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Editorial

EDUCATION FOR WELL BEING

Education is the acquisition of knowledge and experience for leading a full and worthwhile life in this world. It is education that enables the learners to develop certain skills, attitudes and habits which are essential for their well being. According to T.P Nunn, "Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity".

For a skilful teacher of the present day society, knowledge of the child has to be considered more important than the knowledge of the subject matter. Therefore teachers in the current scenario should be equipped with the skills and competencies which are necessary for successful guidance of the learners and to ensure their overall development.

The research papers and articles in this issue focus on the areas such as science process skills, problem solving skills, creative thinking skills, attitude towards citizenship education, attitude towards yoga education, energy crisis awareness and other such vital educational issues. It is hopeful that the readers would be enlightened through these educationally significant articles and research papers that deal with various educational issues related to educators as well as the educands and also provide certain implications to promote the well being of the humanity.

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RELATIONSHIP BETWEEN SCIENCE PROCESS SKILLS AND PROBLEM SOLVING SKILLS AMONG SECONDARY SCHOOL STUDENTS

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** Dr. Geetha Janet Vitus

ABSTRACT

Science is one of the great expressions of humanity. Science is simultaneously a body of knowledge and a way of gaining and using that knowledge.This study investigated the relationship between science process skills and problem solving skills among secondary school students.The population of this study was secondary school students in Kerala. The investigator adopted stratified random sampling method and total of 300 students selected from various districts of Kerala. Test of significance for difference between means and Carl Pearson's product moment correlation were employed for data analysis. Findings from this study indicated the influence of science process skill on problem solving skill is very clear and shows the relationship between them also. On the basis of the findings, the study advocated that the formal education curriculum should be based on process skills, and then it will be more useful to students for their future life in this cyber era.

NEED AND SIGNIFICANCE OF THE STUDY

Science and teaching about Science are all important. The first of these is the content of Science, concepts, and the scientific knowledge. Science as an intellectual endeavour often consisting of two parts - Process and Product. The Product of Science consists of those relational beliefs derived out of observations and experiments that have not been disproved by observation and experiment. On the other hand, the Process of Science is sometimes interpreted narrowly as hypothesizing, designing experiments, recording and analyzing data, inferring, and the like. However, interpreted more broadly, the Process of Science involves the steps adopted in the formation of a theory, by a scientist, the scientist's attitude towards the work, and inherent in all this is an awareness of the values underlying Science.

Process skills refer to the cognitive processes in which the student is engaged while learning a subject. The exercise of these processes

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Skills generates the 'products' of learning a particular subject, viz.meaning, definition, explanation of terms, concepts, principles, laws and theories in the domain of that subject. Thus, the products of learning a subject are generated through the use of the Process Skills by the student. Those Process Skills which are more often used and emphasized by students of Science and scientists and which are productive in better learning and problem solving are called Process Skills in Science(Thelen, 1973).

Problem-Solving process is explained as a complex process that requires many skills to be used together. The elements of this process understand the Problem, Choosing the Necessary Information among the Given Choices, Converting the Obtained Information into Mathematical Symbols and Reaching the Solution after Performing the Necessary Operations. These elements do not follow a linear route (Olkun and Toluk, 2004). The first step of ProblemSolving understands what is read, and when this step is not achieved, it is considered that the individual will reach meaningless results by using the numbers given in the problem in a random manner (Artzt and Thomas, 1992; Goos, Galbraith and Renshaw, 2000; Mayer, 1985; Polya, 1997).

Science process skill may influence the problem solving skills of children. The present study explains how the science process skills influence on problem solving skills of students. Hence this study is entitled as the relationship between science process skills and problem solving skills among secondary school students.

OBJECTIVES OF THE STUDY

1. To assess the science process skills among higher secondary school students.
2. To find out the level of problem solving skills among secondary school students.
3. To find out whether there exist any relationship between science process skills and problem solving skills among secondary school students.
4. To find out the relationship between science process skills and problem solving skills among secondary school students based on gender.

HYPOTHESES OF THE STUDY

1. There is significant relationship between science process skills and problem solving skills among secondary school students.
2. There is significant difference in the science process skills and problem solving skills among secondary school students based on gender.

METHODOLOGY IN BRIEF

Method

Normative survey method was adopted for the present study.

Sample

The population of this study was secondary school students in Kerala. The investigator adopted stratified random sampling and sample was 300 students from various districts of Kerala.

Tools used

For this study, the investigator administered science process skill test and problem solving skill test for secondary school students. The reliability of science process skill test and problem solving skill test was 0.7 and 0.67 respectively.

Statistical techniques used

Test of significance for difference between means and Carl Pearson's product moment correlation are used for the statistical analysis of the data

RESULT AND DISCUSSION

Table 1

Test of significance for difference between means of Science process skills of boys and girls

Gender	Number	Mean	Standard deviation	C.R.	Level of significance
Boys	144	15.21	4.87	0.15	Not significant
Girls	156	15.29	5.24		

The calculated value of C.R. is 0.15 and is not significant at 0.05 level (C.R. = 0.15; p>0.05). Since the mean of the boys do not differ significantly from that of the girls, boys and girls are more or less equal in Science process skills. Test of significance for difference between means of Science process skills of boys and girls revealed that there is no significant difference between boys and girls in Science process skills. Hence the null hypothesis formulated in this context is rejected.

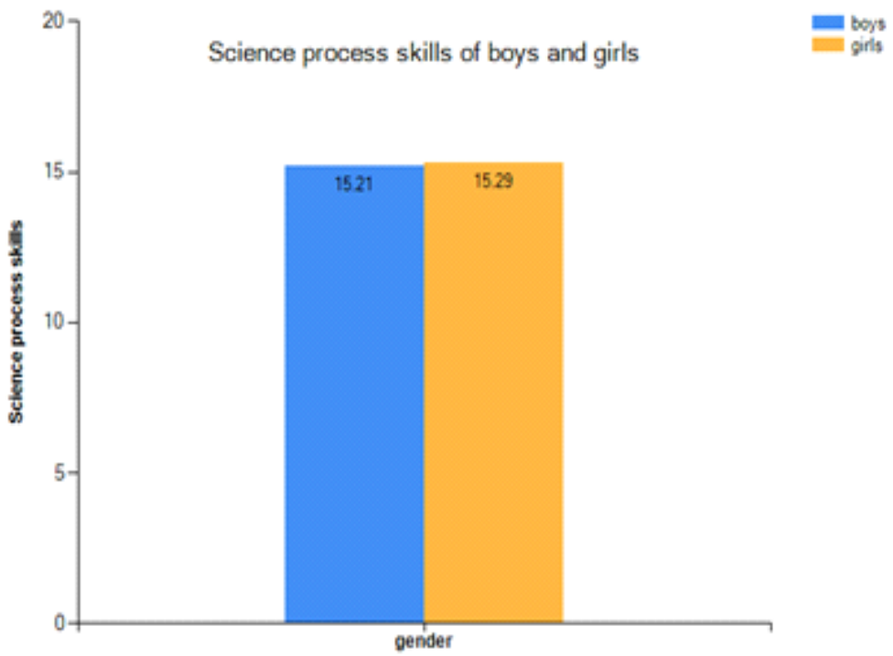

Figure 1. Science process skills of boys and girls

Table 2

Test of significance for difference between means of Problem-solving skills of boys and girls

Gender	Number	Mean	Standard deviation	C.R.	Level of significance
Boys	144	14.8	5.05	0.63	Not significant
Girls	156	15.18	5.47		

The calculated value of C.R. is 0.63 and is not significant at 0.05 level (C.R. = 0.63; $p>0.05$). Since the mean of the boys do not differ significantly from that of the girls, boys and girls are more or less equal in Problem-solving skills.

Test of significance for difference between means of Problem-solving skills of boys and girls revealed that there is no significant difference between boys and girls in Problem-solving skills. Hence the null hypothesis formulated in this context is rejected.

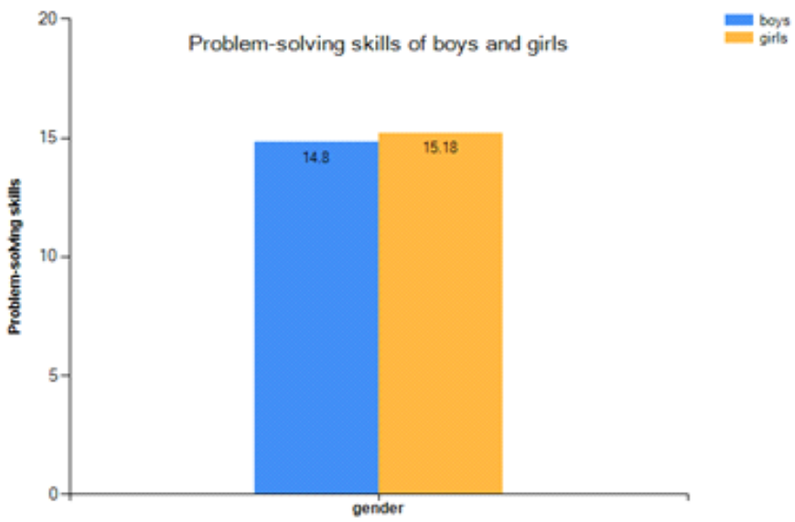

Figure 2. Science process skills of boys and girls

Table 3

Correlation between Science process skills and Problem-solving skills

N	Coefficient of correlation (r)	t	Level of significance	SEr	95% CI Lower	95% CI Upper	Shared variance
300	0.72	18.08	0.05	0.03	0.67	0.78	52.32

The calculated value of r = 0.72 and is significant at 0.05 level. (r = 0.72; $p<0.05$). Hence it can be concluded that there is significant positive relationship between Science process skills and Problem-solving skills. The value of shared variance is obtained as 52.32. This means that 52.32% of the variance in Problem solving skills can be explained by Science process skills.

The test of significance of relationship between Science process skills and Problem-solving skills revealed that there is significant relationship between Science process skills and Problem-solving skills. Hence the null hypothesis formulated in this context is not rejected.

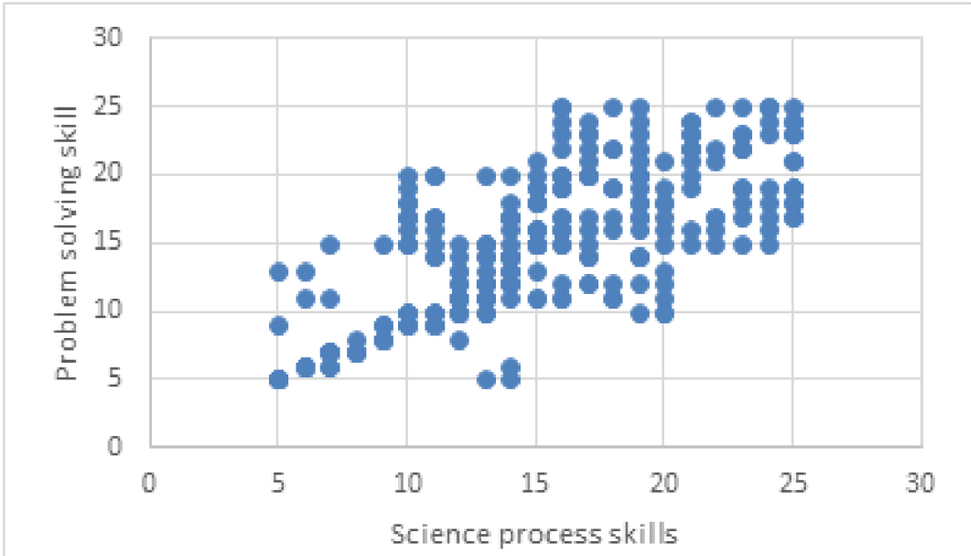

Figure 3. Scatter plot of Science process skills and problem-solving skills of secondary school students

DISCUSSION AND CONCLUSION

The study reveals that there is no significant difference between boys and girls in Science process skills and problem solving skills among secondary school students while there is significant relationship between Science process skills and Problem-solving skills. That is, the influence of science process skill on problem solving skill is very clear and shows the relationship between them also. Hence the investigator recommends that the formal education curriculum should be based on process skills, and then it will be more useful to students for their future life in this cyber era.

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CREATIVE THINKING SKILL AND PROBLEM SOLVING SKILL AS CORRELATES OF ACHIEVEMENT IN CHEMISTRY OF HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT

This study is intended to find out the combined effect of Creative thinking skill and Problem solving skill on Achievement in Chemistry of Higher Secondary School students. The study was conducted on sample of 300 Higher Secondary School students in the Science stream. The study revealed that there is positive, substantial relationship between Creative Thinking Skill and Achievement in Chemistry, between Problem Solving Skill and Achievement in Chemistry among Higher Secondary School students and there exists a significant combined relationship between Creative Thinking Skill and Problem Solving Skill on Achievementin Chemistry of Higher Secondary School students. The study highlighted the need for providing opportunities for the development of creative thinking skill and problem solving skill of students.

INTRODUCTION

Chemistry is a subject consisting of funds of abstract concepts. Its processes involve encoding and decoding of many concepts and abstractions. Problem solving ability is a deliberate and purposeful act on the part of an individual to realise the set goals or objectives by inventing some novel methods or systematically following some planned step for removal of the interferences and obstacles in the path of the realization of these goals when usual methods like trial and error, habit-formation and conditioning fail. Problem solving in Chemistry a fruitful exercise for the development of one's mental faculties as the process of problem solving involves the scientific method of thinking and reasoning.

NEED AND SIGNIFICANCE OF THE STUDY

Achievement of the learner depends on his ability to accept challenging situation and striving to resolve it, which is nothing but the problem solving ability. Creative Thinking is the ability to form new and original idea from the

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available information. Students have different level of Creative Thinking Skills. Through learning Chemistry different faculties of mind like analytical thinking, divergent thinking, reasoning ability, observation, capacity, rational thinking, judgment, precision, concentration etc. are to be developed. It is a fact that there is jump from secondary to Higher Secondary level in the increase in the number of abstract concepts. In addition, it is found that students have difficulty in learning symbols, formulae, equations, balancing of chemical equations , Periodic table, Oxidation, reduction, Organic chemistry etc(Rajeswari,1990 & .2004)). So it is very essential to enable students to learn Chemistry more systematically and meaningfully with ease.

Hence, the Creative Thinking Skill and Problem Solving Skills are to be considered while thinking about enhancing Achievement in Chemistry. Here the investigator attempts to find out the relationship between Creative Thinking Skill and Achievement in Chemistry , relationship between Problem Solving Skill and Achievement in Chemistry and the combined effect of these two variables on Achievement in Chemistry of Higher Secondary School students in the Science stream. Hence the problem is entitled as: Creative Thinking Skill and Problem Solving Skill as correlates of Achievement in Chemistry of Higher Secondary School Students.

OBJECTIVES OF THE STUDY

The major objectives of the study are:

1. To find the relationship between Creative Thinking Skill and Achievement in Chemistry of Higher Secondary School students.
2. To find the relationship between Problem Solving Skill and Achievement in Chemistry of Higher Secondary School students.
3. To find the combined relationship of Creativity Thinking Skill and Problem Solving Skill on Achievement in Chemistry of Higher Secondary School students.

HYPOTHESES OF THE STUDY

1. There exists significant relationship between Creative Thinking Skill and Achievement in Chemistry of Higher Secondary School students.
2. There exists significant relationship between Problem Solving Skill and Achievement in Chemistry of Higher Secondary School students.
3. There exists a significant combined relationship between Creative Thinking Skill and Problem Solving Skill on Achievement in Chemistry of Higher Secondary School students.

METHODOLOGY IN BRIEF

Method

Survey Method was adopted for the study.

Sample

The present study was conducted on a sample of 300 Higher Secondary School students in the Science stream . The sample was selected using simple random sampling technique. Due representation was given to gender and locale of the schools while selecting the sample.

Tools used

Scientific Creativity test , Problem Solving Skill test and Achievement test in Chemistry were the major tools used for the study. All the tests except Scientific Creativity test were prepared and standardised by the Investigator.

Statistical techniques used

Karl Pearson's Product Moment Co-efficientof Correlation, and Multiple correlation were the statistical techniques used for the study.

RESULT AND DISCUSSION

Correlation between Creative Thinking Skill and Achievement inChemistry. The relationship between Creative Thinking Skill and Achievement in Chemistry for total sample is given in the following table.

Table 1

Coefficient of correlation between Creative Thinking Skill and Achievement in Chemistry for total sample

Variables	Correlation	Level of significance
Creative Thinking Skill X Achievement in Chemistry	0.73	0.01 level

The result shows that a significant positive, high and marked relationship exists between Creative Thinking Skill and Achievement in Chemistry among Higher Secondary School students. Thus the hypothesis, there exists a significant relationship between Creative Thinking Skill and Achievement in Chemistry of Higher Secondary School students is accepted.

Correlation between Problem Solving Skill and Achievement in Chemistry

The relationship between Problem Solving Skill and Achievement in Chemistry for total samples is given in the following table.

Table 2

Coefficient of correlation between Problem Solving Skill and Achievement in Chemistry for total sample

Variables	Correlation	Level of Significance
Problem Solving Skill X Achievement in Chemistry	0.72	.01 level

The result shows that positive, substantial relationship exists between Problem Solving Skill and Achievement in Chemistry. Thus the hypothesis formulated, there exists a significant relationship between Problem Solving Skill and Achievement in Chemistry of Higher Secondary School students, is accepted.

Multiple Correlation

The combined effect of the variables Creative Thinking Skill and Problem Solving Skill on Achievement in Chemistry of Higher Secondary School students were calculated by using R.

Table 3

Results of 'R' values of Creative Thinking Skill and Problem Solving Skill on Achievement in Chemistry

Group	Multiple correlation	Level of significance
Total sample (300)	0.78	0.01 level

The combined relationship of Creative Thinking Skill and Problem Solving Ability on Achievement in Chemistry is substantial, positive and significant. The hypothesis ,there exists a significant combined relationship between Creative Thinking Skill and Problem Solving Skill on Achievement in Chemistry of Higher Secondary School students is accepted.

FINDINGS

1. There is positive, substantial relationship between Creative Thinking Skill and Achievement in Chemistry of Higher Secondary School students(r=0.73)
2. It is found that there exists a positive, substantial relationship between Problem Solving Skill and Achievement in Chemistry of Higher Secondary School students(r=0.72)
3. There exists a significant combined relationship between Creative Thinking Skill and Problem Solving Skill on Achievementin Chemistry of Higher Secondary School students(R=0.78).

CONCLUSION

From the findings it can be seen that the three variables namely Creative Thinking Skill, Problem Solving Skill and Achievement in Chemistry are positively correlated. And also Creative Thinking Skill, Problem Solving Skill has a marked relationship with Achievement in Chemistry among Higher Secondary School students. The study highlighted the need for providing opportunities for the development of creative thinking skill and problem solving skill of students. So the study is useful to teachers, curriculum planners and administrators while planning curriculum and developing teaching learning materials .

EDUCATIONAL IMPLICATIONS

The findings of the study have direct implication at instructional level for students and the teachers at different levels. The present study reveals the significance of providing opportunities for students for developing Creative thinking skills as well as Problem solving skills . These two skills have direct influence on Academic achievement. Teachers can fruitfully use the findings while designing curriculum , planning lessons and designing learning strategies for making teaching learning process effective and meaning ful.

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ATTITUDE OF SECONDARY SCHOOL STUDENTS TOWARDS CITIZENSHIP EDUCATION

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ABSTRACT

According to UNESCO , Citizenship education is educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society. 'Society' is here understood in the special sense of a nation with a circumscribed territory which is recognized as a state. The Report of the International Commission on Education for 21st Century to UNESCO referred to four planes of living of human individuals namely; physical, intellectual, mental and spiritual. Thus, all round development as the stated purpose of education implies optimization of hidden potential of every child in the physical, intellectual, mental and spiritual planes. This initiates the investigator to think about the citizenship education provided in the present scenario and the attitude of secondary school students towards it. In the present study the investigator studied about the attitude of citizenship education among secondary school students.

NEED AND SIGNIFICANCE OF THE STUDY

Education enables an individual to develop and fulfill aspirations aimed at achieving social, economic and political progress by developing his/her abilities and talents. It also enhances peoples' development of general reasoning abilities, causes values to change progressively and increases receptivity of new ideas and attitudes. The development of a nation depends on its human capital that mediates as change agents for transforming raw materials and other resources into more useful properties that contribute towards development. Thus secondary education is playing a prominent role in equipping today's students with the knowledge, skills, and capacities they need to invest in their democratic futures rather than default on democracy's debts. And with greater investments across institutions, secondary education can play an even more significant role in this important cultural shift. Teachers must give these educational goals a tangible form in their practice.

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Blege (2001) identified citizenship education as the instructional preparation of the younger generation towards making students good and fruitful citizens of tomorrow. Once the tutors gain that perception, then it is anticipated that citizenship education will be handled well in the colleges of education and will therefore be able to transmit to the teacher trainees who are to teach at the basic schools where citizenship education has been introduced as a core subject. Higher education has to develop students into citizens – citizens who are prepared to challenge received wisdom, act on their principles and make valuable contributions to themselves, their communities, and society at home and abroad. Promoting active citizenship benefits students, institutions and society. Students are empowered to contribute to their communities, get involved politically and consider a wider perspective. They gain valuable employability skills, enjoy enhanced mental health, have a better connection with communities and become agents of change. Hence it is significant to identify the attitude of citizenship education among secondary school students.

OBJECTIVE OF THE STUDY

To find out the attitude of secondary school students towards citizenship education.

HYPOTHESIS OF THE STUDY

The secondary school students possess a positive attitude towards citizenship education.

METHODOLOGY IN BRIEF

Method

Normative Survey method was used to collect the data from the secondary school students.

Sample

For the present study a representative sample of 233 secondary school students were selected randomly from various secondary schools of Thiruvananthapuram District.

Tool used

Attitude scale developed and standardized by the investigator was used to collect data. The following areas were selected for preparing the scale- Attitude towards Citizenship Education, Purpose of Citizenship Education, Different Strategies used for Citizenship Education, Methods of Evaluating citizenship Education and Outcomes of Citizenship Education. The final standardized tool consists of 35 statements and among them 19 were positive statements and 16 negative statements. Five point scale scoring was used with 5,4,3,2,1 scores for positive statements and 1,2,3,4,5 scores for negative statements.

Statistical techniques used

Computation of percentage , computation of mean and computation of standard deviation were the statistical techniques employed for the analysis of the data.

RESULT AND DISCUSSION

The mean [M] and Standard Deviation [SD], calculated from the attitude scores of the subjects are presented in Table 1.

Table 1

Mean and standard deviation of the scores of attitude of secondary school students towards citizenship education

	Total Group[N = 233]
Mean	123.48
Standard Deviation	24.27

The maximum score for each item is 5 and the maximum possible score is 175. The highest score obtained is 166 and the lowest score is 62. The mean of the attitude scores of the total group under study is 123.48 with a standard deviation of 24.27. Based on the scores obtained on the attitude scale, the total group was classified into High attitude Group [above M+ SD], Average attitude group [between M+ SD and M-SD] and low attitude group[below M-SD]. The different attitude levels are presented below in Figure1.

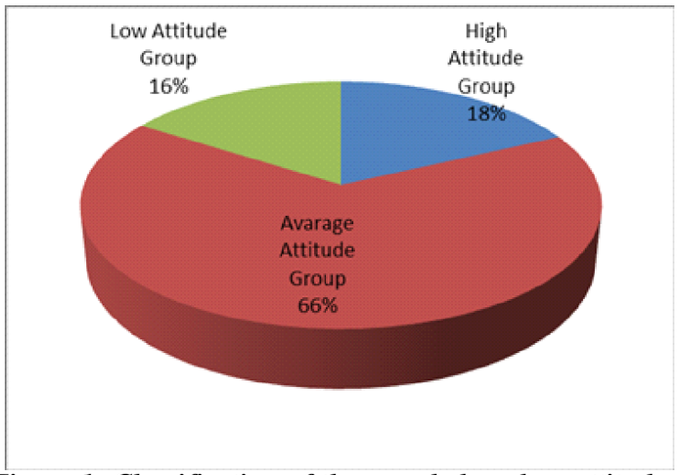

Figure 1: Classification of the sample based on attitude

From the analysis and interpretation of the collected data it is found that majority of the secondary school students have an average attitude towards citizenship education. The above finding was arrived on the basis of the classification of the secondary school students under study into three level groups viz., highly positive, medium and low groups .Regarding the citizenship education based on the Arithmetic mean[M=123.48] and standard deviation [SD=24.27], it was found that, of the total sample, 18% of the higher secondary school students who scored 148 and above were classified as High attitude group and 66% who scored between 148 and 99 were classified under average attitude group and 16% who scored below 99 were classified as low attitude group. i.e; only 18% of the secondary school students possess high positive attitude towards citizenship education. So majority of them fall in the average group.

CONCLUSION

Citizenship education helps to equip young people to deal with situations of conflict and controversy knowledgeably and tolerantly. It helps to equip them to understand the consequences of their actions, and those of the adults around them. Youth need to be acknowledged and supported not only as learners, but also as educators, advocates and leaders. Today's education shall focus more on citizenship education, national value, personal value and various interpersonal skill that are essential for the students to survive. So it is essential to bring up the attitude of citizenship education among secondary school students.

IMPLICATIONS

Orientation programs should be organized for the secondary school students to enhance attitude towards it.

Due care should be given to citizenship education during curriculum revision.

Proper evaluation should be done for citizenship education.

Special training should be given to students to impart citizenship education
effectively.

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SOCIAL MEDIA AND ACADEMIC ACHIEVEMENT OF ADOLESCENT STUDENTS

* Trisha Paul

ABSTRACT

The present study tries to draw the attention of the people on the relationship between social media and academic achievement of the adolescent students of Alipurduar district of West Bengal. Nowadays it is very common for parents to blame social media for the poor performance of their children. But whether social media is responsible for that, the present study very much focuses on that. A sample of 200 secondary students has been drawn from the population for the present study. The findings of the study revealed that there is significant negative relationship between social media and acedimic achievement adolescent. It can be concluded that the usage of social media is increased then academic achivement of adolescent is affected.

NEED AND SIGNIFICANCE OF THE STUDY

We are living in an era of internet. When the word 'internet' comes to our mind, the very next word comes to our mind is 'social media'. Nowadays social media has become a part and parcel of our daily life. From a teen to an old ,all are using social media everyday. But we know if a teen or an adolescent focuses very much on social media, it will affect his/her study. So, this study has very much focused on the relationship of social media on academic achievement of adolescents. Websites that enable users to create and share content or to participate in social networking (oxford dictionary). The term 'social media' used to describe a variety of web-based platforms, applications and technologies that bring people to interact socially with others online.

Academic achievement means what a student achieves academically after an academic year. The social media on academic achievement is the change one see in a person's academic achievement between the time when the person is not active on social media.

OBJECTIVES OF THE STUDY

1. To study whether there exists any significant difference in the mean scores of social media usage between boys and girls adalescent students of alipurduar district of West Bengal.

2. To find the academic achievement between boys and girls adolescent students of Alipurduar district of West Bengal.

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3. To find the relation between social media usage and academic achievement among adolescent students of Alipurduar district of West Bengal.

HYPOTHESES OF THE STUDY

i) There is no significant in the difference of usage of social media between boys and girls adolescent students of Alipurduar district of West Bengal.
ii) There is no significant difference in the academic achievement between boys and girls adolescent students of Alipurduar district of West Bengal.
iii) There is no significant relation between social media and academic achievement among adolescent students of Alipurduar district of West Bengal.

METHODOLOGY IN BRIEF

Method

Normative survey method was adopted for the present study.

Sample

A sample of 200 secondary school students drawn random from Alipurduar district of West Bengal.

Statistical techniques used

Mean, standard deviation and test of significance were used

RESULT AND DISCUSSION

Table 1

Mean, Standard deviation, Standard error of mean and level of significance of social media among adolescent students of Alipurduar district.

Category	Mean value	S.D value (σ)	Standard error of mean	t value	Significant
Male	88.2	8.3	0.83	1.48	*NS
Female	82.56	10.95	0.11		

As the value of t is less than 1.96 at 0.05% level of significance and 2.58 at 0.01% level of significance , it is interpreted that there is no significant difference in the usages of social media between boys and girls adolescent students of Alipurduar district.

Table 2

Mean, Standard deviation, Standard error of mean and level of significance of academic achievement among adolescent students of Alipurduar district.

Category	Mean value	S.D value (σ)	Standard error of mean	t value	Significant
Male	242.52	100.71	10.71	2.38	S*
Female	305.76	86.69	8.67		

As the value of t is greater than1.96 at 0.05% level of significance and less than 2.58 at 0.01% level of significance, it is interpreted that there is significant difference in the academic achievement between boys and girls adolescent students of Alipurduar district.

Table 3

Mean, Standard deviation, Standard error of mean and coefficient of correlation between social media and academic achievement of adolescent students of Alipurduar district.

Category	Mean value	S.D value (σ)	Standard error of mean	Correlation Coefficient (r)	Significant
Social media	52.74	6.02	0.602	-0.233	S*
Academic achievement	39.16	14.1	0.141		

As the value of r is greater than 0.138 at 5% level of significance and 0.181 at 1% level of significance, it is interpreted that there is significant relation between social media and academic achievement among adolescent students of Alipurduar district of West Bengal. As the coefficient of correlation is negative, it is inferred that ,if the use of social media increases, then the academic achievement decreases.

FINDINGS

i) There is no significant difference in the usage of social media between boys and girls adolescent students of Alipurduar district.

ii) There is significant difference in the academic achievement of boys and girls adolescent students of Alipurduar district.

iii) There is significant negative relationship between social media and academic achievement among adolescent students of West Bengal.

CONCLUSION

From the findings of the study, it is revelaed that there is no difference in the usage of social media among boys and girls adolescent students. Ths usage of social media by both the groups are more or less same. The acedimic achievement differ significantly among boys and girls. The relationship between social media and academic achievement each is found to be negative. This means more usage of social media will affect the academic achivement of adolsecent students.

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A STUDY ON DEMOGRAPHIC PROFILE OF STUDENT TEACHERS ENROLLED FOR IGNOU B.ED. PROGRAMME IN ASSAM

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ABSTRACT

Distance education mainly focusses on democratization of higher education without any discrimination on any of social structure by providing the facility to disadvantaged section of people who cannot avail the option of career advancement and gain knowledge in regular mode due to some unavoidable circumstances. The aim of education is to make a person on the way to perfection in overall activities of life with wholesome balanced development of the personality. The prevailing education system, need to have change as per the changing digitalised society. Therefore, our system of imparting education should be changed to be, at par with the modern competitive and technological world. Proper training of teacher is very much important and required for educational development and technology enabled learning system. Teacher training system in Assam as well as in the entire country is not up to the mark with respect to modern competitive world. Training teachers of only a section of society, caste, group or gender will not serve the purpose for reaching the students (future pillar of a nation) diverse nation like India. IGNOU B.Ed. programme is one of flagship programme for in-service teachers facilitating them to get the training through distance mode without hampering the their daily social responsibilities and activities. The present study is carried out with an intention to understand the demographic profile of teachers enrolled in IGNOU B.Ed. programme at IGNOU Regional centre, Guwahati from 2009-2015. This will enable us to know and assess the participation/ involvement of Teachers of Assam by examining their percentage of enrolment shares based on their gender, marital status, age profile, nature of school they are working, religion and category.

INTRODUCTION

Education has always been looked upon as means of emancipation (Inglish, 1997). Most of the countries are following two system education viz, Regular mode and Open and Distance Learning mode(ODL). But the objective of two systems is same though the mode of application is different. ODL attempts to provide prospective for those marginalised persons and sections to join to the mainstream of society (Mishra, 2007) .ODL provides more access to

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higher education to learners with its flexible approach, wider choice of courses, qualitative instructional approach and cost effectiveness(Sharma,2005). Manjulika, S. and Suman, S.(2018) in their study on disruptions in Open and distance learning concluded that there is a major shifts in ODL system from structural learning to flexible and customized /personalized smart technology-based learning and proposed to replace the word distance to digital in the term Open and Distance Learning. Due to wide scattered and overwhelming population and increasing demand, it is not possible for a country like India to provide higher education to all who really need through formal mode. Open and distance learning is one of the best alternatives to satisfy the growing demand of education, especially higher education of a variety of learners (Mohakud et al., 2012). Teacher education which forms an integral part of education system of a country which determines the success of whole process of education can be pursued through distance mode.

The Open and Distance Learning mode helps in-service teachers facilitating them to get the training through distance mode without hampering their daily social responsibilities and activities. The present study is carried out with an intention to understand the demographic profile of the students Teachers enrolled in B.Ed. programme at IGNOU Regional centre, Guwahati from 2009-2015. This will enable us to know and assess the participation/ involvement of Teachers by examining shares based on their gender, marital status, age profile, nature of school, religion and category. This study is a very small step in fulfil the objective of the University in reaching the unreached and uphold to constitutional rights of equality, equal access and opportunity to all its citizens. It is also an attempt to observe the role of IGNOU in training the Teachers of Assam through open and distance learning process.

OBJECTIVES OF THE STUDY

The present study is carried out with an intention to understand the demographic profile of the students admitted in B.Ed programme at IGNOU Regional centre, Guwahati. The prime objectives of the study are:

1. To know religion wise gender and marital status of teachers
2. To study the category wise distribution of teachers enrolled in B.Ed programme and analyse the Age profile of Teachers in respect of category, gender, marital status, Area where they belong to and nature of school they are working.

METHODOLOGY IN BRIEF

Method

A descriptive study is used in this research covering the time period from 2009 to 2015. In this study, it is used to determine and assess the participation/ involvement of teachers by examining percent share based on their gender, marital status, age profile, nature of school, religion and category.

Sample

The total sample size is 1140 B.Ed student teachers enrolled in IGNOU Regional centre, Guwahati. All data was obtained from Data repository of Regional centre. The age brackets of the students are divided into three categories (<25, 25-40 and >40 years) of age. Area of study where students belong to are divided into three broad regions viz 1. Urban, 2. Rural and 3. Tribal belt.

Statistical techniques used

Data analysis and calculations was done by using software's PHP and MYSQL.

RESULT AND DISCUSSION

Most of the learners enrolled in IGNOU B.Ed programme are In service teachers working in Govt. Schools. The analysis of admission data shows the following major findings

Table 1
Religion-wise Gender-wise of Students

Religion	Gender				Students	%
	Male	% Male	Female	% Female		
Hindu	480	51.72	448	48.28	928	81.4
Muslim	117	77.48	34	22.52	151	13.25
Christian	16	30.77	36	69.23	52	4.56
Sikh	1	33.33	2	66.67	3	0.26
Jain	0	NAN	0	NAN	0	0
Buddhist	1	25	3	75	4	0.35
Parsi	0	NAN	0	NAN	0	0
Jews	0	NAN	0	NAN	0	0
Others	2	100	0	0	2	0.18
Total	**617**	**54.12**	**523**	**45.88**	**1140**	**100**

Table 2

Religion-wise Marital Status of Students

Religion	Marital Status				Students	%
	Married	% Married	Single	% Single		
Hindu	294	31.68	634	68.32	928	81.4
Muslim	58	38.41	93	61.59	151	13.25
Christian	29	55.77	23	44.23	52	4.56
Sikh	0	0	3	100	3	0.26
Jain	0	NAN	0	NAN	0	0
Buddhist	0	0	4	100	4	0.35
Parsi	0	NAN	0	NAN	0	0
Jews	0	NAN	0	NAN	0	0
Others	0	0	2	100	2	0.18
Total	**381**	**33.42**	**759**	**66.58**	**1140**	**100**

This study provide us status of religion affiliation for B.Ed admitted teachers as 81% were Hindus, 13% Muslims, 4.5% represented by Christians and Buddhists & Sikhs represented lowest with 0.35 &0.26 respectively. There was no teachers admitted the programme representing Parsi and Jews. Among the Hindus, 51% were Males and 49 % were females whereas in Muslims 77% were Males and 23% were Females. Christian teachers are represented by 69% females and 31% were males which is very much unique with other religion gender share.

Sikhs and Buddhist are represented by 67% and 75% males and 33% & 25% female teachers. And other column showed 100% males were working as teachers. Marital status among Hindus was 68% Single/Unmarried and 32% married; 62% were single and 38% were married in Muslims and Christians represented with 45% Unmarried and 55% Married.

Category wise distribution Teachers enrolled in B.Ed programme

As per Category wise representation showed that General category represented with 56%, OBC (Non creamy) represented 19%, Schedule Caste 6.5% , Schedule Tribe with 7.5%and OBC creamy represented 11%share of seats.

Table 3
Category-wise distribution of Students Teachers

Sl No	CATEGORY	Students	% share
1	General	627	55.68
2	Schedule Caste	75	6.66
3	Schedule Tribe	85	7.55
4	OBC (Creamy)	127	11.28
5	OBC (Non-Creamy)	212	18.83
	Total	**1126**	**100**

Age profile of Teachers in respect of Gender, Category,Area/region, Marital status, Area where they belong to and Nature of school,

Since there is no restriction in age of a learner for taking admission IGNOU after attending 18 years of age, present study categories age of learners in three categories of viz, 1. Below 25 years, 2. Between 25 and 40 years and 3. Above 40 years. This study showed that maximum number of learners enrolled were between 25 to 40 years (68%) followed by 29% in the age group above 40 years and least (2%) was found in below 25 years.

Table 4

Age-wise Distribution of Students Teachers in respect of Gender, Category, Area, Marital status and nature of school

		Age Group							
		Below 25 years of age	% share	Between25-40 years	% share	**Above 40 years**	% share	Total number of students	% share
Gender	Male	8	29	380	49	229	69	617	
(A)	Female	20	71	400	51	103	31	523	
Total		28		780		332		1140	
% share		2		68		29			
Category	General	12	44	425	55	190	58	627	
(B)	SC	1	4	55	7	19	6	75	
	ST	4	15	62	8	19	6	85	
	OBC (Creamy)	2	7	79	10	46	14	127	
	OBC (N-Creamy)	8	30	149	19	55	17	212	
Total		27		770		329		1140	
% share		2		68		29			
Area	Urban	10	36	357	46	146	44	513	45
(C)	Rural	17	61	394	50	178	54	589	51
	Tribal	1	3	29	4	8	2	38	4
Total			28	780		332			
% share			2	68		29			
Marital	Single	2	7	441	57	316	95	759	
Status	Married	26	93	339	43	16	5	381	
(D)									
Total		28		780		332			
% share		2		68		29			
Nature of school	Recognized private schools	4	14	148	19	24		176	
(E)	Govt/Govt Aided schools	24	86	632	81	308	7	964	
Total		28		632		332	93		
% share		2		68		29			

FINDINGS

This study found that as per religious affiliation, teachers belonging to Hindu religion represented the highest share followed by Muslims and Christians. There was no teacher representing Jain, Jew and Parsi. There is an interesting finding regarding gender wise distribution. Among Muslims, male teachers dominated with highest seats whereas Christians, female teachers dominated with highest share and males were represented only one-fifth share only. In marital status also Christian teachers represented the married share higher than the single/unmarried but in other religions, unmarried /single represented the highest share.

The study of category wise distribution of teachers enrolled in B.Ed programme showed that maximum share was found with General category followed by Other Backward classes(non creamy). Least was recorded with Schedule Caste category.With above findings and observations we may correlate with earlier studies of Dee, 2004; Egalite, Kisida, & Winters, 2015 who suggested that students were benefited when assigned to a demographically similar teacher, especially racial/ethnic minority students. Such research has found that student–teacher demographic congruence is related to gains in student.

Analyzing the age profile of teachers in respect of Gender, Marital status, Category Area where they belong to and nature of school, showed that maximum number of teachers admitted were in the age group of 25-40 years and least was recorded with age below 25 years. This study showed that there is descending percent share of learner in enrolment as per increasing age profile for female teachers and *vis versa* in male teachers trend *viz*., highest female learners percent share is found in below 25 years and lowest in above 40 years whereas male teachers share is highest in above 40 years and lowest in below 25 years of age among age profile category wise. The study on area/region where they belong it showed that maximum learners were rural based followed by urban and tribal area. Interesting finding was recorded about marital status of learners with higher share of percentage were recorded for married class in age group of below 25 and above 40 years age. But the number of learner enrolled in category 25 -40 years of age was highest among all age groups and though married status of learners was least in this category. Highest record of percent share among age brackets were found in Govt/Aided Schools than Private recognized schools. We may also correlate this findings with earlier findings such as Supardi (2017) in his research showed that there is a significant difference in the teacher competency based on the age, namely the age group of 40 years above followed by 30 years and least with 25 years and below *viz*., the highest mean scores of the teacher competence based on age was obtained from the age groups of 40 years of more (average = 291.07), then followed by the age group of 30 years of more (286.86), and by the age group of 25 years of more (273.33). Richardson and Woodley (2003) stated that in the UK older students tend to perform poorer that younger students at older universities. Mahmood Khan & Subash Chandra(2016) in their study on attitude of B.Ed. teacher trainees through regular and distance (IGNOU) mode also concluded that the attitude of male & female and rural and urban B.Ed. teacher trainees do not have different attitudes towards their teaching profession.

CONCLUSION

The present study is only on demographic profile of student teachers enrolled in IGNOU B.Ed programe. But it will be beneficial as a marker while taking policy decisions regarding teacher education programmes. It is also suggested that care must be taken in assigning and choosing teachers for various training programmes considering the representation based on demographic distribution of students so that maximum benefits reach the students.

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THE PROBLEMS FACED BY UPPER PRIMARY SCHOOL TEACHERS IN THE TEACHING OF ARABIC

* Dr. Abdul Rasheed Poozhithara

ABSTRACT

Arabic is one of the world's major language, with over 300 million people in various Arabic countriesuse it as a mother tongue. Arabic was adopted as one of the six United Nations Official Language. The study of Arabic Language and Literature has become a part of the educational system of Kerala in all its stages from Primary to Doctoral level. The present study tries to find outthe various problems of upper primary school Arabic Teachers in Kerala. The study was conducted on a randomly selected sample of 150 Arabic Teachers working in various Upper Primary Schools of Malappuram District. A questionnaire and an unstructured Interview was used for the data collection.Some of the major problems faced by the teachers are :in Kerala, there is no Pre - service training courses for teaching Arabic in Upper Primary Schools, Inadequate Instructional and Infrastructural facilities in the schools, Lack of knowledge in the assessment mechanism, Lack of interest among learners,Difference between the present language teaching methods in the Madrassas and that of the Schoolsandlack of effective Pedagogical Practice by using ICT. More training should be provided to Upper Primary School Arabic Teachers to equip their professional competencies and thereby ensuring quality in the teachingand learning process.

INTRODUCTION

Arabic is a Veteran modern living language with a great classical heritage. Arabic language has developed very well in India. It is a language of learning and culture and progressive thought throughout the civilized world.

Kerala has contributed much into the development of Arabic language and literature. The propagation of Islam played a significant role in the development of Arabic language in Kerala.The Arabs had come directly to Kerala for spreading Islam and as such Arabic language

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is evident here in its real form. Many scholars have highlighted the Keralites' way of pronunciation. A script called Arabi Malayalam developed as a result of the Arab settlements in Kerala. The script used was Arabic but additional letters were added to enable the pronunciation of local words.

In early times there were no schools and colleges for teaching Arabic in Kerala. The Madrassas and Mosques were the centres where Arabic was taught. In the beginning Arabic language learning started in Kerala to attract the Muslim Communities.Later ,after the formation of the State of Kerala in 1956, the State Government provided all facilities for Arabic teaching in regular schools up to the higher secondary levelthrough the General Education system of the state.At present, there are more than 40 Universities in India where Arabic language is being taught in addition to a number of colleges in the states.

NEED AND SIGNIFICANCE OF THE STUDY

In the modern era, Arabic is taught at university levels including post graduation. Different organizations run colleges and schools for the promotion of Arabic language. There are associations formed by Arabic teachers and lecturers for the promotion of the language. The state government is extensively providing all necessary arrangements for the promotion of the Arabic language. In the State Council of Educational Research and Training and the Directorate of Public Instructions, there are separate sections for taking care of Arabic education with sufficient personnel and equipments at the state and regionallevels. Arabic is taught in regular high schools as an alternative language as part of the language group for the SSLC Public Examination.

Arabic is being taught in Primary, Upper Primary, Secondary and Higher Secondary Schools of Kerala. It is taught as an alternative language under part - A – Language Group. Upper Primary School Arabic Teachers are playing an important role in promoting Arabic Education in Kerala. Thousands of Arabic teachers are working in this stream without sufficient training in Modern Methodology of Teaching Arabic.Therefore, the present situation necessitatesthe need for conducting a study for the problems of Upper Primary school Arabic Teachers of Kerala.

OBJECTIVE OF THE STUDY

Objective of the study is to find out the various problems faced by the Upper Primary School Teachers in the teaching of Arabic in Kerala.

METHODOLOGY IN BRIEF

The study was conducted on a randomly selected sample of 150 Arabic Teachers working in various Upper Primary Schools of Malappuram District. A questionnaire prepared by the investigator was used for data collection. An unstructured Interview was used to supplement the information. The obtained data were consolidated and presented below.

RESULTS AND DISCUSSION

The present study is mainly intended to analyze the multi dimentionalproblems faced by the Upper Primary School Teachers of Arabic in Malappuram District. The major observations are presented below

1. The majority of Arabic Teachers responded that (93%), at present in Kerala, there is no Pre - service training courses like D.LEd, B.Ed and LTTC for teaching Arabic in Upper Primary Schools. Arabic teachers are not well-trained or prepared and they don't have enough resources to help pupils learn and enjoy the learning process.Most of them enter in the sevice withouthaving proper training. Therefore in-service training is essential for Arabic teachers to improve their efficiency, ability, knowledge and motivation in their professional work.There is a need for in-service training programme consisting of Modern methodology of Teaching Arabic, various methods of teaching, techniques and different type of learner activities so as to improve the skills and professional competencies of teachers in schools .
2. 90% of the Arabic Teachers opined that the Government rule as to have Arabic Teachers only if therewere a fixed number of Students create crucial problems to those who are eager to study the Arabic language. It will create a big uncertainty and utter crisis in the mind of teachers' community and it deny the constitutional right of interested students to learn Arabic Language.
3. 83% of Arabic Teachers responded that, inadequate instructional facilities are also obstructing the learning of Arabic language such as simple Arabic Library books, Audio - Visual Teaching Aids for teaching Arabic language, and infrastructural facilities like LCD projector, White board, Touch Board, Smart class room, Language Laboratory which are capable to create and arouse the interest of Arabic students.Arabic teachers conclude that they lack the proper resources to teach the language and school management said that they have trouble finding resourceful teachers who can engage children in the subject.
4. 80% of Arabic Teachers opined that they were not familiar with the modern assessment mechanism such as CE and CCE, Development of online test and Assessment Rubrics. The teachers should be equipped with new techniques of evaluation system by using ICT especially in grading to cope with the General Education system in Kerala.
5. 70% of Arabic Teachers responded that the wrong notions of parents and students regarding the scope and importance of Arabic language is alsohightening the problem.Children said that they are not interested to learn Arabic classes in general. It is because, the traditional methods currently used for the availability of information to do their religious rites through Arabic Language from Madrassas and Mosquesare enough and pupils do not see the value in learning Arabic in future. The Instructional and infrastructural facilities in the schools are not capable to create the interest in students for teaching Arabic in the schools
6. 65% of Arabic Teachers responded that there is a difference between the present language teaching methods in the Madrassas and that of the Schools. The learning ofArabi

Malayalamin Madrassas are different from schools. In madrassas pupils will use the Arabic language to talk about things like how to engage in day today life, the importance of helping others, how to be responsible and performing rituals etc .Attitude of other subject teachers towards Arabic Language, Insufficient number of periods to complete the existing syllabus in the prescribed time limit are the other Problems faced by the Upper Primary School Arabic Teachers.

7. Traditional teaching methods have until now been driving children away from learning Arabic.63% of Arabic Teachers responded that the lack of effective Pedagogical Practice by using ICT is another important problems of Upper Primary School Arabic Teachers. The effective use of ICT has a great impact on effective teaching. It changes teaching and learning through its potential as a source of knowledge, a medium to transmit content, a means of interaction and dialogue. Teachers must require more knowledgeof content , and confidence with ICT and better understanding of its potential to help pupils learn. It is high time to think about the use of ICT integrated Teachers' Training for Upper Primary school Arabic Teachers of Kerala.

CONCLUSION

To sum up the study, Arabic Education occupies a prominent place in the General Education set up of Kerala. The teachers, students, and all other stakeholders of Arabic Language are proud of this achievements. More opportunities are given to Upper Primary school Arabic Teachers for enriching curricular inputs through training programmes, workshop, seminars and conferences and alsofamiliarizethe teachers about the various modern teaching methods and evaluation techniques by using ICT. Startingnew Arabic digital teaching programme using mobile apps to teach Arabic language helps pupils to use various aspects of the language in every day life which will create interest among both teachers and students.

SUGGESTIONS

The study suggested desirability of introducing certain changes in the educational practices. Some of the suggestion are given below.

1. More opportunities should be provided for Upper Primary School Arabic Teachers to undergo in-service training programme to equip the professional competencies in teaching.
2. The number of period to teach Arabic in Upper Primary Classes have to be increased.
3. The Instructional and Infrastructural facilities in the institution should be strengthened and smart class room should be equipped with modern technological inputs in the school.
4. Sufficient Financial resources must be provided to purchase Arabic Books and modernize the school Library facilities
5. Special Incentive must be given to Arabic Teachers for innovating new techniques of teaching Arabic so as to develop, create and arouse an interest in pupils for learning Arabic.
6. Start new Arabic digital teaching programme using mobile apps to teach Arabic language in Upper Primary Schools.

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PROBLEM SOLVING ABILITY OF HIGHER SECONDARYSTUDENTS

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ABSTRACT

In this study, the investigator made an attempt to study the problem solving ability of higher secondary students. The objectives of the study were to findout the level of problem solving ability and to find out whether there was any significant difference in the mean scores of problem solving ability of higher secondary students with respect to the background variables namely gender, locale of institution, and type of family. Normative survey method was adopted for the present study.The sample for the study consisted of 400 higher secondary students. The study revealed that the majority of higher secondary students possessed moderate level of problem solving ability. It was found that gender has no influence on problem solving ability of higher secondary students and type of family, locality of institution had influence on problem solving ability of higher secondary students.

INTRODUCTION

Education is an integral part of human life. It is the basic condition for the development of the "whole man" and vital instrument for accelerating the well-being and prosperity of all in every direction. Without education man would be living just like a splendid slave. Education aims at an all-round development of student's skills.
In this competitive world, education is one of the biggest assests in everyone's life. There is a growing pressure and demand on every field in this scenario. Getting employment depends more on acquisition of certain skills or abilities. The skills hasbecome an essential component under the fast changing socio- cultural, educational and job market scenario.

Problem is a situation experienced by an agent different from the situation which ideally would like to be in. A problem is solved by a sequence of actions that reduces the difference between the initial situation and the goal. A problem arises when one need to overcome some obstacle in order to get over from one's current state to a desired state.

Problem solving is generally viewed as the ability to think critically to reason analytically, and

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to create productively. Formal reasoning needs greater comprehension and generalizing skills, which in turn will help them to solve problems with more ease.

NEED AND SIGNIFICANCE OF THE STUDY

In the rapidly changing world adolescents need to be equipped with certain skills to lead a successful life.

Have a fruitful life and future, it is necessary to develop certain abilities or skills. Problem solving ability is very important factor to lead a successful life.Problem solving helps the adolescents to get empowered. Better coping styles help to change their environment and solve their day to day problems.

Problem solving is related to other terms such as thinking, reasoning, decision making, critical thinking, and creative thinking. Thinking refers to a problem solver's cognitive processing but it includes both directed thinking and undirected thinking. Thus thinking is a broader term that includes problem solving as a subset of thinking. Well-developed problem solving skills are important for a wide variety of reasons. Problem solving skills need to be introduced and reinforced through a wide variety of hands on, developmentally appropriate activities. Problem solving is a fixture in life. One has to be able to solve problems. Problem solving ability is one kind of test to identify the student's problem solving skill. In day-to –day life a person faces many problems and tries to solve them. It can be done only by right thinking and proper reasoning which depends upon the level of intelligence of the person.

Problems is common to everyone, however one differs in how one responds to one's problems. When an individual is under or over aroused, they cannot perform their task to the best. Peak performance is achieved when an individual is in a state of optimum arousal. If an individual is in control of their thinking, feeling, and action one can reduce the stress and increase one's performance. If an individual has problem solving ability, it would reduce stress and enhance coping skills. In order to prevent stress related problems it is necessary to improve the competencies of students, making them more able to cope with whatever difficulties life might bring. An individual who lacks problem solving ability might experience stress. Training in these skills makes them more competent and efficient. Although adolescents solve their problems in different ways. This involves trying to deal with the problem by changing situation or getting rid of the problem. Education upgrades one's knowledge which helps people to solve their problems. Problem solving ability increases the thinking ability and various other skills. Research is needed to describe the spontaneous developmental acquisition in this area and to identify problem solving ability. Keeping this in view the investigator made an attempt to study the relationship between problem solving ability and stress coping of higher secondary students.

OBJECTIVES OF THE STUDY

Following are the major objectives of the study.

i. To study the level of problem solving ability of higher secondary students.

ii. To study whether there exists any significant difference in the mean scores of problem solving ability of higher secondary students based on the background variables namely gender, locality of institution, and type of family.

HYPOTHESES OF THE STUDY

There is no significant difference in the mean scores of problem solving ability of higher secondary students based on the selected background variables namely gender, locality of institution, and type of family.

METHODOLOGY IN BRIEF

Method

Method adopt normative survey method was used for the study.

Tool used

Problem solving ability test constructed and validated by Reshmi and BinduGouri (2017)

Sample

The study was conducted on a sample of 400 higher secondary students of Kanyakumari district. The higher secondary students selected for the investigation differed in terms of gender, locality of institution,and type of family.

Statistical techniques used

For the present study the following statistical techniques were used

a) Arithmetic mean
b) Standard deviation
c) *t* test

RESULTS AND DISCUSSION

Table 1

Percentage wise distribution of different levels of problem solving ability of higher secondary students.

Problem Solving Ability	Count	Percent
Low	80	20.00
Medium	245	61.25
High	75	18.75
Total	400	100.00

From the above table, it is clear that the number of samples according to low, medium and high levels of problem solving ability are80,245,75 respectively and the corresponding percentages were 20,61.25,18.75.This indicates that most of the higher secondary students have moderate level of problem solving ability.

Table 2

Comparison of problem solving ability of male and female students.

Gender	Mean	SD	N	t	*p*	*Remark*
Male	13.18	6.00	200	0.642	*0.521*	*NS*
Female	13.56	5.84	200			

The calculated t value (t=o.642; p>0.05) is not significant at any level. Hence the null hypothesis, "There is no significant difference in the mean scores of problem solving ability male and female higher secondary students" is accepted. It showed that boys and girls do not differ significantly in problem solving ability at higher secondary level.

Table 3

Comparison of problem solving ability on locality of institution

Locality of institution	Mean	SD	N	t	*p*	*Remark*
Rural	12.59	5.95	335	8.615	*0.000*	*Sig. at 0.01 level*
Urban	17.40	3.66	65			

The calculated t value (t-8.615; p<0.01) is significant at 0.01 level of significance. Therefore the null hypothesis "There exists no significant difference in the mean scores of problem solving ability of students from rural and urban higher secondary students" is rejected. i.e. there existed significant difference in the problem solving ability of students from rural and urban higher secondary schools. That is problem solving ability of higher secondary students statistically differ with their locale. The mean values showed that urban higher secondary school students (M= 17.40) possess better problem solving ability than rural higher secondary school students (M= 12.59). Urban students get more training to handle and solve the problems due to their quality education.

Table 4

Comparison of problem solving ability on type of family

Type of family	Mean	SD	N	T	p	Remark
Joint	15.17	5.48	103	3.793	*0.000*	*Sig. at 0.01 level*
Nuclear	12.74	5.94	297			

The calculated t value (t 3.793; P<0.01) is significant at 0.01 level. Therefore the null hypothesis "There exists no significant difference in the mean scores of problem solving ability of higher secondary students based on type family" is rejected. i.e. there existed significant difference in the problem solving ability of students based on type of family. From the mean value (15.17) it is clear that the students from joint family possess better problem solving ability. Joint families may provide opportunities for dealing with various problems.

FINDINGS

Following were the Important Findings of the present investigation.

1. The study revealed that the majority of higher secondary students possessed moderate level of problem solving ability (61.25%).

2. There existed no significant difference in the mean scores of problem solving ability of higher secondary students based on their gender. This finding is supported by the following result ($t=0.642$; $p> 0.05$ is not significant at any level).
3. There existed significant difference in the mean scores of problem solving ability of higher secondary students based on their locality of institution. The finding is supported by the following result ($t=8.615$; $p<0.01$ is significant at 0.01 level). Students belonging to urban schools possessed better problem solving ability than rural schools.
4. There existed significant difference in the mean scores of problem solving ability of higher secondary students based on their type of family. The finding is supported by the following result ($t=3.793$; $p<0.01$ is significant at 0.01 level).Students belonging to joint family possessed better problem solving ability than the students of nuclear family.

CONCLUSIONS

A considerable proportion of the higher secondary students have moderate level of problem solving. Locality of institution and type of family are significant factors in the problem solving ability of higher secondary students. Rural institutions must implement more programmes for higher secondary students to empower them with better problem solving skills. Nuclear families should open up with their children and problems from various walks of life.Gender wise differences were not found in the problem solving ability of higher secondary students. Higher Secondary Students should be given extensive opportunities to solve real- world problems. Teachers should monitor student's effective and ineffective problem solving strategies. Moderate motivation should be provided to keep one away from excessive emotional involvement and to sustain interest in approaching any complex task. Practice in active manipulation of problem by using diagrams or figures to conceptualize abstract problems should be given. Incomplete solution is to be given to students by the teacher. The Teacher should develop the spirit of formulating tentative conclusions of the problem. Teacher should develop scientific attitude in students and foster problem centered curriculum. The higher secondary school teachers are required to be trained to use diagnostic and criterion based evaluation procedures to make teaching-learning process more effective and child centered to enhance level of problem solving among students.

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ENERGY CRISIS AWARENESS OF HIGHER SECONDARY STUDENTS

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ABSTRACT

In this study, the investigators made an attempt to study the energy crisis awareness of higher secondary students. The objectives of the study were to study the level of energy crisis awareness of higher secondary students and to find out whether there is any significant difference in the mean scores of energy crisis awareness of higher secondary students with respect to the background variables sex, locality, type of management, Group of study, religion and community. Normative survey method was adopted for the present study. The sample for the study consisted of 400 higher secondary students. The study revealed that the higher secondary students have moderate level of energy crisis awareness. It was also found that gender, locale and community have influence on energy crisis awareness of higher secondary students. The type of management, group of study and religion do not have any influence on energy crisis awareness of higher secondary students.

INTRODUCTION

Energy is the basic necessity for life. We use it every moment of our lifeEnergy is the base of all economic activities. Use of energy has become prime importance to achieve any form of development. Energy is regarded by some economist as the 4th factor of production in addition to land, labor and capital.(Pednekar, H. M. 2006).

Before few decades use of energy is limited due to lack of material amenities. Due to modern technology and increase in use of physical amenities along with huge use of domestic appliances causes tremendous demand of energy along with energy crisis with side effects such as pollution, carbon-emission problem and global warming.

Energy crisis is any great bottleneck in the supply of energy resources to an economy. Energy crisis is a situation in which a nation suffers from a disruption of energy supplies connected by increasing energy prices that threaten economic

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and national security .Growing consumption of energy has also resulted in the increased use of fossil fuels such as coal, oil and gas. Due to the over usage of energy there is energy crisis in our world.

NEED AND SIGNIFICANCE OF THE STUDY

Due to man's interaction with nature, the balance of nature has been upset.Environmental degradation has occurred in most parts of the world due to environmental pollution and unscientific exploitation of natural resources.

Natural resources are, "Anything from living and non living environment that satisfy human needs and wants" (Nagarajan etal,2013).Natural resources can be classified into two types such as renewable resources and non renewable resources. Resources that are capable of being regenerated by ecological process within a renewable time period are called renewable resources. They have the potential to renew themselves. These include water, forest, wild animals, wind, solar energy etc. Resources that are not capable of being regenerated by ecological processes are called non renewable resources. These include minerals, coal, oil, natural gas etc.

As civilization starts progressing man started to exploit the natural resources to expand the comforts of his life. When exploitation of these resources exceeds the limit and becomes over exploitation, which is too severe for the environment to bear. Today in all activities of human life. Use of energy has become indispensable. Life is unthinkable without energy. All the development activities in the world are directly or indirectly dependent upon energy. Both energy production and energy utilization are the indicators of a country's progress.

Energy is required to fulfill our daily basic needs and also for enjoying the comforts of life. All industrial processes require energy. The demand for energy continues to grow due to many factors such as increasing population, expanding industries and occupation, use of electronic goods etc. There is a growing demand for energy from all sections of society. With the demand of growing population the world is facing energy crisis. Our life style is also changing from a simple way of life to a luxurious life style. Our life style and standard of living are closely related to energy needs.

At present 95% of the commercial energy is available only from the fossil fuels like coal, oil and natural gas and are not going to last for many more years. It would be really ironic if fuel becomes more expensive than food whenever there is a shortage of energy all walks of life are affected. Energy crisis has its far reaching ravages from economic to social life. Increased use of fossil fuels has also caused environmental problems both locally and globally. The higher secondary students of today are the citizens of tomorrow. Hence they should have awareness regarding environmental problems like energy crisis. The present study has been undertaken to find out the level of energy crisis awareness of higher secondary students.

OBJECTIVES OF THE STUDY

1. To study the level of energy crisis awareness of higher secondary students
2. To find out whether there is any significant difference in the mean scores of energy crisis awareness of higher secondary students with respect to the background variables such as, gender, locale, group of study, religion, type of management and community.

HYPOTHESES OF THE STUDY

1. There is no significant difference in the mean scores of energy crisis awareness of male and female higher secondary students.
2. There is no significant difference in the mean scores of energy crisis awareness of rural and urban higher secondary students
3. There is no significant difference in the mean scores of energy crisis awareness of Science group and Arts group higher secondary students.
4. There is no significant difference in the mean scores of energy crisis awareness of higher secondary students belonging to various type of management.
5. There is no significant difference in the mean scores of energy crisis awareness of higher secondary students belonging to various religions.
6. There is no significant difference in the mean scores of energy crisis awareness of higher secondary students belonging to various communities.

METHODOLOGY IN BRIEF

Method

Method Adopted normative survey method was adopted for this study.

Sample

The present study was conducted on a sample 400 higher secondary students studying in different schools of kanyakumari district.

Tool used

Energy Crisis Awareness Test constructed and validated by the investigator

Statistical techniques used

Arithmetic Mean, Standard Deviation, t test and ANOVA were used for the analysis of data.

RESULTS AND DISCUSSION

Table 1
Energy crisis awareness scores of higher secondary students

N	Mean	S.D
400	14.99	5.03

The arithmetic mean was found to be 14.99 out of a total of 30. This shows that higher secondary students have moderate level of energy crisis awareness.

Table 2
Comparison of energy crisis awareness Scores of Male and Female Higher Secondary Students

Gender	Mean	SD	N	t	*p*	*Remark*
Male	15.63	5.97	195	2.457	*0.014*	*Sig. at 0.05 level*
Female	14.39	3.84	205			

The obtained t value (t-2.457, p<0.05) is significant at 0.01 level. This result indicates that there is significant difference between the male and female higher secondary students in their energy crisis awareness. So it can be concluded that sex has influence on the energy crisis awareness of higher secondary students.

Table 3
Comparison of Energy crisis awareness scores of rural and urban higher secondary students

Locality of the school	Mean	SD	N	t	*p*	*Remark*
Rural	13.63	4.58	257	7.628	*0.000*	*Sig. at 0.01 level*
Urban	17.43	4.88	143			

The obtained t value (t-7.628, p< 0.01) is significant at 0.01 level. This result indicates that there is significant difference between the rural and urban higher secondary students in their energy crisis awareness. So it can be concluded that locale has influence on the energy crisis awareness of higher secondary students.

Table 4
Comparison of energy crisis awareness scores of Science group and Arts group higher secondary students

Group of study	Mean	SD	N	t	*p*	*Remark*
Science	15.09	4.93	299	0.648	*0.518*	*NS*
Arts	14.70	5.33	101			

The obtained t value (t-0.648, p<0.01) is not significant at any level. This result indicates that there is no significant difference between the Science group and Arts group higher secondary students in their energy crisis awareness. So it can be concluded that group of study has no influence on the energy crisis awareness of higher secondary students.

Table 5
Comparison of energy crisis awareness scores of higher secondary students classified on the basis of type of management

Type of management	Mean	SD	Source	Sum of Squares	df	Mean Square	F	*p*	*Remark*
Govt	14.45	6.18	Between Gp	47.6	2	23.81			
Aided	15.05	4.15	Within Gp	10037.352	397	25.28	0.942	*0.391*	*NS*
Private	15.38	5.19	Total	10084.978	399				

The obtained F value (F-0.942) is not significant at any level. This result indicates that there is no significant difference between the higher secondary students belonging to various types of management in their energy crisis awareness. So it can be concluded that type of management has no influence on the energy crisis awareness of higher secondary students.

Table 6
Comparison of energy crisis awareness scores of higher secondary students classified on the basis of religion

Religion	Mean	SD	Source	Sum of Squares	df	Mean Square	F	*p*	*Remark*
Hindu	15.11	4.79	Between Gp	17.5	2	8.763465	0.346	*0.708*	*NS*
Christian	15.02	5.08	Within Gp	10067.451	397	25.36			
Muslim	14.41	5.73	Total	10084.978	399				

The obtained F value (F-1.221) is not significant at any level. This result indicates that there is no significant difference between the higher secondary students belonging to various religions in their energy crisis awareness. So it can be concluded that religion has no influence on the energy crisis awareness of higher secondary students.

Table 7
Comparison of energy crisis awareness scores of higher secondary students belonging to various communities

Community	Mean	SD	Source	Sum of Squares	df	Mean Square	F	*p*	*Remark*
FC	17.29	5.97	Between Gp	367.2	3	122.41			
BC	14.43	4.92	Within Gp	9717.8	396	24.54	4.988	*0.002*	*Sig. at 0.01 level*
MBC	15.75	4.61	Total	10085.0	399				
SC/ST	16.33	4.51							

The obtained F value (F-4.988) is significant at 0.01 level. This result indicates that there is significant difference between the higher secondary students belonging to various communities in their energy crisis awareness. So it can be concluded that community has influence on the energy crisis awareness of higher secondary students.

FINDINGS

1. The higher secondary students have moderate level of energy crisis awareness.
2. Gender, locale and community have influence on the energy crisis awareness of higher secondary students.
3. Type of management, group of study and religion have no influence on energy crisis awareness of higher secondary students.

CONCLUSION

The present study revealed that the higher secondary students have moderate level of energy crisis awareness. Since the higher secondary students have only moderate level of energy crisis awareness, measures should taken to improve the energy crisis awareness of higher secondary students..Seminars and conferences should be arranged to make the students conscious about the effects of energy crisis and measures for energy conservation. The higher secondary students have to be prepared to face the challenges of energy crisis, energy conservation and use of renewable energy. Keeping in view of the challenge of present and future energy need stress should be given on teaching-learning of energy education at various levels of education specially to higher secondary students.

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ATTITUDE TOWARDS YOGA EDUCATION AMONG PROSPECTIVE TEACHERS

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ABSTRACT

The present study proposes the attitude towards yoga education among prospective teachers. The investigator adopted the normative survey method for conducting the study, 400 prospective teachers were selected as sample for the study. Statistical techniques like Arithmetic Mean, Standard deviation, t-test and ANOVA were used for analysis of data. The findings of the study were, Majority of the college students have slightly favorable attitude towards yoga education. Gender, Locality, Community, Religion, Group of study, Occupation of father has significant different on attitude towards yoga education among prospective teachers. Educational qualification, Family income, Occupation of Mother has no significant different on attitude towards yoga education among prospective teachers.

INTRODUCTION

Education is the aggregate of all the process by means of which a person develops ability, attitude and other forms of behavior and positive values in the society in which he lives. Education is the sustaining, progressive and purposive activity by which the development of consciousness and reconstruction of society occurs. According to Gandhiji "the real education is that which fully develops the body, mind and soul of children". Education develops the individual like the flower which distributes fragrance all over the environment. Raymond (2006) has rightly remarked "Education is that process of development which consists the passage of human beings from infancy to maturity the process whereby he adopts himself gradually in various ways to his physical, social and spiritual environment.

Yoga combines many popular Stress-reducing techniques, including exercise and learning to control the breath, clear the mind and relax the body. The work efficiency of the prospective teachers not only desponds on their experience, intelligence, knowledge and administrative power but also on their complete personality. Their attitude, self-concept, mode of

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adjustment, reaction to frustrating situations are important in determining the dynamic aspects of their personality.

NEED AND SIGNIFICANCE OF THE STUDY

Teachers play a prominent role in national and social reconstruction and in transmission of wisdom, knowledge and experiences of one generation to another generation. The most important factor in the contemplated educational reconstruction is the teacher his/her personal qualities, educational qualifications, personal training and the place that he/she occupies in the school as well in the community.

Yoga is important due to its effectiveness in the healing as well as health building capacity. Yoga is both a systematized body of knowledge and practice. There are many reasons why a person might choose and practice yoga: In broad sense the purpose of yoga is to reduce disturbance and return an individual to his or her inherent peace of power. To be successful in its effort yoga must be practiced according to its need, capacity and aspirations of each individual. Hence the prospective teacher must get a clear picture about yoga in the school curriculum.

Inspite of its significance and the vast advantages of yoga, the investigator decided to study about the various aspects of yoga education among prospective teachers in Kanniyakumari district.

OBJECTIVES OF THE STUDY

1. To construct and validate a scale to measure the attitude of prospective teachers towards Yoga Education.
2. To study the level of attitude of prospective teachers towards Yoga Education.
3. To compare mean scores of attitude of prospective teachers towards yoga Education. With respect to the background variables namely.
    1) Gender.
    2) Community.
    3) Educational Qualifications.
    4) Group of study.
    5) Monthly income of family

HYPOTHESES OF STUDY

1. There exists no significance difference in the mean scores of Attitude towards Yoga Education between male and female prospective teachers.
2. There exists no significance difference in the mean scores of Attitude towards Yoga Education among OC, BC, MBC, SC/ST prospective teachers.
3. There exists no significance difference in the mean scores of Attitude towards Yoga Education among prospective teachers based on the educational qualification.
4. There exists no significance difference in the mean scores of Attitude towards Yoga Education between science and Humanities group prospective teachers.
5. There exists no significance difference in the mean scores of Attitude towards Yoga Education among prospective teachers based on their family income.

METHODOLOGY IN BRIEF

Method

The investigator adopted the normative survey method for conducting the study.

Sample

The target population for the present study was 400 prospective teachers studying in different college of education in Kanyakumari district.

Tool used

The tools used for data collection will be Yoga Attitude scale for measuring the attitude of prospective teachers, prepared by the investigator.

Statistical technique used

In the present study, the investigator used Arithmetic Mean, Standard deviation, Test of significance [t-test] and Analysis of variance [ANOVA] for analysis.

RESULTS AND DISCUSSION

Comparison of Attitude towards Yoga Education based on Gender

Null Hypothesis 1

There exists no significance difference in the mean scores of attitude towards yoga education between male and female prospective teachers. Male and Female prospective teachers were subjected for study as per the analysis given in the table.

Table 1
Comparison of Attitude towards Yoga Education based on Gender

Gender	Mean	SD	N	t	*P*	*Remark*
Male	86.09	10.89	78	2.625	*0.009*	*Sig. at 0.01 level*
Female	82.52	10.29	322			

The calculated values ($t=2.625$, $p<0.01$) is significant at the 0.01 level. Therefore the null hypothesis is rejected. Attitude towards Yoga education among prospective teachers differ statistically with respect to gender. The mean value (86.09) shows that Male prospective teacher possess better attitude compared to that of female prospective teachers.

Comparison of Attitude towards Yoga Education among Prospective Teachers based on Community

Null Hypothesis 2

There exists no significance difference in the mean scores of attitude towards yoga education among FC, BC, MBC, SC/ST prospective teachers. Prospective teachers based on various communities such as FC, BC, MBC, SC/ST were subjected for study as per the analysis given in the table.

Table 2
Comparison of Attitude towards Yoga Education based on Community

Commu-nity	Mean	SD	Source	Sum of Squares	df	Mean Square	F	*P*	*Remark*
FC	85.14	10.05	Between Gp	1298.43	3	432.81			
BC	83.30	10.45	Within Gp	42643.65	396	107.69	4.019	*0.008*	*Sig. at 0.01 level*
MBC	85.41	10.01	Total	43942.08	399				
SC/ST	78.92	10.62							

The calculated value (F=4.019, p< 0.01) is significant at the 0.01 level. Therefore the null hypothesis is rejected. It shows that there existed significant different in their attitude towards yoga education based on different communities. The result does not help to identify exactly the pairs of groups which differ significantly. Hence, Scheffe's multiple comparison is used for further analysis.

Table 3
Scheffe's multiple comparisons Table

Community	**N**	**Pair**	**p (Scheffe)**	***Remark***
FC (A)	42	A Vs B	0.768	*NS*
BC (B)	260	B Vs C	0.636	*NS*
MBC (C)	49	A Vs C	0.999	*NS*
SC/ST (D)	49	A Vs D	0.045	*Sig. at 0.05 level*
		B Vs D	0.063	*NS*
		C Vs D	0.024	*Sig. at 0.05 level*

The result shows that there exists significant difference in the attitude towards Yoga education among prospective teachers based on community. The pair FC Vs SC/ST (A Vs D) and MBC Vs SC/ST(C Vs D) shows significant differences in their attitude. While the other pair FC Vs BC(A Vs B), BC Vs MBC(B Vs C), FC Vs MBC (A Vs C)and BC Vs SC/ ST(B Vs D) does not show any significant differences in their attitude towards Yoga education. The mean score shows that the prospective teachers belongs to MBC community posses more favorable attitude towards Yoga education.

Comparison of Attitude towards Yoga Education among Prospective Teachers based on Educational Qualification

Null Hypothesis 3

There exists no significance difference in the mean scores of attitude towards yoga education among prospective teachers based on the educational qualification.

Two groups of prospective teachers based on their educational qualification were subjected for study as per the analysis given in the table.

Table 4

Comparison of Attitude towards Yoga Education based on Educational Qualification

Educational Qualification	Mean	SD	N	t	*P*	*Remark*
UG	83.08	10.61	338	0.631	0.528	NS
PG	83.95	9.86	62			

The calculated value (t=0.631, p >0.05) is not significant at any level. Therefore, the null hypothesis is accepted. It shows that there exist no significance differences at any level in the attitude towards Yoga education among prospective teachers based on their educational qualification.

Comparison of Attitude towards Yoga Education among Prospective Teachers based on Group of study

Null Hypothesis 4

There exists no significance difference in the mean scores of attitude towards yoga education between science and humanity group prospective teachers. Science and Humanity Group prospective teachers were subjected for study as per the analysis given in the table.

Table 5

Comparison of Attitude towards Yoga Education based on Group of Study

Group of Study	Mean	SD	N	t	*P*	*Remark*
Science	84.33	8.42	209	2.184	*0.03*	*Sig. at 0.05 level*
Humanities	82.01	12.28	191			

The calculated value (t=2.184, p< 0.05) is significant at the 0.05 level. Therefore the null hypothesis is rejected. Attitude towards Yoga education among prospective teachers with respect to group of study differ significantly at 0.05 level. The mean valve (84.01) shows that Humanities group prospective teachers possess better attitude compared to that of Science group prospective teachers.

Comparison of Attitude towards Yoga Education among Prospective Teachers based on Family income.

Null Hypothesis 5

There exists no significance difference in the mean scores of attitude towards yoga education among prospective teachers based on their family income. Below Poverty Level (BPL) and Above Poverty Level (APL) prospective teachers were subjected for study as per the analysis given in the table.

Table 6

Comparison of Attitude towards Yoga Education based on Family Income

Family income	Mean	SD	N	t	*P*	*Remark*
BPL	83.32	10.13	218	0.217	*0.83*	*NS*
APL	83.09	10.94	182			

The calculated value (t=0.217, p< 0.05) is not significant at any level. Therefore the null hypothesis is accepted. Attitude towards Yoga education among prospective teachers based on their family income does not differ significantly at any level.

FINDINGS

The findings emerged from the analysis of data collected are summarized below.

1. Majority of the prospective teachers have slightly favorable attitude towards yoga education. This is supported from obtained result (mean = 83.22 out of 400).
2. Gender has significant influence in their attitude towards yoga education. Male prospective teachers possess better level of attitude towards yoga education compared to that of female prospective teachers. This findings is supported by the result obtained (t=2.625, p<0.05) which is significant at 0.01 level.
3. Community has significant influence in their attitude towards yoga education. Forward caste (FC) and most backward caste (MBC) prospective teachers possess better level of attitudes towards yoga education compared to that of the other backward caste (BC) and scheduled caste/ scheduled tribe caste (SC/ ST) students. This findings is supported by the result obtained (f=4.019, p<0.05) significant at 0.01 level.

4. Educational qualification has no significant influence in their attitude towards yoga education among prospective teachers. This findings is supported by the result obtained ($t=0.631$, $p>0.05$) not significant at any level.
5. Group of study has significant influence in their attitude towards yoga education. Science group prospective teachers possess better level attitude towards yoga education compared to that of humanities prospective teachers. This findings is supported by the result obtained ($t=2.184$, $p<0.05$) significant at 0.05 level.
6. Family income has no significant influence in their attitude towards yoga education among prospective teachers. This findings is supported by the result obtained ($t=0.217$, $p>0.05$) not significant at any level.

CONCLUSIONS

In this investigation, it is concluded that the majority of the prospective teachers possess favorable attitude towards yoga education. The selected background variables Family income, educational qualification and occupation of the mother have no significant influence in the attitude towards yoga education among prospective teachers. The other Background variables such as Gender, community and group of study have significant influence in the attitude towards yoga education among prospective teachers. Male prospective teacher possess more favorable attitude towards yoga education than female prospective teachers. Urban prospective teacher possess more favorable attitude towards yoga education than rural prospective teachers. FC and MBC prospective teacher possess more favorable attitude towards yoga education than BC and SC/ST prospective teachers. Science prospective teacher possess more favorable attitude towards yoga education than humanities prospective teachers.

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EDUCATION AT THE CROSSROADS: INCLUSIVE EDUCATION FOR THE GLOBAL REFUGEE CRISIS

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ABSTRACT

The global refugee population continues to climb and the number of refugees across the globe is at an alarming high and is expected to continue to rise for the foreseeable future. Access to education is a basic human right and is linked to poverty reduction, holding promises of stability, economic growth, and better lives for children, families, and communities. Refugee children and adolescents remain amongst the most marginalized groups in education and they have frequently missed substantial amounts of schooling due to the effects of conflict. The lack of high quality and protective education for refugees stands in the way of meeting education for all goals, of achieving durable solutions, and of sustainable development and reconstruction of home and host countries. Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve education for all. However, collecting regular, reliable and disaggregated education statistics on refugees are notoriously complex meaning that education indicators for this sub-group can be difficult to estimate. Education indicators for refugees may not be included in either the statistics of the refugee's country or the country hosting the refugees itself. The world is witnessing the largest refugee crises in decades. Crisis and conflict are among the biggest obstacles to ensuring inclusive and equitable quality education for all. However, education is a human right with important impli-cations for health, livelihood, and peace building in contexts of conflict and crisis. We need to make changes to the way we respond to the changing landscape of the displaced, particularly refugees. Education is one of the most prominent needs of displaced refugees. Therefore, it is necessary to explore the global refugee crisis creating hurdles in the field of education for achieving success in inclusive education all around the globe. The objective of this paper is to point out the obstacles and elaborate challenges in education with special reference to inclusive education for the global refugee crisis.

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INTRODUCTION

The number of refugees across the globe is at an alarming high rate and is expected to continue to rise for the foreseeable future. Finding durable solutions for refugees has become a major challenge worldwide. While for many refugees a preferred solution may be to return to their home country with the restoration of safe conditions, this may not be possible due to continued conflict, political instability, insecurity, loss of livelihood, and difficulty reclaiming land and property.

Access to education is a basic human right and is linked to poverty reduction, holding promises of stability, economic growth, and better lives for children, families, and communities. The provision of educational opportunities is one of the highest priorities of refugee communities. Yet there is little evidence of tangible organisational commitment by UNHCR (the United Nations High Commissioner for Refugees) to guaranteeing the right to education for refugee children and young people. Education is "the key to the future," that it will help bring peace to their countries, that despite not knowing "what will happen tomorrow," education brings stability and hope. The lack of high quality and protective education for refugees stands in the way of meeting education for all goals, of achieving durable solutions, and of sustainable development and reconstruction of home and host countries.

OBJECTIVE OF THE STUDY

The objective of this paper is to point out the obstacles and elaborate challenges in education with special reference to inclusive education for the global refugee crisis.

ANALYSIS OF GLOBAL REFUGEES

The global refugee population continues to climb. In 2016 there were 17.2 million refugees, an increase of 7 percent over 2015, according to UNHCR, the UN agency for refugees. For the third straight year, Turkey hosted the most refugees, at 2.9 million, followed by Pakistan, with 1.4 million, and Lebanon with 1 million people. Turkey and Germany are the only Group of 20 nations among the top 10 host countries. More than half of the world's refugees originated from

Table 1

Top Host Countries for Refugees in 2016

Rank	Host Country	Total refugees	Total population
1	Turkey	2,869,421	80,745,020
2	Pakistan	1,352,560	197,015,955
3	Lebanon	1,012,969	6,082,357
4	Iran	979,435	81,162,788
5	Uganda	940,835	42,862,958
6	Ethiopia	791,631	104,957,438
7	Jordan	685,197	9,702,353
8	Germany	669,482	82,114,224
9	Democratic Republic of the Congo	451,956	81,339,988
10	Kenya	451,099	49,699,862
12	Sudan	421,466	40,533,330
13	Chad	391,251	14,899,994
14	Cameroon	375,415	24,053,727
15	China	317,255	1,410,000,000
16	France	304,546	64,979,548
17	Tanzania	281,498	57,310,019
18	Bangladesh	276,207	164,669,751
19	United States	272,959	324,459,463
20	Yemen	269,783	28,250,420
20	South Sudan	262,560	12,575,714

Syria, Afghanistan and South Sudan. In South Sudan, a growing humanitarian crisis led to an increase of 64 percent during the second half of the year to 1.4 million people (Busso, MaryAnn and Czuczka, Tony, 2017).

Sources: UNHCR Global Trends 2016, United Nations, World Population Prospects: The 2017 Revision, Key Findings and Advance Tables.

METHODOLOGY

Bloomberg ranked the nations by the number of refugees hosted in 2016 and showed the top 20. Includes people designated as refugees under UNHCR's mandate.

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In 2014, 25% – or 62 million out of the 263 million children and adolescents out of school – were estimated to live in conflict affected countries (UNESCO-UIS, 2016). Conflict-affected countries are often the furthest away from meeting the education goals set by the education community. Refugee children and adolescents remain amongst the most marginalized groups in education. Information on education indicators for refugee children and adolescents, however, has generally been recognized as an area in need of urgent reform. Collecting regular, reliable and disaggregated education statistics on refugees (and IDPs) are notoriously complex meaning that education indicators for this sub-group can be difficult to estimate. Education indicators for refugees may not be included in either the statistics of the refugee's country or the country hosting the refugees itself (Dryden-Peterson, 2011b). Even the limited education data collected by UNHCR is often only available for refugees living in planned/ managed camps which made up just 25% of total refugees worldwide (UNHCR, 2016a). And such data is not readily available disaggregated by level of education.

In 2015, an estimated 107,100 refugees were admitted for resettlement as permanent residents in host countries (UNHCR, 2016b). This leaves millions of refugees at risk for remaining in a protracted situation of exile. Of note, developing countries receive a disproportionate percentage of refugees, with most hosted by low- and middle-income countries. Thus, countries least able to meet the needs of their own citizens, let alone the humanitarian needs of refugees, provide asylum to the majority of refugees (UNHCR, 2016b). A number of recent public opinion polls document the negative attitudes and perceptions of refugees in many Western countries. However, this can have a significant impact on these developing countries, as well as on the refugees who are seeking asylum.

INCLUSIVE EDUCATION FOR THE GLOBAL REFUGEE CRISIS

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve education for all (EFA). Inclusion is thus seen as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (UNESCO, 2005).

Based on extensive analysis, this review sets out an agenda for change, aimed at promoting

high quality and protective education for refugees, in keeping with education as a durable solution and as a core element of UNHCR's (20011), mandate:

- ***Integration of refugees into national education systems,*** particularly in urban areas where half of refugees now live, working closely with Ministries of Education and UNICEF to strengthen national systems for the benefit not only of refugees but also host communities;
- ***Provision of post-primary education for all refugees*** up to the end of secondary school, with emphasis on access for girls and other marginalised groups, and provision of additional opportunities for higher education, both scholarships and site-based programmes that use open and distance learning;
- ***Investment in teacher training*** that cultivates high quality skills related to both pedagogy and content and that is sequential, leading towards a basic qualification that is recognised in home and/or host countries;
- ***Development of new standards and indicators for education*** that measure learning outcomes, including formative in-class assessments and summative independent sample testing, drawing on the Early Grade Reading Assessment (EGRA) and on partnerships with UNESCO International Institute for Educational Planning (IIEP), national Ministries of Education, and other bilateral partners supporting education;
- ***Recognition of the connections between education and conflict in all education policy and planning,*** emphasising the use of conflict-sensitive analyses to assess the content and structures of education, including curriculum, language, and relationships between actors; the importance of education for political stability and leadership in host countries and upon repatriation; and the reinstitution of peace education as a core component of refugee education;
- ***Support for increased and predictable human and financial resources in education,*** including hiring of Regional Education Advisors, Education Officers in country offices, and Community Services and Protection Officers with educational expertise; the selection of Implementing Partners (IPs) with proven technical capacities in education; and formalised operational and field-level partnerships between UNHCR and national Ministries of Education, UNICEF, and the Education Cluster.

Crisis and conflict are among the biggest obstacles to ensuring inclusive and equitable quality education for all. However, education is a human right with important impli-cations for health, livelihood, and peace building in contexts of conflict and crisis.

EDUCATIONAL IMPLICATIONS

"Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed" Preamble to the 1945 Constitution of UNESCO (UNESCO, 2004a). The average duration that forcibly displaced populations spend in exile has also increased over the last two decades. As a result, many children

and adolescents risk spending their entire schooling years in exile from their country of origin.The World is witnessing the largest refugee crises in decades. According to UNHCR reports, about 60 million people worldwide suffer from forced displacement, nearly half of them children. Most of them have no access to or drop out of primary education; numbers are even worse for secondary and tertiary education. UN agencies and other organisations involved fear that the lack of safe learning environments is leaving behind a 'lost generation' in conflict-affected areas. This applies even more to marginalised groups, such as girls, children with disabilities, unaccompanied minors and ex-combatants. Finding appropriate solutions is even more difficult, as professionals see themselves confronted with a lack of reliable data. The same applies to data on persons with disabilities among displaced populations. The importance of education provision in systems of reconstruction has been realised and its role strengthened. For as research shows, inclusive education approaches can help post-conflict countries to escape the return to violence (Markowetz, Reinhard et al ,2016)

Education has a strong role to play in strengthening resilience, social cohesion and human security in those countries at risk of, experiencing or recovering from conflict (UNICEF, 2013a). During or following a period of conflict, people with formal education may be able to utilize other assets and exit poverty more rapidly than those without education given that they can access new livelihood options more easily. In addition, individuals with education are more likely to have socioeconomic resilience during and after periods of conflict, with it playing an important role in enabling individuals to utilize other assets and access new and difficult environments; education influences a range of attributes relating to resilience (Bird et al., 2011). While education can be a powerful tool in mitigating conflict; the wrong type of education can result in an increased risk of armed conflict.

Refugee children and youth have frequently missed substantial amounts of schooling due to the effects of conflict: with each missed year of schooling they remain less likely to return to the formal education system. Added to this is the challenge posed by education systems in countries hosting refugees, where the language of instruction may be different.

Education can both mitigate and exacerbate conflict. Establishing conditions for peace requires intense analysis of the sources of conflict and active engagement with the content and pedagogy of refugee education as a positive force. Re-conceptualising refugee education to account for these realities and to align with the human rights approach and the developmental approach will be critical to meeting UNHCR's Global Priorities and to achieving sustainable durable solutions.

There are various challenges in creating more inclusive education systems for refugees which are characterised by child-friendly spaces and by safe environments that protect dignity, promote mutual respect and intercultural understanding and support personal development

and the building of relationships and social networks, including by integrating community resources. In many places, schools are, at present, not adequately promoting the physical integrity and psychosocial well-being of learners, teachers and other education staff. The education systems are not pervaded by an inclusive culture, inclusive policies and practices; instead, there are non-participatory attitudes, values, practices, institutional design and policies that give rise to exclusionary pressures.

The following actions are recommended towards education to provide safe, non-violent, inclusive learning environments that unfold its power to build peaceful, resilient, and prosperous societies:

- Adapting education sector plans, Education Monitoring and Information Systems (EMIS) and protective community measures to integrate risk management, emergency preparedness, response and recovery;
- Making schools and access to them safe for students and teachers, when necessary through military measures and conflict-free zones and no military use of schools;
- Keeping children safe and continue to hold classes when a crisis strikes and informing communities of risks and actions to take;
- Incorporating adolescents' talents, capacities and potential to share sexual and reproductive health information, and implementing adolescent-friendly services;
- Introducing ramps, natural lighting, flow of air and white walls;
- Building schools that are accessible to everyone.

CONCLUSION

There are many issues associated with the implementation of inclusive education in the global arena. There is a distinctly declared agreement in the globe that all children have the right to education regardless of their race, gender, nationality, disability and etc. Education at the crossroads has a strong role to play in strengthening resilience, social cohesion and human security in those countries at risk of, experiencing or recovering from conflict.

We need to make changes to the way we respond to the changing landscape of the displaced, particularly refugees. Education is one of the most prominent needs of displaced refugees. Therefore it is necessary to explore the global refugee crisis creating hurdles in the field of education for achieving success in inclusive education all around the globe.

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