

ISSN 0377-0435 (Print)
0972-5628 (Online)

Journal of Indian Education

Volume XLVI

Number 4

February 2021

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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

JOURNAL

About the Journal

The *Journal of Indian Education* is a reviewed periodical published in May, August, November and February by the National Council of Educational Research and Training, New Delhi.

The NCERT encourages original and critical thinking in education. The JIE provides a forum for teachers, teacher educators, educational administrators and researchers through presentation of novel ideas, critical appraisals of contemporary educational problems and views and experiences on improved educational practices. Its aims include thought-provoking articles, challenging discussions, analysis, challenges of educational issues, book reviews and other related features.

The Journal reviews educational publications other than textbooks. Publishers are invited to send two copies of their latest publications for review.

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Single Copy: ₹ 45.00 Annual Subscription: ₹ 180.00



**JOURNAL OF
INDIAN
EDUCATION**

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EDITOR'S NOTE

The aim of education as the holistic development of individuals has been reflected by Reports of most of the Commissions and Committees on education in India since independence. National Education Policy, 2020 has emphasised this goal by highlighting that 'The aim of education will not only be cognitive development but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills (NEP, 2020). The policy also brings up the importance of ensuring 21st century skills like problem solving, critical thinking, creative thinking, communication among our future generation thorough education. For realisation of this aim, NEP 2020 has suggested the use of time tested pedagogical strategies which will focus on inquiry-based, discovery-based and analysis-based learning among children. More and more studies and case analysis related to these strategies will be helpful for the teachers and educators to replicate during classroom processes. The present issue of the *Journal of Indian Education* discusses some of the themes highlighted in the NEP, 2020.

In the study, 'Rethinking Language Education and Teacher Preparation,' Saryug Yadav and Anil Paliwal have attempted to reconsider language curriculum and pedagogy for Indian schools in a multilingual, multicultural and multi-ethnic context with an aim to exploring and explaining an operative model of language education in the era of globalisation. The authors have emphasised through this study that language education necessitates rethinking in the present globalised world as it is pre-requisite for all education.

'Effectiveness of Graphic Organiser as a Classroom Practice on the Academic Achievement and the Meta-cognitive Awareness of Students at the Secondary level,' Sreevrinda Nair N has attempted to find out the effectiveness of selected meta-cognitive classroom practice, namely Graphic Organiser in enhancing academic achievement and meta cognitive awareness of Malayalam languages students. It concludes that the Graphic Organisers are powerful instructional tools, which help to instil meta-cognition among the learners.

Premananda Sethy has done a study on 'Pedagogical Process and Issues of Learning Social Studies at Upper Primary Schools in a Slum Area of Maharashtra.' The problems regarding the involvement of learners, use of teaching-learning strategies, assessment and feedback, use of teaching-learning materials, ICT integration and so on were discussed in the study.

In the paper, 'Challenges in Adopting a Constructivist Teaching Approach in a School,' Rushikesh Kirtikar has studied a constructivist school to understand some of its challenges in implementation in the classroom. The author has argued how some of the impediments in the smooth application of

constructivist approach have come from the larger curricular structure itself and the limitations posed by syllabus, subjects, timetable and the classroom.

In their paper 'Happiness Curriculum in Schools of Delhi — A Study of Teachers' Belief and its Relevance in School System,' Indrajeet Dutta and Sonal Chabra have propounded that the present education system promotes academics while overlooking the development of traits like resilience, happiness and life skills among school children. The paper has concluded that the teachers were positive about the happiness curriculum and found it to be relevant in the present times.

In their research work 'Experience of Flow and Creativity in Relation to the Teacher Effectiveness of Upper Primary School Teachers', M. Arul John Bosco and Dhaneswar Harichandan have investigated the experience of flow and creativity in relation to the teacher effectiveness. The study has revealed that there is a significant relationship between the experience of flow and teacher effectiveness but no significant relationship exists between creativity and teacher effectiveness.

Through the article 'Pedagogy and Human Rights Perspective — What Teachers have to Say,' Sandeep Kumar has explored the teachers' understanding about human rights and human rights perspective based pedagogy. The author acknowledges that education is expected to develop a cohesive and peaceful society for which the contribution of school practices and pedagogy is paramount.

The study titled 'Mental Health Status of Adolescent Students of Government Schools of Kamrup (Metro), Assam — Evidence for Action Plan,' by Nirada Devi, Sangeeta Barthakur and Dulumoni Das does a methodical assessment of the prevalence of mental health issues and its determinants among the adolescents. The results suggested an overwhelming presence of psychological distresses among adolescents, the proportion being more in girls than boys. The authors have maintained that unaddressed adolescent mental problems continue onto adulthood and it is important to give due cognizance to this problem.

In the article 'Conceptualisation of Social Justice Model as an Advanced Framework of Inclusive Education — Tracing the Trajectory,' Geetika Datta has conceptualised Social Justice Model as an advanced theoretical framework of inclusion and an apt model for Inclusive Education. The author has averred the fact that inclusion is based on the ideology that all children belong together and educational systems should be responding, acknowledging, accepting and celebrating diversity of all kind. Wherein, the paradigm Social Justice Model traces the trajectory of policies and social processes, prejudices and dysconsciousness prevailing in Indian society.

Through 'Role of Education in Mobilising Youth to Stop Climate Change,' Kavita Singh has discussed the phenomenon of Climate Change and studied the extent to which the youth is aware about the nuances of Climate change mitigation and adaptation. The author has conducted a short survey by adopting Questionnaire method to analyse the response of youth towards dealing with climate crisis and how the Educational Institutions need to emphasise more upon the importance of Climate Change Education.

In his research work, 'Reorganisation and Merger of Schools at the Elementary level in Jharkhand — Views of Stakeholders,' Ramakanta Mohalik has analysed the views of different stakeholders regarding problems and issues of reorganisation and merger of schools from Jharkhand. The research found a mixed response from different stakeholders. Students and parents were found unhappy about the merging of the schools while teachers and education officers felt that the movement is good.

In the paper, 'Stakeholders Participation in School Development — Case Studies from Rural Tamil Nadu,' R. Venkata Ravi, P. Dharmaraj and S. Ramesh have presented the Case Studies on the best practices by various Stakeholder Institutions in the context of school development and management in the Dindigul district of Tamil Nadu by focusing the roles and contributions and the constraints faced by the stakeholders in making the school environment more accessible and attainable for the students' community and the at the village level.

In 'Readiness — A Review', Kapil Dhingra and Manjeet Yadav have presented a review of literature on readiness in Indian as well as global context and intends to explain different perspectives in its understanding and to identify the gap areas.

The study 'Retirement Transitions and Anxiety among Teachers,' by Deepthi Saligram and C.G. Venkatesha Murthy has assessed the level of anxiety among pre-retiree and retired teachers at different stages of retirement from different educational institutions. The scrupulous analysis of the data obtained from the test administered on the pre-retiree and retired teachers showed a significant difference between pre-retiree and retired teachers with higher level of anxiety among pre-retiree teachers.

Pooja Jain has studied the Bibliometric Analysis of Journal of Indian Education (JIE) during the period of five years, 2014 to 2019 rigorously. The study has covered different aspects such as year-wise publication of articles, pattern of authorship, degree of collaboration, average length of pages per article, average no. of references per article.

This edition of the journal provides articles and research papers on variety of issues and themes under School Education and Teacher Education. We

hope that our readers will be able to relate their personal experiences with the issues and concerns discussed by the authors of these articles and research papers. We invite our readers from different levels of school education and teacher education to contribute to the journal by sharing their knowledge in the form of articles, action research reports, theoretical papers, book reviews, etc. Your valuable suggestions and comments for improvement of the quality of the journal are welcome.

Vijayan K
Academic Editor

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Rethinking Language Education and Teacher Preparation

SARYUG YADAV* AND ANIL PALIWAL**

Abstract

Language has always been a key concern in the field of education. Due to the rapid advancement of science and technology in the existing era there is an increased mobility and, therefore, communication between and among people of different spheres of life is crucial. Globalisation demands that an educated person should not only possess knowledge and a knack but also should be well-versed in the art of communication. A mere traditional way of teaching languages may not be adequate to ensure the quality upgradation in language education aimed at developing the desired outcomes in multilingual, multicultural and multi-ethnic society. Language education necessitates rethinking in the present globalised world as it is a pre-requisite for all education. Globalisation which was initially conceptualised in the context of economy, has gradually enveloped various dimensions of our life encompassing the whole of our knowledge and society. Globalisation has made enormous impact in the input process and product of language education in general and instruction and learning in particular. India is a multilingual country with several languages and dialects. Multilingualism presents a challenging issue in the schooling context. It also refers to a situation in which more than one language is used in or out-of-school setting. Developing a language curriculum for a multilingual country like India is a tough task. The present paper intends to reconsider language curriculum and pedagogy for Indian schools in a multilingual, multicultural and multi-ethnic context with an aim to exploring and explaining an operative model of language education in the era of globalisation.

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INTRODUCTION

India is a multilingual country with several languages and dialects. Multilingualism presents a challenging issue in the schooling context. It also refers to a context in which more than one language is used in or out-of-school setting. Evolving a language curriculum for a multilingual country like India is a difficult proposition. The quandary is not merely in the choice of L1, L2 or L3 but in making the right decision on the quantum of each language in the curriculum. It is rather difficult to decide without a polemical dissatisfaction of one language group or the other. If one permutation satisfies one language group, it will certainly dissatisfy a large number of other language groups because language is not just a language. Language is very much rooted in a particular culture and it is directly connected with the identity of an individual, a society and a nation. Culture gives meaning to the utterances of a language. Inclusion of a language in a curriculum or exclusion of it indicates inclusion or exclusion of that particular culture. This is tantamount to passing judgment on the culture. One has to be very careful in such a delicate matter as prescribing languages for schools, especially in India which has 1652 languages (Teaching of Indian Languages, 2006). The linguistic anthropology of our country is unique in the

world and highly complicated. The agency which undertakes to design a national curriculum in language will have to grapple with the challenge more carefully than other subjects. Ideally speaking, all languages must get their due recognition in the curriculum. But, it seems to be practically almost impossible. A pragmatic formula must be worked out, which can accommodate regional languages including dialects to the extent possible.

Nevertheless, globalisation alternates the situations under which language learning takes place. In this domain as in others, some of the most significant changes are social and economic. Communication skills and the new literacies demanded by new technologies, as well as competence in one or more second or foreign languages, all represent valuable *linguistic capital* to use Pierre Bourdieu's term. In fact, languages are being treated more and more as economic commodities, and this view is relocating traditional principles in which languages were primarily symbols of ethnic or national identity. The usefulness of language influences people's motivations for learning languages and their choices of languages to learn.

THE CHOICE OF THE FIRST LANGUAGE

The medium of instruction at the primary stage is a crucial choice. The curriculum has to take cognisance of it. And, the choice of the medium of

instruction should also be the same until the child's cognitive abilities are fully developed. It is closely connected with the process of the child acquiring the language. The child's entire personality—emotional as well as intellectual—develops around that home language which more often than not is the regional language for a majority of children. Language learning is not something that the child does; it is something that happens to the child placed in an appropriate environment, much as the child's body grows and matures in a predetermined way when provided with appropriate nutrition and environmental stimulation (Noam Chomsky, 2001). It is only natural that their cognitive development, (i.e. their ability for logic, reasoning, critical thinking, imagination, understanding, storing knowledge, interpreting information, visual associations, retaining and retrieving information, etc.) takes place in that language. It is, therefore, appropriate that their language of learning in early formative years is the same language. Any deviation here would damage the cognitive growth of the child. If our culture matters, the languages of India should be the language of learning. Language carries the whole culture with it. We need to have faith in our culture. We should teach our children in our own languages in the early formative years. This prepares them to receive instruction in English at higher level. If regional languages are not taught to them as it is

happening in Central Schools, Public Schools and Convents, the damage done to their cognitive performance would be enormous and profound; nothing could be more devastating than this to our country. We must do everything to design a curriculum that should protect our languages. The individuals without their regional language would suffer a loss of cultural identity in their own land.

THE CHOICE OF THE SECOND LANGUAGE

The National Education Policy, 2020 says that out of three languages, at least two must be native languages and regarding the third one, the policy is silent. According to the NEP, 2020, English does not come under the category of native tongues in Indian context. But, the fact remains that in this global world it is difficult to underestimate the importance of English as a means of communication in the twenty-first century. Unquestionably, English enjoys the privilege of a global language in a multilingual country like India. English is a language of social mobility and of people's aspirations for quality education and is arguably essential for a fuller participation in national and international context. Moreover, the usefulness of language influences both people's motivations for learning languages and their choices of languages to learn as well.

THE ISSUE OF THE THIRD LANGUAGE

The National Education Policy, 2020 states that there will be a greater flexibility in the three-language formula, and no language will be imposed on any state. Obviously, every state is free to choose a third language according to its convenience and priority. However, keeping in view of the linguistic scenario in our country it may be suggested that the status of Hindi in India is almost identical of a link language (*lingua franca*). But, as far as the choice of language is concerned it may be from any one of the twenty-two languages included in the eighth schedule of the constitution including Sanskrit, Tamil, Telugu, Kannada, Malayalam, Odia, Urdu, Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Marathi Punjabi, Manipuri, Nepali, Sindhi, Konkani, Bodo, Santhali, Maithili and Dogri. Language is for communication. What the school curriculum should do is to design the language teaching programme in such a way that it develops in them, the desirable communicative competence. A bridge course in L3 should be developed and taught to students at the appropriate stage of schooling. We should also plan to utilise the massive spoken language material available on the electronic media like in films, serials, advertisements, news bulletins, cricket commentary and other short TV programmes. It is a matter of great satisfaction that the new policy emphasises that the States, especially

States from different regions of India, may enter into bilateral agreements to hire teachers in large numbers from each other, to satisfy the three-language formula in their respective states, and also to encourage the study of Indian languages across the country.

UNDERSTANDING INDIAN LANGUAGE CLASSROOMS

We have not taken adequate note of the phenomenon of understanding language classrooms. Normally, Indian school classrooms are heterogenous on a variety of parameters including caste, colour, socio-economic status, gender and disability. The whole community including the teacher and the social environment need to be sensitive to these issues. We are aware that language is constitutive of being human. It is possible to ensure inclusion of all voices in a classroom if we actually believe that all children have systems of Universal Grammar and multilinguality in place and their voices need to be heard if we don't wish to push them to the margins, from where, the most marginalised get pushed out of school (Agnihotri, 2015). It is argued that if education is a potential site for initiating social change and if education must ensure quality teaching, equality and justice, then multilinguality must become the foundation for all future education. Multilinguality as conceptualised here includes all the linguistic and

cultural practices that children and teachers bring to school.

LANGUAGE PEDAGOGY AND GLOBALISATION

We have noticed that the changing political conditions have raised important questions for language professionals. Since the early 1990s, the issues of linguistic imperialism have been largely debated, especially in relation to English language teaching. Deborah Cameron (2002) examines the discourse on communication skills. She argues that what is emerging is a global ideology of effective communication. On the surface, there are many different languages, but under the banner of effective communication, all become vehicles for the expression of similar values and the enactment of the similar subjectivity. Cyberspace and ICT are frequently invoked as a zone of contact where distant individuals may meet on equal terms and language teachers are increasingly exploiting the opportunities which cause real and meaningful interaction between learners and native speakers. The ICT is expected to function as a tool for promoting quality learning in India. For adaptability to the ICT, it is imperative to think of modernisation of the curriculum, development of suitable pedagogical strategies for the language classroom, and core competency development and mapping of the teachers participating in the endeavor. Technology is also a double-edged sword. For every

advantage to be derived from it, there is a corresponding disadvantage. Different technologies have different content biases.

Generally, we have ignored the participation and active involvement of the students in diverse classroom activities related to language learning and the acquisition of the four skills. That language teaching is not packaged for learners is a concept that involves focus on methodology and contextualisation. Learner-centeredness prompts responsive, collaborative, problem-oriented and democratic learning in which the student and the teacher ideally decide how and when learning occurs and with what objectives and outcomes. With methodology as the focal point and with a learner centric objective, David Nunan offers the Active Learning Method with the conceptual framework for understanding the language classrooms. There is a wide gap between student needs and what is taught at tertiary level. Teaching English without spelling out learners' needs is like prescribing a medicine without diagnosing the disease. Teachers are not transmitters and students not mere passive receivers. Margie Berns, an expert in the field of communicative language teaching writes explaining Firth's view that language is interaction, and that it is an interpersonal activity. It has a close connection with society. In this light, language study has to look at the use (function) of language in context, both in its linguistic context

and in its social or situational context of who is speaking, what the social roles of the speakers are, and why they have come together to speak.

Task-based Language Teaching is one of the generally discussed methods in language teaching and learning contexts. The second language acquisition revolves round the Interaction Hypothesis as proposed by M. Long in his essay *The Role of Linguistic Environment in Second Language Acquisition*. In this instructional cycle, tasks are strategically developed with a focus on conveying meaning, eliciting language that is used by the learner for communicative purposes, and facilitating interaction and collaboration. The Interaction Hypothesis attempts to expound the role of interactions in the language learning process. As opposed to internally-driven acquisition approaches, the interaction hypothesis in line with a socio-interactionist approach, which emphasises the influence of the environment in which a learner lives.

LANGUAGE IN COMMISSIONS AND NATIONAL EDUCATION POLICIES

India is a multilingual country. We follow the *Three Language Formula* (TLF) strongly recommended by the *Kothari Commission* (1964–66) and endorsed by the *National Policy on Education*, 1986 and *National Curriculum Framework*, 2005 and also emphasised by the *National Education Policy*, 2020. Accordingly,

we have mother tongue teachers, second language teachers and third language teachers in schools who are ‘educated’ or ‘trained’ under and through various programmes of teacher education which are recognised by the *National Council of Teacher Education* which recommends certain norms and standards for the said courses of teacher education. When we have a careful and critical look at the *National Education Policy 2020* it is evident that the document advocates a three-language scheme. There is a great deal of emphasis in the present policy on teaching the classical Indian languages, namely, Sanskrit, Prakrit, Pali and Persian in schools.

In this context, let us discuss the following issues—

- What are the theoretical and practical issues related to language education and its pedagogy?
- What are the existing anomalies, contradictions and violations of the prescribed norms and standards?
- What could be an effective model of language pedagogy in the country?

LANGUAGE EDUCATION

It is a well-known fact that primary education is essentially language education. Children learn about the world through observations, experiences and the oral language. They naturally and informally

acquire the mother tongue or home language and learn to understand and communicate through listening and speaking skills. In our country, the Upper Primary Education formally introduces the children to the mother tongues and/or second language in which case generally 'meta-language' is systematically used and the formal assessment in the language is also conducted in the similar fashion. Currently, English is introduced at the early Elementary Stage of education also. This paradigm shift in the language policy needs to be discussed in the light of the following concerns— (a) Why was the Three Language Formula introduced? (b) How has it been implemented so far? (c) English is generally not the mother tongue in India. Is the early introduction of English not a violation of the three-language formula endorsed by NPE, 1986, POA, 1992, NCF, 2005 and the NEP, 2020?

While discussing the issues of language education in India, we should touch upon the following cardinal points— What is meant by language education? What does it involve? How many languages have the children to learn at school? What are the basic aims of language education at the various stages of school education? What is taught in the language periods in schools? How is it (language) taught? Why is it taught? What TLM is used? How do multilingualism and pluralism contribute to language education?

Are they synonymous or opposite?
How is it assessed?

LANGUAGE PEDAGOGY

The term 'Language Pedagogy' should be understood in the right perspective. Some relevant issues and concerns deserve critical attention— Who are the language teachers? What are their academic and professional qualifications? How are they trained? Are the trainees taught the methodology of language teaching or the pedagogy of language? Do they learn the fundamental difference between these two distinct notions or concepts? What are the implications of the discernible differences between them: the content of language pedagogy, and, the process of language pedagogy? How do the trainees really teach languages? What is the language curriculum prescribed at the various stages of school education? What is the importance of LAC (Language Across the Curriculum)? Can 'Eclecticism' be a more effective and pragmatic remedy?

SOME REFLECTIONS

Why is the traditional methodology generally used? Is it more effective or more convenient in terms of the assessment of language learning? Are the pre-service teachers just taught the theory and not adequately trained in the new methodology of language education? Is the new methodology more demanding and challenging? Are the teacher training courses of

studies inadequate and deficient? Is there any relationship between the theory of teacher education and the practice of teacher education? How to bridge the gaps between its theory and practice? How are the language teachers trained? What do the language teachers learn about language education (LE) during teacher training?

DOES THE LANGUAGE TRAINING COURSE ORIENT THE TRAINEES TOWARDS THE FOLLOWING?

What is the basic difference between the mother tongue, second language, third language, foreign language, classical language, dead language, etc? How should MT, SL, TL/OT, FL, CL, DL, etc., be taught? What to assess in and through them and how? What kind of teaching practice or internship (TP) do the trainees have? What are the 'Content' and the 'Process' of language education generally prescribed in the syllabi of teacher education? How do the trainees learn about how to teach 'lexis', 'structures', LSRW skills and their integration, and 'prose', poetry, literature, grammar, communication skills, etc? What do the trainees learn to teach during TP? What are they supposed to learn? What, why and how to teach? Does internship take place under the supervision of subject experts? Who is the subject expert? Are they adequately qualified and trained for supervision? How are the trainees assessed during and for internship? Who are the internal

and external examiners? Are they qualified to act as examiners?

Since the NCTE has used the term Language Pedagogy in its Norms and Standards 2014 for courses of teacher education, we find this term being used in place of methodology in almost all the syllabi of D.El.Ed., B.Ed., EL.Ed., etc. Who should use Language Pedagogy? Why should we stress and emphasise Eclecticism?

D.Ed. is a pre-service teacher training course for the elementary school teachers who are supposed to teach the students studying from class 1 to the class VIII. It is to be mentioned here that 12th class pass students (of any stream— Arts/Com/ Science) who have studied MT/RL or SL as compulsory subjects are generally eligible to offer the D.El.Ed. Course. It is to be noted that usually the 12th class pass students of Arts and Commerce stream have studied Science and Maths up to 10th class only as compulsory subjects and the Science students have studied Social Sciences up to the 10th class only as a compulsory subject. But, generally, all the D.Ed. students and elementary school teachers have to teach all the prescribed school subjects including languages upto 8th class.

The teacher educators for elementary teacher education are generally those who have a Master's Degree in a subject which may be of Science, Arts or Commerce stream. For the secondary teacher education programme, B.Ed. students and trainees generally have to offer two

teaching subjects. Even trainees wishing to become only language teachers have to generally offer an Arts subject, and a few of them have to teach two languages also because of the subject combinations at the graduate level.

As per the NCTE norms 2014, the candidates for elementary teacher education course are generally selected on the basis of their qualifying exams or the entrance test. The same is the case with B.Ed. Course also. All these eligible candidates for elementary school teaching are taught the methodology of teaching MT or RL, Maths, Science, Social Science, etc and strangely enough, the secondary school teachers or trainees are taught at least two methodologies; one for teaching language and the other for teaching Social Science.

SOME QUESTIONS THAT PUZZLE

Is there no difference in trainees' or teachers' level of knowledge, understanding, skills, competence, etc in Science, Social Sciences, Maths and Languages? Are they academically equal? How are all the candidates eligible to teach all the subjects at the elementary stage? How are all the candidates qualified to teach languages at the elementary stage? How is a particular teacher educator eligible to teach the methodology of language teaching if the teacher does not have an M.A. in the language concerned? Does this deficiency not negatively affect teacher education/training? Is the

methodology of teaching MT, SL, TL, the same? Why can't we have subject specialist teachers at the school stage? The cardinal question is— *Why do we allow any Tom, Dick and Harry to become a language teacher?*

PROBLEMS AND CHALLENGES

As a matter of policy, all elementary school teachers have to teach at least three languages; mother tongue, second language and third language. This policy requires to be modified. How to get the policy changed for the desirable reformation and improvement in language education? It is a big challenge. Generally during B. Ed training, the trainees of Arts Stream (who opt a language as a teaching subject) have to opt for Social Sciences or Drawing and Painting or a subject something like that. They have to unnecessarily study the methodology of non-language subjects. This is a colossal waste of resources. This questionable policy requires to be suitably modified. Generally, the syllabi of teacher education, especially for language education, are not only defective but also largely inadequate, unfortunately out-dated and poorly designed which consequently fail to prepare effective language teachers. TLM is either missing or not authentic. The transactional strategies too need to be suitably changed and properly up-dated. Teachers are not generally trained and motivated to conduct action research. Like other subject teachers, the language teachers

too miss a lot by not carrying out action research. Assessment in languages is generally done in terms of 'information' (product), and not of 'process'. Largely, the prescriptive grammar dominates and LSRW skills are ignored. Assessment is also done in terms of meta-language. Meta-linguistic competence and grammatical accuracy also unnecessarily occupy a lot of space in assessment in languages.

PROPOSITIONS AND MEDICATIONS

Only the language teachers should be entrusted with the task of teaching languages. Similarly, we should have subject teachers for Science, Maths, Social Sciences, Arts, Crafts and Drawing, etc at the Elementary stage of education. During B.Ed. training, the trainees of Arts stream (who opt for a language as a teaching subject) should be trained as language teachers only. They should not be forced to choose for Social Sciences or Drawing and Painting or a subject something like that. They should not unnecessarily study the methodology of non- language subjects. This would ultimately help in reducing a huge waste of resources. The syllabi of teacher education, especially for language education should be periodically up-dated and methodically designed which would accordingly help in preparing effective language teachers. Adequate and 'authentic' TLM should be developed and

'exploited' methodically. Eclecticism should be a common methodological input for language teachers for the transactional strategies especially in the context of the multilingual situation of the country. Action research should be a compulsory component of both pre-service and in-service training. Assessment in languages should be generally done in terms of 'what the children or students can do with the language'. Knowing about the language should not be the only goal. Largely, the descriptive grammar should find a respectable place in the area of assessment in languages. LSRW skills should not be ignored during school education. Communicative competence should be the ultimate goal. Assessment may also be done in terms of meta-language but, of course, at a higher stage of education.

In order to take care of all the elements and components of language mentioned above and to integrate and assimilate them meaningfully, an effective model of language education is suggested which may be designed through the following four steps—

Step 1

Identifying the basic components of language education (language content process: lexis structures, skills, competence, (lexical, structural, grammatical socio-

linguistic, communicative, strategic, pragmatic competence, etc).

Step 2

Redesigning the curriculum, syllabus, teaching-learning material for language education.

Step 3

Conducting teacher education courses in a more meaningful and pragmatic manner, rather than converting them into a ritual.

STEP 4

Conducting field surveys in order to check the efficacy of the teaching-learning material and to improve upon them periodically.

CONCLUSION

Education is practically not possible without language whether it is verbal or non-verbal. Education and language obviously go together and are evidently inseparable. Moreover, the quality of education also depends on the quality of exposure to the language in use. Language education is undoubtedly a very crucial issue especially in a multilingual country like India. Preparing effective language teachers in India is a mammoth task which needs to be performed with the desirable genuine concern, commitment and competence. We would do well to rethink the language education programme in the light of the desirable aims and objectives, pragmatic pedagogy, methodology, and evaluation framework. The earlier we do it, the better it is for the country.

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Effectiveness of Graphic Organiser as a Classroom Practice on the Academic Achievement and the Meta-cognitive Awareness of Students at the Secondary Level

SREEVRINDA NAIR. N*

Abstract

The imagery mode of information storage is referred to as graphic organisers or non-linguistic representations. A graphic organiser is a visual and graphic display that depicts the relationship between facts, terms or ideas within a learning task. These organisers activate and engage learners in the instructional process and enable them to capture and focus their attention in an exciting way. Objectives of the study were to find out the effectiveness of select meta-cognitive classroom practice, namely graphic organiser in enhancing academic achievement and meta-cognitive awareness of Malayalam language students at the secondary level. 165 secondary school students from four schools belong to three districts of Kerala namely, Pathanamthitta, Alappuzha and Kottayam were selected as experimental and control groups. In the present study, a mixed method of research design, incorporating both quantitative and qualitative data collection and analysis were used. A pre and post-test and non-equivalent non-group design was selected for the study. Considerable discussions about the process of learning and the participatory mode of evaluation energised the learners to become authentic about the most important component of self-directed learning. From this study, we can conclude that graphic organisers are powerful and excellent instructional tools, which help to instill meta-

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cognition among the learners. These pictorial representations allow students to brainstorm ideas and organise them into manageable and comprehensible chunks. These visual tools are relatively easy to implement and a rewarding element in the instructional practitioners' repertoire of skills with regard to curriculum transaction.

INTRODUCTION

Language is a system of communication that offers countless possibilities for representation, expression and construction of meaning and thought. It is constructed of interacting symbols of sounds, meanings, sentence formation and use and also permeates human thought and life (Cox, 2002). Constructivist approaches to learning and teaching have become increasingly influential concepts over the past few decades and attention has increasingly focused on how we learn, as well as what we learn (Downing 2010). Effective learning demands active engagement and making classrooms alive and alert. It needs to focus on creating meaningful learning contexts and deliberately provide many opportunities for the learners to reanalyse and reinterpret what they learned through the discussion of the learning process. Meta cognitive strategies automatically lead to heightened academic achievement as well as foster learner autonomy in a desirable manner (Philip and Hua, 2006; Karia, 2007; Zohar and David, 2008; Kelly and Ho, 2010; Dul, 2011 and Chan, 2012). Meta-cognition mainly includes two major components— knowledge of

cognition and regulation of cognition. Knowledge of cognition describes an individual's awareness of cognition at different levels. Regulation of cognition relates to how learners control their learning by inculcating the activities of planning, monitoring and evaluating. Students in today's classroom are diverse than ever and this diversity poses the need for inculcating differentiating instruction in the classroom. A meta-cognitive environment encourages awareness of the process of learning and thereby promotes self regulation and self direction which are the critical ingredients to successful learning. Meta-cognitive strategies are helpful in igniting one's thinking and leading to higher learning and better performance. In the present context, the investigator adopted graphic organiser as a meta-cognitive classroom practice with a view to enhance student's cognitive and meta-cognitive abilities through familiarising the advantages of pictorial formats for processing varied modes of learning in classrooms.

GRAPHIC ORGANISERS

According to the dual coding theory of information storage, knowledge is stored in two forms — linguistic and imagery. The imagery mode of

information storage is referred to as graphic organisers or non-linguistic representations. A graphic organiser is a visual and graphic display that depicts the relationship between facts, terms or ideas within a learning task. These organisers activate and engage learners in the instructional process and enable them to capture and focus their attention in an exciting way. Graphic organisers were developed on the basis of Ausubel's theory (1963) of meaningful verbal learning which states that when students are introduced to material for which they have little background knowledge, their learning will be improved if they have a structured and clear method for organising the information. Research suggests that the implementation of graphic organisers results in increasing the retention and comprehension of students. It also incorporates active learning which also been linked to higher learner motivation, (Machemer and Crawford, 2007) increased confidence, and improved critical thinking (Smith et al 2005). Graphic organisers are meta cognitive tools in a visual form and can be sprinkled throughout a unit of study. They are charts, diagrams and pictorial representations that allow students to sequence the large amount of information into manageable bits. Conceptual and strategic essence of lessons become more evident through these excellent tools which assist the learners in sorting, organising and arranging ideas in a clear pattern.

RATIONALE OF THE STUDY

When learners begin their lessons by generating graphical representations, their minds shift from passive state to active and their brain launches new pathways towards acquiring new possibilities in learning. This type of mental engagement facilitates them to keep the track of learning, stimulates intellectual curiosity, and helps to maintain motivation in the learning task. Instead of being distant observers of questions and answers, students become immediate practitioners through the articulation of graphical representation practices in the classroom set up. I witnessed this in classrooms several times. It motivates me to conduct this type of experimental study and that principle lies under my study.

NEED AND SIGNIFICANCE OF THE STUDY

In order to modify the process of education and create successful human beings, schools need to develop each student as a human being who can cope with and conquer life's challenges, both internal and external. Veering away from the teacher oriented method and putting the onus of learning on the students is the new paradigm in helping to touch and transform their future in an exciting manner. The intellectual dimension of student-learning enters their cognitive readiness through the mode of self-regulated learning which is capable for making them responsible for managing their own learning. It is believed that good

language learners exhibit greater autonomy than weak learners and are quite capable of learning in a self-directive pattern.

Meta-cognitive strategies engage the learners in planning, focusing and evaluating their own learning. Meta-cognition develops the automaticity in learning. It helps us in saving time and energy in the process of effective teaching and gain mastery in learning. An area that has been neglected to some extent in learning of language is an emphasis on meta-cognitive dimensions. The investigator being a teacher educator in Malayalam education happened to interact with the present transaction modalities of Malayalam language curriculum at the secondary level and felt that the prevailing classroom practices are not enough to cultivate a meta-cognitive classroom climate and thereby facilitate the growth of successful learning communities in both the classroom and school wide. For ensuring and retaining the integrity, purity and vibrancy of our mother tongue, pedagogical practices can occupy itself a momentous role. Instructional practices based on meta-cognitive strategies play a significant role in this regard. Hence, the investigator tries to find out the effectiveness of meta-cognitive classroom practices and learners' preferential focus on receiving the information in Malayalam language classroom.

There is a paucity of literature on how meta-cognitive practices can be used for heightening the academic outcome of Malayalam language learners at the secondary level. The objectives of the study are derived from these gaps in literature. No studies have been undertaken with regard to finding the effectiveness of graphic organiser as a metacognitive practice upon the learning of Malayalam language at secondary level. This served as the backdrop for the researcher to conduct this type of experimental study.

REVIEW OF RELATED STUDIES

Snyder and Solomon (2012) conducted a study, which aims to investigate the effects of graphic organisers, level of text structure complexity and content familiarity on second grade students' comprehension, recall and sensitivity to cause or effect text structure. Suarez (2011) conducted a study that sought to identify which graphic organisers and higher order thinking skills would aid in students' test scores in a district impacted by poverty and a high level of second language learners. Moyo (2004) reported a study which suggests that the use of graphical representations is essential to making meaning and that tools are needed to ensure that developing representations becomes a normative practice in Mathematics classrooms. Samawi (2006) in his research study explored the effect of concept mapping as a meta-

cognitive strategy on the critical thinking skills and dispositions of junior and senior nursing students. The findings reveal that the select strategy triggers critical thinking which guides the students to engage in meaningful learning. Howard (2007) explored the factors that can encourage the use of research based practices (RBP) in classrooms by examining factors that support the implementation and sustainability of graphic organisers as an instructional strategy in inclusive classrooms with students with and without specific learning disabilities. (SLD). A study conducted in Indian context which focuses on using 'story web' graphic organisers in a ninth grade social studies classroom in rural area which examines how well students use the graphic organisers on in-class assignments and analyses student assessment data to determine if graphic organisers improve student achievement. Snyder (2012) also conducted a study which aims to investigate the effects of graphic organisers, level of text structure complexity and content familiarity on second grade students' comprehension, recall and sensitivity to cause or effect text structure.

STATEMENT OF THE PROBLEM

Effectiveness of graphic organiser as a classroom practice on the academic achievement and the meta-cognitive awareness of students at the secondary level.

OBJECTIVES OF THE STUDY

- To find out the effectiveness of select graphic organiser in enhancing academic achievement of Malayalam language students at secondary level.
- To find out the effectiveness of graphic organiser in enhancing meta-cognitive awareness of Malayalam language students at secondary level.

HYPOTHESES OF THE STUDY

1. There exists a significant difference between the prevailing activity oriented modes of curriculum transaction and selected meta-cognitive classroom practice.
2. There exists a significant difference between the prevailing activity oriented modes of curriculum transaction and select meta-cognitive classroom practice.

SAMPLE SELECTED FOR THE STUDY

165 secondary school students from four schools belong to three districts of Kerala namely, Pathanamthitta, Alappuzha and Kottayam were selected as experimental and control groups. Simple random sampling was used in this study. A pre-test post test non-equivalent group design was selected for the study.

TOOLS EMPLOYED FOR THE STUDY

Lesson design based on graphic organiser, meta-cognitive awareness

rubric, test on academic achievement. These are explained in details.

1. Lesson Design on Graphic Organiser

In order to familiarise the students with the processes embedded in the

select classroom practice — Graphic Organiser — students were led through the instructional sequence suggested by Chamot and O’ Malley (1990) which is portrayed in the Figure 1.

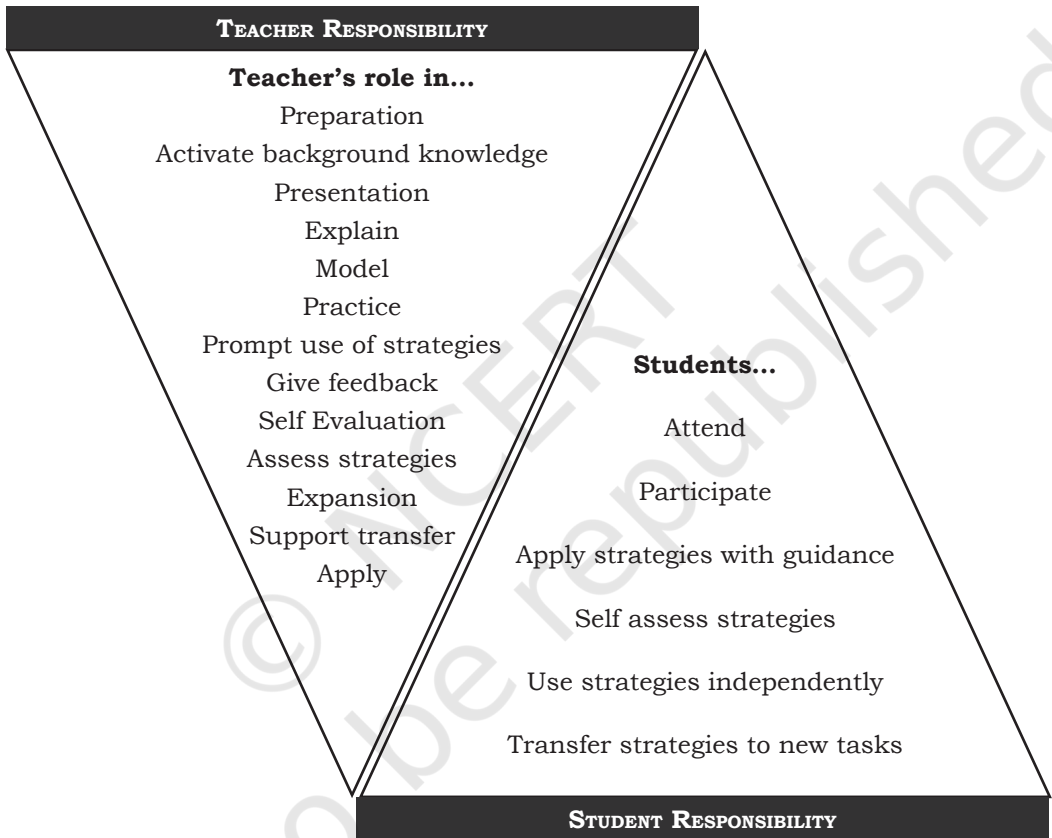


Fig. 1: CALLA Instructional Sequence

CALLA Instructional Sequence

The five phases recursive instructional cycle of CALLA is Preparation, Presentation, Practice, Self-evaluation, and Expansion are explained below.

Stage 1 — Preparation

The purpose of this phase was to help students to elicit their prior knowledge about the use of learning strategies and identify the strategies they are already using in order to develop

their meta-cognitive awareness. The teacher explains the importance of meta-cognitive strategies and helps the students to set the goals of the learning task and time needed to accomplish the learning task.

The highlight of this stage is depicted in Figure 2.

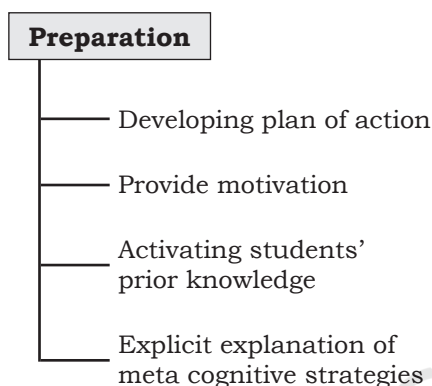


Fig. 2: Preparation Stage

Stage 2 — Presentation

The second stage, namely 'presentation' comprises of demonstrations of the particular classroom practice before the learners. Modeling and discussion, application of the practice explicitly through examples are the core features of this stage. The use of graphic organiser in varied learning contexts, ways for monitoring the classroom practice, and evaluation of effectiveness of the meta-cognitive classroom practices were illustrated

through specific examples from the content material. The highlight of the stage is portrayed in Figure 3.

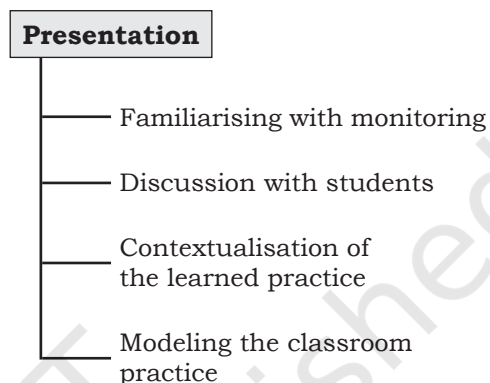


Fig.3: Highlights of the stage

Stage 3 — Practice

During the third phase 'practice', learners are divided into groups and are immersed in the experience with sequenced instruction. There were opportunities to practice new information and skills in a variety of ways by involving the spontaneous contribution of ideas from all members of the group. This stage envisages opportunities for students to practice using the strategy with regular classroom discourses. The highlights of this stage are given in Figure 4.

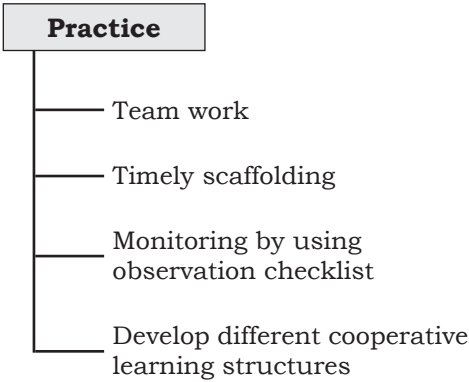


Fig. 4: Highlights of Practice Stage

Stage 4. Self-evaluation

This phase stands out as one of the most comprehensive parts of the learning cycle and it captures the relevance of the instructional practice to be followed and its effectiveness in a contextual setting. The main set target of this phase was to provide students with opportunities to evaluate their own success and strengthen their insights through developing their meta-cognitive awareness. Debriefing discussions and sharing of their recorded learning experiences enable

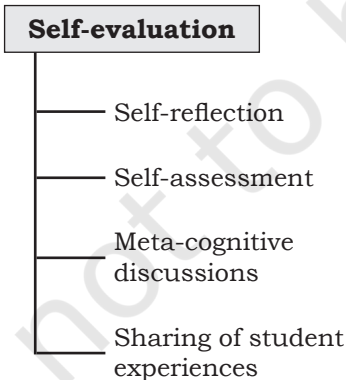


Fig. 5: Highlights of Self-evaluation Stage

the learners to develop insights about the appropriateness of the select classroom practice. The major components included in this stage are shown in the Figure 5.

Stage 5. Expansion

This final phase really meant for the transfer of skills learned in a particular learning context to another new situation. Learners are in a position to extend the usefulness of classroom practices by applying it to new contexts and devise their own individual combinations with regard to the pictorial representations of ideas and interpretations of the select meta-cognitive classroom practice. The points inculcated in this stage is given in Figure 6.

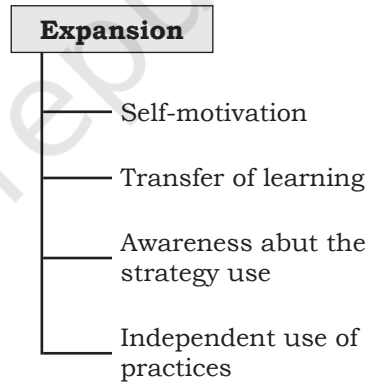


Fig. 6: Highlights of Expansion Stage

2. Meta-cognitive Awareness Rubric

Rubric is a particular format used to assess with a deeper view into a wide range of student performances. In the context of the present study, a meta-cognitive awareness rubric was

developed. The rubric was analytical in nature as it was designed to provide data regarding specific expectations and give specific descriptors that clearly outline what is needed for a higher level of performance. The different stages involved in the construction of the Rubrics are detailed below.

The investigator prepared a checklist that provides a clear vision about the learners having deeper awareness about the components of meta-cognition. Administration of the checklist enabled to list the criteria to be included in the rubric to assess the meta-cognitive awareness. The criteria are demarcated as Planning, Monitoring and Evaluation. Planning includes ability to set goals, schematic modulation of time and resources, prioritisation of objectives, selecting the strategy and the like. Periodical reviews and checking progress in learning, evaluating the effectiveness of the strategy are embedded in 'Monitoring' criteria. Reflection and summarisation, debriefing, meta-cognitive discussions come under the category of 'Evaluation'. After determining the criteria to be evaluated, the point scale for the rubric was decided. Accordingly, the scale ranging from 1 to 4 was selected. The strongest performance level was given a score of 4 and the weakest performance lever was given 1. The performance descriptors for the various levels were chosen

as: Exceeds Expectations, (EE) Meet Expectations (ME) Partially Meet Expectations (PME) and Does not Meet Expectations (DME). EE demonstrates detailed explanation regarding the criteria. ME demonstrates good awareness. PME demonstrates some awareness. DME demonstrates limited or poor awareness about the criteria evaluated. The descriptors for each level of quality were developed starting from the highest level of quality to the lowest. 'Yes' response for all elements related to each component could be summed across the total instrument to obtain overall rating on the goals decided earlier.

Evaluating Effectiveness

The draft rubric initially prepared was validated during this phase through pilot test on a sample of 80 students at secondary level selected at random.

Validating the Rubric

In order to ensure the trustworthiness of the rubric, it was given to a select panel of experts from the field of language teaching and the authenticity of the rubric was checked in terms of clarity of components, comprehensiveness of the selected components utility and practicability, relevance of the meta-cognitive strategy instruction.

3. Achievement Test on Language Learning

A test was administered on the selected sample of the students to find out their academic achievement (pre and post test).

Procedure adopted for the study

Phase 1 — Collecting students' self reports on their meta-cognitive awareness. (Meta-cognitive Awareness Rubric)

Phase 2 — Finding out the effectiveness of intervention procedures in heightening the academic achievement and meta-cognitive awareness of students at secondary level.

Phase 3 — Assessing the academic achievement and meta-cognitive awareness of students after the implementation of intervention practices.

The first phase was meant for seeking responses from selected sample of students with regard to their meta-cognitive awareness. This phase was meant for assessing the stylistic strands of meta-cognitive awareness— planning, monitoring and evaluating, through the administration of a rubric. The investigator administered a pre test to all the selected students.

After administering a pre-test, the researcher implemented explicit instruction on classroom practices interlinked with the components of meta-cognition to the students in the intervention group and activity oriented instruction to the control group. At the end of the treatment, a post-test was administered over each group. In the next phase, a post-test on academic achievement and meta-cognitive awareness was administered to the select groups in order to assess the effectiveness of the select meta-cognitive classroom practices on the academic achievement of Malayalam language at secondary level.

ANALYSIS AND INTERPRETATION OF DATA

(a) Descriptive statistics of pretest and post-test achievement scores of total students selected for the study

This section throws light on the effectiveness of the select classroom practice 'Graphic Organiser' on the academic achievement in Malayalam language of the total sample of students selected for the study. The descriptive statistics of pre and post test achievement scores of experimental and control group were found out and described in Table 1.

Table 1: Pretest and Post-test Achievement Scores of the Students in Experimental and Control Group

variable	group	N	AM	SD	SE	LCL	UCL
Pretest	Control	83	4.33	1.83	0.20	3.93	4.72
	Expt.	82	4.78	2.24	0.25	4.29	5.27
Post-test	Contl	83	9.17	1.83	0.20	8.77	9.57
	Expt.	82	22.30	4.54	0.50	21.31	23.00

From Table 1, it is understood that the pretest achievement scores in the control group have AM 4.33 with SD 1.83. The SE value is 0.20 which is very small indicating that the sample AM is approximately equal to the population mean. Experimental group have AM 4.78 with SD 2.24. The SE value is 0.25 which is very small indicating that the sample AM is approximately equal to the population mean. For the control group, the 95% confidence interval varies from 3.93 to 4.72 and for the experimental group it is from 4.29 to 5.27. The post test achievement scores in the control group have AM 9.17 with SD 1.83. The SE value is 0.20 which is very small indicating that the sample AM is approximately

which is very small indicating that the sample AM is approximately equal to the population mean. For the control group, the 95% confidence interval varies from 8.77 to 9.57 and for the experimental group it is from 21.31 to 23.30.

(b) Comparison of pretest and post-test achievement scores of experimental and control group using ANOVA

ANOVA was carried out to find out whether there is any significant difference between pretest and post-test achievement scores of experimental group who was exposed to the GO practice and the control group who were exposed to the activity-oriented modes of curriculum transaction in Malayalam language learning.

Table 2: ANCOVA of Post-test Achievement Scores by eliminating the Effect of Pretest Achievement Scores

variable	SV	SS	df	MSS	F	P
Pretest	BV	8.55	1	8.55	2.05ns	0.15
	WV	680.27	163	4.17		
	T	688.81	164			
Post test	BV	7117.83	1	7117.83	596.50**	<0.01
	WV	1945.02	163	11.93		
	T	9062.85	164			

ns: not significant ($P > 0.05$), **: significant at 1% level ($P < 0.01$)

equal to the population mean. Experimental group have AM 22.30 with SD 4.54. The SE value is 0.50

ANOVA shows that the experimental and control groups do not differ significantly in their pre-

test achievement scores. ($F=2.05$, $p=0.15>0.05$) The experimental and control group differ significantly in their post-test achievement scores ($F=596.50$, $P<0.01$). This indicates that the experimental group performed much better than the control group and the G.O. practice is effective in improving students' academic achievement in Malayalam language.

(c) Genuineness of the difference in performance of the total students in experimental and control group IFI

The analysis of the post-test achievement scores of students in experimental and control groups revealed that the experimental

test achievement scores resulted from the experimental factor or from other intervening variables. So, it become necessary that the scores had to be analysed using the technique of analysis of co-variance (ANCOVA) for much more reliable results.

(d) Determining the effectiveness using ANCOVA

ANCOVA with pre-experimental status in achievement as co variate was employed to investigate the effectiveness of the Meta cognitive classroom practice, G.O in improving academic achievement of secondary school students over present activity oriented modes of curriculum transaction. The details are given in Table 3.

Table 3: Details of ANCOVA from Post-test Scores

variable	SV	SS	df	MSS	F	P
Adj. post test	BV	6920.42	1	6920.42	586.77**	<0.01
	wv	1910.63	162	11.79		
	T	8831.06	163			

** : Significant at 1% level ($P<0.01$), R squared=0.789(Adjusted R Squared=0.787)

group performed much better than the control group. But it cannot conclusively say that both the groups differ significantly by simply comparing the post-test achievement scores of the two groups. Since, it was highly inconvenient to sort out the students from different classes to form equated groups, the investigator selected intact class groups for experimentation. Hence, it was difficult to ascertain whether the difference between pretest and post-

ANCOVA shows that the experimental and control group differ significantly in the post-test achievement scores after eliminating the effect due to their initial pre test achievement scores ($F=586.77$, $P<0.01$). More over using the ANCOVA model 78.7% variation in the post test achievement scores can be explained (R Squared=0.789. (Adjusted R Squared=0.787). It can be inferred from the ANCOVA that the experimental group performed

better than the control group with respect to the academic performance of students at secondary level in their Malayalam language learning.

(e) Comparing the adjusted mean of experimental and control groups

An additional analysis was employed by estimating the Adjusted AM of post-test achievement scores of total students selected for the study after eliminating the effect due to pretest achievement scores. It is given in Table 4.

of pre test, post test and Adj. post test achievement scores of total students selected for the study is shown in Figure 7.

The graph indicates that the students who were exposed to the graphic organiser showed significant improvement in their academic achievement in Malayalam over their counterparts in the control group who were exposed to the prevailing activity oriented modes of curriculum transaction.

The obtained percentage of pre-scores of students from both control

Table 4: Analysis of Meta-cognitive Awareness of Secondary School Students

.Group	Adj.AM	SE	LCL	UCL
contl	9.22	0.38	8.47	9.97
expt	22.25	0.38	21.5	23.00

The Adj. AM of post test achievement scores of control group is 9.22 with SE 0.38 and 95% confidence interval ranges from 8.47 to 9.97. For experimental group Adj. AM of post test scores is 22.25 with SE 0.38 and 95% confidence interval ranges from 21.50 to 23. The result reveals that the obtained AM of experimental group is found greater than the corresponding AM of control group. It can be inferred from the result that the experimental group is better than the control group with regard to the post test achievement scores. The comparative bar diagram

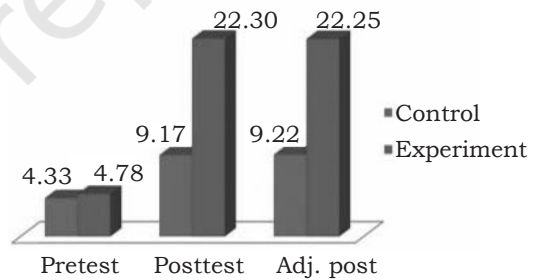


Fig. 7: Comparative statistics of pretest, post-test and adj. post-test achievement scores

and experimental groups having their meta-cognitive awareness levels at Exceeds Expectation (E.E), Meets Expectation (M.E) Partially Meets

Expectation (P.M.E), and Doesn't Meet Expectation(D.M.E) are described in the following Table 5.

for setting goals, identifying problems that might be encountered while learning, relevance of checking

Table 5: Percentage of Students under Different Components of Meta-cognition

Components of meta-cognition	No of high school students in %							
	EE		ME		PME		DME	
	Contl.	Exptal	Contl.	Exptal	Contl.	Exptal	Contl.	Exptal
Planning	Nil	Nil	3	4.00	14.00	16.00	83.00	80.00
Monitoring	Nil	Nil	2	3.00	8.00	10.00	90.00	87.00
Evaluation	Nil	Nil	1	3.00	3.00	3.00	96.00	93.00
Average	Nil	Nil	2	.33	8.33	9.66	89.66	86.6

Table 5 shows that the average percentage of learners of control group belong to DME, PME, ME and EE levels of performance with regard to the meta-cognitive awareness before the experiment is Nil, 2, 8.33 and 89.66 respectively and that of experimental group is Nil, 3.33, 9.66 and 86.66 respectively. The table also shows that none of the students are deserving the categorisation, EE of both control and experimental groups. A negligible proportion of students from both control and experimental groups (control group 2%, experimental group, 3.33 %) at high school level could be categorised as the strata, 'ME' on the select components of meta-cognition. Even though they face the difficulty in implementing the meta-cognitive strategies in their language learning context, they are aware of the need

progress periodically, need for evaluating the trustworthiness of the strategies used and the like. The table further reveals that few of both experimental and control group (control: 8.33%, experimental: 9.66 %) students could be categorised in the strata, 'PME' in terms of the set features. They exhibited some type of awareness about the components of meta cognition. The data also shows that majority of select sample of students from both control and experimental groups (control: 89.66 %, experimental: 86.66 %) belonged to the category, DME. They were categorised so because they were least confident and not at all aware about the meta-cognitive skills of Planning, Monitoring and Evaluating. Unless learners are actively and personally involved in the meta-cognitive phases in their learning,

there will be no effective outcome and they lack the opportunity for self direction and independence which are the contributors of authentic learning. The following table deals with the analysis of the post scores of total students with respect to their meta-cognitive awareness.

while participating in the classroom activities allowed the students to become more aware of their learning processes and equipped them to become more responsible for meeting their own learning needs. The closure activities focused on meta-cognitive discussions developed awareness

Table 6: Comparison of Post-test Scores of Experimental and Control Group Students w.r.t. their Meta-cognitive Awareness

Levels of performance	EE		ME		PME		DME	
	Contl.	Exptal	Contl.	Exptal	Contl.	Exptal	Contl.	Exptal
Planning	Nil	2	4	23	16	45	80	30
Monitoring	Nil	2	3	21	10	50	87	27
Evaluation	Nil	1	4	20	3	51	93	28
Average	Nil	1.66	3.66	.21.33	9.66	48.66	86.66	28.33

By referring to Table 6, it can be noted that there is no significant changes in the levels of learners in the control group. However, in the case of experimental group levels of learners under ME, EE, PME categories have increased considerably and the levels of learners under DME category have decreased. This was due to the impact of meta-cognitive classroom practices.

DISCUSSION OF RESULTS

The processes inculcated in the meta-cognitive classroom practices motivated the learners to consciously engaged in the learning process. This equipped them to handle the classes effectively with more confidence and it helped them to bump into difficulties with ease and deftness. Conscious engagement

about reviewing the procedures and highlighting the peculiarities of the classroom practice towards fulfilling the objectives. The study also found that the interactive sessions deployed in the select classroom practices namely, Graphic Organiser enabled the learners to recognise the need for budding and extending the repertoire of meta-cognitive processes towards gaining insights into their quality products of learning. The investigator made use of monitoring sheets towards attaining this objective in a clear way. The ongoing awareness of the learning task, periodical monitoring, allocating attention to important ideas and pointing out the informational ambiguities enabled the learners to become conscious about the learning process.

SUMMARY AND CONCLUSION

The new trends in innovative practices and instructional designs need to focus on the higher order forms of thinking which depict the process of learning rather than the product of learning. The 21st century demands lifelong learners who are keen in their learning process as well as their individual strengths and weaknesses. The overall aim of the present study was to find out the effectiveness of meta-cognition in the context of Malayalam language

learning by employing meta-cognitive class room practices which focus on the pathways of effective learning. The explicit training in meta-cognition gives opportunities to observe, interact with peers and discuss the classroom practices with team mates and all of these creates a fundamental rhythm in language learning. The visual tools are relatively easy to implement and a rewarding element in the instructional practitioners' repertoire of skills with regard to curriculum transaction.

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Pedagogical Process and Issues of Learning Social Studies at Upper Primary Schools in a Slum Area of Maharashtra

PREMANANDA SETHY*

Abstract

The objective of this paper is to analyse the classroom observation and insight of the teachers during the social studies teaching-learning process at upper primary schools nearby slum dominated area of Mumbai Urban and Suburban district of Maharashtra State. The main focus of classroom observation was to discuss the problems of teachers and students during social studies pedagogical practices and process with regards to involvement of learners, use of different strategies, assessment and feedback practices, assess the joyful learning, use of TLM and ICT integration in teaching-learning process. The data triangular method was used for theme-wise analysis of pedagogical process from three different characteristics of sample schools under study. It is found that teachers faced problem in communicating the content of social studies, rare participation of students in group activities, too meek to ask question and clear doubt in classroom even provided the freedom and opportunities to students, more specifically who belongs to socio-economic backwards area of slum students. It is suggested that teachers must highlight the connection between text and context and also they should provide space for articulation of thoughts of students in the classroom through various student-centric activities. The importance would be given to those teachers who are significantly dealing with the classroom situation in a democratic way by providing equal opportunity to all the students, more over to those who belongs to slums and underprivileged section of society.

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INTRODUCTION

Learning of children at upper primary level is indispensable in the pedagogical process of present global educational scenario. Because the lack of learning experience among different backgrounds of children affects quality of education in the subsequent classes. Many programmes and policies have been initiated by government of India for improvement of quality basic education for all children, like Sarva Shiksha Abhiyan (SSA). SSA provides interventions for children out of school through learning enhancement programmes including innovative activity for girls' education and children with special needs, early childhood care and education, provide equal opportunity for improving human capabilities and life skill for all children, incentive for children belonging to SC/ST, minority community, deprived children from slums in urban areas and computer education to bridge the gap in digital world specially for upper primary level. Thus, the main focus of Right to Education (RTE) Act, 2009 is the responsibilities and accountability of teachers in education systems would need to ensure that children are learning with right in an environment as free from stress and anxiety (Sec. 29) and less burden on curriculum. Even after the implementation of SSA and RTE Act, 2009 in the country, the researcher raises question like *is there any increased participation of diverse*

children in the schools to change the traditional composition of classrooms today? This needs to address the learning difficulties and potentiality of the children from culturally diverse background (Surehatia, 2017). In addition the curriculum and teaching strategies required to be changed to cater the needs of all the children.

The issue of learning social studies is important and of major concern at the elementary level in the context of modern education system. The teachers in 21st century should teach the students in such a way that to develop not only all such ability of the children to be more critical, creative and higher order thinking, but also facilitate how to acquire these skills in the global citizenship education. The children, therefore not only required a suitable platform in schools but also indispensable to have a conducive home learning environment. More specifically the students belong to slums and children of low socio-cultural background are facing the major challenges of learning social studies in India. A slum is an overcrowded area of a city basically inhabited by poor and migrant labour in search of employment opportunities and living condition of slum's family not so good or suitable learning platform at home environment. More over slums are a centre for many anti social activities such as crimes, drug abuse, alcoholism, etc. That is why, the teachers at upper primary level face a major challenge to cope

up with children and improvement of quality of education among them. The moment we talk about inclusive education with growth and development of children, the duty of teachers need to improve in quality of education lower strata of children in the developing countries. So, it is a matter of concern of the teachers that the students of slum and socio-economic backward children get equal opportunities of learning at school.

Social studies is the study of people in terms of their physical location, environment, economic activities, past culture and event, government, citizenship and democracy. The social studies is an important subject in school education as distinct from physical, biological and environmental science, where one can understand how human beings are behaving in the society. Society is therefore, considered as a laboratory through which children can understand the different concepts and issues in social studies. Society is changing drastically; hence there are many social issues which the students are trying to understand in the changing society. The life skill of children needs to develop to participate in debate and discussion for proper understanding of the social issues at upper primary level. Children's behaviour cannot be controlled as they belong to different backgrounds while learning and changing their activities frequently in everyday life. In this regards, research raises the question that are

the teachers developing moral and social value among the students in the teaching-learning process?

In the National Seminar on *Research in Social Science Education in Indian Schools*, organised by DESS, NCERT, New Delhi, during March 15-17, 2017 some important questions were raised related to social science classroom practices and pedagogical processes adopted by concerned teachers and schools in teaching of social studies such as— what extent they promote active participation of students in the process of generating knowledge? How dialogue with community helps in improving the quality of learning experiences? To what extent, do the classrooms encourage alternative thinking and questioning by students and going out of the classroom to engage with social reality around them? Research is needed to understand how teachers and students resolve in dealing with the issues of socio-political and cultural perspectives inbuilt in social science syllabus and textbooks (NCERT, DESS, 2017).

However, one of the very few exception to lack of qualitative research on faculty satisfaction, which set out an agenda for qualitative research approach to assessing faculty satisfaction as a mean of helping institution retain staff (Ambrose et al, 2005). They suggest that the qualitative research work was not only enhanced by the use of semi-structured interview but also other methods of qualitative research

like ethnographic field work and participation observation. With this background, an attempt was made to study the “Classroom Observation on Pedagogical Process in Social Studies” at upper primary schools near slums area of Maharashtra state. The analytical framework of this study is based on schools’ classroom observation that whether slums and socio-culturally backwards students are facing the problems of knowledge or skill in learning social studies. This study is delimited only to the terminal Class VIII students at upper primary level.

DATABASE AND METHODOLOGY

This study was based on both primary and secondary sources of data. The secondary data was collected from RAA Mumbai, SCERT, Pune and School records. Other government publications like Census of India, books, journals, newspapers etc were used. The sample of L Ward slum dominated area of Mumbai Suburban districts of Maharashtra State is purposively selected based on secondary database of District Census Handbook 2001 and 2011 as it was found highest around 5.85 lakhs numbers of slums populations. The location and information about three sample schools under study obtained from Regional Academic Authority (RAA), Mumbai Office. These sample schools are purposively selected on the basis of three different characteristics. Representing first one is KV, subject to scope for better

academic performance students; the second one is a BMC School selected from backward area with lack of development forces and third one is private management school i.e Mahila Mandal Madhyamik Vidhyalay, Mumbai. The total sample of 106 students and 6 social science teachers of Class VIII were taken into account of three schools selected under study.

The variables with regards to social studies classroom observation on pedagogical aspects and practices such as involvement of learners, teaching strategies, assessment practices, joyful learning, TLM and ICT integration during teaching-learning process were taken into account to identify the learning difficulties of students and problems of teaching of teachers. A structured questionnaire for “Classroom Observation” based on above variables and principal’s information scheduled for school profile was used as a tool for primary data collection. The triangulation method was used to analyse qualitative data collected through school profile and classroom observation schedule with regards to teachers and students of three sample schools as well as perspective of principal investigator.

PROFILE OF SAMPLE SCHOOLS

The three sample schools are co-educational institutions at different level such as primary to senior secondary in KV where as only secondary level in private school and

both primary and secondary level in BMC School. The KV and BMC School have beautiful campuses with availability of classroom and better financial and administrative support to initiate different innovative ideas like ICT enabled education, use of various learning resource, provision of in-service teacher training programme etc. But, these facilities are not available to the same degree in the private school and located at overcrowded area as adjacent to Kurla railways station. In this study, the maximum number of students from slum area were found in private school (30.19%) followed by BMC School (29.25%) and very less slum students in KV (2.83%). The academic performance of the private and BMC School were not so good as compared to KV. The infrastructural facilities with regards to educational opportunities of private school have been found to be very less as compared to KV and BMC schools.

CLASSROOM OBSERVATION IN PEDAGOGICAL PROCESS

During the period of 15 days fieldwork, the total numbers of six social studies classes were observed minutely through the help of self prepared observation schedule. As NCF, 2005 gives emphasis on constructivist approach of teaching, prioritise activity-based learning and focuses on participation of learners during teaching learning process. During the classroom observation, it

was observed that how social studies teachers were teaching? Whether they were giving opportunity to all learners to participate in different activities during classes or not and Whether the teachers were making group works during class or not? Our prime objective was to observe teachers' approaches and strategies of teaching social studies as well as learning of students. After investigation, observed data have been tabulated dealing with different aspects of classroom teaching-learning process. With regards to different variables of classroom observations, an attempt was made to provide a comparative picture of how social studies teachers in different schools set up dealing with irrespective of their class.

Involvement of Learners in Teaching-learning Process

Student's participation plays an important role to make the teaching and learning process interesting, lively and effective in the classroom. This component of classroom observation deals with how social studies teachers were involving learners in teaching-learning process. It was observed that learner's participation in teaching learning process was not found in private school while up to great extent in BMC school and to some extent in KV. This implies that teachers of private school may not have adopted activity-based method to involve learners in the classroom process. It requires a fine tune of pedagogical skills and competencies

to develop the teacher's capacity by increasing knowledge and positive attitude towards different cultural background of children. Beside, this a reflective dialogue between the teacher and students would lead to lifelong learning (Awasthi, 2018). It was observed that students of both private and BMC School were to do work in small groups and encouraged by the teachers to solve different problems and assignments, but the same was not seen in KV. The students assigned work to do in small groups during class could have more benefits viz increase participation in their own learning, makes use of it in daily life, developing in-depth knowledge and skill of students.

The children got opportunities to speak during teaching-learning processes were noticed in both KV and BMC School, but not in private schools. This situation was observed in private schools because of untrained teachers and unaware about new pedagogical processes. It is important to note that a classroom is alive with debate when children feel free to express their view to learn with enjoyment. Talking with students and helping them to compile their views, opinion, thoughts and information in the process of teaching and learning. It was also observed that teachers tried to know the process of solving a question before children in both KV and BMC school, but not in a private school. Teachers should expect to promote inquiry by asking open-ended questions that provoke student

to develop thinking and conceptual clarity (Vijaysimha, 2019). The children of BMC School were given opportunities up to some extent to ask questions and frame their own query during class, not in both KV and private schools. This shows that teachers in KV and private schools were not very student friendly. There may be a possibility of more student-teacher ratios in KV, but not much awareness about new pedagogical approaches in private schools. The modern pedagogical approach has its own importance as emphasis of query and participation, but lacking it will act as barriers to learn of children from different cultural diverse groups and meaningful participation during class. Therefore, the reflective practice should be given more importance to mitigate the challenges of teaching and explore their profession as facilitators and responsibilities in emerging learning environment to perform in an excellent way. Teachers should have some less talked about issues of teaching, but opportunity of improvement through self-up gradation and wilful involvement in teaching-learning is very much important in the present system of education (Singh et al, 2016).

Use of Varieties of Teaching-learning Strategies

Earlier, teaching strategy was limited to chalk and talk method of teaching, but, in the modern days it has changed drastically due to emergence of modern strategies of teaching like

constructivist approach and activity based teaching etc. Constructivism is an underlying resurgence of theory and methods in social science research (Hedge, 2006). It provides opportunities to discover or apply ideas themselves and teaches them to be aware of their own strategies in learning (Devi, 2019). The activity-based approach is a child-centric approach and more effective than the traditional approach or teacher-centric approach (Rath and Kar, 2017; Ojha, 2018). The former approach increases interest among the students and gains basic ideas to know how to manage teaching-learning materials and learn from peers during group work. This improves the critical thinking skill. The inquiry approach is more effective than memorising facts. There is a need for a holistic approach for the education of disadvantaged children based on an analysis of contextual realities of children, their family and the community (Desai, 1989). For improvement of learning among slum and lower socio-economic background of children, the peer groups learning would be considered as one of the important strategies at upper primary level (Dubey, 2019).

In this study, it was observed that up to some extent, teachers of BMC schools used thought provoking questions, but not in KV and private school. This implies that thinking skill of students could not conceive in such schools. In case of conceptual parameter, up to some extent, teacher

made efforts for conceptual grip of children on subject matter in KV, but not that in both private and BMC School during class. It was observed that there was less conceptual clarity in the topics. Interestingly, it was also evident that up to some extent, teachers of sample schools had discussion on the topic with activity while introducing it, but they are unable to perform in creating interest on it before proceeding to teach. Students may develop interest to study that particular subject matter.

It can also be revealed that up to some extent the students of both private and BMC schools were given opportunities to exercise beyond textbook, but not in KV. It should be noted that while the teacher teaching social studies must go beyond textbook and bookish rote learning as well as link the topic with real life of children and their community. The teacher of KV summarised the content taught during the class, but not in both the private and BMC School. Summarisation plays an important role in teaching-learning process at elementary school level. Because, summarising the views of students and teacher integrates central ideas in meaningful way. Motivating students to summarise the subject-matter as taught in class for improvement of their memory would be an important strategy of learning. It could be highlighted that teachers of private school up to some extent asked students to come prepared for the next day's

topic, but not in KV and private school. It can be established that using innovative teaching methods ignites a passion for learning among the students. However, a very dismal and gloomy picture of innovative teaching strategies used by teachers was also noticed. It is evident that none of the teachers across the sample schools used innovative teaching strategies.

Assessment and Feedback during Teaching-learning

Assessment is one of the important components of teaching-learning process. It helps the students to focus on ability to evaluate by themselves and able to make judgments to take corrective measures to improve their performance. Self-assessment practices have many opportunities offered to students to develop their skills in best possible way. Assessment and feedback is therefore, itself a step at the end of lesson in the class. Assessment is indispensable for every one of us because it becomes a significant determinant of what, when and how we learn things. Feedback has a significant effect on student learning and described as the most powerful single moderator that enhances achievement (Hattie, 1999). Feedback is an essential element in assuring our student's growth progress. Proper feedback should enable and inspire students to feel good about where they are and get them excited about where they can go.

It was observed from the classroom that up to some extent the children of the private school helped in realising their mistakes through discussion in the class and vice versa in both KV and BMC School. It was very important on the part of the teacher to discuss mistakes of students and make them clarify. The observation also cleared that none of the sample schools' children got chance to check the work of each other. The teacher of BMC School up to some extent had done continuous assessment during class, but not in either KV or private school. This shows that teachers in private school were not aware of, but simply, engaged children for utilisation of their time. It is also evident that teachers did not assess previous knowledge of children before beginning any new topic in any of the sample schools. However, if we see the importance of checking prior knowledge pedagogically, it has a lot of benefits, as it is likely to increase student's ability to recall their prior knowledge and connect with new information for clear understanding. Every student comes to class with their own belief and skill, but simply teachers should create learning environment by presenting them with the problems of new information and connect with prior knowledge and experiences that influence their thinking.

To Assess the Joyful Learning of Learners in Teaching-learning of Social Studies

Joy is defined as an emotion evoked by well-being. To be joyful means experiencing delight or happiness caused by something pleasing or gratifying. Consequently, the term joyful learning in the context of education refers to the positive intellectual and emotional state of the learner(s). This experience can be achieved when an individual or group is deriving pleasure and a sense of satisfaction in a learning process. Characteristics of joyful learning include highly engaged in the experience while having a sense of wonder and curiosity (Encyclopaedia of Science Learning, 2012). Studies show that when teachers provide joyful learning environments and experiences for students, it improves engagement, motivation, and learning outcomes.

It was observed that the activities conducted up to some extent at KV and BMC School, while not in private school. The reason behind non-organisation of activity in the class was stated by a teacher that as there is scarcity of classroom space. It has also observed same things as limited space in the classroom of private school. The maximum illustrations were to some extent used during teaching in both KV and BMC School, but gloomy picture in private school. However, in all the sample schools, up to some extent students have shown enthusiasm to study social studies. It

was noticed that the teachers of both KV and BMC School had to make discussions on the introduction of lesson, but did not in private school. Up to some extent in all three schools, teachers were confident at the time of teaching. However, the teachers of both private and BMC School was able to connect their teaching with the real life situation and motivate students to think and give local examples while discussion on the topic, but it fails in KV. In all sample schools, teachers did not use variety of instructional methods in the classrooms. It poses a challenge in front of teachers to use varieties of instructional methods in their classes. A dynamic and efficient teacher can use variety of instructional methods in class and make teaching interesting and effective. Up to some extent, students were compatible with the communication of social studies teachers in all sample school. The entry behaviour of all SSTs and students compatible with their communication was up to some extent satisfactory in all sample schools. SSTs of sample schools did not use psychological principles and also was not able to link logically between known and unknown terms, facts and concepts.

Use of Teaching-learning Materials

Teaching-learning materials (TLM) in a classroom process are pivotal for successful learning achievement of students. It means the instruction of lesson depends on selection of

appropriate TLM. “Teaching Aids” is a generic term used to describe the resources used by teacher while delivering instruction. It can support student-learning. It is always not possible on the part of teachers to use standardised learning materials. Sometimes they should use local materials for effective teaching-learning process. It was noticed that the teachers of both KV and BMC School used TLMs to teach social studies while teachers of private school followed the traditional methods of chalk and talk. It has also been observed that none of the teachers in sample schools used local materials in the teaching-learning process.

ICT Integration in the Teaching-learning Process

Information and Communications Technology (ICT) integrated education through innovations and transformation of society has totally changed the way of people thinking, work culture and living pattern (Grabe, 2007). The schools and other educational institutions are supposed to prepare students to live in a “knowledge society” need to consider ICT integration in their curriculum (Ghavifekr, Afshari and Amla Salleh, 2012). In conjunction of preparing students of current digital era, teachers are seen as the key players in using ICT in their daily classrooms. This is due to the capability of ICT in providing dynamic and proactive teaching-learning

environment (Arnseth and Hatlevik, 2012). Looking at the importance of ICT integrated education in 21st century teaching-learning; it has been observed that the teachers of KV and BMC Schools used ICT up to some extent in the teaching-learning process, but not in private school. The ICT facility was not there in private school due to paucity of space and financial support to use ICT in the classrooms.

CONCLUSION, SUGGESTION AND POLICY IMPLICATION

The classroom observation on pedagogical practices and process of different sample schools has critically analysed and discussed as it is found that the problems of teaching and learning in social studies happened more or less in all sample schools. The teachers faced problem in communicating the social studies content to students of slum and socio-economic backwards area. Besides, they were also too meek to participate during discussion, group activities and did not even question or ask opportunities or freedom provided by concerned SSTs. This implies that the classroom was dry and does not creates any interest in learning. Sometimes, the teachers fail to clear the doubt of slum students by saying that they do not have any interest and want to study. Many students most of the time do not complete their home work; lack of conceptual understanding, careless

attitude towards class work, losing books and notebooks, etc.

Therefore, it can be suggested that teachers should know and identify the problems of students those who are not interested in class and try to solve using the different strategies of teaching like arrangement of extra class for weaker sections of the students. Social studies topics should be introduced creatively through a short story, newspaper article, learner's experiences, showing a video to generate curiosity and interest on the topic or concept. More TLM for conducting group work and activities by giving new opportunities to participate and ICT enabled education would be used as well and should be implemented during classroom to improve the pedagogical process and quality of school education. Teachers should study the mind of the students psychologically during classroom process. The teacher must highlight the connection between text and context in the classroom. Various child-centric activities like discussions on current topics, brain storming on controversial issues, debate on conflicting opinions, mapping of important concepts, chart preparation, role play, and poster preparation can be conducted inside the classroom. The teacher

should provide space for articulation of thoughts of the students in the classroom. The art integrated learning (AIL) should be implemented by showing more pictures to the students. A friendly environment should be provided in the classroom. In-service training should be made mandatory for all teachers to orient them with latest curriculum and pedagogical approaches. A short summary of the previous lesson would be a good exercise to help learners refresh the concept that what was taught earlier and to connect with the topic better.

The significance in the context of school education or teacher education system concludes that the importance will be given to those teachers who democratically deals with the classroom situation by providing equal opportunity to all students, more to those who belongs to slums and deprived section of society. Without improvement of the learning ability of such children there would not be possibility of inclusive growth and sustainable development of the country. So it could improve the quality of education and standard of living of the urban slum and deprived people in future.

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Challenges in Adopting a Constructivist Teaching Approach in a School

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Abstract

The adoption of constructivist approach marks a paradigm shift in school education in India and is still in its early stages of implementation. We need to overcome a number of challenges in its smooth implementation over a large mass of children to attain a quality education for all. The present paper is based on a qualitative academic research and has studied a constructivist school setting in order to understand some of its challenges in implementation in the classroom. It argues how some of the impediments in its smooth application come from the larger curricular structure itself and the limitations posed by syllabus, subjects, timetable and the classroom itself and why it is necessary to restructure our basic curricular components in order to provide a more supportive curricular environment for constructivism to flourish.

INTRODUCTION

Constructivism has become one of the popular approaches discussed in education today. It suggests a departure from the behaviourist ways of teaching, which promoted learning through a teacher directed method and prescribed particular behaviour on children ignoring their own thought processes. Constructivism on the

other hand, has emerged as a child-centered approach in education to find how children create meaningful understanding of environment and construct their own knowledge and how learning can take place in a more interactive manner rather than a teacher dominated way.

The word 'constructivism' itself is new to many teachers and using

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constructivist methods is a novel practice for those who have been following the traditional methods since years. The present paper analyses constructivism from the point of view of its application and understanding the strategies and methodology adopted by teachers for applying it into teaching practice. It is based on a qualitative research study conducted for M. Phil in 2014 on a formal school named 'Shishuvan' in Mumbai City.

Shishuvan private school, have received a top rank in Mumbai east zone by Hindustan Times survey 2014. It is affiliated to the ICSE board and tries to provide innovative learning opportunities to children in curricular as well as co-curricular areas. Its philosophy on education and learning clearly shows the elements of constructivism, though it does not use the word specifically. Its website writes— "Shishuvan believes that every learner comes with a curriculum of her/his own. The school is an environment in which learners find the support for their learning. We trust and respect this purpose and provide the resources for the same, thereby keeping the onus of learning on the learner. We enjoy nurturing our students' curiosity, applauding their willingness to apply themselves in establishing and honing their skills." (Philosophy: Shishuvan, n.d.)

The ICSE board also follows the recommendations on curriculum given by the NCF, 2005. Thus,

the school attempts to follow the principles of constructivism. However, to determine whether the teaching in the school could be termed as constructivist, the researcher conducted initial visit and observed classroom teaching of the subject of science. The following parameters were used to find if the teaching could be termed as constructivist.

1. School philosophy promotes constructivist learning among children.
2. Teacher does not impose ready-made knowledge on children and identifies and values student's prior knowledge while teaching.
3. Shows an interactive learning environment between teacher and student in the classroom aimed towards allowing children to express their own views and opinions.
4. Teacher uses questions, arguments, examples, experiments and other activities for developing scientific conceptions among children.
5. Uses textbooks and other reading materials framed on a constructivist approach.

While in practice it is difficult to find an ideal constructivist teaching environment, and the author does not claim 'Shishuvan' to be so, it was selected since it was found that its teachers made sincere efforts towards the same as will be elaborated further in the paper.

The main objective of the research was to understand the constructivist teaching practices in the classroom and what challenges are faced by the teachers in following them. The secondary objective was therefore to know the conceptual understanding of constructivism of the teachers since that would shape their teaching practices.

The researcher selected the students of grade 6th to 8th and data was collected through classroom observation of the subject of science and interviewing the five science teachers and eighteen randomly selected children, six from each grade. Only the subject of Science was decided to be selected considering the time constraints with the researcher. However, the findings can represent other subjects in many aspects. The following chart shows the topics covered during classroom observation.

Based on the classroom observations and interaction with the teachers and students, the paper presents its arguments primarily based on the challenges identified in teaching. Each challenge shows how it arises from a rigid curriculum structure which is still based on behaviourist principles such as the rigidity of syllabus, division of subjects and class as a mechanism to teach children that remains unchanged even in the constructivist tradition leading to some core impediments for practicing constructivist teaching and challenges to the teachers.

UNDERSTANDING CONSTRUCTIVISM AND CONSTRUCTIVIST TEACHING

Constructivism as we know is not a theory of teaching but is originally an epistemology which is a part of philosophy dealing with knowledge to find out what the nature of knowledge is and how humans gain

Table 1: Classroom Observations

Sr.No.	Class	No. of classes observed	Topics Taught during classroom Observations
1.	6	11	Magnetism, Simple Machines and Motion
2.	7	13	'Movement in Living Organisms', 'Adaptation' and 'Acid, Bases and Salts'
3.	8	Biology: 3 Classes	Circulation in Human Body, Functions of Roots, Diffusion and osmosis
		Chemistry: 4 Classes	Electrolysis of water, reaction of metals with acids
		Physics: 4 Classes	Pressure Integrated Learning (IL) Theme: Water
		Total: 11	
	Total Classes	35	

knowledge and understand the world around them. Since an epistemology is closely related to knowledge and how people learn, it has found its way through the education discourse.

In brief, constructivism is a view of knowledge recognising it not as a collection of 'truths' to be transmitted or discovered but as "emergent, developmental, non-objective, viable constructed explanations by humans engaged in meaning making in cultural and social communities of discourse" (Fosnot and Perry, 1996). Constructivism believes that knowledge is not something passively received by an individual, but the learner actively interacts with the environment while creating the knowledge.

Teaching based on constructivist principles assume different ways of instructional methods than based on behavioural principles. While there are no set of established methods or rules of using constructivism for teaching (Osborne, et al 2003) we can list some of the basic characteristics of constructivist teaching. For example, as given by Fosnot and Perry 1996, it rejects knowledge being transmitted to learners through symbols and that learners can incorporate exact meanings as transmitted by the teacher or that whole concepts can be divided into discrete sub-skills or that learning can be gained out of context. Instead a constructivist view of learning suggests an approach to teaching that "gives learners an opportunity for contextually

meaningful experience through which they can search for patterns, raise questions, model, interpret and defend their strategies and ideas" (Fosnot and Perry, 1996). The teacher no more remains an autocratic knower directing the learner, as an ignorant and controlled subject following what the teacher says. Constructivist teaching on the other hand asks to understand the prior understandings of children on the topic before designing further teaching strategies. In fact, understanding the prior conceptions of children is one of the most crucial steps in designing further instructions. Teachers here assume a role as a facilitator and learners take on more ownership of the learning process. The classroom is characterised by open dialogue and interactions between children and teacher and there is a free flow of ideas among learners.

There has been considerable research on the various challenges and dilemmas faced by teachers in teaching through a constructivist approach. Windschitl (2002) has divided these challenges which is termed as dilemmas, into four parts— conceptual dilemmas that deal with challenges arising out of the teacher's inability to gain a conceptual understanding of the philosophy, pedagogical dilemmas that arise out of the challenges faced in framing teaching strategies according to the philosophy, cultural dilemmas dealing with teacher's inability to go beyond the traditional

cultures of teaching and learning and political dilemmas arising out of the resistance teachers might face from important stakeholders in the school in using the constructivist methods. The researcher has attempted to identify and relate these dilemmas in the present study.

CONSTRUCTIVISM IN SHISHUVAN

Through the in-depth interview with the science teachers, it was found that the teachers had very limited understanding of the term 'constructivism' and it was honestly accepted by them. They were not introduced to much of this concept during their teacher training during B.Ed. neither they went through any in-service training on constructivist methods to be able to understand the philosophy in detail. However, through their years of teaching experience, they understood the importance of promoting children's own thoughts and experiences in order for a better learning. For example, while interviewing Namrata¹ teacher said, "I feel that when I derive it [learning] from the child, I have achieved something and the child has understood." While Mansi teacher says, "If they don't know, I just probe them, probe them to give the answer and take them closer. 'See, what if it is like this', then they say, 'yeah'. When you relate in that

way, they themselves imagine and that will be in their mind forever."

Thus, they did try to apply constructivist principles knowingly or unknowingly while teaching. They believed that long term learning can happen only if the children try to understand things by themselves. If they only gave them the readymade knowledge, they would forget easily. This was also visible in their teaching. They used lots of activities for teaching not just to explain concepts but to generate thought processes among children through relevant questioning and scaffolding on the activities. While in some instances teachers followed didactic methods of teaching, in many other they used methods that can be termed as constructivist. The research could study these constructivist practices of the teachers to understand about the application of constructivism. The teachers however, did not specifically follow different constructivist methods such as inquiry method, project method, problem-solving, conceptual change, etc. The researcher could observe a mix of these approaches applied unconsciously. Therefore, they were not studied specifically but were broadly termed as constructivist. Table 2 provides a brief profile of the five science teachers.

¹ Pseudonyms used for all teachers

Table 2: Teachers' Profile

S.N	Name*	Age/ Gender	Qualification	Subjects taught	Classes taught	Years of Experience
1.	HemaK	28/F	MSc. B.Ed.	Science, Geography	7 th to 10 th	6
2.	Rashmi B	31/F	BSc. B.Ed.	Science, Computer, EE, Marathi	8 th to 10 th	9
3.	MansiR	34/F	BSc. B.Ed.	Chemistry, Biology, Geography	8 th , 9 th , 6 th resp.	1
4.	ArtiS	27/F	MSc. B.Ed.	Science, EE	6 th and 7 th	5
5.	NamrataT	26/F	BSc. B.Ed.	EE, Biology	6 th , 8 th and 9 th .	5

*Pseudonyms; EE = Environmental Education

The research tried to identify what factors prevent teachers from effectively applying constructivist methods in the classroom which are discussed below.

CHALLENGES IN THE APPLICATION OF CONSTRUCTIVISM

The challenges which the research have brought forth tell us how the original nature of application of constructivism is in classroom and how the curriculum structure and its basic components such as the subjects, their syllabus, division of children into classes, time-table, etc. create impediments in its smooth application. The challenges identified in such a process of knowledge construction in a classroom are as follows.

The Emergence of Alternate Topics outside Syllabus

The research came across this as a major phenomenon of constructivist teaching where during the teaching of a certain topic as per the syllabus, the teacher is required to enter into other topics which may not be the part of the main syllabus. Though this depicts positive aspect of constructivism, it becomes a pedagogical challenge if not addressed in a proper manner.

A teaching session is generally focused on one particular topic. The teacher has a lesson plan set up for the same having defined learning outcomes for the session related to the main topic. The teacher facilitates the learning in order to achieve the outcome. However, it was observed that a teaching session not based on directly transferring of knowledge but

valuing children's thought processes leads to emergence of new topics outside the teacher's teaching plans. Activities or discussions focused on a certain topic many a times ask to shift to topics that may or may not be related to the main topic under study. Some of such instances observed are described here.

During the topic on 'Movement among Living Organisms' in standard 7th when the children were shown various videos of living organisms such as earthworms, amoeba, paramecium, hydra, etc., their curiosity was triggered and they used to bombard the teacher with many questions. However, most of the questions were beyond the main topic of 'Movement' for which the video was shown. Some of the questions on them are as follows—

How does it digest? Where is it found? Where are tentacles? Why are they expanding and contracting? I think they are breathing or what. They look like eyes, do they have nucleus?

Some of the teacher-student interactions in the classroom went as follows—

Student 1: What does it eat?

Teacher: Dead and decaying matter—algae, insects, etc.

S1: Does all micro-organism feed on dead, but?

S2: Do they eat 24 X 7?

S3: What are those dots?

T: Vacuoles, they are used to store water, food.

S4: Does amoeba have DNA?

T: Of course, it has nucleus so it has to have DNA.

S4: Can we kill it?

T: How? We can't see it.

S5: What is its actual size?

T: I don't know, it is measured in micro-meters, I think.

S6: Are they harmful when they come in contact?

T: It depends on what kind of bacteria it is.

The above instance which is only a small part of the class period shows the curiosities of children about a certain novel topic in the class. And, it also shows the limitations of the teacher to address each question in detail and she has to stick to the main topic which was 'movement' in the above case. The above conversations and questions of the children have a deep potential of covering a wide area of knowledge if built up on the same. However, since the teacher has to adhere to the given syllabus they have to be addressed only in brief. On the other hand, it was observed that the teacher selected and did probing of only those questions or responses of children which lied under the topic the teacher took and ignored the rest, most probably since probing them would lose track of the topic.

Such examples show how the syllabus which guides the teaching-learning process, also dominates the process and restricts the learning to only one direction. A minute observation of the classroom teaching brings up such examples more and more. This is so common

for the teacher that ignoring the emerging new topics outside of the syllabus is often unconscious. The researcher discussed about this with the teachers. According to a teacher,

“We want to do, and we would love to listen to children’s questions and answering them, but somewhere we are also tied up with completion of syllabus and curriculum so we sort of restrict ourselves.”

Thus, addressing such out of topic responses does not always interest the teacher at large and they fall under the domination of the curriculum. A teacher who was willing to address such out of topic responses said how her fellow teachers ask her to concentrate on the syllabus or else it won’t complete on time. A political dilemma can be seen here at function. Classroom observations of that teacher indeed showed how she allowed to build on most of the student responses which posed time constraints on her.

This is more so in case of constructivist method than the traditional behaviourist methods since constructivism allows children’s thoughts to flourish. So, there are huge chances of emergence of new topics to arise. It shows how the construction of knowledge takes place in a non-linear pattern. It’s a major dilemma— How does a teacher interact with such a dynamic nature of knowledge construction that easily breaks the walls of a syllabus.

The Challenge for Integration of Curriculum

As discussed, though the teacher goes with a particular topic to teach in the class, the classroom processes often demand to go beyond the topic. These topics often go beyond the subject. Topics don’t just emerge within one topic but can jump from biology to a physics one quite easily. For example, in a biology topic on movement in animals, the teacher taught about how the body of a fish thin at front and broad at the sides which allows smooth movement in water. Similarly, birds have wings allow them to fly. The teacher explained it in short how the difference in pressure on top and bottom of the wings give a lift to the bird. Here the child needs to understand the physics of the shapes, air and water pressure, etc. to understand it fully. The teacher couldn’t go deeper in the physics aspects of the topic since they are generally done separately during physics classes. This produces breaks in continuity of learning content. Further, a teacher also shared how while showing a documentary about Africa and Nigro and their slavery in olden days, they learn about racism that raises ethical or value concerns of liberty and humanism. Thus, value education becomes another outcome from a geography topic.

However, the syllabus and division of knowledge into distinct subjects, doesn’t promote such kind of integration beyond a certain point. What the school alternatively did is

that it tried to achieve this through adding an Integrated Learning (IL) subject which is a theme-based integration where subjects such as Science, Maths and Environmental Education or Physics, Chemistry and Biology are taught based on one particular theme. For example, in the eight class, one such theme was 'Water', which was being studied from a physics, chemistry and biology point of view.

However, as explained earlier, the complexity of how topics can be related is quite great and the teaching methods based on a common theme still are far from dealing with integration in the above sense. Thus, the present curriculum on one side stopped the natural integration taking place and on other side it tried for integration at a very superficial level.

Providing Individualised Construction of Knowledge

While the explosion of questions and student ideas were seen in a constructivist classroom, it is obvious that it becomes practically impossible for the teacher to reach to each child's ideas. Sometimes important conversations among students take place during group activities which do not reach the teacher. For example, this short dialogue between two students during the activity of making a temporary magnet out of an iron rod was important and observed by the researcher, but couldn't reach the teacher.

Student 1: Why are iron fillings not sticking in between? [i.e. middle of the rod]

Student 2: No, it will stick only sideways [i.e. the ends of rod]

The above observation of the students reveal that magnetism is stronger at the ends than in the middle. This fact was not mentioned in their book or brought forward by the teacher since the topic was essentially about making temporary magnets and content on properties of magnet were part of another lesson plan. A further discussion on this observation would certainly have added to the understanding of children on the topic. In another similar instance, during an activity of making temporary magnets through electro-magnetism, a child discovered the copper wire is getting hot which he shared with his group. It was also missed in the larger group of the class. Many such discussions and discoveries among children neither reach the teacher nor probably to the researcher during the classroom observations due to class size of around 36 children. This shows that a constructivist classroom needs far more management skills and preparations in order to utilise the emerging learning opportunities in the class.

A constructivist classroom therefore, cannot be managed and structured the way a traditional classroom is. The above scenario

suggests the helplessness of the teacher in promoting construction of knowledge at an individual level which can be distinct and unique from the collective. In constructivism, where knowledge is seen as individually constructed, how do we then handle this individuality in a curriculum where common class is the structure, is a big challenge.

Challenges Shared by the Teachers

While the above mentioned challenges are often overlooked by the teacher, there are some other challenges in a constructivist classroom shared by the teachers themselves.

Managing the classroom

Since methods beyond lecturing are used for better learning experience in a constructivist classroom and children cannot be just seen as sitting at one place with their mouth shut, it asks for better management on the part of teacher and also a lot of patience. It was often observed that activities or discussions within children groups many times create a lot of chaos though it was a part of the lesson plans. Forming smaller groups, distributing materials, giving instructions, addressing their difficulties, etc. indeed requires a lot of skills of the teacher. At times the teacher had to raise their voice, though they tried to be as respectful to children as possible. This was also shared as another challenge by teachers.

As said by a teacher, 'There are days when we do activities and they just don't cooperate and they lose control of themselves. So that gets difficult for us. The throat is like this because of this.' This can become a demotivating factor to practice such methods according to research by Lord (1998) who found that biology teachers did not use student-centered constructivist methods because of the hassle it creates while incorporating it into the daily instructions. He further says that, 'there is so much time lost establishing student groups and handing out the cooperative group materials that half the class period is lost' (Lord, 1998).

Such a method which requires high motivation of teachers, is necessary to notice since it requires providing right atmosphere and support to the teachers in order to perform best and keep up the motivation. A teacher who doesn't receive the required support from the school and burdened with other responsibilities cannot adopt constructivist methods.

Maintaining students' interest

This was seen as one of the common responses shared by the teachers which also show a positive aspect of teaching. If we really want learning to be effective and deeper among children and emerge through their active involvement, it is first necessary that children are motivated in the class. If the children are not interested, no amount of teaching would benefit them and they would not open up

with their ideas. This was clearly understood by the teachers and they rightly used a lot of techniques to keep up the children's interest in the class.

Teachers used a lot of hands-on activities not just as part of teaching a topic but also generate interest among children. For example, a teacher once asked children to bring black chart paper, colours, cotton and other odd things. Using these materials the children had to make a bone structure of hand on the chart paper using cotton and spray painting. On asking about the objective of such activities she said, "Since, only PPTs and teaching becomes boring and I could see that during teaching, there has to be an element of 'fun' and 'hands-on' activity apart from audio-visual that I use. Since, we cannot use experiments as such in these [biology] activities, I try to make it innovative in this way."

She sometimes also took circle games or showed exciting videos out of the topic in the classroom during the middle of the topic finding that the children are losing interest. Mansi teacher also shared that when children are not attentive in the class and engage in talking and laughing among themselves she finds herself responsible for maintaining their interest. Thus, keeping up children's interest was shared as indeed one of the challenge for them. If children do not show the required motivation, it would be really difficult to encourage thinking and discussion based on the

topics and would significantly spoil any kind of constructivist learning.

As ICSE board offers to choose subjects between science and commerce from class ninth, teachers say that many of them had made their mind in taking subjects in class eight. So, those who want to take commerce feel that they don't want to learn science as anyways they are not going to do it later and want to go into business. So, this becomes another reason for losing interest in the subject. Teachers in spite of that tried to generate interest among them by explaining how science is necessary and the integral part of their life.

Another important factor shared by a teacher that reduces the interest especially of the older children in classes ninth and tenth is the increase in academic burden. She says somehow the essence of learning is gone, 'Though we do try that by activities discussion, and we keep the learning atmosphere alive.'

This shows a reducing level of intrinsic motivation to learning among students in higher classes.

CONCLUSION

The present research analysed the various challenges arising in the smooth implementation of constructivism. It shows how the inherent nature of learning in classroom is originally unpredictable and unsystematic or 'non-linear' which is more evident in a constructivist method and how the

present nature of curriculum which is essentially 'linear', restricts such learning to take place. What it leads to is pressure on teachers who has to constantly balance between the curriculum demands and, at the same time, allow construction of knowledge to take place among students. The linear curriculum does not support the non-linear nature of constructivist learning. It suggests an inherent contradiction between the two; the curriculum structure and its philosophy, which leads to challenges at different levels in the teaching-learning process.

The present structure of the curriculum is originally a behaviourist one, which as Benjamin Bloom says, involves pre-planning a curriculum by breaking the knowledge content into component parts and sequencing them based on their complexity (Fosnot and Perry, 1996). It takes the form of syllabus, dividing knowledge into subjects and children into classes. The teacher is responsible for its transmission (or facilitation) and there is assessment of learning taking place. Such a behaviourist framework framed for the traditional approach has almost remained the same for the constructivist approach. This is more evident when even teachers do not recognise when the approach changed from behaviourist to constructivist since the larger structure remains almost the same even when the philosophy is turned upside down.

This paper argues that in a constructivist paradigm, it is difficult to approach knowledge by dividing it into discrete subjects and topics and thereby making a linear syllabus and follow a classroom mode of teaching all children. The problems in doing so have come up through this research.

As Windschitl (1999) warns, constructivism cannot be inserted into a curriculum as a set of discrete and isolated instructional practices, rather it has to be seen as a culture – a set of beliefs, norms and practices that constitute the fabric of school life itself that is very distinct from the traditional practices. Our rigidity to the behaviourist curriculum is evident in our structure and there is a need to rethink on the same.

This asks for a further research to study the patterns in constructivist learning in classroom and connections between knowledge areas. It cannot be termed as totally 'unpredictable' or 'unsystematic'. It should help to design a newer organising principle which considers the dynamic nature of constructivist learning.

The findings and analysis however does not mean that learning in the present curriculum structure was inefficient. Though the present research did not study the learning outcomes in detail, the general observation showed that it was far better than a traditional method and overcame problems such as rote learning to a great extent. The methods also gained positive

feedback from the children as well. What it actually argues is that the efforts and motivation required to achieve it are multiplied in order to overcome its contradictory nature and still shows limited application. This becomes problematic when the aim is to spread it across the country considering the reality of schools in India where the motivation of teachers many a times is so low that even the

routine teaching does not take place, not to talk about using innovative methods. What it should not lead to is an implementation in selected few *elite* schools as commented by authors such as Akhtar (2005), who are capable to employ skilled teachers. If we don't want this to happen, it urgently asks for reorienting the curriculum structure for the smooth application of constructivism.

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Happiness Curriculum in Schools of Delhi

A Study of Teachers' Belief and its Relevance in School System

INDRAJEET DUTTA* AND SONAL CHABRA**

Abstract

Curriculum, in the simplest terms, means the experiences and exposure to learners not only in the academic areas but also in the areas which are equally important like games, sports, vocational activities, dance, music, and performing and visual arts etc. It is done to for the holistic development of the child. However, the present education system and its curriculum is generally accused of promoting academics and overlooking the development of traits like resilience, happiness and life skills among others. The introduction of Happiness Curriculum in schools in Delhi was a step taken to provide for this gap. Through this paper, the researchers are sharing their small research undertaken to study the beliefs of teachers about the Happiness Curriculum in schools. Further, research also explored the relevancy of Happiness Curriculum in current school scenario. The lockdown limited our interaction to only 12 teachers. A semi-structured questionnaire was used to collect data. Further, telephonic interview was conducted with few school coordinators and district coordinators regarding its implementation. Overall, the teachers appeared positive about the Happiness Curriculum and found the curriculum very relevant in the present times.

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ANECDOTE

Both the authors belong to middle class families and education has always been a priority like in any middle-class family in our country. Though we both were enrolled in different kinds of school — one went to a government aided school and the other went to a missionary managed convent school. We both have our vivid memories of our schools, which are similar in more aspects than different. We remember carrying three language books, science, social science and mathematics book, along with notebooks for each subject. This continued till we reached class fifth. Once we reached class sixth, the demography of our bags changed — now we had several science books (trifurcated into three books), social science books (trifurcated into three books), mathematics books and books for two languages till we appeared for our first national level exam — class tenth boards. We did not realise at that time but now looking back we realise that our bags weighed almost 4–5 kgs in primary classes, which subsequently increased to 6–7 kgs in upper primary and further increased at secondary and senior secondary levels. Apart from carrying the physical load, there was immense academic load also because most of the subjects demanded cramming of majority of the content. While reading about various commission reports and national policies on education during our pursuit of degrees of education we always

thought that things would be very different for our children. Now, when our next generation is in school, we realise that things have changed but generally for worse in terms of both physical and academic load. Their bags weigh from 5–6 kgs in primary classes, 8–10 kgs in secondary stage and so on. This may not be the situation across the schools of the whole country. Subjects like health and physical education, visual arts, performing arts, work education has generally been ignored by schools, parents and education system as whole. This is so because they are considered non-academic, non-career oriented, non-remunerative and primarily subjects of leisure only. The authors want to highlight that NCF, 2005 visualisation of joyful learning or child centric curriculum is still missing in the schools. Nothing seems to have changed much from 1990s to 2020. In the present milieu, Government Schools in the national capital Delhi have introduced Happiness Curriculum as ‘an endeavor to guide the attention of students towards exploring, experiencing and expressing happiness in not just the momentary but deeper and sustainable forms as well’ (SCERT, 2019). The curriculum does not prescribe any book(s) but it does have a fixed place in the timetable with activities. Through interactions with the teachers, the researchers are modestly trying to explore the viability of the happiness curriculum. In simple words, what

do teachers (the actual trans actors of the curriculum) really think about this curriculum?

INTRODUCTION

Current education system evaluates learner and their ability on the basis of how well the learner scores or performs in the examination either conducted by school or by any state or central board. Unfortunately, the education system apart from measuring few cognitive skills completely ignores the measure of skills like analysis, creativity, social skills, emotional and motor skills. As a result, what happens when learners face the real challenges of the world, they reel under depression, anxiety, stress and sometimes it becomes so extreme that it becomes unbearable for students to cope and unwillingly they take life threatening decisions. Such education has no meaning if, it does not prepare the individual to handle the difficult or adverse situations of life.

Every year millions of students appear in competitive exams so to get admission in various national premier educational institutions. Our parents, schools, society and in fact the education system push the children so hard and mount so much pressure on the students either to excel or occupy the top position or qualify in the competitive exams so that they can be one among the others to get a seat in the premier institutions. If students are unable to excel, crack the competitive exams or

do not occupy the higher ranks, then we as parents, teachers, schools, education system never coach or mentor our children how to cope up with the failures. In fact, we fail to prepare students on how to handle the failure in exams. This small event of the life which hardly had any impact on the whole life takes control and many of them succumbed to this pressure and commits suicide because of it. In one of the recent movie called '*chichore*' exactly this is what has been depicted. Success and failure determines the fate of the children and life comes to halt or becoming meaningless for many who fail in the exams. Professor Yashpal in his submitted report Learning without Burden (1993) said that "*students who refuse to compromise with non-comprehension than to those who memorise and pass the examination are considered as successful*". Several committees have suggested in the past of providing education which prepare students for life i.e. critical and creative thinking, problem solving and decision making abilities, working in cooperation and collaboration with others but unfortunately instead of focusing on these aspects it has increased the academic load on students.

HAPPINESS CURRICULUM — A BACKGROUND ANALYSIS

For the mental health and well-being of students, Delhi Government introduced Happiness Curriculum in the year 2018. The purpose of the

curriculum was two-fold — education beyond academic performance and achievement and second leading a sustainable happy life. The concept of Happiness Curriculum was not new. Many countries like UK, Australia, Japan, Bhutan etc. have started similar kind of curriculum or program. The initiation of such kind of curriculum was started on Mindfulness in UK schools in the year 2012. The program of Mindfulness was introduced in UK schools after considerable researches done for the past 10–15 years by Professor Jon Kabat-Zinn and his colleagues. Most of the researches done on Mindfulness (see report — *How mindfulness can help your employees and impact your company's bottom line, 2013*) report that it help individuals to enhance level of concentration, develops sensitivity and empathy, increase cognitive performance, creativity, emotional intelligence, happiness and contentment and more importantly ability to break old habits and form new ones (p.6). The initial researches done on Mindfulness at school level done as an intervention reported that it help the students to bolster the mental health of the students, improve academic achievement (Kuyken, W., et al.; 2013), stress relief, better school climate (Wisner, B.L., 2013), less inattentiveness behaviour of students, less hyperactive behaviours, less ADHD symptoms (Klatt, M., et al. 2013) paying more attention, more self-control, increase classroom participation and respect to others

(Black, D.S. and Fernando, R. 2013). This program shows that students' mental health and well-being can be fostered if such kind of activities are being regularly conducted in the schools. Similarly, Bhutan started Gross National Happiness (GNH) education similar to Mindfulness program so to counteract the ongoing lethal consumerism at global level which has led to the breaking of collectivistic values and promoting individualistic values among the new generation in the country. Bhutan Prime Minister believe that it can only happens if country promotes education system which can cultivate among children happiness, compassion, wisdom, generosity, goodness and humility. Dhaila Colman (2011) while interacting with Prime Minister of Bhutan, he said that "No human beings in this world believe in anti-GNH" (p.16-17). Prime Minister further said that "curriculum or textbooks can hardly play any role in cultivating GNH". Teachers have to play a vital role and they have to believe in GNH, then only it seems possible.

When the author surveyed the literature on Happiness Curriculum, hardly any curriculum had been made before for school system, though some studies have done on happiness or related to happiness. The premise of preparing Happiness Curriculum by the government is that it wants to address psychological crisis that arises out of violence, stress, conflicts, vulnerabilities,

prolonged exposure to physiological and emotional disturbances that happens in the early life of the students. The present education system failed to build the capacities within children to effectively deal with the psychological crisis that is raised by the unpredictable socio-cultural, political and economic environment. As a result, children of today are highly vulnerable to various socio-psychological and emotional disorders and diseases. As a result, their physical, mental and emotional well-being is severely affected. Due to this, rise in the percentage of crimes among children and youth have multiplied. According to National Crime Record Bureau (NCRB, 2018), there is almost twenty percent increase in crime rate in last two years. Most of these crimes committed by the children belong to elite as well as of weaker sections of society. Different psychologists, sociologists and educationists attributed reasons—effect of extreme poverty, drug abuse, anti-social peer groups, family violence, child sexual abuse, abusive parents and most importantly social media. Most of these heinous crimes are committed by the age group of 16–18 years. What is more concerning is that, there is a multi-fold increase in crimes against women and girl child. One can easily blame societal, economic, political factors responsible for it including the social media. But, one cannot escape away from the responsibility that shaping and nurturing of children

and youth lies on sound education system and more so on teachers. Unfortunately, Indian education system has hardly been able to channelise the energy of children and youth for the nation building and that's why situation is looking murkier. Here, it is worth to note that co-curricular activities which is an essential part of the curriculum and always fosters the development of affective and psychomotor domain is all throughout being neglected in our education system. Though education system focuses on making of Knowledge Society, it fails to understand that Knowledge Society cannot be developed without making good human beings. Good human beings can only be made if the human ecology is free of stress, tension, depression, fear, anxiety, conflict etc. On the other hand, if our education system promotes peace, tranquility, values, well-being of persons etc. then one can expect to make a world full of happiness.

Researchers seek to find out whether on-going Happiness Curriculum in classroom has yielded any marked change in the non-altruistic behaviour of the students. For this, researcher have in-depth and detailed discussions on their belief as teacher on Happiness Curriculum, that it would be able to transform the enviable academic climate to cooperative and collaborative academic climate. Do they believe that Happiness Curriculum will foster positive mental health and

well-being amongst students? Whether they believe that Happiness Curriculum will be able to reduce cut-throat competitions, rivalry, stigma of failure etc among the students? Most importantly, will Happiness Curriculum be able to sustain the emotional and psychological well-being of children for larger part of life?

Objectives of the Study

The objectives of the study are to understand the —

1. belief of the teachers on the concept of happiness and its reflection in the curriculum.
2. viewpoint of teachers about effectiveness of Happiness Curriculum in transforming the competitive academic climate in classrooms.
3. perception of teachers about role of Happiness Curriculum in promoting positive well-being among students.
4. the view point of teachers about the role of Happiness Curriculum on sustainable happiness in the life of students.

Method

The following paragraphs would divulge on the method employed in this research—

Sample of Teachers

Delhi government has implemented Happiness Curriculum till elementary level. As it was COVID-19 lockdown period, so researchers decided to select purposively twenty teachers

who were working at elementary level for more than ten years of experience in teaching in Delhi government schools and well known to researchers.

Tools Used

An open-ended questionnaire, containing nine questions related to above-mentioned objectives and five questions related to the academic and personal details, was developed for collecting the data. The purpose was to find the teacher's view point, perception on the above aspects.

Result

What do teachers say?

The loosely structured interaction of the researchers with the teachers led to an insight into how teachers look at introduction of Happiness Curriculum in the schools. All the observations from these interactions have been encapsulated in the following paragraphs.

Demographic details

As mentioned earlier, the new curriculum has been introduced in over 1,000 Delhi government schools between Nursery and Class VIII. Our interactions were limited to 12 teachers indulged in implementing Happiness Curriculum from Class VI to Class VIII. All of these were females and were in the age range of 25 to 38 years with an average age of 30.5 years. All of them except for one had post-graduation degree to themselves. An equal number (6) of

teachers had an experience of more than 5 years and less than 5 years.

Concept of happiness

Teachers held their own perspective of the word happiness. Some equated it with well-being, joy, contentment while others took it as something which led to stress busting or feeling of positivity. One interesting viewpoint was “...the feeling of satisfaction that we achieve after doing anything is happiness”. Another comprehensive narration by a 27-years-old teacher was “...Happiness is equated with feeling pleasure or contentment, meaning that happiness is not to be confused with joy, ecstasy, bliss, or other more intense feelings”. Among the different concept of happiness, which the teachers highlighted, was one common thread — happiness is a state of mind.

Change in academic climate owing to Happiness Curriculum

All the twelve teachers strongly held that Happiness Curriculum has brought a change in the competitive academic climate in the classrooms. This is significant because teachers were dealing with different ages and were from different schools. When 100,000 students spend the first half-hour of each school day without opening a textbook, learning instead through inspirational stories and activities, as well as meditation exercises — it is leading to a soothed academic climate in the classrooms. However, one of the teachers

voiced out that she doubts that the happiness classes can change the traditionally engrained prominence on exams and memorisation. Happiness Curriculum is pretty close to Mindfulness meditation and there have been studies on mindfulness meditation. Jian-Wei Lin and Li Jung Mai (2016) in their work also found that most students enjoyed the mindfulness meditation process and agreed that the intervention improves in-class learning efficiency. Erin Kathryn Hebert (2018) in her work found that mindfulness practices positively impact classroom climate. This change in academic climate due to Happiness Curriculum is important because positive classroom climate and teacher resiliency are correlated with positive student development and academic outcomes, as well as student social emotional learning (Cohen, 2012; Schonert-Reichl, 2017).

Effect on well-being of students

All the teachers interacted with for this research was upbeat about the capability of Happiness Curriculum in inducing positive well being among students. One of them went extensive and elaborated her belief in strong words, “I believe this effort will open new doors of reform in the field of education, especially at school level..... and well-being among students”. Preliminary studies in this newborn field suggest that mindfulness-meditation trainings (similar in nature to Happiness

Curriculum activities) have positive effects on children's and adolescents' psychological well-being (Biegel et al., 2009; Burke, 2010; Flook et al., 2010). The teachers further held that this was a needed step because of the increasing techno-socio-emotional complexities in life in the rapidly changing milieu.

Life-long impact of Happiness Curriculum

All the teachers held that they believed that it would bring life-long impact on mindfulness meditation. They had their own reasons for saying that. One of them said, "Positive education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle. So, Happiness Curriculum will definitely impact on well-being of children". Some focused on the skills built in by happiness classes, while there were those who relied more on the power of moral stories in leaving a life-long impact on well being of children. There was one who said she believed in the power HC has in leaving a life-long impact, however, it really depends on how it is being conducted in the classrooms. She further said that 'she knows anecdotally that the HC classes are being conducted as another box ticking activity in the class. If done that way, then it would not produce the desired results'.

Change in interaction pattern among students

The teachers echoed that happiness classes have brought a positive change in the interaction pattern among students. Students are believed to be more self-regulated so exhibited more emotional control. They were generally more smiling and happier. Meiklejohn et.al. (2012) reviewed mindfulness programmes that provided mindfulness training to children and observed that students have better adaptive self-regulation (particularly in terms of anxiety, emotion and attention), academic performance and behavioural changes.

Change in interaction pattern between students and teachers

The impact of the happiness classes has brought a favourable change in interaction pattern between students and teachers. Most of the teachers opined that it is the interplay of both teachers and students, which has brought changes in the interaction pattern between teachers and students. One of the teachers stood apart from others and highlighted that this change may not be permanent. She said that the 'novelty' aspect of introduction of Happiness Curriculum may have led to this. She was a little wary about the success of the HC program because she believed that it won't be easy to sustain motivation because of the hugely crowded classrooms which do not allow for closer interactions

with children and HC program would need that for the achievement of the desired objectives.

Regularity of happiness classes

It was interesting to note in this study that teachers opined similar by on almost all the aspects though their reasons may have been different. All the teachers again held that teachers were efficiently doing the happiness classes — either owing to personal motivation or because it features in the timetable and so have to be followed. The teacher who had earlier also highlighted that this might be a tick box activity for some teachers, again ascertained that time-table may be a binding force for the teachers but practically the sustenance of this kind of program would need some other efforts on classroom size or regular training of teachers.

Increase in work-load of teachers

The teachers agreed to the fact that happiness classes have increased the work load but none of them complained about it. In fact, they were pretty open about it since it led to the positive changes in students, improvement in student teacher relationships — so they did not mind the slight increase in work load. Further, one of them said 'it really depends on one's attitude that you feel a change in workload or not — I may not feel any kind of change in workload because I'm enjoying it'.

What does District and School Coordinators say?

To have a deeper understanding about the philosophy of Happiness Curriculum, relevance in present school education, how it has been executed at school level and what effect it had on the psychosocial well-being of the students, telephonic interview was conducted with few school coordinators and district coordinators of Happiness Curriculum. The excerpts of the telephonic conversation are presented below on following areas —

Philosophy of Happiness Curriculum

According to the document published by SCERT, the concept of happiness of an individual is based on happiness triad— momentary happiness (achieved through senses) associated with the sense of achievement/ fulfillment of materialistic aspects of life like good food, good music, clothing, good job, decent salary, good house etc. Deeper happiness (harmony in feelings) associated with feeling, emotions, care, gratitude, empathy etc. These are intrinsic in nature and stay with individuals for lifelong. According to Happiness Curriculum Document, the "impact of deeper happiness is in the inner state and help us to be in relationship" (p. 12). Sustainable happiness (achieved through learning and self awareness) "involves clarity of thought, deeper understanding of self, being able to focus, being mindful, finding cause, purpose and interconnectedness in

our living, etc". (p.13). Document emphasised real happiness comes when an individual moves beyond the momentary happiness and tries to seek deeper and sustainable happiness. Coordinators commonly shared that "happiness is a mental state" and 'free from mental worries, anxieties, stress, depression and living a blissful life". Through, Happiness Curriculum, government and teachers associated with it are trying to build in the capacities among individual students so that they can realise that in life what is more important is to achieve happiness in life by being empathetic, be courteous to others, gratitude, serve and help others, having deep sense of inner satisfaction for the actions which results into bringing happiness in the life of others. Happiness curriculum shifts focuses from momentary happiness to sustainable happiness.

Relevance of happiness curriculum in present school education system

When being asked what the relevance of introducing happiness curriculum is, when the curriculum is already value laden? Coordinators emphatically said that "transactions of the curriculum in the classroom have been highly confined to transmission of information's where students crammed the information's for examination system. This has aggravated among students competitiveness, rivalry, jealousy, fear, anxiety, stress or even depression leading to behavioural problems and

sometimes so acute it leads to various heinous crimes". Present education system prepares young children's to be "self-centered, materialistic, highly individualistic and having no space and time for others and their well-beings". They further said that "Happiness curriculum is an attempt wherein students are made aware of their intrapersonal and interpersonal relationships, realisation of their self, being mindful and having deep sense of the purpose of existence of their life".

Implementation of Happiness Curriculum at school level

According to them, Happiness Curriculum is being implemented at school from Class VI-VIII, SCERT and Department of Education had prepared a handbook wherein list of activities are listed to be organised in the classroom in the first period of school timetable. The Happiness Curriculum had sessions on mindfulness, mediation, yoga and moral values along with other social and emotional learning. A 45 minutes session is conducted wherein apart from yoga and meditation (compulsory activity beginning and at the end of period) a list of mindfulness activities related to sensory awareness, followed by moral stories and some group activities to do (1-2 periods). The step by step detailing was done in the handbook for each of the three activities. On Saturday, special activity was conducted based on self-expression (gratitude, respect,

courage, humble, kindness). The curriculum is well-structured and activities are well delineated. School teachers are trained by the school coordinators who were in turn trained by the district coordinator and mentors of the happiness curriculum. A provision of evaluation on weekly basis of the implementation was done by school coordinators and that on fortnightly basis by district coordinators.

Effect on the psycho-well being of the students

On being asked whether it has resulted in some positive effects on well-being of students, coordinators replied that “students participate enthusiastically, motivated, elated and most importantly students’ confidence level has improved a lot”. They further said, “many of the students who hesitate to speak in the class, they now actively participate in the classroom, not only in happiness

period but also in their subject periods”. Overall good and positive outcomes have been reported till date. They also acknowledged the initial hiccups and difficulties faced by the teachers and mentors. Teachers, in the initial phase, had no clue about how to implement it in the classroom but with time everything has been managed well.

CONCLUSION

The results of the small research felt like a cool breeze as teachers emerged supportive of the happiness curriculum and were appreciative of the structure and utility of the programme. This would go a long way in ensuring the success of the programme. Happiness Curriculum is promising in terms of its impact on adaptive self-regulation (particularly in terms of anxiety, emotion, and attention), academic performance, and behavioural changes.

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Experience of Flow and Creativity in Relation to the Teacher Effectiveness of Upper Primary School Teachers

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Abstract

'The teacher must be at the centre of the fundamental reforms in the education system' (NEP 2020). A teacher plays a pivotal role not only in the capacity building of an individual but also in the development of a society. This study investigates the experience of flow and creativity in relation to the teacher effectiveness. The uniqueness of this research is that it uses hitherto unexplored concept of flow and its influence on teacher effectiveness in the Indian context. Flow describes a psychological state of optimal attention and engagement. The quantitative study, using the descriptive survey gathered data from 344 upper primary school teachers in Greater Mumbai Educational District. The correlational analysis has revealed a significant relationship between the experience of flow and teacher effectiveness. The regression equation estimates 35.9% as the influence of the experience of flow on teacher effectiveness. The study also found no significant relationship between creativity and teacher effectiveness.

INTRODUCTION

Education is for transformation. G.K. Chesterton would say that, 'if,

in the end, it (education) does not empower and transform, then, it is not education at all.' The National

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Education Policy, 2020 begins by affirming that, “Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development” (NEP, 2020). A transformative education is one in which a student is incrementally invited to engage life, to reflect upon it and, then, to be of service to our world. A teacher plays a vital role in achieving this aim of education. Teachers can achieve these aims only if they themselves are able to engage, reflect and are of service.

SIGNIFICANCE OF THE STUDY

The National Education Policy, 2020, aiming to undertake major reforms in all aspects of education lays particular emphasis on the development of the creative potential of each individual. It also underlines that, ‘the teacher must be at the centre of the fundamental reforms in the education system’ (NEP, 2020). In a changing educational environment, it is important that new researches are undertaken to help teachers to do their job as effectively as possible. Teacher effectiveness have often been narrowly conceptualised as a teacher’s ability to produce higher than expected gains in student’s standardised test scores (Goe, Bell and Little, 2008). However, multiple factors contribute towards the effectiveness of teachers (McBer 2000, Goe et al. 2008). Many researches therefore have been undertaken at various levels to explore the different factors that foster teacher effectiveness. Many

of these researches have revealed different factors that foster teacher effectiveness. Based on the findings many changes have been brought in the field of pre-service as well as the in-service training of teachers. However, effectiveness is a qualitative term that grows and evolves with time and context. Add to it the fact that we study humans. This makes the exploration of teacher effectiveness an essential ongoing process.

The present study investigates the experience of flow and creativity in relation to the teacher effectiveness. Flow describes a psychological state of optimal attention and engagement. Besides, the study of flow involves number of sub-variables such as internal motivation, clarity of goal, feedback etc. which are essential elements of effectiveness. Thus, study of flow in relation to teacher effectiveness could help to widen our understanding of teacher effectiveness. The uniqueness of this research is that it uses hitherto unexplored concept of flow and its influence on teacher effectiveness in the Indian context. Research in flow undertaken at the three key elements of education, namely, teacher, learner and the learning environment will greatly enhance the quality of education. These will take us closer to our ideals of forming responsible citizens who in turn will build a better nation.

STATEMENT OF THE PROBLEM

A Study of the Experience of Flow and Creativity in Relation to the Teacher

Effectiveness of Upper Primary School Teachers.

OPERATIONAL DEFINITIONS

The Experience of Flow

The experience of flow is defined as a complex and positive state characterised by deep involvement and absorption, supporting personal growth, well-being and optimal functioning in daily life (Fave and Bassi, 2016). In the present study, the experience of flow is defined in terms of the frequency of experiencing the following eight dimensions in the context of a teacher — challenge and skill balance, merging of action and awareness, clear goals and feedback, concentration on the task at hand, sense of control, the loss of self-consciousness, the transformation of time, and autotelic experience.

Creativity

Franken (1994) defines creativity as, 'the tendency to generate or recognise ideas, alternatives or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others' (Franken, 1994). Creativity in the present study is the sum total of fluency, flexibility and originality. Fluency is the total number of relevant responses given by a subject. Flexibility is the number of categories in a given response. Originality refers to the statistical infrequency of a given relevant response in a given

population. Greater the infrequency greater is the originality.

Teacher Effectiveness

In the present study, teacher effectiveness refers to the competencies of teachers in relation to the five dimensions, namely, preparation and planning for teaching, classroom management, knowledge of subject matter; its delivery and presentation including black-board summary, personality characteristics of teachers and interpersonal relations of teachers with others.

OBJECTIVES

1. To study the level of experience of flow, creativity and the teacher effectiveness of the upper primary school teachers.
2. To understand the relationship among the experience of flow, creativity and teacher effectiveness of the upper primary school teachers.
3. To observe the influence of the experience of flow on creativity and teacher effectiveness of the upper primary school teachers.
4. To find out whether there is any significant factor with positive loading of the variables namely, the experience of flow, creativity and teacher effectiveness.

HYPOTHESIS

1. There is no significant relationship among the experience of

flow, creativity and teacher effectiveness of the upper primary school teachers.

2. There is no significant influence of the experience of flow on creativity and teacher effectiveness of the upper primary school teachers.
3. There is no significant factor with positive loading of the variables namely, the experience of flow, creativity and teacher effectiveness.

METHODOLOGY

The present investigation is a quantitative research using descriptive survey method.

POPULATION AND SAMPLE

Since the investigator was not able to get the exact population, he had used disproportionate stratified random sampling for selecting the sample. The upper primary school teachers teaching in aided and un-aided English medium schools of Greater Mumbai Educational District formed the population of the study. The investigator randomly selected the upper primary schools from each zone. From these schools, the teachers teaching classes sixth to eighth formed the part of the sample. Thus, 344 upper primary school teachers were randomly selected for the study.

TOOLS USED

ArulHari-Teacher Flow Scale (TFS-AH) developed and validated by Arul John Bosco and Harichandan (2017).

The dimensions of the tool are a) challenge and skill match, b) merging of action and awareness, c) clear goals and feedback, d) concentration on the task at hand, e) the paradox of control, f) the loss of self-consciousness, g) the transformation of time and h) autotelic experience. The reliability of the tool was found to be 0.83.

The Battery of Creativity Test prepared and standardised by Venkatarami Reddy (1989) was adopted by the researcher. This is the tool for measuring creativity in this study. The dimensions of creativity are a) fluency, b) flexibility and c) originality.

Kulsum Teacher Effectiveness Scale (TES-ku) was developed and standardised by Umme Kulsum (2011). The dimensions of the teacher effectiveness are a) preparation for teaching and planning, b) classroom management, c) knowledge of subject matter d) teacher characteristics and e) inter-personal relations.

DATA COLLECTION

The investigator personally visited the schools and administered the tools to the upper primary school teachers. The battery of creativity tests without time limit was administered first. After a short break, the teacher effectiveness scale and teacher flow scale were given to the teachers to fill.

ANALYSIS AND INTERPRETATIONS OF

DATA

Based on the objectives of the study, the descriptive as well as inferential

data analyses led to the following significant findings—

- It is inferred from the calculated 't' value 2.095 (calculated 'p' value 0.037) at 5% level that there is significant difference between aided and unaided upper primary school teachers in their experience of flow. While comparing the mean scores of aided (49.19) and unaided (51.56) school teachers in their experience of flow, unaided school teachers experience more flow than the aided school teachers.
- It is inferred from the calculated 't' value 2.985 (calculated 'p' value 0.004) at 5% level and comparing the mean scores of SSC school (49.28) and ICSE (54.13) school teachers, ICSE teachers are better in their creativity than the SSC school teachers.
- It is inferred from the calculated ANOVA (F value) for creativity 3.246 at 5% level of significance, for DF (3,340) and post hoc homogeneous subsets of different faculties in their total creativity, those science faculty teachers (52.46) are better in their creativity than the teachers of other faculties.
- It is inferred from the calculated ANOVA (F value) for creativity 9.605 at 5% level of significance, for DF (2,341) and post hoc homogeneous subsets of different class sizes for creativity that the teachers with class size of 35 to 55 students (53.82) are better than the others in total creativity.
- The correlational analysis found that there is very high significant relationship between the experience of flow and teacher effectiveness and all its dimensions in terms of total population (calculated 'p' value 0.000 at 1% level of significance) as well as of female upper primary school teachers (calculated 'p' value 0.000 at 1% level of significance). The relationship is shown in Table 1.

Table 1
Relationship between the Experience of Flow and Teacher Effectiveness of Upper Primary School Teachers in Relation to Total Sample and Gender

Sample Group	Calculated 'y' Value	df	Calculated 'p' Value	Critical 'y' at 1% Level	Critical 'p' Value	Remarks at 1% Level
Total sample	0.360	342	0.000	0.148	0.05	S*
Female	0.381	310	0.000	0.182		S
Male	0.266	30	0.141	0.361		NS**

* Significant

** Not significant

- The regression analysis reveals that there is significant influence of the experience of flow and creativity on teacher effectiveness of upper primary school teachers. Table 2 reveals the calculated R² value which is found to be 0.129 which represents 12.9% of influence of the two predictors namely the experience of flow and creativity on teacher effectiveness of the upper primary school teachers. The regression equation of Y on X presented in Table 3 reveals that 35.9% is the influence of the experience of flow on teacher effectiveness.

The regression equation of Y on X is expressed as follows:

$$\hat{Y} = aX + bZ + k$$

where, \hat{Y} = Dependent variable

X = Predictor 1

Z = Predictor 2

k = Constant

Regression Equation:

$$TE = 0.004 C + 0.359 EF + 31.802$$

where, TE = Teacher Effectiveness

C = Creativity

EF = Experience of Flow

It is inferred from the table above that 35.9% is the influence of the experience of flow on teacher effectiveness.

The factor analysis of the variables yields two factors with

Table 2
Influence of the Experience of Flow and Creativity on Teacher Effectiveness of Upper Primary School Teachers

Model	Sum of Squares	df	Mean Square	Calculated 'F' Value	R	Calculated 'R ² ' Value	Calculated 'p' Value	Remarks at 5% Level
Regression	4439.661	2	2219.831	25.350	0.360	0.124	0.000	S
Residual	29860.339	341	87.567					
Total	34300.000	343						

Table 3
Table Formulating Regression Equation Coefficients

Model	Unstandardised Coefficients	Standardised Coefficients	t	Sig.	
	B	Std. Error	Beta		
(Constant)	31.802	3.512		9.055	0.000
Experience of Flow	0.359	0.051	0.359	7.103	0.000
Creativity	0.004	0.051	0.004	0.088	0.930

considerable factor loading as given in Table 4. Teacher effectiveness and the experience of flow yield one factor and creativity and its dimensions yield a second factor. The combination of teacher effectiveness with creativity could be called as flexi-fluent-creative- teacher effectiveness.

Table 4
Factors Structure Obtained for the Variables

Rotated Component Matrix		
	Component	
	1	2
Experience of Flow	0.422	-
Preparation and Planning for Teaching	0.923	-
Classroom Management	0.932	-
Knowledge of Subject Matter	0.950	-
Teacher Characteristics	0.959	-
Inter-Personal Relations	0.809	-
Teacher Effectiveness	0.994	-
Fluency	-	0.952
Flexibility	-	0.958
Originality	-	0.939
Creativity	-	0.993

DISCUSSIONS AND EDUCATIONAL IMPLICATIONS

The research was undertaken with an objective to study the relationship among the experience of flow, creativity and teacher effectiveness of the upper primary school teachers. The findings

of the study throw certain insights on the objectives. Significant insights and their educational implications are discussed below—

- There is highly significant relationship between the experience of flow and teacher effectiveness and all its dimensions. This finding is true for the total sample as well as the female population. The regression equation estimates 35.9% as the influence of the experience of flow on teacher effectiveness. The estimated influence could be attributed to challenge and skill balance which is an important dimension of flow (Yang, 2018). The considerable balance between challenges teachers face in their profession and their skills (through subject mastery, planning, preparation and management) to perform the tasks could be one reason for the estimated influence of flow on teacher effectiveness. Another reason could be that a teacher with a clear goal prepares, plans and manages effectively. Similarly, unambiguous feedback through classroom management and inter-personal relations facilitates greater effectiveness in their profession. The dimensions of flow, namely, clear goal and feedback also could have influenced the teacher effectiveness. The other dimensions of flow such as, immersion in activity and internal motivation could also have influenced teacher

effectiveness (Ljubin-Golub, 2018). The remaining 64% of influence on teacher effectiveness may be due to certain individual and environmental factors. There is evidence that individual factors such as general intelligence, thinking style (Toor, 2014), problem solving skills (Kumari, 2018), emotional intelligence (Reddy, 2018; Joshi, 2015) and the environmental factors such as supportive administration (Akbaş, 2019; Cockpim, 2019) and supervised guidance (Aja, 2017) influence teacher effectiveness.

- The study found that there is no significant relationship between creativity and teacher effectiveness of upper primary school teachers. The creativity of the teacher is not significantly influencing teacher effectiveness. The factor analysis too elicits that creativity and teacher effectiveness are two distinct factors. It also emerges that a teacher need not be creative in order to be effective. This finding throws open a discrepancy between the ideal and the ground reality. The reason for this could be that overemphasis on completing syllabus and getting ready for the exam which jeopardises the vital long-term goal of holistic formation of the student. Consequently, we have teachers who are efficient in getting their students score the highest grades in exams. The more important pursuit of

higher order cognitive capacities such as critical thinking and problem solving, social, ethical and emotional capacities and dispositions which are supposed to be developed through education (NEP, 2020) seem to be neglected. It is the collective responsibility of the government, management and individual teachers to fix this glaring gap. Finally, the very definition of teacher effectiveness also should be broadened to include creativity as an integral part of teacher effectiveness.

RECOMMENDATIONS

On the basis of the research findings, the following recommendations are made—

Pre-service Training

Since the experience of flow does influence the teacher effectiveness, the pre-service training programs could include in their syllabus the theory of flow among the motivational theories. This would help the prospective teachers to consciously assess and develop the dimensions of flow which are found to influence teacher effectiveness.

Ongoing Formation of the in-service Teachers

It is noticed that flow influenced the teacher effectiveness in spite of the fact that teachers were not even aware of the concept of flow. Efforts could be made to accelerate flow by consciously fine tuning the

conditions for experiencing flow (Csikszentmihalyi, 1975). Teachers can be trained through workshops to enhance challenge-skill balance, set clear goals with unambiguous feedback etc., to stimulate flow experience. This will make them autotelic and enjoy what they do.

Flexibility in Curriculum

The research found that the creativity of the teacher is not influencing the teacher effectiveness. The curriculum could be flexible so there is space for teachers to be creative and encourage critical thinking in the classroom. It may be interesting

to note that the ICSE teachers with flexible syllabus are better in creativity than the SSC school teachers with fixed syllabus.

Research

Flow could be studied with a sociological perspective to understand the effect of autotelic personality on the school and social environment.

The present study established a significant relationship between flow and teacher effectiveness. An experimental study could be undertaken to study the precise way the flow stimulating activities enhance the teacher effectiveness.

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Pedagogy and Human Rights Perspective

What Teachers have to Say?

SANDEEP KUMAR*

Abstract

Education is expected to develop a cohesive and peaceful society and for this, various perspectives exist which rely upon the role of education to achieve this objective. Contribution of education can be envisioned via school and school practices, in which pedagogy is one of the imperative aspects, where children unswervingly interact with each other. But, how a teacher perceives teaching-learning process is also significant. We know that providing equal opportunities, mutual respect, democratic environment etc. definitely subsidises positively to the idea of pedagogy. Coalescing pedagogy and human rights perspective provides a new avenue to develop human rights perspective based pedagogy, which can contribute significantly in teaching learning process in school to achieve a larger objective of creating our society a 'humane society'. But, this objective cannot be achieved unless teachers develop sensitivity toward this blending. Hence, the present paper explores the teachers' understanding about human rights and human rights perspective based pedagogy.

CONTEXT

How can we foster the value of peace for all people and the use of non-violent ways of solving problems? Human rights education is predicated

on the assumption that we can build a humane and responsible society through education. Human rights are the rights a person has, simply, because they are a human being.

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Human rights are held by all persons, equally, without any discrimination. “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood”[Article 1 of the United Nations Universal Declaration of Human Rights (UDHR)].

When we say, “I’ve got my rights,” we, usually, think of those civil and political rights defined in the Indian constitution. They include freedom to assemble, freedom of worship, and the right to a fair trial and so on. However, it is realised by few individuals that social, economic, and cultural rights such as health care, housing, or a living wage, also constitute human rights (Kumar, S., 2018).

According to Reardon (1995), less knowledge and awareness about one’s right makes a person more susceptible to be exploited. Now, globally, the idea of human rights and human rights education has been accepted and it can generate possibilities to develop a free, just and peaceful society. It can also be used to save people from various kinds of abuses. For this, incorporating human rights perspective in teaching learning process is also essential.

Bernstein Tarrow (1987), said that empowerment is one of the important objectives of human rights perspective in pedagogy and education, which makes a person capable to take decision about themselves. The ultimate goal of a human rights perspective in

pedagogy is incorporating space for enabling people for working together to foster human rights, justice, and dignity for all. Starkey (1991), argued that we cannot achieve ultimate aim of human rights until our civil, political, economic, social and cultural rights are denied. Therefore, it is very challenging to promote an understanding of a teaching- learning process based on human rights.

Frankel (1989) stated that human rights perspective is integral to the learning about one’s human rights, which incorporates responsibility along with rights. Human right has a social and individual context as they belong to a person as well as society. That is how every human right has individuality and collectiveness.

A human rights perspective in the teaching-learning processes deals with, basically, three aspects— *about* human rights, *for* human rights and *how* to implement it in pedagogy (Kumar, S. 2018). Its goal is to help learners understand human rights, value human rights, and take responsibility for respecting, defending and promoting human rights understanding.

A human rights perspective based pedagogy can be defined as education, training and information, aiming at building a universal culture of human rights, through the sharing of knowledge, imparting of skills and molding of attitudes directed to— strengthening of respect for human beings and fundamental freedoms, full development of

the human personality and the sense of its dignity; promotion of understanding, tolerance, gender equality and friendship among all nations; indigenous people and racial, national, ethnic, religious and linguistic groups; enabling all persons to participate effectively in a free and democratic society governed by the rule of law, building and maintenance of peace; promotion of people-centered sustainable development and social justice; important strategy for achieving several principal goals, notably empowerment, participation, transparency, accountability; the prevention of conflict, conflict resolution, peacemaking and peace-building and the more effective protection and realisation of all human rights for all; long-term prevention of human rights abuses and violent conflicts, to the promotion of equality and sustainable development and the enhancement of people's participation in decision-making processes, within the democratic system and to promote the values, beliefs and attitudes that encourage all individuals to uphold their own rights and those of others. It develops an understanding of everyone's common responsibility to make human rights a reality, in each community and in society at large.

A human rights perspective based education will equip students to work towards such a society, so that they can participate in the democratic process and organise a democratic climate with others. (Kumar, S., 2018).

Teachers have a significant role to play in school education. There are different theories of learning explaining different roles of teacher in learning process. Some of them provide prime and dominating role to teacher, and others provide role of a facilitator. Despite various theoretical explanation about the role of teacher in learning, we know that it is difficult to imagine a school and classroom in absence of a teacher. From ancient to present, teacher continues to contribute in society via school. Therefore, it is important to understand the teachers' perspective about various practices happening in schools such as teaching, examination, co-curricular activities etc. So, this paper focuses to explore teachers' ideas and their understanding about their own teaching practices. Various studies show that learners are not given their due space in learning process and in some cases they are even punished and treated disrespectfully. In such situations their basic rights as child and learner are being deferred, which makes it necessary to explore the human rights practices in school. The close relationship of learner, teacher, pedagogical practices and human rights are closely connected, hence, this paper explores the teachers understanding about human rights perspective based pedagogy.

EXPLORING CONTEXT

To explore teachers' understanding, ten government school teachers from

different schools were interviewed. All were social science teachers at secondary schools in Delhi. Teachers were selected randomly among the social science teachers. Every teacher was interviewed minimum three times to explore, understand and validate their responses. Collected responses were analysed to develop understanding, how teachers perceive human rights and pedagogy based on human rights.

It was essential to know the teachers' understanding about the concept of human rights first, and then about a human rights perspective, based teaching-learning process, because their understanding about the basic concept of human rights will represent their pedagogic understanding based on a human rights perspective. Broadly, the analysis has been presented in two themes. There are sub-themes under each broad theme. Themes emerged from the responses collected from teachers which were also supported by existing theoretical disposition about human rights and pedagogy. In the first broad theme, the understanding of the teachers about human rights is presented and the second theme presents their understanding of a human rights perspective based teaching-learning process.

THEMES

1. Understanding of human rights and a human rights perspective
2. A human rights perspective in classroom practices

UNDERSTANDING OF HUMAN RIGHTS AND A HUMAN RIGHTS PERSPECTIVE

Human Rights for Self-development

Most of the teachers said that human rights are important and essential for personal, as well as national development. The teachers said that one cannot survive without rights. They also accepted the importance of democracy in this regard and accepted that there are many problems in a democracy, but it is the best form of governance. In this regard, they talked about the right to life, the right to vote, the right to speech and so on. It was stated by the teachers that rights can only be used, if the citizens are active and take part in the political processes. The awareness that, until one is aware about one's rights, how will the rights be used by that person was also highlighted by the teachers. In this regard, they favoured Human Rights Education. One of the teachers said, "*keval Social Science mein ek chapter daalne se kuch nahi hoga. Zarurat to bade star par adhikaro ki baat karne ki hai or iske liye agar Human Rights Education ek subject laya bhi jaye to koi galat nahi hoga.*" Their clear argument to introduce Human Rights Education was to spread awareness. This awareness would lead people towards the development of themselves and of the nation. Another teacher took examples and said, "*ki hum vikas ke liye keval sarkar ki taraf dekh te hai par income tax ke alawa hamara*

desh ke vikas mein kya yogdaan hai, is par kabhi nahi sochte. Job bhi bas salary ke liye to karte hai. To vikas ka sawaal to aatm chetna ke sath bhi juda hai, desh ke sath lagaav or uske sath samaaj mein ghatane wali samsayon ke prati chinta se bhi juda hai. Overall, a common understanding was shared by the teachers that rights are important for development at the individual, as, well as the social level.

Equality with Dignity

The notion of equality was favoured by most teachers. Most of them (six teachers) said that equality was essential to develop an egalitarian society. Gender equality, caste-based equality, religion-based equality and so on were favoured by the teachers. Equality was defined by the teachers, as having no discrimination between human beings, whether men or women. There should be respect for each other and a space to speak, if something wrong happens to them. A teacher mentioned that he always treats his servant (who was a 15-year old girl) equally like his child. Immediately, he also said, *“aapko to pata hai aajkal servant milna kitna mushkil hai or milte hai to kitne paise maangte hai. Ye ladki bhi gareeb ghar ki hai to maine rakhliya.”* But, he did not say as to how much he paid her. What kind of human rights does he respect when he has a 15-year-old girl servant? But, he justified it by saying that she was very poor.

The teachers raised issues related to women’s rights. One of the teachers said that women, in India, have many problems, even if they are educated. On the same lines, another teacher said that human rights are the rights for everyone, without any discrimination. In her view, *“samaaj mein sabhi ka samaan ho na, na keval adhikaro ke liye avashayak hai balki ek sammanpurvak jine ke liye bhi aniwarye hai.”* She emphasised on women’s rights and child rights and said that these groups (women and the children) suffer more in India and face many problems daily.

The teachers were very unhappy with the system and said that human rights are the rights of every human being and should be given to all, without any kind of discrimination and bias. She emphasised the fact that there is no use of human rights, if they are only on paper. They must be implemented, even to the lowest level of society.

The Rights are the Responsibilities

The teachers talked about responsibilities and said that only having rights is insufficient. There is a need for associated responsibilities. They said that rights and responsibilities move together. People who claim their rights, must know about the associated responsibilities. One of them said that responsibilities are more important than the claims of the rights. He narrated an incident, *“ek bar parents aye or mujhse ladane lage ki is bar hamare bache ko*

scholarship nahi mili. Jabki maine 10 din tak wait kiya ki vo aakar le jaye. Maine fir paise jama kara diye. To ye koi achhi baat hai. Vo keval rights jaante hain, zimmedari nahi." He said that this is not the only incident in the school, even the students, talk badly to the teacher and the Principal. He said that the teachers, have to apologise to students on several occasions. He, also, said that the students do not respect teachers at all. Everyone talks about rights, but not about duties and responsibilities. Another teacher said, *"agar hum ek samtavadi samaj banade to responsibility to logo mein khud-b-khud aa jayegi"* (responsibility will automatically come to people if we can develop an egalitarian society). This shows that they were quite aware of and understand the association of responsibility with rights.

Child Rights

The teachers talked about child rights with reference to human rights. Their concern was with the rights of the poor children working in factories and homes and begging at signals. One of the teachers, very emotionally, said that children are in trouble in India. She took examples of the red light signals in Delhi and said, *"kuch bhi ho yeh to sara sar anyay hai bachon ke sath kyon ki unki kya galti hai. Mera to dil ro padta hai. Par kuchh nahi karte hum. Insaniyat to hai nahi, varna kuch to karte hum."* She said, "Is the government not aware of them?

Do leaders not cross red lights? They all do but do not bother about them."

Some teachers raised issues related to child rights, with reference to the state. They said that the state should take responsibility for food, shelter and education of each child. In this regard, they, also, talked about the NGOs, who take funds from the government. This proved that the government is not serious about these children.

Theory vs Practice

The issue of theory versus practice was raised by the teachers. Their concern was that there are many rights and laws for everyone, but people are not able to use them as they are not aware of their rights. Even if they are, the government complicates the procedure to such an extent, that a common man does not dare to ask about such rights. A teacher, clearly, said that there are two discourses of human rights — one theoretical and the other practical. The theoretical aspect has hardly, any concern with the practical aspect. She stated that the law said one thing and its practice said something else. According to another teacher, the gap between theory and practice should be removed, if we talk about human rights and work towards a more egalitarian society. But, she believed that human rights are for every one and should reach every one for their development.

Universality vs Relativity

Universality vs relativity is a very important debate in the human rights discourse and this was touched upon in the teachers' discussions. Some of them said that human rights are universal and not relative, because of its significance. One of them argued that if human rights are relative, then different people will interpret them differently and no exploitation will take place. Thus, human rights are always universal. On the same lines, another teacher said that human rights are universal and we all need the same kinds of rights across the world, whether India or America. The continuous changes in the discourse of rights has also changed society. But, this change is insufficient. He said that all must be equal without any kind of discrimination based on caste, class, region, religion, gender and so on, for human rights perspective to exist. He said that we should celebrate all kinds of festivals in school, to impart our values and rituals to our students.

Fundamental Rights and Human Rights

What is the difference between Fundamental Rights and Human Rights is an important question in itself and various responses came out in the discussion. Five teachers said that there is no difference between fundamental rights and human rights, they are almost the same. Human rights were the extended form of fundamental rights.

In the same way, a teacher said that human rights are, somehow, like fundamental rights, and there is no difference between them. But, she mentioned that human rights are associated with the marginalised communities and people like her, do not need many facilities from the government, as she believed that she is independent. She said that they need rights, but different kind of rights for the poor people. She said that it is very important to respect everyone, whether they are colleagues or servants at home. She said that human rights and fundamental rights are the same, but the poor needs human rights and she and the others like her needed fundamental rights. Some said that the only difference is that fundamental rights are constitutional, while human rights are general.

A HUMAN RIGHTS PERSPECTIVE IN PEDAGOGICAL PRACTICES

The Human Rights Perspective

From the discussion, it was observed that teachers did not have much understanding about a human rights perspective. Their understanding was more about a human rights education. Some of them said that Human Rights Education must be a part of the school system. But, what is the meaning of a human rights perspective and how does one make the teaching-learning process based on it was not clear. A teacher said that human rights and the human

rights perspective are the same. On asking if she uses the human rights perspective in teaching, she did not say much and only said, “*haan karti hu. Main sabko samaan samajhti hu or jaatipaati ka bhed nahi karti.*” She restricted her notion of the human rights perspective-based teaching only to marginalised communities and their rights. Another teacher said that she uses the human rights perspective in teaching. She said that learning is the students’ prime rights and she make them learn. Her response seemed, as if she has something and is giving that to the learners. Though many teachers accepted that students should get full respect in class, most of them were unaware of the actual meaning of a human rights perspective. Their understanding was limited to human rights and the Human Rights Education.

Dealing with Critical and Sensitive Issues

Dealing with critical and sensitive issues is quite challenging for the teachers, at every level, and it becomes even more challenging at the school level. Some of the teachers said that it is important to be conscious, while teaching some sensitive issues. One teacher mentioned examples, such as the *Godhara* incident and the attack on a *Gurudwara* in Amritsar and said that the students had started to discuss such issues amongst themselves and the discussion was grounded

on religion-based discrimination. He said that it became very difficult for him to handle that class. He, also, expressed his helplessness in dealing with such issues in the class. “*kitaabo mein to pata nahi kya kya likh diya gaya hai, jinhone likha hai vo aakar padaayen to unko pata chale ki in muddo ko kaise padhana hai.*” He was very uncomfortable in teaching some issues given in the Social Sciences text books related to religion and caste.

Equal Opportunity for Students

All the teachers said that they provided equal opportunities to everyone in the classroom processes, without any kind of discrimination. One said that he always keeps in mind that there should not be any kind of unfairness to the students, in terms of marks and other areas. He also, said that he takes care of language and social issues while teaching but he could not state any example as to what kind of language and issues he was referring to. He did not respond much asked about a human rights based perspective in teaching. Another teacher said that she always tries to be fair to all students. She said that she does not have any favourite student, like other teachers. She said, “*mere mann mein to koi bhed bhav nahi hai kisi bhi jati ya samudaye ke bache keliye.*”

Humane Teaching

All the teachers said that they taught very humanly. One of them

mentioned using the humanitarian approach in classroom teaching. He explained this saying that teaching is a two-way process and depended upon the ability of both the teachers and students. He said that if one respected the student's way of learning and understanding, his or her ideas, and provided space to them, then the pedagogy was based on human rights. He also accepted that his way of teaching is unconsciously humanitarian. He said that some students are very naughty and one have to be naughty with them, to some extent. He meant scolding, not beating. He said that, sometimes, he scolds the students, but not harshly.

Methods of Teaching

The knowledge of different teaching methods and using them in class is quite important for teachers. But, a majority of teachers said that they only use textbooks. They ask students to read the book and then explain whatever is read out. One of the teachers said that, generally, he uses the textbook, but sometimes, he brings some newspaper cuttings to the class to start a discussion, but that happens very rarely. He said that, sometimes, he does issue-based teaching, picking up an issue, and talking about it and relates it to the topic. Teachers favoured textbook methods as it is easy, convenient and time saving.

A teacher said, "*zaroori to ye hai ki students seekh jaye. Ye sab private schools ke drame hai, warna hum bhi*

to padhkar aaye hai or theek thaak padhein hai. Agar sab bache hi kar sakte to hamari kya zaroorat hoti." She said that whatever method is used, it should be used effectively and she said that she uses the textbook effectively.

Punishment

Punishment does not help students to learn anything, instead, it creates problem in the development of the children. Though no teacher clearly said that they beat students but yes, to some extent, they accept that sometimes they have to be strict. One teacher accepted that sometimes when students were out of control, he reacted and sometimes beat them but not harshly. He said, "*kai baar darana padta hai. Waise to sarkar ne hamare hath bandh hi rakhe hai.*" Another teacher admired the teaching during his school days and said that her teacher used to beat them if they did not complete their work. That was a time when there was discipline, now everything is the opposite. She said, "*aaj to hum kisi bache ko hath lagana to dur, kuch keh bhi nahi sakte or bache hamari sunte nahi to kaise kam chalega?*" (Forget about touching, we cannot even say anything to a child when they do not listen to us, then how will it work).

Authority in Class

On asking what important things the teachers kept in mind when they went to class, one said that he enters the class full of attitude and

with a feeling of authority. He does this because he feels that, if he would not do so, the class may not listen to him. Therefore, to avoid unwanted behaviour, he behaves thus. He, also, said that most of the time, immediately after entering the class, he asks students to write, whatsoever he wrote on the board, so that they are busy and do not make any noise in class. On the same lines, another teacher said, *“main jyadatar class mein thoda raub ke sath jati hu. Par iska matlab ye nahi hai ki main authoritative behaviour karti hun. Main maanti hun ki thoda to teacher ko strict hona hi padega.”* She admitted that she loses her temper and shouts on them, sometimes, if the students do not listen to her in the class, but it is very rare. She said that she, later, feels bad about her behaviour.

The Students' Respect

It, clearly, came out that most of the teachers felt that the students must be respected in class and their voice should be heard. One teacher said, *“bachon ki baatein sun ana ek teacher ke liye bahot zaruri hai”* (listening to students is essential for a teacher). The teachers said that they do respect the students by giving them equal opportunities in class. One teacher mentioned that she sees this as a reciprocal relationship, where teachers respects students and the students respect teachers. One teacher said, “Child-centered teaching is teaching based on a human rights perspective. She said,

“If one will make their class child-centered, gradually, all rights will be respected.”

Discipline

The teachers' understanding from the discussions clearly shows that discipline is important for the class and for teaching, but no sufficient ideas or arguments were given to show how discipline could be developed, except by scolding and beating. The teachers said, *“sarkar ne to hamare hath bandh rakhe hai to hum discipline kaise la sakte hai. Or jo sab ho raha hai woh to aap dekh rahe hai”* (there are lots of restrictions on us, how can we maintain discipline and the rest you can see, what is happening). Another teacher said, *“hum jab school mein the tab discipline hota tha, dar rehta tha ki teacher daante ya marengay. Usi ka parinaam haiki hum aaj safal hai. Aaj to hum kuch keh bhi nahi sakte to discipline kaise ayega”* (there was discipline in our school time, we always thought that teachers will scold or beat us and as a result we are successful in life. These days, we cannot even say anything, then how will there be discipline). The teachers' idea of discipline was the same as that in the army. How self-discipline can be promoted was not discussed amongst them. They felt that beating and scolding were the only ways to establish discipline.

The Teachers' Role

Different kinds of responses came up, with reference to the teachers' role.

The teachers said that respecting students is very important in class. One of them said that the role of the teachers is to create a child-centered classroom. But, some responses are quite different *“teacher ka ye bhi role hai kivo class mein discipline banake rakhe or iske liye thoda harsh or strict hona hi padta hai.”* Another said, *“class maintain karna zaroori hai nahi to Principal sunate hai. Sara time to isi me jata hai”* (it is important to maintain discipline in class, otherwise the principal objects. The whole time goes in doing this).

Thus, the teachers had mixed reactions, where some said that making the class child-centered is the role of a teacher, while others said that it is important to do all this but, mostly, they just maintain the class decorum and cannot do anything more important for the students' learning.

CONCLUSION

The interviews, regarding classroom practices and incorporating human rights perspective in pedagogy, show that there is a huge difference between what teachers think of human rights as a concept and how they understand human rights perspective based pedagogy. Various issues and concerns have emerged from the analysis. Interaction with teachers show that students have very little space to say things as per their understanding. Analysis of teachers views also do not show any active participation of learners in

class. They are there in the school, just for the sake of attending class. The teacher's authority seems to be supreme in class. Teacher did not register their interest in learner centered class and mostly talked about teacher fronted classes, which obviously provides very less space for context-based-teaching-learning-process. This indirectly, rejects the authority of learners in classroom. Interaction also revealed that many teacher face problems in dealing with sensitive issues. Not only this, sometimes they avoid teaching such issues. They argued that they have not been given any training for dealing such controversial issues. They used to deal sensitive issues with insensitively. The teachers' inability and lack of knowledge was clearly visible in their responses. Their biased understanding creates more problems, as far as sensitive issues were concerned. Such attitude may develop negative attitude in learners as they are not given appropriate space to explore and understand social science issues rather readily available description are given to them. The classroom practices were explained as centric to examination only and to complete the syllabus of a particular term in time. It was clearly visible that teachers did not have faith in their learners' abilities. That is why, information usually given to them without giving them opportunity for reflective and critical thinking.

Human rights perspective based pedagogy provides learners space to think critically and construct actively with respect, agency and collaboration without any kinds of discrimination and biases, neither for learner, learning

and knowledge nor about self (teacher), systemic practices and context. For this, empowered teachers who believe and have faith in humane society can contribute in developing human rights perspective based pedagogy.

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Mental Health Status of Adolescent Students of Government Schools of Kamrup (Metro), Assam

Evidence for Action Plan

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AND DULUMONI DAS**

Abstract

Child and adolescent mental health is a crucial issue worldwide in the present times. This study is aimed at assessing the prevalence of mental health issues and its determinants among the adolescents studying in government schools of Kamrup (Metro) district of Assam, a north eastern state of India. The data collected from 1839 randomly chosen students from 101 government schools have been assessed on the basis of scores obtained in the standard GHQ-28 study tool and subsequent statistical analysis. The results suggest an overwhelming presence of psychological distresses among the adolescents, the proportion being more in girls than boys. Academic proficiency of students and occupations of fathers showed significant association with the levels of mental health problems (p -value <0.05). Categorical analysis of manifested symptoms revealed that more than 80% of the adolescents suffered from somatic symptoms followed by anxiety and insomnia (66%). As unaddressed adolescent mental problems continue onto adulthood, hence it is of utmost importance that due cognizance is given to this problem by the concerned authorities. Some triggering factors have been identified and remedial measures suggested, in this study.

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INTRODUCTION

Adolescence, a period of transition from childhood to adulthood is defined by World Health Organization (WHO) as the age group spanning from 10 to 19 years. Many biological, psychological and social changes take place during this period (Cuhadaroglu, 2018). This proves to be heavy on their mental well-being and several important public health and social behavioural problems either start or peak during these years due to stress and strain. The risk factors for adolescents' psychological problems include the task of acquiring a sense of identity, perplexity during the development of gender identity, low self-esteem and inability to develop social skills, problems with peers, struggles in academic achievement, sexual abuse and unprotected sexual relations, unacceptable behaviour in the family, intrafamilial violence and confusions arising due to immigration, discrimination and globalisation (Cuhadaroglu, 2018). The developmental transition makes teenagers vulnerable to environmental, contextual or surrounding influences and leads to increasing prevalence of mental or psychiatric disorders as evident in available literature (Kuppili and Nebhinani, 2020; Nebhinani and Jain, 2019; Thakur et al, 2018; Kaplan et al, 1984; Graham et al, 1973).

Mental health is an important determinant of one's integrated personality and balanced behaviour and enables an individual to use one's

cognitive and emotional capabilities to meet the ordinary demands of everyday life. In this regard, family and school are the primary social environments where the children fulfil their physical, mental and cultural needs. Thus, an urgent need of the hour is to address adolescent mental health in our country not only to form policies and programmes but also to generate public awareness of mental health issues and mobilise social support. Moreover, in countries where the adolescents form a large part of the population as in India (Cuhadaroglu, 2018), it is extremely important that their overall well-being is given cognizance to secure a better future for the entire country.

World Health Organization (WHO) in 1977 recommended that every country should have a National Plan for Child Mental Health. However, Shatkin and Belfer (2004) reported that only 18% countries (35 of 191) had mental health policies, which might have some beneficial impact on children and adolescents (Zhou et al, 2020). In India, the National Health Policy (2002, 2016) and the National Mental Health Policy (2014) provided little emphasis on the mental illness among the young population. Some programs, such as the National Mental Health Program and District Mental Health Program, are providing basic psychiatric care to the population in general without special emphasis on CAMH (Murthy, 2007; Hossain and Purohit, 2019). In India, various schemes, models

and programs have been initiated by NIMHANS and other institutions under School Mental Health Services (SMHS) which have been successfully adopted by the states of Kerala, Karnataka and Goa. However, SMHS is still at an infantile state in India (Kuppili and Nebhinani, 2020).

Hence, the present study has been undertaken to assess the scenario of mental health status of the school going adolescents of the Government Schools of Kamrup (Metro) district in Assam as attention to adolescents' risk behaviour can help in facilitating prevention and early intervention in the state. The prevalence of mental health issues among adolescents, the demographic factors associated, the trigger points and the measures that can be taken to assuage the situation and strengthen the future generation have been considered in this paper.

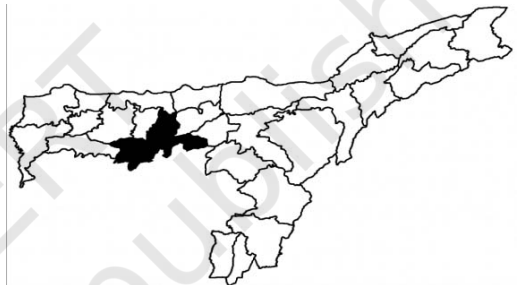
OBJECTIVES OF THE STUDY

1. To assess the state of mental health among the school going adolescents in the study area.
2. To determine the variation in the mental health status among the adolescent girls and boys in the selected schools and understand the causes responsible for these mental health problems and disorders.
3. To determine the roles of education and health departments, educational institutions and family in dealing with the mental health related problems in our study area.

4. To suggest remedial measures for the identified problems.

AREA OF STUDY

This study was conducted in the Kamrup (Metro) District of the State of Assam in north-east India covering an area of 1527.84 sq km, with its headquarters at Guwahati and a population of 1,253,938 (2011 census). The location of the district within the state of Assam is shown below.



METHODOLOGY

1. Study design

The study was conducted in all the 101 (one hundred and one) government schools situated in Kamrup (Metro) district of Assam. The Principals of the schools were approached and proper permission was taken to conduct the study. In each school, at least 5 students were selected from each of the Classes VIII, IX and X of age spanned from 11–19 years by the method of random selection to make a group of 15, with the cooperation of the class teachers. Primary information was collected from 1839 students, both

boys and girls, through structured questionnaire method. A team of field investigators were trained for this purpose with the help of professional psychologists.

2. Study tools

The study tools used were the standard General Health Questionnaire 28 (GHQ 28) along with a specially designed questionnaire on demographic profile including basic information on age, gender, religion and community, educational level and proficiency of the student along with information on the family type and occupation of parents. These questionnaires were translated into the local Assamese language to increase the scope and reliability of the study.

The GHQ 28 is considered appropriate for research purposes for evaluating the effect of the psychosocial interventions on well-being as it is an appropriate tool to capture emotional stress (Goldberg and Williams, 1991). The GHQ 28 requests participants to indicate how their health in general has been over the past few weeks, using behavioural items with a 4 point scale indicating the following frequencies of experience: "not at all", "no more than usual", "rather more than usual" and "much more than usual". (Goldberg and Hillier, 1979) The scoring system applied in this study is the Likert scale 0, 1, 2, 3 (Likert, 1932). The minimum score for the 28 version is 0, and the maximum is 84. Higher GHQ

28 scores indicate higher levels of distress. Items were selected to cover four main areas: somatic symptoms (Sadock et al, 2015; Goldman, 1984), anxiety and insomnia (Sadock et al, 2015), social dysfunction (Sadock et al, 2015) and severe depression (Goldberg and Hillier, 1979).

3. Statistical methods

The Statistical Analysis of the information collected through the submitted General Health Questionnaires 28 (GHQ 28) and Demographic Profile questionnaires was executed with SPSS (Statistical Package for the Social Sciences) version 20.

The scores obtained in our study were compared with respect to age, gender, class, religion, caste, and academic performance of the students.

The Chi-square test for independence of attributes (Gupta and Kapoor, 2011) was applied to determine the association of the status of mental illness with the factors viz. gender, caste, religion, class of study and academic proficiency of students. The significance of the effect of the fathers' occupations on the mental state of students was also considered. In all cases, P-value ($p < 0.05$) is considered as statistically significant at 5% level of significance.

RESULTS

Out of 1839 students of 101 government schools under our study area, 993 (54%) were boys and 846

(46%) were girls of ages from 11 to 19 years as distribution shown in Table 1 below.

Table 1: Distribution of Students According to Class and Sex

Class	Males (%)	Females (%)	Total (%)
VIII	325 (52)	300 (48)	625 (34)
IX	344 (55)	281 (45)	625 (34)
X	324 (55)	265 (45)	589 (32)
Total	993 (54)	846 (46)	1839 (100)

The GHQ 28 records a minimum score of 0 and a maximum score of 84. In our study, the students secured scores from 0 to 70. With consultations with psychologists, we have further divided the scores between 24 to 84 in three levels viz.

Scores 24 – 40: mild psychiatric ailment

Scores 41 – 60: moderate psychiatric ailment

Scores 61 – 80: severe psychiatric ailment

Study of Demographic Characteristics and Status of Mental Health

The collected data revealed that 715 boys and 660 girls reported to have some elements of mental illness as per the GHQ 28 as they had scores above 23. This marks the prevalence of psychological distress of adolescents in the study area at an alarming 75%.

Subsequent statistical analysis, we came to the following results—

Table 2: Demographic Characteristics and Status of Mental Health

Demographic characteristic		% of students				Chi-square value	p-value (5%)
		No mental illness	Mild mental illness	Moderate mental illness	Severe mental illness		
Gender	Males	28	55	16	1	13.01	0.005
	Females	22	54	23	1		
Caste	Unreserved	26	56	17	1	11.362	0.252
	OBC/ MOBC	20	56	23	1		
	SC	23	56	20	1		
	ST	24	53	22	1		
Religion	Hinduism	25	54	20	1	5.768	0.45
	Islam	22	58	19	1		
	Christian	08	66	26	0		
Occupation of father	Farmer	36	56	08	0	21.544	0.043
	Carpenter	30	47	22	1		
	Driver	28	51	20	1		
	Job	34	50	16	0		
	Business	16	58	25	1		

Gender

It was observed that only 28% of male students and 22% of female students had scores below 24 in the GHQ-28 test. This infers that 72% of male students and 78% of female students have some degree of mental imbalances and can be termed as psychiatric patients according to Goldberg, which is quite alarming. As per the classification shown above, 55% boys and 54% girls fell in the mildly psychiatric category, 16% boys and 23% girls belonged to the moderately psychiatric category while only 1% each of boys and girls had severe psychiatric ailment.

Our analysis showed significant difference between boys and girls with respect to the status of mental health (p -value < 0.05). Class wise analysis revealed that though the difference of mental status with respect to gender was not significant for Class VIII (p -value = $0.782 > 0.05$), there was significant variation between the status of mental health amongst boys and girls for Class IX (p -value = $0.000 < 0.05$) and Class X (p -value = $0.032 < 0.05$).

Caste

In the study sample, 51% of the students belonged to the General (unreserved) category, 24% belonged to Other Backward Classes (OBC/MOBC) category, 11% were Scheduled Castes (SC) and 14% were from the Scheduled Tribes (ST) category. Of these, on an average 25% of the students in each category

were completely free of mental disorders while 54% on the average had mild psychiatric illness, 20% had moderate psychiatric illness while 1% of students of each category showed severe symptoms. It could be seen that the scores were almost uniform over the different castes thus showing that the effect of mental illness among school going adolescents is independent of their castes.

Religion

Of the surveyed students, 84% were Hindus, 14% were Muslims and only 2% were Christians. 25% of Hindu and 22% of Muslim students were free from mental problems whereas only 8% of Christians were in this safe zone. However, it was observed that religion had no affect on the status of mental health of the students (p -value > 0.05).

Mother tongue

Majority of the students (70%) were Assamese followed by Bengali (19%), Hindi (4%). Boro and Nepali students each constituted 2% of the students while there were 1% each of Garo, Karbi and Manipuri students.

Occupation of father— Our study revealed that the students belonged to households where the fathers were mostly farmers, carpenters, drivers, businessmen or those with salaried jobs. The mothers were primarily housewives. The majority of students showing no mental illness were children of farmers and salaried persons while

the highest percentage of children with mild to severe mental illness were found to belong to households in business. The states of mental health of the students belonging to various occupational backgrounds of the fathers were found to be statistically significantly different (p-value < 0.05).

Study of Academic Characteristics and Status of Mental Health

Mental status with respect to class and academic proficiency of the students are mentioned in Table 3.

On the other hand, academically bright students who were placed in Division I showed better states of mental health while the proportion of students securing Divisions II and III were more prone to having mild to moderate psychiatric illness. This disparity was found to be statistically significant (p-value < 0.05).

Study of Mental Health of Adolescents with Respect to the Categories of Anomalies

In the GHQ 28, under every area mentioned in study tools, there are 7 questions with scores ranging

Table 3: Academic Characteristics and Status of Mental Health

Academic characteristic		% of students				Chi-square value	p-value (5%)
		No mental illness	Mild mental illness	Moderate mental illness	Severe mental illness		
Class	VIII	27	56	16	1	11.387	0.077
	IX	26	54	19	1		
	X	22	54	23	1		
Proficiency	Div I	45	38	17	0	18.578	0.005
	Div II	33	58	8	1		
	Div III	20	50	29	1		

It is observed that the students of Classes VIII, IX and X were more or less equally distributed over the different stages of mental state. Though the percentage of students free from psychiatric illness was lower among Class X students, the difference was statistically not significant at 5% probability level on performing the Chi-square test (p-value > 0.05).

from 0 to 3 for each question. Hence, under every symptom, scores ranged from 0 to 21, and with consultations with psychologists, the scores could again be subdivided into intervals in accordance with the severity of the condition. A score greater than 6 revealed the presence of the particular symptom in a student. The results obtained can be summarised as follows—

Table 4: Presence of the Different Categories of Mental Anomalies According to Class and Gender

Categories of symptoms	% of students showing the presence of the symptoms								
	Class VIII			Class IX			Class X		
	M	F	T	M	F	T	M	F	T
Somatic symptoms	80	84	82	78	92	85	83	90	86
Anxiety and Insomnia	81	67	74	59	74	67	51	62	57
Social dysfunction	42	47	45	43	50	47	54	47	51
Depression	36	35	36	34	39	37	37	38	38

* M = Male, F = Female

The presence of somatic symptoms is extremely marked (> 80%) followed by anxiety and insomnia (66%). Social dysfunction has been reported in approximately 50% students in all the classes while the presence of depression is comparatively lower. A greater percentage of Class X students reported having somatic symptoms, social dysfunction and depression as compared to Classes VIII and IX while a higher percentage of Class VIII students reported suffering from anxiety and insomnia.

In all the classes, girls reported presence of more somatic symptoms than boys. Though in Classes IX and X, more girls reported having anxiety and insomnia, the case was reverse in Class VIII. In case of social dysfunction, though a higher percentage of girls reported presence of symptoms in Class VIII, the picture reversed in Classes IX and X when such symptoms became less prominent among girls. Depression was observed in fewer students, the proportion being more or less uniform in both the sexes.

DISCUSSIONS

Mental Health Perspectives of Adolescents in the Study Area

The crucial issue of mental health of school going adolescents has not received its due importance in most of the Indian States. This is especially true in case of the Government schools in India. This has been corroborated by several studies in different Indian states (Nebhinani and Jain, 2019; Malhotra and Chakraborty, 2015; Patel et al, 2008). The situation is no different in Assam. The 101 government schools included in this study were also lacking in providing adequate mental health care to the students.

It has been reported that globally, 10-20% of adolescents suffer from psychiatric illness, and about half of the psychiatric illnesses have their onset before fourteen years of age (Kuppili and Nebhinani, 2020; Nebhinani and Jain, 2019). Even the World Health Organization has said that one in six (i.e., 17%) adolescents suffer from mental illness in their

report on Adolescent Mental Health, 2019. In our study, as per the GHQ 28 score criteria, a whopping 75% of adolescent children fell under the category of mental illness. However, if we consider the students under “mild mental illness” to be non psychiatric, the percentage of students falling under the moderate and severe categories would be 371 i.e., 20%. This would be more in conformity with contemporary studies. This point could be considered as the students might have over emphasised their psychological conditions while answering certain questions of the GHQ 28. But, the proportion is still at the upper limit of the accepted prevalence rate thus confirming an alarming situation as regards the mental health status of the school going children of the government schools of Kamrup (Metro) district in Assam. However, in a study by Malhotra and Patra, (2014), the prevalence of psychiatric illness was found to be 23.3% in the school setting in India and of 33.7% among urban school children in Tamil Nadu, in particular.

Gender and Mental Health

Our study showed girls to be at a greater risk of mental illness, the difference in manifestations of symptoms between girls and boys being statistically significant. Such observations have also been expressed in studies by Chauhan et al (2014) and Chakraborty et al

(2016) conducted in Uttar Pradesh and Mangalore respectively. However, in the study by Costello et al (2003), the prevalence was more among adolescent boys while Hanspal et al (2019) found no difference in the occurrence of mental disorders with respect to gender. Our result clearly shows the presence of stereotypical mental frame among the people even in urban areas of Kamrup district of Assam. Males are always fortunate to enjoy the prime attention and this would definitely have an effect on the female psyche. This obviously affects the girls, even though some of them are very brilliant and sincere in their studies. This is in tune with a study conducted in Madhya Pradesh by Behera (2019).

It is expected that girls would show more of somatic symptoms, anxiety and depression while boys would manifest behavioural anomalies resulting in social dysfunction. However, the presence of somatic symptoms is markedly high for both girls and boys in our study. It is accepted in literature that adolescents are more conscious of their bodies and bodily reactions, whereby their emotional distress manifests as physical ailments. Somatic symptoms are also highly correlated with anxiety and depression (Poikolainen et al, 1995; Jansens et al, 2014). The levels of anxiety of the students in our study seemed to decrease as they reached Class X. Maybe the increase in age and academic standard might help

in bringing a sense of confidence in some of the students. Nevertheless, the presence of symptoms of anxiety and depression was apparent in our study sample. So was the presence of social dysfunction which is very much expected as social withdrawal is an aftermath of having somatic symptoms, anxiety or depression. While girls have a tendency to be social, adolescent boys are more prone to withdraw into their own cocoons.

The Causes Affecting Mental Health in Adolescents

There was significant difference between the mental health states with respect to the academic proficiency of the students. The brighter students were more stable mentally and relatively free from psychological problems.

It was seen that the home environment and inter relationships within the family were important factors. A disciplined household with simple yet strong values nurtured balanced children as in the cases of farmers and salaried parents. Business has its ups and downs and the inherent uncertainty and subsequent discord within the household percolates to the children making them anxious.

The more distressing fact was that the parents were unaware of the turmoil their adolescent children were experiencing. Nor were the teachers aware of the inhibitions, the

behaviour problems or the confusions and distress of the students, especially those with mild symptoms. Even if some teachers did notice behavioural oddities in students manifesting moderate to severe symptoms, they were not adequately equipped to address the problems. Their inadequate responses could sometimes aggravate the conditions of stress in the adolescents. Even when they live in perfect conditions, they might face unexplained confusions which might get exponentially multiplied in the presence of stressors at home or in school. In our study too, students complained of pressures due to peer rivalry, sibling rivalry, conceived favouritism by teachers and parents, neglect or over protection by parents and teachers, lack of congeniality among parents, illness and injury in the family, financial problems, alcoholism and domestic violence. There were instances of students being hurt in romantic relationships or being obsessed with their appearance and desirability that may destabilise their equilibrium. These symptoms are in line with the study by Poikolainen et al (1995). Students also reported a feeling of "hopelessness" due to inability to perform as expected in academics or sports. Whatever the situation, instability in mental well-being sets in, and can persist in the adolescents, to pose bigger challenges in their adulthood, if not addressed timely.

Remedial Measures and Roles of the Different Catalytic Agents

From the above discussion, it is apparent that family members of the adolescents, the teachers and educational institutions, the conscious public and the Departments of Health and of Education of the Government of Assam all have their parts to play in alleviating the mental health situation of the future of our state.

Initiatives on SMHS such as school health program, teachers' orientation program, student enrichment program, and school-based campaigns which are being conducted by NIMHANS, Bengaluru and other SMHS schemes as reported by Kuppili and Nebhinani (2020) could be taken as examples and tailored to suit the adolescents of Assam.

Some suggestions on measures that can be taken by the school, family and the society, in cooperation with the Government, are as follows—

- The Heads of the Educational Institutions should be made aware and motivated to give due credence to the crucial issue of mental health of the students.
- Awareness on concept and issues of mental health could be incorporated in the school curriculum, as a course or as a topic in the syllabus.
- The schools should arrange for periodic assessment of physical and mental health of the students by professionals.

- Teachers are required to be given awareness on psychology of children and adolescents and the ways to observe them and deal with them on a regular basis.
- Teachers could be given training to observe irregularities and to address the milder symptoms in the students so that their problems do not aggravate.
- Counselling sessions by professional psychologists on a regular basis.
- Awareness programs could be made mandatory for the parents where they are given the adequate knowledge for assessing and dealing with their adolescent children's emotional and other needs through a positive environment at home. There should be interactions between teachers and parents on a one to one basis at regular intervals to discuss about an adolescent's behaviour, interests and activities.
- Local NGOs and conscious citizens can take the initiative in addressing this vital issue and help out the schools in this endeavour.

CONCLUSION

There has been an alarming rise in mental disorders all over the world during the last few decades. To attend to this problem, it is imperative to assess the state of mental health in the

different sections of the population. Child and Adolescent Mental Health (CAMH) is a major concern which the World Health Organization (WHO) is trying to address by giving a clarion call to all nations of the world. The awareness on the need to save our future generation from mental instability is slowly rising and many studies have been conducted on the status of mental health of children and adolescents and policies have been framed accordingly. The Indian situation has also been found to be quite disquieting and several School Mental Health Services (SMHS) models are being floated for adoption. However, only the States of Kerala, Karnataka and Goa have been reported to have actively adopted SMHS schemes till date.

In view of the above, an endeavour has been made in this paper to assess the mental health scenario of the school going adolescents of Kamrup (Metro) district of the state of Assam. The school and family environments are playing pivotal roles in addressing this issue of mental health in adolescents. Manifestations in the form of somatic symptoms, anxiety and insomnia, social dysfunction and depression could also be gauged from the study. However, it is to be noted that the GHQ-28 primarily gives us an indication of the presence or absence of psychiatric illness in an individual. It is necessary to supplement it with further study tools to understand

the exact nature and severity of the conditions. The authors propose to carry out further relevant tests in the study group in the near future.

Nonetheless, it is essential that the issue of mental health of adolescents, in the study area, is considered with extreme seriousness by the Government, the authorities of the educational institutions, the teachers, family members and the conscious citizens. The study recommends remedial measures such as spreading awareness on the issue, training educators and parents to understand and deal with the situation, urging socially conscious citizens to lend support and cooperation to this cause over and above the particularly crucial Government interventions, policies, and adoption and execution of SMHS schemes. It is the need of the hour to help create a healthy environment now for our younger generation to grow up into mentally sound, balanced and capable adults and thereby build a healthy society in the future.

ACKNOWLEDGEMENT

The authors would like to acknowledge the immense guidance, help and support offered by Consultant Psychologists Dr Sangeeta Goswami, Meenakshi Barthakur and Sandamita Choudhury from MIND India Institute of Positive Mental Health and Research, Guwahati, in carrying out this research.

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Conceptualisation of Social Justice Model as an Advanced Framework of Inclusive Education

Tracing the Trajectory

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Abstract

Inclusion is based on the ideology that all children belong together and therefore, educational systems must respond to the diverse needs of all learners and ensure participation of all students in their learning. The systems not only should be responding, but acknowledging, accepting and celebrating diversity of all kinds so that every individual of the group feels accepted, safe and empowered. Traditionally, the theoretical framework of inclusion is derived from the field of Special Education wherein, the paradigms have shifted from the flawed Medical model to the Social model. This paper tries to conceptualise Social Justice Model as an advanced theoretical framework of Inclusion. It traces the trajectory of policies and social processes, prejudices and dysconsciousness prevailing in Indian society, specifically pertaining to CWSN and Transgender persons. Thereafter, an attempt has been made to elaborate on the rationale and dimensions of Social Justice as an apt model for Inclusive Education.

INTRODUCTION

Inclusive education is based on the philosophical premise that all children

belong together and there is no reason whatsoever to classify and label them and put them separately in different

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organised groups and celebrating the diversity among all children irrespective of their ethnicity, class, caste, religion, linguistic background, gender, socioeconomic status, sexual orientation and ability. There is a history of many communities who have been marginalised socially, economically, educationally and culturally in India as well as all over the world. Excluded sections in Indian society comprises of people from specific classes and castes (SCs, STs, *Dalits*, *Adivasis*), ethnic backgrounds, religious minorities, children with special needs (CWSN), girls and transgender or third gender (known as *hijra* community). In addition to these, India Exclusion Report (2014) has given the following other categories of highly excluded children— street children, children without adult support, children in conflict with law, child workers, children whose parents are in stigmatised occupations for example, sex work, manual scavenging, waste-picking, HIV positive children and children of HIV positive parents, migrant children, children from nomadic and semi-nomadic tribes and children in conflict affected areas.

Provisions with respect to Excluded Castes, Class and Children with Disabilities

Since independence of India in 1947, for CWSN, medical and/ or charity models of disability have guided the policies of government from time to time which, generally,

are deeply embedded and focused on medical intervention in the form of treatment and rehabilitation to cure the ‘disease’ or the ‘problem’. The medical model has been severely criticised since it accords a less-than-human status to people with disabilities and the focus is entirely on to ‘normalise’ them; so the onus is entirely onto the person with disability to conform to the ‘accepted norms of normality’. Therefore, the focus was always on what the person cannot do rather than on abilities or capabilities. If we analyse policy documents since Independence, right from Kothari Commission (1967), National Policy of Education (1986) and Programme of Action (1992), Integrated Education for Disabled Children (IEDC) Scheme (initiated in 1974 and revised in 1992), Sarva Shiksha Abhiyan (SSA) (initiated in 2000-01), The Mental Health Act (1987), Rehabilitation Council of India Act (1992), The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act (1999) were more or less focused on the medical model of disability. The act which recognised the multi-faceted nature of disability and not only provided for education but also for employment, creation of barrier-free environment, social security etc was the Persons with Disabilities— Equal Opportunities, Protection of Rights and Full Participation (PWD) Act 1995 (Realising UNCRPD, 2011).

A landmark move in recognising inclusion as a social construct based on social prejudices, barriers and oppressive structures was India's ratification of United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in 2007. Rights to Education Act (RTE, 2009) which provides for free and compulsory education of children up to 14 years of age is the most important landmark in recognising education as a fundamental right and provided for a reservation of 25% seats in private schools for children from Economically Weaker Sections. But this act was severely criticised on the grounds that it does not sufficiently provide for the needs of children with special needs, which was rectified by the RTE Amendment Act, 2012. The Rights of Persons Disabilities Act (RPWD, 2016) which repealed the PWD Act, was drafted to fulfill the obligations of the UNCRPD. But, its implementation has been deficient in majority of states as pointed in the report 'Two years of The Rights of the Persons with Disabilities Act, 2016, Status of Implementation in the states and UTs of India' (2018).

Provisions with respect to Transgender or Third Gender

Transgenders, whose population, is estimated to be around two million in India, are one of the most excluded sections of our society. The Transgender Persons (Protection of Rights) Act, 2019 defines 'transgender person' as a person whose gender does

not match with the gender assigned to that person at birth and includes transman or transwoman (Whether or not such person has undergone Sex Reassignment Surgery or hormone therapy or laser therapy or such other therapy), person with intersex variations, genderqueer and person having such socio-cultural identities as *kinner*, *hijra*, *aravani* and *jogta*. Though, historically, they have been an important part of Indian culture with societal approval and respect as depicted in ancient Hindu scriptures and during the Mughal reign where they could rise to significant positions. However, under the British rule, when the Criminal Act 1871 categorised the entire transgender community as "criminals" who were "addicted" to committing serious crimes, their status in the society fell significantly and they were arrested for dressing in women's clothing or dancing or playing music in public places, and for indulging in gay sex (Pandey, 2014). In 1949, this law was repealed, but their status did not improve. They have been known to being abandoned even by their own families or given away to transgender communities as babies. Further, laws like the Section 377 of the Indian Penal Code, State level Beggery Acts, and otherwise non-recognition in the eyes of law made them an entirely excluded section without having any rights of education and subsistence, not allowed to beg and being exploited by the law enforcing bodies in case of earning their livelihoods by

prostitution. Therefore, exclusion and marginalisation of the transgender community continues and they are bereft and ignorant of their social, economic, educational and other rights. A historic judgement came in 2014, when the Supreme Court of India recognised transgenders as the 'third gender' and ordered the government to provide quotas in jobs and education in line with other minorities, as well as key amenities by considering them as socially and educationally backward sections of society (Pandey, G, 2014). The Transgender Persons (Protection of Rights) Act, 2019 was passed on 5th December, 2019 which prohibited discrimination against any transgender person in educational institutions, employment or occupation, healthcare services and gave people the right to have self-perceived gender identity. The Act also talks of inclusive education but does not provide reservations in jobs as per Supreme Court ruling. There are not too many studies on their status of education, but transgenders have conceded that high-school years and beyond are terrifying. The experiences of adolescent transpeople (at a time when it becomes evident that they are 'different') include being segregated, harassed, bullied and even sexually abused by both teachers and students (India Exclusion Report, 2014). The move towards Admission forms giving option for the third gender is a recent happening, but it has been seen that enrolments are

almost non-existent. According to a news article published by News18 in Dec., 2019, there is absolute no mention of transgenders in records generated by All India Survey on Higher Education till 2018-19. Also there are no transgenders at any teaching or non-teaching positions in the records. However, it has been mentioned that many transgender may have enrolled either as male or female due to social stigma attached and getting people to enrol in the category would be a huge progress.

DYSCONSCIOUSNESS AND INCLUSION

The above discussion sufficiently proves that there is a lot of negative attitudes, beliefs and practices among people about all of the excluded and backward sections, a phenomenon which can be put under the concept of 'dysconsciousness'. Dysconsciousness refers to an uncritical habit of mind (including perceptions, attitudes, assumptions, and beliefs) that justifies inequity and exploitation by accepting the existing order of things as a given. This cognitively limited mode of thinking shapes one's identity and distorts one's consciousness—that is, one's awareness and sense of agency (Banks, J A in Encyclopedia of Diversity in Education, 2012). These perspectives of dysconsciousness distort the understanding of people towards issues of equity and justice. These practices are perceived as 'a given' and are followed and passed on from generation to generation

with teachers being no exception. These instances of dysconsciousness inform the basic ideology of teachers and they are further transmitted, reinforced and passed on through the processes of education. India Exclusion Report, (IER) 2014 has highlighted the following instances of injustice and prejudices, the foundations which can be traced to prevailing dysconsciousness in our society and education system.

Hidden Curriculum

The children learn not just the intended learning outcomes, but also the inherent societal structures and practices which reinforce casteism and gender stereotypes as manifested in seating arrangements, rewards, punishments, cultural practices, distribution of work etc. CWSN find themselves excluded from classroom activities because of difficulties in communication or other difficulties (Pg 18-19).

Negative Teacher Attitudes

Teachers were found to have mixed kind of attitudes towards inclusive practices. They were found to lack the orientation and professional support and often find it challenging to take care of the needs of diverse children. (Dutta, 2014). Teachers have been reported to exhibit highly discriminating, biased and exclusionary behaviour with respect to class, caste and gender i.e more stringent punishments

and pre-conceived notions for marginalised sections.

Leadership Roles

Chances of becoming 'monitors' are reserved only for privileged sections hence chances of experiencing success and power given selectively; with huge psychological consequences on development of self-concept and self-esteem.

Long-term Cascading Effects of Neglect and Ill-treatment

Because of ill-treatment, active biases, prejudices, favouritism metted out to disadvantaged children, they leave school with a negative impression throughout their life. Thus schools, which are supposed to be 'safe places'; and education considered to be the ultimate leveling factor; in fact are playing roles of furthering and reinforcing the biases and discrimination prevalent in the society (Pg 24). These, children, because of no real education continue to be in the lower rungs of society and develop a 'dysconsciousness' against schools and education; which is passed on from generation to generation.

The above discussion sufficiently proves that, until and unless efforts are made to make people move away from their existing notions and dysconsciousness, policies on paper will not work. Therefore, it makes sense that the paradigms of inclusion; which shifted from the flawed medical to the more evolved social model; must now shift to the social justice

model; since the mission for inclusive education is to address issues of social justice, inequality and human rights (Polat, 2011).

SOCIAL JUSTICE AND EDUCATION

Aim of any civilised society in the world is to provide for justice, in all its ramifications to its members or citizens. When we think of justice, it does not comprise merely legal justice. A very relevant concept in terms of a just society is the idea of social justice. None of the history's great philosophers like Plato, Aristotle, Confucius, Averroes, or even Rousseau or Kant saw the need to consider justice or the need to redress justice from a social perspective (UNO, 2006). According to Zajda, Majhanovich and Rust (2006), the term Social Justice was first used in the year 1840 by Luigi Taparelli's Azeoglio, a Sicilian priest in response to changes brought upon society by industrial revolution and the Church's position on these changes (quoted in Connor, David 2013). Taparelli asserted on the importance of rights and responsibilities of each members of society and each member contributing towards meeting everybody's needs; thus stressing on the basic principle of equality as the basic premise of social justice. Therefore, this concept is a western concept rooted in the developments and issues arising during the industrial revolution during the 20th century. During the 20th century, a revolution took place in the western

world's conception of justice— the ordinary idea of justice i.e. resolving of disputes, putting criminals in jails etc. was superseded by a new conception which focused on society as a whole (Burke, 2011). It basically originated because of exploitative practices of capitalists and it was felt that a society needed to provide for development measures to ensure upliftment of all human beings. Also known by 'economic justice' and 'justice as fairness', the theory of social justice advocates that there should be equality of power and resources in society. A society must not have concentration of power in the hands of only a few individuals. By the middle of the 20th century, social justice as a concept became an ideology of progressive thinking in social and political spheres along with conceptions such as democracy and socialism. And since 'social justice' is a demand addressed to the society and not to the individual and as it is a demand that can be met only by the state (Burke, 2011); therefore, the governments have been adopting the ideology in economics, political and educational spheres.

Social justice and its conception is a relatively new one and an under-theorised one in the field of educational studies and policy (Giwirtz, 1998); and it is only in the past 20 years or so that attainment of Social Justice is being seen as one of the aims of education and educational policies. Social justice means availability of equal social opportunities for the

development of personality to all the people in the society, without any discrimination on the basis of caste, sex or race (Ahmad and Ali, 2006).

If we look into the scenario in India, Indian Constitution provides for the ideals of social justice at number of places including the Preamble. Article 39 of the Directive Principles of State Policy lays out the role of the state in fostering opportunities for social justice and welfare, while article 45 specifically requires that it endeavour to ensure free and compulsory education upto the age of 14 years. Article 29 of the constitution provides for the protection of educational and cultural rights of minorities. Article 46 of the Directive Principles places a responsibility on the state to promote the educational interests of the weaker sections especially the Scheduled Castes (SCs) and Scheduled Tribes (STs) (India Exclusion Report, 2014). In addition, Article 14 guarantees 'equality before law or equal protection of the laws within the territory of India' to every person. Article 15(1) prohibits discrimination against any citizen on grounds of religion, race, caste and place of birth or any of them. Article 46 constitutes the heart and soul of social justice. It provides that the state shall promote with special care the educational and economic interests of the weaker sections of the society, and shall protect them from social injustice and all forms of exploitation (Ahmad and Ali, 2006).

Therefore, we see that in the eyes of law all citizens are equal and discrimination of any kind is illegal and is a punishable offence. However, inspite of the laws, discrimination and injustice is rampant as highlighted in the above discussion. The possible reasons behind this are years and years of prejudices and dysconsciousness passed on from generation to generation. In this scenario, education is supposed to play a very important role in ridding the society of its existing prejudices and dogmas.

In the following sections, the paper will try to examine the various dimensions and aspects of the concept of social justice which can be applied in education, specifically for inclusive practices. As we understand, the aims of 'Education' are seen at an individual as well as societal level i.e. bringing about an overall development and transformation in all individuals so as to build up a cohesive and a just society. Therefore, education has to be seen as a vehicle of attaining inclusion, not just only in the educational scenario but in building up an inclusive and cohesive society. What this paper is trying to stress upon is looking at education and specifically, inclusive practices as a means to attain social justice.

According to Arthur, Kristjansson and Vogler (2020) there can be two aspects with respect to Social Justice and Education—

- Social justice in education
- Education for social justice

These can be elaborated as under—

Social Justice in Education

This refers to following the principles of equity and equality in providing the access to educational opportunities for all. It covers the distributive as well as the relational dimensions of justice. Gaining access is the starting point, the more important aspects of social justice in education would take care of providing a just environment in schools without any discrimination, prejudices and exploitation, as issues of social justice are not only concerned with issues of access and distribution, but of equal participation. It does not only include things at the policy level but also how things are actually transacted on ground, the finer nuances of relationships between the stakeholders, power relations and equations. In reality, if in a hypothetical situation, all children do go to schools of similar infrastructure with equitable level of competent teachers and materials, but if the practices in the schools are of a discriminatory type, wherein not everybody is allowed to participate, then the whole idea of educating children in a just environment falls flat. As given by Palacio Avendano in 2009 'Participative parity is an interpretive ideal of social justice' (in Rowan, L. 2019, Pg. 14). Young, I.M. (2014) has conceptualised the following five faces of Oppression— exploitation, marginalisation, powerlessness, cultural imperialism, violence. So, when we are talking about social

justice in education, it has to be ensured that none of these elements should be there otherwise, education, which is supposed to play the role of a unifying agency, becomes an agency of perpetuating prejudices, discrimination and injustice. That is easier said than done. This requires value-based orientation towards ideals of social justice among school teachers and more importantly the school managements and other staff. So the entire gamut of experiences which the students experience— academic, non-academic, implicit, explicit, verbal, non-verbal becomes a part of it. Sharon Gewirtz (1998) in her widely acclaimed paper has given the following two dimensions of social justice in education; which are described as follows—

Distributional Justice

It is mainly concerned with fair distribution of materials and resources. The subject-matter of justice is the basic structure of society, or more exactly, the way in which the major social institutions distribute fundamental rights and duties and determine the distribution of advantages from social co-operation (Rawls, 1972 and Gewirtz 1998). Going by this explanations, the following can be its main elements—

- Access to schools— not limited to just access
- Infrastructure— equitable
- Availability of teachers — qualified teachers with positive attitude

- Availability of instructional material — equitable and of good quality
- Technology in and for education — equitable for all

Relational or Recognition dimension

It refers to the nature of relationship which structure society. It helps us to theorise about the issues of power and how we treat each other. At micro level— face to face interactions and at macro level, social and economic relations mediated by institutions such as state and the market; the nature and ordering of social relations, the formal and informal rules governing how members of society treat each other at micro and macro interpersonal level (Gewirtz, 1998). Therefore, we can say that it is concerned with entire environment— overt and covert, the hidden power structures, the hierarchies, issues of recognition and representation, the hidden curriculum transacted, the practices of hegemonies and imperialism involved. Chief elements in the field of education may be listed as under—

- Quality of instructions
- Quality of teachers
- Politics of education in classrooms
- Issues of equity and equality
- Power structures operating — between students and teachers, teachers and organisation, students and students, school and the society

- Homework and other assignments
- Issues of marginalisation on the basis of class, caste, religion, language, origin, looks, gender, ability
- Heterogeneity within diversity— CWSN, deprived groups etc.
- Gender and sexuality
- Fee structures
- Entry criterion

Therefore, it becomes important that appropriate sensitivities and sensibilities are developed among all people associated with the functioning of schools. This definitely is not an easy task, as this would entail getting to move away from, at times, centuries old traditions and conceptions (dysconsciousness) and to embrace new ones based on principles of equity, equality and justice. A whole set-up consisting of equitable distribution of infrastructure, availability of competent teachers across board, issues of equity and equality, technology support across institutions, availability of learning materials, social structures operating within institutions i.e. between teachers and students, between students and students, between students, teachers and management and overall social environment. It would entail celebrating the heterogeneity within institutions with respect to class, caste, religion, language, origin, gender, ability, socio-economic status and others in order to be a real inclusive institution.

Education for Social Justice

This aspect refers to treating education as a means to attain social justice; entrusting upon education system the role to act as an equalising force to dissolve inequalities already existing in society. Justice requires social arrangements that permit all to participate as peers in social life and overcoming injustice means dismantling institutionalised obstacles that prevent some people from participating on a par with others, as full partners in social interaction. (Fraser, Nancy, 2005). In order to attain this, Fraser in her highly acclaimed and referred paper *Reframing Justice in a Globalising World (2005)* has advocated a three dimensional approach—

1. Political dimension of representation
2. Economic dimension of distribution
3. Cultural dimension of recognition

Education can play a very important role in each of these dimensions. Education needs to bring awareness among all regarding their fundamental rights and duties, legal and political frameworks, concept and processes of justice, democracy, social justice, equality in the eyes of law etc. Ideological processes of nation building, character building, inculcating pride in the history and culture of one's country, role of citizens, informed citizenry must be important aspects of educative process. Social justice would entail

equality of participation in political arena. Economic dimension pertains to distributive justice i.e. distribution of economic and material resources, parity in the income structures, and respect for all professions and occupations among others. Therefore, all the programmes and policies of the government and other national and international bodies which work towards universalisation of education, other welfare and economic measures to facilitate the marginalised groups can be a part of this dimension. Education needs to be an instrumental factor in bridging the gap between higher income and lower income groups. Cultural dimension includes equality in standing and recognition of all people from diverse cultural, linguistic, castes, class, socio-economic, religious and ability backgrounds; acknowledging and celebrating all forms of diversities. And education can be the most important vehicle in bringing about a u-turn in the collective conceptions and consciousness of people.

CONCLUSION

To conclude, inclusion, as a philosophy, implies taking everybody together and ensuring parity in participation of all without any discrimination and injustice. Inclusion is where there is recognition of a need to transform the cultures, policies and practices in school to accommodate the differing needs of individual students, and an obligation to remove the barriers that impede

that possibility (UNICEF, 2012). And it should not be restricted to 'accommodating' only, differences and diversity needs to be acknowledged, accepted and celebrated. Only then we will be able to provide a socially just education system for all. The conceptual framework of Inclusive education which is basically rooted

and derived from the field of special education needs to transform and indeed a paradigm shift from the social model to social justice model is the need of the hour. There is an urgent need for education systems to align themselves towards the ideas of 'Social justice in education' and 'Education for social justice'.

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Role of Education in Mobilising Youth to Stop Climate Change

KAVITA SINGH*

Abstract

Education may be considered to play an integral part in providing solution to the global problem of Climate Change, which is the biggest challenge of the twenty-first century. Education is an essential element of the global response to climate change. It helps young people understand and address the impact of global warming, encourage changes in their attitudes and behaviour and helps them adapt to climate change related trends. UNESCO has made an attempt to make climate change education an essential part of global response to climate change through its Climate Change Education for Sustainable Development programme. This programme has an objective to make people understand the implications of global warming and also increase “climate literacy” among youth. It does this by fortifying the capacity of its Member States to give quality climate change education; encouraging innovative teaching methods to incorporate climate change education in school and by bringing issues to light about climate change as well as improving non-formal education programmes through media, networking and partnerships. This paper makes an attempt to discuss the phenomenon of climate change and to what extent the youth is aware about the nuances of climate change mitigation and adaptation. Further, the author has conducted a short survey by adopting questionnaire method to analyse the response of youth towards dealing with climate crisis and how the educational institutions need to emphasise more upon the importance of climate change education.

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INTRODUCTION

Education is not the filling of a pail, but the lighting of a fire.

– William Butler Yeats

Climate change is a multi-faceted test for the present societies though it impacts on living people and their common habitat. The degree of environmental change is showed in a few folds going from expanding diurnal temperature, occasional changes in precipitation pattern, through expanding sun power to diminishing rainfall, in this manner acquainting a few contortions with industrial activities whose actions hold to create in tight the crude materials from agriculture. Other than these outcomes, environmental change summons high spending on design arrangement, business exercises and other adapting systems to rising occupation suggestions and poverty level.

Research on environmental education has indicated that positive ecological voting, consumption, and standards of conduct are to a great extent controlled by how much an individual thinks about a subject. Purposes behind absence of public support are mind boggling, however can be somewhat credited to lacking government funded schooling on the issue. In the event that environment related enactment that can successfully help stop or

moderate worldwide climate change is passed, it will be the result of broad civic campaigning. This sort of public support must be accomplished and maintained if citizens and policymakers comprehend the essential scientific, social, political, and innovative reasons for an issue. Seeing a particularly unpredictable point to cast a ballot proficiently requires a solid science foundation and environmental education. This sort of foundation can't be acquired from the current government funded education system.

The impact of a worldwide temperature alteration and climate change are of concern both for the climate and human existence. Proof of environmental change incorporates the instrumental temperature record, rising ocean levels and diminished snow cover in the Northern Hemisphere. It is anticipated that future environment changes will incorporate further a dangerous atmospheric deviation (i.e., an upward pattern in worldwide mean temperature), ocean level ascent, and a likely expansion in the recurrence of some extraordinary climate occasions. Ecosystems are viewed as being especially helpless against environmental change. Human frameworks are viewed as being variable in their ability to adjust to future environmental change.

OBJECTIVES OF THE STUDY

The objectives of the study are three fold—

1. To assess the level of awareness amongst youth regarding climate crisis.
2. To find out whether they have an understanding about the gaps in resolving the global challenge of climate crisis.
3. To analyse whether the youth are making efforts to adopt the practices of sustainable living.
4. To identify the platform to enhance the awareness about the relevance of healthy environment.

RESEARCH METHODOLOGY

The research methods adopted are a combination of both— doctrinal and non-doctrinal methods.

The primary and secondary sources of data were referred to explain the phenomenon of climate change and its impact on the lives of human beings along with the attempt to understand the relevance of voice of youth raised against climate crisis or climate emergency. Further, a questionnaire method is adopted to know the level of awareness among youth for which ten questions (in the form of a Google Form) consisting of various sections related to knowledge of environmental concerns, attitude towards the environmental problems, skills to identify the gaps in resolving the climate crisis and their participation at an individual level, were circulated to 61 law students

and their responses have been analysed. However, the findings are just indicative and hence cannot be generalised as the universe is really small and limited.

MAJOR FINDINGS OF THE STUDY

Profile of the Respondents

The questionnaire was circulated among the law students of both government and private college. The total responses received by the researcher were 61 which were collected within the period of one day. The age group which participated in this survey ranged from 16 years to 35 years. The majority of the respondents fall in the category of 21-25 years. Further, the number of female respondents is more than the male respondents. The details of the respondents in terms of age and gender have been tabulated as below (Refer Table A and Table B).

Table A
Age-wise Respondents

Age group of Respondents	Percentage of the Total Respondents
16-20 Years	4.9%
21-25 Years	72.1%
26-30 Years	21.3%
31-35 Years	1.6%

Table B
Gender-wise Respondents

Gender	Percentage of Respondents
Female	54.1%
Male	45.9%

The Phenomenon of Climate Change

Environmental change has arisen as perhaps the most pulverizing ecological dangers. Worldwide environmental change impacts on human and natural frameworks are anticipated to be serious. As proof of environmental change and its effect keeps on being amassed, it has got clear that a significant number of the reasons for environmental change are anthropogenic in nature through ways of life, consumption and choices that cause pollution and abuse assets in an unreasonable way. It is likewise anticipated that environmental change will have inconvenient impacts upon farming and fisheries, and may even bring about imploding biological systems.

Natural environment has been experiencing a continuous change and in comparison, with the present, climatic conditions were more stable in the past with thick clouds forming in the skies, heavy rainfalls and people-friendly weather. Seasons were stable with organic agriculture yielding adequate produce with almost nil application of pesticides. Since then, we see a noticeable change in the weather pattern, which can otherwise be termed as climate change.

The climate of a place is the average weather that it experienced over a period of time. The factors that determine the climate of allocation include the rainfall, sunshine, humidity, wind and temperature. The conditions outside are called the weather which includes rainfall,

sunshine, wind, humidity and temperature at a particular given point of time, and at a particular place. Climate change according to Ekpoh (2009) is “any long-term change in the patterns of average weather of a specific region or the earth as a whole. It is an abnormal variation in the earth’s climate that usually occurs over durations ranging from decades to millions of years”.

The change in climate occurs due to internal dynamics or external forcing factors, which include the natural phenomenon such as, volcanic eruption and solar variations, as well as anthropogenic effects. Primary causes for increased emissions of Greenhouse Gas (GHG) in the atmosphere are human activities including injudicious use of fossil fuels, reducing the area of forests cover which otherwise lead to the global warming.

As far as the findings are concerned, there were three questions in the survey to find out about the level of knowledge regarding climate change among the respondents. And it has been found that the knowledge of the respondents about climate change varies from one aspect to another. Almost 93% of the respondents are aware about the “Greenhouse effect”, however more than 80% of the respondents are unaware about the most striking evidence of global warming. Also, only 60% respondents know about the effects of climate change on human health. This is shown below in Table C.

Table C
Overall Knowledge about the phenomenon of Climate Change

Subject of Questions	Percentage of Respondents with Correct Answers
Evidence of Global Warming	13.1%
Greenhouse Effect	93.3%
Effect of Climate Change on Human Health	60.7%

Environmental Education

Environmental Education (EE) may be defined as a “process of developing a world population that is aware of, and concerned about, the total environment and its associated problems and which has the knowledge, attitudes, commitments and skills to work individually and collectively towards the situation of current problems and prevention of new ones”, (Sonowal, 2009). EE is focused at creating awareness and understanding about environmental concerns that leads to responsible individual and group actions. Fruitful EE emphasises on processes that encourages critical thinking, problem solving, and effective decision-making skills. EE utilises processes that involve students in “observing, measuring, classifying, experimenting, and other data gathering techniques”. These procedures assist students in deliberating, inferring, predicting, and understanding data about environmental issues.

The components of environmental education are—

- Knowledge and understanding of the environment and environmental challenges
- Attitudes of concern for the environment and motivation to improve or maintain environmental quality
- Skills to identify and help resolve environmental challenges
- Participation in activities that lead to the resolution of environmental challenges.

This study also tried to identify the most effective source of information about the phenomenon of climate change. According to the findings, 60% of the respondents came to know about climate change related information from newspapers, journals and magazines. Only 21.7% of the respondents consider educational institutions, that is, schools and colleges as the awareness creating bodies among the youth. Almost 12% of the respondents marked social media as the source of climate change related information. The results have been mentioned as below in Figure 1—

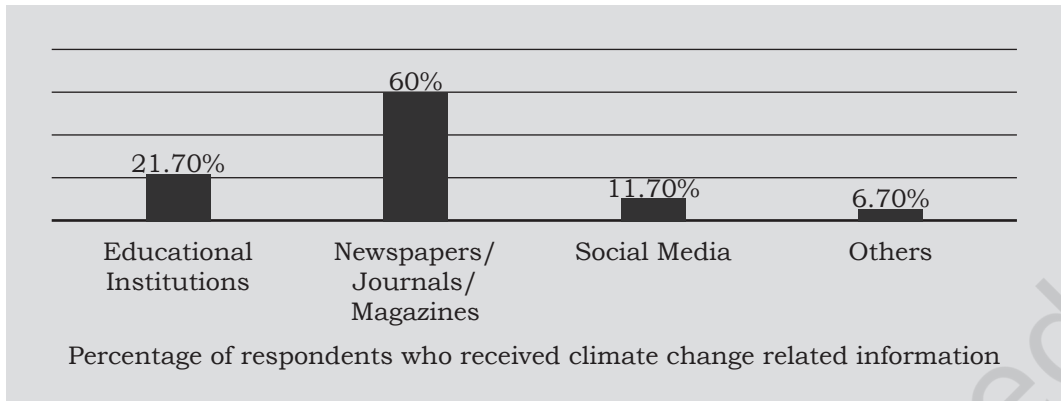


Fig. 1: Source of climate change related awareness

Role of Youth in Stopping Climate Change

The worldwide community perceived the significance of drawing in different cultural gatherings in environmental policymaking right off the bat. During the United Nations Conference on Environment and Development (known as the Earth Summit) in 1992 and in the resulting Agenda 21, nine significant gatherings were assigned as channels for accomplishing the world's sustainable development objectives. Those gatherings included women, kids and youth, native people groups, farmers, business and industry, labour and trade unions, science and technology, local authorities, and NGOs. Existing examinations have talked about their commitment with and support in environment activism.

The youth environment movement that cleared the world in the years 2018 and 2019, which got perhaps the most far reaching environmental social movements ever. School strikes

for environment have been related with Greta Thunberg, whose Friday school blacklists commanded global notice. This Swedish teen utilised strikes to request the reception of more forceful environment approaches with respect to older generations, governments, and worldwide associations. She has since propelled different young people, driving large number of them to join her by rampaging. Despite the fact that they are dissipated everywhere on the world, the movement members have requested uncommon activities, for example, a quick decrease in ozone harming substance emanations and a petroleum derivative eliminate. Youth participation in politics isn't new, as they have assumed different parts in domestic and global legislative issues, setting off political and financial changes, for example, democratisation. Young people have played significant roles in various movements, for example, the U.S. civil rights, feminism, environmentalism,

anti-war, labour and immigrant rights movements.

Electrified by Greta Thunberg's thought for Friday School Strikes, "Climate Strikes" arose in 2018 and 2019 as a type of youth social movement requesting expansive activity on environment change. Young people have made different moves to battle environmental change; however scholastics have not given adequate consideration to youth environment mobilisation. Youth aggregated activity has been prevailing with regards to problematising worldwide environment inaction and idleness and in outlining environmental change from an equity viewpoint, yet activists have confronted impediments in changing over their ethical authenticity into the power needed for major developments. By and large, this study exhibits the development of youngsters as influencers in the worldwide environmental change field and the desperation of connecting with them

in environmental change governance and policymaking.

The survey conducted by the author consisted of the two questions concerned with the attitude of the youth towards climate crisis. The questions were in the form of the statements and the respondents were asked whether they agree with those statements or not. One was regarding the role of political leaders from developed countries in taking urgent action to mitigate climate change and the other relating to the need for participation of non-state actors like private corporations, civil society groups etc. to deal with climate emergency. More than 85% of the respondents agreed with the two statements (Refer Table D). Last question in the survey dealt with whether the respondents follow eco-friendly habits, for instance, conserving water, electricity, planting trees etc. regularly or not. 66% of the respondents replied positively (Refer Table E).

Table D
Analysis of Respondents' Attitude towards Climate Crisis

Statements	Respondents' Responses		
	Agreed (%age)	Disagreed (%age)	Not Sure (%age)
Urgent action needed on behalf of Political Leaders from Developed Countries	88.3%	3.3%	8.3%
Need for rise in participation of Non-state actors such as private corporations, civil society groups etc. to deal with Climate emergency	86.7%	3.3%	10%

Table E
Eco-friendly Practices adopted by Youth at an Individual level

	Yes	Sometimes
Whether they have adopted environment friendly practices like conserving water, electricity, planting trees etc.	66.1%	33.9%

CONCLUSION

The scientists and researchers collectively have agreed to mitigate climate change, and with the ratification of the Paris Agreement under the United Nations Framework Convention on Climate Change, the international community has officially acknowledged ambitious mitigation goals. However, there is a wide gap between emission reduction objectives of the Paris Agreement and actions of countries that are party to it. Shutting that emissions gap can be accomplished only if a wide gap between scientific and societal understanding of climate change is shut. First, addressing climate change will require activity at all levels of society, including individuals, businesses, organisations, local, state and national governments and worldwide bodies. Second, education is required on the grounds that, in case of climate change, learning from experience is learning too late. The postponement of decisions that cause climate change and their

full societal impact can go from decades to centuries. Therefore, learning from education, instead of experience, is important to maintain a strategic distance from those effects. Considering the current post COVID-19 scenario, climate change education must be promoted more so that the students understand the importance of human beings living in harmony with nature to maintain the environmental balance. This shall definitely prepare them to face the future pandemics in a better way through adoption of sustainable life style. Further, according to the results of the survey, it is very much clear that youth social movements in last few years have motivated the governments and the international community to tackle the climate crisis at its earliest and education has played a very important role in mobilization of youth to compel the whole world to see the climate change as 'climate emergency'. However, the educational institutions need to be more proactive in creating such awareness.

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Reorganisation and Merger of Schools at the Elementary level in Jharkhand

Views of Stakeholders

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Abstract

The objective of this paper is to study the views of different stakeholders such as students, parents, teachers, Headmaster¹ is used to address a person of any gender who holds the head position in a school. Headmaster (HM) and education officers regarding problems and issues of reorganisation and merger of schools. Survey method was used with the help of Focused Group Discussion (FGD) and interview. Sample of 31 merged schools, 310 students, 74 parents, 54 teachers, and 31 HMs were selected by using multistage sampling from Jharkhand. FGD for students of merged school, interview for parents, teachers, HMs and education officers were used as tool for data collection. The collected data was processed in Excel and analysed by percent and words. The study found that— i) Majority of students did not feel good when the school got closed as they were very much attached with old school and it was near to their habitation. They have difficulty to go new school regularly. ii) Seventy-three percent of parents expressed that they felt unhappy about merger of old school as it was near and children come to school on their own. Now, parents are dropping and picking their wards from new school, which is hampering their daily work. iii) Sixty-three percent of teachers feel good as the present school was in the same campus. Old school had fewer classrooms, single teacher and it was difficult to manage all activities. iv) Education officers responded that

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¹ The term 'headmaster' is used to address a person of any gender who holds the head position in a school.

merger of schools was done to reduce dropout and provide quality education. Old school building will be used for social purpose in the village. More school merger should be done but some assistance may be provided to students coming from more distance place. The study has suggested educational implications for all stakeholders to improve the quality of education at elementary level.

CONCEPTUALISATION OF THE PROBLEM

Elementary education is the foundation of all formal education as it helps individual in the development of personal, spiritual, mental, social, and physical potential. Different commissions and committees on education in India have stressed on the importance of elementary education. Kothari Commission (1964-66) has stated that "The destiny of India is now being shaped in her classrooms". It has given the idea of free and compulsory education of children under the common school system. The National Policy on Education (1986) and Programme of Action (1992) have laid emphasis on Universalisation of Elementary Education (UEE) to achieve the goal of universal access, enrolment and retention. The National Curriculum Framework for School Education (NCFSE), 2000 has emphasised on UEE by providing quality education, growth of children in a multi-dimensional way. The National Curriculum Framework (NCF), 2005 observed that "the period of elementary education is one of tremendous cognitive development, shaping reason, intellect and social skills, as well as the skills and attitudes necessary for entering the work place". The Right of Children to Free and Compulsory Education

Act 2009, (RTE) recommended that appropriate government must provide free and compulsory education in neighbourhood to all children from 6-14 years of age. Accordingly, the Government of India and different states has taken systematic and planned efforts to achieve 100% literacy through free and compulsory education for children from 6–14 years.

Jharkhand was carved out of Bihar on 15th November 2000 by the Government of India. As per Census 2011, the literacy rate of Jharkhand is 67.63% which is low as compared to the other states and national level. In addition to the initiatives of Government of India, the Government of Jharkhand has taken different initiatives such as *Vidyalaya Chalen Chalayen Abhiyan, Prayas, Khel Khel Mein, Buniyad and Buniyad Plus, Bal Sangam, Shikshak Samagam, Bal Sansad, Learning Exchange Programme, Aavishkar, Mukhyamantri Vidya Lakshmi Yojna, Jharkhand Balika Awasiya Vidyalaya, Kasturba Sangam, State Educational Support Mission (SESM), Pahle Padhai Phir Vidai, Parivartan Dal, Ujala I and II* and school reorganisation and merger etc. for reducing dropout, providing quality education, caring of students for overall development.

One of the initiatives of the Government of Jharkhand was to reorganise and merge elementary schools with intention to provide quality education to all children of 6–14 years of age. The main criteria for reorganisation and merger of schools as per the Jharkhand Education Project Council (2018) are— (i) the primary or middle school in which enrolment is less than 20 can be merged with nearby primary or middle or high school available within the radius of 1 KM, (ii) the primary or middle school in which enrolment is between 21 to 60 students can be merged with other school available within the radius of 500 meter, (iii) the school in which 21 to 40 students are enrolled can be merged with the school available within the radius of 1 km, (iv) the middle school having more than 60 students at primary level and less than 60 students at upper primary level can be merged with middle or high school available within radius of 2 km (only for upper primary classes), (v) if two or more than two schools are running in the same campus, they can be merged to make one school, (vi) all the students of merged schools shall be admitted to the new school by the school authority, (vii) the movable and immovable properties of the merged school should be transferred to new school. It will be the responsibility of the Block Education Extension Officer/ Merged School Principal/ Senior Teacher / Head of Panchayat and School Management Committee.

On the basis of the above criteria, the Government of Jharkhand had identified 6414 and merged 4602 schools at elementary level after careful survey in different districts by the middle of 2019.

NEED OF THE STUDY

Elementary education is the requisite for secondary and higher education as well as for democratic citizenship. It is necessary to strengthen the elementary education by providing necessary facilities both human and infrastructure. The Government of India has taken initiatives like Mid Day Meal programme, SSA, RTE Act etc. to universalise elementary education. The latest and important Act in the field of elementary education is the RTE Act, 2009. There must be a primary school within 1 km and upper primary school within 3 km as per the provision of the Act. To realise the objectives of the RTE Act and provide educational facilities in every neighbourhood, the Government of Jharkhand has initiated the process of school reorganisation and merger at elementary level. Total 4602 primary and upper primary schools were merged with nearby upper primary schools and high schools. Officially, all the infrastructure facilities and students were also shifted to nearby schools and teacher's distribution was rationalised as per the Pupil Teacher Ratio.

Further, research studies on school reorganisation and merger are few in India. But, many studies have

been conducted on different aspects of elementary education. Khan (2019) reported that the merger of schools in Rajasthan by the Government has reduced enrolments across social groups (SC, ST and OBC) by around six percent. Kumar et.al. (2019) found that far from the universalisation, exclusion is getting entrenched across gender, sector, and socio-religious and economic groups. Logan (2018) revealed that teachers experienced various emotions while transitioning in a merger. Mohalik (2018) reported that most of the provisions of the RTE Act, 2009 relating to school provisions, infrastructure and teaching learning materials, teachers and head teachers etc. have not been fully implemented in elementary schools. The civil society expressed that the enrolment norms is not strictly followed and in some places like Odisha and Rajasthan schools were arbitrarily closed down, (Rao et.al., 2017). Mo et.al. (2012) found that there is a positive effect on academic performance of students when they are transferred from less centralised school to more centralised school. Liu et.al. (2010) reported that there is no negative effect of primary school merger on academic performance on either merger-guest student or merger-host.

The above discussion reveals that number of studies have been conducted on different aspect of elementary education in India and abroad. But, limited number of studies are conducted on the merger

of schools and its effect on students and teaching learning in India. Further, no comprehensive study has been reported on reorganisation and merger of schools at elementary level in Jharkhand. Hence present study is relevant.

OPERATIONAL DEFINITION OF TERMS USED

Old School or Merged School— The primary and upper primary schools that are mixed with nearby schools and closed down by the Government.

New School: The schools to which primary and upper primary schools are merged. It can be a primary school, upper primary school or high school.

OBJECTIVE

To study the views of different stakeholders such as students, parents, teachers, HMs and education officers regarding problems and issues of reorganisation and merger of schools.

METHODOLOGY

The investigator used survey method to examine the views of students, parents, teachers, HMs and education officers on reorganisation and merger of schools. Total 31 merged schools are involved in this study as sample. These selected 31 schools were merged with 24 schools nearby by the Government of Jharkhand. Further, 310 students, 54 teachers and 74 parents and 31 HMs of merged schools and 24

education officers were involved in this study. The sample was selected through multi-stage sampling techniques. Initially, three districts such as Deoghar, Dhanbad and Lohardaga were selected randomly from 24 districts of Jharkhand. Then, eight present schools (to which other schools merged) were selected from each district. Further, all the schools merged with present school, HMs, teachers and students of merged schools were taken as sample for this study. Focused Group Discussion (FGD) for students, interview for parents, teachers and education officers were used as tool for data collection. All these tools are developed by the investigator, finalised and contextualised in the workshop involving experts in education. Data was collected by visiting selected schools. The collected data was processed in Excel and analysed by percent and words.

DATA ANALYSIS

The investigator has conducted focus group discussion with students, interviews with parents, teachers and education officers to find out the feeling, effects, benefits and problems of school reorganisation and merger at elementary level. The views of all stakeholders are presented in following pages.

Views of Students on School Reorganisation and Merger

The investigator has conducted FGD with 310 students having 31 groups

and, in each group, there were 10 students. The purpose is to enquire about feeling of student about closure of old school, distance of new school, teacher and teaching learning process in present school and problems faced due to school merger.

The investigator enquired about the feeling of students about closure of old school. Majority of students responded that they felt very sad when they heard that their school is going to close as they were very much attached and the old school was near to their house. One group of students felt well about the closure of the old school as the school was merged with a high school. In two groups, students were happy as the school was in same campus and there was single teacher in the old school who was always busy in maintaining and reporting school record.

Further, 58% of students were of the opinion that school is not far to reach every day. On the other hand, 42% of school students were of the opinion that it was far from their habitation and it is difficult to go to school every day, especially during rainy season. Regarding missing of old friends, 71% of students reported that they felt good as their old friends and teachers were also coming to the new school. Twenty-two percent of school students are of the view that they are missing their friends, as they did not come to new school but took admission in other nearby school. Few students expressed that they

are adjusted to new environment but missing old friends.

When students were asked about the activities in which they are involved in present school, 77% of students are of the opinion that teachers were involving them in class activities such as reading, writing on blackboard and asking questions during teaching. Some students expressed that poem is not taught in the class and we are not involved in any activity except listening to teachers in present school.

The discussion reveals that majority of students were facing difficulty in reaching school as it is far from old school. Further, they expressed that no playing materials are available in the present school and some students opined that they don't have any problem as the school was in the same campus. One major issue they mentioned is that there is only one hand-pump available in two schools so after lunch they have to wait for long time to clean the utensils and they clean toilet by themselves. Further, 55% of school students responded that they like the behaviour of new school teachers. Other students expressed that old school teachers were good as we were very much attached to them; they love us after scolding and sometimes give rewards for our performance.

Majority of students expressed that after merger of the school, they were enjoying the company of new friends, as they were friendly, sharing lunch and helping in home work.

Initially, during quarrel, they used to tell us to go to old school and no need to be with us but with the passage of time we have adjusted to new friends. Further, majority of students are of the opinion that they are enjoying football, skipping and badminton in the school. Most of the schools do not have the playing materials and students bring their own and sometimes enjoy local games like Kho-Kho, Kabaddi, Hide and Seek, Kit-Kit etc.

Views of Parents about School Reorganisation and Merger

The investigator has conducted interview with 74 parents regarding the effects and problems of education of their wards after school reorganisation and merger. Initially they were not comfortable to answer the questions but after making rapport and ensuring that their responses will not be disclosed to anyone, they were ready to interact.

Seventy-three percent of parents expressed that they felt sad when they heard that school is going to close as the old school was nearby, teachers and school were familiar to us. Few parents viewed that the old school was in same campus; hence we are happy of school merger. Fifty percent of parents replied that their wards are interested to go to new school but 39% of parents stated that they have to convince them to go to new school with seniors.

Regarding the admission of the students to the new school, parents

did not face any problem as the authority took responsibility for admission to new school directly without any issues. Sixty-two percent of parents expressed that they don't have any problem in sending wards to new school, except the distance of the new school. Some of them replied that "we have to hamper our work to pick and drop the children from school" and sometimes, they fear how the new school students will behave with students. Eighty percent of parents reported that new school teachers are cooperative in each and every aspect and 16% of parents are of the opinion that new school teachers were not cooperative.

Regarding facilities available in new school, 32 per cent of parents reported that there is a delay in providing uniform, textbook and transfer of money to the account of students. Further, 69 per cent of parents responded that their child is not facing any problem in new school. Some parents viewed that teaching is not regular, children were unable to mix with the new students and sometimes they quarrel with new friends.

Views of Teachers about School Reorganisation and Merger

The investigator has conducted interview for 54 teachers of the merged schools about different aspects of the school reorganisation and merged.

Sixty three percent of teachers responded that they felt very good about school merger as the new

school was in same campus; the old school had less classrooms, TLMs and teachers, single teacher school, burden to manage all activities and low enrolment. Some of the teachers expressed that they felt unhappy as the old school was near to their residence and we were able to bring students from their home, attached to the environment and could meet with parents as and when required. Further, 37 per cent of teachers expressed that they got full cooperation from teachers and HMs in every aspect from new schools. Some of the teachers opined that teachers of new school cooperated but HM did not. Fifty two percent of teachers expressed that the new school has better teaching learning environment as the school have more students and teachers. Forty two percent of teachers are of the opinion that old school had better teaching facility as they could able to pay individual attention to students.

About difficulties teachers are facing after school merger, 89 per cent of teachers reported that they did not face any difficulties in reaching to the new school as merger is within 1-2 km from the previous school. Few teachers are facing problem in reaching the new school, as it was 5-8 km distance from their habitation. Majority of teachers viewed that they are organising co-curricular activities, different competitions like quiz, awareness programme, tree plantation and meeting with parents. Other teachers use TLM

while teaching, focusing on *Gyan Setu* programme, play way method of teaching, cultural programme etc. for the overall development of students.

Views of Education Officers about School Reorganisation and Merger

The investigator has collected data from 24 education officers such as District Education Officer, Block Education Officer, District Superintendent of Education, District Education Extension Officer, Block Programme Officer, Block Resource Person etc.

Majority of education officers expressed that school organisation and merger was done to reduce dropout, provide quality education and increase attendance. Education officers responded that they did not face any problem and some of them told that there are some issues from parents and some teachers. Regarding academic problem, they reflected that they did not face any major issue after merger of schools. Regarding infrastructure of old school, it was expressed that building will be used by Aganwadi and it may be used for social purposes. Some of the parents opposed to send their child to present school and not allowing to shift infrastructure to the new school initially.

The school merger saved money, fulfilled teacher requirement, maintain proper pupil teacher ratio, beneficial for quality education, improvement of students result and equipment of

infrastructure. Regarding the steps taken for retaining all the children to the merged school. Most replied that they will do inspection, training of teachers, regular check of registers, scholarship, involvement of students in teaching learning, providing cycle, parents meeting and extra classes for better learning outcome. Majority of education officer expressed that they are planning for residential school, providing transportation facilities, Mid Day Meal, *Gyan Setu*, books and uniform for increasing retention.

More schools should be merged rather than many schools at one place. The education office is planning for smart classroom, transportation facilities for students coming from long distance, increase pupil teacher ratio, provide sports materials library, laboratory, facilities like private school for the quality improvement of education.

MAJOR FINDINGS

- Majority of students did not feel good when the school got closed as they were very much attached with their old school and it was near to their habitation. They have difficulty to go to new school regularly.
- Seventy-seven per cent of the students are of the opinion that teachers of new school were involving them in reading and blackboard work. Fifty-five percent of the students are of the opinion that they like the behaviour of new school teachers.

- Seventy-three percent of parents expressed that they felt unhappy about merger of old school as it is near and children went to school on their own. Now parents are dropping and picking their wards from new school, which is hampering their daily work.
- Sixty three percent of teachers felt good as the present school was in the same campus. Old school had fewer classrooms, single teacher school and it was difficult to manage all activities. The present school has more students and teachers which are conducive for learning. Fifty-two percentage of teachers responded that new school has better teaching learning environment.
- Education officers responded that merger of schools was done to reduce dropout and provide quality education. Old school building will be used for social purpose in the village. More school merger should be done but some assistance may be provided to students coming from more distance place.
- Education officers viewed that school merger will fulfil teacher requirement and maintain proper pupil teacher ratio. For retaining all children in the new school, proper inspection, training to teachers, scholarship and cycle may be done by the state government etc.

RESULT AND DISCUSSION

The views of students, parents, teachers and education officers indicated a mix response about the school reorganisation and merger. Majority of stakeholders treated school merger is good for quality education by way of providing adequate facilities, teachers and teaching learning materials thereby enhancing students learning outcomes. This is supported by Mo.et.al. (2012) who reported that there is a positive effect on academic performance of students when they are transferred from less centralised school to more centralised school. The study by Liu. et.al. (2010) reported that there is no negative effect of primary school merger on academic performance on either merger-guest student or merger-host.

The study also reveals that few students face problems in attending school regularly especially during rainy season because of distance of present school from child habitation. Parents expressed that they face difficulty in dropping and picking children from school. Some teachers also expressed they faced difficulty in coming to new school due to distance. This result is agreement with Logan (2018) who indicated that students and teachers experienced various emotions while transitioning in a merger. Further, Khan (2019) indicated that merger of school has reduced enrolments across social groups around by six percent.

From the prospective of the education officers, school merger can help in providing quality education at elementary level in Jharkhand. But, this result was contradicted by Mohalik (2018) who reported that most of the provisions of the RTE Act 2009 relating to school provisions, infrastructure and teaching learning materials, teachers and HMS etc. have not been fully implemented in elementary schools. Hence, concentrated effort is required by all stakeholders to make school reorganisation and merger an effective strategy for quality enhancement of elementary education.

EDUCATIONAL IMPLICATIONS

- The Government of Jharkhand has reorganised and merged schools at elementary level to provide better educational facilities to each and every child. Majority of primary schools have less than two teachers and upper primary schools have five teachers with very poor infrastructure facilities including TLMs. The decision to merge elementary schools having fewer students with nearby upper primary or high school is a welcome step, which can help in providing quality education to all children. Hence it is suggested for identifying other schools with less enrolment and to merge with nearby schools so that teachers and other facilities can be rationalised in the state.
- The study indicated that some students and parents were not happy with school merger as the present school is more in distance than old school. Further, they were emotionally attached to the old school and teachers. Some parents' routine work schedule has been disturbed due to dropping and picking of children from new school. So, it is suggested to make travel assistance or arrangement to the children travelling more than one km from the habitation to reach the present school.
- Due to merger of schools, the strength of students has increased in new schools but the requirement of teacher is not fulfilled as per the students and classes. This study found that at primary level less than two teachers in average and at upper primary schools less than six teachers are available which is not adequate as per the RTE Act 2009. So, Government must fulfil the vacancy of teachers in all elementary schools so that the proper PTR can be maintained in schools.
- The teaching-learning material is the basic requirement for providing quality education at school level. The study found that majority of new schools does not have adequate infrastructure facilities, drinking water, playing material, classroom for every class, ramps, compound wall,

playground etc. So, it is suggested to the education authority for making necessary steps so that minimum infrastructure facilities can be available in all elementary schools.

- Learning outcomes is the important document for the quality improvement of education. NCERT has developed the learning outcomes for elementary schools class wise and subject wise for facilitating quality education. Further, the Government of India has informed to all the states for displaying documents of learning outcomes on the walls of every elementary school for the information of teachers, HMS, parents, SMC members etc. This study found that no school had displayed the learning outcomes in the school. So, it is suggested to the government for displaying learning outcomes documents in the school.
- Education system needs to have robust team of supervising education officers. It is observed during discussion with teachers and head teachers that education officers rarely visit the school. During their visit, less focus was on academic improvement of school, students and teachers. It is suggested to fill all the vacancy of Block Education and Extension

Officers (BEEEO) so that proper monitoring and supervision can be done at local level. This supervision and monitoring are more urgent for schools which accommodated merged schools.

CONCLUSION

School reorganisation and merger at elementary level is an initiative by the state Government to provide better educational facilities, proper PTR and develop learning performance of students. The Government of Jharkhand has proposed to merge 6414 schools after proper verification by education officers. By 2019, total 4602 schools have been merged with nearby schools. This study has indicated that merger of schools can help in providing quality education to each and every child as per the RTE Act 2009. Some students and parents felt unhappy for the school merger as the new school is little distance from their habitation. Majority of teachers, head teachers, parents and students have favourable opinion toward school merger. The facilities, classroom transaction and student's achievement has not been improved after school reorganisation and merger. Hence, it is high time for the Government of Jharkhand to look into the matter and take appropriate action for quality improvement of education.

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Stakeholders Participation in School Development

Case Studies from Rural Tamil Nadu

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Abstract

The sustainable development in rural area depends on the availability of infrastructure facilities and its utilisation. The infrastructure facilities include physical, economic and social infrastructure. The social infrastructure includes assets that facilitate social services such as schools, universities, hospitals, and community housing. In the contemporary educational system, many stakeholders are playing a crucial role in the development of local community and also for the school development.

The school development covers the aspects such as management of infrastructure facilities in the schools, teachers and other staff, academic transactions and co-curricular activities. These core factors are most important for enabling the students for their future course of action. A research was undertaken in the Dindigul district of Tamil Nadu to study the stakeholders' roles and contribution in the process of school development.

An attempt has been made in this paper to present the case studies on the best practices by various stakeholder institutions in the context of School Development and Management (SDM). The case studies reveals in the Dindigul district of Tamil Nadu that convergence of resources can be made useful in the

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process of creating basic amenities in the school, effectiveness of panchayat leadership and better coordination with the local legislator in the process of School Development and Management. Panchayat actively participated and contributed through SMC for School Development and Management, planning at village level with the participation of stakeholders of the school can help to bring required resources for the school development, NGO contribution can be in terms of non-financial inputs like — serve in the capacity building process among students of the schools. It is also noticed that contribution for the development of school can be in the form of gifts and donations for required facilities in the school.

Moreover, there is need for local community leaders, caste association and SMC to realise that the local issues can be addressed effectively by working together in the same direction and contributing to the common cause.

INTRODUCTION

In the contemporary society, the sustainable development depends on the viability of infrastructure facilities and its improvement with effective utilisation. The infrastructure facilities include physical, economic and social infrastructure. The social infrastructure includes assets that facilitate social services such as schools, universities, hospitals, and community housing. It is noted that various stakeholders are playing a crucial role in the development of school. The school development focuses on the improvement in infrastructure facilities, teachers and other staff, academic transactions and co-curricular activities. The school development is not done by the Government alone, it is a part of people participation so community support is very much needed in the form of money and materials to enable the schools functioning system to be more efficient and effective.

In rural area, most of the schools are functioning with limited working capital, classrooms, lack of drinking water facility, playground, learning materials, insufficient teachers and non-teachers. In this scenario, the stakeholders are contributing to develop the schools by involving themselves to promote the educational environment that required for effectively and efficiently accessing the education by all students. The stakeholders' involvement in identifying, recognising and participating in the initiatives of school development at village level has opened up the spirit of team work towards the school development. Therefore, the stakeholders' collective action is a precursor of school development at the village level.

SITUATION

A study by Vimala Ramachandran (2013), revealed that role of communities in providing infrastructure and more recently in

managing and funding schools was formally introduced under the District Primary Education Programme (DPEP) and formalised under *Sarva Shiksha Abhiyan* (SSA). Decentralised management and supervision of civil works and maintenance is reported as one of the important activities of school.

K. Prabhakar (2007), found that it has generated an unprecedented awareness about education and also laid foundation for a sustained progress towards providing quality education for all section. Community participation has increased in the developments of schools. It means that SSA has opened up an opportunity for community to participate in school development.

Glewwe, Paul and Hanan Jacoby (1994), conducted a study on "Effective schooling programs in Bangladesh" indicated that income incentives play a key role in effective school enrolment of girls over boys in Bangladesh. Because, girls attending schools receive stipends in the form of lower fees and free books, and parents are encouraged to send their daughters to school over their sons.

Improving school quality through better infrastructure is strongly linked with achievement and attendance. The repairing leaky classrooms were found to be the most cost-effective investment and policy decision in Ghana. Children who attended schools with leaking classrooms did significantly worse on reading and math tests.

B. Mathur (2005), in his study found that the mid-day meal has made positive intervention in universalisation of primary education in Rajasthan by increasing enrolment, attendance of the children and also has reduced classroom hunger especially those belonging to underprivileged sections. Cooked mid-day meal has contributed to the cause of social equity as children, cutting across caste and class lines sit together to share a common meal.

OBJECTIVES OF THE STUDY

The study is mainly engaged on aspects of school development at village level. There is a need to bring out the influence of the stakeholders on the school development at village level. Therefore, a study was taken up to understand the role of stakeholders' participation and contribution for enabling required facilities in the schools at village level. In the study undertaken specifically to map the various stakeholders involved in school development; to find out the role played and contribution by the stakeholders; to discuss the constraints faced by the stakeholders in the process; and to document and analyse the best practices emerged in the process of school development. The present paper is focused on the best practices emerged in the process of school development with stakeholders' participation.

METHODOLOGY

The study was conducted in Dindigul district of Tamil Nadu. The study

has covered the government and government aided schools functioning in rural area of 14 Blocks of Dindigul District. Among the 14 Blocks, there are 1557 schools functioning in rural area; which includes 1212 primary schools, 123 high schools and 222 higher secondary schools.

A close look at the data on the location of the school reveals that majority of the schools are functioning in rural area of Dindigul District. Therefore, the study was focused on the village schools and its development in the research study used in the Stratified Random Sampling Method. Under this sampling method study district, sample blocks, sample schools and respondents have been selected at random. All the government and government aided schools functioning in the rural area is the universe of the study.

The researchers have adopted “Case Study” method in the study to scale up the stakeholders involvement and their effectiveness in collective action in the process of rural school development. The case studies are organised in this paper considering the stakeholders’ contribution in various forms and context. In the study, the following techniques and tools used — Focus Group Discussions, Case Study and Semi-Structured Interview with key stakeholders.

Case 1: Convergence of Resources for School Development

Poolampatti High School is located in the Thoppampatti Block (Panchayat Union) of the Dindigul District. This village is located in a remote area of the Block and there was no proper motorable road connecting the school. The problem of waterlogging is pronounced more and experienced hardship in the school during the raining season. This long pending felt need was discussed by the village panchayat during several meetings of the SMC of that school. As a result of sincere efforts by the SMC, political will of the Panchayat Leaders resulted in construction of concrete road for a length of half a kilometer with proper drainage facility by the village panchayat using of its own funds.

Now, it is noticed that the school is linked properly by approach road that enable people to use the road even in the rainy season. Therefore, the initiative by the village panchayat in creating proper road towards school is physically and socially considered as timely development intervention. In the same school [Poolampatti], the Panchayat Union has constructed an overhead water tank for the purpose of augmenting drinking water supply. This overhead tank is located in the school premises. This facility enables the school to have required water throughout the year for drinking and other purposes. It is understood

during the discussions that the borewell is funded by the Constituency Development Fund of the Member of Legislative Assembly [MLA] whereas the construction of overhead tank is financed by the Panchayat Union. This case study provides an understanding on how convergence of resources can be made useful in the process of creating basic amenities which are required for local community and more particularly required for the development of village school.

Case 2: Periyakottai Panchayat Union Primary School

Periyakottai Panchayat Union Primary School is located in the Dindigul Block of Dindigul district. During the present study, it is found that the Village Panchayat in Periyakottai has made efforts for providing facilities for the youth to encourage them in Sports and Games at village level. The Panchayat and the village school had an elaborate discussion during the SMC meetings on creating sports related facilities in the school.

The Panchayat has received funds from the State Government as part of scheme for development of Sports and Games among the youth in the villages. The utilisation of this resource is discussed by the Village Panchayat with the Block Education Officer (BEO) and local community leaders during the SMC meetings.

After a long deliberation and consultation, a decision was taken by Village Panchayat to allocate the land adjoining the school for the

purpose of creating facilities which help in the development of sports and games in the village and also school. As a result, it was decided to create required facilities after completing basic land development activities. The sports facilities created include Volley Ball and Kabadi ground and also other facilities for physical exercise by the students and non-students youth in the village. Interestingly, it is understood that the Youth Clubs [Nehru Yuva Kendra] are involved in maintaining the created facilities for sports and games in the school. The case study shows on how the decision on investment at village level could help to address issue in a comprehensive way. It has helped for the development of sports facilities in the village and for the benefit of students and non-students youth.

Case 3: Kurumbapatti Primary School

The Primary School is located at Kurumbapatti in the Ambathuri Village Panchayat, Athoor Block, Dindigul District. The Panchayat is involved in the school development and its Management. The school building was constructed with tiled roof two decades ago and therefore, the building has become unusable from the safety point of view. Hence, the Panchayat leadership has taken up the matter for discussion in the SMC and initiated efforts to renovate the school building with required basic amenities.

As a result of persistent efforts made by the Village Panchayat leadership and with the support of local Member of Legislative Assembly [MLA], they were able to mobilise required funds for renovation of school building with basic infrastructure facilities. Resultantly, at the time of study, it is noticed that the Kurumbapatti Primary school has new buildings with improved physical environment, with provision of toilet, drinking water and compound wall.

Initiatives taken up by the Village Panchayat to ensure maintenance of school sanitation with the provision of water facilities and workers for cleaning under Swachh Bharat Mission [SBM] in the school. Being a new Village Panchayat, Ambathurai village received required support under the Finance Commission Award. Therefore, the Village Panchayat has effectively managed to establish infrastructure facilities in the School.

It is understood that the willingness of the local leadership and support of the MLA has paved a way for improving the infrastructure facilities in the school. It is a show-case for convergence of effective panchayat leadership and better coordination with the local legislator in the process of School Development and Management.

Case 4: Mahalakshi Girls Higher Secondary School, Vathalagundu

The Mahalakshi Girls Higher Secondary School, Vathalagundu

was established in 1975 to provide access to education, specifically for girls. A group of residence of Vathalagundu have established and managing this school. Later with the expansion and after upgrading as a higher secondary school, many local community leaders have played role in managing this school.

There was dearth of building with the continuous increase of the enrolment in the school. In this context, the socio-political environment was favourable as local leader who is involved in management of the school and also Chairman of the Panchayat Union belong to same political ideology. Therefore, the local panchayat with the help of favorable socio-political phenomenon attempted to augment the facilities in the school, especially meant the girl's education.

The chairman of the Panchayat Union has taken up the needs of the school with the Member of Parliament [MP] to find out required resources to construct building for higher secondary classes in the school. As a result, a huge funds were provided under the MP Local Area Development Fund [MP LAD Fund]. This dramatic change in the strategy starting from grassroots level to MP level. The MP, Chairman of Panchayat Union and local Panchayat leadership are belonged to same political ideology. Therefore, a strategic decision was taken in favor of providing resources under the umbrella of MP LAD Fund for new buildings.

The case reveals that even if it is the aided school, socio-political climate and willingness of the political leadership resulted in augmenting infrastructure facilities in the girls' school. This also reveals the favourable steps taken by political leadership for the benefit of girls' children education. It is evident that Panchayat Raj Institution actively participated and contributed to SMC for School Development and Management. Moreover, the financial resources of the Government through MLA and MP LAD Scheme utilised for the development of school.

Case 5: Efforts of the Non-Governmental Organisations [NGO]

The Non-Governmental Organisations [NGO] have contributed for the development of school in Dindigul District. It is understood that they have rise to the occasion and managed the crisis in the school, mostly relating to infrastructure facilities. The present study has documented some of the best practices that resulted in school development at village level. The following are some of the showcases for the contribution of NGOs in School Development and its Management.

The Primary School, Pallapatti was started in 1960s with simple structure and thatched roof. Frequently, the PTA has extended support to the school for repairing and renovation works. This school is located in a strategic point and

attracted students from many nearby villages, particularly from the weaker section. Therefore, the school is considered very important in that neighborhood. In 1985 during the summer vacation the thatched roof was collapsed.

As the incident was during the holidays, the impact was very minimum. But the Panchayat, local community and PTA have approached the NGO (Reached the Unreached - RTU) for getting support to renovate the school buildings. The RTU has made several visits to the village premises and deliberated with Village Panchayat and PTA. The efforts by these organisations culminated in mobilising fund from a foreign donor by the RTU. The founder of the RTU has personally visited the Pallapatti School and assured financial support for construction of concrete building.

At the end of 1986, all efforts by the PTA and Panchayat have been rewarded by the RTU with new school buildings. The Village Panchayat and PTA have been efficiently supporting to maintain the established facilities in Pallapatti School. The initiatives by the PTA with partnership with the RTU has motivated the Milk Producer's Cooperative in the village. As a result they have been contributing for construction of class rooms in the school and panchayat provided water facility in the school premises.

The case shows that resources for the school development can come from various stakeholder organisations at the village level. It is

the planning at village level with the participation of stakeholders of the school that can help to bring required resources for the school development at village level. The initiative is more important than the contribution by the stakeholder of the school. In this case, all stakeholders have same approach and result in the success.

Case 6: Role of a Social Worker

Dr. P. Selvaraj is a Medical Doctor serving in the Nilakottai Taluk of Dindigul district. He has been moving around in the Nilakottai Taluk to provide medical services in the villages. In the process motivated by his father, he has started focusing on serving the socially disadvantaged group in the villages. Attracted by his social service, many fellow doctors who share the similar views have come together to help many schools in the Nilakottai Taluk.

He has been associated with the PTA for a long time and serving as President of PTA at Taluk level. Currently, he is leading the PTA of Southern Districts in Tamil Nadu. He has initiated so many school development activities in this region. The present study has enlisted some of the following as best practices—

- A team of doctors led by Dr. Selvaraj contributed for the development of higher secondary school at Nilakottai. They have provided through PTA and also individually for construction of open theater and stage, an entrance gate, provision for drinking water facility and photo copying machine.
- PTA has provided funds for purchase of land for expansion of school at Nilakottai.
- The PTA under the leadership of Dr. Selvaraj has mobilised resources for providing class room and furniture for the Primary School of Nilakottai Taluk.
- As a doctor took interest in providing clean drinking water to the children and for this purpose, RO water facility has been created in 16 schools in Nilakottai Taluk.
- Along with team of Doctors, periodically providing free health check camp in many schools for the benefit of poor children.
- Donations to meet the cost of part time teachers who are engaged by PTA.
- Attracted by his contribution for school development, many community leaders have provided funds for construction of building in Nilakottai schools.
- As a social worker, he has contributed along with other doctors in establishing surveillance cameras in a school at Siluvarpatti.
- In the entire Dindigul district, the winners in the sports events are honored with gold and silver medals by Dr. Selvaraj and his friends to encourage the students to participated in sports and games.

- Apart from these kind of contribution, any school which is in need of financial support for annual sports day celebration, Dr. Selvaraj and his friends have been donating.

These contributions indicate, how the doctor cum social workers can contribute to the development of schools at village level. As a leader of PTA, how a person can facilitate is a lesson from the case study.

Case 7: Science Laboratory

The Thambithottam Higher Secondary School, Gandhigram, Dindigul District was established by Gandhigram Trust and managed for the last five decades. This school has been advantageously located close to the national highway. This school attracts more number of students every year, but with increasing students' strength the demand for building to have science laboratory has increased.

Attract by the performance of the school and need for expanding laboratory facility, Cognizant Foundation (NGO) has provided funds for creating laboratory facility in the school. With this facility the school has an exclusive building for Science Laboratory. The contribution by Cognizant Foundation for the school run by Gandhigram Trust and aided by Government of Tamil Nadu. It is a case for Inter-Institutional partnership for School Development and its management. Though, the Gandhigram Trust is a huge

NGO running various educational Institutions.

Case 8: Student Parliament

Mr. Mohan is an alumni of the Gandhigram Rural Institute and also with farming background. He is inspired by the Gurukula System and students' participation in managing various programmes in the School level. Mr. Mohan who is a founder of an NGO has initiated programmes in the selected schools of Athoor Block. The programme contains the following elements—

- All the students in a school is Member of Youth Parliament.
- Active students are designated as Ministers with specific responsibilities.
- The responsibilities are managing various services and facilities in the school campus, they are ensuring drinking water facility, conducting assembly and prayer, maintaining science laboratory.
- This model and practice provides opportunities for students at school itself to get trained in various activities and also develop their leadership.
- The team of ministers under the guidance of the Teachers manage various co-curricular activities which indirectly provides opportunities for creativity and also working in the team.

Therefore, the contribution of NGO in terms of non-financial inputs provided serve for the capacity

building among the students in the schools. It is a replicable practice and helpful for the students and teachers.

Case 9: Drinking water facility in the Primary School

The NGO has been working near Ammainaikanur which has been focusing on one of the important facilities in the primary school that is provision of safe drinking water. Because, availability and use of quality water for drinking purpose by the students in the primary school premise is significant to ensure their health. If there is no adequate quality water for drinking purpose, the student at primary school level may face various health problems and which indirectly affects their regular attendance. Hence, the NGO provides facility for drinking water by adopting following strategies—

- Exclusive bore-well with pumping facility
- Construction of pipe line to draw water for school
- Water purification facility, place where is no quality water for drinking facility
- Proper and adequate storage facility for water

The NGO has discussed the subject in the SMC and took efforts on Project mode to mobilised the resources for creating the drinking water related facilities. The Panchayat has helped by providing bore-well. The NGO has provided related facilities to augment the drinking water facility

in the school. It shows cases the partnership between the NGO and Panchayat for the primary school development, in particularly sharing the resources for the common cause.

Case 10: Local Contribution by material

T. Koodalur, Guziliamparai Block has a Government High School. The study has made an attempt to understand and bring out the role of CBOs, in the context of improving amenities in the school.

During the interaction in the village, particularly with the PTA leaders, SHGs and Youth Club have revealed that contribution by community immensely supported for the development of school. The outcome of the Focus Group Discussion among the parents and CBOs indicated that they are interested to provide and improve the facilities required in the school.

The contribution of the CBOs for the school development is found to be in novel way. It is understood that the School Management Committee has identified a list of needs in the case of amenities required for the school. The task of mobilising resources in the form of possible contribution to the capacity of the members of PTA, SHGs and Alumni Association. It means that many stakeholders at village level are willing to contribute resources according to their capacity.

As a result the discussions in the School Management Committee and also within the PTA, SHG, and Alumni

Association, they have decided to provide material contribution in the form of donation and gifts. Needs of the school included – Drinking water Pots, Dust bin, Broom stick and also Store Room facility for books and stationery.

The CBOs have mobilized all these items in the form of gift to the schools. Whereas, the PTA has used its network with business community to mobilise facility for storage of books and stationery.

On the request of the PTA, a hardware shop owner has donated to steel cupboard to the school. Interestingly, it is learnt that all these items were presented as gifts to the school during Annual Day Celebration organised at the school. The implication is that the local community and CBOs have considered the school as their own and willingly donated to deliver facilities in the school. The case study also implies that the contribution for the development of school can be in the form of gifts and donations for required facilities in the school.

Case 11: Ecological Development

The Inter-institutional cooperation has helped a Primary School functioning at Thangatchiammapatti, Vendasandur Block. Few decades ago, this school was starving for basic facilities such drinking water and toilets. But, a situation has emerged out discussions among the caste leaders and SMC which was engineered by the intervention of the

Gandhigram Rural Institute under extension activities.

The Primary School was located in a piece of land donated by the local caste leader during 1960s. The school is located in front of the village temple. It is understood that the backyard of the school was not effectively put into use. Because that piece of land was occupied by a section of village community with their huts. The issues jointly identified by the SMC, caste leaders and temple trust are—

- the backyard of the school is occupied as a result students and staff are not having toilet facility;
- there was no exclusive source of water for school;
- during the outreach programme of the Gandhigram Rural Institute, held discussions with school, local community, Panchayat leaders and Temple Trust to find out ways and means to improve the physical facilities and improved environment in and around the school;
- this exercise has led to larger discussions among officials at Block level and also representatives of the village and
- the chairman of the Temple Trust is also the President of PTA at village level. Noticing the situation, the Gandhigram Rural Institute has brought together all the stakeholders on a single platform in the school. This platform has provided wider consultation on improving facilities in the school

with the concept of self help at village level.

A year long exercise by the stakeholders culminated in designing the strategies to find solutions so as to solve the problems of the school.

- The public who have occupied the backyard of the school need to vacate place with an assurance of other place for the dwellers.
- This has been made possible by donation of an acre of land by local land lord who is also happened to be senior leader in the village community.
- A working arrangement was made through Written Agreement between Temple Trust and SMC on approval of Block Development officials.
- As per the agreement the Temple Trust has been providing water to the school.
- In the backyard of the school, toilets were constructed for the use of students and staff.
- The Gandhigram Rural Institute has provided require mix of sapling for tree plantation in the backyard.

As a companied effect, the school got back its land with assured water supply by the temple trust. This has enabled improve the physical environment in and around the school. Moreover, a section of people who have vacated the school backyard have been given permanent place for

their dwelling by concerning their under rural housing project.

The analysis the case indicates that the highly motivated rich people [caste leaders] and asset less poor can equally contribute for the development of the school. It is also understood that cultural change in the village community which initiated a kind of transformation around the school. In nutshell the Gandhigram Rural Institute has made the local community leaders, caste association and SMC to realise that the local issues can be addressed effectively by working together in the same direction and contributing to the common cause. As a result, the benefit of the transformation is enjoyed by the student and also a section of people who got their own dwelling place within the village.

CONCLUSION

The study concludes that stakeholders are pillars of school development. As they have created required facilities through collective action Their contribution has created basic amenities such as drinking water facility, transportation, play ground, fencing, compound wall, electric facility, blackboard and name board with effective participatory approach made practical possibility to rural school development. Decision on investment at village level could help to address issue in a comprehensive way. The case studies revealed

that best practices in stakeholders' participation indicated that—

- Willingness of the local leadership and support of the MLA is a way for improving the infrastructure facilities in the school.
- Effectiveness of Panchayat leadership and better coordination with the local Legislator in the process of School Development and Management. Panchayat Raj Institution are actively participated and contributed through SMC for School Development and Management. Moreover, MLA and MP LAD Scheme is source of resource for the school development.
- Planning at village level with the participation of stakeholders of the school can help to bring required resources for the school development.
- NGO contribution can be in terms of non-financial inputs like - serve in the capacity building process among students of the schools.
- Partnership between the NGO and Panchayat for the school development, in particularly sharing the resources for the common cause.
- Contribution for the development of school can be in the form of gifts and donations for required facilities in the school. Moreover, there is need for local community leaders, caste association and SMC to realize that the local issues can be addressed effectively by working together in the same direction and contributing to the common cause.

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Readiness

A Review

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Abstract

Readiness is not just a single trait, it encompasses various skills and competencies, presence of which needs to be ensured for appropriate placement of a child. Various educationists have tried to give certain dimensions to this concept. The domains of readiness as identified in various studies conducted in this area are cognitive, social, emotional, motor and language. In addition to these domains, the related factors need to be taken into account while addressing the concept of readiness.

Literature review reveals different perspectives and different dimensions in this regard, namely concept of readiness and its domains, factors affecting readiness, class and school readiness, readiness tests and programme-evaluative studies. The present paper reviews the literature on readiness in Indian as well as global context and intends to explain different perspectives in its understanding.

Various gaps have been identified in this area, be it the identification and classification of characteristics leading to the accurate, specific and functional definition of the concept of readiness or be it the readiness assessment and programme designing. These gaps need to be addressed in order to cater to the readiness requirements of a child.

INTRODUCTION

No matter how many times the child attempts a skill, no matter how many times it is explained or spotted, challenging a child with skills they are not yet ready to perform correctly is setting the child upto fail.

—Jeff Lulla

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Education plays a vital role in a person's life. Educational reforms have always been point of concern for our government as well as educationists. School is a place where the personality of a child is built-up and shaped in order to face the challenges of life and outside world and ultimately to be a responsible citizen. A child enters into formal education system at around 3.5 or 4 years of age and spends around 15 to 18 years of their life in this system transiting from one stage to another. This transition ranges from pre-primary through secondary to senior secondary to graduation and so on. During each transition stage the child needs some sort of scaffolding or may be just a spur in order to make this transition smooth and more natural. The child needs to be ready to enter the system and be ready to move across the system. A readiness programme can really help. Several countries have a formal school readiness programme aiming at readying the child to enter the school already equipped to face the challenges that might be presented by the new environment. This state is a stage where parents, schools, teachers and policy makers have to give more attention and importance.

Every time a child transits from one stage to another or one level to another, they need some bridge connecting and facilitating this transition. The ultimate purpose of such bridge or a programme would be creating readiness among the

students. This would contribute towards not only improving the learning outcomes but also ensuring quality in access to education.

This can be an area of interest for academicians, teachers, policy-makers and researchers as to check the effectiveness of such programmes, the purpose that these programmes are serving with, the extent to which it is successful in creating readiness, the modification required in such programmes, what else should be there in order to achieve the objectives, etc.

Several studies have been conducted in India and abroad in this area. A good amount of studies have been conducted on school readiness, college readiness and reading readiness. The present paper intends to review the studies conducted under various sub-areas of readiness. This will add to the knowledge of the concept and identify the gaps in this area.

Based on previous studies conducted by various educationists (Amod, Z. and Heafield, D., 2013; Carlton, M.P. and Winsler, A., 1999) and organisations (UNICEF, 2012), the whole concept of readiness comprises different areas like class readiness, school readiness, readiness tests and readiness programmes— evaluative studies, in order to cover all the aspects of the concept. In the light of the above aspects, the present paper reviews the literature on readiness in Indian as well as global context. It

aims to explain different perspectives in understanding of the concept.

READINESS — GLOBAL PERSPECTIVE

Readiness has been defined variedly by various academicians and organisations involving a wide range of skills and competencies. Broadly, the concept explains how well a child is prepared to succeed in school physically, socially, cognitively and emotionally. UNICEF's (2012) module on 'School Readiness and Transitions' defines readiness in terms of three interlinked dimensions — (a) Ready Children, (b) Ready Families and (c) Ready Schools.

For ensuring a smooth transition from preschool to primary school, The National Early Childhood Care and Education (ECCE) Curriculum Framework (2013) developed by the Ministry of Women and Child Development (MWCD), also defined 'school readiness' as "making children ready, the school ready and the family ready to ensure required skills and competencies in children in all domains of development".

Powell, P.J. (2010) in the article *The messiness of readiness puts up readiness as something which holds different meaning for different people. The idea of readiness would be different for teachers, parents and paediatricians. Then, whose idea shall be taken as central. Usually, age-graded systems are used in school education which itself is actually having a whole one year span. This whole one year can have children*

varying from being over-aged, small-aged and having a myriad of social and emotional differences. Even if the schools have a specific readiness index still there is a wide variety of students on that index. A range of abilities might be there. Children are deemed ready to enter school through various assessments, analysis and observations. Yet uniformity in terms of readiness is not possible in age-graded system.

Powell (2010) talks about ready schools. Such schools believe in the philosophy that every child is at a different point at different times and all children will learn. Ready schools believe that one size does not fit all.

In the article *The Importance of Developing Learning Readiness prior to Teaching New Movement Skills to Kids*, Jeff Lulla (2015) talks about the importance of developing learning readiness prior to teaching new movement skills to kids. It emphasises that the child should possess the necessary reading components in order to achieve success. These necessary components are enlisted below —

- Learning Readiness
- Physical Readiness
- Mental Readiness
- Emotional Readiness
- Social Readiness

This article lays emphasis on creating readiness in order to create successful learning experience for children.

UNICEF's child friendly schools manual *School Readiness and Transitions*, a module written by Pia Rebello Britto, aims at providing guidance to policy makers, educators, programme professionals and practitioners. It promotes a holistic approach towards early learning and development. The module raises three crucial questions—

1. Are children entering school with the social and cognitive skills and competencies needed to achieve success in school?
2. Are schools equipped and ready to provide optimal learning environments for children?
3. Are families and communities ready to help their children make smooth transitions to school?

All these studies emphasise the importance of family and school in promoting children's holistic development and learning. In fact, all three dimensions, i.e. child, school and family are interlinked. The study conducted by Powell (2010) puts up a new dimension in the field of readiness by asserting that instead of expecting readiness from children, schools should ready themselves for catering to the needs of children. Another important aspect to consider is the wide range of abilities among students.

DOMAINS OF READINESS

There seems to be a consensus between the various studies and reports framed from time to time

across a long timeline. They claim some common domains to constitute the readiness of a child. Some studies have considered cognitive domain while defining and assessing readiness, while others included social and emotional aspects.

Kagan, S. (1992) claims that readiness consists of five essential and integrated domains i.e. physical well-being and motor development, social and emotional development, approaches towards learning, cognitive and general knowledge and language usage. Kagan talks of a more refined construct which bears the strengths of both chronological approaches as well as maturationist approach. While using chronological approach at entry stage we can ensure the equitability and clear determination of child's age at any point of time while, maturationist approach helps in conforming to the needs of the individual child. This can be done by listening to the child be it their verbal expression or be it their physical expression.

US National Education Goals Panel in their document *Reconsidering Children's Early Development and Learning: Toward Common Views and Vocabulary* (1995) identified and defined five domains of school readiness to be language and literacy, cognition and general knowledge, approach towards learning, physical well-being and motor development, and social and emotional development.

Sujata Missal (2012) used five domains namely — physical health and well-being, social competence, emotional maturity, language and cognitive development, communication and general knowledge, to determine the school readiness of children.

All these domains focus on certain skill areas and skill sets pertaining to the different aspects of a child's behaviour and life. Also, they put forth that any readiness programme or initiative shall focus and include on all these domains so as to be comprehensive and complete in its approach. However, Kagan had broadened the concept of readiness by spreading it from measurement to implementation, from family to schools to community.

FACTORS AFFECTING READINESS

When it comes to factors affecting readiness, again there seems to be no consensus in the studies conducted in this area. On the basis of the literature review, following factors have been identified as the factors affecting readiness—

- Genetics
- Environment
- Emotional Maturity
- Socio-economic Status
- Cultural Context
- Social
- Policy perspectives

High (2008) puts child's readiness for school, school's readiness for child

and family and community's ability to support healthy child development, as the important factors affecting school readiness.

Jean-Pascal Lemelin, et al. (2007) examined the contribution of genetics and environment towards individual differences in terms of four components of cognitive school readiness i.e. cognitive, language, motor and socio-emotional component; general ability under these four components; and relation between school readiness and achievement. The results show that genetic effects are more important to develop the core abilities of school readiness while the environment is the major factor in overall school readiness. The study contributes to the knowledge that genetics and environment can be the early determinants of school readiness.

Bhise and Sonawat (2016) enlisted the factors like cognitive readiness, early language skills, print awareness, social-economic status, maternal education, pre-school experiences, curriculum planning and teacher experiences as factors influencing school readiness of a child.

UNICEF's child friendly schools manual says that the readiness is influenced by various factors involving cultural, economic, social, policy and historic factors. These factors influence how schools, families and children interact.

A wide range of factors have been included by various studies, in the list of the factors affecting readiness.

The literature highlights the importance of language awareness, pre-numeracy skills, and social skills for successful entry to school. Here, early childhood experiences and pre-primary education are recognised as having significant impact on children's school readiness. Though socio-economic status of family is a major factor in providing stimulatory experiences, education of mother can compensate it by being more responsive and utilising available resources. This focuses the crucial role of family in developing children's readiness for school.

CLASS READINESS AND SCHOOL READINESS

While talking about readiness the three aspects assessment, monitoring and evaluation, as are put-up by UNICEF's child friendly schools manual, should be included. Any readiness programme should be able to answer—

- Whether teachers are prepared to meet-up the needs of students?
- To what extent schools and teachers seek and encourage student participation during classroom interaction?
- Whether adequate and environmentally sustainable resources are available?

Mistry, Parekh and Mankodi (1985) from M.S. University, Baroda developed a comprehensive School Readiness Programme (SRP). It aimed at creating a bridge between

pre-primary and primary stage by offering a readiness programme. Also, Soni (1996), NCERT, developed a school readiness programme aiming at reducing the drop-out rate at primary level. Though these programmes are capable in ensuring school readiness among children, but with the changing times they are found to be less relevant. The curriculum at the pre-primary stage has been modified since then. Also, there is so much disparity in the curriculum being followed by the different schools. In addition to this, even the types of schools also add-up to this diversity at pre-primary stage offering less structured curriculum which is the requisite component of school readiness.

Further, NCERT developed school readiness programme, 'Little Steps' (Soni, 2005) and launched the books *Readiness Activities for the Beginners — Vol. I and II* (Soni, 2011). The focus of these programmes was more on the readiness of children. There is a need to also address the other two components — school ready and family ready.

Haryana government initiated Class Readiness Programme (CRP) in 2013 at school level to ensure all round development of children. The CRP is based on the concept of activity based learning to enhance the quality of education and to boost creativity among students in government schools. Telangana government implemented School Readiness Programme (for classes I and II)

and Class Readiness Programme (for classes II to VIII) at school level in 2017.

Amod and Heafield (2013) in a chapter on ‘School readiness assessment in South Africa’ criticises the school readiness testing approaches in South Africa. They call these testing approaches as child deficit and advocate that this approach is discriminatory as it denies a child to begin school at an appropriate age without offering an alternative to child. This chapter proposes to provide a holistic view of school readiness. It projects that there has been a gradual shift in the conceptualisation of school readiness. Now, holistic approaches addressing the child’s physical development, cognition and sociology-emotional functioning are considered as compared to the traditional knowledge and skill-based approaches used previously.

Docket and Perry (2009) suggests, “The focus on developing community measures of readiness, rather than measures of individual children’s readiness for school, is one approach that is worthy of further consideration”.

These community measures include the Early Development Instrument (EDI) and Australian adaptation of this, Australian Early Development Index (AEDI). This index assess all the aspects of a child across the following five dimensions—

- Physical health and Well-being
- Social competence

- Emotional maturity
- Language and Cognition
- Communication skills and General knowledge

One thing peculiar to this community model is that instead of individual level the results are interpreted at group level.

It also explores the research trends in school readiness. Majorly the authors identify three categories of research being conducted in this area. First is surveys exploring the perceptions of the stakeholders (pre-school teachers and parents). Second is exploring the concept of school readiness involving cognitive skills and chronological age as variables. And, the third one evaluating the outcomes of early educational experiences and family social processes with respect to school readiness and performance. The author concludes by placing the responsibility over schools and education system, of providing the adequate support structures accommodating a range of children.

Carlton, Martha P. and Winsler, Adam (1999) focused on the paradigm shift in the focal areas of school readiness. It states that now the school readiness is receiving increased attention from schools, parents, teachers and policy makers. It says that the practices of Delayed Entry, Retention and Transition Classes are not at all supported by the literature and studies. It argues in favour of a new theoretical framework and demands for a paradigm shift

in the area of school readiness. The perspective presented by this article is based on Vygotskian Socio-Cultural theory and Contemporary Developmental Theory. Readiness is said to be a bi-directional process of both the school and the child. Both has to adjust flexibly to each other in order to reach success.

Flexibility of adjusting to each other (the Programme/Curriculum and the Child) can be the guiding principle for any readiness programme.

In her survey A Survey on School Readiness among Preschoolers, Sujata Missal (2012) aimed at studying the school readiness among pre-schoolers and determination of percentage of children lying in various levels of school readiness. Early Development Inventory (EDI) was used to collect the information through the teachers of children of age range from 3 years to 5 years across the scale of Very Ready, Ready, At Risk and Vulnerable. It was found that 57% of the children were ready for school while the rest 43% were not ready for school. Further, it states that 23% were vulnerable and 20% were at risk. The study suggests that EDI can be used on Indian Children as a screening tool for assessing school readiness.

Reetu Chandra (2017) in her paper 'School Readiness in India Perspective, Initiatives, Practice and Approaches', discussed various research studies and literature on school readiness both globally as well as Indian. Various initiatives

taken by the Indian government and organisations were discussed and analysed in this paper. It suggests that despite so many initiatives by India there are gaps in terms of lack of pre-primary education in all the schools, absence of national standards defining school readiness nationally, need-based readiness programmes and appropriate assessment strategies and devices.

Thus, it can be concluded that there is a paradigm shift in the whole concept of readiness, be it class readiness or school readiness. Now the purview of readiness is being broadened by considering and placing the responsibility of readiness on the parents and society as well in addition to the schools and teachers. As compared to the traditional approaches, now the focus has shifted towards the holistic approach which talks more of the social and emotional readiness. Also, the pre-primary and primary education system needs to be revamped, structured and organised in order to provide readiness nationwide readiness standards.

ASSESSING READINESS

In order to assess the readiness or to select an appropriate test, we need to know why this readiness is being measured. There may be many purposes of testing readiness, it may be for understanding stages of development or aiding in curriculum designing or instructional planning or determining the eligibility of an individual. While individual

assessments are done for diagnostic purposes, group assessments are done to check for the effectiveness or for evaluating a programme intervention.

Bremer, N. (1959) in his study 'Do Readiness Tests Predict Success in Reading?' tries to find whether tests can help in predicting the child's academic growth accurately. For this 2069 students from primary grade were selected out of these 1056 were boys and 1013 were girls. Each child had at least 140 days of schooling and had been taught by one teacher. Metropolitan Readiness Tests, Form R, Gray-Votaw-Rogers General Achievement Tests, Primary Test and Form Q were used to collect the data. Pearson product-moment coefficient of correlation was used to test for the significance of the difference in scores of readiness test and achievement test. The study concludes that reading readiness tests cannot be used to predict accurately the reading achievement of the students. It says that such tests can serve diagnostic purposes very well.

The sixth edition of the Metropolitan Readiness Tests (originally published in 1933) was given by Nurss and McGauvran in 1995. It intends to assess initial reading, quantitative concepts and story comprehension. This test has two levels. Level 1 is administered individually and assesses skills needed for before and during kindergarten while level 2 is administered on group and assesses the skills needed for mid-kindergarten

to first grade. The test consists of various sub-tests. These are—

- Visual Discrimination (Level 1)
- Beginning Consonants (Level 1 and 2)
- Sound-letter Correspondence (Level 1 and 2)
- Aural Cloze (Level 2)
- Story Comprehension (Level 1 and 2)
- Quantitative Concepts and Reasoning (Level 1 and 2)

The raw scores of visual discrimination, beginning consonants and sound-letter correspondence are taken as composite to form the beginning reading. And, story comprehension and beginning reading composite are taken as composite to form the pre-reading composite score. Raw scores and composites can be converted to the different forms of norm-referenced scores like percentile, scaled scores and normal curve equivalents.

Here we can conclude that readiness tests can very well serve the diagnostic purposes but can not predict the achievement of a student with accuracy. Several readiness tests are available for testing the different readiness. The one Metropolitan Readiness Test referred here classifies and considers certain areas like reading, quantitative concepts and story comprehension to be the major constituents of the concept of readiness. The UNICEF (2012) manual on school readiness states that any readiness testing

should ensure that readiness tests are never meant to exclude children from learning opportunities.

READINESS PROGRAMMES EVALUATIVE STUDIES

Various evaluative studies have been conducted to check the effectiveness of readiness programme on the understanding level of students and on creating readiness among the students for various subjects.

Blakely, W. and Shadle (1961) in their experimental study compared the effectiveness of two reading readiness programmes namely Basel Reader Program and Experience Activity Program. The results say that boys developed readiness more with the experience-activity program while girls developed almost equal readiness through both the programs. The study further recommends the experience-activity program to be used at kindergarten level to develop reading readiness.

Scott (1947) in the study titled 'An Evaluation of Training in Readiness Classes' compared the effect of readiness program to those who didn't undergo any readiness program. This experimental study found that the readiness program was effective in creating readiness among the students for level I than those who were not a part of the readiness program.

Devi, Sharda M. and Devi, Uma L. (2011) examined the impact of a school readiness programme in

their study titled 'Impact of School Readiness Programme- Pratyusha on First Standard Tribal Children'. In this study the researcher explored the impact of school readiness programme 'Pratyusha' on the tribal students of first standard. The study was conducted on 92 children from 5 tribal mandals of East Godavari district which were selected randomly. The researchers prepared a checklist based on Pratyusha handbook. Ex-post facto research design was used. The results put-up that the programme is highly effective in helping students with the understanding of the concepts related to family, concept, school and story as categorised in the 'Pratyusha' programme.

Malofeeva, E.V. et al. (2007) examined the relationship between participation in MSRP (Michigan School Readiness Programme) and outcomes at middle school level. They investigated five outcomes—

- 7th grade MEAP (Michigan Educational Assessment Program) scores (Criterion-referenced test, based on model core curriculum outcomes and the content standards approved by the Michigan State Board of Education)
- Grade retention (Grades 6-8)
- School attendance (measured at the end of each grade i.e. 6-8)
- Enrolment for Maths and Science courses

- Special education services received

For grade retention, it reported that MSRP attendance accounted for decreased retention in grades 6, 7 and 8. Further, the results provide strong evidence about the significant relationship between MSRP attendance and participant's lower grade retention rate and relatively having more MSRP graduates taking MEAP at the appropriate grade level.

In conclusion it can be put forth that, at primary stage experiential and activity based learning environment proves to be beneficial for students while creating readiness in them. As found by the evaluative studies mentioned above, the readiness programmes are effective in creating interest, increasing attendance, creating better understanding, and decreasing the grade retention.

CONCLUSION

Ensuring and defining readiness is neither easy nor definite as the term sounds. It is not a dichotomous trait which can be categorised as 'Ready' or 'Not ready'. Readiness may hold different meanings for different stakeholders but one thing is common in all the perspectives that, all the stakeholders (family, school and society) are equally responsible for creating readiness in a child. Hence, recognising the importance and the broad nature of readiness, there are few aspects which need to be taken into account.

It is important that all the domains of child's development are covered while planning and implementing any readiness programme. Thus, to identify child's preparedness, it is essential to assess her development outcomes in physical, cognitive, socio-emotional and linguistic domains (Kagan, 1992; Missal, 2012) while giving due consideration to the intervening factors such as maturity, environment, socio-economic condition, social and cultural context, preschool experiences maternal education and curriculum planning (Lemelin, et al., 2007; Bhise and Sonawat, 2016).

School readiness assessment serves two major purposes-ensuring required skills in each child for successful achievement and developing plan to evaluate children at risk. It further helps in planning instructions according to the individual needs. There is a need to discourage assessment approaches that are discriminatory and deny a child to enter a new level without offering an alternative. These approaches should rather be used in the form of readiness indicators instead of the readiness levels. Various feasible methods of assessment could be employed for different purposes.

Both, nationally and internationally a lot of initiatives have been taken in the area of improving school readiness. A collective effort in addressing the

diverse needs of young children by considering their diverse backgrounds and experiences could result in helping them make a smooth transition from one level to another as well as improving the learning outcomes at further levels. In order to promote better and uniform readiness practices, best resources and practices in creating

readiness should be compiled and made available for reference of all the stakeholders. We need to accept and understand that it is not just that a child should be ready for school and learning, it is also vice-versa which requires that the schools, teachers, family and society should also be made ready to provide the optimal learning environment to the child.

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Retirement Transitions and Anxiety among Teachers

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Abstract

The purpose of the present study is to assess the level of anxiety among pre-retiree and retired teachers at different stages of retirement among 200 teachers (100 pre-retiree and 100 retired) from educational institutions (Kendriya Vidyalayas, State Government Schools, PU and Degree Colleges) across Bangalore, Karnataka. The State Trait Anxiety Test (STAT) by Sanjay Vohra (1993) was used to assess 'anxiety' among these teachers. The analysis showed a significant difference between pre-retiree and retired teachers with higher level of anxiety among pre-retiree teachers. While, there was no significant difference in the level of anxiety among the two groups of pre-retiree (6 months and 3 years) and retired (6 months and 3 years) teachers within. Implications are discussed.

BACKGROUND

With the growing number of Indians currently retired and the number of older adults in India expected to increase from 11 per cent in 2009 to 22 per cent by 2050 (Ramakrishnan, 2011), the factors related to the psycho-social aspects of retirees have gained considerable attention from

the popular press and the academic literature. Also, epidemiological evidence suggests that anxiety is a common major health problem in later part of life which can substantially impair the quality of life and its consequences being potentially serious. In the above backdrop, the present study has attempted

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to understand the level of anxiety among teachers at different stages of retirement. This has implications for a smooth transition in life.

REVIEW OF LITERATURE

Retirement is a relatively new phenomenon, which evolved as a product of industrialisation of society. It is a social concept implemented primarily at the end of World War II due to changes in life expectancies and population demographics (Fontoura *et al.*, 2015). The gradual rise in the average life span over the past century has led to many challenging events and circumstances during the retirement phase of life which require sustained observation. Retirement forms an important milestone in life and has far reaching psychological and societal implications.

The usual definitions of retirement address withdrawal from the workforce and relying on the social security system for the remaining years of life. American Heritage Dictionary (2000), defines retirement as the withdrawal from one's occupation, business or office, and comes after having finished one's active working life. Retirement is an individual process, which depends on multiple factors like personality, work history, age, marital status, gender, culture, education etc, and which has different meaning to different people (Pratt and Norris, 1994). However, many others have referred to retirement as a developmental transition. It is a later life status

transition which may promote a sense of well-being of workers moving out of demanding and stressful career jobs. On the other side, it may lead to declined well-being for workers who lose their work-related recognition and social connections (Kim and Moen, 2002). According to Floyd *et al.*, 1992, it is a predictable normative change that involves redefinition of roles, depending on the context of different individuals. It is an ongoing social and psychological transformation.

Retirement has also been studied as a process comprising different phases. According to Atchley (1976), the natural process of retirement adjustment contains five phases: the honeymoon phase, characterised as an ecstatic period where retirees enjoy their new freedom of time and space; disenchantment phase, mirrors the emotional let-down as people face the actuality of life in retirement; reorientation phase, where individuals come to an understanding about the limitations of retirement and develop a practical view of the social and economic opportunities that the new stage offers; stability phase occurs when people show certain adaptation and habituation to retirement; and termination phase marks the gradual loss of autonomy due to ill health. Thériault (1994) explains three periods of psychosocial responsiveness to retirement—the pre-retirement period which is anxious in nature, intra-retirement period which brings about a declined

sense of responsibility in individuals and the post-retirement period in which there is enhanced capability of performing activities that people find desirable in their lives. Victor (1994) describes five stages in the transition to retirement— initial stage characterised by a heightened curiosity as the end of occupational life approaches; the beginning joy and elation; some trauma and disappointment; coping with the new way of life and finally adapting and regularising in to the new life style. What is common to the above theories, however, is the idea of finally getting used or adjusted to retirement.

To be successful in retirement, one needs to move through the phases of transition. The retiree has to face many changes that occur at once; the status, influence, and power associated with our professions disappear. The varied pleasure and benefits that work provides such as purpose, structure, social and intellectual engagement, an experience of pride and accomplishment, health insurance and a paycheck are suddenly no longer accessible when the retiree still longs for it (Cullinane and Fitzgerald, 2007). Such a scenario is likely to produce psychological concerns that need to be addressed if retirees are to optimise their life satisfaction. According to Harris (1983), the two main types of reaction that retirement could trigger include— 1) A more severe depression requiring psycho-therapeutic treatment. However, retirement in itself may not be the

only reason for breakdown. 2) An adjustment reaction to the next phase of life characterised by mild anxiety and uncertainty about future plans.

Retirement anxiety refers to a vague feeling of apprehension, worry, fear, panic, insecurity, uncertainty and irritability exhibited by some public servants as they proceed towards the compulsory age of retirement. The thought of retirement to some workers creates anxiety, fear and disappointment (Osumah, 2015). Furthermore, the issue of where to retire to, loss of work identity, decline in monthly earnings, lessened social life, decreased social status, lonely life, deterioration in health associated act as main factors connecting to the retirees adjustment to the new phase of life, which seem to generate anxiety among and declined health among workers (Johnson 1958; Townsend, 1955; Tunstal, 1966; Cox and Bhak, 1979; Miller 1965).

Some of the vital sources of retirement anxiety, according to Ode (2004) include, insufficient finance and complete dependence on present salary, ignorance of financial planning, challenges of managing role change and a shift in social status, time regulation, inadequate planning and preparation for retirement, attitude of friends and family. Some other studies have reported the main problems of retirees as lack of social support, fear of social negligence, fear of losing one's spouse, mental tension and stress (Hepner W., 1969; Sharma *et al.*, 2015).

For many pre-retired workers, both in public and private sector, maintaining a sense of identity and honor, without a full-time job is a single most hard challenge to face, resulting in feelings of loneliness, isolation and anxiety. A few researches stated that pre-retired workers, perceived retirement as a punitive outcome, which must be avoided; and that they become shivery at the approach of retirement. This in turn forms the basis for pre-retirement nervousness, uncertainty, uneasiness, security induced confidence and lack of motivation for retirement preparation (Kolawole and Mallum, 2004; Denga, 1996; Okorodudu, 1998; Akpochofo, 2005; Clifford, Ogbekor, and Enakpoya, 2010).

According to Machima (2012), retirement anxiety is a result of workers' understanding of retirement and what it requires. It is one concept with several psychological implications. From the occupation point of view, it is a marker of the concluding stage of the formal work cycle at which certain materials; vocational and experiential attainment is expected of the retiree (Oniye, 2001). It is important to note from the onset that among various categories of workers in the force, the workers approaching retirement and the retired should be our great concern because of the anxiety they may encounter. In order to overcome the anxiety, the workers device means to continually remain in the

service or work even in retirement. This seems to be one of the major reasons for falsification of records and age by workers in accordance to remain in service even after attaining the retirement age.

Thus, anxiety being a significant emotion during retirement transition, the present study seeks to explore the dimensions of anxiety at different stages of retirement among teachers, which may further aid in developing strategies for managing the issues of pre and post-retirement apprehension, leading to smooth transition.

The present study seeks to answer the following research questions.

RESEARCH QUESTIONS

- Do pre-retiree and retiree teachers differ on their anxiety?
- Do pre-retiree teachers who are going to retire in less than 6 months of time differ in anxiety from those who are going to retire in 3 years?
- Do retired teachers who have retired from service in less than 6 months of time differ in anxiety from those who have retired from service 3 years back?

OBJECTIVES

- To study the differences in anxiety of pre-retiree and retiree teachers.
- To study the differences in anxiety of pre-retiree teachers who are going to retire in less than 6

months of time and those who are going to retire in 3 years.

- To study the differences in anxiety of retired teachers who have retired from service in less than 6 months of time and those who have retired from service 3 years back.

HYPOTHESES

H01: There is no significant difference between pre-retiree and retired teachers in their anxiety.

H02: There is no significant difference in anxiety between pre-retiree teachers who are going to retire in less than 6 months of time and those who are going to retire in 3 years.

H03: There is no significant difference in anxiety between retired

who have retired from service in less than 6 months of time and 50 teachers who have retired from service 3 years back) selected using disproportionate stratified random sampling technique. Anxiety was measured using The State-Trait Anxiety Test (STAT) by Sanjay Vohra (1993). It has 40 items and measures 5 dimensions namely: Tension, Guilt Proneness, Maturity, Suspiciousness and Self control.

RESULTS AND DISCUSSION

The results are discussed hypothesis wise as follows—

Hypothesis 1:

There is no significant difference between pre-retiree and retired teachers in their anxiety.

Table 1: Significance of Difference between Pre-retiree and Retired Teachers on Anxiety Levels

Teachers	N	Mean	S.D	S.E.m	df	t	p value
Pre-Retiree	100	21.65	7.9	.80	198	6.67	0.000
Retired	100	14.90	6.2	.62			

teachers who have retired from service in less than 6 months of time and those who have retired from service 3 years back.

METHODOLOGY

The study used descriptive survey method for data collection to assess the Anxiety of Pre-retiree and Retiree teachers. The sample consisted of 200 teachers (50 teachers who are going to retire in less than 6 months of time and 50 teachers who are going to retire in 3 years; 50 teachers

An analysis of Table 1 indicates that the mean score of pre-retiree teachers is 21.65 and retirees is 14.90. In terms of standard deviation, pre-retirees have 7.9 and retired have 6.2. It means the spread of scores away from the mean is apparently more among pre-retirees suggesting that the variation is relatively more among the pre-retirees as compared to retired. In order to see whether the obtained mean difference is true of the population, the scores were

subjected to “*t*” test, which yielded 6.67, which is statistically significant at 0.01 level, in favor of pre-retirees. Therefore, the null hypothesis is rejected. This indicates pre-retirees and retired have differed significantly on anxiety in favor of pre-retirees. It means the pre-retirees are more anxious than the retired teachers.

The anxiety components that have been tested in the present study include: Tension (Tn), Guilt Proneness (Gp), Maturity (Ma), Suspiciousness (Su) and Self control (Sc).

on ‘Gp’ indicates the group to be over fatigued, easily downhearted and feels remorseful that people are not as moral as they should be. This could be because of the tiredness associated with the nature of work and long years of service; high task-orientation associated in teachers, hard work and diversified role expectation. Also teaching as a profession underpins strong morality and ethical behavior as a personality measure; teachers are described feeling guilty when they hold

Table 2: Mean scores of the 5 components of STAT among Pre-retiree and Retired Teachers

Teachers	Tn	Gp	Ma	Su	Sc	Total
Pre-Retiree	5.59	5.19	2.82	3.25	4.80	21.65
Retired	3.16	3.45	1.90	2.51	3.88	14.90

An analysis of Table 2 indicates that on the above dimensions, pre-retirees are more anxious than the retirees on the whole. High scores on ‘Tn’ indicates high Tension, ‘Gp’ indicates high Guilt Proneness, ‘Ma’ indicates lack of Maturity, ‘Su’ indicates high Suspiciousness and ‘Sc’ indicates lack of Self Control. Accordingly, high score on ‘Tn’ indicates the group to be short tempered, getting irritated by small things and may suffer from sleep disturbances. This could be because teachers are often highly conscientious people by nature who have an exceptional drive to help others, and so put unrealistic pressure on themselves. High score

themselves responsible for having upset their pupils. High score on ‘Ma’ indicates lack of maturity and the group to be easily annoyed by things and dissatisfied with the restrictions of life. This could be because of rigid thinking, rumination, insecurity and inadequacy of self in exposing to possible failures and mistakes. High score on ‘Su’ indicates the group to be suspecting, dogmatic and critical. This could be because, the teachers judge themselves more harshly than students and are generally rather self-critical in regard to their practice. High score on ‘Sc’ indicates lack of self control and the group to be less tolerant, less persistence and low on drive for achievement. This could

be because of work load, worries of work deadlines, less leisure time, decreased interpersonal relations due to work pressure, poor basic need satisfaction at work and home.

The above findings are consistent with the research literature. Generally, pre-retirement anxiety is characterised with fears of the unknown and worries about the future as a result of the cessation of active

less frustration and hopelessness in comparison to the retired, and post-retired elderly (Chadha and Easwaramoorthy, 1993).

Hypothesis 2

There is no significant difference in anxiety between pre-retiree teachers who are going to retire in less than 6 months of time and those who are going to retire in 3 years.

Table 3: Significance of Difference between Pre-retiree Teachers (6 months and 3 years) on Anxiety Levels

Teachers	N	Mean	S.D	S.E.m	df	t	p value
Pre-retiree 6 months	50	22.80	8.06	1.14	98	1.44	.15
Pre-retiree 3 years	50	20.50	7.82	1.10			

work life (Saidu, 2007). Compared with the pre-retirement phase, the level of anxiety and psychological distress in retirees remained low over time (Yeung, 2013). Similarly, a study by Vordzorgbe *et al.*, (2018) found that, insufficient fund, managing mental health, managing a novel social status, inadequate planning for retirement and difficulty in time management emerged as sources of pre-retirement anxiety among teachers. Other studies too have found a similar effect (Ode, 2004; Oniye, 2001; Ojo, 2001). Contrary to the above findings, some studies have shown that retirees are more likely to be anxious, tense and psychologically demoralised than working men (Dhillon and Mitbander, 1992) and the pre-retired group of elderly has

An analysis of Table 3 indicates that the mean score of pre-retiree (6 months) is 22.80 and pre-retiree (3 years) is 20.50. In terms of standard deviation, pre-retiree (6 months) have 8.06 and pre-retiree (3 years) have 7.82. It means the spread of scores away from the mean is apparently more among pre-retiree (6 months) suggesting that the variation is relatively more among the pre-retirees (6 months) as compared to pre-retirees (3 years). In order to see whether the obtained mean difference is true of the population, the scores were subjected to “t” test, which yielded 1.44, which is statistically not found to differ significantly. Therefore, the null hypothesis is accepted. This indicates that the pre-retiree (6 months) and pre-retiree (3 years)

do not differ significantly on anxiety. It means, whether the teachers are going to retire in 6 months or 3 years, their anxiety level remain the same more or less. This further shows that pre-retirees are one as a group on their anxiety level.

The above present finding is consistent with the research literature. Many studies indicate the presence of anxiety and apprehension in yet to retire teachers, irrespective of the time period left for retirement. This can be due to lack of general well being of employees and lack of planning and acceptance towards the challenges that the new phase may pose (Arogundade, 2016; Vordzorgbe *et al.*, 2018). Also, the thought of retirement itself breeds uneasiness in some workers which is accompanied by socio-psychological and economic anxieties (Waxman, 2016; Wijeratne and Peisah, 2013; Osumah, 2015; Dada and Idowu, 2010).

Hypothesis 3

There is no significant difference in Anxiety between the teachers who have retired from service in less than 6 months of time and those who have retired from service 3 years back.

An analysis of Table 4 indicates that the mean score of retired (6 months) is 15.32 and retired (3 years) is 14.48. In terms of standard deviation, retired (6 months) score is 4.9 and retired (3 years) score is 7.3. It means the spread of scores away from the mean is apparently more among retired (3 years) suggesting that the variation is more among the retired (3 years) teachers as compared to retired (6 months). In order to see whether the obtained mean difference is true of the population, the scores were subjected to “*t*” test, which yielded .67, which is statistically not found to be significant. Therefore, the null hypothesis is accepted. This indicates that retired (6 months) and retired (3 years) do not differ significantly on Anxiety. The results also indicate that no matter whether the teachers have retired 6 months back or 3 years back, their anxiety level remain the same more or less. This further shows that the retired teachers are one as a group.

The present finding is consistent with the research literature. The invariability in the level of anxiety in different stages of retirement can be attributed to many factors like better preparedness of retirees, individual’s

Table 4: Significance of difference between Retired Teachers (6 months and 3 years) on anxiety

Teachers	N	Mean	S.D	S.E.m	df	t	p value
Retired 6 months	50	15.32	4.9	.69	98	.67	.50
Retired 3 years	50	14.48	7.3	1.03			

perception and attitude towards retirement and psychological, social and economic environment of retirees. Many studies have reported that workers who are better prepared, who have favorable expectations from leisure and individuals with pre-retirement education have a positive attitude towards retirement (Glamser, 1981; Beehr, 1986; Ogunbameru O.A. and Bamiwuye, 2007; Machima, 2012). Gall *et al.*, (1997), reported less distress in retired individuals with an increase in energy level and social satisfaction in the first year of retirement. According to Neuhs, (1990), retirement readiness is a strong predictor of retirement self-efficacy among retirees.

Some studies have also shown enhanced health, higher life satisfaction and unchanged work-related role and re-engagement in areas of interest after retirement leading to better social, emotional and physical wellbeing too (Jayshree and Rao, 1991; Desai and Naik 1974, Batra, 2004).

CONCLUSIONS

The following conclusions are drawn based on the research questions raised.

- Pre-retiree teachers are more anxious compared to retired teachers. Pre-retiree teachers suffer higher tension, are more guilt prone, have less maturity, are more suspicious and poor on self-control compared to their retired counterparts.
- Pre-retiree (6 months) and pre-retiree (3 years) do not differ significantly on anxiety. It means, teachers are alike no matter whether they are going to retire in 6 months or 3 years. The duration before retirement of 3 years or less than 6 months is all the same among teachers on their anxiety.
- Retired (6 months) and retired (3 years) do not differ significantly on anxiety. It means, teachers are alike no matter whether they have retired 6 months back or 3 years back. The duration after retirement of 3 years or less than 6 months is all the same among teachers on their anxiety.
- Retirement transition among teachers is a significant phase in their life. This has implications for their future life.

IMPLICATIONS

The results of the present study indicate that pre-retirees are more anxious than retired teachers on all the dimensions of anxiety. There is a need to facilitate a smooth transition of the lives of teachers before retirement. To improve the well being of pre-retiree teachers, the following interventions may be helpful.

- Teachers should be encouraged to rekindle their interest in activities and pursuits outside the school.
- Conducting seminars and workshops to prepare the potential pre-retiree teachers on issues concerning retirement anxiety.

- Pre-retirement counselling in relation to retirement anxiety should be focused on by the authorities concerned.
- Education departments and teacher organisations have to take pro active initiatives in facilitating retirement transitions smoothly.

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Bibliometric Analysis of Journal of Indian Education (2014–2019)

A Study

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Abstract

The Journal of Indian Education (JIE) is the premier journal in the field of School Education being published in India by National Council of Educational Research and Training (NCERT), Delhi. Journal of Indian Education (JIE) has completed 45 years of its publication during the year 2019-20. This research paper studied the bibliometric analysis of Journal of Indian Education (JIE) during the period of five years 2014-2019. The data was collected from the NCERT website only. This journal is full-text available at NCERT website in open access from the year 2010 (complete set) onwards. This bibliometric study has covered the different aspects such as year-wise publication of article, pattern of authorship, degree of collaboration, average length of pages per article, average no. of references per article. This study analysed the data of five years (2014-19). Total 218 articles were published in 20 issues during the period of study. The collected data revealed that 17.43% articles were contributed during 2015-16 which is the minimum in all years and single authored contribution is highest and preferred with nearly 70 %. The degree of collaboration is 0.30. The average no. of pages per article is 13.30 and average no. of references per article is 19.40.

INTRODUCTION

Journals are the primary source of getting information about the latest research and development about

the particular issue or problem of the subject and its related areas. Journals are the source to determine the academic contribution and

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reputation of an institution at national and international level. In simple language, Bibliometrics means application of mathematics and statistical methods to books and other media of communication and information to understand the various parameters related to publication patterns and contributors. This word is the combination of two words—first is Latin word '*Biblio*' which means a book and second is the Greek word '*Metrics*' which means Science of measurement. The term Bibliometrics was coined by Alan Pritchard in 1969 to study and evaluate the quantitative growth of subjects or documents. This kind of study also helps the libraries in taking the decision regarding knowledge accumulation and dissemination to fulfil the needs of the target groups with the limitation of budget and in the exponential growth of the knowledge in different formats. Bibliometric studies also support librarians in judicious selection and procurement of periodicals in different formats for their users.

GENESIS OF THE JIE

NCERT was established in the year 1961 which is the only national level organisation to assist and advise the central and state governments on policies and programs with a prime objective of promoting the quality of the school education in India. NCERT also encourages the research of original and critical thinking in the subject of education. This journal main objective is to

provide a platform for researchers, teachers, teacher educators, educational administrators through presentation of new ideas, critical appraisals, educational problems and their solutions along with various educational practices with experiences and research procedures. JIE includes the articles discussions, analyses of different educational matters, book reviews other than textbooks along with challenges of educational issues.

Journal of Indian Education (JIE) was started in the year 1975 with 6 issues per year (May, July, September, November, January, and March) means published one issue in every two months. This journal was initiated with the intention to be read by all those who play a major role in the provision and functioning of the educational system. Each issue was published with unique theme. For example: The first issue was on theme 10+2+3 pattern of education system and the second on the aspects of Psychology, the third issue was on history which included writing history of textbooks, teaching of history, history of philosophers, social change, the fourth issue was dedicated to Women and their education, various facets of the problems faced by women in India, legal rights etc., fifth issue was discussed with language education and teaching for beginners, applied linguistic, phonetics and the last issue was dedicated to education of minorities and covered problems and education of schedule caste

and tribes, Muslim community etc. Besides the articles, following were also included in the journal such as—

- Educational news
- Book reviews
- Bibliography
- Seminar paper
- Books and Periodical received
- Readers forum

At that time, above all were really important especially for the research scholars and students of education field. During that period periodicals are the only source to get updated about latest research and development in the particular discipline and all sincere readers and experts waited for the next issue of the journal as this journal serve as a clearing house in education.

Journal of Indian Education (JIE) is one of the renowned journals of the subject Education and its interdisciplinary areas. It is a reviewed periodical published four times in a year i.e. May, August, November and February from the year 1995-96 with volume no. twenty one (21) by the Department of Teacher Education, National Council of Educational Research and Training (NCERT), Delhi. Earlier six issues were published per year till 1994. This journal consists of two boards— advisory board which includes Director, NCERT, Head, Department of Teacher Education and Head Publication Division and editorial board that includes

the academic editor and team of experts of education. The cost of the annual subscription of JIE is ₹180 and a single copy is of ₹45 per issue. The journal is available in open access through NCERT website (<https://ncert.nic.in/pdf/publication/journalsandperiodicals/journalofindianeducation/JIE>). It is an appreciable initiative of NCERT to provide open access to all NCERT published journals from the year 2010 onwards. Editor's note has been written in the manner which covers the base and gist of every article written by different authors. It gives the broad idea of every article published in the journal. The ISSN for print version is 0377-0435 and online version is 0972-5628.

LITERATURE REVIEW

There is an abundance of studies that have been done on Bibliometric or Scientometric analysis and growing day by day. In this paper, the most relevant latest studies done after 2015 which are directly related to this present study have been covered for the purpose of review of literature to avoid duplication. Tallolli and Mulla (2016) examined the 155 articles from five volumes of Journal of Information Literacy from 2011-2015 and found that majority are single-authored publications and 0.26 was the degree of collaboration. Secker J. was traced as the most prolific contributor and UK as the country (56.36%) from where the highest author contributed. The same authors Tallolli and Mulla

(2020) again had done the research on the Education Libraries Journal for the period of 2013-17. The study revealed that single authorship is in the trend during the period of study and found the 9.43 average citations per paper. USA was identified as the country with the highest no of contributed articles.

Arvian Firmansyah, Egi and Faisal, Yudi (2020) studied the bibliometric analysis of Indonesian-based journals i.e Islamic Economics and Finance Journals and used the VOS viewer software to visualise the performance of Journals. This paper listed ten most productive researchers and top-five Islamic economics and finance Indonesian journals. Nath, Amit and Jana, Sibsankar (2020) did the bibliometric study of Journal entitled Annals of Library and Information Studies (ALIS) for the period 2008-18 to study year-wise distribution and citations pattern; to identify most productive author and authorship pattern of the journal and create a list of highly cited journals in library science domain along with institution-wise and country-wise quantum of publications. He analysed total published 11 volumes contained 377 articles which were written by 723 authors. Authors from India are the maximum number of contributors and B.K. Sen is the most productive author during the period of study.

Abdi, Asad and Idris, Norisma and Alguliyev, Rasim and Aliguliyev, Ramiz (2018) examined the

bibliometric analysis of journal entitled "Information Processing and Management (IP and M)" from 1980-2015 i.e. 25 years. This study presented a total of 2913 articles were published during the period of study of 25 years. He also identified top 10 prolific authors, institutions and top 24 prolific countries along-with the number of papers. USA was found as the country with highest contributions (50.88%). This study also revealed that during 2010-15 period degree of collaboration has been enhanced thrice in comparison to 1980-85.

Nayak, Ashapura (2017) examined the Indian Educational Review journal published by NCERT for the period of 5 years 2011 to 2015. 63 research papers is maximum among other types of publications such as research innovations, book reviews, project summaries and other types of publications with 14 contributions from New Delhi. Khan (2016) analysed quality, popularity and impact of the DESIDOC Journal of Library and Information Technology (DJLIT) published by DESIDOC from the year 2010 to 2014 includes 307 contributions in 30 issues. This study found that 2012 was the most productive year and published special issues in every volume. Pandita and Singh (2015) studied the growth in the research output in the library and information science (LIS) field globally during the period 2004-2013 from the SCImago Journal and Country Ranking, based on SCOPUS

data source. Total 75,887 research articles retrieved and the USA was found as a leading country with 38.54% share followed by the UK and China.

NEED AND SIGNIFICANCE OF THE STUDY

There is lot of bibliometric studies have been conducted on various international and national journals so accordingly there is need to do this study on NCERT reviewed periodical i.e. Journal of Indian Education. This study is an attempt to analyse the JIE to understand the publication and authorship pattern, no. of citations along with length of papers. This paper will also give insight to and promote similar or extended kind of researches on other NCERT publication also.

OBJECTIVES OF THE STUDY

The main objectives of this study are as follows—

- to study the growth of publication during 2014-2019,
- to study the authorship pattern of the Journal of Indian Education,
- to find out the degree of collaboration,
- to find out the average no. of pages per article and
- to find out the average no. of references per article

METHODOLOGY

The data for analysis and interpretation was collected from

directly the website through the link <https://ncert.nic.in/journals-and-periodicals.php> and saved into different excel sheet year wise. Data elements were no. of articles, title of the article, first author, second author, third author, fourth author, more than four author, authors belonging to which institute, no. of pages on individual articles, no. of references of each article, book review in each issue etc. After collection of data, data is analysed manually along with some filters on MS-EXCEL software and inferences made out of this analysis were placed in tables.

DATA ANALYSIS

Total 218 papers have been published during 2014–19 comprising research papers, analytical papers, problems and issues concerning the child holistic development and imparting education with qualitative effectiveness. It includes the articles broadly categorise in the subjects related with children with disabilities, early childhood care and education, mid-day meal, preparation of quality teachers, experience of new teaching techniques in classrooms, Indian education system, academic achievements, teaching-learning process, assessment, education pedagogy, generic issues, professional development of teachers, language education, skills, madrasa education, girls education, inclusive education, aspects related with psychology, science and mathematics teaching, parents involvement, challenges, ICT

application in education, National Curriculum Framework, plagiarism, tribal education, cyber-bullying, CCE, no detention policy etc. Most of the issues include book review. This journal mainly covers the aspects of the school education and its interdisciplinary area.

Table 1 shows that maximum no. (14) of articles have been published in November 2016 and minimum (08) in August 2015. However the no. of articles in other issues is ranging between 10-12 articles.

Table 1.1 indicates that 218 no. of papers have been published during the year 2014-19. It can be seen from the table that the journal is following the standard pattern for publication

for no of articles. However, the same no of papers were published in 2016-17 to 2018-19 and minimum were in the year 2015-16 with 17.43%. Total 14 book reviews were also published during the period of study and 4 book reviews published during the year 2015-16 which is the maximum no. of book reviews.

Besides articles and book reviews, this journal includes one speech i.e. Teachers' Day Speech by the President of India, Shri Pranab Mukherjee in November 2014 at the Presentation of National Award to Teachers of India. It is not counted under number of published articles.

Table 2 shows that JIE contained 152 (almost 70%) papers are single

**Table 1: Year and volume-wise distribution of Articles during 2014-19
Journal of Indian Education (JIE)**

Issue Published in Month	2014-15	2015-16	2016-17	2017-18	2018-19
May	10	10	10	12	12
August	11	08	12	11	11
November	09	10	14	12	11
Feb (of next year)	12	10	10	11	12
Total no. of articles	42	38	46	46	46

Table 1.1 Details of total no. of Volumes, Issues Published, Articles and Book reviews

S.No.	Year	Vol. No.	Issue Published	No. of Articles	%	No. of Book Reviews
1.	2014-15	40	4	42	19.27	3
2.	2015-16	41	4	38	17.43	4
3.	2016-17	42	4	46	21.10	3
4.	2017-18	43	4	46	21.10	2
5.	2018-19	44	4	46	21.10	2
	Total	5 (Volumes)	20 (Issues)	218 (Articles)	100%	14 (Book Reviews)

Table 2: Authorship Pattern of Published article in JIE during 2014-19

Year	No. of Authors (Single) (1)	No. of Authors (Joint) (2)	No. of Authors (Three-Author) (3)	No. of Authors (Four author) (4)	Total no. of Articles
2014-15	33	8	1	0	42
2015-16	28	10	0	0	38
2016-17	33	11	1	1	46
2017-18	30	13	1	2	46
2018-19	28	18	0	0	46
Total	152	60	3	3	218
%	69.72	27.52	1.38	1.38	100%

authored and maximum no of papers published in 2016-17 of single author i.e. 33. Out of 218 papers, 27.52 % papers are in joint authorship. This table also depicts that three and four authors' contribution is merely 2.76 % together. During analysis, it was found that maximum no of articles in joint authorship were published in the August 2018 issue with 8 publications.

CALCULATION OF DEGREE OF COLLABORATION

The degree of collaboration is to measure the ratio between the

research papers written jointly or in collaboration with multi-author to the total no. of papers in the journal during a particular period of time. The formula is as given below:

$$C = Nm / Nm + Ns$$

C = Degree of Collaboration

Nm = Number of multi-authored articles (more than single author)

Ns = Number of Single-authored articles

Table 3 clearly shows that total 66 articles have been written in joint or multi-authorship and total single authored articles are 152. So, the formula to measure C

Table 3: Year-wise Distribution of Papers and their Degree of Collaboration
Year-wise Degree of Collaboration

S.No	Year	Single Authored Articles	Sub Total (Collaborative Articles)	Total Articles	C= Nm / Nm+Ns	C
1.	2014-15	33	9	42	9/42	0.21
2.	2015-16	28	10	38	10/38	0.26
3.	2016-17	33	13	46	13/46	0.28
4.	2017-18	30	16	46	16/46	0.34
5.	2018-19	28	18	46	18/46	0.39
	Total	152	66	218	66/218	0.30

(Degree of Collaboration) given by K. Subramaniam (1983) has been used. Here, the degree of authorship collaboration of the journal is 0.30 which is calculated as $N_m=66$, $N_s=152$ and $C=(66/66+152)=0.3027$ and above table shows that it is in increasing pace from 2014 to 19 (from 0.21 in the year 2014-15 to 0.39 in the year 2018-19).

Table 4: Year-wise distribution of papers and their total length of pages altogether

Year	No. of articles	Total Length of pages of article in volume	Average no. of page/paper
2014-15	42	564	13.42
2015-16	38	557	14.65
2016-17	46	572	12.43
2017-18	46	611	13.28
2018-19	46	596	12.95
Total	218	2900	13.30

Table 4 gives the total no. of pages in the complete set of volume

and average no. of pages per article. It indicates that the maximum no of pages was in the year 2017-18 with 611 pages and 46 articles whereas average per page article is 14.65 which is highest in all 5 years during the year 2015-16.

(Note: This journal pagination begins from the content page. But during the analysis of articles and total no. of pages in journal, content and editor's note have been excluded.)

Table 4.1 shows that out of 218 papers the maximum no of articles are ranging in 11-15 pages and 77 articles are in 6-10 page range which is followed by 39 articles of the pages ranging in between 16-20. Only 3 papers are of 1-5 pages. There are only two articles had a length of more than 30 pages which was written by Prof Gauri Srivastava (NCERT Faculty) and Albert Ferrer (Lecturer, University of Barcelona, Asia House (Ministry of Foreign Affairs/ Government of Spain) and visiting Professor in Sri Sathya Sai University (South India) in the issue of August 2015 and May 2018 respectively.

Table 4.1: Distribution of articles according to length of papers published in JIE during 2014-19

Year	No. of Pages							Total no. of article
	1-5	6-10	11-15	16-20	21-25	26-30	>30	
2014-15	0	15	15	7	5	0	0	42
2015-16	1	11	13	5	5	2	1	38
2016-17	2	18	16	7	2	1	0	46
2017-18	0	15	17	11	3	0	0	46
2018-19	0	18	17	9	0	1	1	46
Total	3	77	78	39	15	4	2	218

Table 5: References in articles published in JIE during 2014–19

Year	Total no. of Papers published	Total no. of References	Average no. of references per paper
2014-15	42	749	17.83
2015-16	38	766	20.15
2016-17	46	995	21.63
2017-18	46	703	15.28
2018-19	46	1018	22.13
Total	218	4231	19.40

Table 5 depicts the total no. of authors in their articles. Out of total references year-wise. It also includes the no. of endnotes which were given in some papers.

218 papers, 71 (32.57%) have 1-10 references; followed by 62 papers (28.44%) with 11-20 references;

Table 5.1: Distribution of papers according to no. of references listed in articles published in JIE during 2014–19

No. of References listed in articles	2014-15 (No. of article)	2015-16 (No. of article)	2016-17 (No. of article)	2017-18 (No. of article)	2018-19 (No. of article)	Total (No. of article)	%
0	5	0	0	0	0	5	2.29
1-10	8	14	13	19	17	71	32.57
11-20	11	10	17	18	6	62	28.44
21-30	12	6	9	4	11	42	19.27
31-40	3	4	2	3	6	18	8.26
41-50	3	2	2	2	3	12	5.50
51-60	-	-	1	-	2	3	1.37
61-70	-	1	1	-	-	2	0.92
71-80	-	1 (78 References)	-	-	-	1	0.46
81-90	-	-	-	-	-	-	-
91-100	-	-	-	-	1 (93 References)	1	0.46
>100	-	-	1 (101 References)	-	-	1	0.46
Total	42	38	46	46	46	218	100%

Table 5.1 provides details of the number of references cited by the 42 papers (19.27%) with 21-30 references. 5 papers (2.29%) in the

year 2014-15 with (0) no references. There were two papers with maximum references one in August 2016 written by Habibullah Shah from University of Kashmir, Sri Nagar with 101 references and other published in the issue of August 2018 written by Meenakshi Girdhar from G.D. Goenka University, Haryana with 93 references.

CONCLUSION

The study of JIE for the period 2014-19 resulted that number of articles published ranging between 8-14 articles. However most of the issues are with 10-12 articles. Besides article 14 book reviews were also published altogether in 20 volumes. Single authorship is most preferred with 152 contributions and authorship collaboration is found to be 0.30. The length of articles ranges from pages 6-15 for maximum. However, 2 articles are having more than 30 pages and 3 articles are written within

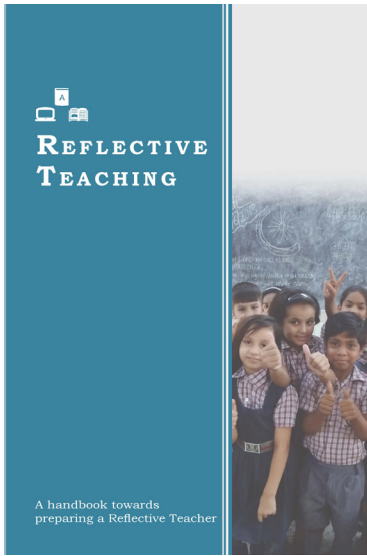
less than 5 pages. The average no of references per article is 19 while five articles with zero references and one article with more than 100 references in August 2016 issue of Vol.42.

This journal is very important for the updates in the field of education maximum with Indian perspective articles. Soon this journal will complete a 45 years journey in the year 2019-20 which shows the long sustainability of publication. This journal gives the equal chance to professionals and research scholars to publish their research studies and experiences in the form of research papers. While doing collection and analysis of data it was found that research scholars' contribution ranges from 5-11 articles per volume and 5-10 articles are contributed by NCERT faculty in each volume. Journal of Indian Education is a regular and reputed journal of NCERT and very useful for the researchers and educationists.

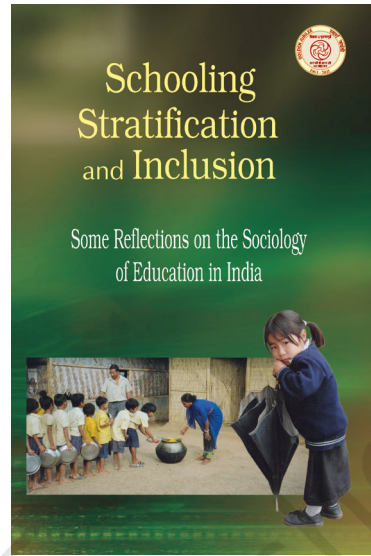
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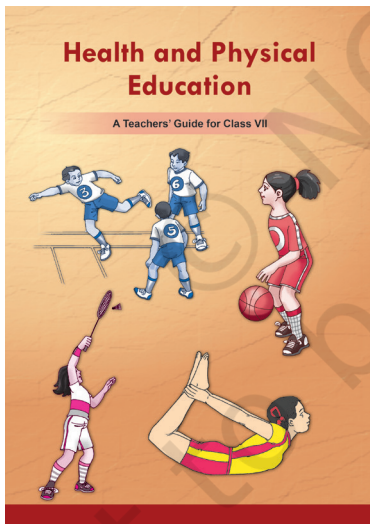
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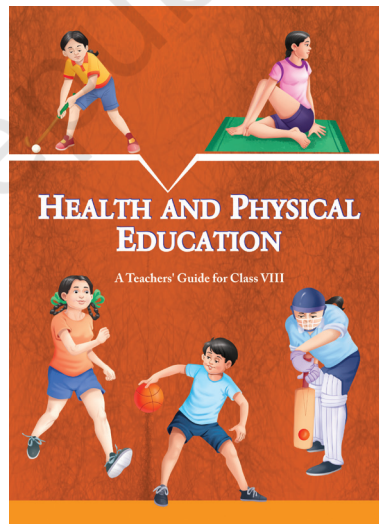
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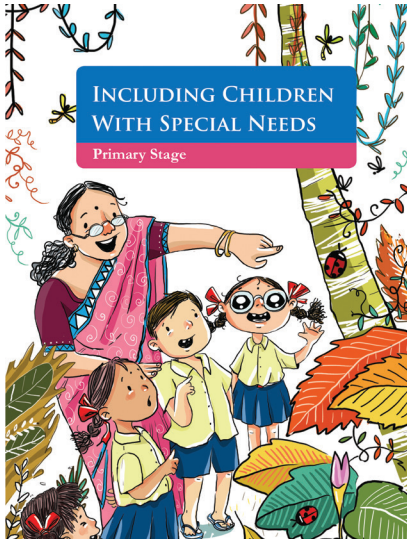


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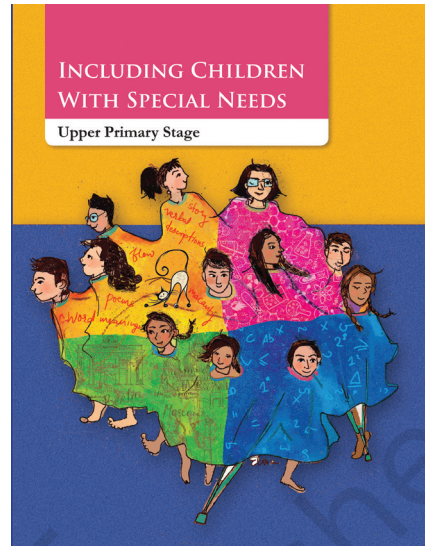


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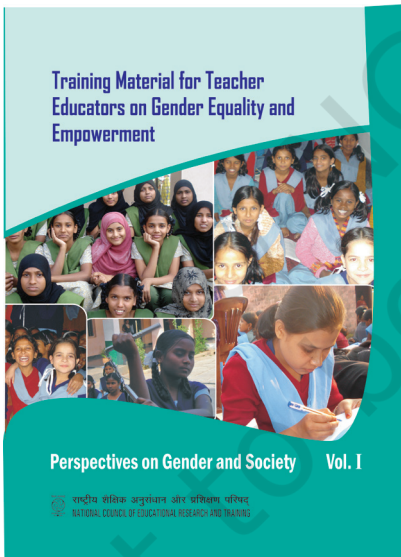
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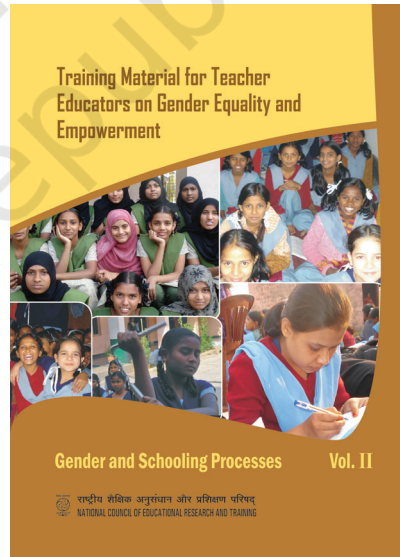
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