how differentiation of self, influences this process. Findings revealed that parenting styles indirectly affected identity diffusion for boys through self-differentiation, while girls' identity development was directly impacted by parenting style. In Ratener's (2013) study, while attachment didn't directly link parenting to identity style, strong maternal responsiveness did. Better maternal responsiveness led to stronger attachments and a more normative identity style in kids. Interestingly, measures of attachment and responsiveness were closely linked, suggesting they overlap. This underscores the importance of warm, supportive parental interaction for positive youth development. Romano's (2004) study found that maternal acceptance helps teens establish their identity, while less controlling and psychological control from both parents leads to identity confusion. It also showed that when parents are accepting, they tend to be less controlling. To help teens develop a healthy identity, interventions should encourage parental acceptance and reduce psychological control. Ahadi et al., (2014) studied how parenting styles relate to identity formation and aggression in teens. They found that parenting style doesn't directly affect aggression in teens. However, democratic parenting was linked to early identity formation, while authoritarian parenting was tied to certain aspects of identity. Permissive parenting was associated with identity confusion and early identity

development. Smits et al., (2008) explored how perceived parenting dimensions related to identity styles. Positive parental support was associated with an information-oriented identity style, but surprisingly, psychological control also predicted this style. Normative identity style was linked to parental support and behavioural control, while diffuse-avoidant style was associated with psychological control. Berzonsky (2004) examined parental authority, identity styles, and commitment, finding that authoritative parenting correlated with normative identity processing and less diffuse-avoidant style. Authoritarian parenting was associated with normative identity processing. These studies underscore the influence of parenting styles on identity formation and suggest that authoritative parenting fosters normative and informational identity processing, while authoritarian parenting may contribute to normative identity processing. Nobandegani et al., (2015) found that university students with authoritative parents showed better identity development and commitment. In contrast, authoritarian parenting was linked to less positive identity styles. This shows that authoritative parenting plays a key role in shaping identity in young adults. Soenens et al., (2011) found that university students with parents who are moderately strict, responsive, and support independence tend to have a clear and mature sense of identity. Responsive parenting especially helps students develop a typical identity style. This highlights how parental support shapes identity in college students. Bahman (2011) found that authoritative and permissive parenting styles are linked to better identity development in adolescents. Specifically, authoritative parenting predicted stronger identity commitment and informational identity. Both authoritarian and permissive styles were associated with normative identity. However, no single style predicted an avoidant confused identity. The study highlights the crucial role parents play in shaping adolescents' identities and overall well-being.

**Effect of Parental style on Self-esteem:** Deshpande and Chhabriya (2013) found that supportive parenting boosts adolescents' self-esteem, while conflicts and generation gaps lower it. Mild punishment is seen positively by teens as caring. Driscoll (2013) noted a self-esteem dip at 14 but found a shift to more lenient parenting at 18-23 that improved self-esteem. Authoritative parenting consistently leads to the highest self-esteem, while permissive parenting is better than authoritarian styles. According to a different study by Hetherington (2003), kids from divorced and remarried households are more likely than kids from non-

divorced families to experience internalizing issues including sadness and anxiety as well as have lower levels of self-esteem. These results could be influenced by shifts in the makeup of the family as well as any disturbances in the child's environment brought on by divorce and remarriage. According to a study by Elfhag et al. (2010), kids who grow up with a single parent tend to be less confident in themselves than kids who grow up with two parents. It implies that a child's sense of self-worth may be impacted by the loss of one parent or the difficulties single parents encounter.

In this analysis of numerous studies involving a large number of children, it was found that, on average, children from divorced families face more difficulties compared to those from intact families. They tend to have more problems in various areas, including academics, behaviour, self-concept, peer relationships, and parent-child interactions. These challenges may contribute to lower self-esteem among children from divorced families (Amato and Keith, 1991). A more recent update on the findings of Amato and Keith's analysis suggests that the negative effects observed in children from divorced families persist in recent research. This indicates that the general pattern of children from divorced families experiencing more difficulties compared to those from intact families remains consistent over time (Amato, 2001). Deshpande and Chhabriya (2013) explored the impact of parenting styles on adolescents' self-esteem, noting conflicts arising from a generation gap. Adolescents perceiving acceptance from parents had higher self-esteem, with positive correlations between parental support and self-esteem. Mild punishment correlated with higher self-esteem as adolescents viewed parents as caregivers. Driscoll (2013) investigated self-esteem across four life stages, finding the lowest at age 14 due to challenges. Permissive parenting became more common at 18-23, while authoritative parenting consistently correlated with higher self-esteem across all age points. Notably, even permissive parenting showed higher self-esteem levels than authoritarian parenting.

### **Methodology**

A sample of 60 adults was taken from different colleges and universities in urban and suburban areas. Their age ranged from 18 to 26 years. Purposive sampling was used to select participants for the study. The scales used were the Parental Authority Questionnaire (PAQ), Rosenberg Self-Esteem Scale (Rosenberg, 1965), Aspects of

Identity Questionnaire IV (AIQ – IV) (Sampson, 1978).

**Inclusion Criteria:** Age of the participants are 18-26 for both male and female. Minimum educational qualifications of Secondary examination are necessary for both male and female participants. Participants belong to joint family and nuclear family.

**Exclusive Criteria:** Those individuals whose characteristics do not match with, or conform to, the inclusion criteria have not been selected. Individuals with any existing serious physical ailments/ diseases like cancer, AIDS, etc., have not been selected. Individuals with any history of psychiatric consultation have not been selected.

**Hypothesis**

- There exists a significant difference between self-esteem and personal identity.
- There exists a significant difference between self-esteem and relation identity.
- There exists a significant difference between self-esteem and social identity.
- There exists a significant difference between self-esteem and collective identity.

**Result**

MANCOVA

Multivariate Tests						
		value	F	df1	df2	p
SELF ESTEEM SCORE	Pillai's Trace	1.877	1.72	76	148	0.003
	Wilks' Lambda	0.0647	1.80	76	136	0.001
	Hotelling's Trace	4.340	1.86	76	130	< .001
	Roy's Largest Root	1.877	3.65	19	37	< .001
PERMISSIVE SCORE	Pillai's Trace	0.118	1.14	4	34	0.356
	Wilks' Lambda	0.8821	1.14	4	34	0.356
	Hotelling's Trace	0.134	1.14	4	34	0.356
	Roy's Largest Root	0.134	1.14	4	34	0.356
ATHORITARIAN SCORE	Pillai's Trace	0.303	3.69	4	34	0.013
	Wilks' Lambda	0.6970	3.69	4	34	0.013
	Hotelling's Trace	0.435	3.69	4	34	0.013
	Roy's Largest Root	0.435	3.69	4	34	0.013

Multivariate Tests						
		value	F	df1	df2	p
AUTHORITATIVE SCORE	Pillai's Trace	0.254	2.90	4	34	0.036
	Wilks' Lambda	0.7456	2.90	4	34	0.036
	Hotelling's Trace	0.341	2.90	4	34	0.036
	Roy's Largest Root	0.341	2.90	4	34	0.036

Univariate Tests						
	Dependent Variable	Sum of Squares	df	Mean Square	F	p
SELF ESTEEM SCORE	PERSONAL IDENTITY	1874.95	19	98.68	3.1687	0.001
	RELATION IDENTITY	1216.10	19	64.01	1.3792	0.197
	SOCIAL IDENTITY	564.15	19	29.69	1.4667	0.156
	COLLECTIVE IDENTITY	1129.22	19	59.43	2.4547	0.009
PERMISSIVE SCORE	PERSONAL IDENTITY	4.79e-5	1	4.79e-5	1.54e-6	0.999
	RELATION IDENTITY	3.64	1	3.64	0.0784	0.781
	SOCIAL IDENTITY	26.27	1	26.27	1.2977	0.262
	COLLECTIVE IDENTITY	95.06	1	95.06	3.9262	0.055
AUTHORITARIAN SCORE	PERSONAL IDENTITY	25.65	1	25.65	0.8236	0.370
	RELATION IDENTITY	12.02	1	12.02	0.2589	0.614
	SOCIAL IDENTITY	76.52	1	76.52	3.7799	0.060
	COLLECTIVE IDENTITY	141.05	1	141.05	5.8257	0.021
AUTHORITATIVE SCORE	PERSONAL IDENTITY	346.12	1	346.12	11.1142	0.002
	RELATION IDENTITY	285.32	1	285.32	6.1480	0.018

Univariate Tests						
	Dependent Variable	Sum of Squares	df	Mean Square	F	p
	SOCIAL IDENTITY	46.03	1	46.03	2.2739	0.140
	COLLECTIVE IDENTITY	1.01	1	1.01	0.0419	0.839
RESIDUALS	PERSONAL IDENTITY	1152.26	37	31.14		
	RELATION IDENTITY	1717.11	37	46.41		
	SOCIAL IDENTITY	749.03	37	20.24		
	COLLECTIVE IDENTITY	895.84	37	24.21		

- There exists a significant difference between self-esteem and personal identity.
- There exists a significant difference between self-esteem and collective identity.
- There exists a significant difference between Authoritarian parenting style and Collective identity.
- There exists a significant difference between Authoritative parenting style and Personal identity.
- There exists a significant difference between Authoritative parenting style and Relation identity.

### Discussion

The study shows that having a clear identity is linked to higher self-esteem, while confusion about one's identity leads to lower self-esteem. Parenting plays a big role: authoritative parenting, which is supportive and responsive, helps kids develop a strong personal identity and higher self-esteem. In contrast, authoritarian parenting, which is strict and lacks emotional support, can hinder individual development and lead to identity issues and low self-esteem. Neglectful parenting can also make it hard for teens to form a positive identity. Overall, supportive and balanced parenting encourages better student achievement and helps kids explore and understand their identity. Probably, the most

significant public health concern in our culture now is parenting. It is the single most significant factor linked to adolescent drug usage and pregnancy, truancy, academic disruption, underachievement, child maltreatment, employability, juvenile crime, and mental illness, as well as childhood diseases and accidents. Though grave in and of itself, these are of even greater significance as indicators of issues in adulthood and the coming generation. Parenting is a top concern for most governments for this reason. Parenting is important because it can act as a protective barrier against misfortune (like poverty or involvement with criminal activity) or as a moderator of harm (like child abuse).

While there is a fair amount of agreement regarding 'bad parenting,' there isn't much agreement regarding the opposite, especially in a varied and fast evolving culture. The current study amply demonstrated the value of the authoritative parenting style in raising adults and made it abundantly evident that the parenting style had a substantial impact on identity development. They must behave in this manner toward their wards so that the child, adolescent, or adult fully develops a healthy sense of self. In the present study it is very clear that the authoritative parenting style had a significant influence over identity formation, the study clearly emphasized the importance of the authoritative parenting style in bringing up adults. They need to act in this way with their wards in such a way that the child/adolescent/adult develops a total sense of positive identity within themselves.

### **Conclusion**

It is the responsibility of parents to provide their wards with a safe, secure, caring, loving, and supportive environment so that the children can grow up to be happy, healthy adults. This kind of upbringing enables the adults to acquire the skills, values, attitudes, and behaviours needed to become responsible adults who can benefit their families, communities, and society as a whole. Additionally, research indicates that parenting style and identity and self-esteem are significantly correlated.

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# Embracing Digital Media for Extensive Reading

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## Abstract

This study explores the integration of digital media in extensive reading programs and its impact on language learners' reading habits, motivation, and overall language proficiency. As technology continues to evolve, digital platforms offer new opportunities to enhance the extensive reading experience. This research synthesizes findings from recent studies on digital extensive reading, examining its effectiveness compared to traditional print-based approaches. The investigation covers various aspects of digital media in extensive reading, including e-books, mobile applications, online reading platforms, and social media integration. Key areas of focus include learner engagement, accessibility of materials, reading comprehension, vocabulary acquisition, and the development of autonomous learning skills. Results indicate that digital media can significantly increase learner motivation and reading frequency due to convenience and immediate access to a wide range of materials. Enhanced features such as built-in dictionaries, progress tracking, and social sharing contribute to a more interactive and personalized reading experience. However, challenges such as digital fatigue and potential distractions are also addressed. The study concludes that while digital media offers numerous benefits for extensive reading programs, a balanced approach incorporating both digital and print materials may be most effective. Recommendations for implementing digital extensive reading programs and areas for future research are discussed, highlighting the need for continued exploration of this rapidly evolving field in language education.

**Keywords:** extensive reading, digital media, language learning, reading.

## Introduction

Extensive Reading (ER) is an approach to second language reading. When learners read extensively, they read very easy, enjoyable books

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to build their reading speed and fluency. Another way to say this is students learn to read by actually reading rather than examining texts by studying the vocabulary, grammar and phrases.

In today's digital age, the landscape of reading has transformed dramatically. While traditional books still hold their charm, digital media offers exciting new opportunities for extensive reading - the practice of reading large quantities of text for general understanding and enjoyment. By leveraging digital platforms, readers can access a vast array of materials, enhance their reading experience, and develop critical language skills more efficiently than ever before.

Digital media refers to electronic devices, platforms, and content formats used to access, consume, and interact with reading materials in a digital environment. This includes:

- **Devices:** E-readers, tablets, smartphones, computers, and other electronic devices capable of displaying text.
- **Platforms:** Online reading websites, mobile applications, e-book libraries, and digital learning management systems.
- **Content formats:** E-books, PDFs, web articles, digital magazines, and interactive multimedia texts.
- **Features:** Text-to-speech capabilities, built-in dictionaries, note-taking tools, progress tracking, and social sharing options.
- **Accessibility:** On-demand access to a wide range of reading materials, often through internet connectivity or downloadable content.

Language learning refers to the process of acquiring or developing proficiency in a language other than one's native tongue. Language learning is the systematic acquisition of the ability to understand, speak, read, and write in a new language. This process involves:

- Developing phonological awareness (understanding and producing sounds)
- Building vocabulary
- Grasping grammar rules and structures
- Enhancing listening comprehension
- Improving speaking fluency

- Developing reading and writing skills
- Understanding cultural contexts and pragmatic use of the language

Key aspects of language learning include:

- Input: Exposure to the target language through various means (reading, listening, interaction)
- Output: Practicing the language through speaking and writing
- Interaction: Engaging with others in the target language
- Feedback: Receiving corrections and suggestions for improvement
- Metacognition: Developing strategies for learning and using the language effectively

Language learning can occur in various contexts, such as formal classroom settings, immersion environments, or through self-study using various resources and technologies

Reading can be defined as:

The process of decoding and comprehending written or printed text to extract meaning and information. It involves several cognitive processes, including:

- Visual recognition of symbols (letters, characters, or words)
- Phonological processing (relating symbols to sounds)
- Semantic processing (understanding the meaning of words and sentences)
- Syntactic processing (understanding grammar and sentence structure)
- Comprehension (integrating information to understand the overall message)

By embracing digital media for extensive reading, learners and book lovers can unlock a world of literary possibilities. The key is to approach digital reading mindfully, leveraging its unique advantages while maintaining the joy and depth of traditional reading practices. As technology continues to evolve, the potential for digital extensive reading will only grow, offering exciting prospects for lifelong learning and literary exploration.

## Literature Review

Huang (2013) examined the use of e-books for extensive reading among EFL learners in Taiwan. The study found that e-books increased reading motivation and improved vocabulary acquisition compared to traditional print materials. However, some students reported eye strain from prolonged screen reading.

Chiang (2016) investigated the effectiveness of online extensive reading programs. Results showed significant improvements in reading comprehension and speed for participants using digital platforms. The study highlighted the benefits of immediate access to diverse reading materials and built-in progress tracking features.

Milliner and Cote (2015) explored the integration of mobile devices for extensive reading. Their findings indicated that students engaged in more frequent reading sessions when using smartphones or tablets. The portability and convenience of digital media were cited as key factors in increased reading engagement.

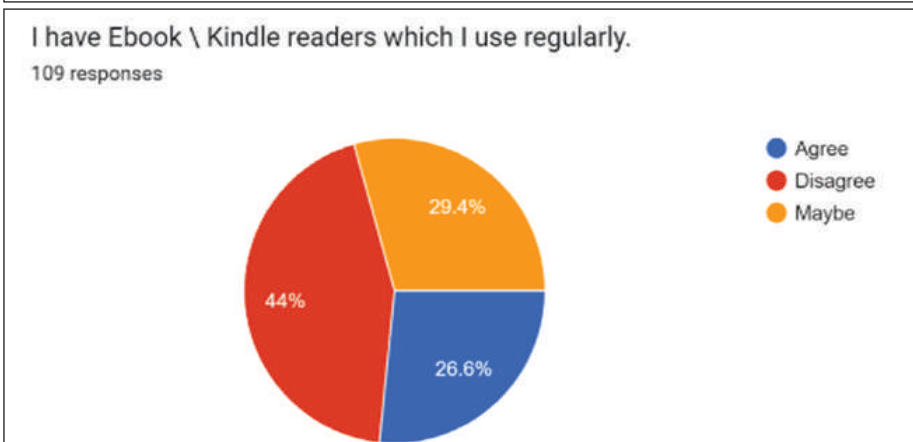
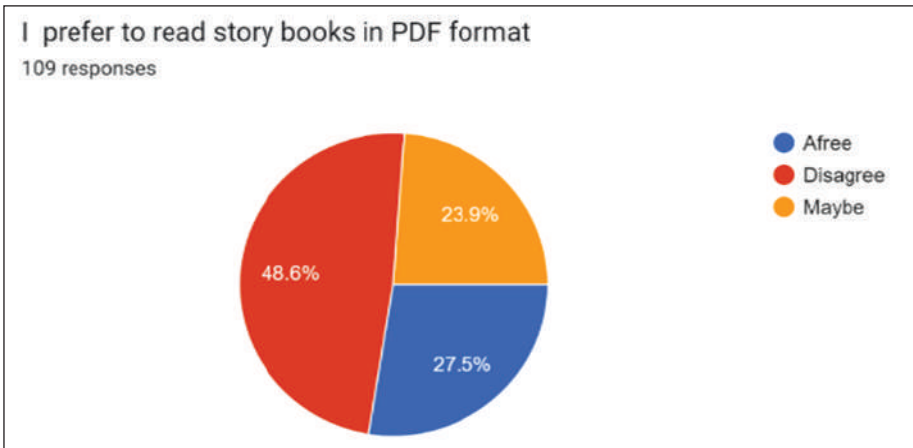
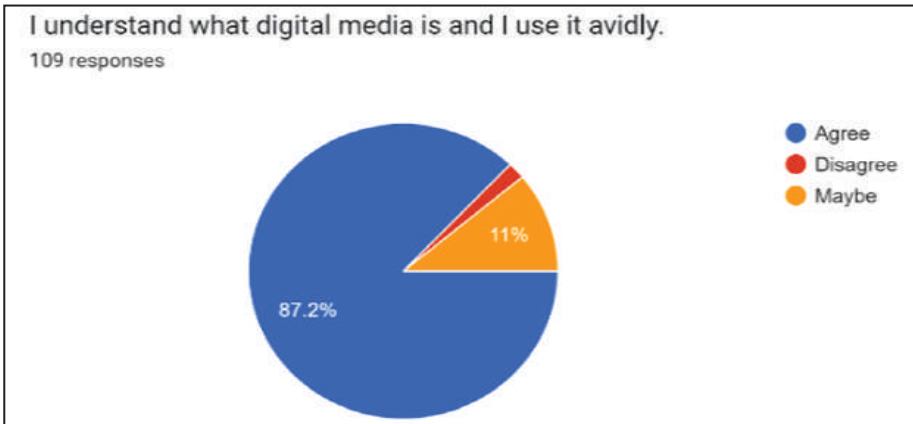
Ro (2016) compared extensive reading habits between print and digital formats. While both groups showed improvements in language proficiency, digital readers reported higher levels of enjoyment and were more likely to continue reading beyond the study period.

Wang and Smith (2013) examined the use of social media platforms for extensive reading activities. Their research demonstrated that incorporating social elements, such as peer discussions and recommendations, enhanced student motivation and fostered a collaborative reading environment.

## Methodology

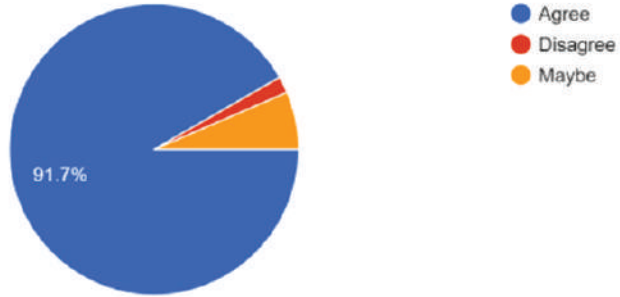
- **Tool Used:** A self constructed opinionnaire consisting of 23 items in a 3 point Likert scale was prepared.
- **Number of Samples:** A total number of 109 samples from 1st and 3<sup>rd</sup> semester of a Teachers' Training college.
- **Procedure For Data Collection:** The researcher created a Google form with 23 items. The researcher sent the link to the samples to which they responded.
- **Sampling:** Convenience sampling method has been used for the purpose of collecting the data.

## Data Analysis



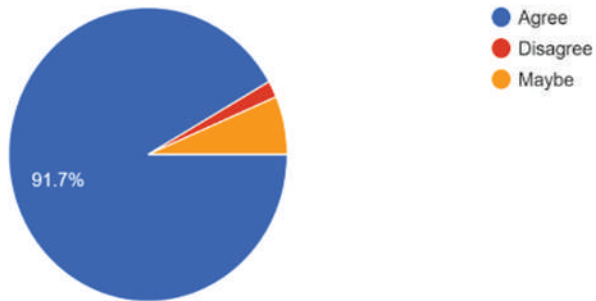
I find it easier to search for any content in google or other internet browsers.

109 responses



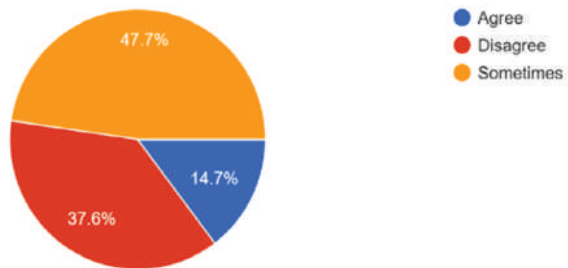
I find it easier to search for any content in google or other internet browsers.

109 responses



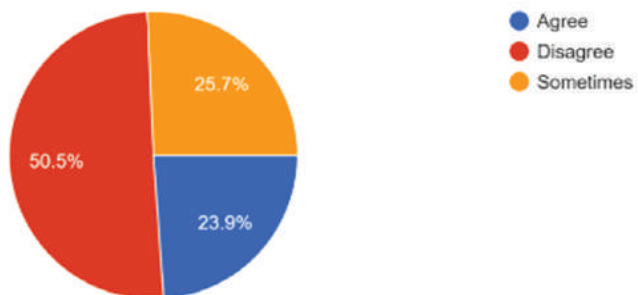
Whenever I have to plan an itinerary for a tour I ask Chat GPT or other AI to do it for me.

109 responses



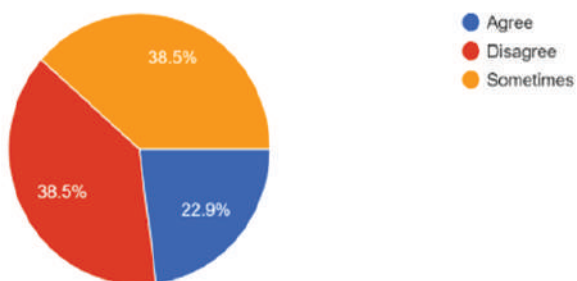
I have free subscriptions in various online newspapers

109 responses



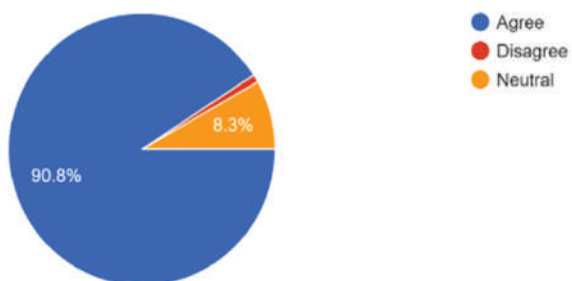
I have various Newspaper Apps installed in my phone which I go through everyday.

109 responses



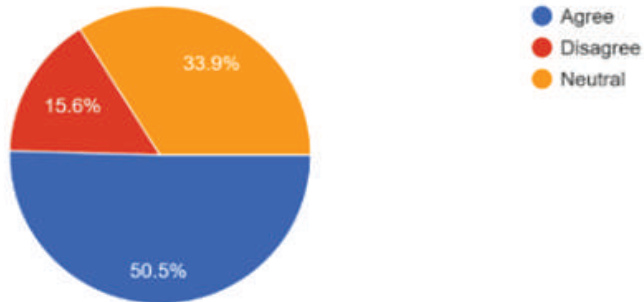
I prefer to search for a food recipe in Internet rather than searching a cookbook.

109 responses



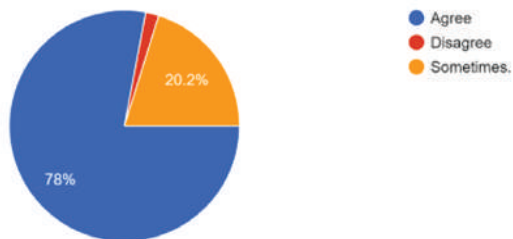
When I get free time I enjoy a Paperback story book.

109 responses



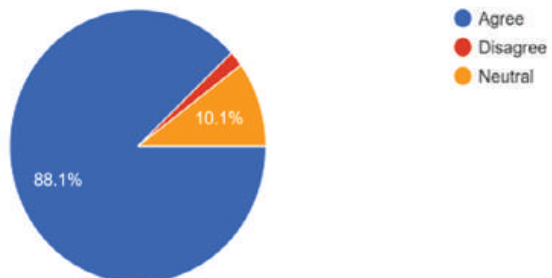
i find it easier to read or browse through important written materials on my phone\tab while i am travelling

109 responses



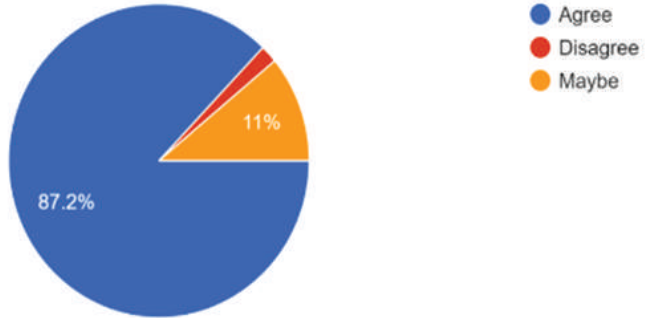
I find it easier to clarify my concepts through You tube videos whenever i am in a doubt.

109 responses



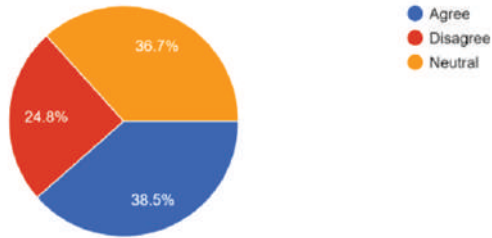
I understand what digital media is and I use it avidly.

109 responses



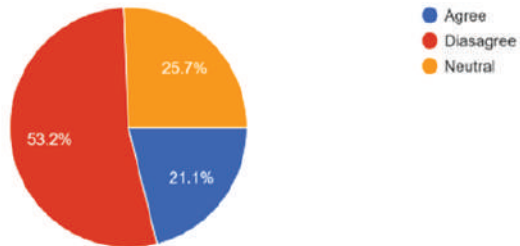
I usually prefer to read the PDFs that are provided by my teachers in my phone rather than reading text books before my exams.

109 responses



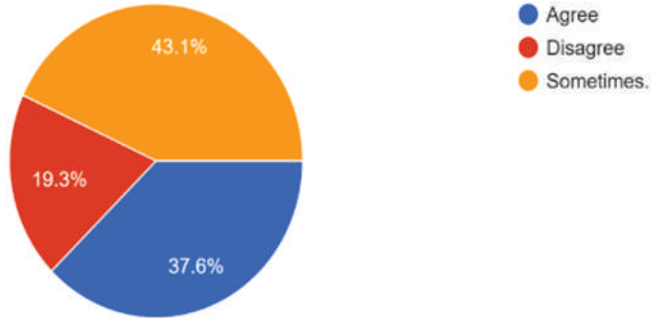
I have enrolled myself in MOOCs like Swayam platform to get additional academic certificates.

109 responses



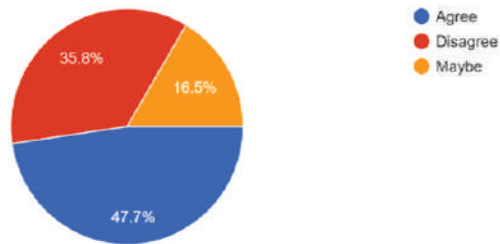
I often visit libraries where I sit and enjoy reading paperback books.

109 responses



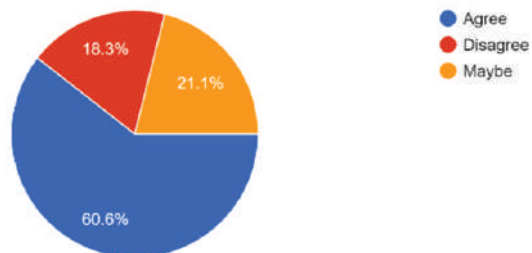
I am a member of various groups in social media (facebook) where i enjoy reading the stories that are posted on a regular basis.

109 responses

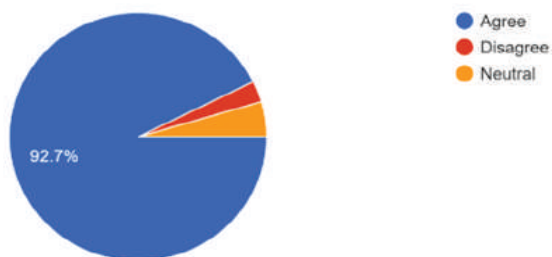


I like to read through all the memes and picture images that are shared in Whatsapp Groups.

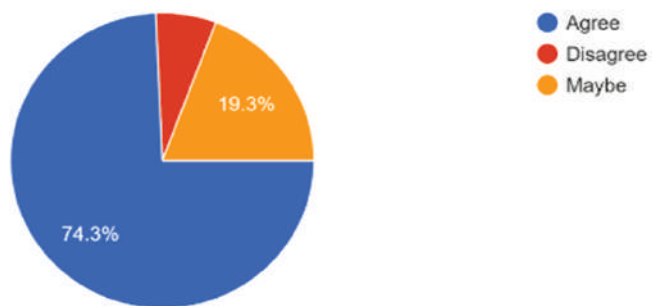
109 responses



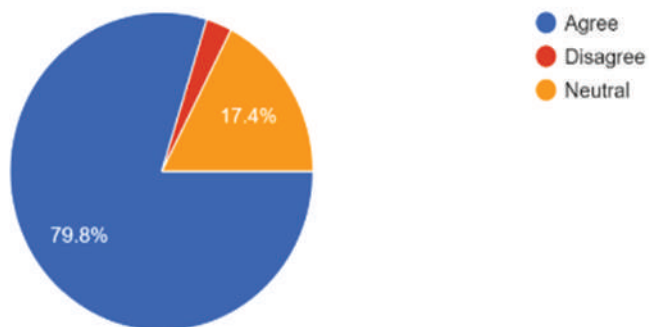
I feel digital media has given us the scope to be more aware about the world around us.  
109 responses

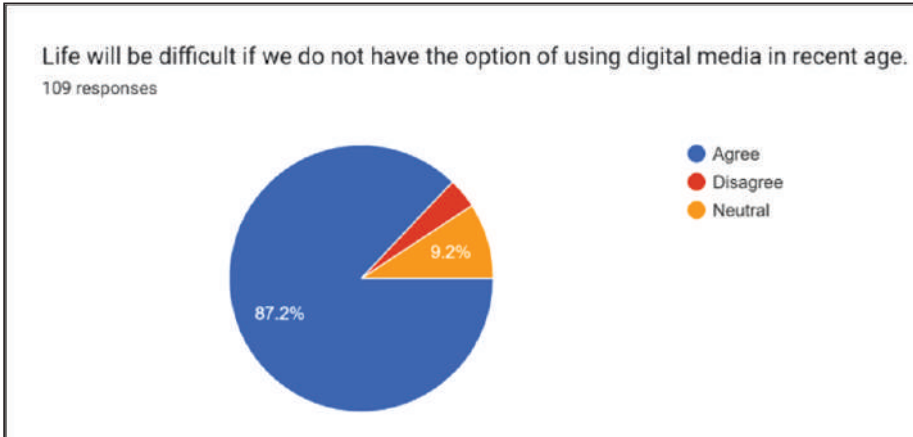


I enjoy reading blogs in different websites and social media platforms.  
109 responses



Digital media enhances our scanning reading competencies.  
109 responses





### Data Interpretation

From the pie-charts it could be analysed that:

1. A majority of the samples are absolutely aware about digital media and its uses.
2. A large majority use digital media for a variety of purposes.
3. Quite a large number of samples do not prefer read books in PDF format.
4. Among all the samples, only 26% of them have E-book or Kindle readers which they use regularly.
5. A large number of the samples are members of various social groups and social media and enjoy reading the posts that are shared over there on a regular basis.
6. A vast majority agrees that they enjoy reading blogs in different websites and social media platforms.
7. Quite a number of samples read through the memes and picture images that are shared in social media platforms.
8. Majority of the samples prefer to find content in Google or other internet browsers rather than searching them in a book or magazine.
9. When the whole world is completely hooked up to Artificial Intelligence, here it can be seen that very few samples use Chat GPT (a new and widely used AI engineered technology) to do

regular activities like planning an itinerary.

10. Quite an amount of samples have disagreed to the proposition of having free subscriptions in online newspapers.
11. Nearly 23% of the samples have newspaper apps installed in their phones to be in touch with the regular news whereas 38% of them have disagreed.
12. A vast majority of the samples prefer the web browser than the dictionary to find out meanings and synonyms of different words.
13. Nearly 88% of the samples agree to the opinion that digital media is helping to make their life a lot easier for academics and beyond academics.
14. Most of the samples read and browse through written documents in digital media while travelling.
15. A good recipe is also available as opined by the samples which they always prefer rather than scouring through a good cook book.
16. Half of the samples enjoy reading paperback stories which shows that even in the contemporary days paper- back books are appreciated.
17. Quite a good amount of samples visit libraries rather than downloading e books for the purpose of reading.
18. A whopping 88% of the samples have agreed to the fact that YouTube videos help them to clarify concepts and learn in a self-paced manner.
19. Only a 38% of the samples read the PDFs that are provided by their teachers while nearly 25% of the samples have disagreed to this opinion which suggests that those students go through textbooks before exam
20. Quite an amount of samples are not aware about MOOCS and have not enrolled themselves in those platforms. This shows lack of awareness regarding MOOCS.
21. A majority of the samples feel that digital media has contributed towards making them aware about the world around us.

22. A vast majority has agreed upon the fact that digital media enhances our scanning reading capacities.
23. A large number of samples has opined that digital media has let the window open to other allied interests which has broadened their career scope and holistic growth.

### **Findings and Suggestions**

From the available data the researcher has delineated the following findings. Embracing Digital Media for Extensive Reading would provide :

1. **Accessibility:** Digital platforms provide instant access to an enormous library of texts across various genres and difficulty levels. Readers can easily find materials suited to their interests and proficiency, often at lower costs than print books.
2. **Portability:** E-readers, tablets, and smartphones allow readers to carry hundreds of books in a single device, making it convenient to read anytime, anywhere.
3. **Interactive Features:** Many digital reading platforms offer built-in dictionaries, translation tools, and note-taking capabilities. These features can aid comprehension and vocabulary acquisition without disrupting the flow of reading.
4. **Multimedia Integration:** Digital texts can incorporate audio, video, and interactive elements, creating a more immersive and engaging reading experience.
5. **Progress Tracking:** Many digital reading apps offer features to track reading speed, time spent reading, and pages completed. This can motivate readers and help them set and achieve reading goals.
6. **Social Reading:** Online platforms often include social features, allowing readers to join book clubs, share recommendations, and discuss texts with a global community of learners.

### **Suggestions**

Digital media is a fool proof way to enhance the reading process. This work can further be carried upon in different demographics, and with different sample selection.

### **Conclusion**

The significance of digital reading will likely continue to grow as

technology advances and connectivity expands, offering increasingly innovative ways to engage with written content. Promoting literacy across diverse populations worldwide. digital reading offers convenience, adaptability, and a wealth of resources that cater to diverse reading preferences and needs. Effective Digital Extensive Reading promotes clear goals by determining the reading objectives, to improve language skills, explore new topics, or simply enjoy more literature. The reader can also choose the right platform by exploring various digital reading platforms and select one that aligns with needs and preferences. Digital media also promotes diversification of reading by taking advantage of the wide range of available materials to read across different genres, styles, and difficulty levels. Using e-ink devices for longer reading sessions and taking regular breaks will be beneficial to maintain a balanced screen time. It advocates engagement with the community by participating in online discussions, writing reviews, and sharing thoughts to enhance reading experience and motivation.

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# Concept and Scope of Peace Education: A Study of Human Consciousness and Commitment of Life

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## Abstract

**D**uring the 20th hundred years, mankind has started taking another street to harmony and civil rights - the street of peacefulness. Before, the battle for common liberties and equity has frequently been vicious. In any case, viciousness repeats the way of life of war, dictator, progressive, manipulative, male-ruled, cryptic, and, most importantly, prepared to obliterate "the adversary". We have followed through on a significant expense the existences of a great many individuals for this culture of war. Presently we should construct a culture of harmony. A culture of harmony is connected naturally to peaceful battle. Mahatma Gandhi and Martin Luther Lord referred to it as "dynamic peacefulness", and that's what they showed albeit the peaceful stroll to opportunity is long, it is a certain way to harmony. In the battle for a culture of harmony and peacefulness, there are no foes. Everybody should be viewed as an expected accomplice. The errand is to continually contend and haggle with those participated in the way of life of savagery, declining to surrender the battle, until they are persuaded to participate in working for a culture of harmony. In this part, the exercises for advancing Harmony culture are examined.

**Keywords:** *Peace Education , Human Consciousness , Concentrating Expressions*

## Introduction

Harmony training desires to make in the human cognizance a promise to the methods of harmony. Similarly, as a specialist learns in clinical school how to priest to the wiped out, understudies in harmony training classes figure out how to tackle issues brought about by viciousness. Social savagery and fighting can be portrayed as a type

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of pathology, an infection. Harmony instruction attempts to vaccinate understudies against the insidious impacts of viciousness by helping abilities to oversee clashes peacefully and by making a craving to look for serene goals of struggles. Social orders burn through cash and assets preparing specialists to mend the evil. For what reason shouldn't they additionally teach their residents to peacefully direct undertakings? SALOMON, G. (2004)., Harmony instructors use training abilities to stop viciousness by fostering a harmony cognizance that can give the premise to an equitable and manageable future. The word 'training' comes from the Latin word 'educare,' to draw or lead out. Harmony training draws out from individuals their impulses to live calmly with others and underscores quiet qualities whereupon society ought to be based. Instructors, from youth to grown-up, can utilize their expert abilities to enlighten their understudies concerning harmony. The investigation of harmony endeavors to feed those energies and motivations that make conceivable a significant and life upgrading presence.

### **Litarature Review**

Bajaj, M. (2008) , Struggle can prompt a champ bring home all the glory mindset that obliterates the trust and connections fundamental for business and exchange to thrive. At the point when networks have been caught in patterns of savagery, it is difficult for them to envision that participation with a foe can help them. Clarke-Habibi, Sara. (2005), A significant number of our projects look to construct or reconstruct trust and financial ties between networks that have been destroyed by viciousness. Our projects point both to kick off the nearby economy and to raise the impetuses for harmony by showing that there is a manageable financial advantage to collaboration. Feasible financial development is monetary improvement that endeavors to fulfill the necessities of people however in a way that supports normal assets and the climate for people in the future. Galtung, J (1996), Clashes might emerge not just due to political and military dangers to public power; they might get additionally from natural debasement and the pre emption of advancement choices. Accordingly, the peacekeeping association ought to urge individuals to include in transporters which practical affordable turn of events. Kreidler, W.J.(1995), The harmony and affordable improvement are indistinguishable and corporate areas are additionally centering to make harmony culture on the planet. A tranquil society worth living in depends on essential social strategy

values, like balance of chance, fortitude and support. Kreidler, W.J.(1995), Long haul social arrangement interests in the public arena advance feasible turn of events and monetary development. Training, wellbeing and social insurance frameworks furnish individuals with a chance to create from their own assets and live autonomously. Also schooling and wellbeing are basic freedoms. Salomon, G. (2004) , Harmony schooling is a strong driver of improvement. We find to advance harmony culture through formal and casual schooling in preschool, essential training and college training. Trifonas, P. P. and Wright, B. (2013) , To utilize the capability of youngsters, we foster ideas for financial and social mix and strengthening of youth. Thusly the social advancement relies upon the harmony culture taught in the personalities of the people living in the general public.

### **Objective of Research**

- To know the fundamental idea of synchronization instruction in peace education
- To know the contemporary relevance of peace education in society

### **Importance of Peace Education**

Elbedour, S. (1999), The idea of harmony training centers around the worldwide acknowledgment of harmony. It energizes building a feeling of fellowship and shared regard. There are three methods for accomplishing harmony: Peacekeeping, Peacemaking and Peacebuilding.

- Peacekeeping, the principal type, includes allotting police or exceptional military powers to go to the spot of fight and accomplish harmony regardless of solidarity.
- Peacemaking is a political cycle. It needn't bother with any collaboration from military sources. All it needs is amazing relational abilities to determine the continuous clash. Whether it is a contention between two nations or something inside, a decent and expressive speaker can tackle the issue and monitor it. However, tragically, the two sorts referenced above occur when any viciousness occurs.
- Peacebuilding is the most productive method for educating harmony. It causes individuals to understand the significance of harmony training. Peacebuilding creates far reaching projects to

show individuals how to collaborate with individuals and help them to keep away from hostility.

Also, one might say that the need of harmony schooling has expanded in the present time, especially for the kids who are attempting to assemble their personality.

### **Aim of Peace Education**

There are numerous goals of building harmony training. Some are talked about as follows:

- The primary rationale of harmony training is to advance harmony. Concentrating on Expressions provides individuals with the appropriate idea of harmony. Writing, painting, photography, music, dance structures, and expressive arts give sufficient chances to find out about harmony schooling and value its significance.
- One of the points and goals of harmony training is to cause the understudies to grasp the public safety frameworks. They need to comprehend the choices to war. Harmony schooling likewise assists them with understanding worldwide governmental issues, the jail modern mind boggling, the weapons contest, and so forth.
- Creating intercultural understanding is one of the main parts of peacebuilding. The 'us up against them' demeanor has been obliterating the shared comprehension and regard between nations. It had done as such before. Advancing harmony training works when everyone begins regarding different societies and constructs a reasonable comprehension and regard for one another.
- Empowering understudies to assemble values and abilities is one of the points and targets of harmony schooling. It is significant so understudies get to carry on with a good life.

### **Analysis and Interpretation**

**The Fundamental Idea of Synchronization Instruction:** The fundamental idea of harmony instruction is to spread self-conviction and harmony around the world. Furthermore, knowing the points of harmony training is the key. It can deeply influence the brain, repair it and reproduce. Thus, here are the jobs of schooling in keeping up with

harmony throughout everyday life.

- Instruction fabricates certainty and confidence. Realizing something provides individuals with a feeling of achievement. It assists individuals with voicing out their viewpoints and reshape their reasoning interaction. They can advance groundbreaking thoughts and good faith all over the planet. The more understudies get taught, the more they become acclimated with 'harmony'. It assists them with attempting to keep up with harmony.
- Training fabricates free reasoning. It allows them to fabricate novel thoughts and comprehend the world. Other than following something indiscriminately, instructed minds clarify pressing issues and attempt to track down the response to the unexplored world. Eventually, they become pioneers to advance energy and trust.
- As we have talked about previously, correspondence ability is significant for peacemaking. By going to class, understudies meet various understudies of their age. They share suppositions, work on different undertakings, and resolve their contentions. That is the means by which they construct relational abilities. Building the ability to talk is the idea of harmony schooling.
- Presently, instruction satisfies the main need of an individual's life. It gives individuals food and assists them with disposing of neediness. A malnourished, hungry individual will in general end up being irate, and it is inevitable before he becomes forceful. Along these lines, schooling assists individuals with bringing in cash and make an ID for them.
- The greatest extent of harmony schooling is that it energizes critical thinking ability. Schooling not just shows how to tackle a Maths issue, yet additionally shows understudies how to sensibly think. Examining different writing upholds autonomous reasoning. Training likewise assists with knowing a great deal of obscure things. This information provides individuals with taking care of issues in a peaceful manner.

### **Contemporary Relevance of Peace Education**

**Peace Education of Mahatma Gandhi:** Gandhi's message of harmony, love, pardoning, and peacefulness is being disregarded in certain

individuals, in spite of the fact that it is still in from one side of the planet to the other. Gandhi was untiring and unstoppable adored icon for detached feeble class of individuals in India. As infringement is from individuals' greed, instructing of Gandhi ought to be in the training reasoning. Gandhi needed to colonized individuals to be liberated from expansionism. Gandhi needed to Asia and Africa to be liberated from imperialism. Pioneers in US and South Africa and a few nations was effectively embraced Gandhi's peaceful qualities, however not in Asia. The thoughts of strict of Gandhi could de-raise the contention between various religions. As per Gandhi, "an educational program of strict guidance ought to incorporate an investigation of the principles of beliefs other than one's own. For this reason, the understudies ought to be prepared to develop the propensity for understanding and valuing the tenets of different extraordinary religions of the world out of a feeling of respect and progressive resistance. This, if appropriately finished, would assist with giving them an otherworldly confirmation and a superior enthusiasm for their own religion. This investigation of different religions other than one's own will give one a grip of the absolute bottom solidarity, all things considered, and manage the cost of an impression likewise of that all inclusive and essential Truth which lies past the 'residue of ideologies and beliefs. There was battle among India and Pakistan, Iran and Iraq war. These conflicts annihilate business and made losses. ASEAN area was the locale where is the most tranquil district, with the exception of the Rohingya people group in Myanmar. They neglected to acclimatize and acknowledge Rohingya people group individuals.

**Contemporary Relevance of Sister Nivedita's Ideas On Peace Education:** It is notable that Sister Nivedita was an educationist via preparing. Indeed, even before she met Master Vivekananda, Margaret E. Respectable had procured a standing in London as a promising scholarly and educationist. She had begun exploring different avenues regarding novel instructive techniques from 1892 onwards at the Kingsleygate School. In process of everything working out, she got more familiar with Woman Ripon and Woman Isabel Margesson, who had shaped a scholarly circle in London, which later came to be known as the Sesame Club, where essayists, for example, Bernard Shaw and Thomas Huxley were customary speakers. Margaret before long turned into a functioning individual from the Club. As a matter of fact, when Nivedita died later in India, The Hours of London of 26

October 1911 expounded on her, "A prepared educator of uncommon gifts, she was one of a gathering of educationists who in the mid nineties established the Sesame Club." Richmond, O. (2007). , Without a doubt, the thoughts of the Swiss instructive reformer Johann Heinrich Pestalozzi and his understudy, the German teacher, Friedrich Froebel, had molded a significant number of Margaret's instructive thoughts in their developmental stage and she put together her own instructive tests with respect to their thoughts. Nonetheless, after Margaret's change into Nivedita in 1898, what added extraordinary profundity and extravagance to her instructive techniques, was her osmosis of conventional Indian thoughts and obviously, thoughts exuding from Swamiji's nearby preparation. This created the most ideal blend, as would bear witness to her works on training in her experienced stage in India. In India, while we are discussing training today, the extent of the discussion is as yet restricted to parts like the educational plan, etc. Our talk is as yet caught on a superficial level and has not arrived at the center of the issue. What is more vital to schooling than the educational plan is the technique and a definitive reason for training. These two are connected, as the end ought to decide the means. Sister Nivedita's thoughts connected with this element of training are pertinent in the contemporary situation in India. This article examines a portion of these thoughts. Vivekananda had broadly said, "Training isn't how much data that is placed into your cerebrum and goes crazy there, undigested, for your entire life. We should have life-building, man-production, character-production osmosis of thoughts. In the event that you have acclimatized five thoughts and made them your life and character, you have more training than any man who has by heart an entire library..."<sup>2</sup> When Nivedita discussed schooling, she recognized three components or stages (among which, the substance of instruction — educational program, subjects and so on — possess the subsequent stage and address the most immaterial component with regards to genuine instruction). As indicated by her, the most critical of these three is the worry of that one thought that is to rule and guide the heading of the remainder of one's life — the disclosure of the reason for life, which can never be self-centered.<sup>3</sup> different stages are just a groundwork for this. Just that individual can be called really instructed, who has found for his/her life this extraordinary calling. She went to the degree of pronouncing, "A country stands or falls over the long haul by the quantity of such spirits that she is equipped for creating out of the majority of common instruction.

**Peace Education and The International Network:** Harmony training happens in numerous specific situations and settings, both inside and beyond schools. Considered most comprehensively, instruction can be perceived as the deliberate and coordinated course of learning. Coordinating harmony training into schools is an essential objective of the Worldwide Lobby for Harmony Instruction, as formal training assumes a central part in delivering and recreating information and values in social orders and societies. Non-formal harmony training, occurring in struggle settings, networks, and in homes, is a basic supplement to formal undertakings. Harmony training is a fundamental part of peacebuilding, supporting clash change, local area improvement, and local area and individual strengthening. Harmony training, as it has arisen for those participated in the worldwide organization of the GCPE, is worldwide in scope yet socially unambiguous. It tries to comprehensively recognize and recognize the convergences and interdependencies between worldwide peculiarities (war, male centric society, imperialism, financial savagery, environmental change, pandemics) and neighborhood indications of brutality and bad form. While an all-encompassing, thorough methodology is generally great, we likewise recognize that harmony schooling should be logically pertinent.

### **Conclusion**

Encouraging society of harmony for internal harmony Internal harmony (or true serenity) alludes to a condition of being intellectually and profoundly settled, with enough information and understanding to keep major areas of strength for oneself the essence of disagreement or stress. Being “settled” is viewed as by a larger number of people to be solid (homeostasis) and something contrary to being focused on or restless. Genuine serenity is for the most part connected with delight, bliss and satisfaction. Inner harmony, serenity, and tranquility are portrayals of a demeanor liberated from the impacts of pressure. In certain societies, inward harmony is viewed as a condition of cognizance or illumination that might be developed by different types of preparing, like supplication, contemplation, yoga, for instance. Numerous otherworldly practices allude to this harmony as an encounter of knowing oneself. Discovering a genuine sense of harmony is frequently connected with customs strict practices. Individuals experience issues embracing their internal otherworldliness in light of the fact that the regular stressors outdo them and discovering a

genuine sense of harmony and joy in the little delights of life can appear to be a ton of work, and results don't appear to be all that satisfying. Accomplishing otherworldliness is a bit by bit process; there are routes through which you can get more profound consistently. The inward tranquility of the person could be grasped through the declaration of figuring out, resistance and fortitude. 37 Comprehension: The social of harmony imagined by the Unified Countries approaches individuals to be instructed (or associated) to see themselves as a tranquil group with standards that stress co tasks and goal of struggles by discourse, talks and peacefulness. This can be accomplished by the residents through understanding worldwide issues and obtaining abilities to determine clashes battle for equity, peacefulness, live for global began for basic liberties and value, appreciate social variety, regard the earth and one another. Such worth can be accomplished through advancing society of harmony. Resistance: Resilience is regard, acknowledgment and enthusiasm for the rich variety of our reality's societies, our types of articulation and approaches to being human. It is encouraged by information, transparency, correspondence, and opportunity of thought, heart and conviction. Resistance is agreement in contrast. It isn't just an ethical obligation; it is likewise a political and lawful necessity. Resistance, the ethicalness that makes harmony conceivable, adds to the substitution of the way of life of battle by a culture of harmony. Resilience is, most importantly, a functioning demeanor provoked by acknowledgment of the all-inclusive basic liberties and major opportunities of others. Establishing the favorable climate for advancing inward harmony would assist with improving the resistance among the people. Fortitude A universe of harmony and fortitude must be achieved by recognizing and big name our variety. Human fortitude, first and foremost, is established on shared regard of one another's uniqueness, and a profound feeling of enthusiasm for our normal mankind - that we are people with natural self-esteem, and that we are siblings inside one human family possessing planet EARTH, our home and our legacy.

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# Viewpoint of Artificial Intelligence on Modern Appraisal of Knowledge in Educational Learning

Dr. Amitava Bhowmick\*

## Abstract

The possible benefits of Man-made cognizance in the tutoring industry are gigantic and promising. From altered sorting out some way to mechanized assessing and evaluation, man-made knowledge energized instruments and advancements could change how we learn and teach. In this paper, By looking at student direct, learning styles, and execution data, man-created knowledge can help educators with giving more suitable and viable direction, provoking better learning results and higher student satisfaction. As development impels, the preparation business is embracing the ability of man-made insight to make more splendid homerooms that work on the chance for development for students and educators the equivalent. From redid sorting out some way to adaptable evaluations, PC based knowledge renames how we approach preparing. It can additionally foster student learning results, further develop showing practices, and overhaul enlightening cycles. Man-made reasoning organizations have set out on an excursion to individualize growth opportunities, pinpoint information holes, and convey exact criticism through E-learning arrangements. We expect significantly additional astonishing improvements in computer based intelligence fueled training, including expanded personalization, consistent combination with learning the board frameworks, and more modern gamification. Artificial intelligence controlled prescient investigation and shrewd substance will assist instructors with recognizing in danger understudies and offer customized help, while NLP-fueled language learning apparatuses will assist understudies with learning all the more successfully.

**Keywords:** *Artificial Intelligence, Educational Learning, Curriculum Development, Smart Content Creation and Language Culture*

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## **Introduction**

Today, various requirements for improvements to educating and learning are ignored. Instructors search for development updated approaches watching out for these necessities that would be secured, fruitful, and versatile. Like every one of us, educators utilize computerized reasoning controlled organizations in their standard everyday presences, similar to voice helpers in their homes; gadgets that can address language structure, complete sentences, and make papers; and robotized trip expecting their phones. Hence, educators see expected opportunities to use man-made knowledge energized limits like talk affirmation to extend the assistance available to students with handicaps, multilingual understudies, and others who could benefit from more essential adaptivity and personalization in electronic gadgets for learning. They are further examining the way that recreated knowledge can engage creating or further creating representations, as well as their cycle for finding, picking, and changing material for use in their models. Teachers are additionally mindful of new dangers. Helpful, strong usefulness can likewise be going with new information protection and security chances. Instructors perceive that artificial intelligence can naturally create yield that is improper or wrong. They are attentive that the affiliations or robotizations made by artificial intelligence might enhance undesirable inclinations. They have noted new manners by which understudies might address others' work as their own. They are very much aware of "workable minutes" and educational systems that a human instructor can address however are undetected or misjudged by simulated intelligence models. They stress whether proposals recommended by a calculation would be fair. Instructors' interests are complex.

Everybody in training has an obligation to tackle the great to serve instructive needs while likewise safeguarding against the risks that might emerge because of computer based intelligence being coordinated in instructive innovation.

## **Back Ground of Artificial Intelligence In Education: An Overview**

As the gathering of man-made knowledge in preparing is creating at an emotional rate, so does the premium from market pioneers. The market size for PC based knowledge in tutoring was regarded at US\$ 1.1 Billion of each 2020. According to UNESCO reports, it should create to around US\$ 6 Billion by 2024 — a huge improvement of 445% in only

four years. Factual reviewing Engine report expects the market size to show up at US\$12 Billion by 2027, another lengthy augmentation of 100% in three years. Computerized reasoning is also essential to UNESCO's undertakings to fulfill Objective 4 of 17 Functional Improvement Goals by 2030 — “ensure thorough and impartial quality tutoring and advance well established learning important entryways for all.” With this, the UN means to fulfill the responsibility of “Man-made insight for all” with the assumption that development can help with offering comparable learning open entryways. Getting development together with standard appearance strategies enjoys a couple of benefits.

They range from keen coaching frameworks and shrewd substance creation for understudies to mechanizing authoritative assignments. We should go through a couple of normal utilizations of AI in training.

### **Significant of study**

Man-made knowledge engages new sorts of coordinated effort. Students and teachers can talk, movement, sketch, and use other typical human techniques for correspondence to connect with a computational resource and each other. PC based insight can create human-like responses, too. These new kinds of action could give supports to students handicaps.

Man-created knowledge can help educators with keeping an eye on variance in student learning. With computerized reasoning, modelers can expect and address the long tail of assortments in how students can successfully learn — however standard curricular resources were planned to teach to the middle or most typical learning pathways. For example, PC based knowledge enabled enlightening development may be shipped off acclimate to each student's English language limits with more imperative assistance for the extent of capacities and necessities among English understudies.

Man-made intelligence upholds strong types of adaptivity. Regular advancements adjust in view of the rightness of understudy replies. Simulated intelligence empowers adjusting to an understudy's way of learning as it unfurls bit by bit, not just giving criticism on correct responses. Explicit transformations might empower understudies to proceed areas of strength for with in an educational plan by working with their assets and working around obstructions.

Computer based intelligence can improve input circles. Man-made intelligence can build the quality and amount of input gave to

understudies and instructors, as well as recommending assets to propel their educating and learning.

Artificial intelligence can uphold instructors. Teachers can be associated with planning simulated intelligence empowered instruments to improve their positions and to empower them to more readily draw in and support their understudies.

### **Literature Review**

Allen, Gregory (2019), PC based knowledge has transformed into one more point of convergence of overall contention. PC based insight is a fundamental development that will lead from this point forward; the world's major made countries are tolerating the improvement of recreated knowledge as a huge procedure to update public force and protect public security .

Ball, Nicholas M.; Brunner, Robert J. (2010) , We review the current status of data mining and computer based intelligence in space science. 'Data Mining' can have a genuinely mixed connotation as per the viewpoint of a researcher in this field. At whatever point used precisely, it will in general be areas of strength for a, holding the likelihood to exploit the emphatically extending proportion of open data, promising unprecedented legitimate improvement totally. Regardless, at whatever point manhandled, it might be negligible more than the disclosure usage of incredible enlisting computations that could give insignificant genuine information, and give crude results.

Efthimion, Phillip; Payne, Scott; Proferes, Nicholas (2018). In this paper, we present novel bot acknowledgment computations to recognize Twitter bot accounts and to choose their normality in current online talk. Through virtual diversion, bots are unavoidable. Bot accounts are perilous considering the way that they have some control over information, spread trickiness, and advance unsubstantiated information.

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Shin, Minkyu; Kim, Jin; van Opheusden, Bas; Griffiths, Thomas L. (2023), How might godlike man-made consciousness (simulated intelligence) influence human direction? Furthermore, what will be the instruments behind this impact? We address these inquiries in a space where man-made intelligence as of now surpasses human execution, examining more than 5.8 million move choices made by proficient Go players throughout recent years (1950-2021).

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Talaviya, Tanha; Shah, Dhara; Patel, Nivedita; Yagnik, Hiteshri; Shah, Manan (2020). Horticulture assumes a huge part in the monetary area. The robotization in farming is the principal concern and the arising subject across the world. The populace is expanding massively and with this increment the interest of food and work is additionally expanding. The conventional strategies which were utilized by the ranchers.

Woodcock, Claire (2022), The mysterious con artist ought to drop the affectation that the miscreant likes to learn. Composing isn't busywork that impedes learning.

Zou, James (2023), GPT locators every now and again misclassify non-local English composition as man-made intelligence created, raising worries about decency and vigor. Addressing the predispositions in these finders is urgent to forestall the minimization of non-local English speakers in evaluative and instructive settings and to make a more evenhanded computerized scene.

### **Objectives**

- To know the impact of artificial intelligence on program of study planning in teacher education
- To know the impact of artificial intelligence on elegant content formation in teacher education
- To know the impact of artificial intelligence on verbal communication learning in teacher education

### **Methodology of Research**

In this paper, qualitative research is used to understand how people experience the teacher education in **artificial intelligence on innovative** assessment of technologies. while there is used Phenomenological Research Approaches to qualitative research, to know the flexibility and focus on retaining rich meaning when interpreting research report for the researchers investigate a phenomenon or event by describing and interpreting participants' lived experiences in field of teacher education.

## **Analysis and Interpretation**

**Program of Study Planning:** Information to distinguish patterns and holes in learning results. It can recommend updates and acclimations to educational plans in view of continuous experiences and developing instructive norms. Moreover, simulated intelligence can mechanize adjusting educational plans to explicit learning goals, guaranteeing that instructive substance stays important and cutting-edge. This smoothing out of educational program arranging permits teachers to pursue information driven choices and dispense assets all the more successfully, eventually working on the quality and significance of instruction.

**Intelligent and learning games:** Intelligent and instructive games can profit from man-made intelligence, which can make drawing in opportunities for growth. By tackling artificial intelligence calculations, normal language handling, and AI, it can create convincing storylines, adjust accounts in light of client collaborations, and convey custom fitted experiences. This approach urges understudies to turn out to be more drawn in, creative, and intelligent in their learning. Learning stages driven by generative computer-based intelligence for games present difficulties, recreations, and virtual universes to work with dynamic learning, encourage critical thinking abilities, and advance cooperative endeavors.

**Customized learning:** In a conventional instructive arrangement, understudies have changed capacities and learning inclinations. Be that as it may, the regular methodology is frequently expected to actually take special care of these distinctions more. This is where the reconciliation of man-made intelligence into online instruction becomes important. Utilizing man-made intelligence, instructive stages can make a customized opportunity for growth for each understudy. Besides, consolidating innovations like AI permits the framework to adjust to the exceptional ways every understudy embraces ideas, in this manner decreasing their mental burden. Simulated intelligence in training means to address understudies' singular requirements by offering simulated intelligence improved learning exercises, tweaked instructive projects, and other customized highlights. This approach guarantees that understudies get content and assets that line up with their learning styles, advancing commitment and more viable learning results.

**Task mechanization:** Computer-based intelligence, improving virtual homerooms work with task robotization in training. Past customized educating, simulated intelligence handles important capabilities like schoolwork appraisal, test reviewing, research paper association, report the executives, and in any event, producing introductions and notes. This coordination engages Edtech organizations to smooth out activities, improving everyday efficiency. Via robotizing routine undertakings, computer-based intelligence develops a climate that cultivates information procurement and proficiency in the growing experience.

**Canny mentoring frameworks:** Simulated intelligence controlled coaching frameworks influence progressed calculations to offer understudies customized and constant input. As understudies draw in with learning assets, the computer-based intelligence breaks down their reactions, distinguishes areas of trouble, and fits clarifications to improve understanding. This individualized methodology helps span holes in understanding, adjusting the learning pace as needs be. By giving quick help and adjusting to different learning styles, these frameworks engage understudies to actually understand complex ideas more. The constant cooperation with man-made intelligence cultivates a unique learning climate, helping understudy certainty and generally scholarly execution.

**Robotized evaluating and appraisal:** Man-made intelligence soothes out the reviewing framework by investigating understudy work and offering quick and predictable assessments. It eases up instructors' weights, permitting them to focus on customized direction. Designs in understudy execution help in distinguishing battling people and coordinating centered help. In the interim, artificial intelligence's proficiency guarantees brief criticism, improving the learning cycle. The mechanized reviewing and evaluation frameworks improve showing quality, advance fair appraisal, and develop powerful understudy educator joint effort.

**Chatbots and menial helpers:** Man-made intelligence driven chatbots and menial helpers are crucial in reinforcing understudies' opportunities for growth. These shrewd frameworks offer brief guide, directing understudies through schoolwork undertakings, tending to questions, and offering important criticism. With their nonstop accessibility, these devices expand support past normal class plans,

taking care of understudies' necessities whenever. The customized help encourages free learning and enables understudies to connect effectively with instructive substance, at last adding to their scholastic development and achievement.

### **Smart Content Creation**

Man-made intelligence and ML are instrumental in training, helping instructors and specialists in making imaginative substance for consistent educating and learning. Here are occurrences of simulated intelligence driven astute substance age:

**Data perception:** Ordinary showing needs visual components past active labs. Simulated intelligence fueled content creation changes electronic review settings into vivid, exact encounters. This innovation empowers vivid 2D-3D perceptions, offering understudies different points of view for improved appreciation.

**Computerized example age:** Man-made intelligence in training works with the making of conservative, stockpiling well-disposed concentrate on assets and computerized illustrations. This guarantees exhaustive admittance to the educational plan without unnecessary framework stockpiling. Besides, these assets are gadget rationalist, empowering consistent remote opportunities for growth.

**Successive substance refreshes:** Man-made intelligence engages clients to consistently refresh and keep up with illustration content, guaranteeing their significance after some time. Also, clients get ideal notices when new data is consolidated, helping them in planning for impending assignments.

**Administering:** Simulated intelligence assumes a critical part in regulating on the web tests, really checking cheating and advancing decency. Through cutting edge checking and validation procedures, it limits the weight on instructors, who can zero in on appraisal quality. For understudies, it guarantees a solid and evenhanded assessment climate, reinforcing the uprightness of the assessment cycle. This defends the validity of tests as well as upgrades in general instructive results by encouraging a climate of trust and scholarly respectability.

### **Language Learning**

Artificial intelligence upgrades language advancing by offering moment constant input on articulation, sentence structure, and jargon. This intuitiveness assists understudies with refining their language

abilities as they get prompt direction and remedies, encouraging a more powerful growing experience. By reenacting genuine conversational situations, simulated intelligence makes language procurement connecting with and functional. It adjusts to individual learning styles, offering custom fitted help for every understudy. By and large, man-made intelligence upsets language instruction, making it more powerful and open to students, everything being equal.

**Shutting the Ability Hole:** Upskilling understudies offers a critical answer for span the innovation hole organizations face. Artificial intelligence and ML-fueled programming give open and financially savvy roads for understudies to gain new abilities, helping people and ventures. This approach isn't restricted to understudies; it likewise reaches out to upskilling existing representatives, helping inspiration and encouraging a culture of progress and development inside organizations. Besides, artificial intelligence's presence in schooling influences Learning and Advancement (L&D) by dissecting how individuals master, adjusting the growing experience to human inclinations and robotizing it for more proficient ability procurement.

**Dyslexia location:** Cutting edge innovation offers an important answer for the early location of dyslexia in kids who battle with perusing and composing. These youths frequently display challenges in focus and unpredictable eye developments, veering off from the common left-to-right, through and through understanding example. Information can be gathered and examined by consolidating sensors inside the presentation unit to follow eye developments. This information can then measure up to tremendous datasets put away in a major information vault to quickly evaluate the level of consideration lack. This smoothed out approach speeds up the distinguishing proof cycle, empowering speedier admittance to clinical and mediation support, rather than the extended courses of events related with manual perception, which can length from a while to years.

**Edutainment and gamification:** Edutainment and gamification address a unique way to deal with training, utilizing man-made intelligence to foster intelligent instructive games and reproductions that change customary learning into a drawing in and charming experience. By implanting gamification components, like prizes and rivalry, into instructive substance, computer-based intelligence cultivates a climate where understudies are roused to take part in their learning

process effectively. These gamified instructive devices spellbind understudies' consideration as well as improve their maintenance and comprehension of perplexing ideas. Through vivid ongoing interaction and intuitive difficulties, man-made intelligence driven edutainment and gamification add to a seriously invigorating and successful learning climate, lining up with contemporary instructive patterns that perceive the significance of making learning both educational and engaging.

**Managerial help:** Artificial intelligence's part in authoritative help is groundbreaking, smoothing out fundamental errands inside instructive foundations. Through cutting edge calculations, artificial intelligence effectively figures out how to plan, enhances asset designation, and works with the understudy enlistment process. The incorporation of chatbots and menial helpers fundamentally eases up the authoritative responsibility via independently tending to routine requests. This improves functional proficiency as well as permits instructors and authoritative staff to focus on additional inventive and vital parts of their obligations. Via computerizing these regulatory capabilities, simulated intelligence adds to a more smoothed out and responsive instructive climate, eventually working on the general viability of instructive establishments.

### **Learning Assistance and Better Classroom Experience**

Man-made consciousness instruments can assist understudies with understanding complex subjects and present basic yet instinctive clarifications for an improved opportunity for growth.

A great representation of such an instrument is the Microsoft Math application. This Optical Person Acknowledgment (OCR) based application perceives numerical conditions from pictures and returns the arrangement. It likewise presents a definite bit by bit arrangement, including clarifications and intuitive charts to permit understudies to learn better. While Microsoft's application centers around science, some other man-made intelligence items give a balanced encounter to understudy learning. For example, menial helpers made by Cognii utilize progressed Normal Language Handling (NLP) strategies to talk with understudies through chatbots. Being out in front of typical conversational man-made intelligence, these man-made intelligence fueled chatbots pose subject-related inquiries and give criticism on the responses got. Simulated intelligence can likewise upgrade the homeroom experience to work on the nature of schooling and draw in

understudies. For instance, Blippar's PC vision-based innovation brings vivid visual learning. Their increased reality developer jungle gym permits instructive establishments to rejuvenate course book material. This implies understudies can encounter visual exhibitions like the planetary group or a volcanic emission in a 3-layered virtual space. Artificial intelligence apparatuses can likewise help educators in better comprehension their understudies and working on the effectiveness of homeroom related undertakings. Microsoft Groups for Instruction offers Schooling Experiences that utilization information investigation to advise instructors regarding understudies' commitment, learning progress, and prosperity. It likewise incorporates an immense library of computerized applications, for example, Understanding Advancement, that illuminate educators regarding the understudy's advancement and possible areas of progress.

### **Recommendation of Study**

**Configuration Utilizing Present day Learning Standards:** Accomplishing viable frameworks requires more than handling "huge information" — it requires more than information science. Utilizations of artificial intelligence should be founded on laid out, present day learning standards, the insight of instructive professionals, and ought to use the ability in the instructive appraisal local area around identifying predisposition and further developing decency. Going ahead, we additionally should look to make simulated intelligence frameworks that are socially responsive and socially supporting, utilizing the development of distributed procedures for doing as such. Further, most early simulated intelligence frameworks had not many explicit backings for understudies with disabilities and English students and we should guarantee that simulated intelligence empowered learning assets are deliberately comprehensive of these understudies.

**Focus on Fortifying Trust:** Innovation can assist us with accomplishing instructive targets when we trust it. However, we learned through a progression of public listening meetings that doubt of instructive innovation and simulated intelligence is typical. Since trust creates as individuals meet and connect with one another, we require an emphasis on building trust and laying out rules for dependability of arising instructive advancements inside the affiliations, convenings, and expert associations that bring instructors, pioneers, scientists, and policymakers together.

**Illuminate and Include Instructors:** We approach instructive pioneers to focus on illuminating and including instructive constituents so they are ready to research how and when man-made intelligence fits explicit educating and advancing necessities, and what dangers might rise. Right now is an ideal opportunity to extend the regard and worth we hold for teachers by illuminating and including them in each step of the most common way of planning, creating, testing, improving, taking on, and overseeing man-made intelligence empowered instructive innovation. This incorporates including teachers in exploring existing man-made intelligence empowered frameworks, apparatuses, and information use in schools, planning new utilizations of computer based intelligence in view of educator input, completing pilot assessments of proposed new educational instruments, teaming up with designers to build the reliability of the sent framework, and raising issues about gambles and surprising results as the framework is carried out.

**Center Research and development around Tending to Setting and Upgrading Trust and Security:** Research that spotlights on how computer-based intelligence empowered frameworks can adjust to setting (variety among students, fluctuation in informative methodologies, contrasts in instructive settings) is crucial for responding to the inquiry “Do explicit uses of artificial intelligence work in training, and assuming this is the case, for whom and under what conditions?” We call upon scientists and their funders to focus on examinations of how simulated intelligence can address the long tail of learning changeability and to look for progresses in how simulated intelligence can consolidate context oriented contemplations while recognizing designs and prescribing choices to understudies and educators. Further, analysts ought to speed up their regard for how to improve trust and security in simulated intelligence empowered frameworks for schooling.

**Foster Training Explicit Rules and Guardrails:** Information protection guideline as of now covers instructive innovation; further, information security is now really important of school instructive innovation pioneers. Alterations and upgrades to business as usual will be expected to address the new abilities close by the dangers of man-made intelligence. We call for contribution of all points of view in the environment to characterize a bunch of rules (like willful revelations and innovation obtainment agendas) and guardrails (like improvements to

existing guidelines or extra necessities) so we can accomplish protected and compelling simulated intelligence for training.

### **Significant Impact of Artificial Intelligence In Education That We Should Know**

It's the 21st hundred years, the hundred years of consistent change and headway. Everybody is outfitted with contraptions; it very well may be versatile, VR Box, Wellness Band, and so on. Also, consistently, you track down new updates or even a high-level adaptation of devices. Innovation acknowledgment has become exceptionally normal over the most recent couple of many years.

In the midst of this multitude of mechanical transformations, Man-made reasoning is the most respected innovation in each area. Presently, it isn't restricted to science fiction motion pictures or books. The justification for why artificial intelligence is the most appealing tech is its human-like insight. In 2016 social humanoid robot, Sophia was sent off, it got in vogue among tech monsters and from one side of the planet to the other because of its human-like appearance and conduct contrasted with past automated variations.

Man-made reasoning has entered in each area for example finance, retail, regulation, showcasing and publicizing, and the wellbeing area. It is clearing its wave in the training area too. The second the instruction area get completely furnished with computer-based intelligence, it will change the substance of training altogether.

**Understudy Help:** Computerized reasoning can grasp the shortcoming and strength of each and every understudy. It can break down the speed of mastering and idle abilities of understudies that will help educators, guardians to direct understudies in useful learning. Cutting edge understudies will have the computer based intelligence sidekick that will have a deep understanding of them from individual to proficient.

**Instructor Help:** As simulated intelligence can comprehend understudies and their capacity, it will assist instructors with working as needs be. Simulated intelligence can likewise assist the educators with directing them on the pace of talk conveying, the ideal opportunity for evaluations, what sort of evaluation is expected for a specific point, which subject is useful for understudies which are excess, and so on. Educators can involve artificial intelligence for better comprehension

of subjects and its degree of hardships towards understudies. That will build the nature of schooling and level of understudies. With the utilization of Computerized reasoning, teachers can rethink their objectives rapidly and accomplish results set for each and individual exhibition of an understudy.

**Customized Learning:** It is one of the most amazing advantages of simulated intelligence in the training area. We as a whole realize there are different sorts of understudies, and each instructor has an alternate approach to educating strategies. It is truly challenging for instructors and understudies to measure up to the specific assumptions.

There are understudies with various necessities and some with phenomenal abilities. In this period of more than adequate data, it is basic that each understudy gets a similar admittance to training and learning. Man-made intelligence can adjust to the singular learning related prerequisites of understudies and educators. That will decrease the good for nothing and inefficient work of educators and will assist the organization with expanding the effectiveness of instruction.

**Robotization of Reviewing:** As of now, man-made reasoning is as of now ready to computerize reviewing framework in various decision questions (MCQ) in training establishments. Could you at any point accept how long educators will actually want to save from the computerization of the evaluating system?

With the persistent progression in the man-made intelligence calculation, sooner it'll have the option to mechanize standard and dynamic evaluating framework as per the requirements of organizations.

**Worldwide admittance to instruction:** Man-made brainpower is one high level device that can get the worldwide homeroom for understudies each edge of the world. Simulated intelligence can fill the hole of correspondence among instructors and understudies. Understudies with various language or with visual or hearing disabilities can figure out educators with the assistance of ongoing captions. Show Interpreter is an is free-module for PowerPoint that does as such.

### **Findings of The Research**

**Execution personalization:** With step-by-step advancement in computer-based intelligence innovation and figuring power, it will be feasible to make customized educational programs through gathering and summing up the data. Different new computer-based intelligence

arrangement, for example, “Brightspace bits of knowledge” assists the teacher with following, measure, and screen the advancement of students, and furthermore assist them in this learning with venturing. It gives a total image of the learning excursion of a student across the stage.

**Infringement Predisposition:** Human predisposition has consistently stayed a deterrent in the schooling system and furthermore an issue in simulated intelligence devices. In future, computer-based intelligence in training will find new arrangements that can assess work and tests involving laid out rules to dispense with predisposition.

**Consolidated Help:** Teachers/educators in universities for the most part have aces in their field and have a degree in unambiguous areas of improvement. In any case, the managerial work is much of the time a disappointing endeavor at rapprochement with understudies. Computer based intelligence in schooling can take care of this issue in the future with brilliant homerooms with man-made intelligence help who can give fundamental assistance to the educators to do their absolute best with.

## **Conclusion**

Man-made reasoning and its purposes in our lives are filling step by step in many fragments. In the field of training, artificial intelligence has begun showing its persuasions and functioning as an assisting device for both the understudies and educators and supporting the learning with handling. Yet, the utilization of artificial intelligence in schooling isn't adjusted by every one of the universities totally, and it will take a long excursion to do this. Notwithstanding, concentrates on show that sooner rather than later, simulated intelligence will goodly affect the instruction area. It is at present changing the schooling business yet will be yet to show its genuine likely in training. Further, gaining from PC frameworks can be much useful, yet it is probably not going to completely supplanting human showing in schools and universities.

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# Self-Efficacy and Academic Achievement of Students of Class XI in Alipurduar District of West Bengal: A Correlational Study

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## Abstract

Self-efficacy is a fundamental construct in understanding human motivation, enthusiasm and behaviour. Self-efficacy has notable impact on cognitive, affective, motivational and behavioral processes of an individual. In educational settings, self-efficacy plays a vital role in students' academic achievement. The present study tries to find out the relationship between self-efficacy and academic achievement among students of class XI in Alipurduar district of West Bengal with respect to their gender. Descriptive survey method has been employed for the present study. The study includes 200 students of class XI of Alipurduar district, who have been selected by using purposive sampling technique. The collected data has been analyzed by using descriptive statistics, t-test and Pearson's correlation through IBM SPSS Statistics 20. The result of the study revealed that a positive, significant and high relationship found between self-efficacy and academic achievement among students of class XI in Alipurduar district of West Bengal.

**Keyword:** *Self-Efficacy, Academic achievement, Academic Performance.*

## Introduction

Self-efficacy is a psychological concept indicating an individual's belief in their ability to perform behaviour necessary to produce specific performance attainments (Bandura, 1977). Self-efficacy is a belief, which is critical determinants of how people feel, think and act (Bandura, 1997). Self-efficacy influences effort, choices, emotional reactions and persistence of a person which can affect an individual's ability to accomplish their goals (Bandura, 1986). It has broad applications across various domains, including health, organizational behaviour

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and education. In educational settings, self-efficacy plays a vital role in students' academic achievement. High self-efficacy is associated with effective learning strategies, greater motivation and better academic performance (Schunk & Pajares, 2002). Teachers can enhance students' self-efficacy by setting attainable goals, providing positive feedback and creating a supportive learning environment (Zimmerman, 2000). Self-efficacy affects academic achievement through several ways. Academic achievement refers to the measurable performance of students in educational settings, often assessed through test scores, grades and overall academic progress. It encompasses numerous dimensions such as mastery of subject content, cognitive skills and the capability to apply knowledge in practical situations. Researchers have highlighted that academic achievement is influenced by multiple factors and self-efficacy is one of them. According to Bandura (1997), students who have high self-efficacy are more likely to engage in academic tasks persistently, determinedly and effectively. Students with higher self-efficacy tend to put in more effort and persist longer to face the academic challenges (Pajares, 1996). Students' academic achievements can be enhanced by increasing their self-efficacy through applying appropriate training methods and enriching educational environments (Jahanian & Mahjoubi, 2013). Al-Thani et al. (2014) found significant differences between students' self-efficacy for learning and their colleges. Toozandehjani et al. (2014) indicated a significant effect of instructing the decision making and self-esteem skills on increasing the level of career decision-making self-efficacy of students. Shkullaku (2013) showed that there was a significant difference between males and females in self-efficacy. There was no difference between males and females in academic performance. Also, a significant relationship was found between the students' self efficacy and academic performance. Malaki Jahani (2010) showed no significant relationship between level of understanding skills and self-efficiency of university students. Tamaddoni et al. (2010) found that there is a negative and meaningful relationship among self-efficacy and academic achievement. Salami (2009) indicated that academic self-efficacy cover potent predictors of academic performance of students. Goulao (2014) explained that students' level of Self-efficacy is high with a significant association with academic achievement. Ahmad and Safaria (2013) confirmed that there is a significant difference between means of a group with high and low Self-efficacy among subjects. Ahangi and Sharaf (2013) indicated a

positive and significant relationship between self-efficacy and academic achievement and a negative significant relationship between locus of control and academic achievement with these results self-efficacy came out to be a strong predictor for achievement.

Motlagh (2011) revealed that self-evaluation, self-directing and self-regulation are found to be significantly correlated with academic achievement and self-efficacy found to be a major predictor in academic achievement. Chowdhury and Shahabuddin (2007) concluded that there are important and positive correlation self-efficacy and academic performance.

### **Objectives of the Study**

The objectives of the present study are:

- To study the nature of self-efficacy and academic achievement among students of class XI in Alipurduar district of West Bengal.
- To study the differences in self-efficacy between male and female students of class XI in Alipurduar district of West Bengal.
- To study the differences in academic achievement between male and female students of class XI in Alipurduar district of West Bengal.
- To study the relationship between self-efficacy and academic achievement among students of class XI in Alipurduar district of West Bengal.

### **Hypotheses of the Study**

The hypotheses of the present study are:

**H<sub>0</sub>1:** There is no significant difference in self-efficacy between male and female students of class XI in Alipurduar district of West Bengal.

**H<sub>0</sub>2:** There is no significant difference in academic achievement between male and female students of class XI in Alipurduar district of West Bengal.

**H<sub>0</sub>3:** There is no significant relationship between self-efficacy and academic achievement among students of class XI in Alipurduar district of West Bengal.

**H<sub>0</sub>3.1:** There is no significant relationship between self-efficacy and academic achievement among male students of class XI in Alipurduar district of West Bengal.

**H<sub>0</sub>3.2:** There is no significant relationship between self-efficacy and academic achievement among female students of class XI in Alipurduar district of West Bengal.

**Method**

Descriptive Survey Research Design was followed to conduct the present study.

**Population**

The population of the study consisted all the students of class XI belonging to Alipurduar district of West Bengal.

**Sample**

The researcher selected 200 students (100 male and 100 female) from Alipurduar district of West Bengal through purposive sampling technique.

**Variables of the Study**

The variables of the present study are:

- Independent variables:
- Self-efficacy
- Academic Achievement
- Categorical variable: Gender (Male and Female)

**Tools**

In the present study the research used Self Efficacy Scale developed by Dr. Arun Kumar Singh and Dr. Shruti Narain (2014) for measuring self-efficacy and the percentage of total marks obtained by individual students in their secondary examination under West Bengal Board of Secondary Education was taken as the score of academic achievement.

**Results**

**Table 1: Descriptive statistics of self-efficacy and academic achievement**

Variable	Gender	N	Mean	SD	Skewness		Kurtosis	
					Sta-tistics	Std. Error	Statis-tics	Std. Error
Self-efficacy	M	100	73.39	12.48	-.385	.241	-.652	.487
	F	100	78.95	8.01	-.879	.241	3.524	.478
	Comb	200	76.17	10.82	-.768	.172	.499	.342

Aca- demic Achieve- ment	M	100	43.48	19.70	1.308	.241	.847	.478
	F	100	48.16	17.96	.984	.241	.014	.478
	Comb	200	45.82	18.95	1.103	.172	.322	.342

From table 1 it can be concluded that the mean score of self-efficacy for the combined and female group is within the average range. Whereas, the male group belongs to the range of poor self-efficacy group. However in case of academic achievement the mean score for the combined, male and female groups indicating good academic achievement (grade B+) according to the norm of West Bengal Board of Secondary Education.

**Table 2: Statistical comparison between male and female students' self-efficacy and academic achievement**

Variable	Gender	N	Mean	<i>t</i>	<i>df</i>	<i>t</i> -test used	<i>p</i> -value of appropriate <i>t</i> -test
Self-effi- cacy	M	100	73.39	3.74	168.78	Equal variances not as- sumed	.000
	F	100	78.95				
Aca- demic Achieve- ment	M	100	43.48	1.75	198	Equal variances assumed	.081
	F	100	48.16				

From table 2 is can be found that the p-value of self-efficacy is significant at 0.05 level of significance and the  $H_0$ 1 is rejected. So, the result established the fact that there is significant difference in self-efficacy between male and female students of class XI in Alipurduar district of West Bengal. The p-value of academic achievement is found not significant at 0.05 level of significance and the  $H_0$ 2 is not rejected. So, the result established the fact that there is no significant difference in academic achievement between male and female students of class XI in Alipurduar district of West Bengal.

**Table 3: Correlation between self-efficacy and academic achievement among students (Combined, Male and Female)**

Gender	N	Pearson's Correlation	p-value	Interpretation (Mangal, 2012)
Comb	200	.821	.000	High correlation, marked relationship
Male	100	.825	.000	High correlation, marked relationship
Female	100	.852	.000	High correlation, marked relationship

From table 3 it can be deduced that in case of combined, male and female the p-value is significant at 0.05 level of significance. So, the  $H_03$ ,  $H_03.1$  and  $H_03.2$  is rejected. There exist significant, positive and high correlation between self-efficacy and academic achievement among students of class XI in Alipurduar district of West Bengal and for both male and female the correlation found significant, positive and marked.

### Discussion

The result of the present study indicates that there exist significant, positive and high correlation between self-efficacy and academic achievement among students of class XI in Alipurduar district of West Bengal. Several studies provide evidence supporting significant relationship between self-efficacy and academic achievement. Bandura's work on self-efficacy showed that students with high self-efficacy are more likely to achieve academic success due to their increased motivation, persistence and resilience (Bandura, 1997). Schunk (1991) found that students with higher levels of self-efficacy in mathematics demonstrated better performance on tests and assignments. The study highlighted that self-efficacy influenced students' goal setting and persistence, which contribute to enhanced academic achievement. Similarly, Pajares and Miller (1994) found a positive correlation between self-efficacy and academic performance in various subjects, including math and reading. Further supporting evidence is provided by Zimmerman, Bandura and Martinez-Pons (1992), who explored self-regulation and self-efficacy in academic contexts. They found that students with high self-efficacy were better at self-regulation, which in turn positively affected their academic performance.

Conversely, some research studies have found no significant relationship between self-efficacy and academic achievement. For example, a study by Marsh and Yeung (1998) did not find a significant correlation between self-efficacy beliefs and academic achievement. The researchers suggested that other factors, such as socio-economic status and parental involvement might play a more crucial role in determining academic success. Bong and Skaalvik (2003) found that while self-efficacy had some influence on academic performance, the relationship was not as strong or consistent as previously reported. The researchers argued that academic achievement might be more strongly influenced by factors such as cognitive abilities and educational environment. In a more recent study, Kramarski and Michalsky (2009) found that self-efficacy did not significantly predict academic performance.

The disparity in findings regarding the relationship between self-efficacy and academic achievement suggests that this relationship is complex and may vary across different contexts and populations. Supporting studies tend to emphasize the role of self-efficacy in enhancing motivation, persistence and self-regulation, which are crucial for academic success (Schunk, 1991; Pajares & Miller, 1994; Zimmerman et al., 1992). These studies often focus on controlled environments or specific academic subjects where self-efficacy might have a more pronounced effect.

### **Implication**

From the findings of that study, it was recommended that different authorities as teachers or counseling services at the schools have to improve students' self-efficacy and to support them to face academic requirements with a high level of self-efficacy. This study could be beneficial in the field of education, social welfare departments, counselling sector, various government and non-government organizations.

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# Aurobindo's Philosophical Insights: Transforming the Contemporary Educational System

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## Abstract

This study examines the deep philosophical ideas of Aurobindo and their significant influence on reforming the contemporary educational system. Aurobindo's theory prioritizes the comprehensive growth of individuals, covering their physical, mental, and spiritual aspects. This research seeks to clarify the impact of Aurobindo's educational views on modern educational paradigms. This study aims to emphasize the importance of integrating Aurobindo's philosophical ideas, such as integral education and the evolution of consciousness, into educational practices. This will be achieved through an analysis of his main themes. Furthermore, it analyses the practical consequences and difficulties related to incorporating Aurobindo's concepts into the contemporary educational structure, finally calling for a comprehensive and revolutionary approach to education.

**Keyword:** *Aurobindo, Contemporary Educational System, Integral Education*

## Introduction

Rishi Aurobindo education Philosophy part of his philosophy of life he pointed out the realisation of the universe as the ultimate goal of human life and as a means of achieving the objective, he adopted education, he believed that development process that helps people realise the existence of omnipotent world consciousness hence education. Aurobindo elaborated on this basic concept of education in the context of explanation, so there is a subtle difference between this idea of Aurobindo's education and that of an ancient traditional and ever many educational ideas according to this concept the development on individual life will reach its culmination only when the individual is

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able to realize the supreme in his own heart. Rishi Aurobindo philosophy of education is going special importance in today's higher education systems.

### **Objective**

- To explain Aurobindo education philosophy
- To explain Aurobindo's integral education system
- To explain Aurobindo's contemporary education system.

### **Review Literature**

Gaffin J (2011); She observe Evolving Dimensions of integral education." In this paper researcher describes the concept of integral education and discuss a case study of Integral Education and of California Institute researcher proved that exercise of spirit consent be neglected of human being is facing or hectic change due to globalization. The researcher has compressive illustrated the various aspects of Rishi Aurobindo's integral education thought in India education.

Majhi; Saha (2013) they studied "the educational philosophy of Sri Aurobindo's integral education system on a new aspect of education in India. This integral education is basically a aspect of the higher educational system from early childhood education. Through this research paper it has been found how Rishi Aurobindo's understanding education system is related to various respect of India education.

Verman P (2000) study on comparative study of the educational thus thoughts of Swami Vivekananda and Sri Aurobindo Ghosh and there reference in 1986." In this paper, the educational thought of these two philosophers in particularly important in the National education of policy of 1986.

Yadav S; (2019); study on Sri Aurobindo's integrated education practice of physical and spiritual in Auroville School; Aurobindo integral education and Auroville schools. The observed two school, 100 sample, where systematic random sample, research or observation, we should import knowledge according to integral education.

Zika s (2022) Relevance of Sri Aurobindo Philosophy of education to national education policy 2020 said to Aurobindo's education philosophy particularity Prominent in the 2020 education policy in shaping the education system of modern Indian. With this paper Aurobindo co-ordinated System.

## **Methods and procedure of study**

Aurobindo was a great Indian philosopher. His valuable thoughts have been completed many books, Journal, and articles. The Present reaches was to study of education system. The researcher selected the historical and philosophical methods for the purpose of the present research paper and the present study will be based on mainly secondary source.

## **Discussion**

Some discussion points are below:

### **Aurobindo's Educational philosophy**

Aurobindo was an idealistic philosopher. He believed that the aim of education is to help in the full development of humanity. The goal of education is to make a complete person. Spiritual progress is possible when all those energies are nourished. Education will nourish all those energies. He used to say that nothing comes from the inside. A teacher cannot instill knowledge into a student's brain. The teacher is a facilitator and guide. The student will acquire his knowledge. It is the teacher's job to point that way. The teacher will always look in the child's mind. He favored more education of children. Aurobindo believed that the education of the mind is the best for the individual and for the society. Co-operation with different people of the society and the ability to make a living will be the best social and cultural recognition.

India's national education movement was particularly awakened around the educational philosophy of Rishi Aurobindo, on whose way the educational system of today's independent India is also following. This educational philosophy of Rishi Aurobindo has been applied in various higher educational curricula today.

### **Contemporary Educational System**

Aurobindo's philosophical thinking has also been given prominence in education commission since independence. Rishi Aurobindo emphasized the importance of bringing the students of this country into the new light of education through Prophetic Philosophy. So, aspects of his educational thought are given special importance even today in the curricula of students in higher education in this country. His curricula, teaching methods, school discipline has become of special importance to present to today's student. Aurobindo's philosophy of education is particularly prominent in India's 1986 national education

policy, 1992 Ram murti committee and the current educational policy (NEP 2020).

Aurobindo's educational principal have been given importance in the field of higher education and his educational principals have also been given special importance in the curricular of Pease education. In a word it can be said that if the higher education of this country can be successfully made on the quality of the student of this country will increasing continuously. His educational philosophy in the current Indian education system has become particularly effective with students and society

### **Intregqal education**

Rishi Aurobindo's system of integral education is an advanced appeal of modern with the help of which the holistic development of students is property possible the researcher has tried to describe the teaching style of rishi Aurobindo's through this paper.

Integral education aims a integrating the material and spiritual dimension of personality like the philosopher of animal India and of the objectives of integrative education is to stylish sense of unity between the personality of the individual and the social unity. According to Rishi Aurobindo individual and society are complementary to each other and the both are manifestation of universal method. Human mind is naturally proem to conflicting through. So, there is often a wide gap between peoples will and action. One of the goals of integral education as to awaken holistic consciousness and world consciousness in the mind of the individual. Finally in the context of scientific, technology, modern man in overly mechanistic and objective the concern is that there is an in balance in the overall personality of today's people. His integral education continuous to gain special acceptance in the countries of India and the world though the Pondicherry Ashram, in this Ashram all the people respective of cast and creed have the ability to received education freely.

Best on Aurobindo's philosophy of education more than 120 countries of the world are reparented there. His integrated education, it becomes very easy to express the freedom minded personality of the students through education system. After his death Mira Alshafa (Sree Maa) was able to present this Pondicherry Ashram in a more beautiful from to the world court.

## Conclusion

Rishi Aurobindo integral education can expand a universal appeal. In other words, it can expand a universal people Aurobindo's education systems have been maintaining a particularly important aspect in the field of education in independent India with the help of which the overall development of students has been progressing. This paper of researcher seems to be particularly acceptable to current and future researchers.

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# A Study of Sarva Siksha Abhiyan including KGBV Scheme – An Extrinsic Motivation

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## Abstract

**S**arva Shiksha Abhiyan is Government of India's flagship Programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner. The policy goal of the Sarva Shiksha Abhiyan Programme focuses on access and quality education, using indicators like access and overcrowding, achievement, mainstreaming, und utilization and retention of children. *Education for All*' Programme identifies the required changes in educational as well as societal norms and attitude towards girls' education. In this cause, the tenth five year plan (2002 – 2007) has recommended focused interventions to target pockets where girls' education is lagging behind. The Government of India has launched *Kasturba Gandhi Balika Vidyalaya (KGBV)* scheme as a gender specific interventions to reduce gender inequality in education. Actually, the Programme was inaugurated in July, 2004. Extrinsic motivation moves down to behaviour which is driven by external rewards, such as money, fame, grades, and praise. This type of motivation comes up from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual. The '*Kasturba Gandhi Balika Vidyalaya (KGBV)*' scheme acts as motivator and facilitator. The truth is that it provides extrinsic motivations.

**Keywords:** Sarva Siksha Abhiyan, KGBV Scheme, Extrinsic Motivation.

## Introduction

*Sarva Shiksha Abhiyan* is Government of India's flagship Programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner. The mandate of 86<sup>th</sup> amendment to the Indian Constitution has initiated making free and compulsory Education to the Children of 6-14 years age group. This is granted as a 'Fundamental Right'. To cover up the entire country and address the needs of about

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192 million children in about 1.1 million habitations, Sarva Shiksha Abhiyan has been being implemented in partnership with State Governments.

The Programme seeks: (i) to open new schools in those habitations which do not have schooling facilities; (ii) to strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants; (iii) to provided existing schools having inadequate teacher strength with additional teachers; (iv) to strengthen the capacity of existing teachers by extensive training; (v) to provide grants for developing teaching-learning materials; (vi) to strengthen the academic support structure at a cluster, block and district level; (vii) to provide quality elementary education including life skills; (viii) to pay special attention to girl's education and children with special needs.

There are several extrinsic motivators in the Programme (such as infrastructural facilities including drinking water and sanitation facilities, book grant, in service teachers' training, teacher – both regular and Para, Teaching-Learning Material Grant, and all expenditure in Kasturba Gandhi Balika Vidyalaya hostel, Alternative/Innovative Education Centre, Rabindra Mukta Vidyalaya centres, Bridge Course Centre etc ), but all the efforts would go in vain if intrinsic motivation cannot be generated among the learners.

### **History of the Sarva Shiksha Abhiyan**

The "Education for All" movement, better known as Sarva Shiksha Abhiyan, aims to bridge social, gender and regional facets of education in the country. Education is not only about reading books but sustaining a full-fledged growth to the children, enabling them to take valued decisions and contribute to the society and community for betterment. The 86<sup>th</sup> amendment to the Constitution enacted in 2002, made elementary education a fundamental right. The Right of Children to Free and Compulsory Education Act that operationalised the provision of free and compulsory education was not passed by the Parliament until August 2009. This Programme envisages making education free, compulsory and fundamental right of every child in the age group of 6-14 years. The Programme was started during the time of Shri Atal Bihari Vajpayee's tenure as Prime Minister during the year 2000-01. Sarva Shiksha Abhiyan was put into force by aid of state governments

so as to cover the entire country and help more than 1 billion children to have elementary education.

Sarva Shiksha Abhiyan's strives towards achieving the long-cherished goal of Universalization of Elementary Education (UEE) through a time- bound integrated approach in partnership with states. Sarva Shiksha Abhiyan has been operational since 2000-01 to provide for a variety of interventions for universal access and retention bridging of gender and social category gaps in elementary education and improving the quality of learning. It is probably for the first time in the history that the elementary education has been given the shape of National Movement in the form of Sarva Shiksha Abhiyan. It is through this Programme that the dream of qualitative comprehensive education is being realized in the state. In this regard the role of a teacher is paramount importance.

There have been number of Teachers Training Programmes being organized in the states mainly through District Institute of Education & Training (DIETs) under Sarva Shiksha Abhiyan. An initiative of the Government of India, Sarva Shiksha Abhiyan has been instrumental in nurturing the concept of Education. Sarva Shiksha Abhiyan is the government's flagship Programme to provide universal access to elementary education for children 6-14 years.

The objective of Sarva Shiksha Abhiyan mainly focuses on increasing access, enrolment and retention of all children as well as improving the quality of education. In spite of many efforts of the government, both at Central and State level (midday meal, free books, uniform and bicycles, etc.) more than 50 percent children leave school before completing elementary stage. Beside many, one of the major influencing factors is that children do not find school interesting and enriching. The scheme aims to improve enrolment, retention, and the quality of education to enable children to achieve grade appropriate levels of learning.

Sarva Shiksha Abhiyan interventions include opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievement. Quality education is a crucial issue in elementary education which involves the availability and quality of infrastructure, support services and instructional time in the school, teacher characteristics and teacher motivation, pre-

service and in-service education of teacher's curriculum and teaching-learning materials, classroom processes, pupil evaluation, monitoring and supervision, etc. The quality of teaching-learning process depends upon professional competence of teacher. The fast changing knowledge in all spheres of life requires continuous updating of knowledge among teachers. Now the attainment of knowledge is not restricted to only the four walls of classrooms. Due to expansion of mass electronic media, students of rural and remote areas come across a variety of knowledge and are not interested in textbooks-based knowledge only. Therefore, teachers have to enrich their knowledge continuously so that students can be provided quality education relevant to local as well as global needs and thus be retained in schools

### ***Aims of Sarva Shiksha Abhiyan***

The policy goal of the Sarva Shiksha Abhiyan Programme focuses on access and quality education, using indicators like access and overcrowding, achievement, mainstreaming, und utilization and retention of children.

### **Process of Operation**

Through this Programme, there is the aim of opening up schooling in areas where no such facilities exist and also make other existing facilities of education stronger by providing sufficient classrooms, toilets, drinking water and other needs for the children coming to the school. Maintenance grants and grants for improvement of the schools are also targeted through the Abhiyan.

The strength of teachers is improved by providing more number of teachers and the existing teachers' quality is improved by imparting training. Teaching-learning both materials are being provided along with grants to access them and academic support structure at the cluster level as well as at the block and district level is strengthened.

Another aim of the Sarva Shiksha Abhiyan is to impart life skills apart from elementary education. With special focus on girl child education, attention is also given to those children with special needs. There are also efforts directed towards bridging the digital deficiencies by providing computer education.

The National Mission for Sarva Shiksha Abhiyan under the chairmanship of the Prime Minister has overall responsibility of the Programme. It comprises of a governing council which is the apex

policy planning body for elementary city education and the executive committee under the chairmanship of the Minister of Human Resource Development (MHRD) which carries out all the functions of the Mission in accordance with the policies lay down by the governing council. The Mission coordinates with State Departments for Education and the Village Education Committees (VECs) created by the State Education Departments to manage the educational affairs of by villages. Implementation at the district level is overseen by the District Collector, Magistrate or the Chief Executive Officer of the Zilla Parishad. Social Science Institutes of national stature have been given the work of monitoring in states and union territories.

### **Components of Sarva Shiksha Abhiyan**

There are a number of components of this programme. These are – (a) appointment of teachers, (b) construction of classrooms and school buildings, (c) establishment of block cluster resource center academic support, (d) establishment of education guarantees centers, (e) integrated education of the disabled and distance education, (f) provision of teaching-learning materials, (g) qualitative improvement of elementary education, (h) teacher training

### **Types of Teacher Education Programme under *Sarva Shiksha Abhiyan***

There are following types of teacher education in this programme:

- Distance Teacher Education;
- In-Service Teacher Education;
- Pre Service Teacher Education.

### **The Scenario so Far**

According to the report of Elementary Education Trends in India, in the year 2014-15, 26.4 % of school children in government schools were provided Special Training. 22.6 % upper primary schools, sections had Computer-Aided Learning Lab, 82.1 % schools had library. 77.4 % schools providing midday meal had kitchen-shed, 98.7 % government schools received text books, pupil-teacher ratio in government schools was 24:1, private aided school was 23:1 and private unaided schools was 24:1.

The Gross Enrolment Ratio (CER) at the primary stage has exceeded 100%. Access to schools is no longer a major problem. At the primary

stage, 94 % of the country's rural population has schooling facilities within one kilometer and for the upper primary stage it is 84%. The country has made impressive achievement in the elementary education sector but children in the age group of 6-14 years, 59 million children are not attending school. Of these, 35 million are girls and 24 million are boys. The country the flip side is that, out of 200 million children to achieve the exclusive goal of Universalization of Elementary Education (UEE), which means 100 % enrolment and retention of children with schooling facilities in all habitations. It is to fill this gap that the Government has launched Sarva Shiksha Abhiyan .

### **Sarva Shiksha Abhiyan as a Framework and as a Programme**

Sarva Shiksha Abhiyan has two aspects – (a) it provides a wide convergent framework for implementation of elementary education schemes, and (b) it is also a programme with budget provision for strengthening vital areas to achieve universalization.

While all investments in the elementary education sector from the State and the Central Plans will reflect as part of the Sarva Shiksha Abhiyan framework, of elementary education they will all merge into the Sarva Shiksha Abhiyan Programme within the next few years. As a Programme, it reflects the additional resource provision for UEE.

### **Broad Strategies of Sarva Shiksha Abhiyan Programme**

The broad strategies of this programme are as follows.

*Institutional Reforms:* As part of the Sarva Shiksha Abhiyan, the Central and the State governments will undertake reforms in order to improve efficiency of the delivery system. The States will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralization and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many actions already have taken several times to improve the delivery system of elementary education.

*Sustainable Financing* – The Sarva Shiksha Abhiyan is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term perspective on financial partnership between the Central and the State governments.

***Community Ownership*** – The Programme calls for community ownership of school-based interventions through effective decentralization. This will be augmented by involvement of women’s groups, VEC members of Panchayat Raj Institutions.

***Institutional Capacity Building*** – The Sarva Shiksha Abhiyan conceives a major capacity building role for national, State and district level institutions like NUEPA, NCERT, NCTE, SCERT, DIET etc. Improvement in quality requires a sustainable support system of resource persons and institutions.

***Improving Mainstream Educational Administration*** – It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.

***Community-Based Monitoring with Full Transparency*** – The Programme will have a community-based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community including grants received. A notice-board would be put up in every school for this purpose.

***Habitation as a Unit of Planning*** – The Sarva Shiksha Abhiyan works on a community- based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.

***Accountability to Community*** – Sarva Shiksha Abhiyan envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.

***Priority to Education of Girls*** – Education of girls especially those belonging to the scheduled castes and scheduled tribes and minorities, will be one of the principal concerns in Sarva Shiksha Abhiyan .

***Focus on Special Groups*** – There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children, children of other disadvantaged groups and the children with special needs in the educational process.

***Pre-Project Phase*** – Sarva Shiksha Abhiyan will commence throughout the country with a well-planned pre-project phase that

provides for a large number of interventions for capacity development to improve the delivery and monitoring system. These include provision for household surveys, community based micro-planning and school mapping, training of community leaders, school level activities support for setting up information system, office equipment, diagnostic studies, etc.

***Thrust on Quality*** – Sarva Shiksha Abhiyan lays a special thrust on making education the elementary level useful and relevant for children by improving the curriculum, child-centred activities and effective teaching- learning strategies.

***Role of Teachers*** – Sarva Shiksha Abhiyan recognizes the critical and central role of teachers and advocates a focus on their development needs, setting up of Block Resource Centres /Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.

***District Elementary Education Plans*** – As per the Sarva Shiksha Abhiyan framework each district will prepare a District Elementary Education Plan reflecting all the investments being made and required in the elementary education sector, with a holistic and 5 convergent approach. There will be Perspective Plan activities over a longer timeframe an Annual Work Plan and Budget that will list the prioritized activities to be carried out in that will give a framework to achieve UEE. There will also be year. The Perspective Plan will also classroom be a dynamic document subject too constant improvement in the course of Programme implementation.

### **Modular Changes to Make the Classroom Process More Effective**

To make the classroom more effective some modular changes has been launched. These changes are discussed hereunder.

Majority of average students in the classroom finds themselves unreachable and mismatch their perception with the teacher due to unequal socio- economic and marital status. Therefore, old and traditional classroom system should be replaced; here open classroom like Shanti Niketan or Gurukul Teaching System are more profitable.

Eco friendly attitude in the students should be developed .

Team teaching should be introduced to accelerate the interest and quality of the education pattern.

Creative classroom and cooperative learning are effective ways to inculcate education among the students.

Local games, Folk dance, Music and Folk Tales must be incorporated in Hindi.

### **Educational Implication**

There are several educational implications in this programme.

### **Implication for Teachers**

The implications for the teachers are as follows.

All teachers should be covered under various in-service training Programmes as per RTE norms.

The attendance of teachers in various in-service training Programmes should be made mandatory.

Necessary follow-up/monitoring review mechanisms should be devised to see that the training and experiences percolate to the classrooms.

### **Implications for Resource Persons**

The implications for resource persons are as follows.

The resource persons should be selected on the basis of their qualification; experience; number of in-service trainings received; leadership quality developed ; and content as well as pedagogical knowledge.

All the resource persons should be well versed with use of ICT in the classroom. They should be provided training on ICT usage.

Besides lecture method, other effective methods such as team teaching, peer teachings, discussions, brainstorming, project work and field visits should be adopted by the resource persons during the training sessions.

Adequate number of resource persons should be engaged for imparting in-service training to the teachers.

### **Implications for Curriculum/Materials Designer**

The implications for curriculum developer and teaching-learning materials designers are as follows.

The training materials should be developed by the designer keeping in mind the individual needs of the trainees/teachers.

The contents of training materials should be arranged sequentially.

Sufficient illustration, practical exercises, activities and elaboration of various concepts should find place in the training modules/packages.

In the preparation of training materials, language difficulty should be taken care of so that all the trainees can easily understand the contents.

The guidelines provided in NCF- 2005 and Reflective Teachers- 2006 brought out by NCERT should be followed while developing in-service materials for the teachers.

### **Implications for Policy Maker/ Administrator**

The implications for policy makers and administrators are as follows.

The policy makers should be aware of the latest learning/intelligence theories (e.g. constructivism, multiple-intelligence) and the training strategies.

State level policy makers should consult grass-root level functionaries through respective district level administrators for designing curriculum/training materials.

The authorities should release funds on time for organization of training Programme.

### **Concluding Remarks on Perspectives of Sarva Shiksha Abhiyan**

*Sarva Shiksha Abhiyan* is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education. *Sarva Shiksha Abhiyan* Programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode.

### **Kasturba Gandhi Balika Vidyalaya**

Education for the female children is one of the best investments for achieving the goals of poverty alleviation and population control. Girls' education also advances the standard of living. There are a good number of social profits such as – (a) marriages at the right age, (b) reduced fertility rate, (c) better nourished and healthier families. This also is vital for nourishment of any Government scheme. It is most important means for individuals to improve personal endowment, build capability

levels, overcome constraints and choices for a sustainable improvement in well-being. So education for girl children should be ensured.

*'Education for All'* Programme identifies the required changes in educational as well as societal norms and attitude towards girls' education. In this cause, the tenth five year plan (2002 – 2007) has recommended focused interventions to target pockets where girls' education is lagging behind. The Government of India has launched *Kasturba Gandhi Balika Vidyalaya (KGBV)* scheme as a gender specific interventions to reduce gender inequality in education. Actually, the Programme was inaugurated in July, 2004.

Actually *Kasturba Gandhi Balika Vidyalaya* is a plan to set up hostels attached to some schools. These hostels permit to reside the hard to reach girls, in particular the deprived ones belonging mainly to the SC, ST, OBC community and minority groups. With a view to deal with gender inequality at elementary school level and to put up girls' education especially among the disadvantage groups (SC, ST, OBC & Minority Communities) a new scheme called *Kasturba Gandhi Balika Vidyalaya (KGBV)* has been launched. This scheme has been implemented in Educationally Backward Blocks (EBBS) and in the Blocks where Rural Female Literacy Rate is below the National Female Literacy Rate. Educationally Backward Blocks (EBBS) are identified for the implementation of the scheme.

In view of the targeted nature of the scheme, 75% girls from SC/ST, OBC and Minority Communities have been accorded priority for enrolment in such Residential Schools; remaining 25% girls are selected from below poverty line. Emphasis was placed on girls, especially, adolescent girls who are unable to go the regular school.

### **Priority of the Scheme**

*Kasturba Gandhi Balika Vidyalaya (KGBV)* Hostels are set up in the premises of existing Upper Primary Schools (High/HS) Schools. Only girls for Upper Primary Classes are chosen to be admitted there. The girls are selected from the residents of concerned block where the hostel is set up. The selection is done from the girls who have dropped out or never enrolled in schools and aged between 10-14 years. Orphan or semi-orphan girl children as well as girl children with special need are also considered.

### **Facilities in Kasturba Gandhi Balika Vidyalaya (KGBV) Hostels**

Daily Food (Breakfast, Lunch, Tiffin and Dinner) are supplied free of cost. A stipend @ Rs. 100/- per head per month is given. The hostel dwellers are provided with other educational stationeries. They remain under medical care system. Toiletries / Sports Wear / sports equipment etc. / Physical / Self-defence Training are also supplied free of cost.

### **Coverage in India**

The states where the Programmeme is currently practices are the 27 states – Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Dadar & Nagar Haveli, Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand and West Bengal.

There are a total of 2578 such KGBV hostels in our country. In a report it is revealed that in January 2009, there were total 2423 KGBV hostels that were operational with a total strength of 1,90,404 girl students of whom 27% (50,630 girls) came from SC families, 31% (58,682 girls) came from ST families and 26% (50,161 girls) came from OBC families. About 9% (18,206 girls) of the hostel dwellers came from the below poverty line and 7% (12,725 girls) came from the minority groups.

In West Bengal the target was to established the Primary schools and Upper Primary schools was 4124 and 3300 respectively . But in present situation, Primary and Upper Primary schools have completed 3620 and 446 respectively. In a word the status of Primary and Upper Primary schools are 88% and 14% (Valliammai and Savithiri, 2020)

### **Kasturba Gandhi Balika Vidyalaya Scheme as an Extrinsic Motivator**

Extrinsic motivation moves down to behaviour which is driven by external rewards, such as money, fame, grades, and praise. This type of motivation comes up from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual.

The objectives of the KGBV scheme were to enrol of all children in school and retention of all children till the upper primary stage by 2010, bridging of gender and social category gaps in enrolment, retention and learning and ensuring that there is significant enhancement in the learning achievement levels of children at the primary and upper primary stages (Hussain, Khan & Khan, 2018).

### **Role of Extrinsic Motivator**

A number of researchers have shown that extrinsic motivators such as rewards, threats, and evaluations tend to undermine intrinsic motivation. This would seem to mean that extrinsic motivation is invariably non-autonomous. However, on the other hand many researchers have shown that extrinsic motivation can become autonomous or self-determined through the processes of internalizing and integrating behavioural regulations and their underlying values (Ryan & Deci, 2000). Internalization is the process of taking a value or regulation. But integration is the process of transforming that value or regulation into one's own.

In *Self-determination theory* (Deci and Ryan, 1985) suggest that when extrinsic motivation has merely been taken in but not transformed or integrated it would continue to control and diminish feelings of autonomy. An example is ego-involvement (i.e., internal stress to do behaviour in order to feel worthy. (Deci and Ryan 1985) have shown that this type of motivation is antagonistic to autonomy.

However, extrinsic motivation that has been more fully integrated allows the feeling of autonomy and has been found to predict more positive outcomes, such as better school performance, greater persistence at healthy behaviours, and enhanced psychological well-being (Ryan & Deci, 2000).

### **KGBV and Life Skill Training**

Life Skills Training was first introduced in 1980-1984 in an article by Botvin and Griffin (2004) which led to an initiative by the World Health Organization in the year 1993 for preventing the disorders and enhancing the mental health of people. This educational Programme have 5 sections namely a) Self awareness, b) Empathy, c) Interpersonal Communication Skills, d) Decision making, e) Problem Solving, f) Creative Thinking, g) Critical Thinking, h) Coping with Stress and Emotions. Life skills covers an area of cognitive, emotional and practical skills, which could guarantee success and satisfaction in daily life, and the purposes of giving training of these skills are a reflection of there requirements in daily life.

Organizing Programmes for enhancing students' social and problem-solving skills, will probably boost their performance at school and will ameliorate their mental health. If one is not familiar with the methods of managing a crisis and ones inability to cope with

stressful situations in life on the part of the juvenile could lead to their failure, rage and aggressive behavior or depression, or it can even drag them towards avoidance behavior such as smoking, addiction, and delinquency. This reveals the pressing nature of the juvenile life skills education and indicates that, when exposed to proper trainings, the students are enabled to find more appropriate solutions to their problems. The effectiveness of giving problem-solving skills to students in reducing social isolation and rage, has been proved by various researches. In a research project, the effects of mental health interventions at school and Life Skills Training classes were assessed, and the results suggested that the Programme has been conducive to enhancing students' performance in their studies, personal life, interpersonal communication and peer relationships, in a way that the positive impact of the Programme with regard to students' studies were accentuated in school attendance, enhanced attention, improved Achievement Motivation, and regarding the personal life of students, this impact was felt on enhancing the assertiveness of the students and coping skills, reduced aggression, depression and improving their sense of responsibility and Life Satisfaction. On interpersonal level, as the research indicated, improvements in familial relationships and reduction in the conflicts with the peer group and the teachers were observed.

The identification of the concept of motivation and awareness of different incentives and motivations and their implications for students' learning process, can help teachers employ better methods for implementing their educational initiatives. Motivation could be defined as an element of energizing, tutoring and maintaining. Achievement Motivation is one of the most important acquired needs of every individual which encompasses a person's desires for overcoming the obstacles, attempting to excel and satisfy the criteria of a higher stage. In fact, those with solid Achievement Motivation are responsible and reliable, accepts challenges, and have a high self-esteem and hold out against external social pressures. Research outcome indicate that students with a high level of Achievement Motivation perform better in different walks of life such as their studies and social life.

Considering that there are limited bodies of research on the effectiveness of Life Skills Training in Achievement Motivation, nonetheless, the outcome of these project points to a similar fact

and that is the positive impact of Life Skills Training on improving Achievement Motivation. For instance, Sepah Mansour (2007) has conducted a research, whose findings indicated that Life Skills Training will enhance Achievement Motivation. Albertyn et al. (2004) concluded that Life Skills Training will lead to a more active role in life, solid accountability at workplace, futuristic planning and critical thinking, all of which are closely linked to Achievement Motivation.

### **Training on the students' Self-Esteem**

Among the personal variables, which are assumed to be affecting positively by life skills training, is the Life Satisfaction. Life Satisfaction is a mental health indicator which signifies a person's viewpoint and general assessment of his/her life or his/her views on different aspect of life such as family life and education. Life Satisfaction is, in fact, intertwined with a host of psychological variables, such as; positive emotion, self-esteem and optimism. Laughlin and Huebner (2001) have identified Life Satisfaction as a person's cognitive assessment of the quality of his or her life. Lazarus et al. (1980) have proved, in a research, that an optimistic upbeat approach is effective is the concept of Life Satisfaction. A person's past experiences in life, including his contents and discontents over life matters, could be different from the developments unfolding in later stages of their lives and this could have implications for health or malady. According to Erikson (1968), there are 8 psycho-sociological stages through which a healthy developing human should pass from infancy to adulthood. In each stage the person tackles and hopefully masters new challenges. Failure or success in each stage will have definitive impact on later Life Satisfaction. In other words, a person's failure or success record will be reflected in the completion of psycho-sociological responsibilities he or she performs with during the present time or in the future. Stanli and Markman, quoting by Ali Ghanbari Hashemabadi and Kadkhodazadeh (2007), have conducted a research indicating that people learn proper communication and relationship skills in group trainings. Ali Ghanbari Hashemabadi and Kadkhodazadeh (2007) have posited, in a research, that Life Skills Training will assert a positive significant impact on Life Satisfaction. In a research, Schechtman (2005) has indicated that Life Skills Training will be effective in improving self-esteem; one of the variables affecting Life Satisfaction. Forneris, Dansish and Scot (2007) have shown that Life Skills Training could have positive impact on problem solving and be useful for enjoying social support. Mohammadi and Jokar (2010) have

shown that Life Skills Training has positive impact on Life Satisfaction of high school students.

## Conclusions

Sarva Shiksha Abhiyan (SSA) is a programme for Universal Elementary Education. This program is also an attempt to provide an opportunity for improving human capabilities to all children through the provision of community-owned quality education in a mission mode. It is a response to the demand for quality basic education all over the country.

The scheme makes available for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities. For the remaining 25% is kept reserved for the girls from families below poverty line. During the XI<sup>th</sup> Five Year Plan since 1<sup>st</sup> April, 2007 the KGBV has been merged with the Sarva Shiksha Abhiyan Programmeme as a separate component of that Programmeme. The objective of KGBV is to guarantee access to the girls of disadvantaged groups of society for quality education by setting up residential schools at upper primary level.

Actually, the '*Kasturba Gandhi Balika Vidyalaya (KGBV)*' scheme acts as motivator and facilitator. The truth is that it provides extrinsic motivations.

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# Educational Significant of Internal Harmony of Physical & Mental Improvement by Adaptability of Yoga

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## Abstract

Yoga is an old and complex practice, established in Indian way of thinking. It started as a profound practice however has become famous as an approach to advancing physical and mental well-being. Although old style yoga likewise incorporates different components, yoga as drilled in the US regularly underscores actual stances (Asanas), breathing methods (pranayama), and reflection (dyana). In this paper, There are various yoga styles, going from delicate practices to genuinely requesting ones. Contrasts in the kinds of yoga utilized in research studies might influence concentrate on results. This makes it trying to assess research on the wellbeing impacts of yoga. Yoga sticks to no specific religion, conviction framework or local area, it has forever been drawn nearer as an innovation for internal prosperity. Anybody who rehearses yoga with association can receive its rewards, independent of one's confidence, nationality or culture. Traditional Schools of Yoga, These various Methods of reasoning, Customs, genealogies and Master shishya paramparas of Yoga lead to the development of different Customary Schools of Yoga for example Jnana-yoga, Bhakti-yoga, Karma-yoga, Dhyana-yoga, Patanjala-yoga, Kundalini-yoga, Hatha-yoga, Mantra-yoga, Laya-yoga, Raja-yoga, Jain-yoga, Bouddha-yoga and so on. Each school has its own standards and works on prompting ultimate point and goals of Yoga. Yoga and two acts of Chinese beginning – judo and qigong – are some of the time called “thoughtful development” rehearses. Each of the three practices incorporate both reflective components and actual ones presented by this paper.

**Key words:** Adaptability and Stance, Internal Harmony, Educates Equilibrium

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## **Introduction**

Throughout the course of recent many years, there has been an upsurge in the pervasiveness of yoga. Clinical experts and famous people are likewise embracing and suggesting the customary act of yoga due its different advantages. While a few see yoga as essentially another overarching design and partner it with the new age magic, others vouch for how surprising this type of activity feels. What they don't comprehend is that what they see as essentially simply one more type of activity won't benefit them in manners they ever imagined. Before we get into the advantages of Yoga, it is fundamental to comprehend what precisely Yoga truly is. Yoga isn't a religion, an approach to everyday life points towards a sound psyche in a solid body. Man is a physical, mental and profound being; Yoga helps in fostering the harmony between all the three as expressed in Ayurveda in India. Different types of activity, similar to heart stimulating exercise, just guarantee actual prosperity. These activities have almost no to do with the improvement of profound or astral body. Yoga isn't just about bowing or bending the body and holding the breath. It is a strategy to bring you into a state where you see and experience reality essentially how it is. On the off chance that you empower your energies to become overflowing and delighted, your tactile body grows. This empowers you to encounter the entire universe as a piece of yourself, making all that one, this is the association that yoga makes.

## **Objectives of research**

- To know the internal harmony for improvement of profound strategy by yoga education
- To know the Better Adaptability and Stance of physical & mental benefit by yoga education

## **Literature review**

Akshaya Kumar Banerjea (1983) , The Quantity of seals and fossil remaining parts of Indus Saraswati valley progress with Yogic thought processes and figures performing Yoga Sadhana propose the presence of Yoga in old India. Andrew J. Nicholson (2013) , The phallic images, marks of symbols of mother Goddess are reminiscent of Tantra Yoga. Presence of Yoga is accessible in people customs, Indus valley progress, Vedic and Upanishadic legacy, Buddhist and Jain practices, Darshanas, stories of Mahabharat and Ramayana, mystical practices of Shaivas, Vaishnavas, and Tantric practices. Chogyam Trungpa (2001), furthermore, there was an early stage or unadulterated Yoga which

has been appeared in magical practices of South Asia. Jeaneane Fowler (2002), This was when Yoga was being drilled under the immediate direction of Master and its spritual esteem was given exceptional significance. It was a piece of Upasana and yoga sadhana was inbuilt in their customs. Lama Yeshe (1998) , Sun was given most elevated significance during the vedic period. The act of 'Surya namaskara' may have been created later because of this impact. Pranayama was a piece of day to day custom and to offer the oblation. Stephen Phillips (2009) , However Yoga was being polished in the pre-Vedic period, the incomparable Sage Maharshi Patanjali organized and arranged the then existing acts of Yoga,

### **Importance of yoga**

Yoga as a training has multitudinous advantages that decidedly influences an individual both genuinely and intellectually. Whether it is diminishing your pulse or raising your torment resilience, recorded beneath are a couple of things that yoga deals with:

- **Upgraded Course:** Yoga further develops your blood dissemination. This implies better transportation of oxygen and supplements all through the body. Further developed blood stream additionally shows better organs and gleaming skin.
- **Promote develops attitude:** Yoga shows how to control and how to adjust. With standard practice, your body will naturally expect the right position. You will look both certain and sound.
- **Elevates your mind-set:** Rehearsing yoga on ordinary premise elevates your state of mind immediately as it leaves your body with reviving energy.
- **Brought down Pulse:** Rehearsing yoga on regular schedule improves the blood flow in the body. This empowers oxygenation in the body because of which there is a huge decrease in the pulse as the body quiets down.

**Keeps Untimely Maturing Under control:** Why not improve with age and not before time? Indeed, yoga helps you detox and take out poisons and free extremists. This, aside from different advantages, helps postpone maturing as well. Yoga likewise remembers pressure which is one more component that beats maturing.

**Lessens Pressure:** At the point when you are on your yoga mat, you center around the training. This implies that everything your

emphasis is focused with regards to this issue in question, and your psyche gradually empties out the pressure and inconveniences that are tormenting it.

**A Drop in The Beat Rate:** Yoga facilitates the body by diminishing the strain. At the point when the body unwinds, the beat rate diminishes. A low heartbeat rate shows that your heart is sufficiently able to siphon more blood in a range of less thumps.

**Builds Strength:** You utilize the heaviness of your own body to build your solidarity. This is a very dumbfounding technique for strength preparing.

**Uneasiness The executives:** Somewhat winding, bowing and controlled breathing assists you with defeating nervousness.

**Better Cardiovascular Perseverance:** Yoga further develops oxygenation in the body and furthermore brings down the pulse. This outcomes in higher cardiovascular perseverance.

**Brought down Respiratory Rate:** Yoga includes a ton of controlled relaxing. It involves completely filling your lungs, along these lines permitting them to work all the more productively.

**Battles Sorrow:** At the point when you practice yoga, curbed sentiments surface. While you might feel miserable, the negative energy is delivered. This assists with combatting gloom.

**Educates Equilibrium:** Yoga likewise focusses at further developing equilibrium and furthermore permits you to oversee your body. Normal act of yoga will upgrade your capacity to adjust the stances in the class and concentrate well external the class.

### **Analysis and interpretation**

**Yoga helps for internal harmony:** We as a whole love to visit tranquil, peaceful spots that are wealthy in normal excellence. Little do we understand that harmony can be found right inside us and we can take a smaller than expected excursion to encounter this any time. Yoga is likewise one of the most outstanding ways of quieting the upset brain and body.

**Yoga Further develops Insusceptibility:** Our framework is a consistent mix of the body, psyche, and soul. An abnormality in the body influences the psyche and comparatively, obnoxiousness or fretfulness

in the brain can appear as a sickness in the body. Yoga asana assist with kneading organs and fortifies muscles while breathing strategies and contemplation discharge pressure and further develop insusceptibility.

**Yoga further develops connections:** Yoga might in fact assist work on your relationship with your friends and family. A psyche that is loose, blissful and content is better ready to manage delicate relationship matters. Yoga and contemplation supports keeping the brain blissful and quiet. Bit by bit, you will likewise see an improvement in your relations with people around you.

**Yoga Expands Energy:** Do you feel totally depleted before the day's over? Transporting through errands and performing multiple tasks consistently can very deplete. A couple of moments of yoga consistently helps our energy level and keeps us new.

**Yoga Gives you Better Adaptability and Stance:** Yoga should turn into a piece of your everyday daily practice to get a body that is solid and adaptable. Customary yoga practice stretches and conditions the body muscles and furthermore makes serious areas of strength for them. It likewise further develops your body pose when you stand, sit, rest or walk. This would, thus, assist with letting you free from body yearn because of erroneous stance.

This large number of points and targets ought to be consolidated in a coordinated way.

Yoga training could assist with equipping oneself with fundamental information around one's character, to figure out how to deal with oneself well in all life circumstances, to learn methods of acquiring great wellbeing, to foster a discriminative brain equipped for knowing the genuine from the unbelievable and to confront the dualities of existence with composure.

Yoga instruction can begin from standard II up to standard IX. This would expect around 480 meetings. For subtleties of center learning, ability mastering and attending acquiring - allude Cyclopedia Vol. II on Yoga instruction; Vol. I on Asanas.

Yoga instruction can upgrade every one of the exercises of the understudies, be it scholastic or game or social. Yoga strategies give further developed consideration in examinations, better endurance and co-appointment for sports and an uplifted mindfulness and adjusted

disposition for social movement. This makes the significance of Yoga training very clear.

Yoga training can be coordinated in school schooling during the time put away for P.T. in any case, in a quiet and calm spot making the legitimate environment for its appropriate review and practice.

Clear ideas are essential in showing Yoga on the grounds that the extent of Yoga training is immense. Yoga practices can be worked around ideas like molding (planning), synchronization, focus, unwinding, independence. (These have been expounded in "Educating Yoga" - a distribution of The Yoga Foundation. Yoga educating/learning ought to be experience based, for example the understudy ought to acquire direct insight of the subject instructed to understand the significance and worth of Yoga training completely. Here the ability and information on the instructor come into full play. A committed and dynamic educator can make an air for learning. The educator ought to have a profound encounter of the idea he is instructing to convey the substance and extent of Yoga training in full to his understudies. The educator ought to have great compatibility with the understudies. The educator ought to be prepared and experienced in knowing the physical and mental necessities of the understudies in different age gatherings. As Yoga manages life and learning, these ideas ought to be incorporated into life circumstances through different techniques accessible to the instructor.

**Excitement of Organs:** The inward organs are rubbed when you practice yoga, consequently expanding your protection from infections. Likewise, whenever you are sensitive to your body, following quite a while of training, you will actually want to tell in a flash in the event that your body doesn't work as expected.

**Expanded Insusceptibility:** Yoga and Resistance remain inseparable. As yoga makes progress toward mending and upgrading each phone in the body, your body consequently turns out to be more resistant. Accordingly, expanding your resistance.

**Imparts Full Body Mindfulness:** Rehearsing yoga on customary premise will assist you with becoming mindful of your own body. You will start to make unpretentious developments to upgrade your arrangement. With time, yoga assists you with becoming OK with just being yourself.

**Improvement in Gastrointestinal Wellbeing:** Rehearsing yoga routinely initiates the stomach related framework and the other stomach related infections like heartburn and gas are disposed of. In this manner, gastrointestinal capabilities work on in all kinds of people.

**Expanding Center Strength:** It is fundamental to comprehend when your center areas of strength for is, body areas of strength for is. Your center holds the heaviness of your body. It helps in expanding your protection from wounds and furthermore assist you with recuperating better. Yoga deals with the center and makes it solid, adaptable and solid.

**More elevated Levels of agony Resilience:** Yoga builds the degree of torment resistance and furthermore pursues decreasing persistent agony.

**Expanded Digestion:** Yoga holds the digestion under tight restraints since a decent digestion is fundamental to accomplish ideal weight.

**Further developed Sexuality:** Yoga builds your self-assurance and offers total unwinding and more control. This gives your sexuality a truly necessary lift.

**Reestablished Energy:** Yoga can cause your psyche and body to feel revived. Individuals who perform yoga on regular routine feel invigorated after a meeting of yoga.

**Further develops rest:** Yoga assists you with loosening up your psyche totally. It assists you with chipping away at superfluous pressures, in this manner working with better rest.

**Coordinated Capability of the Body:** Yoga implies harmony. At the point when you practice yoga on ordinary premise, your psyche begins to work in association with your body. This upgrades development and beauty.

**Permits Self Acknowledgment:** Yoga empowers mindfulness and improvement of wellbeing. Your confidence improves, and you become more sure.

**Assembles Self - Control:** The controlled developments of yoga show you how to deliver that discretion to every one of the parts of your life.

**Rejuvenates about an Inspirational perspective:** A large number in the sensory system are balanced out when yoga is drilled on the ordinary premise. This helps you turns out to be more certain and you will quite often check out at existence with revived and uplifting outlook.

**Diminishing Antagonism:** At the point when yoga is performed on the normal premise, the displeasure is enormously controlled. The breathing and reflection quiet the sensory system, subsequently diminishing indignation and aggression. Decrease in aggression implies decrease in circulatory strain. This consequently empowers a tranquil and better methodology towards life.

**Better Focus:** Performing yoga consistently will ultimately bring about preferable focus and in less over about two months of yoga practice, you will regard yourself as more roused.

**Serenity and Tranquility:** The breathing and reflection empowers you separate from your viewpoints. This assists you with quieting down. With regular yoga practice, you will see the way the smoothness is at this point not simply a piece of your training - it turns into a lifestyle.

Yoga changes your life and expands your viewpoints in manners you can never envision. It is totally worth difficult!

As Yoga experience is close to home - any mechanical technique for evaluation may not give a respectable rule. A cultivated educator can see the progression of a Yoga student through his approach to acting and through his life works out. The Yoga Association has worked on all pieces of Yoga guidance and through its leading undertakings, it has given the best planning to Yoga preparing instructors.

As the Yoga teacher gets knowledge, he could have to acquire capacities of an educator for the issues the student faces at the physical, mental and significant levels of his personality. Coordinating ought to be conceivable during the time dispensed for redirection.

Teachers and gatekeepers should dive more deeply into the colossal degree of Yoga tutoring; they could go to a short beginning class on Yoga. This will help them with understanding the excellent necessities of a student practicing Yoga.

The course of Yoga for the student should be by and large around sorted out in regards to things, wellness and assessed so what is acknowledged before works hand in glove with what follows.

Rehearses should be moderate - from easy to inconvenient; reasoning should simply be gotten a handle on students of a later class who are completely mature to sort out it.

An ideal number for a Yoga class is 20 students; if there are more in number, one accomplice would be significant. It is difficult to manage colossal numbers in a Yoga class - the teachers could lose contact with the students and the Yoga class becomes mechanical. This is against the places and focuses of Yoga.

As Yoga experience is close to home - any mechanical technique for evaluation may not give a respectable rule. A cultivated educator can see the progression of a Yoga student through his approach to acting and through his life works out. The Yoga Association has worked on all pieces of Yoga guidance and through its leading undertakings, it has given the best planning to Yoga preparing instructors.

In the present quick moving and requesting world, understudies face different difficulties that can affect their general prosperity and scholarly execution. Integrating yoga into their everyday schedule can be a distinct advantage. In this blog, we investigate the significant significance of yoga in an understudy's life, featuring the way that this old practice develops mind-body equilibrium and supports comprehensive turn of events.

Stress Management: Yoga gives understudies compelling devices to oversee pressure and nervousness. Through breathing activities, contemplation, and careful development, understudies figure out how to quiet their brains, diminish strain, and upgrade their by and large mental prosperity.

### **Findings of Research**

**Further developed Fixation and Focus:** Regular practice of yoga upgrades fixation and concentration. The mix of actual stances, controlled breathing, and care methods assists understudies with growing better capacities to focus, prompting worked on scholastic execution and efficiency.

**Upgrading Actual Fitness:** Yoga is a comprehensive activity that fortifies and stretches the body. Through different asanas (presents), understudies further develop adaptability, equilibrium, coordination, and generally actual wellness. Ordinary yoga practice advances a sound way of life and encourages a positive self-perception.

**Supporting Profound Well-being:** Yoga advances close to home equilibrium by empowering mindfulness and self-acknowledgment. Understudies figure out how to direct their feelings, fabricate strength, and foster an inspirational perspective on life. Yoga likewise gives a place of refuge to understudies to communicate and deliver feelings.

**Creating Self-Discipline:** Yoga imparts self-control in understudies as they focus on a standard practice. By saving devoted time for yoga, understudies develop discipline, consistency, and a feeling of obligation towards their prosperity.

**Upgrading Social Skills:** Yoga classes frequently include bunch exercises and accomplice work, cultivating a feeling of local area and participation. Understudies figure out how to convey, team up, and support one another, creating fundamental interactive abilities and sympathy.

**Developing Mindfulness:** Yoga advances care, which is the act of being completely present at the time. Understudies figure out how to focus on their viewpoints, feelings, and actual sensations, empowering them to answer circumstances with lucidity and composure.

**Better Rest Quality:** Yoga helps understudies loosen up and unwind, prompting further developed rest quality. By working on quieting procedures and delivering actual pressure, understudies experience further and more serene rest, improving their general prosperity.

**Building Confidence:** Yoga energizes self-reflection and self-acknowledgment, permitting understudies to foster a positive mental self view. As they accomplish new postures and beat difficulties, their certainty develops, prompting a positive effect on their scholar and individual lives.

**Long lasting Wellness:** The abilities and standards mastered through yoga stretch out past the homeroom, furnishing understudies with significant devices forever. The act of yoga outfits understudies with taking care of oneself methods, stress the board procedures, and an all encompassing way to deal with by and large prosperity.

## **Conclusion**

Coordinating yoga into an understudy's life offers various advantages that help their all encompassing turn of events. From overseeing pressure and further developing focus to cultivating

profound prosperity and building self-control, yoga fills in as an important apparatus for understudies to flourish scholastically, inwardly, and truly. Thus, we should urge understudies to embrace the groundbreaking act of yoga and witness the positive effect it has on their excursion towards a decent and satisfying life. As the Yoga instructor acquires insight, he might need to secure abilities of a guide for the issues the understudy faces at the physical, mental and profound levels of his character. Guiding should be possible during the time allocated for entertainment.

Instructors and guardians ought to familiarize themselves with the tremendous extent of Yoga training; they could go to a short initial seminar on Yoga. This will assist them with understanding the exceptional requirements of an understudy rehearsing Yoga.

The course of Yoga for the understudy ought to be very much figured out concerning items, fitness and evaluated so what is realized before works hand in glove with what follows. Practices ought to be moderate - from simple to troublesome; philosophy ought to just be made sense of understudies of a later class who are experienced to figure out it.

An ideal number for a Yoga class is 20 understudies; on the off chance that there are more in number, one right hand would be valuable. It is hard to deal with huge numbers in a Yoga class - the educators could lose contact with the understudies and the Yoga class becomes mechanical. This is against the points and targets of Yoga.

As Yoga experience is emotional - any mechanical method for assessment may not give a decent rule. An accomplished instructor can see the advancement of a Yoga understudy through his way of behaving and through his life exercises. The Yoga Organization has chipped away at all parts of Yoga schooling and through its spearheading endeavors, it has given the best preparation to Yoga training educators.

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# 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,

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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 Shantal, 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.

- To find out the tribal population of tribal community in West Bengal special reference to Bankura, Birbhum and Purulia district.
- To trace out the source of origin of different tribal community in West Bengal.

- To highlight the different languages of tribal community in West Bengal.
- 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.
- 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.

**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%).**

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

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

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

### **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 worshippers.

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.

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

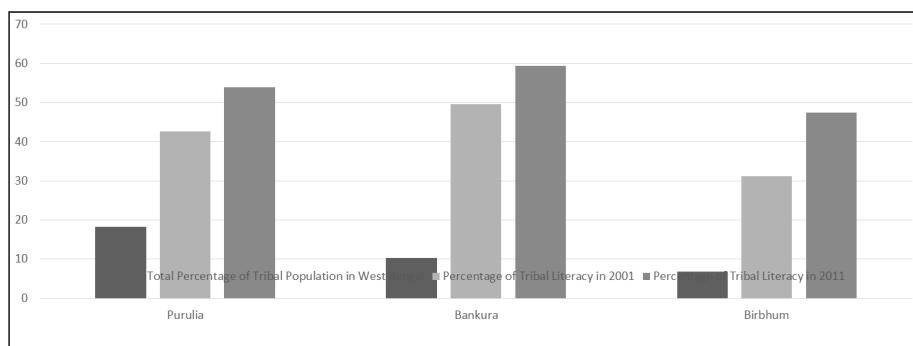
According to census 2001 and 2011, West Bengal literacy rate is 43.4 and 57.92, Purulia literacy rate is 42.64 and 53.86 Bankura 49.6 and 59.37 Birbhum is 31.2 and 47.48.

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 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.**

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 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:

**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.

**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.

**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.

**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.

**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.

**Bandhna parob:** One of the most popular festivals is the Bandhna Parob, 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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# Role of Mental Health in Life Skill Education

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## Abstract

**M**ental health is basically the key through which individual can enter into the chamber of happiness and wholesome adjustment. Wellness is dependent on the adequate coordination of physical and psychological health. Current new normal situation is creating a new arena in front of us and hence adjustment to such lifestyles is also a new task for everybody. Achieving proper mental health is reliant on the fulfillment and possession of some basic criteria like integration of thoughts, positive healthy feelings, development of healthy self-concept etc. Entire population is affected by this pandemic but the nature of consequence is to some extent different for the adolescent subsample. Sudden changes in daily life styles make them more prone towards internet usage, substance abuse. Grief, depression, anxiety are now companion of their journey to existence. Life is not static, so intervention strategies and probable coping up processes are also there. Psychologists and Sociologists have suggested some probable pathways for achieving the homeostasis in the frame of mental health. Problems and remedial measures are just the opposite of the same coin, name life cycle and it is our duty to help the individual who is out of such healthy track so that at the end positive fragrance of life can be achieved by them.

**Keywords:** *Mental health, Adolescence, Pandemic, Coping strategies.*

## Introduction

‘Mental health’ and ‘mental illness’ are two related but distinct terms. Mental health basically originates from the term mental illness in order to reduce the stigma (Rowling et al. 2002). Ryff and Singer (1998) mentioned that health is not only used to explain medical concepts rather it is an idealistic one that requires an explanation of positive life-being one where human being have a sense of the rationale, engulfed in valuable relationship with others, and bears a sense of self-respect and mastery. As defined in the Annual Report of World Federation for

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Mental Health 'mental health is not simply the nonappearance of mental disorder but it is a condition in which person lives harmoniously with him and others, adapting to, and participating in, and interchanging in social setting with the sense that he or she is achieving self-realization through his or her basic needs'. Burnman pointed out that mentally healthy person one who has a wholesome balanced personality free from inconsistency, emotional and nervous tensions, disorders and conflicts.

Mental health is a necessary condition of good adjustment and vice-versa. When a person is mentally healthy, there is a little likelihood of serious maladjustment. Thus, Scott, Nunnally and Smith (1961) have said that mental health is the key to wholesome adjustment. According to Maslow, mental health means freedom from disabling and disturbing symptom that interferes with mental efficiency, emotional stability or peace of mind. The status of physical and subjective well-being always depends on smooth coordination of physical and mental health, but current scenario is totally diverse from our conventional concept of daily living. The changeability and ambiguity of pandemic situation is associated with lockdown, social and physical distancing and quarantine strategies. Many psychological problems like, stress, anxiety, trauma, depression, frustration have been emerged progressively. Universal psychological reactions related to pandemic Covid-19 may diverge from panic reactions to invasive feelings of hopelessness and helplessness. It is well known that effective and stimulating psychosocial environment is essential to create proper teaching-learning environment. Daily exposure to this pandemic particularly for those who have been either affected personally or affectively detached from the loved ones may occur in a range of consequences. Reactions can be of any type like physical, emotional, behavioural and can crash the mental and substantial lives of youth throughout the country. Educational institutions are suddenly closed and students are facing abrupt changes in their social, academic and personal lives also. Situations become so critical for which they are abound to think that they are not getting the full value of their education and their future will be occupied with uncertainty. Keeping into mind this notion, the present venture has made an attempt to highlight the affective and co native changes of the adolescents alongside with the coping strategies that will be beneficial for them during this pandemic situation.

## **Literature Review on Mental Health and Life skill Education**

Findings of Khalatbari and Aziz Zadeh [2011] showed that life skills training and coping with stress significantly increased mental health of students. Also, in comparing the effect of teaching the methods of coping with stress with Life Skills Training, it was found that the teaching of coping with stress is more effective than life skills training on depression of girl students. Michaeli Manee et al., [2011] compared the effectiveness of three life skills on public health of First year students, the difference between pretest and posttest scores and difference between control and experimental groups, in the entire experimental group was statistically significant in favor of public health.

In the departments of stress management and self-consciousness, anxiety, insomnia, and in effective communication component, component of somatic symptoms in comparison with the other components was further improved. Results of mean pairwise scale showed training were effective communication skills training in all aspects of public health and the overall score that compared with other skills, had more change and improvement. The results khodabakhsh and Mansouri [2011] showed that life skills training is effective on mental health and increased mental health that these results are consistent with results from previous studies in this field about life skills training's effect on mental health skills. Results of Sabri Nazar Zadeh et al., [2010] showed that there is a significant positive correlation [S self-efficacy and self-esteem, mental health.

Esmkhani Akbarnejad et al., [2010], examined self-efficacy and its relation to mental health and academic achievement of female students. The results showed that there is a relationship between self-efficacy and mental health and its components and the highest correlation is related to depression. Yousefi and Grossi [2009] investigate the effect of life skills training on mental health, well-being and physical symptoms and anxiety of physically disabled patients in city of Tabriz. The results of the data analysis showed that life skills training, improved mental health, anxiety and physical symptoms of the physically disabled patients.

Fouladvand et al., [2009] found the results that higher levels of physical and mental health, are predicted through higher grades in social support and self-education and lower scores on academic stress. Also, the interface between social support and physical and mental health is mediated through self-efficacy and academic stress. And

the relationship between academic self-efficacy and academic stress is mediated through the physical and mental health. All relationships between the variables were statistically significant, and Model predictive variables explained 0/19% of physical and mental health variance. Najafi and Fouladchang [2007] showed that there was a significant inverse link between self-efficacy and pathological symptoms. There was a significant positive correlation between self-efficacy and mental health.

It was also observed between the two groups of boys and girls in terms of efficacy and mental health that there was no significant difference. In this study the significant relationship between self-efficacy and mental health [less pathological symptoms] was Confirmed. Mir Samiee and Ebrahimi [2007] showed that the relationship between self-efficacy and mental health and relationship between social support and mental health was positive and the relationship between test anxiety and mental health are negative. It also found that there are no differences in means of self-efficacy, social support and test anxiety in both sexes. However, the average mental health of male students is significantly lower than average mental health of female students. Results of Haghghi et al., [2006] showed that life skills training increase mental health and self-esteem in the experimental group compared with the control group.

Yadavari [2004] studied the life skills education impact on general health, self-esteem and self-expression female high school students in Ahvaz city. The result shows a significant increase in general health, self-esteem and assertiveness in experimental group compared to the control group. Aqajani [2002] in MA thesis investigated the effect of life skills training on mental health and locus of control of teens. The results showed that life skills training, improves mental health. But the effect of life skills training on locus of control of subjects was not significant. There is a significant positive correlation between mental health and coping styles as well as between locus of control and coping styles; but a significant positive relationship between mental health and locus of control does not exist. There is a significant correlation between level of maternal education, maternal employment and academic performance of students with mental health and coping styles. Zofman and Loritzen [2012], reported that life skills training and guidance for self-decision making to patients increases the autonomy of patients and their health. Tyuranym et al [2011] concluded that self-report training to people is

a way to increase self-awareness that can lead to improve students' communication skills. That is why it concluded training due to increased awareness and understanding of the strengths and weaknesses of using them can help people in health growth. Leung et al [2010] concluded that these skills are effective in increasing mental health and physical health. Gotzman et al., [2010] showed that diabetic patients have lower mental health and feelings of helplessness in them are high. Gupta and Kumar [2010] showed that self- efficacy has a significant positive relationship with mental health. RAQI et al [2010] concluded that self-efficacy in changing health behavior is a good predictor.

Smith et al., [2003] also showed that life skills training increases personal and interpersonal skills, problem-solving and coping skills. The results Seo - Kachyng and Stephen [2004], suggest that the increased efficacy was associated with improved mental health. The study reports that among the ways to help people with anxiety and depression, is increase in efficiency and providing a social environment supportive of them. In addition, it was observed that poor self-efficacy and loneliness are both associated with depression and anxiety. Kim [2003] in a study on high school students shows a significant relationship between self-efficacy and mental health component.

### **Mental Health issues among adolescents**

Adolescents are facing numerous challenges with respect to mental health. Increasing deterioration in physical health also leads to gamut of psychological consequences (Liu et al., 2020), ranging from anxiety, depression to disturbances in eating and sleeping etc. During this situation most of educational institutions have decided to stop classes through offline mode, as a result students experience distress and uncertainty regarding their future. Some students for whom campus is just the second home may suffer from intense feelings of frustration, anxiety or may resist with loneliness and isolation due to detachment from friends and partners. Not only that, some students also receives counseling services from educational institution that actually control their psychological upheavals, may suffer from increased amount of adjustments problems. Absence of such protective measure may increase the rate of suicidal ideation and substance use among them.

**Effects of recent Covid-19:** Covid-19 has pessimistic and potentially extended effects on the psychological well-being of individuals, including symptoms of post-traumatic stress, perplexity, and

antagonism (Brooks et al., 2020). Daily lives without school or college are associated with lessened physical activity, inappropriate patterns of sleep and diet, more screen time (Wang et al., 2020). The reciprocal interaction between brain maturation and social environment becomes in trouble which have a negative influence by inviting preliminary symptoms of psychiatric disorder during adolescence (Lamblin et al., 2017). Sudden separation from friends, excessive apprehension about relatives and their own health brings a kind of insecurity within them. Experience of lockdown becomes intolerable for them. They have to withdraw themselves socially and stay at home, where as in normal times this behavior was considered as pathological one (Tajan 2015; Lamblin et al., 2017).

**Suicidality:** Traumatic events like current situation unquestionably affect most of the demographics of adolescents. Communication through online mode creates a special kind of alertness regarding behavioral fluctuation among the students population and that is no doubt challenging for them. At this crucial moment parents have to play the supplementary role of teacher or counselor, predominantly for those who have suffered from gloominess and insecurities. In reality, it is very difficult for the parents to bear such role without knowing the adequate strategies for coping with such unusual situation and hence it results in frequent mental instabilities among adolescents, as well as higher risk for suicidality (Erbacher, 2020). Literature survey also suggests that stressful life events are another risk factor for adolescent suicidality (Brent 1995).

**Addictions:** The incidence of increased addictive disorders among adolescents has also been raised (Reijneveld et al., 2005) during this time. In order to cope with the traumatic events adolescents are expected to take on risk-behaviors, such as alcohol or any kind of substance abuse and sexual relationships (Hagan, 2005). Primarily adolescents involve in substance abuse due to coping reasons (Gerrard, Gibbons, Houlihan, 2008; Thombs and Beck, 1994). Basically, they experience 'negative emotionality' a propensity towards affective disorders like depression, anxiety, lower adjustment to stress, which ultimately leads to solitary substance abuse within them (Creswell, Chung, Wright, 2015).

**Grief:** COVID-19 brings the first experience of deaths for some adolescents. This experience is shocking and associated with longer grief (Nader and Salloum, 2011). Abrupt and unforeseen parental loss may

be an etiological aspect for depressive disorder for some adolescents (Gray et al., 2011). Literature also suggests that poorer economic status may be negatively associated with adolescent's intrafamilial grief (Stikkelbroek et al., 2016).

**Family and Intrafamily Violence:** Pandemic situation elicits a lot of new experiences in the lives of human beings, among which family detention is a significant one. Literature review suggests that due to such drastic transformation women and girls are supposedly more exposed to gender-based violence, particularly sexual violence (UNFPA, 2020). During this time, adolescent break out the watchfulness of adults and parents which actually mark their agony in customary societal surroundings.

**Internet, Social Media and their Accessibility:** COVID-19 has created a new world of technology in front of us. Social media becomes the key catalyst within this era. It could be a constructive one in order to maintain social interaction during this time but it is also associated with harmful outcomes too. According to current survey, excessive use of internet may invite depression, anxiety, psychological distress and sleep problems (Keles et al., 2020; Barry et al., 2017). Internet addiction is characterized by too much or feebly controlled preoccupations, urges, or behaviors concerning computer use and internet admittance that guide to destruction or suffering (Shaw and Black, 2008). The information they receives through social media are much undeviating less contextual than conventional one. In order to deal with social media adolescents are utilizing several sources and different kinds of news, but for understanding such information their maturation levels are not up to the mark and they news proper guidance for monitoring such avenues, hence results in behavioural and emotional tribulations (Murty et al., 2016).

**Adolescents with Psychiatric Disorders facing the COVID-19 Eruption:** Insensitive effect of lockdown, terror of infection creates the situation miserable for adolescents with psychiatric disorders. Due to their poor impulse control, they are unable to tolerate the effect of lockdown (Chevance et al., 2020). Adolescents with Attention-Deficit-Hyperactive-Disorder (ADHD) might face some difficulty in dealing with lockdown. Daily routine, habit pattern are totally disrupted which ultimately leads to inflexible behaviour pattern, particularly for those who are suffering from pervasive developmental or spectrum disorders (American Psychiatric Association, 2013).

**Economic Crisis:** The COVID-19 pandemic is also ensuing in an economic disaster (Fernandes, 2020). Periods of economic crisis are linked with raise in suicides, depression, anxiety, and addiction disorders (Gili et al., 2013; Marazziti et al., 2020; Uutela, 2010; Silva et al., 2020). Parental emotional support and time spent with parents may conserve adolescents from potential depressing effects of an economic crisis (Gudmundsdóttir et al., 2016).

### **Several ways how Life Skills promotes Mental Health**

**Identification and labeling of feeling:** It is important to be acquainted with the feelings and emotions that are most significant at the time of emergency. Without accepting or identifying the thoughts it will be difficult for anybody to cope with the crisis.

**Effective Communication:** Self-talk is one of the major aspects that most of the individuals follow in his or her daily living. Sincere efforts are necessary to keep oneself aloof from the negative affects otherwise coping will be so far from human population.

**Preparation of Everyday Me-time:** Work on strength-based skills for a livelihood. Keep an eye on the areas of improvement but do not let them supersede on one.

**Avoidance of Excessive Media Exposure:** Increased screen time activity may hinder the impulse control of adolescents. Not only have that media sometimes provided misleading information. So cross-checking of every bit of knowledge and lesser internet usage may be another way for adaptive coping during pandemic.

**Positive Strength Recognition:** It is important for students to reappraise their past success. The way they fought with that situation helps them to build up their strength and reminds the lessons that they have learnt from their unique strengths.

### **Conclusion**

In recent days many psychological problems like, stress, anxiety, trauma, depression, frustration have been emerged progressively. Universal psychological reactions related to pandemic Covid-19 may diverge from panic reactions to invasive feelings of hopelessness and helplessness. It is well known that effective and stimulating psychosocial environment is essential to create proper teaching-learning environment. Daily exposure to this pandemic particularly for those who have been either affected personally or affectively detached

from the loved ones may occur in a range of consequences. Ignoring the instantaneous and long-term psychosomatic effects of the present post-pandemic would be terrible, chiefly for adolescents. Interventions need to spotlight on cultivation of resilience in adolescents by enhanced message to address their doubts and concerns, enriching routines and physical activities, and taking dealings to alleviate loneliness. Therefore, it is necessary to provide appropriate conditions for achieving the goals of education, training and ensuring the health of people in the community in different ages and strategies for providing mental health in school be conspired. Environment in which students are engaged in learning and training as all other environments that influence individual behavior, effects their mental health and behaviors. Clearly, the physical environment, including the school building conditions, light, color, health of environment affect students' mental health.

It is therefore essential that in order to enhance students' mental health to provide proper physical condition, and since the majority of students daily hours are spent in the school environment, inappropriate Physical conditions such as inadequate lighting, poor heating and cooling systems, and building security is very important. in providing mental health of students, attention to mental health officials and school personnel is also important. In addition to the effects of school officials on student behavior, the relation that they have with students can be beneficial or detrimental to the mental health of students. Therefore it is necessary to provide mental health of school officials and the selection of healthy people should be considered. Counselor is central point in school to provide mental health. Consultant by identifying factors disruptive for mental health and mental health promoting agents will try to create a healthy environment at school. In addition, role modeling by counseling can be a model for other teachers and by identifying the troubled students and helping to solve their problems and identifying other factors and using existing facilities they can improve the school' mental health. Parents needs to be concerned about their own mental health, coping strategies, and follow a replica of constructive psychological approach in order to prop up adolescents to get through this hard time.

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# Barriers in Access to Regular Schools for Children with Autism Spectrum Disorder in India: A Qualitative Study

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## Abstract

This article explores the challenges faced by children with Autism Spectrum Disorder (ASD) in getting access to regular school education in India: it highlights the importance of early diagnosis for effective interventions and emphasizes the need for inclusive education to accommodate children with ASD and other developmental disorders. The study conducted interviews with parents of children with ASD to understand their perceptions and experiences. The findings reveal the lack of awareness regarding inclusive education, stigmas and lack of infrastructure that hinder the inclusion of children with ASD in mainstream schools. This study advocates for a societal shift towards inclusive education to ensure the fundamental educational rights of children with ASD.

**Keywords:** *Autism Spectrum Disorder, inclusive education, barriers, parental perception, qualitative study.*

## Introduction

Autism comes under the umbrella of a type of neurodevelopmental disorders called pervasive developmental disorders (PDD). These disorders are usually characterized by three main core deficits including: impaired communication, disabled reciprocal social interaction, and restricted, repetitive and stereotyped patterns of behaviours or interests. Worldwide, Autism spectrum disorder (ASD) is one of the major causes of disability during childhood. In India, it is calculated that approximately 1.7–2 million children are afflicted with this disorder. Considering the rising number of children diagnosed with ASD, school systems need evidence-based, efficient and cost-effective educational models that approach the rigorous, specialized and intensive learning requirements of students with ASD. Most students with ASD and other disabilities are still put in 'special' (segregated) education schools,

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but there are certain indications of movement towards inclusion in the future. Some parents have a tendency to try to “normalize” their impaired child by their admission to mainstream school attendance, where they are not able to meet their complex individual requirements. Frequently, there is insufficient acceptance of the need for intensive measures to ensure and promote social and educational inclusion.

The Indian Government’s program of Universal Elementary Education (also known as Sarva Shiksha Abhiyan) for every child up to the age of 14 cannot be implemented efficiently without including CWSN in the education system of our schools. It is essential to include CWSN (especially the students with ASD) in the educational system of any country, for the required development of social skills and subsequently, better social interaction. Lack of trained educators, ill-maintained infrastructure and stigmas experienced at schools; lack of inclusive educational curriculum and the given atmosphere has a direct association with the fact that only a handful of children with intellectual impairments get admitted to the mainstream schools. The awareness about inclusive education is still in its infancy throughout the country.

### **Materials and Methods**

The study followed a qualitative approach to understand the parents’ or caregivers’ perception regarding ASD and to approach the barriers experienced by the children while gaining access to regular school education. In this study, I interviewed 10 parents with a child having autistic spectrum Disorder. Non randomized, purposive sampling was used to recruit participants for the study. Parents of children with Diagnosis of Autism Spectrum Disorder- (as per DSM-5) and within the age group of 3-12 years and those willing to consent were considered. Data was collected through individual in-depth interactive sessions with 10 parents. The identities of all individuals were masked to maintain confidentiality and anonymity. The length of the interview ranged from 30-45 minutes.

### **Concerns about Behavioural Challenges**

Several caregivers expressed concerns about their children’s hyperactivity and behavioural challenges affecting their ability to attend regular schools. Fear of self-harm and harm to others: A few caregivers had the perspective that their child’s hyperactive behaviour might harm the other students and themselves, during school hours. That is why they were unwilling to send them to school.

Fear of lack of support from teachers: The caregivers believed that the behaviour portrayed by their children in regular schools might frighten and annoy the teachers, hence leading to sending their children back home. Such misconceptions can lead to a major barrier in children's education.

### **Communication and Understanding Difficulties**

Caregivers mentioned challenges in communication and understanding their children with ASD. It is easier for them to let their child sit alone and play with their electronic devices rather than trying to sit and understand them.

**Failure to communicate:** Some caregivers fail to have a proper channel of communication with their children as they do not understand their child's social barrier. It is easier for them to keep their child engaged with electronic devices rather than understanding how to communicate with them.

**No provision of special attention:** The caregivers think that their child's behaviour would not be perceived by the teachers in a positive manner, which would lead to sending their child back home by the school authorities. Thus, they do not send their child to school and do not provide them with special attention and care in terms of education.

**Barrier of Hyperactivity:** The hyperactive nature of their children makes it difficult for the caregivers to interact with them. Hence, they think that the teachers will have a difficult time grasping this behaviour, thereby not sending them to school at all.

### **Lack of Inclusive Education**

There is a potential lack of inclusive practices in regular schools which provides an environment to accommodate the specific needs of children with ASD.

**Lack of an inclusive environment in regular schools:** Some of the caregivers mentioned that their child was unwilling to enter the school premises, despite dragging them inside.

**Lack of special educators:** Most of the caregivers stated that their children's schools did not have provision for special educators and one on one teaching methods for their children.

## **Varied Teacher Support and Special Education**

**Provision of special education:** Some caregivers stated that their children were provided with proper attention and special educators in schools if required. This highlights a positive shift of the regular schools towards inclusive education.

**Dissatisfaction of teachers with their academic performances:** There is a lack of special academic provisions for the children with ASD at regular schools.

**Lack of proper training of teachers:** The teachers were unaware of the appropriate methods to communicate with the children with ASD.

### **Impact of Therapy and Symptom Resurfacing**

**Effect of therapy:** Most caregivers mentioned that their children had a major improvement in terms of symptoms after interventional therapies such as behavioural and speech. Hence, regular schools became more accessible to these children.

**Stoppage of therapy:** A few parents stated that after stoppage of therapy, the symptoms of hyperactivity resurfaced. This led to certain academic and behavioural setbacks in school.

## **Results and Discussion**

The sample consisted of 10 participants, out of which 6 were male and 4 were female. It enlightens us to promote the concept of inclusive education, which includes active involvement of typically developing, inclusive social activities, and equal opportunities for autistic students to have an equal share of roles and responsibilities. The following themes emerged: negative attitudes of the teachers, concerns about hyperactivity and behavioural challenges, communication and understanding difficulties, lack of inclusive education, varied teacher support and special education, and impact of therapy and symptoms resurfacing. These interviews gave an insight to the struggles faced by the caregivers for providing quality education to their children with ASD. Most of the mainstream school teachers are not trained enough to interact and guide the children with ASD. This lack of training leads to a huge communication gap between the teacher and the student.

This study shows that parents play an important role in the provision of education to their autistic children. Behavioural concerns and communication difficulties prevent them from sending their children

to mainstream schools. The hyperactive behaviour of autistic children also creates a major barrier to their education, as the parents find it difficult to cope with it. Few interviews stated that special educators provided to their children had a major role in establishing adequate academic standards for them. It helped them to learn better, and made it easier to approach the classes in school.

The temperamental characteristics of these children could also be a reason for exclusion from mainstream schools, and it could be incredibly challenging to the already overburdened teacher at mainstream schools with the grossly inadequate teacher to pupil ratio. The classroom atmosphere should be conducive to children with sensory sensitivities, and their peers should be supportive and compassionate towards them.

### **Limitations**

The major limitation of our study was the inclusion of caregivers of only children with ASD. Other children who require special educators (for example, children with Intellectual Developmental disorder (DSM-5), Cerebral Palsy, Congenital Metabolic/ genetic disorders, etc) were excluded from the study.

### **Conclusion**

The above study brings forward the various challenges experienced by the caregivers of children with ASD in light of inclusive education. Further studies might be needed to look at the reasons for this trend and to address them effectively, so that inclusive education becomes a reality rather than an enigma. Behavioural problems and communication barriers were some of the common problems faced by educators in special schools and addressing them is essential to prevent adverse learning outcomes. Parental attitude, lack of adequate resource personnel, and curriculum tailored to their needs are likely impediments for effective inclusion. Such barriers must be addressed, and improvement strategies should be implemented to provide the best quality education for the children with ASD.

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# Some Psychological and Sociological Aspects of Tribal and Non-Tribal Students: A Comparative Study

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## Abstract

In the field of education in the 21st century, psychological and sociological differences can be observed between Scheduled Tribes and general students. Scheduled Tribe students, being obsessed with the regional language, feel hesitant to socialize with ordinary students and express their individuality. Generally, we find that normal students are ahead of tribal students in personality, smartness, speaking power, aptitude, social adjustment, and social value. Tribal students cannot associate with general students due to their mental backwardness. This is a conceptual study in nature and the main objective of the study is to determine the concept of personality and self-concept between tribal students and general students. To see if there is any difference between tribal and general students in terms of social values and social adjustment. Determining the path of modern education and how to improve the quality of students of tribal communities in terms of education and social life.

**Keywords:** *Tribal and non-tribal, Psychological aspects, sociological aspects, attitude, social values.*

## Introduction

“A nation is advanced in proportion to education and intelligence spread among the masses.”

— Swami Vivekananda

Education is a powerful tool for opening the dark doors of the mind and filling it with the light of knowledge and wisdom. Uneducated people are easily manipulated by bad leaders and believe what they say. Education should be accessible to all for self-respect and independent living in society proper integration in society and formulation of one's

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personality and best display of consciousness and mind. Education is one of the most powerful instruments in shaping humans. Education is the key to success in life.

A group separated from the main population of the country who are socio-economically and culturally different and governed wholly or partly by their traditions and laws are called tribes. Caste or tribe is defined based on its relationship with a state. Tribes are hybrid races they are of different races which are now larger in number. Tribes have their own culture, attire, food, regional language, living habits etc. The arrival of the Aryans in India over time resulted in the clash of Aryan culture, forcing the non –Aryans to take shelter in the forest areas at these outskirts outside of human contract, that is why they are a very backward community in the current social and economic structure that it does not seem to change their lives rapidly. These ancient groups of people depend on nature and are called tribes. Those people are included in the Indian schedule tribes can be divided into different categories according to regional, body, language, occupational and cultural. The Scheduled Tribes Act was unanimously adopted on 26th January 1950. According to the 2011 census, 8.6% of India's total population (104 million) is tribal. The rural population is 11.3 percent. The Tribal population in West Bengal as per the 2011 census is 5296963 which is about 5.8 percent of the total population of the state. The tribal population of West Bengal is about 5.08 percent. Article 366(25) of the constitution of India refers to the scheduled tribes as those communities designated under Article 342 of the Constitution. Bauri Community is most of the Tribe's present in various districts of West Bengal. Bauri mainly belonged to the Bhil tribe. They are divided into different categories like Mallabhum, Khesaria, Molla, Paturia etc. They mainly live in Bankura and Birbhum district. Dhulia lives in hilly areas of West Bengal like Darjeeling, and Kalimpong. Their language is Sikima. Kharia live in West Medinipur, Bankura, and Purulia and their language is Kharia. Major festivals are Karma, Sohobai and Noakhali.

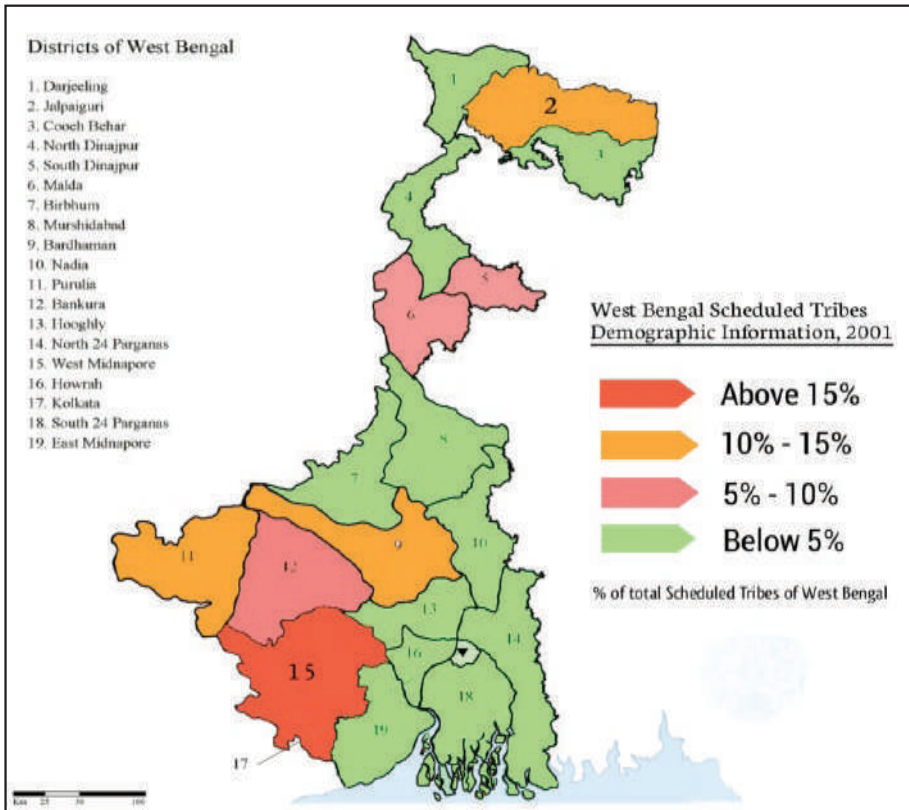
The Mugh community lives in the hilly areas of West Bengal. They practice Buddhism and Mundi is their favourite food. Mal Pahariya lives in Bankura, Bardhaman, Murshidabad district. Their language is Mal Pahariya. Munda community lives in West Medinipur and 24 Parganas, their language is Munda language. Santals are the largest tribal of West Bengal and their language is Santali. Shara community lives in the Medinipur district, they mainly live in the forest Besides,

other tribes Bhumji, Koch, Lepcha, and Lodha live in Medinipur and practice Muslim religion. There are also other Tribes like Rava, Toto, Asur, Mech etc. According to 2001 census the population is Santal 51.8%, Oraon 14.0%, Munda 7.8%, Lodha 1.9%, Literacy rate Santal 42.2% (male 57.3%and female 27.0%).

As per the Constitution (Scheduled Tribes) Order, 1950, the following were listed as scheduled tribes in West Bengal.<sup>[1]</sup>

**List of major schedule tribes of West Bengal according to 2011 census**

SL	Community	SL	Community	SL	Community	SL	Community
1	Asur	11	Garo	21	Korwa	31	Munda
2	Baiga	12	Gond	22	Lepcha	32	Nigeria
3	Badia Bediya	13	Gorait	23	Lodha, Kheria, Kha	33	Oraon
4	Bhumij	14	Hajang	24	Lohara, Lohra	34	Pahariya
5	Bhutiya, Sherpa, Toto, Dukpa, Kagatay, Tibetan, Yolmo	15	Ho	25	Magh	35	Rabha
6	Birhor	16	Karmali	26	Mahali	36	Santhal
7	Birjoa	17	Kharwa	27	Mahli	37	Souria Paharia
8	Chakma	18	Khond	28	Malpahariya	38	Savar
9	chero	19	Kisan	29	Mech	39	Limbu
10	Chik Baraik	20	Kora	30	Mru	40	Tamang



Psychological aspects include positive beliefs about oneself, observed independently of whether they are true or not. Also, positively we set goals and desire success internally. Success motivates behaviours and achieves desired behaviour to achieve goals. Because success gives us mental stability and failure creates mental instability. Psychological aspects are the truth underlying the human mind and its behaviour. Psychological concepts refer to various types of behaviour generated by the brain to achieve goals. In psychological concepts, self-belief and positive thinking involve actions to achieve goals. What a person is thinking about the person or object in front of him can be called psychological aspects in one word. Psychological aspects are the study of human behaviour to change the judgment and behaviour of the human mind.

According to Allport (1961), "Personality is a dynamic organization, inside the person, of psychophysical systems that create the person's characteristic patterns of thoughts, feelings and behaviours."

Self-concept refers to how a person sees himself. A person's self-concept is formed by his beliefs, his feelings, and his knowledge. Self-concept includes all kinds of values attitudes and beliefs. Rogers talks about our three types of self: self-concept, ideal self, and real self. The ideal self is what a person wants to be and the Real self is what a person is. Self-concept is the extent of agreement between our actual selves and our ideal selves to maintain adjustment. Roger points out that a person's self-perception depends on what he experienced in childhood. If from childhood the child receives positive and unconditional love from important people in his life, and love and compassion from parents, then the child's self-concept is properly formed.

The word value means creating social organization and an important ideal that is determined by good, bad, right, and wrong. A society's standards depend on its society's values. With the change in the structure of the society, our social values change. Values help us build relationships. Social Values are thoughts that depend on good, bad, right, and wrong.

Social adjustment is a type of ability that helps a person adapt to any situation. It is possible through fulfilling one's feelings, thoughts, behaviour, needs etc. It is a dynamic process that continues throughout a person's life. As new problems and experiences arise in a person's life, the person has to adjust.

Attitude is one of the most important psychological factors that differentiate humans. Just as there are differences in the structure of body and mind from person to person, there is also a difference in the attitude of the person. Attitudes are tendencies to respond to past personal evaluations of a situation. Attitudes usually develop in individuals towards a particular object or person. According to Colesnick - "An attitude is an emotionally toned predisposition to act in a certain way toward a person, object, an idea or a situation." According to Freeman - " An attitude is a dispositional readiness to respond to certain situations, person or objects in a consistent manner which has been learned and has become a typical mode of response."

### **Objective**

- To find out the attitude towards tribal students and non-tribal students in West Bengal.
- To find out the perception of personality and self-concept among tribal and non-tribal secondary-level students.

- To find out the perception of social value and social adjustment among tribal and non-tribal secondary-level students.

### **Review of Related Literature**

B. Kandulna, Dr A. K. Bajpai (2019): The subject of the study was to investigate the difference between tribal and non-tribal girls of secondary level students' social values. Here is the difference between tribal and non-tribal girls' students at the secondary level in moral values honesty, sincerity, and humanities. The results of this study found that tribal girls are better than non-tribal girls in terms of moral values- honesty and non-tribal girls are better than non-tribal girls in sincerity and humanity.

Prajakta, Sarpotdar, (2021): The researcher had shown here that the school enrolment and subsequent completion of education in the backward (ST) community. The researcher pointed out the psychological aspects as the reasons such as demand satisfaction, problem-solving ability, creativity what are the attitudes of parents and students.

Amit Kr Deb (2018): The researcher conducted a comparative study on social adjustment among tribal and non-tribal students. Tribal female students have more social adjustment ability than tribal male students. On the other hand, non-tribal male students' social adjustment ability is higher than non-tribal female students. On the other hand, the researcher found that the social adjustment ability of tribal female students is more than female students.

Ruma deb (De) (1999): The present researcher made a comparative discussion on some linguistic, psychological, and sociological concepts among the students in West Bengal and Tripura state. The researcher found that although there are problems in communication, there are socio-cultural-economic-political similarities between West Bengal and Tripura in terms of cultural and educational communication.

Mrityunjay, Biswas (2021): In terms of academic anxiety, stress, and adjustment, non-tribal students have done better than tribal students. The researcher has taken the socio-cultural environment of tribal and non-tribal students separately for the study. Scores of non-tribal students are expectedly better than tribal students. The overall conclusion can be said that motor fitness is independent and not influenced by social and cultural but health and psychosocial aspects are highly correlated by the social and cultural environment.

Sheba Umakant Shukla (2014): has investigated the relationship between emotional adjustment and school students regarding gender and family type. The results showed that Girls had higher emotional adjustment than boys. Students of joint families had higher emotional adjustment than students of nuclear families.

Pulickal Jose (2022): This Research has shown that tribal adolescents have thoughts, ideas and perceptions that differentiate them from others. Colour, attitude, behaviour, occupation etc. of non-tribal students create emotional trauma for tribal students, because of which they create mental stress, as a result, they are affected psychologically such as low self-esteem, academic weakness, abuse of alcohol, anxiety, sadness, Anger, school dropouts are seen.

Dr Sandip M. Mali (2021): The main objective of the study was to examine whether there is a difference in self-confidence and social adjustment abilities among tribal and non-tribal students and whether there is a relationship between them. Here the result found that non-tribal students have higher self-confidence and social adjustment levels than tribal students. There is a positive association between self-confidence and social adjustment.

**Methodology**

**Sample**

Data of tribal and non-tribal boys and girls secondary level students of 5 schools located in Jhargram and West Midnapore towns and villages were collected with the permission of headmasters.

**Data collection list of school names**

Sl	School Name	Districts
1	Jhargram Nonibala Boy’s High School	Jhargram
2	Dholkat Pukuria High School	Jhargram
3	Jhargram Netaji Adarso Vidyalaya	Jhargram
4	Khirinda Prabuddha Bharati High School	Medinipur
5	Medinipur Town School	Medinipur

**Tools & techniques**

For the present study survey method was adopted with emphasis on qualitative. in this present investigation school records and semi-structured interviews were used for the collection of relevant

information about the comparative study of tribal and non-tribal children in Jhargram and Medinipur district.

### **View of Tribal Students**

**Participant 1:** I am Laxman Saran. I am 12 years old. I am studying in 8th standard now. My father's name is GoraChand Saran. My father's profession is farming. I study at DholkatPakuria High School of Jhargram District. I like to go to school, I like to play football. Among my hobbies, I like life science. Later I want to be a schoolteacher. I love participating in our various cultural programs. Our family is united, and I love being in a united family. I love our culture and social values.

**Participant 2:** My name is Biswajit Hasda. I studied at Khirind Prabuddha Bharati High School. My father's occupation is farming. I am a student of class 9. I love to study very much. I want to brighten the face of my parents by studying I want to become a doctor so that I can serve people. I want to be a good citizen so that I can do good for the society. I respect the elders in the society, and I love the younger ones very much. I love to read and play and also enjoy various cultural events and tribal festivals every year.

**Participant 3:** My name is Rajeev Tudu, and my father's name is Rajesh Tudu. I am studying in class VIII, and my father's profession is a mason. I want to shine the name of my parents and school by studying myself and helping my friends in their studies. I try to follow the customs of our society and follow the culture of our community. I like to socialize with friends, do sports and I like to donate to poor people. I respect your elders. I want to work in a government office.

**Participant 4:** I am Chaitanya Tudu I study in class seven my school's name is DholkatPakuria High School. My father's profession is a daily labourer. I am an average student in my studies I don't like to study very much I go to school every day I listen carefully to all the teachers in the school and sometimes I try to teach them. I talk to all the students in the school and consider them my friends. I have a lot of difficulty in social adjustment because my financial situation is poor. I talk less and don't talk more than necessary I like to do sports I want to be a car mechanic in the future.

**Participant 5:** I am Ganesh Soren studying in class seven, my school's name is Jhargram Nanibala Boys High School, and my father's profession is carpenter, I am a little weak in my studies. Apart from

studies I like to dance and sing and I like to draw pictures all the people in society should get along all the people in society have different roles I get angry sometimes but I try to get along with all the people in society I am very good at dancing and singing apart from studies I read in the morning and evening and play sports in the afternoon. I want to do business when I grow up. I like tribal culture very much.

### **View of General Students**

**Participant 1:** My name is Juhi Jana I am in 10th standard, my father's name is Jagannath Jana, father's profession is business. I always try to be honest in my life. I behave like a student; I do my duty as a citizen of the country. I try to give equal respect to rich and poor, upper caste and lower caste people, educated and uneducated people in the society. I like to study, I like to spend time with my friends and family, I like to travel sometimes, I like to serve society, I like to get along with everyone, and I try to speak concerning everyone. I don't lie for no reason, always try to tell the truth. I never envy the success of others. I want to be a doctor when I grow up.

**Participant 2:** My name is Monalisa Mandal, and I study in class. My father is a government officer. I am an ordinary person like everyone else. I don't want to harm anyone I like to help others. I want everyone in society to enjoy opportunities equally. I respect every person in the society. Today, people forget their duties and try to self-purify for their selfishness, that's why people's moral sense, sense of duty, and sense of responsibility are getting greedy. I like to get along with everyone. I help people in danger. I don't like a lonely life I like to be with everyone in the family I like to do different cultural and aesthetic work in society. I want to be an ideal teacher.

**Participant 3:** I am Sonali Darbar I study in class nine, and my father's profession is a painter. I adapt myself according to the situation. Performs family duties and likes to listen to music in their free time. I like rural culture I don't like the immoral activities of the society. The current education system is not acceptable to me. I try to adapt myself to all environments. I want to be a senior officer. I love to help with family work. I like to play sports in my spare time. Love to have fun with children at home. I am very empathetic and tolerant.

**Participant 4:** My name is Aakash Karmakar and I study in class. My father works in a factory. I love to travel I don't like to socialize with outsiders. I get angry easily. I like indoor games. I currently do

not find ideal product people. I don't like the traditional rules of the society. I help someone in the society if there is a problem. I like to do social reform work. I respect all types of people in society. I like to talk with everyone. I like my father as a role model in my life. I respect elders and expect respect from younger ones. I have no jealous attitude. I want to improve society by becoming a high-ranking government employee.

**Participant 5:** I am Surajit Mondal, I study in class nine. My father's profession is teaching. I want to be an ideal citizen of society and participate in various developmental activities of the society, I can mix with friends easily, I am an honest person who follows the rules of society and does not like the anti-social activities of society. I like to listen to music and play cricket. I want to be a senior civil servant by which I can benefit society. I like to be in groups. I can get along with everyone.

### **Interpretation**

From the interview of the students, we learned that in terms of attitude towards education, tribal students lag behind non-tribal students because of their socio-economic and conservative attitude and lack of opportunities. There is no significant difference between tribal and non-tribal students in rural and urban areas regarding personality self-concept and self-goals in psychological aspects. Through this interview, it can be found that there are conceptual differences between tribal and non-tribal students regarding social values and social adjustment in sociological concepts.

### **Conclusion**

Protecting equal rights to education is our main duty in the 21st century. From this interview, it can be concluded that the tribal students at the secondary level are socio-economically backwards compared to the non-tribal students. In terms of attitude, non-tribal students at the secondary level are ahead because of family education. Both rural and urban tribal and non-tribal students, psychologically each has a clear idea of personality and self. All showed positive attitudes towards personality and self-concept. Tribal and non-tribal students have different social values for living in different cultures. Tribal students love their own culture more. In terms of social adjustment, tribal students cannot associate with everyone equally due to their regionalism. In the 21st century, there is a special need to focus on

the development of better education for tribal students irrespective of caste, religion, gender, better attitude, good mental thinking, and better adjustment We should aim to ensure that backward communities can enjoy government facilities.

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# Revelation of Educating Interaction by Creating Imaginative Learning and Teaching

Pijush Kanti Dutta\*

## Abstract

The demonstration of educating is an interaction that is utilized to advance the understudy development and improvement of unique or innovative idea and activity. Inventiveness resembles the uniqueness of a person that comes when you and your educator buckle down. An educator is an individual who coordinates and impacts individuals effectively, particularly with regards to instructing kids. Individuals generally imagine that the educator should impart information and encounters to the kids. In any case, in all actuality, educator gets ready kids for the difficulties and delights of life, they set up the understudy for future achievement and assist the youthful ones with finding the internal imagination they have by training youngsters to feel fearless and persuaded. In any case, what is imagination? The capacity to make or create new things utilizing abilities or creative mind. The issue has more than one arrangement and imaginative individuals are receptive and creative. At the point when inventiveness teams up with showing it will help the youngsters and society to develop more.

**Keywords:** *Creating Imaginative, Learning and Teaching, Creative Teaching.*

## Introduction

Most of us think of ourselves as highly “uncreative” people stuck in totally uncreative professions eking a meaningless living out of doing mundane jobs where there is no or hardly any scope for exhibiting creativity - though I sincerely wish if even half of this were true! But then, that’s how we are. We are imperfect and emotional human beings, who simply create our version of the world that we sincerely believe in. We call them “mental models”, and don’t really care if these have any basis in reality. These are the mental models we have acquired since

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childhood (and believe me - your schools and teachers worked very hard to ensure you couldn't leave them and face the harsh world until they were sure there were no dangerous traces of creativity left inside of you!), and these have subsequently ossified our beliefs and behaviors to the extent that we perhaps even seek the comfort and safety of compliance over the chaos and freedom of creativity. So much for the human being who are supposed to be the smartest thinkers on earth . Fostering creativity can range from simple team-building exercises to complex, open-ended problems that may require a semester to solve. An instructor that presents innovative and challenging prompts will encourage students to work creatively through a problem to a solution. These creative techniques must be done in a supportive course environment with appropriate time allocated for students to discover and develop creative ways to solve a problem. Here are 14 creative ways to engage students in discussions, problem-solving, critical thinking, and more.

### **Background of Study**

Most of the time, we confuse between artistry and creativity. We think Mona Lisa is a great work of art, or Mozart was a great composer, or Jeffrey Archer is a great storyteller (none of which can ever be disputed)...and then stop at that point. We think that is creativity. We often think of the end-product as the creativity. In this lecture, I explored the conventional mindsets that shackle our thinking into a very narrow definition of creativity. More importantly, the ability to perceive creativity not just as a singular output that pleases our senses (meaning, conform to our mental models of what might be "good" or "bad") but often discomfoting and yet immensely enjoyable journey, the process of coming up with something new and meaningful. Further, the ability to suspend judgment about the possible "value" of something that we create is an important aspect of how we look at creativity.

### **Analysis and Interpretation of Study**

**Assumption Busting:** Assumption busting is particularly effective when one is stuck in current thinking paradigms or has run out of ideas. Everyone makes assumptions about how the world around us, which in creative situations, can prevent seeing or generating possibilities. Deliberately seeking out and addressing previously unquestioned assumptions stimulates creative thinking. List assumptions associated with a task or problem, for example, that a solution is impossible due

to time and cost constraints; something works because certain rules or conditions; and people believe, need or think of certain things. Then ask under what conditions these assumptions are not true, continue the process of examination as old assumptions are challenged and new ones are created.

**Brain-sketching:** To solve a specific problem, students make sketches and then pass evolving sketches to their neighbors. Students sit in a group of 6-8 around a table or in a circle. Questions or problems should be well explained and understood by each student. Each participant privately makes one or more sketches and passes the sketch to the person on the right when it is finished or when a brief set time has passed. Participants develop or annotate the sketches passed to them, or use them to inspire new sketches which are also passed in turn.

**Brainstorming:** Brainstorming, a useful tool to develop creative solutions to a problem, is a lateral thinking process by which students are asked to develop ideas or thoughts that may seem crazy or shocking at first. Participants can then change and improve them into original and useful ideas. Brainstorming can help define an issue, diagnose a problem, or possible solutions and resistance to proposed solutions. Define the problem clearly lay out any criteria to be met. Keep the session focused on the problem, but be sure that no one criticizes or evaluates ideas during the session, even if they are clearly impractical. Criticism dampens creativity in the initial stages of a brainstorming session. Ideas should be listed, rather than developed deeply on the spot; the idea is to generate possibilities. Accordingly, participants should be encouraged to pick up on ideas offered to create new ones. One person should be appointed as note-taker, and ideas should be studied and evaluated after the session.

**Concept Mapping:** Concept maps represent knowledge graphic form. Networks consist of nodes, which represent concepts, and links, which represent relationships between concepts. Concept maps can aid in generating ideas, designing complex structures, or communicating complex ideas. Because they make explicit the integration of old and new knowledge concept maps can help instructors assess students' understanding. Create a focus question specifying the problem or issue the map should help resolve. List the key concepts (roughly 20-25) that apply to the area of knowledge. Put the most general, inclusive concepts at the top of the list, and most specific at the bottom. Build

a hierarchical organization of the concepts, using post-its on a wall or whiteboard, large sheets of paper, etc. Revision is a key element in concept mapping, so participants need to be able to move concepts and reconstruct the map. Seek cross links between concepts, adding linking words to the lines between concepts.

**Exaggeration:** Exaggeration includes the two forms of magnify (or “stretch”) and minimize (or “compress”), part of the SCAMPER heuristic. This method helps in building ideas for solutions. It is useful to illustrate a problem, by testing unspoken assumptions about its scale. It helps one think about what would be appropriate if the problem were of a different order of magnitude. After defining a problem to be addressed or idea to develop, list all the component parts of the idea or if a problem, its objectives and constraints. Choosing one component, develop ways of exaggerating it and note them on a separate sheet.

**Fishbone:** The fishbone technique uses a visual organizer to identify the possible causes of a problem. This technique discourages partial or premature solutions and demonstrates the relative importance of, and interactions between, different parts of a problem. On a broad sheet of paper, draw a long arrow horizontally across the middle of the page pointing to the right. Label the arrowhead with the title of the issue to be explained. This is the “backbone” of the “fish.” Draw “spurs” from this “backbone” at about 45 degrees, one for every likely cause of the problem that the group can think of; and label each. Sub-spurs can represent subsidiary causes. The group considers each spur/sub-spur, taking the simplest first, partly for clarity but also because a simple explanation may make more complex ones unnecessary. Ideally, the fishbone is redrawn so that position along the backbone reflects the relative importance of the different parts of the problem, with the most important at the head.

### **Findings of Study**

More often than not, we confound among masterfulness and innovativeness. We think Mona Lisa is an incredible masterpiece, or Mozart was an extraordinary writer, or Jeffrey Bowman is an incredible narrator (none of which can at any point be disputed)...and then stop by then. We believe that is innovativeness. We frequently consider the finished result the innovativeness. In this talk, I investigated the ordinary outlooks that shackle our reasoning into an exceptionally limited meaning of inventiveness. All the more critically, the capacity

to see imagination not similarly as a particular result that satisfies our faculties (meaning, conform to our psychological models of what may be “great” or “terrible”) however frequently discomfiting but massively charming excursion, the most common way of concocting something new and significant. Further, the capacity to suspend judgment about the conceivable “esteem” of something that we make is a significant part of how we check inventiveness out.

At this point, we know something about what makes people more inventive, whether there is an interaction to it, and how to foster the outlook that encourages innovative reasoning. Be that as it may, we barely work alone! Whether at school, or at work, we are constantly encircled by peers and most genuine issues essentially need a roomful of individuals to cooperate. However...anyone who has at any point worked in a group setting has consumed a finger too much! Most gathering tries in imaginative joint effort quickly deteriorate into a whirlwind of individual political plan, and not much at any point emerges from it! Along these lines, how is innovative coordinated effort a confusing expression, or are there things that others have found that we could gain from

### **Conclusions**

In general, it was an extraordinary encounter showing this paper. I assume I advanced quite a lot more getting ready for the classes, and from the casual collaborations and criticism from my understudies, they lived it up. Large numbers of them (or the greater part of them?) were exceptionally doubter at first - all things considered, they didn't join a MBA program to find out about the gushy inventiveness stuff! Will it assist them with finding a superior line of work? None of the organizations that appear for situation appear to really focus on those abilities, so why squander energy on such thoughtless pursuits, in what capacity much fascinating it could sound.

Be that as it may, as the course advanced, I found their outlook changing, their mentalities ready to essentially engage the possibility of innovativeness. We requested that they compose a blog entry as a component of the course. They were to distinguish an organization, or an industry, or even a discipline or a space that they consider to be imaginative and basically break down what made it so effective (or not, in the event that they took a negative contextual analysis). A few understudies conceded that their perspectives about the significance

of inventiveness have shifted through this direction. I think my occupation as an educator was precisely that - not to show them a bunch of copyable abilities or procedures however to challenge their outlooks, stretch their reasoning and stir up their interest. All things considered, a seminar on imagination must be called effective when it brings up additional issues than it replies.

In a typical homeroom educator have a more profound comprehension of a subject yet the imaginative instructor go past the subject information for lighting imagination in the understudies. In trying to turn into a creative educator one ought to have a more profound comprehension of their inventiveness, creative methodologies, and the exercises that can utilize to foster the kids' ability for unique thoughts and activities.

There isn't just a single component that adds to innovativeness the main variable that impacts the inventiveness of kids is their social climate the climate might be the study hall climate or family climate.

The most common way of creating imaginative learning in the youngsters by empowering them to accomplish something special for society. The educator rouses the student's advantage in learning material and leads the understudy to find the arrangement of an issue without anyone else imaginatively or present explicit issues and request that the student apply a wide range of accessible assets they need to imaginatively track down the best fulfilling arrangement.

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# The Attitudinal Foundation of Teaching Excellence: A Qualitative Analysis of Secondary Educators in Murshidabad District of West Bengal

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## Abstract

Teaching excellence is pivotal in shaping the educational landscape, yet it is profoundly influenced by the attitudes and perceptions of educators. This qualitative analysis examines the attitudinal foundations that contribute to teaching excellence among secondary educators in the Murshidabad district of West Bengal. Through a series of structured interviews, classroom observations, and thematic analyses, this study seeks to understand how educators' beliefs, values, and motivations correlate with their teaching practices and student engagement.

The research highlights the importance of a positive attitude in fostering an environment conducive to learning and teaching innovation. It also explores the challenges faced by educators in maintaining such attitudes amidst various systemic and personal pressures. By focusing on the Murshidabad district, the study provides a localized understanding of these dynamics, offering insights that are both culturally specific and universally applicable.

Findings suggest that a supportive school culture, ongoing professional development, and recognition of educators' efforts are key to sustaining positive attitudes towards teaching. The implications of this research extend to policy formulation, teacher training, and curriculum development, aiming to enhance the quality of education through the empowerment of educators. Ultimately, this study underscores the significance of the attitudinal foundation in cultivating teaching excellence and its ripple effect on the broader educational ecosystem.

**Keywords:** *Attitudinal Foundation, Teaching Excellence, Secondary Educators.*

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## **Introduction**

The research paper titled “The Attitudinal Foundation of Teaching Excellence: A Qualitative Analysis of Secondary Educators in Murshidabad District of West Bengal” embarks on a comprehensive exploration of the underlying attitudes that shape the pedagogical effectiveness and professional satisfaction among secondary school teachers in the Murshidabad district. This qualitative study delves into the multifaceted nature of teaching attitudes and their impact on educational outcomes, teacher adjustment, and overall teaching excellence.

Drawing from a diverse sample of educators, the study aims to uncover the nuanced relationship between a teacher’s attitude towards their profession and their ability to adapt and thrive within the school environment. Previous research has indicated a significant positive correlation between positive teaching attitudes and successful teacher adjustment<sup>1</sup>. By focusing on the specific context of Murshidabad, this research seeks to contribute to the broader understanding of how attitudinal factors influence teaching quality and, by extension, student achievement and educational progress.

Through in-depth interviews, focus groups, and observational studies, “The Attitudinal Foundation of Teaching Excellence” will provide valuable insights into the hearts and minds of those at the forefront of shaping future generations. The findings are expected to inform policy decisions, teacher training programs, and continuous professional development initiatives aimed at fostering an environment where excellence in teaching is not just an aspiration but a tangible reality.

Teaching excellence is crucial for fostering student learning and development. While various factors contribute to effective teaching, educators’ attitudes play a significant role in shaping instructional practices and student outcomes. This qualitative study explores the attitudinal foundations of teaching excellence among secondary educators in the culturally diverse Murshidabad district of West Bengal, India.

## **Review of Related Literature**

Ahammad, F., & Islam, M. R. (2023). A Study of Scientific Attitude Among Secondary School Students in Murshidabad District. This study investigates the level of scientific attitude among secondary school

students and its relation to demographic variables such as gender and locality of schools, which could provide a comparative perspective on the attitudes of educators.

Ahammad, F. (2021). A Study of Teaching Effectiveness, Scientific Attitude, and Achievement in Geography Among Higher Secondary School Students. This research explores the relationship between teaching effectiveness, scientific attitude, and student achievement in geography, offering insights into the broader implications of educator attitudes on student outcomes. Attitude towards Teaching Profession in relation to Adjustment of Secondary School Teacher. This paper examines the relationship between teachers' attitudes towards the teaching profession and their adjustment in the school, which aligns with your research on attitudinal factors influencing teaching excellence.

Singh, A., Patel, J., & Desai, R. (2013). Attitude of Student Teacher towards Continuous and Comprehensive Education. This reference discusses the attitudes of student teachers, which may offer a foundational perspective on the development of attitudes towards teaching.

### **Significance of the Study**

The study is significant as it:

- Highlights key attitudinal factors essential for teaching excellence.
- Offers insights into creating supportive educational environments through positive educator attitudes.
- Serves as a foundation for further research on attitudinal impacts in various educational contexts.

### **Objectives of the Study**

- To investigate the attitudinal factors that contribute to teaching excellence in Murshidabad's secondary educators.
- To examine how educators' passion, commitment, cultural sensitivity, reflective practice, collaborative spirit, and resilience influence teaching quality.
- To understand the role of educators' attitudes in creating inclusive learning environments and promoting student success.

## Research Questions

- How does passion for teaching influence educators' approaches to student engagement and learning outcomes?
- In what ways does commitment to student success shape classroom dynamics and instructional strategies?
- How do educators integrate cultural sensitivity into their curriculum to reflect the diverse backgrounds of their students?
- What role does reflective practice play in the professional development and pedagogical refinement of teachers?
- How does collaborative spirit among educators contribute to a supportive teaching environment and collective efficacy?
- What strategies do resilient educators employ to navigate and overcome the challenges of resource constraints and large class sizes?

## Methodology

The study employed a qualitative research design, utilizing semi-structured interviews with 20 secondary educators selected through purposive sampling. Interviews were transcribed verbatim and analyzed using thematic analysis to identify recurring themes related to attitudes towards teaching and learning. The design of the research method is discussed in detail below:

Semi-structured interviews to capture educators' personal experiences and attitudes.

Classroom observations to assess teaching practices and dynamics.

Thematic analysis to identify patterns within qualitative data.

Transcription of interviews for detailed analysis.

Tool used

### **1. Semi-Structured Interviews:**

**Purpose:** To capture the personal experiences, beliefs, and attitudes of educators.

**Process:** Developing an interview guide with open-ended questions that allow for in-depth discussion while providing the flexibility to explore new topics that emerge during the conversation.

## **2. Classroom Observations:**

Purpose: To observe teaching practices, student-teacher interactions, and classroom dynamics.

Process: Systematic recording of classroom activities using observation checklists or field notes to ensure a comprehensive understanding of the teaching environment.

## **3. Thematic Analysis:**

Purpose: To identify patterns and themes within qualitative data.

Process: Coding transcripts of interviews and observation notes, then categorizing these codes into broader themes that reflect the attitudes and behaviors of educators.

## **4. Transcription:**

Purpose: To convert audio-recorded interviews into written text for analysis.

Process: Listening to recordings and accurately typing out the spoken words, including non-verbal cues when relevant.

## **Findings**

The analysis revealed several key attitudinal factors contributing to teaching excellence among educators in Murshidabad district:

**Passion for Teaching:** Educators demonstrated a strong passion for teaching and a genuine interest in their students' academic and personal growth.

**Commitment to Student Success:** Teachers expressed a deep commitment to ensuring the success of every student, regardless of their background or abilities.

**Cultural Sensitivity:** Educators recognized and valued the cultural diversity of their students, incorporating culturally relevant teaching strategies and content into their lessons.

**Reflective Practice:** Teachers engaged in regular self-reflection and sought feedback to continuously improve their teaching practices.

**Collaborative Spirit:** Educators emphasized the importance of collaboration and teamwork among staff members, sharing resources and best practices to enhance teaching effectiveness.

**Resilience:** Despite facing various challenges, including limited resources and large class sizes, teachers demonstrated resilience and a positive attitude towards overcoming obstacles.

### **Delimitation of the Study**

The study is delimited to:

- Secondary educators within Murshidabad district.
- The use of qualitative tools such as interviews, observations, and thematic analysis.

### **Conclusion**

The findings of this study underscore the critical role of attitudes in fostering teaching excellence among secondary educators in Murshidabad district, West Bengal. By cultivating positive attitudes towards teaching and learning, educators can create supportive and inclusive learning environments that empower students to reach their full potential. Further research is needed to explore how these attitudinal factors interact with other contextual variables to promote teaching excellence in diverse educational settings.

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# Enhancing Teacher Effectiveness through Professional Development in Secondary Education

Nilaksha Mallick<sup>1</sup> and Dr. Aniruddha Ray<sup>2</sup>

## Abstract

The lack of good educational outcomes, students' accomplishment can be enhanced only if the teachers' efficiency of secondary schools are elevated through PD. This study focuses on the impact of professional development on the kind of stands that the secondary school teachers adopt, the ways in which they teach and the approaches they use to handle their classrooms. In this research, through a qualitative synthesis of literature, the present study examines the impact of PD on enhancing teachers' competencies of addressing various students' needs and overcoming challenges in the classroom by employing the collected data from PD-participating teachers. The studies revealed that professional development enhances the creativity of the teacher in the way they teach, enhances the capacity of the teacher in the use of technology, and enhances social and emotional competence. This in turn promotes a better learning environment in the classroom for the students. Based on the findings, the further investment in high quality, professionally relevant and contextually applicable PD should be targeted in order to enhance teachers' effectiveness and raise educational quality in secondary schools.

**Keywords:** *Professional Development, Secondary Education, Teacher Effectiveness, Instructional Practices, Pedagogical Approaches, Classroom Management.*

## Introduction

Teachers motivate students into studying and performing on their exams is relevant for secondary school institutions. Challenging the educators into aiming at increasing the effectiveness in their teaching methods, informed on the developments within the domain and students' requirements, professional development has an essence in

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augmenting this effectiveness. In this context, in the preface to the volume, the role and the significance of the Continuing Professional Development (CPD) of the teachers of secondary schools, the learners and the students, as well as the members of the society are examined. First, the teachers of secondary schools use training to update themselves regarding the current information and teaching methods from the researches. These seminars and workshops enhance the knowledge and skill of the educators on new learning interventions as which Johnson (2018) described. This paper assumes that there is an increase in the diversity of learners in terms of talents and learning abilities in secondary schools hence if teachers are professional in development, they are in a position to handle diversities observed in classroom (Smith, 2020). In addition, PD promotes the instructors to be collaborative professionals through making them to analyze and reflect on their teaching behaviours as it is helpful to one's professional development and to students' learning (Jones & Brown, 2019). Through professional development, course instructors can improve the ways of transferring the knowledge, students' engagement, and performance through the word of mouth concerning effective learning strategies (Anderson, 2021). On the same note, good professional development does not only influence the efforts in the reformation of the school but also the attempt towards the instructors. Teachers self efficacy, teacher attrition rate and teacher performance is known to be influenced positively once schools incorporate an extended PD programme as noted in Martinez (2022). The parents get more engaged in the schools and the children themselves feel valued, and as a result, the teachers are given the autonomy of enacting the creative process of incorporating practice based professional development in the implementation of the delivery of lessons in the schools that favor the continued practice of professional development (Garcia, 2017). Studying flows of quality professional development in the investigation, the findings showed that it has a positive relationship with students' achievement. In Thompson's (2019) study, the teachers in the study sample might assist the focused professional learning teachers to contemplate how particular lessons differentiated differently, future students' growth appraisal capability, and classrooms equipped with amiable apparatus for all the learners. In addition, and there is no denial, professional development holds significant positions in the studies of students' performance and teachers' productivity in the secondary schools. Schools may help in

ensuring that every learner attains in school by providing the teacher with professional development chances that cover all domains of teaching. This will assist the teachers in pointing out changes in their students' needs, organizing their approach as well as enhancing their level of performance. Hence, professional development of teachers is a lifelong process that enables one to attain competence as context of education evolves and thus, guarantee that teachers are prepared to effectively perform their duties in order to enhance the students' lives.

### **Background of the Study**

The professional development of enhancing secondary school teachers' effectiveness has a rather promising history that contains a vast amount of research conducted to better understand the issues, wants, and ways of assisting teachers in their evolution process. Secondary education begins at grade 6 to grade 12, this is commonly referred to as junior high school or high school and maybe considered as an age of significant human development in terms of academic and character formation and therefore the kind of instructional methods used has a great influence in learners' achievement. It is possible that the tab will help teachers to meet their students' needs more effectively and adapt them to changing circumstances in education with the help of professional development, in which each teacher receives necessary information, vocational skills, and tools. One common challenge that currently stands out in secondary education is the difficulty in meeting the dynamic needs of the students in terms of demographics and learning approaches. Darling-Hammond, (2017) noted that culturally relevant and even custom learning is getting much more relevant in diverse secondary education classrooms. In order to overcome this difficulty, there are professional development programs meant to equip teachers with approaches towards constructing a diverse classroom in order to welcome learners with disabilities (Tharp, 2018). However, pro and cons exist when bringing in the use of technology in class much as secondary school teachers should look at. For his part, Hattie (2019) found out that the use of the teaching and learning technologies enhanced students' engagement and learning results. However, for the effective use of various technologies in the classroom, many teachers require mentoring or in-service training, also known as PD (Ertmer & Ottenbreit-Leftwich, 2013). In addition, professional development does not aim only at making the person of the teacher better but also at making schools better. According to Guskey (), for

professional development programmes, the impact to be produced should in fact relate to the school improvement plans and learning standards. Through well-coordinated PD, professional culture which supports learning as a process that is ongoing and progressive might be cultivated in collaboration with leadership from the school (Desimone, 2009). As in the results of researches and studies, the success of professional development programmes in secondary schools also depends on how well the given programmes are relevant to the given field and oriented on its results. In line with Fullan's (2013) suggestion, research units should aim to enhance the teachers' subject content knowledge, as well as their process skills for teaching and learning in the creation of collaborative learning communities and professional learning communities. Some obstacles detected or experienced by teachers are concerns that professional development experiences that rely on research-based techniques provide teachers with greater means to counteract instruction difficulties and enhance learners' achievements (Borko, 2004). Hence, it is paramount to support teachers with constant help and practice because several studies suggest that this enhances students' outcomes in secondary school. Therefore, for professional development programmes that want to increase the possibility of success for the secondary school teachers and contribute to a positive change in students' achievement, the following features should be considered; the programme should be based on research; should effectively incorporate technology; should address challenges posed by diverse student population and; should align with the schools improvement framework. Preserving an experienced and passionate teaching staff who are capable of addressing students' needs and the global educational environment of the twenty-first century relies on investing in highly effective professional development for educators.

### **The Statement of the Problem**

From the outcome of the students' learning and general academic performance, one can deduce some closeness of the seconded results to the efficiency by which secondary school teachers perform their tasks. However, it remains challenging to ensure that all classrooms with students of all demographics apply superior quality methods in teaching. Hence, it is not clear-cut how extensive and how responsive the secondary teachers' professional development (PD) programmes function to the aims of enriching the teachers' content knowledge as well as modifying or enhancing their teaching contents and

approaches. It indicates that varied levels of instructional effectiveness and students' interest arise from the secondary educators' inadequate access to targeted, evidence-based professional-learning opportunities designed for them. Since explicit information on how PD affects teachers' approaches to teaching, behavior in the classroom, and growth throughout their careers is unavailable, attempts to enhance the quality of education and students' achievements are challenging. Enhancement of the effectiveness of the teacher and better education outcomes for all learners based to mild, moderate, and severe learning needs realized after a critical examination of the impact and efficiency of the professional development programs in secondary education. Therefore, the title of the research is "Enhancing Teacher Effectiveness through Professional Development in Secondary Education."

### **The Significance of the Study**

To generate classroom climate, students' engagement and success pivotal depends significantly on the qualified educators, they constitute an important feature. The aim of this study is to foster improvement to the current practice of education by establishing the impacts of the professional development programs on the teachers' orientations, strategies, and mode of handling their classroom. The purpose of this study is to establish the information that secondary school teachers need so that they can develop the professional development programmes necessary for them to improve as professionals proficient in their position. This research intended to help offer education to every learner and assist in the general goal of delivering quality education by enhancing the effectiveness of teachers through professionally developed interventions in training.

### **The Research Questions**

**RQ<sub>1</sub>:** What effect does teachers' involvement in professional development programmes have on the methods they employ in the classroom?

**RQ<sub>2</sub>:** What effects do professional development programmes have on secondary school teachers' strategies for interacting with and engaging their students?

**RQ<sub>3</sub>:** In secondary schools, how can professional development help instructors create and sustain an engaging learning environment for their students?

**RQ<sub>4</sub>:** In continuing professional development programmes, what kinds of new abilities do educators acquire?

### **The Objectives of the Study**

**O<sub>1</sub>:** To explore the effects of professional development on secondary school teachers' pedagogical choices and actions.

**O<sub>2</sub>:** To understand how secondary school teachers' instructional practices are affected by professional development.

**O<sub>3</sub>:** To find out how secondary school teachers' tactics for managing their classrooms affected by professional development,

**O<sub>4</sub>:** To determine how teachers' participation in professional development programmes aids their continuous professional development in terms of skill acquisition.

### **The Review of Related Literature**

Pangestika, N. M. (2024). Programmes for the administration and leadership of professional development for educators: an evaluation. Investing in the professional leadership and management development of teachers is a crucial method for increasing teaching quality and educational results, according to this research analysis. Based on the findings of this study, educational institutions should include teacher leadership coaching into their professional development plans by creating and implementing organised and long-term programmes.

Ngubane, T. (2024). The Impact of South African Teacher Preparation Programmes on Student Achievement. South Africa's improved teacher training programmes have a noticeable impact on student achievement, especially in the STEM fields. Nevertheless, regional differences in training quality impact efficacy. In order to raise educational standards throughout the country, it is essential to standardised high-quality training.

Kalim, U., & Bibi, S. (2024). Improving the efficacy of teacher professional development programmes via evaluating teachers' competences in Pakistani public schools. In order to better design and implement teacher professional development (TPD) programmes, the findings of this research are crucial. Teachers' professional growth and competency may be enhanced via these specifically developed learning opportunities.

Huang, R., Siraj, I., & Melhuish, E. (2024). An experimental study

on the efficacy of a professional development programme in fostering high-quality instruction and student achievement. Based on the findings of the multilevel modelling, the intervention had a beneficial impact on classroom quality and the developmental outcomes of children's executive function abilities and literacy. This study has important implications for PD intervention and cross-cultural research since it is one of the first to examine the efficacy of PD in China.

Mitchell, R., Ayinselya, R. A., Barrett, A. M., Ochoa, A. A. C., David, O., Imaniriho, D., ... & Singh, M. (2024). Supporting the professional growth of African educators. According to the results, there is a lot of one-size-fits-all provision that doesn't always help instructors' placed professional knowledge and agency. Furthermore, it is worth noting that dominant modalities of TPD provision still unfairly exclude historically marginalised groups and mainly perpetuate social inequalities based on gender, rurality, disability, and other characteristics, even though inclusive education and gender-responsive pedagogy have been identified as substantive goals of TPD initiatives. Despite these dismal results, the report does identify promising areas for TPD that are more inclusive, creative, and empowering in the area.

Hider, U. (2024). Improving Teacher Education: Methods for High-Quality Lessons and Continuous Professional Growth (No. 12002). Relaxing Seat. Implementing strategies supported by research, encouraging educators to work together, incorporating technology into lessons, and offering continuous professional development are just a few of the ways that this study suggests can enhance teacher education. Schools may better prepare educators for the ever-changing profession by adopting these practices and providing their faculty with the resources they need to succeed.

Sokel, F. (2019). Perceptions of the efficacy of a professional development course by teachers. In light of the results, it is clear that professional development (PD) courses should be adapted to meet the actual demands of practitioners in light of the ways in which the participants rated the course's efficacy.

### **Research Gap**

With regard to the effectiveness and applicability of the PD and the matching of the programme to the prerequisite demands/facilities of secondary school teachers, there is a severe research gap in enhancing teacher performance through PD in the secondary education sector.

Although, as earlier highlighted studies indicated that PD enhance classroom practices and students' performance, there is a lack of longitudinal research to investigate the long term impact of PD for different types of secondary schools. Worse still, in the area of professional development (PD), a nebulousness of studies has tried to capture multi factor that determines the teachers' participation, commitment, and the degree to which they follow instructions. To enhance professional development for teachers and the new and improved conceptions of secondary education, to meet the needs of the evolving learners and the necessity to raise outcomes in secondary education for all students, the outlined gaps in knowledge must be addressed.

### **Methodology of Study**

Applying the overt approach of thematic analysis, the researcher explored the multifaceted process of enhancing Secondary School Teachers' performance by professional development. This method aims at identifying themes and patterns in the qualitative data obtained from the interviews, focus groups or the observation of participants of the PD programme. It was suggested that the application of the assessors theme analysis allowed the researchers to imply finer details regarding the instructors' perceptions from the available data source. Due to this technique many facets that determine the teachers' professional learning and performance could be approached comprehensively. It was useful in establishing key areas that provide information on the formulation and implementation of effective professional development programs for secondary school settings.

### **Analysis and Interpretation**

#### **Pertaining to Objective 1:**

**O<sub>1</sub>: To explore the effects of professional development on secondary school teachers' pedagogical choices and actions.**

The way in which teachers strategically involve or collaborate with secondary school students influenced by different programmes in various ways especially concerning teachers' professional development (PD).

### **Staff Development in Methods of Teaching**

Teachers get to know new approaches, useful technologies, and directions of teaching activities during the methodical seminars and trainings. Such events are organized to enhance students' activity levels

and relevant interactions in the learning environment. For instance during project based learning or inquiry based teaching workshops, instructors are advised to incorporate manipulation, joint projects, and thinking into their lesson plans. They make the educational process more effective because these forms, first of all, attract students' attention and make them actively work with the course.

### **Encouraging Reflective Pedagogy**

Within the framework of increased qualifications, it is recommended for educators to analyze one's own teaching practices in order to change the strategies used after taking into account the opinions of students and the outcomes of classes. Reflective practice cause teachers to enhance their ways of teaching that they use while intruding the secondary school students' multiple requirements and learning patterns. For instance, teachers reviewing different ways of engaging the students and possibly altering some of these depending on the lessons learned. Enhancing on the existing classroom dynamics and the response of the instructors to students' interests are all enhanced by this reflection and action cycle.

### **Organised Classroom for Engaging Students.**

The result PD programmes frequently focus on techniques for orchestrating the classroom environment in a way that includes students and involves them actively. Professors learn how to create realistic standards of behavior, manage student's misbehavior, and encourage proper communication in a class. With these abilities, a teacher can create positive learning atmosphere with no prejudice or discrimination against any student. The students' formal communication and interpersonal skills in the secondary school noted positive changes though the introduction of student debates, cooperative learning methods, and cooperation from PD.

### **Incorporating New Ideas and Technology into Society**

Training courses for teachers might incorporate information on the use of technology in the teaching process whereby the level of engagement shown by students significantly raised. When teaching with technology, media, and Internet connection, teachers come up with visually appealing lessons, media, and Internet sources that appeal to the secondary learners who are product of this generation. When teachers apply technology properly, they interact with students in such things as using interactive multimedia material

and the virtual learning environment, or the application of different strategies to address different learning abilities among the students. Thus, the teachers participating in the secondary school professional development programmes are in a better position to facilitate students' meaningful learning through the application of new teaching practices, critical analysis and improvement of the strategies, proper classroom management, and proper incorporation of the technology tools. Secondary school teachers' aptitude to create the curricular milieu of intellectual curiosity, cooperation, and scholastic accomplishment depends on their continual professional growth and receipt of the updated information about the educational practices of their colleagues.

### **Pertaining to Objective 2:**

**O<sub>2</sub>: To understand how secondary school teachers' instructional practices affected by professional development.**

The process through which secondary school instructors engage and interact with their students influenced by their engagement in the PD programmes; instructional approach, classroom relationship and finally students' performance.

### **Adoption of New Pedagogical Approaches**

The challenge of adopting new pedagogical approaches in the context of technology advances and the rapidly changing nature of society, education forced to adapt new methods of instruction.

Teachers informed on new practices of the classroom that introduce the active involvement of students in professional development conferences and sessions. Teachers informed of techniques that allow student participation in the learning procurement process may include inquiry-based education instrument, the flipped classroom approach, and project-based education. These methods reconstruct the role of educators as facilitators of students' learning rather than information providers. In this manner, teachers employ such tactics to create classrooms that are informative, creative, and cooperative, which subsequently enhances the students' interest in the lessons, taught.

### **Enhancement of Flexible Skills in Teaching and Learning**

PD enhances teachers ability to teach students by providing them with how to handle different students in classroom. The predictive relations. As a result, teachers help the students more effectively by taking part in continuing professional development that covers aspects

such as differentiation strategies, learning styles, and other related topics. Consequently, they enhance the learner's time and support the diversity in education for all students by changing their methods of teaching to fit a particular student. The study found that professional development enhances the probability of the teachers in secondary schools to employ new practices in their way of teaching and also change their practices in response to what students comment on or their performance in tests.

### **Conducts of Enhancing the Management of a Classroom**

Constructing proper managerial skills that enable appropriate interactions and participation from the learners is a very vital way of promoting contains of professional development programmes. Teachers are hereby expected to understand how to set realistic targets, making classroom safe and nurturing for relationships. If the teachers are versed in these areas, they may create environments where students feel free to express themselves; where the students are able to fully engage in group activities, where they are fully involved in the classroom activities, debates, projects and assignments among others. This is due to the fact that the positive setting created in the classroom makes the secondary school pupils feel at home hence actively participate in the class.

Instructional technology and increasing teachers' IT competence is a subject explored in the frameworks of professional development's obligatory components. To enhance the ways of education delivery and students' participation, educators acquire digital skills and knowledge about the internet and multimedia resources. Teachers implement students that are native to technology and increase students' participation in class by providing interesting activities that incorporate technology into classroom learning. Thus, teachers guarantee their significance and efficiency in an evolving educational process through PD which will enable them to be in pace with technological advancements and adapt as far as lessons and utilizing new tools and resources are concerned. In-service training for teachers helps the secondary school teachers acquire the knowledge, skills, and practices they require in their profession as educators, which include in the instructional skills, content knowledge, behaviour management, and use of information and communication technology that determine the levels of learners' involvement in classroom activities. By constantly

engaging in their own professional development (PD), teachers are vital in the encouragement of the kinds of classrooms in which the students are encouraged to learn actively and work as well as succeed academically in secondary school. As the need to enhance educational results in secondary and to enhance teachers' performance, there is a need to incorporate quality professional development.

### **Pertaining to Objective 3:**

**O<sub>3</sub>: To find out how secondary school teachers' tactics for managing their classrooms affected by professional development.**

### **Training for the Classroom Teachers and Learning Climate**

In the case of secondary school teacher's professional development, it is indispensable when trying to equip them with the knowledge and skills required establishing and maintaining a positive classroom climate. Mutual courtesy is apparent, roles and responsibilities are clear, everyone is able to listen and express him/herself, and there is student involvement in this environment. There is hope that through professional development teachers' interpersonal skills, teaching methods, and management styles enhanced. These abilities are very effective for building the right atmosphere that will inspire learners in their learning process.

### **Improving Methods of Instruction**

Inasmuch as beneficial pedagogical practices are enhanced, PD significantly assists the instructors in cultivating a favourable classroom climate. Respectively, the professional development workshops and training events are devoted to the student-centered paradigm, differentiation, and effective classroom practices. Thus, these strategies help teachers create classrooms in which students with disabilities feel comfortable and accepted so that teachers can create effective interactive courses for every student enrolled. To enhance the assurance that secondary school students' interests and needs are met, professional development (PD) helps teachers bring into question their own instructional practices based on information received from students with an intention of having adjustments made.

### **Enhancing Readiness to Handle Classroom**

PD programmes also focus on the concern of enhancing teachers' classroom behaviours to enhance management and with ultimate focus is enhancing students' learning. Among the skills that educators develop, there are strategies for generating and sustaining class

patterns, managing students' transition from one activity to another, and proactively addressing problematic behaviours. Fair and frequent punishment makes the teachers to set rules and regulation that us hence enhancing order and shun any form of unrest in school. Additionally, professional development offers strategies of how educators ensure the students are well behaved and foster a support system among the students themselves as well as expecting sophisticated manners between these students. Having these management skills is very important especially in controlling the students and making sure that they do not wander off often, so that everyone in the class learn in a comfortable environment is very important.

### **Scholarship on Social-Emotional Learning**

Handling student perfectionism and promoting students' wellbeing is another area often covered in PD – through infusing SEL approaches. From learning about SEL concepts, teachers may be in a better position to assist their learners acquire skills which include that of cultivating on positive attributes such as empathy, resilience as well as self-regulation in the class and other areas of life. Teachers are an important part of a child's education and development when they ensure that the conduct of the class fosters safety of the heart as well as health of the soul. Professional development also enables the professional to have tool to address cultural and social diversity of the students in a way that is acceptable to all of them.

### **Fostering Effective Communication**

PD supports the enhancement of effective communication and relation-building skills by the teachers with their students. Teachers go through a process of learning effective listening skills, positive communication, and being able to solve conflicts in a manner that fosters communication. Even in practicing classroom management, we come across some of the beneficial approaches that teachers use in managing the class, they build a friendly relationship with the students, which makes the students feel comfortable to express their ideas, ask questions and seek for their assistance whenever they feel so. Cooperating with the parents, coworkers and school officials is another factor of communication, which forms the basis of successful school community. Hence, through enhancing the instructional methods, acquiring and implementing classroom management, enhancing social emotional learning and enhancing positive relationship through

constructive communication, PD assists secondary school teachers in facilitating and maintaining positive classroom climate. Advancement for example mean that teachers invest in improved practice and find new approaches to learning for themselves as well as for their students, improving the standards in class, the health of their learners, as well as their performance at school. Therefore, for now, PD remains to be a significant factor in raising the efficiency of secondary school teachers and the quality of education embodied in their students.

#### **Pertaining to Objective 4:**

**O<sub>4</sub>: To determine how teachers' participation in professional development programmes aids their continuous professional development in terms of skill acquisition.**

#### **Obtaining New Information and Building up Skill**

The teachers' participation in continuing PD programmes is beneficial for teacher efficacy in the classroom, the capacity of managing students, and the overall approach to professional development. These abilities are essential as and when there is, need to change due to new requirements and demands put forward by the changing education system, to involve student in participation and to ensure an accommodating environment fostering education in secondary school.

#### **Revolution in Education and Approaches to Instruction**

Teaching practices and strategies are one of the numerous domains that teachers acquire new competencies in via professional learning. Professionals in the education sector can find out about various delivery methods such as inquiry-based teaching, project-based teaching, and differentiated teaching methodologies during training activities such as; workshops, seminars, etc. These methods help students develop abilities that are crucial for a dynamic and unpredictable future: the cognitive skills that entail analyzing and solving problems as well as cooperative and participation skills in a classroom. Teachers acquire competencies on how to develop and conduct lessons that enhance the students' understanding as well as practical skills through the integration of relevant technological and multimedia resources. Due to the variety of learning requirements and approaches displayed by pupils in secondary schools, people who teach should inform themselves about such advancements.

#### **The Use of Technologies and Digital Literacy**

Technology integration and the understanding of the digital

environment in general is one of the competencies that professional development programmes seek to enhance in educators. Teachers obtain the knowledge of raising the efficiency of their teaching techniques through information and communication technologies that enhance learning, educational applications, Web resources, and electronic boards to focus on the students who have been born in the technological environment. The teachers enhance the knowledge on the competent evaluation and selection of the available digital sources as well as the degree of their effectiveness for the enhancement of the students' learning through the theory coupled with practice and group assignments. An improvement of the teachers' professional practice knowledge and skills to evaluate online content, promote digital citizenship among pupils, and develop lesson plans from data collected through with the support of professional development. These abilities are essential if pupils are to survive in the information society and their working careers in the 21st century, which has been characterized by technological advancement.

### **Associating Social-Emotional Learning to Build Supremacy among the Students**

Professional Development are the student support tactics and social-emotional learning (SEL). So that, for their students' and emotional growth, teachers are taught on elements of relationship-building, pupil comforting and exercising full comprehension. Cultural competence in teaching, suggested strategies of working with traumatized students, and strategies for teaching students with learning disabilities, or low prior knowledge, are among the key issues discussed during such workshops. Teachers get the knowledge they need to nurture pluralistic classroom climates that embrace the individuality of each learner as well as foster a sense of belonging among one's' students. When they teach, adopting the ideas of SEL, the instructor can help his/her learners to feel physically and emotionally healthy, ensure that all the students accept each other and the teacher, and manage the process of going through class for effective learning.

### **Developing Career as an Essential Component**

Finally, instructors enhance their leadership skills, working in teams, and professional development through the programmes of professional development. They foster the culture of learning by sharing the best practices, promoting the value of practice through teach

communities and peer coaching or establish mentorship linkages. For teachers to enhance educational fairness and to advocate for students in order to effect change for the better within the schooling system, social leadership and organizational training development programmes which equip the teachers with good communication, advocacy, and decision-making skills be useful. Teachers are more ready to guide their classes, contribute to attempts to reform curricula, and progress the field of education through PD. Professional development courses also prepare educators for the reforms in education, to accept new tasks, and enhance the learners' achievement and the school effectiveness through fostering the culture of learning and development. Therefore, the secondary school teachers are exposed to numerous new skills from the continuing professional development programs that enhances their leadership, social, emotional and academic skills on how, when and which instructional methods to use, and their competency in the integration of technologies. Being involved in a program of continued professional learning, educators may enhance the effectiveness of their impact on the student's success, contribute to the facilitation of the effective development of a positive school climate that fosters academic achievement and personal growth, and create effective learning environments that are student engaging. Therefore, it implies that Professional development for teachers should continue for the schools' improvements in the performance of students and expansion of academic and career success in secondary schools.

### **Conclusion**

Finally, the above discussions entails that there is more emphasis placed in the secondary sector on enhancing the process of learning through enhancing the teaching methods, encouraging students' participation, and creating favorable conditions for teaching – by raising teacher standards through professional development. In the particular needs of various learners, continuing education can help empower educators so they can use the most relevant knowledge and skills in SEL, technology, and instruction. PD programmes thus benefits educators in many ways such as enhancing students' learning, enhancing effective relations with students, enhancing management within the classroom, and fostering school culture improvement. Also, professional development empowers a teacher to implement improved approaches to teaching, the use of new technologies, and changes in students' demands in the class. Enhancing teachers' and leaders'

capacity, attaining higher learning outcomes, and nurturing learners for the global society of multiple challenges and interconnections depend on effective, sustained, and rigorous professional development initiatives. It would be beneficial for all educators and secondary schools if institutions prioritize more student-oriented professional development programmes in order to equip educators to be ready to adapt more and deliver the best to all the students no matter the evolution of education facilities.

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# The Influence of Socio-Economic Background in Shaping Student's Attitudes Towards E-Learning Perspectives

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## Abstract

There is a great debate worldwide among academicians regarding socio-economic differences that affect e-learning attitudes. In light of the knowledge gap, this research sets out to investigate how economic determinants overlay with cultural factors in e-learning environments where relied cannot physically be on present peers acting as teachers. Socio-economic background is associated with access to technology, digital literacy and the quality of home learning environments that affects greatly students' participation in online education. In sum, this research contributes to the literature on financial and other socio-economic variables that influence e-learning access and outcomes by investigating more detailed aspects of economic disparity. The report examines the role of digital resources in creating uneven learning opportunities for students from various socioeconomic backgrounds. The study also investigates how cultural diversity interacts with socio-economic status in determining students' opinions concerning the relevance, accessibility and value of E-learning. The research thus intends to systematically explore resilience factors and effective strategies of students across a range of SES- backgrounds, which would be valuable for informing policies and practices associated with ensuring equitable access to digital education. The study adopts main ling qualitative methods of content analysis and is enriched with a type richness to bring more valuable insights about students in E-learning experiments. The overall purpose of this study is to inform evidence-based recommendations for improved support structures, policy interventions and educational practices that encourage E-learning with equity in mind-to reach all students regardless of socio-economic background.

**Keywords:** E-learning, Digital Education, Student Attitudes, Socio-economic background, Educational disparities.

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## Introduction

In the scenario, Education has been tremendously evolving with the fast pace of technology growth in previous few years and E learning taking place as primary source for academic experience. This replacement has also generated much more interest in identifying what different factors could affect the students' perceptions about E-learning. Among these, social-economic status specifically encompasses itself influencing affect towards E-learning. This study is analyzing the effects of some socio-economic variables like income, parental education, and access to technology on student's attitude toward E-learning. More information about E-learning being less inclusive. One of the biggest disadvantages of online learning is its accessibility, especially for students from higher socio-economic classes, which grants them better access to technology and resources. These pupils have more probability of getting their own laptops and internet access as well as a suitable environment for E-learning at home that contributes to implementing higher motivation towards online learning (Borrero et al., 2020). By comparison, students of a lower socio-economic background are likely to contend with pronounced disadvantages such as minimal exposure necessary tech and the absence of conducive learning environments that hamper their participation in e-learning platforms (van Deursen & van Dijk 2019). Other major factor, which influences the attitude of students towards E-learning, is parental education. Mothers and fathers with increased schooling amounts much more probable to facilitate tutorial aid in their little ones, because they have a tendency for graded as greater tutors. This support even extends to the domain of E-learning, with parents more likely to promote digital tools and resources that can boost their child engaged in and perceptions regarding e-learning (Muller & Murtagh, 2021). However, students' attitudes toward E-learning may not be as positive where parents are of a lower educational attainment, which could result in less support with academic work at home (Lai and Widmar 2021). Aside that, digital literacy among different socio-economic groups can also contribute towards a student's E-learning experience Students from affluent backgrounds with early exposure to digital devices had better developed E-learning skills (Helsper & Eynon, 2013). This in turn present a challenge to students from disadvantaged households with digital illiteracy, preventing such student... preclude those youngsters benefiting more effectively, or indeed participating at all (Ng 2012). In addition to individual and family factors, the

socio-economic environment where a student lives (school resources, community support) also influences how they perceive E-learning. Technology tools are enriched in schools, that a positive aspect of E-learning because students learn more with new technological tools (Zhang et al., 2020), teaching staff have long years experiences about online education environments so it means they stimulate children to sleep tight etc. Alternatively, in impoverished areas, schools may not have such resources to begin with and this can produce a digital divide between students of different socio-economic status (Hohlfeld et al., 2017). The knowledge of the extent socio-economic background can have an impact on students' attitudes toward E-learning is significant for educators, policymakers and stakeholders working towards closing digital divide gaps and promoting access to quality education that ensures equity. When E-learning perceptions influenced by these disparities, it is counterproductive in that the field of Education should focus on how to ensure an inclusive and supporting educational environment for all students regardless their socio-economic status.

### **Background of the Study**

The impact of socio-economic background on students' e-learning attitudes is well established but complex; a range of researchers in the field are beginning to pay attention. Socio-economic status (SES) is a complex concept that includes family income, parental level of education and resources, which can influence student educational experiences/perceptions. The growth of E-learning especially in the wake of COVID-19 propelled this reality and put a spotlight on these inequalities based around socio-economic lines requiring an understanding as to how those factors may impact student interaction with digital learning (García & Weiss, 2020). Access to technology is one of the decisive factors that influence how students view E learning. Naturally, children from wealthier families are more likely to have the basic E-learning tools like personal computers, tablets and high-speed internet. This access allows the more fluid e-learning process making it possible for these students to do all of the educational activities online (Baker, 2013). In contrast, students from the lower socio-economic areas often possess general barriers such as limited or absence availability of these technologies, which can prevent their engagement with e-learning content and neutralize their attitudes towards this mode of learning (Eynon & Geniets, 2016). Besides, parental involvement and educational levels are imperative factors that affect over students

attitudes of E-learning. Parents with greater education can offer help to their children in using e-learning tools and resources. Parents like these can greatly ease the process of navigating online learning platforms and understanding digital content to their children, thus encouraging a positive perception towards E-learning (Pew Research Centre 2016). In contrast, parents of those with lower levels of education may not have the knowledge to provide this support and encourage their children that can lead to a decrease in confidence amongst their offspring on using e-learning technologies (Kim & Choi 2018). The so-called digital divide, the dividing line between those who are equipped with current information and communication technology (ICTs) and others without such equipment is one of the significant causes for this educational injustice. This divide exists heavily with students in different socio-economic backgrounds. Digital divide not only rules access to technology but also classes of digital literacy skills (decisive for successful E-learning) [4]. A variation of the digital divide due to economic background operates at a much deeper level in relation with AI education; generally students from higher socio-economic backgrounds are more skilled in using various digital tools, since they have been exposed to them for longer and on an ongoing basis - widening this skill gap will lead few opportunities disadvantaged lower-socioeconomic-background individuals (Van Dijk 2020). Apart from this, educational environment quality has a significant impact on students' e-learning experiences and attitudes. Then there are schools in well-heeled areas, better resourced with more sophisticated tech and teachers prepared to do E learning. This might create an even better and more encouraging e-learning environment, making students regard their online learning grant with positive engagement (Selwyn, 2011). Conversely, schools in poorer districts suffer from an assumed lack of such resources and students receive lower quality E-learning, possibly leading to a disgust for online learning (OECD 2018). In the context of educational disparities and inclusive e-learning environments, it is important to know how socio-economic background may influence attitudes towards E-learning among students. Educators and policymakers can mitigate e-learning challenges for lower SES students by understanding the associated obstacles and ensuring increased efforts to equalize learning opportunities between rich well-resourced schools entities from poor schools.

## **The Statement of the Problem**

This paper aims to do so by considering a number of parameters, which constitute SES and cultural disparities, and then, examines how these aspects influence E learning in college students. The socio economic disparities remain the major feudal that limit the chances of participating in e learning as obtaining basic features of technology or internet connection is impacted greatly. That is why such resources may be more accessible to the students from the higher socio-economic status, while the less resourced struggle and that may hinder them from participating in the learning environment based on digital tools and platforms. This availability is however subject to disparities in relation to cultural norms towards e learning that comprises of the cultural, perceived and impose values, beliefs and practices among student's families and communities hence the attitudes towards the engagement in online education. Culture also influences the perception of the students by determining whether they consider digital learning as an appropriate way or method of instruction, and a medium that they use in success on their course with motivation for the same. Thirdly, the amount of stress tolerance by students from different income groups stay unnoticed in cases of e-learning related difficulty. Some students with socio-economic disadvantages come across task such as no access computing equipment, parents not being involved, and or lack appropriate computer skills. Thus, it is important to know how these students are able to overcome/handle the existing challenges in order to enhance the supportive frameworks and interventions. Moreover, it is relevant to comprehend how the learners with varying SES status have interpreted their assets and to what extent they have been able to engage in e-learning solutions. These include community services, technology or supported learning applications, or learning from peers or teachers. However, solving this problem entails specific measures as to how schools engage with families to support the virtual learning process for students drawn from several SES backgrounds. Perhaps co-contributing to a technology access-sharing, parents and caregivers, their digital literacy, teachers' relation with families, or development of home friendly learning atmosphere. In this research, it is the intention of the study to offer the understanding that can address both aspects comprehensively, thereby assist endeavours toward fulfilment of E-learning for all clientele – in terms of equal access and better learning experiences.

## **The Significance of the Study**

Hypothesizing about the implications of socio-economic background to students' perception of E-learning is essential due to varied reasons; key among them is the prospects of this approach in eradicating historical inequalities and closing any divides; to offer every learner an equal shot at virtual learning at any given level. Household income is the fancy phrase of socio economic background which for the purpose of the present study includes both household income as another strong factor defining take-up levels- as an insignificant detail which might make a difference while analyzing E-learning results, and the parental education level, access to technology and home learning environment another two factors that may affect take-up levels. The nature of how the above factors relates to cultural issues are still missing in the literature, with such inspiration desperately needed to construct site-based interventions and policies aiming for the inclusion of students from diverse backgrounds. This study seeks to fill this gap by analyzing the research topic which focuses on the digital divide and how the disparity in the usage of technology further led to unequal education for students from the two different socio-economic backgrounds. For instance, the researchers note that while attempting to find out barriers to the availability of support, it is possible to identify students with restricted access to the Internet or those who may be using old equipment –thus, revealing how efforts made in bridging can be helpful in making sure all students have equal chances of accessing e-learning platforms. Secondly, this study aims at establishing the role of culture in the reception of students and attitude to E- learning. Existence in Cultural beliefs and expectations, as well as educational expectations do influence the reception of digital education by students as either useful, affordable and beneficial. Cultural factors affecting students' participation in e-learning are possible to be used by educators and policymakers for crafting particular e-learning approaches for K-12 minorities students and other diverse learners so that the ensuing inclusions are intentional with the aim of enhancing diversity and student engagement in such programs. Third, it feeds into the detection of assets, and ways how learners from different SES backgrounds establish the trajectory toward effective practices in school and college as stipulated at the preconditioned level. The study offers understanding of supports and inputs that have or can be scaled or replicated to make the E-learning work for all students by shedding lights unto the

patterns through which students overcome socio-economic realities in the process. Besides, the justification of the results of this study can be viewed in the context of policies aimed at creating educational equity at the institutional level. Policy makers can partner with evidence from stakeholders to come up with strategies that address socio economic requisite that make education hostile to some students and thus create more friendly environment for learning for every individual. Thus, this makes the examination of socio-economic background as a factor in the students' attitude toward E-learning as crucial opening the door for accessibility and diversity in college education.

### **The Research Questions**

RQ<sub>1</sub>: How do cultural factors intersect with socio-economic background to shape students' perceptions and attitudes towards E-learning?

RQ<sub>2</sub>: What are the key resilience factors exhibited by students from diverse socio-economic backgrounds when facing challenges in E-learning environments?

RQ<sub>3</sub>: What strategies do students from varying socio-economic backgrounds employ to access and engage with E-learning platforms effectively?

RQ<sub>4</sub>: How can schools collaborate with families to enhance support for E-learning experiences among students from diverse socio-economic backgrounds?

### **The Objectives of the Study**

O<sub>1</sub>: To explore how cultural factors intersect with socio-economic background to influence students' attitudes towards E-learning.

O<sub>2</sub>: To analyse the resilience of students from diverse socio-economic backgrounds in overcoming challenges related to E-learning.

O<sub>3</sub>: To explore the adopted strategies employed by students from varying socio-economic backgrounds to access in E-learning environments.

O<sub>4</sub>: To propose the suggestions, how schools can collaborate with families to support students' E-learning experiences of students from diverse socioeconomic background.

## **The Review of Related Literature**

Adeniyi, I. S., Al Hamad, N. M., Adewusi, O. E., Unachukwu, C. C., Osawaru, B., Chilson, O. U., ... & David, I. O. (2024). A worldwide perspective on reviewing the success of online learning during the COVID-19 epidemic. This review summarises the worldwide situation of online education during the COVID-19 epidemic. Its goal is to help improve online education in times of crisis or as a supplement to traditional classroom instruction by examining technical, pedagogical, socioeconomic, and psychological aspects.

Hu, K., & Raman, A. (2024). Examining the policy, human, financial, and technological viewpoints on the comprehensive integration of online learning in higher education: A literature analysis. Scopus, Google Scholar, ERIC, SAGE, and ProQuest were queried in accordance with PRISMA standards for this review. In particular, it takes an integrated approach, which bridges the knowledge gap by bringing attention to hitherto unexplored financial factors and providing a holistic picture using an SLR. The research offers a multi-faceted view of learning by incorporating ideas from human, financial, technological, and policy perspectives. This innovative strategy not only documents the existing landscape of e-learning integration but also lays the groundwork for future studies, proving its worth in the academic world.

Rabelo, A., Rodrigues, M. W., Nobre, C., Isotani, S., & Zárata, L. (2024). As far as the authors are aware, this review is unique among educational data mining and learning analytics works. Since it examines the field from the vantage point of the manager, who is accountable for the overall direction of a higher education institution, with the goal of assisting the administration in developing strategies to enhance the learning process through the utilization of data mining.

Arumugam, S. K., Saleem, S., & Tyagi, A. K. (2024). Future Research Directions for Effective E-Learning. This article delves into many potential avenues for future research that might improve the use and efficacy of online learning in addressing practical issues. Pedagogical strategies, technology integration, learner support and engagement, evaluation and assessment, accessibility and inclusivity, educator professional development, quality assurance and accreditation, and ethical and legal issues are all discussed in relation to the implementation of e-learning. In light of the fact that online education offers excellent educational possibilities to students all over the world, this chapter

outlines its efficacy, accessibility, and inclusion.

Leoste, J., Jõgi, L., Õun, T., Marjanovic, U., Rakic, S., Schöndorfer, S., & Lefkofridi, Z. (2022, July). The environmental problems of online education from the viewpoint of faculty members. Data analysis using qualitative methods. The study's five overarching themes represent the difficulties educators face in the classroom today: instructors' own biases and assumptions, institutional and systemic obstacles to digital instruction, variables affecting students' ability to learn, and suggestions for improving instruction, and plans for the future. In addition, this article provides an outline of the main difficulties associated with teaching in an online setting and tells the collective narrative of educators' experiences with digital teaching techniques.

### **Research Gap**

Although considerable research has been conducted on the influence of socio-economic background on formal educational outcomes, there is a clear dearth in how such socio-economic factors affect students' attitudes towards E-learning. As a study setting, existing works often address the digital divide in terms of access to technology and internet connectivity but rarely aspect how socioeconomic impact students E-learning platform perception or motivation engagement. Meanwhile, the influence of parent education and involvement in e-learning settings are newer areas for exploration compared to traditional learning environments. This gap is of particular importance considering the rapid expansion in E-learning to be able to cope with COVID-19 and its serious consequences, which demand understanding how socio-economic inequalities can affects students' e-learning experiences as well beliefs. This research gap is concerning as it affects the creation of interventions to support E-Learning access equitably and improve educational outcomes for all students.

### **Methodology of Study**

Quantitative analysis used to measure the extent to which students are influenced by their socio-economic background when it comes to attitudes toward E-learning. This method is mainly concerned with trying to find patterns and relationships buried in a great deal of oral, textual and visual images. Content analysis was used in this study to examine material that was extensively different but equally important--from academic literature, policy documents, and educational reports to interview transcripts, group discussion records, and case studies. Both of

these syntheses provide an underlying picture of what shapes peoples' affinities towards E-earning in differing socio-economic backgrounds. Second, content analysis initiates the systematic classification and analysis of qualitative data findings based on interviews or focus groups and case studies. Such research bring together a literature review and qualitative data analysis in order to present multifaceted interpretations of how educational stakeholders can create equitable digital learning environments that suit everyone, no matter their socio-economic background, with full access to educational opportunity.

### **Analysis and Interpretation**

#### **Pertaining to Objective 1:**

**O<sub>1</sub>:** To explore how cultural factors intersect with socio-economic background to influence students' attitudes towards E-learning.

**Culture & Perceived Relevance:** These discoveries therefore suggest that culture interacts with the student's SES propensities to shape meaning in regards to the applicability of E-learning programmes. Opinions on education, including the digital ones, are formed by values and expectations because being cultural constructs were developed in culturally different societies that promote different aspects of academic performance, career opportunities. For example in cultures where traditional means of learning such as formal education or vocational training are well accepted then digital education can be seen to complement these methods and therefore optional. Which in turn gives meaning to priorities for families who wants to invest on digital resources for their children, and to help working e-learning students coming from different socio-economic class.

**Impact on Accessibility & Acceptance:** The accessibility and the acceptability of e-learning tools are also influenced by cultural beliefs as well. Some community members had reservations against digital mediums, fearing the loss of cultural heritage or traditional learning practices. This mentality permeate the manner in which e-learning technologies are adopted at least among households, irrespective of their socio-economic status. Conversely, societies that place strong emphasis on innovation and technological progress may perceive a greater need for digitalization in education as well, even when resources are limited.

**Perspectives in Education Equity:** Cultural Factor - Socio Economic Background: This intersection shapes the way education equities are

perceived regarding E-learning. If access to the underlying digital technology is unequal, then students who already feel excluded from traditional educational pathways (particularly those in culturally marginalized communities) may interpret increased reliance on tele teaching as a factor that serves amplify existing inequities. Likewise, a commitment to values of egalitarianism and social justice are central motivations for on-going advocacy aimed at (more) inclusive digital learning policies and practices. Knowledge of such dynamics is essential for educators and policy-makers striving to reduce disparities and promote equitable access through E-learning.

**Cultural Adaptation and Creativity:** It is this cultural adaptation and innovation that cement the E-learning strategies of students. E-learning platforms have been adjusted by some students from other cultures to fit within the framework of their own cultural norms and approaches for learning, such as incorporating elements like storytelling or collaborative practice in learnings. Engaging with digital resources in this way encourages a strong sense of ownership and empowerment among students, leading to more resource discovery-awareness, motivation and efficacy.

**Strategies to Support Collaboration:** In order to create constructive perceptions and attitudes toward E-learning on cross-cultural, and socio-economic background, cooperation between schools and family is needed. Schools are able to engage parents in ways that honor who they many feel called on their cultural identity and how recognize our education aspirations. Educators create a positive culture, making students see the value and benefits of engaging in E-learning through trust building and understanding. To sum up, social-economic background together with cultural factors affect students' understanding and approach to e learning in multiple ways. Educators and policy makers worldwide should recognize the cultural diversity of their communities in devising inclusive strategies that increase the access, acceptance and efficacy of E-learning initiatives. Unique learning system not just bridges the educational divide but additionally, creates a study environment in which all college students have room to grow within our digital age.

**Pertaining to Objective 2:**

**O<sub>2</sub>:** To analyse the resilience of students from diverse socio-economic backgrounds in overcoming challenges related to E-learning.

**Flexibility and Creativity:** While the ability of students from a variety of urban communities to adapt and be flexible with E-learning is apparent. Adaptability: Adapting to different learning models including opportunities for techno resources advances with varying access of digital tools. Cases where students take in their own hands because of low/no internet connectivity or devices way outdated to even run whatever the Govt provides. For example, some students might work around this barrier by using community resources such as local libraries or Wi-Fi hotspots to access online readings - a resiliency that the Demonstration evidence suggests they will surely leverage in their next paradigm shift.

**Motivation and Persistence:** Students facing socio-economic challenges have emerged to cultivate additional sophistication in E-learning because today we would talk about those key factors responsible behind resilience (e.g., motivation) towards digital literacy...medium.com They suffer some setbacks along the way, but students who find motivation will persevere and continue towards their educational objectives. These are founded on personal goals, family idealism or faith in education. Persistence means overcoming obstacles, from technological breakdowns to academic stumbles and still fighting through them and continuing to learn.

**A Warm and Supportive Community:** Indeed, numerous adaptive learners belong to such families, which are accompanied by a firm system of emotional and academic care. In the same manner, family support, cooperation of peers in the same group and especially, the mentoring that children and youths could have with their teachers or community workers are some of the aspects that can help enhance such beneficial resilient behaviors. These sources provide important means, help and encouragement for students to ensure that they can come over barriers in order to continue participating in E-learning.

**Self-Regulation and Time Management:** Time management and self-regulation in students' learning is a critical aspect of the resilience of students while addressing the challenges of online or E learning in the backdrop of socio-economic factors. Because students will always have targets, arrange work and have concentration on their studies regardless the distractions or interferences they may come across at home. Appropriate self-regulation of students implies the capability to organize their timetable and make sure other things are taken care of before proceeding with their studies.

**Tech Skills and Digital Fluency:** Fundamental to this portrayal is the fact that the students who are resilient are also skilled in the information technology and the use of technology irrespective of the socio-economic status they encounter. In its simplest form, digital literacy is bartering the capacity to maneuver an on line platform, to capacity content on the outside and to capacity tools which can be used for instructive motives. What it is: Technological literacy in its minimum definition thus entails being able to solve technical problems as and when they occur, or having the capacity to learn on one's own how to use a new program or application that oneself and students depend on for an assignment. These competencies enable a student to learn optimally in E-learning environment and make use of resources available for the success of the student.

Therefore, it can be concluded that students belonging from different social background are more receptive towards e-learning configuration because of their flexibility to the set up, motivational factors prominent in learning, home support systems, and self-regulatory strategies followed along with digital media literacy and accessibility. These are the facets which when brought to students' attention assisted educators and policymakers to prepare youth across the socio-economic divide for digital existence. Thus, apart from enhancing productivity and performance in learning among students, one also nurtures abilities that would make their minds open to failure for the rest of their lives in a competitive digital world.

**Pertaining to Objective 3:**

**O<sub>3</sub>:** To explore the adopted strategies employed by students from varying socio-economic backgrounds to access in E-learning environments.

**Community Resource Use:** With concern to the socio-economic class backgrounds of the students, the utilization of the community resources is viewed as a means of gaining access and engagement on e-learning platforms. Blogs created on the sites that can be freely accessed and located through the help of the Internet connection, which provided in the public library or in the community center with the computer lab or regional hotspot WI-FI zones. With these resources, learners can bypass internet connection at home or no individual gadgets to consider other methods to continue following the electronic instructions and virtual classes.

**Learning Environment Adaptation:** Making the learning environment adapt to his or her socio-economic situation is another strategy student's use. For example, students have been creating quiet spaces to study at home, establishing online learning routines or setting up tech arrangements that will limit interruptions during lessons. This adaptation is proof of how much proactive measures these educators took to be able to provide environments that promote learning despite setbacks such as space restrictions or shareable devices at home.

**Working with and Supporting Peers:** Consequent efforts to improve engagement with e-learning platforms among students of varying socio-economic status largely rely on collaboration and peer support. They engage in study groups, virtual discussions as well work on projects using digital communication tools. Support from peers supports the sharing of knowledge and experiences, provides motivation and offers a sense of community partly aspiring their learning experience as well addresses to a certain extent feeling isolated since these are characteristics found in traditional classroom environments.

**Organization & Time Management:** Time management and organizational skills are crucial aspects of successful E-learning, attained by students. The skills they learn how to put into practice are... learning task prioritization, managing their time well (better than ever), creating a schedule that juggles between everything (with learning and academic commitments) in-sync. It brings convenience to their life and allows them to remain on the ball so that they can better keep up, meet deadlines and actively engage in online coursework even if other things or demands are competing for their attention.

**Involvement with Educators and Support Systems:** Engagement with educators, navigation of institutional support systems is key to equitable e-learning access for students across socio-economic levels. They regularly ask for help from teachers, attend online office hours and take advantage of academic support services at universities. This interaction facilitates individual learning paths, defines comprehension objectives and confronts academic problems in a way that makes available the same amount of tools for all students. After all: enable students from distinct socio-economic backgrounds to strategically access and engage with e-learning platforms in order for optimal usage. Drawing upon community supports, adjusting their learning habitats, collaborating with peers and supporting staff members had

helped students to address challenges in conjunction with maximizing the opportunities present within digital environments. Above all, it carries the internationality of a response that demands flexibility and ingenuity in navigating E-learning across socio-economic divides as well-demonstrating how striving for equitable practices is beneficial to creating truly inclusive education experiences where no student potentially need be left behind.

**Pertaining to Objective 4:**

**O<sub>4</sub>:** To propose the suggestions, how schools can collaborate with families to support students' E-learning experiences of students from diverse socioeconomic background.

Since technology divides students from different sections of society and puts them on the e-learning endeavour, schools need to keep the students' families informed. To those stakeholders who are parents of learners, they should be accorded the courtesy of receiving cyclical information regarding the E-learning timetable, homework, or the technological requirements one should meet through the use of email, short message service or a school based application. Contacting the families effectively informs them and enables them to help their children while learning in a virtual environment. The schools should also play a positive role in helping families avail themselves more technology and/or resources. To reduce the existing disparity between the rich and the poor schools should not only enable all children to possess their laptops or tables but should also provide the internet at a decent price additionally all educative materials should be in a format that is easily accessible to all parents. Thus, making fair practices in school regarding use of technology allow families to be actively involved in their children's E-learning process. Further, it is required to educate families in schools concerning the use of technology and digital devices. Parents require this chance as supplementary for their kids on the transitions to E-learning. In this regard, schools might conduct workshops or online classes familiarizing parents with computer operation, ways of contributing to the child's class, and keying issues and findings that occur. Equipping parents with these skills means that they will be able to have the needed confidence to engage more fully as participants in aiding the children hence comprising a more effective pool from home-based environments. Last but not the least, there is the need for schools to facilitate PAR for E-learning especially for parents.

Thus, one of the other significant strategies that schools can use to improve support for E-learning experiences by children from different socio-economic statuses include close cooperation with families. Schools prepare a model for developing a good working partnership with families by offering them AFEC-support free education. This support elucidates access to technology and training for parents of children from a diversity resulting in the achievement of E-learning. In addition, cooperation with schools accompanied by adjusting services related to cultural and linguistic learning differences. This may inherently involve school translated spread materials and/or culturally appropriate resources and initiatives that embrace families' cultural practices. In this respect, the schools will guarantee a polite and culturally understood winning solving situation for the general E-learning assistance provisions. It is equally necessary to have periodic feedback and support that addresses encouragement of E-learning experiences among children with different socio-economic statuses. Through the consortium surveys, focus groups, or virtual community meetings to obtain perceptions of families' experiences and choices. These are important in the enhancement of areas that may require change hence enhanced support for E-learning among children from all kinds of backgrounds.

### **Conclusion**

In conclusion, the impact of socio- economic background on students' perceptions towards E learning is a multifaceted issue and carefully determined by educational policy and practice. Clearly, access to technology, digital literacy, and home learning environment correlates with three indicators, playing a crucial role in their attitudes towards e-learning platforms. Students, who come from a wealthier background, have better access to resources and a supportive environment, which assures that students will be active in E-learning. For the remaining tiers, there is a range of obstacles that did not allow them to engage and benefit fully from E-learning. In addition, the influence of cultural background will interact with socio-economic status in determining the perceptions of E learning. The influence of family and social norms, beliefs, and expectations also shape students' promotion towards changes in the performance for the sake of academic results related to their willingness to engage with E-learning. Active initiatives need to be adapted to meet all ranks of variety in the socio-economic background, predominantly to help to mitigate those

levels of change, facilitating diversity, and encourage a comprehensive approach. Acknowledging the impact of socio-economic background students' E-learning perception and the influence of cultural heritage helps improve education, policies, and culture. Therefore, a long-term approach ensures that more stable environments ensured, such that all students engaged empowered to systemic improvement of socio-economic status and enhanced socio-economic development.

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# Inclusive Education Practices in Tripura's Secondary Schools: A Comparative Analysis with Global Standards

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## Abstract

This research paper evaluates the practices of inclusive education in secondary schools of Tripura and compares them with global standards. The study aims to identify the gaps, challenges, and successes in implementing inclusive education policies for children with special needs (CWSN). Through a mixed-method approach, incorporating both quantitative and qualitative data, this paper highlights the current status of inclusive education in Tripura and suggests measures for improvement based on best practices from around the world.

## Introduction

Inclusive education, which involves integrating all students, including those with special needs, into mainstream classrooms, is a fundamental aspect of global education systems. It promotes equality and equity in education by ensuring that all children, regardless of their abilities or disabilities, have access to quality education within the same learning environment. This approach fosters a sense of belonging and supports the holistic development of all students.

This study focuses on inclusive education practices in Tripura, a state in Northeast India, and compares them with international benchmarks to understand how well Tripura is meeting global standards. By examining the policies, implementation strategies, and outcomes of inclusive education in Tripura, this research aims to identify gaps and suggest improvements based on successful practices from around the world.

**Global Standards of Inclusive Education:** Globally, inclusive education policies and practices vary, but certain countries have set high standards in this domain. For instance, Finland is renowned for its

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inclusive education system, which emphasizes personalized learning and strong support structures for students with special needs. The Finnish model integrates special education within regular classrooms, supported by well-trained teachers and a collaborative approach involving parents and specialists.

Canada's inclusive education framework is characterized by its legal mandates and robust support services. Canadian provinces have specific policies ensuring that students with special needs receive appropriate accommodations and modifications within mainstream classrooms.

The emphasis is on individualized education plans (IEPs) and continuous professional development for educators.

In the United Kingdom, the Special Educational Needs and Disability (SEND) Code of Practice provides a comprehensive framework for inclusive education. It outlines the responsibilities of schools and local authorities in providing tailored support and resources for students with special needs. The UK's approach is holistic, focusing on early identification, inclusive teaching practices, and collaborative partnerships between schools and families.

**Inclusive Education in India:** India's commitment to inclusive education is reflected in its policies and legislative frameworks. The Rights of Persons with Disabilities Act, 2016, mandates the inclusion of children with disabilities in regular schools and provides for the necessary support services. The Act emphasizes the need for accessible infrastructure, special educators, and individualized support to facilitate the learning process for students with disabilities.

The Sarva Shiksha Abhiyan (SSA) and the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) are flagship programs aimed at universalizing elementary and secondary education, respectively, with a focus on inclusive practices. These programs provide financial support for the inclusion of children with special needs, including the provision of aids, appliances, and resource teachers.

**Current Status in Tripura:** In Tripura, the implementation of inclusive education policies has seen mixed results. While there are commendable efforts by the state government and non-governmental organizations to promote inclusive education, challenges persist. Existing literature and reports indicate issues such as inadequate

infrastructure, lack of trained special educators, and limited awareness among stakeholders about the importance of inclusive education.

Despite these challenges, there are success stories in Tripura where certain schools have effectively implemented inclusive education practices. These schools serve as models, showcasing the potential for inclusive education when adequate resources and support are provided. The current status in Tripura highlights both the progress made and the areas needing attention to achieve comprehensive inclusive education.

### **Methodology**

The research employs a mixed-method approach to provide a comprehensive understanding of inclusive education practices in Tripura. This approach combines quantitative and qualitative methods to gather and analyze data, ensuring a robust analysis of the current state of inclusive education and how it compares to global standards.

### **Quantitative Study**

The quantitative analysis involves conducting structured surveys to collect numerical data on the implementation of inclusive education. The surveys target three key groups:

Teachers: Surveys are conducted taking the teachers across various secondary schools in Tripura into consideration. The questions focus on their awareness and understanding of inclusive education policies, their experiences in implementing these policies, and the availability of resources and support systems. Specific topics include:

Training received on inclusive education.

- Challenges faced in integrating CWSN (Children with Special Needs) into mainstream classrooms.
- Perceptions of the effectiveness of current inclusive education practices.
- Frequency and type of accommodations made for CWSN.
- Administrators: School administrators, including principals and vice-principals, are surveyed to gather information on institutional policies and practices. The survey questions address:
  - Institutional policies on inclusive education.
  - Resource allocation for inclusive education.

- Professional development opportunities for teachers regarding inclusive education.
- Collaboration with external agencies and specialists.
- Policymakers: Surveys are conducted with policymakers involved in the education sector in Tripura. These surveys aim to understand:
  - The formulation and implementation of inclusive education policies at the state level.
  - Monitoring and evaluation mechanisms in place to assess the effectiveness of these policies.
  - Budgetary provisions and funding for inclusive education initiatives.
  - The data collected from these surveys are analyzed using statistical methods to identify trends, correlations, and gaps in the implementation of inclusive education.

### **Qualitative Study**

The qualitative analysis involves in-depth interviews and focus group discussions to gather rich, descriptive data on the experiences and perspectives of various stakeholders. This component includes:

- In-depth Interviews: Semi-structured interviews are conducted with educators, special needs experts, and parents. These interviews explore:
  - Personal experiences and challenges in implementing inclusive education.
  - Success stories and best practices.
  - Attitudes and beliefs about inclusive education.
  - Recommendations for improving inclusive education practices.
- The interviews are designed to be flexible, allowing respondents to share their stories and insights in detail. Thematic analysis is used to identify common themes and patterns in the responses.
- Focus Group Discussions: Focus groups are organized with different stakeholders to foster discussion and gather diverse perspectives. The focus groups include:
  - Teachers from various schools to discuss common challenges and share strategies.

- Parents of CWSN to understand their expectations and experiences with inclusive education.
- Special needs experts and therapists to provide professional insights into the support required for effective inclusion.
- The discussions are facilitated using open-ended questions to encourage participants to express their views freely. The data from these discussions are analyzed to identify consensus and divergent views on inclusive education practices.

### **Data Integration & Analysis technique**

The data from both the quantitative and qualitative analyses are integrated to provide a comprehensive understanding of the state of inclusive education in Tripura. The mixed-method approach allows for triangulation, where findings from one method can be validated and enriched by the other. This integration involves:

- Comparing quantitative data with qualitative insights to identify consistencies and discrepancies.
- Using qualitative data to explain and contextualize quantitative findings.
- Drawing on global standards and practices to benchmark Tripura's inclusive education practices and identify areas for improvement.

By combining numerical data with detailed personal experiences and professional insights, this research provides a nuanced and holistic view of inclusive education in Tripura. This approach ensures that the recommendations made are well-informed and grounded in both empirical evidence and real-world experiences.

### **Findings**

**Implementation Gaps:** The analysis of the implementation of inclusive education policies in Tripura reveals several significant gaps:

#### **Inadequate Infrastructure:**

**Quantitative Data:** 70% of surveyed teachers reported that their schools lacked adequate infrastructure to support inclusive education. This includes the absence of ramps, accessible restrooms, and specialized classrooms for children with special needs (CWSN).

**Qualitative Data:** Interviews with teachers and administrators

highlighted the inadequacy of facilities. One teacher remarked, “Our school does not have a resource room where CWSN can receive individualized support. We need more space and better facilities to provide the necessary accommodations.”

**Lack of Trained Staff:**

**Quantitative Data:** 70% of teachers indicated that they had not received any training in inclusive education practices. Additionally, 87% of administrators acknowledged the need for more trained special educators in their schools.

**Qualitative Data:** Educators expressed a strong desire for professional development opportunities. One special needs expert stated, “Many teachers want to support CWSN effectively but lack the training. Regular workshops and training sessions are essential.”

**Insufficient Resources:**

**Quantitative Data:** 80% of administrators reported that their schools did not receive adequate funding for inclusive education initiatives. This included a lack of educational materials, assistive technologies, and support staff.

**Qualitative Data:** Interviews with policymakers revealed budgetary constraints as a major barrier. One policymaker mentioned, “Our budget for inclusive education is limited, and we struggle to provide the necessary resources for every school.”

**Comparative Analysis:** A comparison of Tripura’s inclusive education practices with global standards highlights several areas where Tripura lags and a few areas where it excels:

**Areas Where Tripura Lags:**

**Teacher Training and Professional Development:** In countries like Finland and Canada, continuous professional development for teachers is a standard practice. In Tripura, only 30% of teachers have received formal training, and many reported that the training was insufficient.

**Resource Allocation:** Tripura’s funding for inclusive education is limited compared to countries like the United Kingdom, where substantial resources are allocated to support inclusive education. In Tripura, 90% of administrators cited insufficient resources as a significant challenge.

**Infrastructure:** While countries like Canada and the UK have well-

developed infrastructure to support CWSN, 70% of schools in Tripura lack basic facilities such as ramps and accessible restrooms.

### **Areas Where Tripura Excels:**

**Community Involvement:** Tripura has made notable efforts to involve the community in inclusive education. 50% of schools reported active engagement with parents and community members to support CWSN. This is a strength compared to some global practices where community involvement is less emphasized.

**Policy Commitment:** The commitment to inclusive education at the policy level is strong in Tripura. 90% of policymakers affirmed the importance of inclusive education policies, which aligns with global standards.

### **Success Stories:**

Despite the challenges, there are success stories in Tripura where schools have effectively implemented inclusive education practices. These case studies highlight best practices and serve as models for other schools:

#### Case Study 1: Fulbasidas para high school:

**Background:** Fulbasidas para high school is located in a rural area of Tripura and serves a diverse student population, including several CWSN.

**Implementation:** The school has successfully integrated CWSN into mainstream classrooms by providing continuous training for teachers and employing a dedicated special educator. They are trying to create a resource room equipped with assistive technologies and learning materials.

**Outcome:** The school reported improved academic performance and social integration of CWSN. One teacher noted, "Our inclusive education program has made a significant difference. Students are more engaged and confident."

**Best Practices:** Key practices include regular teacher training, the use of individualized education plans (IEPs), and active involvement of parents in the education process.

#### **Case Study 2: Shishu Bihar Higher Secondary School:**

**Background:** Shishu Bihar H/S School is an urban school in Tripura

that has been recognized for its inclusive education initiatives.

**Implementation:** SCERT, Tripura has established partnerships with certain NGOs to provide additional support for CWSN. They conduct awareness programs to sensitize students and staff about inclusive education.

**Outcome:** The school has seen a reduction in bullying and an increase in peer support for CWSN. A parent commented, “My child feels accepted and supported at SBHS School. The inclusive environment has made a huge difference in his confidence.”

**Best Practices:** Effective collaboration with external agencies, regular sensitization programs, and a supportive school culture are key factors in their success.

### **Discussion**

**Challenges:** Implementing inclusive education in Tripura has revealed several significant challenges, which are consistent with the findings from both the quantitative and qualitative analyses:

#### **Socio-cultural Attitudes:**

**Stigma and Discrimination:** There is a persistent stigma associated with disabilities, which affects the acceptance and integration of CWSN in mainstream schools. Societal attitudes often result in CWSN being marginalized.

**Lack of Awareness:** Many parents, educators, and community members lack awareness about the importance and benefits of inclusive education. This results in resistance to inclusive practices and reluctance to invest in necessary resources.

#### **Financial Constraints:**

**Insufficient Funding:** Schools often face budgetary constraints that hinder the implementation of inclusive education policies. The lack of adequate funding affects the procurement of specialized equipment, hiring of trained staff, and development of infrastructure.

**Resource Allocation:** Even when funds are available, they may not be effectively allocated. This mismanagement can lead to shortages of essential materials and support services required for inclusive education.

### **Policy Enforcement Issues:**

**Inconsistent Implementation:** While inclusive education policies exist, their implementation is inconsistent across different schools and regions. This inconsistency arises from varying levels of commitment and capacity among school administrators and local governments.

**Monitoring and Evaluation:** There is a lack of robust monitoring and evaluation mechanisms to assess the effectiveness of inclusive education policies. This results in limited accountability and difficulty in identifying areas for improvement.

**Global Insights:** Drawing lessons from international practices can provide valuable insights into improving inclusive education in Tripura:

#### **Finland**

- **Teacher Training and Professional Development:** Finland places a strong emphasis on continuous professional development for teachers. Regular training sessions and workshops equip teachers with the skills and knowledge to support CWSN effectively. Tripura is trying to adopt a similar approach by establishing comprehensive training programs for its educators.

#### **Canada**

**Inclusive Infrastructure:** Canadian schools are designed to be accessible to all students. This includes ramps, accessible restrooms, and specialized classrooms. Tripura in collaboration with World Bank is trying to invest in improving school infrastructure to ensure that it meets the needs of CWSN, thereby fostering a more inclusive environment.

**Multi-disciplinary Support:** Canada employs a multi-disciplinary approach, involving special educators, psychologists, therapists, and social workers. Tripura can enhance its support services by incorporating a team of specialists to address the diverse needs of CWSN

#### **United Kingdom**

**Resource Allocation:** The UK allocates substantial resources to inclusive education, ensuring that schools have access to the necessary materials and support staff. Tripura can learn from this model by prioritizing funding for inclusive education and ensuring effective allocation of resources.

**Community Involvement:** The UK emphasizes the involvement of parents and community members in the education process. Tripura is trying to foster stronger community partnerships to support CWSN and promote a culture of inclusion.

## **Recommendations**

Based on the findings and global insights, the following recommendations are suggested for policymakers, educators, and stakeholders in Tripura to enhance the quality and reach of inclusive education:

### **Enhancing Infrastructure**

**Invest in Accessible Facilities:** Allocate funds to upgrade school infrastructure, ensuring accessibility for CWSN. This includes building ramps, accessible restrooms, and resource rooms equipped with assistive technologies.

**Provide Specialized Equipment:** Ensure that schools have access to specialized equipment and materials needed to support CWSN effectively.

### **Increasing Teacher Training and Professional Development**

**Regular Training Programs:** Establish ongoing professional development programs for teachers, focusing on inclusive education practices and strategies. Collaborate with universities and special education experts to design and implement these programs.

**Mentorship and Support:** Create a mentorship system where experienced special educators can guide and support regular teachers in implementing inclusive practices.

### **Allocating Sufficient Resources**

**Prioritize Funding:** Increase budgetary allocations for inclusive education initiatives. Ensure that funds are effectively managed and allocated to meet the needs of CWSN.

**Leverage External Partnerships:** Partner with NGOs, international organizations, and privatesectors to supplement funding and resources for inclusive education.

### **Strengthening Policy Implementation and Monitoring**

**Consistent Policy Enforcement:** Ensure that inclusive education policies are uniformly implemented across all schools. Provide guidelines and support to school administrators for effective policy enforcement.

**Robust Monitoring and Evaluation:** Develop and implement monitoring and evaluation mechanisms to assess the effectiveness of inclusive education policies. Use these assessments to make data-driven decisions and improvements.

### **Promoting Community and Parental Involvement**

**Awareness Campaigns:** Conduct awareness campaigns to educate parents, educators, and community members about the importance and benefits of inclusive education. Use media, workshops, and community events to disseminate information.

**Parent-Teacher Collaboration:** Encourage active collaboration between parents and teachers to support CWSN. Establish regular communication channels and involve parents in the development of individualized education plans (IEPs) for their children.

By addressing these challenges and implementing the recommended strategies, Tripura can enhance its inclusive education framework, ensuring that all students, including those with special needs, have access to quality education. The integration of best practices from global models will help Tripura achieve its goal of creating a more inclusive and equitable education system.

### **Conclusion**

Inclusive education in Tripura has made significant progress, but there are still considerable challenges that need to be addressed. By enhancing infrastructure, increasing teacher training, and allocating sufficient resources, Tripura can improve its inclusive education system. Learning from global standards and best practices will help Tripura achieve its goal of providing quality education for all students, regardless of their abilities. The success stories from schools in Tripura demonstrate that with the right support and commitment, inclusive education can thrive, benefiting both CWSN and the broader student population.

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# An Analysis of Indian National Education Policy 2020 on Teacher and Teacher Education

Biswanath Purkait\*

## Abstract

The education system of the country should be made more developed and active in keeping with the massive changes taking place at a rapid pace all over the world. After a long 34 years (NEP 1986) the new National Education Policy was formulated to realize the Indian aspirations. The new 'National Education Policy 2020' was approved by the Cabinet of the Government of India on 29th July 2020. The vision of this policy to providing high-quality education to all, and thereby making India a global knowledge superpower (NEP 2020 page 6). In this policy, from the very pre-primary level to the higher education level, education aims, new structure, curriculum, teaching methods, educational technology, online education, digital education, scholarship education, inclusive education etc. are directed in all directions. One of the most important parts of this policy is teacher education. In order to implement this educational policy, extensive changes and measures are recommended in various aspects of teacher education. "The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens" (NEP 2020 page 4). The new policy makes very important recommendations on teacher recruitment, teacher training, continuous professional development, career management progression, professional standards for teachers, institutional change, etc. A step-by-step plan to fully implement these changes and training systems in colleges and universities by 2030. "Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme." (NEP 2020, Page:42, 15.4).

**Keywords:** *Education, Teacher, Teacher Education, Education policy, National Education Policy 2020, NEP-2020.*

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## **Introduction**

Quality education is the basic foundation of overall development of any state and society. Again, through education, the development of the whole world, including the individual, society and state, takes place. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. (NEP 2020 page 3) Keeping in mind the requirements of the 21st century, Indian heritage culture should be made capable of studying modern science, sociology, humanities, language, professional scholarship and technical subjects along with constitutional values. And to realize this goal, good teachers with appropriate skills are needed. Aims of Education Curriculum Assessment Everything will fail if there is no suitable teacher. Just as there is no pilgrimage without a priest, there is no education without a teacher. John Adams--"The teacher is the torch-bearer of the race and guardian of the future mankind. He plays an important role in shaping and moulding the personality of the child." Due to the latest research and innovation of knowledge, education is changing all over the world, today, mobile learning, online learning technology, digital infrastructure for knowledge sharing, machine learning, artificial intelligence, design thinking, organic living, modern teaching methods, etc. are greatly affecting modern education. A lot of changes and modernization are also taking place in the field of fruit education. Along with protecting Indian heritage and identity from the all-encompassing influence of globalization, modern science and education system should be adopted. In this context, teachers need to be trained appropriately. The National Education Policy 2020 emphasizes on empowering teachers. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability (NEP 2020 page 4).

## **Analysis of policies related to teachers and teacher-education**

The National Education Policy 2020 recommends school education in the first part, higher education in the second part, emphasis on other key subjects in the third part and performance in the fourth part. Among these recommendations are given in chapter 5 on teachers in the school education section and in chapter 15 on teacher education in the secondary secondary education section.

**A) Noblest Role of Teacher:** “Whatever is fraught with responsibility, Best teaching ever. Without good nature, Teaching is brutal”. Thakur Anukul Chandra. The National Education Policy 2020 states that teaching is a great profession and teachers shape the future of children and the future of the nation. It is also said that the quality and empowerment of teachers needs to be desirable. In India, the teacher or guru is the object of utmost respect and his seat was the highest. Teachers need to reclaim that dignity.

**B) Outstanding Students Enter The Teaching Profession - Especially From Rural Areas:** In order to improve rural education and eliminate the shortage of quality teachers, it has been proposed to provide scholarships to rural outstanding students in pursuing four-year integrated B.Ed and to give priority to employment in rural areas. As a result of this, the quality of rural education will be improved and rural students will be encouraged to study and teach more. This idea is related to Rabindranath’s rural development.

**C) Teacher Recruitment:** TET and NTA exam scores will be considered for recruitment of teachers at all levels of school education (Foundational, Preparatory, Middle and Secondary). Also teachers have to qualify through TET, Class Demonstration, Interview, etc. for recruitment in Government Private Schools or School Complexes. As a result, only those who are particularly suitable for teaching can participate in teaching. Frequent transfer process of teachers should also be stopped and online transfer will be done for transparency. “Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy.” (NEP 2020, page-20,5.4) “A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades.” (NEP 2020 Page - 21,5.7). That is, if this policy is implemented, the shortage of qualified teachers will be eliminated.

**D) Functionality Of School Complex:** Kothari Commission and National School Complex was mentioned in 1986. The National Education Policy 2020 states that they should be made more active and implemented. “To ensure an adequate number of teachers across subjects - particularly in subjects such as art, physical education, vocational education, and languages - teachers could be recruited to a school or school complex and the sharing of teachers across schools

could be considered in accordance with the grouping-of-schools adopted by State/UT governments.”(NEP- 2020, Page 20,5.5) This policy calls for the appointment of local ‘Master Trainers’ with special emphasis on local knowledge, profession and welfare of students. It is recommended to include parents and other key local stakeholders and teachers in the management committee for effective management and proper implementation of the school complexes. School complexes could share resource, building, excellent subject-wise distribution of teachers, counsellors, trained social workers, technical and maintenance staff, etc. to further support teachers and help create an effective learning environment.(NEP 2020, page 21, 5.5,5.6,5.10,5.11)

**E) To Ensure Decent and Pleasant Service Conditions at Schools:**

We know that environment has a huge impact on learning. A noisy and uncomfortable environment is never conducive to learning. Again for education we want proper infrastructure and adequate facilities, materials and services. In this context the National Education Policy recommends that- “Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools.”(NEP 2020, page 21, 5.9,5.13) In other words, implementation of inclusive school organization and environment is highlighted.

**F) Teachers will be Recognized for Novel Approaches to Teaching:**

The more freedom the teachers get in teaching, the more they can read and teach in their own way, the more effective the learning will be for the students. Therefore, the National Education Policy has said to give more freedom to teachers. The teacher should be aware of the modern research subject teaching methods and latest knowledge etc. and refrain from other non-teaching or laborious administrative tasks in order to devote full attention to teaching and learning.

**G) Continuous Opportunities for Self-Improvement:** Even today continuous professional development steps for school teachers are not mandated. Continuous professional development to stay abreast of modern thinking, best teaching methods, and new knowledge is a must these days. In that case teachers have to participate in various workshops

of national, international level and online teacher development modules etc. For in service teachers the very important recommendations of the National Education Policy 2020 are: "Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc."(NEP 2020, page -22,5.15) It is also recommended that school head teachers and school complex leaders also attend CPD modules on leadership and management for more than 50 hours a year. These recommendations are very important for modernizing the effectiveness and quality of education

**H) Inservice Career Management and Progression:** The National Education Policy recommends that teachers at different levels of school education can be motivated to perform better through opportunities for promotion or salary increments based on merit and success in the teaching profession. This will make it possible to identify outstanding teachers and facilitate their induction into leadership roles in schools and school complexes. That is why the National Education Policy 2020 lays special emphasis on career management development of teachers. "A robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage, that incentivizes and recognizes outstanding teachers" NEP 2020, page 22,5.17)

**I) National Professional Standards for Teachers:** In the education system of the developed countries of the world, considerable importance has been imposed on the determination of the professional standards of teachers. In this new national education policy of India, special importance is given on the determination of professional standards. "A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022." (NEP 2020, page 22, 5.20) Setting professional standards for teachers in an international context or world-class teacher preparation is imperative. "The NPST will also inform the design of pre-service teacher education programmes. The professional standards will be reviewed and revised in 2030, and thereafter every

ten years, on the basis of rigorous empirical analysis of the efficacy of the system.” (NEP 2020, page 23,5.20) This will result in continuous professional development of teachers.

**J) Special Educators at School level:** One of the most important aspects of modern education is inclusive education. Such appropriately trained special teachers are needed to teach children who have special needs or lack of special learning abilities. Very Important recommendations of NEP 2020 is “They will be offered as certificate courses, in the pre-service as well as in-service mode, either full time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities.” (NEP 2020, page 23,5.21) “ Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well.”(NEP 2020, page 32,5.21)

**K) Different Aspects of Teacher Training at School Level:** Different aspects of teacher training at school level are:

1) Multidisciplinary Colleges and Universities: One of the most important recommendations regarding teacher education in the National Education Policy 2020 is “Teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities and they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education,”(NEP 2020, page 23,5.22)

2) Structure of B.Ed Programme:

The 4-year integrated B.Ed. offered by such multidisciplinary Higher Education Institutions will, by 2030, become the minimal degree qualification for school teachers.

The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor’s degree in a specialized subject.

A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject or who have obtained a Master’s degree in a specialty.(NEP 2020, page 23,42,43. 5.23,15.5)

Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. programme and having accreditation for ODL

may also offer high-quality B.Ed. programmes in blended or ODL mode.

3)Activities of B.Ed Programme : With special reference to the National Education Policy 2020 the BED program will include recent techniques in pedagogy, tested content, multi level teaching and evaluation teaching with disabilities and special needs, educational technology, learner-centered and collaborative learning, and strong practicum training and in-classroom teaching etc. Along with this, B.Ed programs will have subject training along with fundamental responsibilities of the Indian constitution, values and conservation of environment, sustainable development etc. Also,

Teacher training programs to promote local culture, profession, knowledge, skills agriculture, music, sports business etc are discussed. (NEP 2020, page 24,5.25)

The National Curriculum Framework for Teacher Education (NCFTE 2021) will be formulated, (NEP 2020, page 24, 5.28)

The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education. (NEP 2020, page 24,5.28).

Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required. (NEP 2020, page 24,5.29).

### **Teacher Education (Higher education)**

**A) Requires Multidisciplinary Perspectives and Knowledge:** As teachers shape the next generation, i.e. shape the future of children and nations, teachers need multidisciplinary perspectives and knowledge. Teachers should also be aware of nature, Indian values, principles of language knowledge, tradition and recent research. Only then can society and the country show the direction of light through modern education.

**B) Improving the Quality of Teacher Education:** According to J.S.Varma commission - Even today, many teacher education institutes in the country are of very low quality, selling B.Ed degrees for money. As a result, the quality of education in the country is deteriorating. This system needs radical change and revival.

**C) Restore the Prestige of the Teaching Profession:** The National Education Policy (NEP 2020) calls for strict action against currently dysfunctional educational institutions to revive the teaching profession.

**D) Requires Multidisciplinary Inputs, and Education in High-Quality Content:** All teacher education programmes must be conducted within composite multidisciplinary institutions and establish Education Departments. As a result it will be much easier for educational institutions to implement various programs and carry out research in various subjects or fields as well as conduct other tasks.

**E) Scholarship for meritorious B.Ed students:** NEP 2020 observe that Many students are not able to study properly due to lack of money. For this reason the National Education Policy recommends “Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes.” (NEP 2020, page 43,15.5)

**F) HEIs Teacher Education Programmes:** The aim of higher education institutions is to prepare specialists. The National Education Policy states that all higher education institutions should be affiliated to the network. Where students and teachers can participate in various information exchange, reading, community service, adult programs, scholarship education, modern education, educational methods and daily new knowledge science, research. This will result in the development of multifaceted knowledge of the teachers.

**G) Entrance Examination for Admission in B.Ed Programme :** Various problems related to admission in BEd colleges have not been resolved till date. One of the most important recommendations of the National Education Policy 2020 is the examination system for admission to pre-service teacher preparation programmes. Where subject and trends and language and cultural diversity are kept in mind, the National Testing Agency will take the exam.

**H) P.hD Programme Reconstructed:** It has been recommended to re-oriented research programs in universities across the country to improve the quality of research. According to NEP 2020 “All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their doctoral training period.” (NEP 2020, page 43,15.9)

**I) Use of Technical Platforms:** It is recommended to use online technological platforms for continuous professional development of teachers and training of many teachers together. In this case, time, money, labor, etc. will be saved and teachers will be able to quickly learn about the modern teaching and learning process. In this case it is said to use Shyam and Diksha online technical platform.

**J) National Mission for Mentoring :** One of the most important recommendations of the National Education Policy is the provision of monitoring by experienced and retired faculty of various colleges or universities or educational institutions. On the one hand, as all these faculties will be easily available, monitoring of teacher education by utilizing the experience of all these faculties will be very beneficial.

### **Challenges of Recommendation of Teacher And Teacher Education NEP 2020**

- The biggest challenge in the current context is the implementation of policies.
- There are major challenges to be faced in implementing the new structure of education at all levels of education (5+3+3+4).
- Lack of adequate teachers, lack of infrastructure and financial resources will be one of the challenges.
- One of the challenge is The implementation of such massive changes will largely depend on the goodwill and political influence of the central and state governments.
- The intransigent attitude of many educational institutions, faculty and local authorities will pose a major challenges.
- The implementation of this policy will depend on the coordination and proactiveness of the education regulatory bodies entrusted with various responsibilities.
- Benefits of Recommendation of Teacher And Teacher Education NEP 2020
- It will remove the monotony of the education system and make education more progressive.
- As colleges and universities are multidisciplinary, students will have the opportunity to acquire versatile knowledge and skills.
- Quality improvement of teachers will affect the entire education system as well as the overall development of the country.
- In the context of international education, real quality

development of the country's education will take place in keeping with modernity.

- Teachers will always be aware and aware of new concept research teaching methods.
- Teachers will always be aware of new ideas research teaching methods etc.
- Outstanding students in terms of merit will be able to participate in teaching activities.
- Appointing local master trainers will preserve local knowledge, skills, culture, traditions, professions etc.

### **Conclusion**

Teacher education in the developed countries of the world is mostly four or five years. Advances in continuous professional development, quality of teacher education, use of technology etc. Hence these policies are very relevant to the time and era in the National Education Policy. The quality of teacher education in India depends on the effective implementation of this policy. At present, the process of implementation of this policy has started in various colleges and universities in various states. Four-year undergraduate courses have been introduced in colleges and universities. Proper implementation of this policy will lead to the vision of India becoming a knowledge superpower.

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# Relationship between Artificial Intelligence and Attitude-Base Change of Secondary Level Schools in Nagdaha Block

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## Abstract

This paper aims to find the “Relationship between Artificial Intelligence and Attitude Based Change of Secondary Level Schools in Nagdaha Block.” Intelligence is a blessing received to humankind through we can learn new things, experience surrounding, and solve complex problems by making our life at pace. Likewise, Artificial intelligence (AI) is one of such abilities given to machines by humans to perform all possible tasks which humans can perform. Rapidly growing technology has continuously changed human existence, including robotics and automation leading to the magical transformation. However, this technological transformation has not left the education field untouched. Through the survey, this paper analyzes the understanding of secondary students towards artificial intelligence and its possible effect in the field of education. In this paper, we found that if the Artificial Intelligence developed with the completely environmental support and each and every component completely access by the Artificial intelligence in particular age group, then the Attitude of Secondary level student should be developed in positive way, but if the Artificial Intelligence never developed with sustainable way and if there is some difficulty and default that has been organize in the system of Artificial Intelligence management then the attitude come to change and it created a negative Role and Attitude in human being and also the secondary level students.

In this study I choose NAGDAHA block in North 24 Parganas district, West Bengal as Population of my study for Analyse and interpretation. The sample of the study consisted of 100 male

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students and female students of two schools. The first school is Kendriya Vidyalaya 1 and the second school Harnett English medium school.

**Keywords:** *Artificial Intelligence, Students Attitude, Secondary Level.*

## **Introduction**

Throughout the world, technology is something that is keeps on increasing day by day without any pause. Humans are the one who are behind the development of technology in order to advance and more enhance their way of living. When anything comes up in this world, humans started showing attitude towards it; sometimes the attitude is positive and sometimes negative and according to that, the advancement of that particular thing depends. Technologies are becoming increasingly complicated and increasingly interconnected. Cars, airplanes, medical devices, financial transactions, and electricity systems all rely on more computer software than they ever have before, making them both harder to understand and, in some cases, harder to control. Same is in the field of education, more and more software is invented to modernise the standard of education no matter some of them are harder to use however on the other hand if one learns to use it; it will make the system of education easier and interesting for the educators as well as the students. There is continuous work and progress in the area of technology as it offers significant benefits and these benefits have a huge impact on our day-to-day lives and the operations of countless industries, such as healthcare, automobile, communication, manufacturing, and business, among others. Artificial Intelligence (AI) is all around us in the twenty-first century. Nearly every sector is utilising AI, which is developing quickly. AI has the potential to revolutionize the education sector by enhancing learning experiences, supporting teachers and offering more personalized learning opportunities for students. Teaching students about AI is essential for developing digital literacy, critical thinking skills, and preparing students for future academic and career success. A basic understanding of AI systems enables students to engage and ideate with AI technologies safely, responsibly and ethically. Learning about AI also encourages students to analyze and evaluate question structure, complex information, question assumptions and consider the ethical implications of AI technology usage

### **Statement of the problem**

“Relationship Between Artificial Intelligence and Attitude Based Change of Secondary Level Schools in Nagdaha Block”

### **Objectives of the study**

- To know the Impact of Artificial Intelligence on Explicit Attitude in Secondary level schools of Nagdaha block.
- To know the Impact of Artificial Intelligence on Implicit Attitude in Secondary level schools of Nagdaha block.

### **Hypothesis**

- H01- There are No Relation between Impact of Artificial Intelligence and Development of Explicit Attitude in Nagdaha block, West Bengal.
- H02- There are No Relation between Impact of Artificial Intelligence and Development of Implicit Attitude in Nagdaha block, West Bengal.

### **Research question**

- What is the Impact of Artificial Intelligence on Explicit Attitudes of Nagdaha Block, West Bengal?
- What is the Impact of Artificial Intelligence on Implicit Attitudes of Nagdaha Block, West Bengal?

### **Methodology**

**Sample method:** Thurston – Guttman’s scale (1975) is used for Collection of data and measurement of inferential value.

**Sample design:** The work is attached with Quantitative and Qualitative Way.

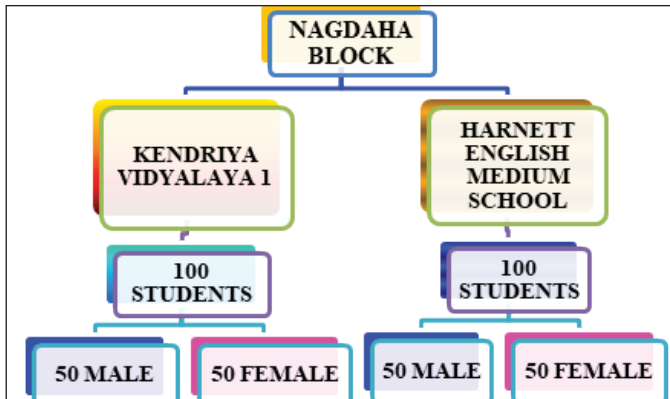
**Tool:** Standard Deviation, T –Test, Self made Questionnaire is used for taking the data for Analysis and Interpretation.

### **Population and sample**

**Population:** For Analysis and Interpretation, Nagdaha block under Kanchrapara Municipality has been taken as a population of Research.

**Sample:** One Kendriya Vidyalaya and One Private English Medium High School has been taken as a sample of the study and 100 male student and 100 Female student has been taken for study in Secondary School Level.

## Sample design



*Source: Google Earth*

### Delimitations

- The work is Delimited only NAGDAHA Block of North 24 Parganas district in West Bengal.
- The work is also delimited in One Govt. School and One Private English medium High School in Nagdaha Block.
- The work is further Delimited to 100 male students and 100 female student of Two School in Nagdaha block.

### Analysis & interpretation of the study

#### Ananlysis & interpretation of hypothesis 1:

Question	Strongly Agree Explicit Male	Agree Explicit Male	Neutral	Disagree Implicit Male	Strongly Disagree Implicit Male
There Are Many Beneficial Applications Of Artificial Intelligence	30%	35%	20%	10%	5%
I Am Impressed By What Artificial Intelligence Can Do	30%	40%	15%	10%	5%

Artificial Intelligence Can Have Positive Impacts On People's Wellbeing	25%	35%	25%	10%	5%
Artificial Intelligence System Perform Better Than Humans.	15%	20%	30%	20%	15%
Artificial Intelligence Is Exciting	30%	40%	10%	10%	5%
Artificial Intelligence Can Provide New Economic Opportunities For This Country	20%	30%	25%	15%	10%
I Am Interested In Using Artificial Intelligence System In My Daily Life	30%	40%	15%	10%	5%
Artificial Intelligent System Can Help People Feel Happier	20%	30%	25%	15%	10%
Learning About Artificial Intelligence System Is Hard	20%	20%	20%	25%	15%
Artificial Intelligence Make A Topic Easily Understandable	25%	35%	25%	10%	5%
I Think Artificial Intelligence Is Dangerous	20%	25%	25%	20%	10%
Artificial Intelligence Might Take Control Of People	20%	25%	20%	20%	15%
I Am Interested To Learn Artificial Intelligence By Own	15%	20%	25%	25%	15%

I Am Interested To Learn Artificial Intelligence By Proper Guidance	25%	35%	15%	15%	10%
Artificial Make Me Learn Collaboratively With Friends	25%	30%	25%	15%	5%

ANOVA: SINGLE FACTOR						
SUMMARY						
Groups	Count	Sum	Average	Variance		
Strongly Agree Explicit Male	15	3.5	0.233333	0.002738		
Agree Explicit Male	15	4.6	0.306667	0.00531		
Netural	15	3.2	0.213333	0.003024		
Disagree Implicit Male	15	2.3	0.153333	0.003024		
Strongly Disagree Implicit Male	15	1.35	0.09	0.001857		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.404133	4	0.101033	31.66716	4.67E-15	2.502656
Within Groups	0.223333	70	0.00319			
Total	0.627467	74				

According to the Above data(ANOVA : SINGLE FACTOR) the ANOVA value between group: SS value = 0.404133, df(Degree of Freedom ) value=4, MS value = 0.101033, F value = 31.66716, P- value= 4.67E-15, F crit value= 2.502656 and within the groups the values are - SS value = 0.223333, df (Degree of Freedom) value=70, MS value =0.00319. Total SS value = 0.627467 and total df value= 74.

Strongly Agree Explicit Male		Agree Explicit Male		Neutral		Disagree Implicit Male		Strongly Disagree Implicit Male	
Mean	0.233333	Mean	0.306667	Mean	0.213333	Mean	0.153333	Mean	0.09
Standard Error	0.013511	Standard Error	0.018814	Standard Error	0.014198	Standard Error	0.014198	Standard Error	0.011127
Median	0.25	Median	0.3	Median	0.25	Median	0.15	Median	0.1
Mode	0.2	Mode	0.35	Mode	0.25	Mode	0.1	Mode	0.05
Standard Deviation	0.052327	Standard Deviation	0.072866	Standard Deviation	0.054989	Standard Deviation	0.054989	Standard Deviation	0.043095
Sample Variance	0.002738	Sample Variance	0.00531	Sample Variance	0.003024	Sample Variance	0.003024	Sample Variance	0.001857
Kurtosis	-1.10237	Kurtosis	-1.2326	Kurtosis	-0.37508	Kurtosis	-0.91591	Kurtosis	-1.54529
Skewness	-0.07989	Skewness	-0.26439	Skewness	-0.60912	Skewness	0.595349	Skewness	0.432515
Range	0.15	Range	0.2	Range	0.2	Range	0.15	Range	0.1
Minimum	0.15	Minimum	0.2	Minimum	0.1	Minimum	0.1	Minimum	0.05
Maximum	0.3	Maximum	0.4	Maximum	0.3	Maximum	0.25	Maximum	0.15
Sum	3.5	Sum	4.6	Sum	3.2	Sum	2.3	Sum	1.35
Count	15	Count	15	Count	15	Count	15	Count	15
Largest(1)	0.3	Largest(1)	0.4	Largest(1)	0.3	Largest(1)	0.25	Largest(1)	0.15
Smallest(1)	0.15	Smallest(1)	0.2	Smallest(1)	0.1	Smallest(1)	0.1	Smallest(1)	0.05
Confidence Level(95.0%)	0.028978	Confidence Level(95.0%)	0.040352	Confidence Level(95.0%)	0.030452	Confidence Level(95.0%)	0.030452	Confidence Level(95.0%)	0.023865

According to the above data,, in Strongly Agree Explicit Male category- the Mean value = 0.2333333, Standard Error = 0.013511, Standard Deviation value = 0.052327, Sample Variance value = 0.002738, Kurtosis value = -1.10237, Skewness value = -0.07989, Confidence Level = 0.028978

In Agree Explicit Male category- the Mean value =0.306667, Standard Error= 0.018814, Standard Deviation value =0.072866, Sample Variance value =0.00531, Kurtosis value = -1.2326, Skewness value = -0.26439, Confidence Level = 0.040352

In Disagree Implicit Male category- the Mean value =0.153333, Standard Error= 0.014198 Standard Deviation value = 0.054989, Sample Variance value = 0.003024, Kurtosis value = -0.91591, Skewness value = 0.595349 , Confidence Level = 0.030452

In Strongly Disagree Implicit Male category- the Mean value =0.09, Standard Error= 0.011127, Standard Deviation value = 0.043095, Sample Variance value = 0.001857, Kurtosis value = -1.54529, Skewness value = 0.432515, Confidence Level = 0.023865

**Correlation**

	<b>Strongly agree explicit male</b>	<b>Agree explicit male</b>	<b>Neutral</b>	<b>Disagree implicit male</b>	<b>Strongly disagree implicit male</b>
Strongly agree explicit male	1				
Agree explicit male	0.921066	1			
Neutral	-0.72403	-0.6477	1		
Disagree implicit male	-0.84815	-0.94184	0.397638	1	
Strongly disagree implicit male	-0.87108	-0.88713	0.361704	0.919331	1

In the above data , the correlation value of Strongly Agree Explicit Male with – Strongly Agree Explicit Male = 1 and correlation with Agree Explicit Male, Neutral Male, Disagree Implicit Male and Strongly Disagree Implicit Male = null.

The correlation value of Agree Explicit Male with – Strongly Agree Explicit Male = 0.921066, correlation with Agree Explicit Male = 1, and correlation with Neutral Male, Disagree Implicit Male and Strongly Disagree Implicit Male = null.

The correlation value of Neutral Male with – Strongly Agree Explicit Male = -0.72403, correlation with Agree Explicit Male = -0.6477, correlation with Neutral Male = 1, correlation with Disagree Implicit Male and Strongly Disagree Implicit Male = null.

The correlation value of Disagree Implicit Male with – Strongly Agree Explicit Male = -0.84815, correlation with Agree Explicit Male = -0.94184, correlation with Neutral Male = 1, correlation with Disagree Implicit Male = 0.397638, and Correlation with Strongly Disagree Implicit Male = null.

The correlation value of Strongly Disagree Implicit Male with – Strongly Agree Explicit Male = -0.87108, correlation with Agree Explicit Male = -0.88713, correlation with Neutral Male = 0.361704, correlation with Disagree Implicit Male = 0.919331, and Correlation with Strongly Disagree Implicit Male = 1

<b>Strongly agree explicit Male</b>	<b>Strongly disagree implicit Male</b>
30%	5%
30%	5%
25%	5%
15%	15%
30%	5%
20%	10%
30%	5%
20%	10%
20%	15%
25%	5%
20%	10%
20%	15%
15%	15%
25%	10%
25%	5%

From the Scatter Diagram and Analyse the Trend line we can say the Relationship between Strongly Agree Explicit Male and Strongly Disagree Implicit Male is Negative Relation.

**ANALYSIS OF HYPOTHESIS 2:**

Questions	Strongly agree explicit female	Agree explicit female	Neutral	Disagree implicit female	Strongly disagree implicit female
There Are Many Beneficial Applications Of Artificial Intelligence	30%	35%	20%	10%	5%
I Am Impressed By What Artificial Intelligence Can Do	25%	35%	25%	10%	5%
Artificial Intelligence Can Have Positive Impacts On People’s Wellbeing	25%	40%	20%	10%	5%
Artificial Intelligence System Perform Better Than Humans.	15%	20%	30%	20%	15%
Artificial Intelligence Is Exciting	30%	40%	10%	10%	5%
Artificial Intelligence Can Provide New Economic Opportunities For This Country	25%	35%	20%	10%	10%
I Am Interested In Using Artificial Intelligence System In My Daily Life	30%	40%	15%	10%	5%
Artificial Intelligent System Can Help People Feel Happier	20%	30%	25%	15%	10%
Learning About Artificial Intelligence System Is Hard	20%	20%	20%	25%	15%

Artificial Intelligence Make A Topic Easily Understandable	25%	35%	25%	10%	5%
I Think Artificial Intelligence Is Dangerous	20%	25%	25%	20%	10%
Artificial Intelligence Might Take Control Of People	25%	30%	25%	10%	10%
I Am Interested To Learn Artificial Intelligence By Own	20%	20%	25%	20%	15%
I Am Interested To Learn Artificial Intelligence By Proper Guidance	30%	35%	15%	10%	10%
Artificial Make Me Learn Collaboratively With Friends	25%	35%	20%	15%	5%

Anova: Single Factor						
Summary						
Groups	Count	Sum	Average	Variance		
Strongly Agree Explicit Female	15	3.65	0.243333	0.002095		
Agree Explicit Female	15	4.75	0.316667	0.005238		
Neutral	15	3.2	0.213333	0.002667		
Disagree Implicit Female	15	2.05	0.136667	0.002667		
Strongly Disagree Implicit Female	15	1.3	0.086667	0.001595		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.4878	4	0.12195	42.75376	4.16E-18	2.502656
Within Groups	0.199667	70	0.002852			
Total	0.687467	74				

According to the Above data(ANOVA : SINGLE FACTOR) the ANOVA value between group: SS value = 0.4878, df(Degree of Freedom)

value=4, MS value = 0.12195, F value = 42.75376, P- value= 4.16E-18, F crit value= 2.502656 and within the groups the values are - SS value = 0.199667, df(Degree of Freedom ) value=70, MS value =0.002852. Total SS value = 0.687467 and total df value= 74.

Strongly Agree Explicit Female		Agree Explicit Female		Neutral		Disagree Implicit Female		Strongly Disagree Implicit Female	
Mean	0.243333	Mean	0.316667	Mean	0.213333	Mean	0.136667	Mean	0.086667
Standard Error	0.011819	Standard Error	0.018687	Standard Error	0.013333	Standard Error	0.013333	Standard Error	0.010313
Median	0.25	Median	0.35	Median	0.2	Median	0.1	Median	0.1
Mode	0.25	Mode	0.35	Mode	0.25	Mode	0.1	Mode	0.05
Standard Deviation	0.045774	Standard Deviation	0.072375	Standard Deviation	0.05164	Standard Deviation	0.05164	Standard Deviation	0.03994
Sample Variance	0.002095	Sample Variance	0.005238	Sample Variance	0.002667	Sample Variance	0.002667	Sample Variance	0.001595
Kurtosis	-0.48395	Kurtosis	-0.85442	Kurtosis	0.319368	Kurtosis	-0.2215	Kurtosis	-1.13174
Skewness	-0.35138	Skewness	-0.67636	Skewness	-0.61579	Skewness	1.064671	Skewness	0.554787
Range	0.15	Range	0.2	Range	0.2	Range	0.15	Range	0.1
Minimum	0.15	Minimum	0.2	Minimum	0.1	Minimum	0.1	Minimum	0.05
Maximum	0.3	Maximum	0.4	Maximum	0.3	Maximum	0.25	Maximum	0.15
Sum	3.65	Sum	4.75	Sum	3.2	Sum	2.05	Sum	1.3
Count	15	Count	15	Count	15	Count	15	Count	15
Largest(1)	0.3	Largest(1)	0.4	Largest(1)	0.3	Largest(1)	0.25	Largest(1)	0.15
Smallest(1)	0.15	Smallest(1)	0.2	Smallest(1)	0.1	Smallest(1)	0.1	Smallest(1)	0.05
Confidence Level(95.0%)	0.025349	Confidence Level(95.0%)	0.04008	Confidence Level(95.0%)	0.028597	Confidence Level(95.0%)	0.028597	Confidence Level(95.0%)	0.022118

According to the above data,, in Strongly Agree Explicit Male category- the Mean value = 0.243333, Standard Error = 0.011819, Standard Deviation value = 0.045774, Sample Variance value = 0.002738, Kurtosis value = 0.48395, Skewness value = 0.35138, Confidence Level = 0.025349.

In Agree Explicit Male category- the Mean value =0.316667, Standard Error= 0.018687, Standard Deviation value =0.072375, Sample Variance value =0.005238, Kurtosis value = 0.85442, Skewness value = 0.67636, Confidence Level = 0.04008.

In Disagree Implicit Male category- the Mean value =0.136667, Standard Error= 0.013333, Standard Deviation value = 0.05164, Sample Variance value = 0.002667, Kurtosis value = -0.2215, Skewness value = 1.064671, Confidence Level = 0.028597.

In Strongly Disagree Implicit Male category- the Mean value =0.086667, Standard Error= 0.010313, Standard Deviation value = 0.03994, Sample Variance value = 0.001595, Kurtosis value = -1.13174, Skewness value = 0.554787, Confidence Level = 0.022118.

**Correlation**

	Strongly Agree Explicit Female	Agree Explicit Female	Neutral	Disagree Implicit Female	Strongly Disagree Implicit Female
Strongly Agree Explicit Female	1				
Agree explicit female	0.844472	1			
Neutral	-0.79071	-0.63706	1		
Disagree Implicit Female	-0.79575	-0.89188	0.40625	1	
Strongly Disagree Implicit Female	-0.73582	-0.90603	0.438669	0.773443	1

In the above data , the correlation value of Strongly Agree Explicit Male with – Strongly Agree Explicit Male = 1 and correlation with Agree Explicit Male, Neutral Male, Disagree Implicit Male and Strongly Disagree Implicit Male = null.

The correlation value of Agree Explicit Male with – Strongly Agree

Explicit Male = 0.844472, correlation with Agree Explicit Male = 1, and correlation with Neutral Male, Disagree Implicit Male and Strongly Disagree Implicit Male = null.

The correlation value of Neutral Male with – Strongly Agree Explicit Male = -0.79071, correlation with Agree Explicit Male = -0.63706, correlation with Neutral Male = 1, correlation with Disagree Implicit Male and Strongly Disagree Implicit Male = null.

The correlation value of Disagree Implicit Male with – Strongly Agree Explicit Male = -0.79575, correlation with Agree Explicit Male = -0.89188, correlation with Neutral Male = 1, correlation with Disagree Implicit Male = 0.40625, and Correlation with Strongly Disagree Implicit Male = null.

The correlation value of Strongly Disagree Implicit Male with – Strongly Agree Explicit Male = -0.73582, correlation with Agree Explicit Male = -0.90603, correlation with Neutral Male = 0.438669, correlation with Disagree Implicit Male = 0.773443, and Correlation with Strongly Disagree Implicit Male = 1

<b>Strongly Agree Explicit Female</b>	<b>Strongly Disagree Implicit Female</b>
30%	5%
25%	5%
25%	5%
15%	15%
30%	5%
25%	10%
30%	5%
20%	10%
20%	15%
25%	5%
20%	10%
25%	10%
20%	15%
30%	10%
25%	5%

t-Test: Paired Two Sample for Means		
	Strongly Agree Implicit Female	Strongly Agree Explicit Female
Mean	0.086666667	0.243333
Variance	0.001595238	0.002095
Observations	15	15
Pearson Correlation	-0.735816819	
Hypothesized Mean Difference	0	
df	14	
t Stat	-7.595904238	
P(T<=t) one-tail	1.24522E-06	
t Critical one-tail	1.761310115	
P(T<=t) two-tail	2.49044E-06	
t Critical two-tail	2.144786681	
<p>In the above T-test calculation table in Strongly Agree Implicit Female Category the Mean value = 0.086666667, Variance value = 0.001595238, Pearson Correlation Value = -0.735816819, df(Degree of Freedom) value= 14, P(T&lt;=t) one-tail value = 1.24522E-06, t Critical one-tail = 1.761310115, P(T&lt;=t) two-tail = 2.49044E-06, t Critical two-tail = 2.14478668. In strongly agree Explicit female , the Mean value = 0.243333, Variance value = 0.002095.</p>		
T-TEST: PAIRED TWO SAMPLE FOR MEANS		
	Strongly agree explicit male	Strongly agree explicit female
Mean	0.233333	0.243333
Variance	0.002738	0.002095
Observations	15	15

Pearson Correlation	0.844945	
Hypothesized Mean Difference	0	
df	14	
t Stat	-1.3817	
P(T<=t) one-tail	0.094358	
t Critical one-tail	1.76131	
P(T<=t) two-tail	0.188716	
t Critical two-tail	2.144787	

From the above T-TEST: PAIRED TWO SAMPLE FOR MEANS table in Strongly Agree Explicit Male category Mean value = 0.233333, Variance = 0.002738, Pearson Correlation = 0.844945, df=14, t-stat value = -1.3817 P(T<=t) one-tail value = 0.094358, t Critical one-tail = 1.76131, P(T<=t) two-tail = 0.188716, t Critical two-tail = 2.144787. In strongly agree Explicit female , the Mean value = 0.243333, Variance value = 0.002095. From the Scatter Diagram and Analyse the Trend line we can say the Relationship between Strongly Agree Explicit Male and Strongly Agree Explicit Male is going positively upward. So, there is significantly positive relationship between two variables.

### Tools and Techniques

The Tools and the Techniques used in the Research are-

- Self made Questionnaire
- Interview Techniques
- Observation
- Standard Deviation method
- Pearson's Correlation
- T- Test
- Findings
- Student increasing engagement in classroom
- Accommodation of different Learning style
- Easy to lesson share

- Make easy the classroom work for everyone.
- Helpful in distance education.
- Increase the E-communication system.

### **Further Studies**

Artificial Intelligence should make them introduce with the outer side of the world so they will get more preference and experience for their development.

Artificial Intelligence should make students Psychological Counseling.

It will be great if Artificial Intelligence can change student's nature towards society by encouraging them to participate in different social and cultural programs by different types of way, it will developed their social Awareness and by this An Implicit nature student will be change into An Explicit nature student.

### **Conclusion**

Artificial intelligence has great potential to transform education and training for students, teachers and school staff. It could help reduce early school-leaving, compensate for learning difficulties and support teachers with differentiated or individualized learning through language learning apps, text-to-speech generators, learner mentors and more. Different applications and software solutions will help, on the one hand, to adapt the learning process to the needs of the individual student, on the other hand, to help those children who have special needs or to reduce dropping out of school. This is a long process that has begun. With each successive step, finding the balance between artificial intelligence learning and preserving natural social relationships is closer. What is needed are not ready-made solutions, but a comprehensive vision for the development of education supported by AI technologies and a personal approach to each institution. It is in this way that AI can make education better, cheaper and more accessible. It is necessary for policymakers to work in the direction of popularizing the benefits of the application of AI in the learning process among learners and teachers We can see as comparison to male, female are slightly backward in using the Artificial intelligence system properly due to their fear of this, they are not technically aware of this. If we can arrange awareness camping and many workshops of Artificial intelligence then we can remove this problem.

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