

FIRST EDITION

EFFECTIVE AND SMART TEACHING

Learners, Learning and Location



Sanskriti University, Mathura, U.P. India

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NAVIGATING HIGHER EDUCATION: STRATEGIES AND PRACTICES FOR EFFECTIVE UNIVERSITY ADMINISTRATION

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Effective and Smart Teaching: Learners Learning and Location

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****Preface****

Welcome to the exploration of learner-centred pedagogy in the 21st century. In this book, we embark on a journey that transcends traditional educational paradigms, embracing a dynamic approach that places the learner at the heart of the educational experience. As we navigate through these chapters, we delve into a realm where education is not merely a transmission of knowledge but a transformative journey of discovery and growth.

Each chapter unfolds with a commitment to understanding and implementing learner-centred practices that empower students to thrive in today's interconnected and rapidly evolving world. From the foundational shifts in educational paradigms to the practical strategies for fostering collaboration, critical thinking, and personalized learning, this book aims to equip educators, policymakers, and stakeholders with insights and tools necessary to create vibrant, inclusive learning environments.

We explore diverse topics such as the integration of technology, the promotion of social-emotional learning, and the cultivation of global perspectives, recognizing the multifaceted nature of education in preparing students for future challenges and opportunities. Throughout these pages, we emphasize not only the theoretical underpinnings but also the practical applications that bridge theory to practice, ensuring relevance and effectiveness in educational settings worldwide.

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1. Delegation of Powers to Village Panchayat For Schools: Ground Reality In Rural Punjab

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Abstract

In the post-73rd Constitutional Amendment 1992 phase, Panchayats were given the responsibility to ensure transparency and accountability in the functioning of the primary schools. Moreover, The Right of Children to Free and Compulsory Education (Amendment) Act, 2012 that defines the duties of the local authority also underlined the implications of village panchayat. Therefore, to lead any substantial change in school governance or functioning, it is essential that the Gram Panchayats are active, well informed and able to take decisions. Why village panchayats should enthusiastically participate in government primary schools? As many research studies emphasized that marginalized section (SC, ST and BC) is overrepresented in rural government schools. In such a case, the role of panchayats became more crucial in governance of primary schools. This paper attempts to explore how gram panchayats contribute the implementation of State policies and the community participation at every level of school education, i.e. within the school and beyond. An exploratory study, conducted in four villages of a district in Punjab state of India to identify the gaps between State priorities (in the context of duties of gram panchayat) in primary education as specified in major policies and programmes, and the ground reality, primarily in rural schools. The study found that the community participation lacunae were found at every level of school education, i.e. within the school and beyond, significantly contributes to the poor implementation of State policies.

Key Words: Community Participation, Panchayati Raj Institutions, 73rd Constitutional Amendment Act, 1992; Primary School, Sarpanch, School Management Committee (SMC), The Right of Children to Free and Compulsory Education (Amendment) Act, 2012.

Introduction

Article 45 of the Directive Principles of the State Policy in the Constitution of India states: "State shall endeavour to provide free and compulsory education to all children up to the age of 14 years within ten years of adoption of the Constitution". It means that the goal of Universalisation of Elementary Education (UEE) was to be achieved in India by the end of 1960. However, the target of achieving UEE has not been achieved in the country till now. The National Policy on Education (NPE), 1986 and Programme of Action (POA), 1992 expressed its

need very emphatically and planned to provide free and compulsory education of good quality to all children up to the age of 14 years by the turn of the twenty-first century. When the Government realised that it was impossible to achieve the target unless its responsibility was entrusted with the local bodies, the 73rd and 74th Amendments of the Constitution of India was made to hand over the responsibility of elementary education to Panchayati Raj Institutions. To give a further boost to achieve the target, the Government of India has declared education as a 'fundamental right' for children in the age group 6-14 years through the 86th Amendment Act. However, it has been observed that primary schools can thrive and work effectively only when the community comes forward to look after its well-being" (Dash and Panda, 2009). It was also found that if the State implements any policy or programme, whether for personal development and growth of people, it tends to alienate the people from that policy and programme. Hence due to non-involvement in the State activities, people become mere spectators and insensitive, regarding the implications of any Government programme. In that case, community participation is required, where people participate in the State activities (Punjab Education Policy, Programme of Action, 2002). This paper attempts to explore the community participation at every level of school education, i.e. within the school and beyond.

Objectives of the Study

To examine the perceptions of panchayat members, about the functioning of primary schoolsⁱrun by State in rural Punjab;

To identify the gaps between State priorities in primary educationⁱⁱas specified in Punjab Panchayati Raj Act, 1994 and The Right of Children to Free and Compulsory Education (Amendment) Act, 2012 and the ground reality, primarily in rural schools;

To draw inferences on the basis of the above analysis and suggest policy recommendations.

Methodology

The present study was carried out in the most literate district of Punjab, India (as per Census of India 2001 and 2011), namely Hoshiarpur. The universe consisted four villages of two blocks, i.e. Blocks Talwara and Garhshankar, of District Hoshiarpur, Punjab. The blocks were selected on the basis Census of India, 2011 wherein it was noticed that though distinct with the highest literacy, Hoshiarpur had a huge disparity within itself, with certain blocks displaying quite a low level of literacy in contrast to those with very high. Therefore, **Talwara**, with the highest percentage of literates and **Garhshankar**, with the lowest percentage of literates were selected. Keeping in view the **levels of literacy at national and State (Punjab) levels**, villages with a level of literacy of 70% or above on the one hand, and those below 65%, on the other, was identified in each of the sample blocks. In this manner, two villages from each of the two blocks,

one with a high literacy and one with a lower literacy each, were finally selected. For meeting the objectives of research, information was obtained from the members of the Panchayat and villagers of the selected rural schools. Tools such as Interview Schedule, in-depth Interview, Observation, Group Discussion, Narrative, etc., were used for data collection with the object to obtain perceptions of Village' Sarpanchesⁱⁱⁱ about the existing system of school education and the problems confronted therein.

Profile of Area of the Study

The word Punjab implies five waters. It has derived its name from the five rivers that flow through this region – the Sutlej, the Beas, the Ravi, the Jhelum and the Chenab. Before Persian period, this region was known by different names at different times. The present Punjab is only one-seventh of what it was before Independence.

Blocks: Block Talwara, situated at Kandi belt, i.e., at the north of Hoshiarpur whereas block Garhshankar situated at the south of district Hoshiarpur. The Kandi area is located at the foot of Shivalik hills and covers the sub-mountainous undulating plain with a slope of 16 meters per kilometer which progressively decreases towards the west side of the district. There is an acute shortage of water in this area. The region is plagued by soil erosion caused by the rivulets passing through it which are flooded during rainy season. On the other hand, block, Garhshankar is located on the beds of lower Shivalik; these are undulating plains with relatively low slope decreasing up to 4 meters per kilometers. This belt also faces water shortage due to sandy soil. According to Census 2011 (In 2001 and 2011 Talwara remains at the top in the literacy level and Garhshankar remains the lowest (Village Directory, Punjab 2013-14). Sathwan and Namoli villages fall in Block Talwara, Tehsil Mukerian of District Hoshiarpur. The distance of Sathwan from district headquarters (Hoshiarpur) was 75 kms., whereas for the village, Namoli was 80 kms. In block Garhshankar, Samundra Khas andhak Phulu villages were located at a distance of 42 kms. and 41 kms., from district headquarters (Hoshiarpur City) respectively.

Meaning of Community Participation

Community participation through institutions such as Gram Panchayat and Gram Sabha can play a dominant role in strengthening school, imparting education, school management, and other activities that enhance sustainable primary education. Community participation is one aspect of decentralization of the management of schools and hence acts as the most effective instrument of accountability. However, while promoting community involvement in education, it is essential to understand what community participation can do for school education. Also, it is essential first to understand the meaning of community and community participation. Scott

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(2009) defined community as a shared locality and neighborhood with conventional ideas, shared interests, and ideas of solidarity. The community also refers to the connection between people who share similar social characteristics of identities.

According to Uemura (1999) “community participation can be achieved in many forms for education, e.g., for school: involvement through the mere use of a service like enrolment of children in school; involvement through the contribution of money towards materials, labour, construction, repairs or improvement work; making decisions about school location and schedules; actively attending school meetings to learn about children’s learning progress and their classroom behaviour; forming village education committees to manage schools; providing skill instruction and local culture information; handling the budget to operate schools and to raise funds for the school. For teachers: recruiting and supporting teachers; boosting the morale of school staff; monitoring and following up on teacher attendance and performance; providing security for teachers by preparing adequate housing for them. For students: ensuring students’ regular attendance and completion of studies; advocating and promoting girls’ education; identifying factors contributing to educational problems (low enrolment, high repetition, and dropout rates); and preparing children’s readiness for schooling by providing them with adequate nutrition and stimuli for their cognitive development”.

Role of Gram Panchayat for Schools

73rd Constitutional Amendment Act, 1992, “under Article 243 G (11th Schedule) of the Constitution provides powers and functions to Panchayati Raj Institutions to plan and implement schemes for socio-economic development including primary and secondary school education. Therefore, Panchayats have been given the responsibility to ensure transparency and accountability in the functioning of primary schools” (Kumar, 2006). According to the Punjab Panchayati Raj Act, 1994, the power, functions, and duties of Gram Panchayat for primary education are:

. Promotion of public awareness and participation in primary and secondary education;

Ensuring full enrolment and attendance in primary schools and its management;

Providing such educational facilities as may be deemed necessary and desirable.

Promotion of school health and nutrition programmes;

Removal of encroachments on public properties

Organizing voluntary labour & contribution for community works.”

For proper functioning of primary schools at grass roots level, the CABE (Central Advisory Board of Education) Committee had “proposed a broad framework for managing education. A crucial feature of the framework was the provision for VECs (Village Education Committees).

The Committee had the power to check attendance registers of students; attendance of teachers and the school's overall functioning. A variety of projects had experimented with community participation in the education system, with mixed experience of success and failure). For example, DPEP (District Primary Education Programme), Bihar Education Project, Shiksha Karmi, and Lok - Jumbish projects in Rajasthan, Mahila Samakhya Project and Andhra Pradesh Primary Education Project included a strong component of community participation. After that Right of Children to Free and Compulsory Education (Amendment) Act, 2012 replaced VEDC (Village Education Development Committee) with SMC, i.e., School Management Committee (Niranjanaradhya.V.P., 2014) and Section 9 (of Right of Children to Free and Compulsory Education (Amendment) Act, 2012) mentions the duties of a local authority and Section 21 (Right of Children to Free and Compulsory Education (Amendment) Act, 2012) gives directions regarding composition and functions of SMC. The school development plan also mentions in the Section 22 of Right of Children to Free and Compulsory Education (Amendment) Act, 2012. Therefore, in the present paper, awareness of Panchayat members regarding their duties for schools and the role of/for SMC has been analysed.

Findings of the Study

73rd Amendment Act authorises panchayats to “have direct involvement in primary education, to render the education system more accountable and transparent as panchayats are in closer proximity to the community and they are answerable to the community through the gram sabha” (Crook et al.,

2009). To understand the ground realities about the implementation of powers and functions of panchayat for primary schools, four Sarpanches from each of the four sample villages (Sathwan, Namoli, Samundra Khas, and Chak Phulu) were interviewed. Since Sarpanch is the head of Gram Panchayat according to the 73rd Constitutional Amendment Act and also a link between Government and village community, Sarpanches from villages Sathwan and Namoli from block Talwara and villages Samundra Khas and Chak Phulu from block Garhshankar were interviewed.

During the field survey, it was found that the present sarpanches of these villages (except Sarpanch of village Chak Phulu) were completely unaware of the committee's existence and surprisingly failed to give the name of the School Management Committee. They were unable to give a satisfactory response regarding the duties and powers of panchayat for schools according to RTE and Panchayati Raj Act. In contrast to this, the ex-sarpanches of all the sample villages were more aware of the existence of committee (VEC, PSVC) and composition of these committees^{iv}. The sarpanches of the selected villages (except Sarpanch of

village Chak Phulu) revealed that they had no power or courage to inspect the teacher's attendance and other financial powers to improve schools. Hence, they showed their helplessness. Whereas according to the sub-rule 8 of rule 3 of The Right of Children to Free and Compulsory Education (Amendment) Act, 2012, the accounts referred to in clause (j) to sub-rule (6) and sub-rule (7) should be made available to the local authority within one month of their preparation^v. While the Sarpanch of village Chak Phulu regularly participated in activities for the cause of the school. According to school teachers of all the schools, the sarpanches of their respective villages rarely visited their schools. The sarpanches also failed to give information regarding the school's infrastructure, student enrollment, teachers' problems, school teachers' attendance, and the problem of Mid-Day Meal.

Clearly, the Sarpanches were not aware of various functions of panchayats towards schools, duties and their roles especially of School Management Committees in a concrete way. Hence the apathy/ignorance of community leaders may lead to corruption or malfunctioning of School Management Committee fund, and the aim of universal elementary education cannot be achieved due to lack of community participation.

Ground Reality of Functioning of Gram Panchayat for Schools

The members of the panchayats, especially Sarpanches, claimed that they always attended school functions whenever the teachers invited them. They also distributed the books, uniforms, shoes, and other items whenever requested by school teachers through School Management Committees.

When Sarpanches were asked as to who cleaned the toilets in the schools, why there was no drinking water in the school, about the enrolment rate in school, etc., then the sarpanches stated that only schoolteachers handled these issues and that the school was responsible for their needs and requirements as they did not get any money or fund for these tasks. According to the Section 9 of The Right of Children to Free and Compulsory Education (Amendment) Act, 2012, the village panchayat “shall maintain records of children up to the age of fourteen years residing within its jurisdiction, in such a manner as may be prescribed; ensure and monitor admission, attendance and completion of elementary education by every child residing within its jurisdiction and provide infrastructure including school building, teaching staff and learning materials”.

The members of the panchayat (of village Sathwan) claimed that they organized many functions, like, construction of Kitchen Shed flag stand. However, these claims fell flat when the field by village panchayat. The survey found that panchayats did not work for schools. On the other hand, school teachers claimed that all the construction, maintenance, and other expenses were met through the School Management Committee fund. The committee alone was responsible for the same.

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The village panchayat of all the sampled villages failed to organize any awareness camps or advocacy for enrolment in the government schools and mapping out of school children. While as per sub-rule 6 of Rule 6, “the local authority shall identify the neighborhood school(s) where children can be admitted and make such information public for each habitation.”

In sample government schools there were some serious problems like the location of school, school dropout, schools without a boundary wall, lack of infrastructure, lack of potable water, Mid- Day Meals, lack of parental support and lack of publicity for government schools due to the mushrooming of lowcost private schools in the same village.

The sarpanch of village Samundra Khas made it clear that it was entirely the teachers’ responsibility to provide potable water in the school (as there was no water tank in the school). While in the another case, the sarpanches of two villages (Namoli and Samundra Khas) were aware of the possession of a part of school land by a villager. Despite the encroachment of school land and the absence of a school boundary wall, panchayats of both the villages failed to take any action. However, according to Punjab Panchayati Raj Act, 1994, a village panchayat must remove encroachments on public properties and organize voluntary labour and contribution for community works.

In the context of the problem of school location^{vi} in village Sathwan, Namoli, and Chak Phulu, the sarpanches of their respective villages had again shown their helplessness to change the location. Serious problems were associated with the school's location, e.g., school located on the highway and the bridge. However, sub-rule 3 of Rule 6 of The Right of Children to Free and Compulsory Education Rules, 2010 mandates that the local authority that places with danger for young children should not be used for a school; the local authority shall locate the school in such a manner as to avoid such dangers.

Students belonging to the Mahasha community (SC) from village Namoli of Block Talwara and Bazigar community (SC) from village Chak Phulu, block Garhshankar dropped out of Their

primary school after attaining functional literacy as revealed by their parents. According to the parents, due to their traditional work, they cannot allow their children to pursue studies. In this case, Sarpanches of the above said villages did not constructively participate in bringing these students back to school. On the other hand, according to the sub-rule, 8 of Rule 6 of The Right of Children to Free and Compulsory Education Rules, 2010, the local authority shall ensure that access to children to the school is not hindered on account of social and cultural factors.

Interestingly, hardly any sarpanch of the sampled villages was aware of the school development plan and academic calendar. However, sub-rule 4 of rule 4 of The Right of Children to Free and Compulsory Education Rules, 2010 states that school development plan

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should be submitted to the local authority before the end of the financial year in which it is prepared. Section 9 of The Right of Children to Free and Compulsory Education (Amendment) Act, 2012, also states that local authority shall decide the academic calendar.

Sarpanches of sampled village stated that parents in government service and from economically strong families sent their children to prestigious private school in cities. These schools were English medium and had transportation facilities like buses, had impressive buildings and good infrastructure. They also revealed that some low-cost private schools were there in the villages where parents sent their children just because of lack of faith in the government schools. Only Scheduled Castes (balmiki, bazigar, chamar, mahasha) and a few Backward Caste sent their children to a Government school or if they were poor upper castes (Rajputs and Jat Sikh) then also Government Schools were chosen.

From the above instances, it can be concluded that the ground reality was different as directions given to the local authority through The Right of Children to Free and Compulsory Education (Amendment) Act, 2012^{vii} and Punjab Panchayati Raj Act 1994. The sarpanches were neither aware nor clear about the functions and duties for school and School Management Committees. It was found that parents and members of panchayat had a lack of interest in becoming members of School Management Committee and what they should do. Only the school teachers decided the academic calendar and all the functioning of schools. The sarpanches said any policy and plan (school development) was only in the hands of the Government as they could offer only support for any help required by the school. The ex- sarpanches (all females) of two sampled villages (Sathwan and Namoli) were more active and aware of PSVC and VEC. It was observed that the head teachers were running the School Management Committees and maintained all the records in the capacity of Secretary of School Management Committee; since head teachers were accountable to the higher authorities (Block Primary Education Officer). The maintenance of the School Management Committee account and school development plan had nothing to do with the village panchayat and parents (members of the School Management Committee). The field survey also revealed that minutes of none of the held meetings could be traced. However, members of panchayats, especially sarpanches, wanted regular government training for their duties and powers. Therefore, the awareness of School Management Committees and panchayat can be improved by regular formal training by the Centre and the State government.

Conclusion

The study found that community leaders (sarpanches) were utterly unaware of school management committees and their functioning. The performance of rural schools varies with the nature of participation by village panchayats. The community participation lacunae at every level of school education, i.e. within the school and beyond, significantly contribute to the poor implementation of State policies.

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One of the major obstructions was a lack of awareness among members of gram panchayat about their duties and functions for school. The Panchayat members did not get any training or knowledge from any source about what they can do for schools. In addition to this, panchayat members were also not aware of policies and programmes which could benefit children in education and sports. Similarly, community leaders (sarpanches) were not aware of the existence of the School Management Committees (SMC) and their functioning. They did not participate in the SMCs. Moreover, community leaders did not carry out awareness campaign about the provision of free education in government schools, incentives, and information about Right to Education Act in their respective villages. Hence, role of Panchayat Secretaries and Block Development and Panchayat Officer (BDPO) to carry out training programmes for sarpanches and members of village panchayat is also under question.

Policy Recommendations: Firstly, the State government should arrange regular training of sarpanches and other members of the Gram Panchayat in the context of their duties and functions for schools like working of School Management Committees. Secondly, community leaders should organize some educational motivated activities and workshops on a regular basis for school students.

Activities in the sense of competition in sports, art, farming knowledge. Thirdly, Parents in villages need to be sensitized about the value of education so that school dropout can be reduced. This can be done by workshops and awareness camps organized by local bodies by inviting local youths (pass out students of government school of the same village) who have gained prominent positions in government and private sector for giving motivating lectures on the value of school education. In this way, children and parents (particularly Scheduled Castes) may get motivated for learning. Also, due to this motivation parents can play an effective role in their children's education and would not lose faith in government schools. This kind of community participation indeed could give social and emotional aspects of learning (SEAL) to primary school children. Fourthly, Benefits of various schemes available in government schools need to be publicized by various agencies of media (both mass and social) especially by the Centre, State government and Gram Panchayat. Lastly, The social priorities of people shall change only through sensitization for which the State needs to play an active role without any further delay.

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2. Universal Design for Learning & Response to Intervention as Facilitators of Inclusive Education

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Abstract

With implementation of Right to Education Act- 2009 and RPWD Act- 2016, every child has right to get appropriate education in general schools. Due to zero rejection policy, none of the government school or government aided general school can deny their enrollments. Instead, schools need to be ready for inclusion of all including children with disabilities. This is the legal perspective but just enrolling them physically is of no use. Providing them education in a really helping environment using appropriate teaching learning strategies and assessment procedures is of great concern for their sustainable retention and learning in general school towards successful inclusion. Along with various collaborative models of inclusion, some intervention strategies must be used in every school to provide supplementary support to any student who is still struggling while learning (Smith et al., 2011). This research article is emphasized over such two emerging advances in inclusive classroom termed as Universal Design for Learning (UDL) and Response to Intervention (RTI) which are evidenced to improve learning effectively for all students including students with special needs (Smith et al., 2011).

Key words: Inclusion, Response to Intervention, Universal Design for Learning

Introduction

Inclusive education means a system of education where in students with and without disability learn together and meet the learning needs of different types of students with disabilities (RPWD Act, 2016). Anisow et al., (2006) distinguished inclusion in terms of its 'narrow' and 'broad' definitions. Narrow definitions of inclusion are basically concerned with inclusion of students belonging to specific group that is mostly of students with special needs studying in general education. While 'broad' definitions emphasized on whole diversity in the school including all students as well as every other member of school community. Five essential features critical for successful inclusion of students with special needs are: i) giving them a sense of social acceptance and belongingness, ii) an appreciation of student diversity, iii) attention to

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curricular needs by making it accessible for every student, iv) effective classroom management using appropriate reasonable accommodative practices, effective instructional techniques and instructional flexibility, and v) personnel support and collaboration among general teachers, special teachers, other related Para-professionals such as, speech and language pathologists, occupational & physio-therapist, and audiologist (Smith et al., 2011).

In India, Parents and family members feel like helpless and embarrassed to accept their child with disability. There is general tendency and understanding in Indian people that if a child is having any type of disability, he or she must be placed in special schools designed for them. But with implementation of Right to Education Act- 2009 and RPWD Act- 2016, none of the government general school can deny their enrollments. Instead, schools must be prepared to accommodate and fulfill the educational needs of these children with disabilities. This is the legal perspective but just enrolling them physically is of no use. Providing them education in a really helping environment using appropriate teaching learning strategies and assessment procedures is of great concern for their sustainable retention and learning in general school towards successful inclusion. Designing and delivering curriculum in accessible format for all is a big challenge in front of teachers with enormously diverse student population. Each student is different. Their learning style and interest in learning may vary with different subjects or topics. They may get benefitted from if provided with a variety of learning formats to choose and flexible assessment patterns to demonstrate their learning. Various collaborative models, such as collaboration- consultations, peer support systems, teacher assistance teams and co-teaching, etc. may be used effectively for teaching learning process in general schools (Webber, 1997; & Smith et al., 2011). Along with these collaborative models, some intervention strategies must be used in every school to provide supplementary support to any student who is still struggling while learning (Smith et al., 2011). There are two emerging advances in inclusive classroom that includes Universal Design for Learning (UDL) and Response to Intervention (RTI). These are basically pre-referral intervention approaches that actually used before referring the student formally for special education eligibility (Smith et al., 2011). Evidences show that with implementation of both UDL & RTI, learning for all students including students with special needs can be improved very effectively. In these practices, each student's progress is observed and evaluated through continuing assessment procedures to determine the most effective and scientific intervention program for them.

Universal Design for Learning

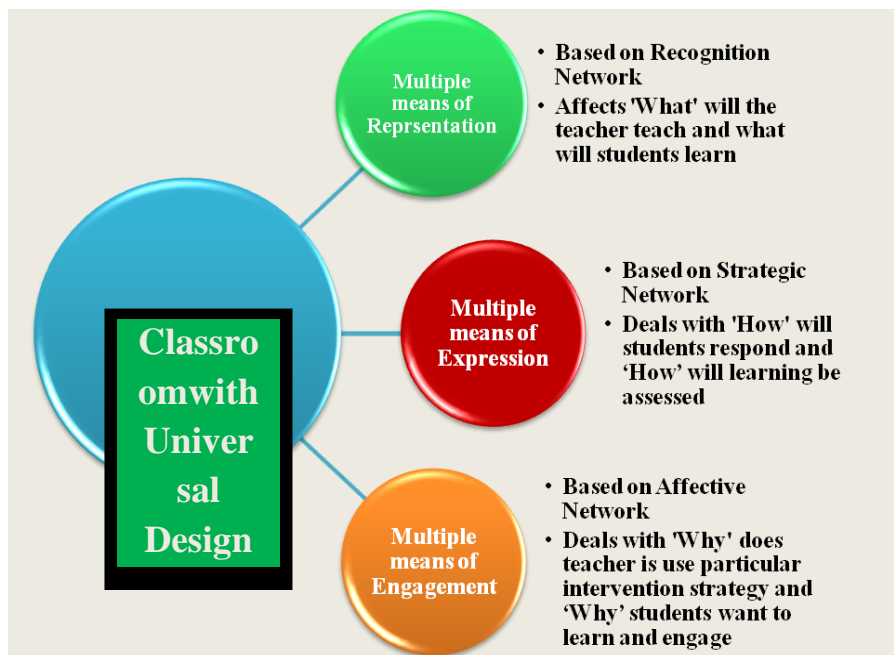
Every individual is different. They may be different in their needs, interest, attention span, educational background, cultural background as well as in language abilities. With respect to physical environment, Universal Design is the design and configuration of an environment which is least restrictive in nature so that it can be easily understood and accessed to the

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maximum possible extent by all people regardless of their diversity in age, ability or disability situation. This is not a special requirement, for any specific group of people with disabilities but beneficial for everyone. As we believe in the concept of “**Vashudhaiv Kutumbakam**” (Sanskrit saying) which means the whole world is our family So it should be accessible to be lived by everyone anywhere in the world. Universal Design is about same and ultimately good design to meet peoples' diverse needs and abilities enabling access of any place in the world where they need to go. The design must be equitably useful, flexible to accommodate wide range individual preferences and abilities. It needs to be simple, intuitive, effectively communicable and comfortable with minimum risk or hazards irrespective of user's sensory abilities and other situations. In terms of learning, UDL is a flexible, problem solving educational framework with “whole school” approach, designed as intervention to improve and optimize teaching and learning and to accommodate or adjust a wide range of individual differences with respect to their strengths and need, abilities and preferences, including the exceptionally gifted and culturally diverse students. Variety of teaching learning strategies and resources may be obtained and used by teachers through UDL to fulfill diverse learning needs towards students' success. Result of every intervention made through UDL is monitored and assessed and if adequate progress not made, changes are made.

Principles of UDL

UDL and its fundamental principles are based on three primary neurological networks that have impact on ‘what’, ‘how’ and ‘why’ components of learning.



Multiple Means of Representation: Children may differ in their intelligence, sensory abilities, motor skills, language, etc. for example children with hearing impairment, visual impairment, mental retardation, learning disabilities, etc. may vary with each other in their approach towards perceiving and comprehending information. Teachers must identify the learning style and learning needs of children and then should decide the way in which the content should be presented to best suit the child. This helps teachers in deciding what they will teach and what students will learn. For better learning, alternative options must be made available to display or present any information. For example, content may be presented in the form of soft copies or hard prints, PPT slides, brail books, audio- video recordings, 3-D models, etc. Audio information may be altered with visual information or vice-versa according to the need of child. Combination of verbal instructions, demonstrations, graphics or peer support (Smith et al., 2011) may also be used. Teacher must focus over language used in any content or information. There should be clarity in vocabulary/ symbols, syntax and structure of language. Multimedia can be used for illustrations. For better comprehension, students may be informed with background knowledge along with some of its critical features. Teachers may guide about how to process and visualize the information to maximize learning. Multiple ways of representation Enables students to view or listen any information or content of knowledge in multiple or flexible ways.

Multiple Means of Expression: Through multiple means of expression, teachers find answers to how students respond to new information and how teacher will assess their learning. Students show variation in their pace of learning and ability to express. They may need comparatively more or less time to respond. Students must not be restricted to use any single type of media. Technological supports and multimedia like speech, drawing, comics, storybooks, sculpture, videos, animations, chats and discussion forum on social media, etc. may be provided as scaffolds for better communication and expression purposes. They may also be allowed to use spell checkers, grammar checkers, word prediction software, text to speech and speech to text software, pre-formatted graph papers, geometric sketch boards concept mapping tools, computer aided designs, etc. This enables students to express them in multiple or flexible ways to demonstrate their Learning Also students may express them individually or in group. So, oral, written, tactile in form of drama or puppet, and/ or technological in form of recordings, etc. may also be used (Smith et al., 2011). Similarly, a child with speech and hearing impairments or language problems may get permitted to respond using sign or gesture or pointing over object, etc.; child with visual impairment can express his or her knowledge verbally or in braille, etc. Alternate options must be provided to act and communicate. Teachers can provide guidance to students in determining goals and may scaffold them in developing strategies for development. They can help in improving student's working memory by enabling managing information and resources through use of graphic organizer, checklist and guides for note taking, etc. Teachers can help them in enhancing capacity for monitoring their own progress. Instead of typical paper pencil test, activities like designing new game or product, scoring rubrics, assessment checklist, role playing, peer feedback, etc. can be used to assess their learning. Children may be asked to evaluate self-learning through self-reflection or self-monitoring. Language and knowledge assessments can be done separately (Singh, 2018; & Mathew and Mishra, 2010).

Multiple Means of Engagement: Engaging students using multiple activities regulates students' attitudes, interest and motivates them to find sense out of information. Activities must be optimized to engage or motivate students to learn. For this firstly, identify learning preferences of child and then accordingly decide activities to engage child in learning but ensuring minimized threats and distractions. It helps in knowing 'Why' teacher uses particular intervention strategy for a student and 'Why' students want to learn or engage (Smith et al., 2011). It respects individual choice and their autonomy to act or engage in a way they Wants to be. They may either search any information on computer all alone or may work in peer collaboration for completing any project. It enables students to participate actively in different learning activities. Teachers may formulate goals in multiple ways with varying degree of difficulty and complexity for student's future success. Positive behavioral support may be given to complete

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activities fostering collaboration. Teachers may identify error patterns and wrong answers for giving feedback to increase their mastery over particular topic or area of study. Students may be encouraged to self-regulate their emotions and motivations and their strategy to cope with environment, subject specific phobia and frustrations. Teachers may provide prompts, rubrics, reminders, checklists etc. to promote self-expectations and belief towards

Aim of each principle is to help the teachers to improve their method of content presentation, engaging students and assessing their learning. These principles may be applicable to the general school curriculum in totality including specific instructional strategies and learning materials. It means whatever content is taught and whatever method or material is being used by teacher, these principles must be taken in considerations. Such as lectures, demonstration, discussion, classroom activities, teaching learning material, on-line instruction, laboratory work or field work, etc.

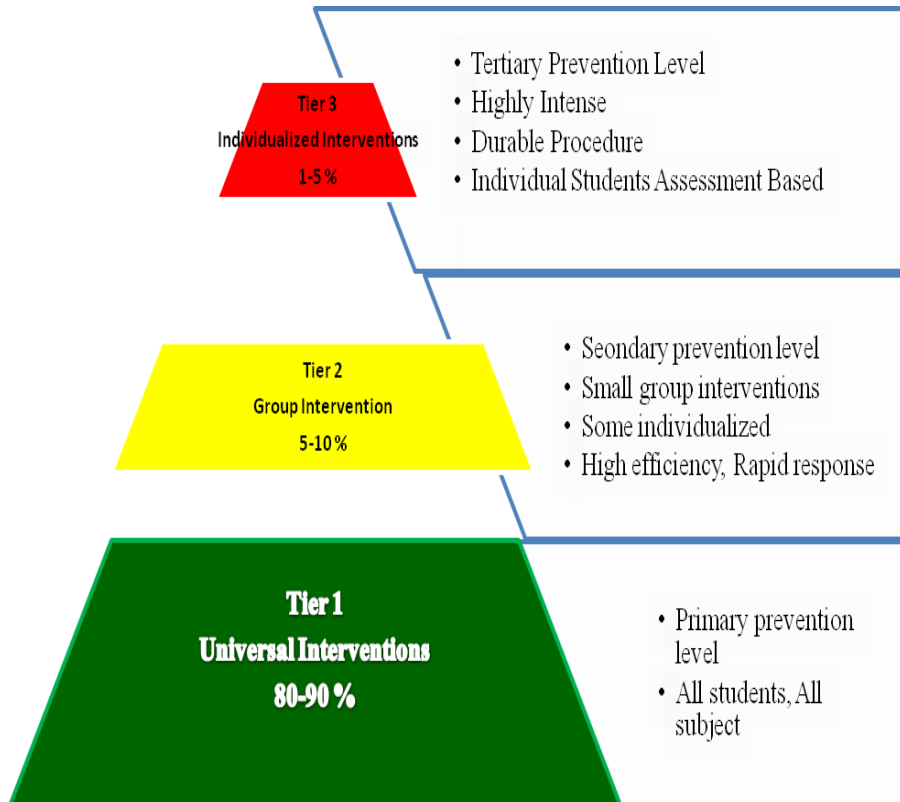
Response to Intervention

Assessment of each student's response to provided intervention and the teacher's differentiated response to those results is critical to the learning process. Initially, IDEA amendments of 2004, acclaimed RTI as an alternative process to identify students with learning disabilities who are really struggling for learning but later on it was adopted for benefit of all. It is a scientific and research based method may be used to identify and determine students' academic and /or behavioral problems and accordingly to solve them (Brown-Chidsey & Steege, 2005). In RTI classrooms become environment for a "test-teach-test-modify the intervention cycle" that helps in identifying students with inadequate progress. RTI Model generally functions on three tiers; with each tier serving fewer students with more severe academic and behavioral difficulties. All scientifically based intervention practices with frequent assessment are provided at each of these tiers. School/ classroom wide instructions in each subject including differentiated instruction are provided for all students at tier I and progress is assessed formally and informally. If some students (generally 5-10%) continues to struggle to a significant degree (falling below the 20th to 25th percentile on assessment) are considered as students with at risk response at tier I. So, they move in supplemental small and more homogeneous group system to typically more intense tier II level of intervention. Only 1-5% of students with intensive needs expected to require tier III level of intervention that provided on individual basis or in very small groups (1:1, 1:2 or 1:3). Tier II & III occurs more frequently, and lasts for a longer duration (Smith et al., 2011).

Response to Intervention Model

(School wide Multilevel prevention system and Academic and Behavioral support Model)

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Conclusion

With the implementation of both Universal Design for Learning (UDL) & Response to Intervention (RTI), learning for all students including students with special needs can be improved very effectively (Smith et al., 2011). In these practices, each student's progress is observed and evaluated through continuing assessment procedures to determine the most effective and scientific intervention program for them. Here accessible general education curriculum is facilitated to retain student's successful learning in inclusive classroom which also helps in reducing need for special accommodations required by students with special needs. No one approach is ideal for everyone. So, use alternative

options with increased accessibility to enhance learning but without removing learning challenges which are essential for children's development.

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3. Women in Higher Education: More Than Job Satisfaction

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Abstract

Higher education institutions are in the era of tremendous reform. The change has occurred due to various technological advancements and changing demands of market and learners. The change has converted whole scenario of teaching and learning and consequently expectations from teachers. Thus it becomes critical for each establishment to know work fulfillment level of representatives since achievement of organizations' objectives is reliant upon the fulfilled workers of the foundation. Thus job satisfaction is now perceived as most significant contour of higher education. The present study explores factors and level of job satisfaction among women teachers in higher education. Data was collected with in-depth interviews with regular and contract teachers working in government and private colleges. For this thematic content analysis was used. During qualitative interviews it was found that discrimination prevails between permanent and contractual faculty in higher education institutions.

Key Words: Women, Higher education, Job satisfaction

Job satisfaction is the favorable or unfavorable subjective feeling with which employees view their work. It results when there is congruence between job requirement, demands and expectations of employees. The components of physical conditions and social nature influence work fulfillment and efficiency. Occupation fulfillment is characterized as a compelling or passionate reaction toward different certainties of one's activity. Fulfillment eludes to singular components of one's activity, as pay, development prospects, physical condition, working hours, etc. (Velmurugan, 2016). Occupation fulfillment is with respect to one's sentiments or perspective in regards to the idea of their work. It can be impacted by an assortment of elements, the nature of one's association with their administrator, the nature of the physical condition in which they work, level of satisfaction in their work, and so forth (Akhtara, Hashmib and Naqvi, 2010). Other than these numerous different components are likewise

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instructors. Such factors, for example, the worker's age, wellbeing, personality, wants and level of desire ought to be considered. Further, his family connections, economic wellbeing, recreational outlets, movement in authoritative work political or absolutelysocial, contribute at last to the activity fulfillment (Mishra 2013).

Status of women teachers in higher education

Higher education institutions in India comprised of 59.4% of male teachers and 40.6% of female teachers. Among the all states Bihar has lowest proportion of female to male teachers' ratio is 1:4. At the all-India level there are 68 female teachers per 100 male teachers. Similarly, in SC category the female teacher is 53 per 100 male teacher and in case of ST and OBC, it is 65 and 64 females per 100 males respectively. For Muslim minorities, it is 53 female teachers per 100 males whereas for other minorities, there are 142 females per 100 males. However, it is to be noted that female representation in teachers belonging to Persons with Disabilities (PWD) category is low, that is 43 females per 100 maleteachers. Among various levels of posts, majority of teachers are of the level of Assistant Professor, followed by Associate Professor. There are 11,951 Visiting teachers also; among them 56.1% are male. The number of total teachers at University level is around 1.58 lakh out of which 64.9% are males and 35.1% are females. At college level, the number of teachers is 10.55 lakh with 58.6% of male teachers (AISHE 2016-17).

Job satisfaction of teachers

Analysts have clarified the wonder of employment fulfillment by looking at the sentiments or input of people. Teachers' activity fulfillment has maybe been explored to an Ever Increasing extent, frequently in relationship to educator stretch, work duty, proficient self-rule, school atmosphere et cetera. (Schuler, 1986) Job satisfaction is combination of psychological, physiological and environmental circumstances that a person truthfully to say, "I am happy with my job" (Akhtara, Hashmib and Naqvi,2010). Business satisfaction is a general demeanor which is the delayed consequence of various specific perspectives in three districts, to be specific (i) particular occupation factors; (ii) singular attributes; and (iii) amass relationship outside the activity. These components can never be disengagedfrom each other for investigation. The approach which since to be picked is that activity fulfillment is

the idealness or unfavourableness with which representatives see their works. It comes about when work necessities suit to the needs and desire for the representatives.

Job satisfaction of teachers is a significant dimensions for their job the facet approach can be used to find out the various factors involve in job satisfaction or dissatisfaction among employees the significant contributor to job satisfaction consists of motivation challenge, conducive work environment, equitable opportunities, and cooperative callings .For better job satisfaction amongemploy social interaction and supportive work environment play significant role .Job satisfaction is also indicator of psychological health and emotions well-beings of the employ. Many studies also indicate that contractual employ have less job satisfaction in comparison to permanent employ due to less control overall their employment status and insecure employment status (Chamundeswari, 2013).

Factors Affecting Job Satisfaction

1. Individual Factors

- i.** Sex: In a large portion of the examinations regarding the matter, it is uncovered that for the most part ladies are happy with their activity than man. This might be a direct result of different part of ladies when they take position outside home. It was discovered that, ladies like to work with benevolent individuals, great social position notwithstanding less pay.
- ii.** Age: Studies have discovered diverse outcomes in various gatherings on the relationship of age with work fulfillment. Some vibe that age has little association with work fulfillment yet this relationship has significance in some activity circumstances. In a few gatherings work fulfillment is higher with expanding age in different gatherings it is lower.
- iii.** Training: In this relationship a few investigations demonstrate that there is a propensity for the more taught representatives to be less fulfilled and then Again the less instructed workers to be more fulfilled. Be that as it may, different investigations Demonstrates no relationship at all and certain factors, for example, organizations' progression strategy in connection to training must be considered.
- iv.** Time of Job: Several examinations demonstrate that activity fulfillment is higher in initial couple ofdays at that point falls gradually.
- v.** Sort of Work: The most vital factor in the activity is the kind of occupation. Studies have demonstrated that in work causes more noteworthy occupation fulfillment
- vi.** Expertise Required: Where aptitude exists to impressive degree, it Has a Tendency to wind up the primary wellspring of fulfillment to the workers. Fulfillment in state of work or in compensation ended up unmistakable just where fulfillment in aptitude has substantially

diminished.

- vii. Work related Status: Occupational status indicates high connection with insight, wage and year of training. It has been discovered that workers are more disappointed in the employments which have less societal position and eminence.
- viii. obligation: Responsibility likewise has a noteworthy impact in an industry. Thus considers on duty among production line administrators have been discovered more centrality driving them to worksatisfaction.(Chamundeswari 2013)

Figure1: Job Satisfaction Model (Field, 2008) (www.techsenser.com)

The factors that are going to make jobs are more dissatisfied are things like:

- Poor pay
- Poor compensation
- Poor work conditions
- Lack of promotions
- Poor benefits offered
- Lack of job security

The factors that make an employee more satisfied are things like:

- Good leadership in the organization
- Good relationship with their manager
- Recognition for their achievement
- Advancement in their careers
- Personal growth and development
- Feedback and support
- Clear direction and objectives.

Even if everything above is fixed, one may still not get a satisfaction employee, one have an employee sitting somewhere in the middle of the satisfaction scale, so they would be neither satisfied nor dissatisfied which shows the complex nature of subjective satisfaction.

Review of related literature

Shahanasbeegam (2017) studied the job satisfaction of women teachers with Special Reference to Malappuram District. The study's objective was that of to examine the attitude towards teaching of women teachers and changing job profiles, to measure the overall satisfaction level of women teachers, to ascertain the relationship between demographic features and overall satisfaction level of women teachers. In the current study, the, 90 women teachers from 10 colleges in Malappuram district have been selected. From the research it is found that, the

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majority of them are interested in the job and have a good family support, but through the study it is understood that, a few of them are not satisfied because, they have less pay and allowances. The majority of the respondents are satisfied with the job and various factors related to it.

Aram bam Bebina Dev. (2017) studied job satisfaction among women teachers in higher education in Manipur. The study's objective was that to study the age group and qualification of women teachers working in government colleges and Manipur university in Manipur and to analyses the comparison of government colleges and Manipur university women teachers in respect of working hour and job satisfaction. The present study adopted random sampling and the sample comprised of 90 women teachers from government Colleges (55) and Manipur university (35) in Manipur. The present study can also be concluded that Manipur University teachers has more satisfied with their nature of working, job, infrastructures, facilities provided in the campus than government College teachers. But, Government College teachers are taking more classes due to shortage of faculty members in all the colleges in Manipur.

Shafi (2016) inspected the activity fulfillment of educators of government universities. The elucidating sort of research was received and the information was gathered utilizing poll and eye to eye interviews. Two Thirtyone instructors out of 576 educators were haphazardly chosen and were given predesigned poll. Up close and personal meetings were led from couple of instructors of every school keeping in mind the end goal to survey the level of employment fulfillment and underlying drivers of disappointment. Consequences of the examination shows that because of short pay and absence of different offices in schools, 52.38% of instructors were disappointed while just 29.78% senior educators were discovered happy with work. Amid interviews, some new factors were seen to influence the activity fulfillment in school instructing staff. Employment fulfillments among male and female educators have a high level of positive connection and there is additionally a positive relationship between activity fulfillment and length of administration. In light of the discoveries of the outcomes, the examination recommended some adjustment in the current approaches prompting change of fulfillment level. Muhammad Ehsan Malik (2012) studied the impact of pay and promotion on job satisfaction. This study was an endeavor to determinethe impact of pay and promotion on job satisfaction in higher education institutes of Pakistan. On the basis of stratified sampling by making strata of private and public sector universities, participants were randomly selected from the list of universities (Punjab) available at the website of HEC. Multiple regression analysis was used to examine the co-relation between the two independent variables (pay and promotion) and dependent variable (job satisfaction).

Sharma and JeevanJyoti (2010) aimed at identifying the facets affecting the job satisfaction of university teachers' in order of importance and accordingly suggests strategic action for creating

and maintaining their job satisfaction. The study took into the account intrinsic and extrinsic factors to find out the level of job satisfaction and to see the effect of age, gender, marital status, education, occupation level and length of employment on the job satisfaction of academicians. The study was evaluative cum diagnostic in nature as it tries to find the type of relationship between job satisfaction and various dependent and independent variables and stresses upon the aspects that affect this relationship. Teachers working in university of Jammu have been selected as respondents as sample. There were 255 teachers in the university and 150 teachers were approached for collection of data. Finally 120 teachers responded included as participants. The sample was selected on random basis with the help of random number table. A three digit random number table (Webster 1995) was selected and first 150 numbers of that table were picked up and the teachers' names falling on those numbers in the alphabetical list of the teachers were selected as sample for the study

Research Questions

What is the role of personal attributes in job satisfaction of women teachers in higher education institutions?

Exploration of role of organizational climate in job satisfaction of women teachers in higher education institutions.

How financial security affect job satisfaction among women teachers in higher education institutions?

Methodology

For analysis of various socio-cultural dimensions of job satisfaction personal interviews were conducted with women faculty in higher education institutions. Field notes were taken to record the interviews with the consent of faculty in colleges. The researcher conducted personal interviews with 20 contractual and 20 permanent faculty members in colleges to explore their job satisfaction and various factors impacting their job satisfaction. The prime aim of the interviews was to find out the teachers' perception of 'job satisfaction' and to identify the factors which affect job satisfaction of female teachers in colleges. Interviews were based upon the domains explored in various research studies. Interviews investigate the perceptions and experiences of female faculty related to their job satisfaction. The interview also Explore different aspects of organizational or workplace environment which play significant role for women teachers in higher education institutions. The interviews revealed surprising truth regarding difference in workplace environment for contractual and permanent teachers in higher institutions. On the basis of interviews following domain were identified:

- Personal attributes

- Organizational Climate
- Financial Security

Research question: 1

While interviewing the permanent faculty of higher education institutions it was asserted that they are getting their due promotions as per their qualification and work experience. According to the interviews data there was regular mechanism to process the applications for promotions of teachers in due course of time in higher education institutions. So the permanent faculty were found satisfied for getting promotion as per their qualification as all faculty members in the interview were positive about it contrary to this the contractual faculty were of the view that they were not getting opportunities of promotion as per their qualification and experience, so they were of the view that they were getting less opportunities in comparison to permanent faculty for their promotion. As one of the faculty Member said that “In past organization I got more experience but it is not counted for my present work experiences”. The statement shows that contractual nature of the job creates job dissatisfaction among women faculty in higher education institutions. Naushaba Atta (2012) contemplated a relative investigation of customary and legally binding instructor's activity fulfillment. The analyst thought about occupation fulfillment of 26 legally binding and 24 consistent educators on pay, advancement, supervision, incidental advantages, associates, nature of work, correspondence, unexpected and remunerates and working conditions. These parts of workplace contribute as elements of occupation fulfillment. Information were gathered through a six point rating scale created by Spector (1994). In the investigation there was no noteworthy contrast between work fulfillment of normal and contract educators on nature of work part of occupation fulfillment. Be that as it may, in different measurements critical contrast between work fulfillment of standard and contract educators was found.

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During the interviews in present study also the difference was found in pay, promotion, rewards and operating conditions for permanent and contractual women teachers in higher education institutions.

During interviews with women faculty members it was also found that biasness and discrimination prevails in higher education institutions for permanent and contractual women faculty in colleges. Personal factor is a very effective domain. In the present study it relates to the personal factors of job satisfaction of women teachers in colleges. While interviewing with the permanent and contractual faculty of higher education institutions it was asserted that their organization favoritism was prevails in their organisation. During interviews with permanent and contractual teachers they revealed that biasness is common in their organisation. The biasness is based upon gender, nature of job and sometimes interpersonal relationship with higher authorities. However, one of the faculty members said, “The extent of favoritism cannot Said with surety. Sometime it does show itself” while a contractual women teacher in college said that “I strongly agree that partiality is major problem in our organisation. Everyone support only those who are acquainted with them”. The statement shows that contractual and permanent nature of job creates job dissatisfaction among women faculty in higher education institutions.

During the interviews with permanent faculty of higher education institutions it was asserted that they believe and feel that their organisation treat their employee better than any private organisation. As all of the permanent faculty members said that they are satisfied with institutions policies regarding their opportunity and representation in organisation. However, few of the women faculty members faced biasness towards them in organisation. As one of the permanent faculty members said that “here partiality is more prevalent than other organizations”. The statement shows that permanent teachers also face discrimination in few instances in their organisation. Contrary to in general job satisfaction among permanent women teachers in higher education institutions contractual faculty faced more discrimination and biasness in terms of personal job satisfaction, representation and opportunities in the organisation. Contractual teachers were not satisfied with the treatment shown by institution towards their personal needs and opportunities.

Research question: 2

Management of the institution is significant in job satisfaction of women teachers, as during interviews it was given prominent place. Attitude, vision, and perception of higher authorities in colleges had a great influence on job satisfaction. During the interviews with women teachers in colleges it was

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found that the permanent teachers have full confidence in the management of organization whereas it was not found in the contractual teachers who were not always confident in the management of the organization. As one of the permanent faculty said that “regarding fairness of management I am neutral for this, sometime it seems good but sometimes bad. But overall management is ok”. On the contrary one of the contractual faculty said that “I am not 100% confident about fairness of management as there are many flaws in it”. Nandan and Rama Krishna (2013) studied determinants of occupation fulfillment of staff in advanced education. The examination was gone for dissecting work fulfillment of staff in advanced education foundations in Andhra Pradesh with particular destination to distinguish factors affecting occupation fulfillment, to investigate the relative impact of the variables affecting employment fulfillment and for proposing strategy activities for the organization to build work fulfillment. The inferences were that institutional management play crucial role in job satisfaction, so appropriate policies should be framed. The study suggested that institutions of higher education should adopt policies that enhance job satisfaction among faculty as they crucially determine the quality of education and student’s satisfaction. The pay roll of the teachers should be at par with University faculties, as they were getting less pay in colleges. Faculty should be incentivized for research performance in terms of cash / appreciation or other forms of recognitions like teaching performance. Institutions should factor policies so as to motivate and enhance job satisfaction of faculty at professor level such that they lead and assume leadership further enhancing the brand image of the institution, ensuring customer satisfaction and sustaining quality of higher education.

During interviews with faculties it was revealed that supervisory lapses are also there in colleges, which is prominent in generating dissatisfaction among women faculty. Both permanent and contractual teachers were found dissatisfied with the general supervision in their department and according to them the supervision of the department needs more clarity and impartiality. As one of the faculty said, “supervision definitely needs more clarity and impartiality.” Women teachers face partial attitude of their higher authorities due to gender and acquaintance. Most of the women faculty don’t feel comfortable and hesitate to develop networking and interpersonal relationship. In these circumstances the other gender become advantageous of condition and get privilege in comparison to women faculty.

However, majority of women faculty in higher education institutions found appropriate infrastructure in their organization. The data of interviews depicts that on working conditions in organizations

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faculty were satisfied, as both contractual and permanent teachers told that they were found satisfactory conditions of organization. As one of the members said, “we have good infrastructure, better sanitation facility, nice campus cleanliness’ and more remaking things which makes the situations better to do work”.

Regarding institutional policies during interviews it was found that permanent women faculty were aware of. One of the permanent women faculty said “My supervisor keeps me informed about all policies and happenings of the organization” demonstrates that the permanent teachers were found satisfied. As one of the permanent teachers said that “yes, strongly agree I am really aware about all the policies of organization. Timely meeting are conducted regarding this.” Whereas contractual teachers were found disagree in this regard as one of the contractual teachers said, “higher authorities does not keeps me informed”.

Research question: 3

Financial security emerged as prominent factor in job satisfaction during interviews with women faculty. Permanent teachers of the colleges were satisfied in terms of their salary or financial security in job. One of the permanent women faculty said, “.....comparing the salary for similar jobs in other organizations, I feel my pay is better” reveals that the permanent teachers were found satisfied with their salary. Another permanent women faculty said, “yes I am having good package I don’t have any problem regarding salary”. However, contractual teachers were found dissatisfied with their salary as one of the contractual teacher said, “..I am not satisfied with my salary as I get very less compare to permanent teachers and other organizations”. Saqib Usman (2013) studied the effect of salary and stress on job satisfaction of teachers in district Sialkot, Pakistan. Research studies also indicated that job satisfaction of teachers significantly affected by their salary. Basic findings of the studies demonstrated that compensation was imperative factor for affecting the activity fulfillment of workers and furthermore demonstrated that the activity fulfillment level of representatives is on a normal (Neog&Barua, 2014). Salary was mentioned as important factor for work satisfaction for women teachers. However, few of contractual teachers were of the view that their salaries are not according to their work profile, which create frustration among them. As one of the contractual teacher said, other as one of the contractual teachers said, “As per my work requirement my pay is not fair”.

Permanent teachers were satisfied regarding their salary balancing their life style. They were of the view that their pay was enough for providing necessary things in life. While contractual teachers were

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found dissatisfied for their salary because they were their salaries were insufficient and could not fulfill their necessary requirement in life. As one of the contractual teachers said, “Not at all I often compliment it with other sources of earning.”

The interviews with teachers depicts that there are lot of difference between permanent and contractual teachers satisfaction for their job due to various reasons like institutional policies, salaries, discrimination etc. The interviews depicts there is dire need to change institutional policies to abolish the discriminatory practices for women teachers in higher education institutions.

Conclusion

The present study was an attempt to understand the situation of job satisfaction among women teachers in higher education institutions of Haryana. The findings of the study revealed that there is difference in job satisfaction between women teachers of government and private college. Women teachers of government colleges were more satisfied in comparison to private college teachers. However, no significant difference was found in terms of salary and workplace environment between contractual and permanent employee. In the present study most of teachers employed as contractual were from government colleges and university where they were getting good salaries and at par with permanent employee so salary doesn't impact their job satisfaction. Work environment was found to be similar for government and private colleges and permanent and contractual women teachers so it doesn't impact their job satisfaction.

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4. Depression Among Under-Graduate Students: A Comparison Between Arts and Science Students with Special Reference to Kulgam District of Jammu and Kashmir.

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Abstract

The present study was carried out to investigate the depression level among the under-graduate students and its comparison gender wise and stream wise. The study also explored the differences among male science and male arts students; female science and female arts students. The sample of the study consisted of 150 under-graduate students. “Mental Depression Scale” constructed and standardized by Beck was used to assess the depression of under graduate students of South Kashmir. The findings of the study reveal that stream of study have an effect on the depression of female students not on male students. The data that has been collected by the investigator from the colleges was statistically analyzed by mean, standard deviation and t test.

Key Words: Depression, Arts, Science, Students, Jammu and Kashmir

Introduction

Depression is a universal phenomenon and the most common suffering that man experiences. Depression is a ubiquitous disorder with varied manifestations and afflicts people from every society. Depression constitutes a major public health problem because of its frequency of occurrence, the untold personal and interpersonal misery it causes and the severe socio-economic repercussions it usually entails. Though, depression is the most universal suffering, that man experiences, yet it is very often unrecognized by others until the disorder becomes too severe to be ignored. It is estimated that each year at least 100 million people in the world develop some form of clinically recognizable depression at some time in their lives (Sartorius, 1979). No age is immune; no social class it occurs in people from infancy to old age.

It does not regard sex as a barrier and high intelligence is no prevention.

The word "depression" is used in many ways; to describe a mood, a symptom, a syndrome as well as a specific group of illness clinically, depression is the most common mode of response and a symptom in almost all psychotic illness ranging from anxiety neurosis to schizophrenia and the confusional stuporous condition. Depression is generally and popularly defined as "a state of dejection, often combined with feelings of sadness, irritability or anxiety, usually accompanied by physical symptoms"

In depressive state, as distinct from other conditions, the mood change is the predominant feature the patient may complain about this in various ways. He may describe it as 'sadness', 'a feeling of hopelessness', 'feeling low', 'being miserable', 'wanting to cry' or it may involve a loss of feeling so profound that the individual is guilt ridden because he can no longer experience feeling of love for those around him. This may be described as 'being indifferent to things', 'feeling as if turned to stone or being made of wood', 'a complete loss of interest in future'.

A depressed individual neither believes that anyone might care for him nor he cares for the change in situation. Self distraction will appear to him as the only possible solution.

Another common problem is, depression arises from proven physical disorders. Influenza, simple virus infections, infective hepatitis, malaria, pneumonia, bronchitis, and pleurisy can all evoke depression.

The great of education is production of good quality citizen who later contribute to the community and finally to the country as a whole. Education is a natural process harmonious and progressive development of the man's innate desires. Adolescents are the future of the nation. Adolescence is a period of intensive growth and development with respect to the physical, cognitive, social, emotional, and sexual aspects of child personality.

Adolescence is often termed as the age of storm and stress and distinct needs, which can no longer be overlooked. It is also essential to invest in adolescence as they are the future of the country. In the present circumstances you know that children and young people are facing difficulties in life. These difficulties give rise to many psychosomatic problems such as anxiety, tension, and frustration and emotional upsets in day to day life.

The adolescents that cannot cope with stress and strains suffer from depression. Depression is one of the major health problems of this age group. Depression is more likely to occur in adolescence and adolescent girls consistently have higher rates of depression than adolescent boys (Blatt, 2004; Graber, 2004; Nolen-Hoeksema, 2004, 2007). Keeping these facts in mind the present investigation has much importance. The present study is an effort to establish the relation between depression and gender and also to stream of study. On the basis of the study teachers may provide the guidance and counseling to the student and prevent them from depression. The study will be very significant for teachers, guardians, parents, as well as society.

and community.

The problem of depression among these youths not only becoming a cause of worry to the parents, guardian and educational authority but it has become a national concern. It is one of the burning problems of present era. There is a wide spread depression among these students, instead of becoming a positive force in nation building, they are getting increasingly resentful. They are shouting their discontentment by behavior against social norms in a manner which be wilder the elders. Also there is a drastic change in their personality in their behavior and attitude, which is causing a great concern for all.

Depression is one of the most widespread mental disorders among adolescent's population. Depression is an affective or mood disorder. It is an illness that immerses its sufferers in a world of self blame, confusion and hopelessness. It is an illness of the mind and the body. Some could argue that depression is a way of coping with life's pressures. Depression in adolescents has just recently been acknowledged as a problem. Depressive symptoms are often viewed as normal adolescent behavior or moodiness. Adolescents with depressive symptoms have difficulty expressive how they feel and may use other means of expression such as acting out. Which after is interpreted as misbehavior.

Methodology

The following paragraphs describe the methodology adopted in the present survey.

Objectives of the Study

1. To study the significant mean difference of depression among arts and science undergraduate students.
2. To study the significant mean difference of depression among arts undergraduate males and females' students.
3. To study the significant mean difference of depression among science undergraduate students male and female students.
4. To study the significant mean difference of depression among undergraduate arts male and science male students.
5. To study the significant mean difference of depression among undergraduate arts female and science female students.
6. To study the significant mean difference of depression among undergraduate arts male and science female students.
7. To study the significant mean difference of depression among undergraduate arts female and science male students.

In order to fulfill the objectives, the following hypotheses were framed:

Hypotheses of the study:

1. There is no significant mean difference of depression among arts and science undergraduate students.
2. There is no significant mean difference of depression among arts undergraduate males and females' students.
3. There is no significant mean difference of depression among science undergraduate student's makesand female students.
4. There is no significant mean difference of depression among undergraduate arts male and sciencemale students.
5. There is no significant mean difference of depression among undergraduate arts female and sciencefemale students.
6. There is significant mean difference of depression among undergraduate arts male and sciencefemale students.
7. There is no significant mean difference of depression among undergraduate arts female and sciencemale students.

Method and Procedure

In the present study, descriptive survey method has been used for investigation. The sample of the study comprised of 150 college students currently enrolled in three year BA/ B.Sc courses in the colleges of Kulgam district of South Kashmir of Jammu and Kashmir. The depression was measured through "Mental Depression Scale" constructed and standardized by Beck. The data was tabulated and analyzed by mean, standard deviation and t test with the help of Excel. The following paragraphs present a detailed analysis and subsequent interpretation of the data in relation to the objectives.

Results

The analysis of the data has been done hypothesis wise as under:-

H0-1: There is no significant mean difference of depression among arts and science undergraduate students.

The perusal of Table 1 shows that the computation value of 't' for undergraduate arts and science students on depression is 0.84 which is less than 1.98; the table value of t at 0.05 level of significance for 148 degrees of freedom . The calculated value thus, falls short of the table value. The value of 't' is therefore not significant or insignificant. It can therefore be said that there exists no significant mean differences in depression among undergraduate arts and science

students. Hence, the hypothesis which states that there is no significant mean difference in depression among undergraduate arts and science students stands accepted.

H0-2: There is no significant mean difference of depression among arts male and arts female undergraduate students

Review of Table 2 shows that the computation value of 't' for undergraduate arts male and arts female students in depression is 1.47 which is less than 1.98; the table value of t at 0.05 level of significance for 148 degrees of freedom. The calculated value thus, falls short of the table value. The value of 't' is therefore, not significant. It can therefore be said that there exists no significant mean differences in depression among undergraduate arts male and arts female students. Hence, the hypothesis which states that there is no significant mean difference in depression among undergraduate arts male and arts female students stands accepted.

H0-3: There is no significant mean difference of depression among science male and science female undergraduate students.

On perusal of Table 3 shows that the computation value of 't' for undergraduate arts male and arts female students in depression is 1.53 which is less than 1.98 the table value of t at 0.05 level of significance for 148 degrees of freedom. The calculated value thus, falls short of the table value. The value of 't' is therefore is not significant. It can therefore be said that there exists no significant mean differences in depression among undergraduate science male and science female students. Hence, the hypothesis which states that there is no significant mean differences in depression among undergraduate science male and science female students stands accepted.

H0-4: There is no significant mean difference of depression among arts male and science female undergraduate students.

Review of Table 4 shows that the computation value of 't' for undergraduate arts male and science male students in depression is 0.84 which is less than 1.98 the table value of t at 0.05 level of significance for 148 degrees of freedom. The calculated value thus, falls short of the table value. The value of 't' is therefore, not significant. It can therefore be said that there exists no significant mean differences in depression among undergraduate arts male and science male students. Hence, the hypothesis which states that there will be no significant mean differences in depression among undergraduate arts male and science male students stands accepted.

H0-5: There is no significant mean difference of depression among arts female and science

female undergraduate students.

Review of TABLE 5 shows that the computation value of 't' for undergraduate arts male and science male students in depression is 4.12 which is greater than 1.98 the table value of t at 0.05 level of significance for 148 degrees of freedom . The calculated value thus, falls short of the table value. The value of 't' is therefore, significant. It can therefore be said that there exists significant mean differences in depression among undergraduate arts female and science female students. Hence, the hypothesis which states that there will be no significant mean differences in depression among undergraduate arts female and science female students is not accepted

H0-6: There is no significant mean difference of depression among arts male and science female undergraduate students.

On interpreting the Table 6 results shows that the computation value of 't' for undergraduate arts male and science female students in depression is 2.14 which is greater than 1.98 the table value of t at 0.05 level of significance for 148 degrees of freedom . The value of 't' is therefore besignificant. It can therefore be said that there exists significant mean differences in depression among undergraduate arts male and science female students. Hence, the hypothesis which states that there will be no significant mean differences in depression among undergraduate arts male and science female students is not accepted.

H0-7: There is no significant mean difference of depression among arts female and science male undergraduate students.

Review of Table 7 shows that the computation value of 't' for undergraduate arts female and science male students in depression is 2.91 which is greater than 1.98 the table value of t at 0.05 level of significance for 148 degrees of freedom . The value of 't' is therefore, significant. It can therefore be said that there exists significant mean differences in depression among undergraduate arts female and science male students. Hence, the hypothesis which states that there will be no significant mean differences in depression among undergraduate arts female and science male students is not accepted.

MAIN FINDINGS:

- It has been found that there is no significant mean difference in mental depression among undergraduate Arts and science students.
- It has been found that there is no significant mean difference of mental depression among undergraduate Arts male and arts female students.
- It has been found that, there is no significant mean difference of mental depression

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among undergraduate Science male and science female at .05 level of significance.

- It has been found that, there is no significant mean difference of mental depression among undergraduate Arts male and Science male students.
- It has been found that, there is a significant mean difference of mental depression among undergraduate Arts female and Science female students.
- It has been found that, there is a significant mean difference of mental depression among undergraduate arts male and Science female students.

CONCLUSION:

Education is a wholesome, comprehensive and complex process aiming at bringing about change in knowledge, skills, in attitudes, behaviour, personality, values, needs and several other variables which are psychological and behavioural in nature. Further, while attempting to bring about desired changes in the above mentioned aspects, education also aims at an integration of these to help the individual to develop in totality. It is a well known fact that the life of human beings was once simple and their needs were limited in their lives which were satisfied in their immediate environment. But as the human beings developed and become conscious about the things in their environment, their needs increased in large and with the increased needs, the problem of adjustment, stress, and anxiety and depression took place in the society.

The priceless resource on the earth is its human beings and youth are the back bone of the society. Young people are a crucial segment of any society for a nation's development, their contribution is highly required. So every nation and in general the humanity demands stress less youth that leads the future generation for success in every field. In the 21st century due to globalization, professionalization, commercialization and privatization of educational process, the life style of students changed in a greater extend which cause many psychological problems in them. The result is change in their personality; bring them under the canopy of stress and academic pressure. So there has to be a humanistic approach to the teaching learning process going on in the present scenario.

The undergraduate adolescent's students are at the cross roads of the life, they are more prone to stress and strain. The slight mistakes can lead them in the wrong path. Some mistakes may affect their emotional stability, ability to interact with others and academic performance. These changes can increase the risk of future depression. The result of depression is the loss of interest and poor concentration in studies. It has been found through the study that, there is significant mean difference of mental depression among undergraduate Arts female and Science female students. The depression level of Science undergraduate students is more as compare to Arts undergraduate students. This may be due to the academic pressure posed by parents of Science undergraduate students to achieve success in different competitive examination. Therefore, it is

the kind utmost duty of the parents and college authorities to provide proper educational, vocational and psychological guidance service to the students. Efforts and avenues should also be made by both teachers and the parents to provide them with the best possible atmosphere at college and in home. Depression may be caused by many reasons. There is not any single and particular cause of depression that happens in adolescence period, that's why adolescence period is known as period of stress and storm. Pertinent to it there should not be any unnecessary interference by the parents and teachers of college in their day-to-day academic activities of the students. This study may help and sensitise parents, principals, teachers, college management, college administrators and students to those factors that reduce the mental depression among students.

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5. Educational Aspiration Level of Scheduled Caste and Non-Scheduled Caste Students of Assam: A Comparative Study

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Abstract

Numerous studies show that educational aspirations play a significant role in educational attainments, and in turn, status attainment process. Students' educational aspirations have strong positive effects on their educational achievement and attainment. Since the scheduled caste people are academically backward and educational aspiration might play a very important role which revealed in various studies; so, the present researchers are keen to make a comparative study between scheduled caste and non-scheduled caste students regarding their educational aspiration. The study has carried out among the 800 scheduled caste and 800 non-scheduled caste students studying at secondary level of education in Assam. The study revealed that non-scheduled caste students possess better educational aspiration than the scheduled caste students and difference between this two groups are quite significant.

Key words: Educational Aspiration, Scheduled caste, Non-Scheduled caste, Secondary Education].

Introduction:

Education has been made as the birth right of Indian citizen by the act Right to Education introduced by the GOI in the year 2009 for the entire country irrespective of the caste, creed, language, religion and region. Education is an intellectual process which begins at the very early age and continues till the exit of life. The process of education means transmits and creates knowledge or information, develops and structures critical cognitive powers, deepens and reinforces human sensitivity, and associates the urge to explain, control, and reunite with nature into a purposeful pursuit of an understanding of the relationships between and among human beings and nature, it is also a source of power.

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Numerous studies show that educational aspirations play a significant role in educational attainments, and in turn, status attainment process. Students' educational aspirations have strong positive effects on their educational achievement and attainment (Alexander, Eckland and Griffin 1975; Kao and Tienda 1995; Marjoribanks 2005; Mau 1995; Wilson and Wilson 1992 as cited in Reed, E. J. (2012). It is also observed that educational aspirations can strengthen or diminish the effects of where they come from on how well they do and how far they go in school.

Aspirations begin to be shaped early in child's life, but are modified by experiences and the environment. Aspirations tend to decline as children mature in response to their growing understanding of the world and constraints imposed by previous choices and achievements. This decline is particularly marked for those, who face multiple barriers. Aspiration means a strong desire to achieve something high or great. Aspirations, however, usually can not the achievement of something high or great. These also address both present and future perspectives. According to Sirin, Diemer, Jackson and Howell (2004) as cited in Kaur, P. (2012), "Aspirations have been defined as the educational and vocational dreams that students have for the future." Educational aspiration is an important variable in predicting academic achievement and may be seen as an element in academic achievement motivation, focusing as they do on the desire for success and the development of goals to succeed in particular educational fields or to gain a particular degree.

There are three groups of factors of educational aspiration such as- background factor, personal factor and environmental factors. Background factors comprised of social and demographic attributes such as age, gender, socio-economic status and family structure. The personal factor is psychological in nature and is composed of an individual's personal attitude towards education, school and work. The environmental factors include aspects of social support as parental involvement, affecting the individual. The influence of these factors is well documented in the literature (Garg, Kauppi, Lewko, Urajnik, 2002 Sirin, Diemer, Jackson and Howell (2004) as cited in Kaur, P. (2012).

So, it is unstated that educational aspiration of an individual has a great role in the future life. And this aspiration is animated mostly due to the intelligence level, socio-economic status, parental involvement or encouragement of the individual and such many other factors.

Indian society is based on a caste system with massive inequalities in social, economic and political spheres. The existence of scheduled caste today is the outcome of historical unfair treatment by the caste Hindus. In the ancient times, the underprivileged people were known by the various names such as Avarna, Shudra, Ashprushya etc. All these names in the past signified that the caste Hindus looked upon them as degraded human beings worthy of all categories of so-called lower occupations. The greatest stigma attached by Hinduism is related to ritual uncleanness of a person. It is highly ingrained in the daily life of high caste, related to the manner of religious worship and rituals associated with birth, maternity, death etc. This was

a unique way of isolating a particular group of people serving the so-called high-class people in the Hindu society. Nowhere in the world, we find that a person looked down upon as unclean because he undertakes certain activities of keeping the environment clean for maintenance of hygienic standards.

Thus, a special category of castes known as scheduled castes was created by the British government for the purpose of dividing the Hindu population in pursuance of its 'divide and rule' policy. They were neither 'untouchables' whose cause was so assiduously championed by Ambedkar, nor the depressed classes as defined by the Lothian committee, specially constitute for the purpose of defining and enumerating the depressed classes, solely an criteria of (a) denial of access to the interior of ordinary Hindu temples and (b) causing population by touch or within a certain distance but "a group of castes, races or tribes which appear to correspond to the classes of persons". Earlier prevailing idea had been that inclusion in the list of depressed classes might affect social prestige of caste. The scheduling of castes on the basis of social, political, economic and educational level of development removed that stigma so much that even those castes which only a decade earlier had asked for exclusion from the list of depressed classes no longer pressed for it, because the apparent political, economic and educational benefits.

In the present study Non-scheduled caste people in the society are considered those people who are other than the scheduled caste people. In this group there are some people who are enjoying the higher strata in the society and they are in the higher level of government administrative and other service area. Socio-economic status of this group is better than the scheduled caste people and thereby they could provide the best facilities and home environment for the academic purpose of their children.

Review of related literature:

Kaur, P. (2012) conducted a study on educational aspirations of adolescents in relation to their level of intelligence. The results indicate that gender and type of school do not influence educational aspiration of adolescents, but different levels of intelligence influence the educational aspiration of the adolescents. Narinder, M. (2012) conducted a study of educational aspirations and school adjustment

of students in relation to organizational climate and found Significant positive relationship found between educational aspirations and school adjustment among secondary school students in terms of school organizational climate on the dimensions of creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control. Parkash (1994) studied the educational aspirations, school adjustment and values in relation to school environment and found that at +2 level students from rich school environment were better adjusted and also quality of school environment was positively related to school adjustment. Prashad (2007) studied the correlation between level of aspiration & school achievement in relation to gender and caste and found that gender and achievement of students did not have interactive effects on level of aspiration; the high achievers students had higher aspiration level in comparison to low achievers' students. Rachel, S., & Vermulst,

A. (2002) studied the family and environment, educational aspirations and academic achievement in two cultural settings. It was reported that the family backgrounds had direct and indirect effects on the academic achievement of Arab adolescents but not Jewish Adolescents. The indirect family background academic achievement path showed gender differences only for the Arab adolescents via educational aspirations for the girls and parental demanding for boys. The parental demanding was directly related to academic achievement of Arab boys and Jewish adolescents. Rajput (1989) studied the educational aspiration and academic achievement of secondary school students and found that the academic achievement of students was influenced in proportion to their parental encouragement, there was no effect of socio-economic status and the academic achievement of students, but academic achievement of urban students was influenced by the socio-economic status of family; academic achievement was influenced by their family environment. Rothon (2011) examined the relationship between education aspiration and achievement of secondary education in deprived area of London and found girls were more likely than boys to express a wish to remain in education beyond the age of 16 and also ethnic differences, socio psychological variables particularly self-esteem and psychological distress associated with high educational aspirations. Salgotra, K. A., & Roma, K. (2018) studied the educational Aspiration and Socio-Economic Status among Secondary School Students and found that there is significant but positive relationship between socio-economic-status and educational aspiration. It can thus be said that the variables of socio-economic-status and educational aspiration are directly related to each other. Singh (1984) studied the effect of level of aspiration on achievement and found that rural students received lower marks than urban students and there was a positive correlation

between level of aspiration and achievement. Singh (2011) studied educational aspirations in secondary school students and found that educational aspirations of boys are better than girls. Medium of instruction also influence the educational aspiration. Tripathi (1990) conducted a study on academic performance of tribal and nontribal high school students in relation to their self-concept, level of aspiration and academic motivation. Academic performance was found significant but negatively correlated with self-concept and level of aspiration. But no such relationship was found between academic performance and academic motivation except on one of its dimensions i.e. desire for self-improvement. But this relationship was positive in the case of tribal high-achievers. The researcher also found that the tribal had low level of aspiration as compared to their non-tribal counterparts. Uniyal (2007) examined correlational study of level of aspiration and scholastic achievement in relation to gender and caste with the objective to study the level of aspiration that determined the scholastic achievement and found that there exists a very high significant difference between the high and low achiever students in overall aspiration scale; gender and achievement of students do have interactive effects on level of aspiration; level of aspiration was significantly influenced by scholastic achievement of students. Vaidya (2006) studied educational aspiration of higher secondary students and compare the academic achievement of students of formal and non-formal education; and found that there was significant difference in the academic achievement between the students studying through formal and non-formal education in Telgu test; significant difference exist between students studying through formal and non-formal mode of education in their academic achievement in the areas of vocabulary, reading comprehension, writing and grammar; students from non-governmental school had higher educational aspiration than the students from government school.

Statement of the problem:

Many research studies revealed that higher socio-economic status ensures the economic and social security which are some of the important factors for development of balanced personality and confidence. Lack of which, people may not expose their competency as well as quality in the right time and right place. Since the non-scheduled caste people are enjoying most of the social advantages, so their performances are quite measurable and appreciable in the society in comparison to scheduled caste people. Among the non-scheduled caste people there are some who are economically backward, and they are not at par with higher-class people; but some of them are enjoying the status of other backward class or most other backward class (OBC/MOBC) benefits from the government.

Since the scheduled caste people are academically backward and educational aspiration might play a very important role which revealed in various studies;so, the present researchers are keen to make a comparative study between scheduled caste and non-scheduled caste students regarding their educational aspiration. It is a general inquisitiveness of the researcher to see whether there is any psychological factor responsible or sociological factors responsible or any environmental factor responsible for their academic backwardness? There are good numbers of research studies have been carried out in various aspects such as intelligence, socio-economic status, academic achievement, educational aspiration etc. But hardly any study has been made on educational aspiration amongst Scheduled Caste and non- Scheduled Caste Students at Secondary Level in Assam. Keeping in mind all these; present researcher has designed the study along with the following statement- **“Educational Aspiration Level of Scheduled Caste and Non-Scheduled Caste Students of Assam: A Comparative Study”**.The study has been carried out with the following objectives-

Objectives:

- i) To compare the level of educational aspiration level of scheduled caste and non-scheduled caste students of Assam.
- ii) To compare the level of educational aspiration level among scheduled caste male and non-scheduled caste male students of Assam.
- iii) To compare the level of educational aspiration level among scheduled caste female and non-scheduled caste female students of Assam.

Hypotheses:

- i) There is no any significant difference between Scheduled caste and non-scheduled caste students with respect to their educational aspiration level.
- ii) There is no any significant difference between Scheduled caste and non-scheduled caste male students with respect to their educational aspiration level.
- iii) There is no any significant difference between Scheduled caste and non-scheduled caste female students with respect to their educational aspiration level.

Delimitations

The present study is delimited to scheduled caste and non-scheduled caste students at secondary level schools of Assam.

Methodology

The present study is carried out with the help of descriptive survey method. The data has been collected from different schools of Assam located in selected sample districts. All the scheduled castes and non-scheduled castes students studying at secondary level of education in Assam are the total population of the study. By using stratified random sampling technique 800 scheduled caste (both boys and girls) 800 non-scheduled caste (both boys and girls) students studying at secondary level schools of Assam are selected as the sample for the study. The sampling design is shown in the following table-

Tool

Since the present research study is based on purely primary sources of data, so the data has been collected by one self-developed and standardised tool name-Educational Aspiration Scale. The tool consists of 40 items out of which some of the item has alternative answer like-YES/NO, on the other hand some of the items are having multiple responses. The tool has been standardised on a similar group of samples, consequently validity and reliability has been found out. The coefficient of stability was found 0.94 which is significant at both the level of significance.

Data Analysis and interpretation

The collected data has been analysed by using simple percentage after converting the raw score into z-score. Again, all the set hypotheses are tested by using t-test, which are given below-

Objective No: 1:

Educational aspiration plays a motivational force in academic life of students. Aspirations begin to be shaped early in child's life but are modified by experience and the environment. Aspirations tend to decline as children mature in response to their growing understanding of the world and constraints imposed by previous choices and achievements. This decline is particularly marked for those, who face multiple barriers. Environment plays a vital role to shape the personality of the students which is happened irrespective of caste, creed, sex etc. Positive environment or sound environment shapes the better personality and better aspiration in the student's mind.

In the present study researcher has compared the level of educational aspiration between scheduled caste and non-scheduled caste students in Assam. Comparative statement also been made to see if there is any difference exist regarding educational aspiration between scheduled caste and non- scheduled caste students in Assam; inter and intra group comparison.

- z scores are calculated based on M=54.33, SD=12.96 (Scheduled Caste) and M=56.38, SD=11.19 (Non-Scheduled Caste)

The above table no: 1 shows that scheduled caste and non-scheduled caste possess

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different level of educational aspiration. The table also revealed that 77% non-scheduled caste students in Assam possess average and above average level of educational aspiration; whereas only 69.38% of scheduled caste students at secondary level possess average and above average level of educational aspiration. The Mean and SD of the both groups such as M=54.33, SD=12.96 (Scheduled Caste) and M=56.38, SD=11.19 (Non-Scheduled Caste) which implies that Mean score of non-scheduled caste group is higher than the scheduled caste group and SD score also implies the consistency of the score of the group. Hence, the result implies that non-scheduled caste students at secondary level possess better educational aspiration than the scheduled caste group. The above table categorially also shows that some non-scheduled caste students 0.75% possess very high-level educational aspiration, but scheduled caste people students are found none in this category. Since the socio-economic conditions of non-scheduled caste students are better than the scheduled caste students, which might cause their higher-level aspiration.

z scores are calculated based on M=53.59, SD=12.90 (Scheduled Caste Male), M=56.64, SD=10.84 (Non-Scheduled Caste Male)

The table no-2 revealed that out of scheduled caste and non-scheduled caste male groups, again, the level of educational aspiration is found better among non-scheduled caste group. It is found in the table that around 78.11% of non-SCs and 76.36% SCs students are possess average and above level aspiration. There are some exceptionally good students among non-SCs groups having very high-level educational aspiration. The Mean score and SD of both the groups such as- M=53.59, SD=12.90 (Scheduled Caste Male) M=56.64, SD=10.84 (Non-Scheduled Caste Male) also implies that non-scheduled caste Male groups possess better and consistency in their aspiration level than the SCs group.

z scores are calculated based on M=54.96, SD=12.99 (Scheduled Caste Female), M=56.16, SD=11.47 (Non-Scheduled Caste Female)

The table no: 3 expressed that educational aspiration among non-scheduled caste females are better than the scheduled caste female students in Assam. The above data revealed that around 76.09% of non SCs female students possess average and above average level educational aspiration; whereas, around 73.38% SCs female students possess the same. The Mean and Standard Deviation score such as- M=54.96, SD=12.99 (Scheduled Caste Female), M=56.16, SD=11.47 (Non-Scheduled Caste Female) also revealed the similar picture that non-SCs female are in better position so far as the educational aspiration level is concerned at secondary level education in Assam.

From the above explanation it may be clinched that non-scheduled caste people are better in position in many aspects such as-education, socio-economic condition, social status etc.

which makes them more confident and positive mind set which is reflected in their attitudinal as well as aspirational level also.

Hypothesis 1:

Table. No 4: Calculation of 't' value of Scheduled Caste and Non-Schedule caste students for Educational Aspiration

It is revealed from the above table no: 4 that t-value 3.39 is greater than the table value at both 5% and 1% level of significance and it is significant. Hence the null hypothesis is rejected at both level and may be concluded that there exists significant difference between scheduled caste and non- scheduled caste students regarding their level of educational aspiration. The Mean and SD of the both groups as M=54.33, SD=12.96 (Scheduled Caste) and M=56.38, SD=11.19 (Non-Scheduled Caste), it shows that Mean score of non-scheduled caste group is higher than the scheduled caste group and SD score also implies the consistency of the score of the group. Hence, the result implies that non- scheduled caste students at secondary level possess better educational aspiration than the scheduled caste group.

Null Hypothesis 2:

The table no: 5 shows that calculated t-value 3.45 is quite higher than the table value at both 5% and 1% level of significance. So, the t-value may be considered to be significant at both level and concluded that there exists significant difference between scheduled caste Male and non-scheduled caste Male group regarding their level of education aspiration. It is also evident from the calculated Mean and Standard Deviation i.e. M=53.59, SD=12.90 (Scheduled Caste Male) M=56.64, SD=10.84 (Non-Scheduled Caste Male); it shows that Mean value and SD value of non-scheduled caste Male group is better in position than the Scheduled Caste Male. As it is already mentioned that there are number factors which influences the psychological attributes of the students. Since the non-scheduled caste people are better in social and cultural aspects which might influence the educational aspiration also.

Null Hypothesis 3:

Table No 6: Calculation of 't' value of Scheduled Caste female and Non-Schedule caste female students for Educational Aspiration

It is evident from the table no: 6 that calculated t-value 1.45 is lower than the table value at both 5% and 1% level of significance. Hence, the null hypothesis i.e. there exists no any significance difference between scheduled caste Female and non-scheduled caste Female students of Assam is accepted. Although it is evident from the table no- (1-5) that non-scheduled

caste students possess better educational aspiration; but scheduled caste Female are having better educational aspiration than the SCs male group. The Mean and Standard Deviation score such as M=54.96, SD=12.99 (Scheduled Caste Female), M=56.16, SD=11.47 (Non-Scheduled Caste Female) also revealed that although non- SCs female are better in position so far the educational aspiration level is concerned at secondary level education in Assam; but that is not a significance difference between this two group.

Major Findings:

1. It is evident from the study that level of educational aspiration is found better among non-scheduled castes group. The non-scheduled caste students at secondary level possess better educational aspiration than the scheduled caste group.
2. The result also shows that non-scheduled caste students possess very high-level educational aspiration than the scheduled caste people in Assam. Since the socio-economic conditions, family education, parental support and guidance of non-scheduled caste students are better than the scheduled caste students, which might cause their higher-level aspiration.
3. The comparative result of the study also revealed that non-scheduled caste boys and girls' students possess better educational aspiration than the scheduled caste boys' and girls' students at secondary level education in Assam.
4. From the hypotheses no 1&2 it is found that there is significance difference among scheduled caste and non-scheduled caste students with respect to their educational aspiration. Significance difference also exists between scheduled caste boys and non-scheduled caste boys with respect to their educational aspiration.
5. It is also found that educational aspiration among non-scheduled caste females are better than the scheduled caste female students in Assam. However, these differences are not significant difference between scheduled caste Female and non-scheduled caste Female students of Assam; but scheduled caste Female are having better educational aspiration than the SCs male group.

Educational Implications:

From the study it is revealed that educational aspiration plays a very important inputs to the parents and teachers that they should also become very conscious in this regard to mould their personality and aspiration from the very early age, which shapes the future life of the students. There should not be any kind of discrimination among the students in respect to their caste, creed, religion, language, sex etc.

Findings of the present study will also help to the social workers, policy makers, academicians, administrator and researchers to get the concrete evidence about the facts. A significant role may be played by the social workers, policy makers, academicians, administrator

and researchers in this regard in bringing social equalisation in the society by giving the equal treatment to all the children irrespective to their caste, creed, religion, language, sex etc. Each and every child is equally important for the society, because they carry all sorts of possibilities of excellence in their mind at the time of birth. So, it is the society only which can give the proper environment and opportunities to nurture their potentialities in optimum level.

Students may also get benefit from the study, and they may be conscious about the real facts behind the higher academic achievement and success in life; and they may be self-motivated accordingly.

Conclusion:

The present study had been designed to study the level of educational aspiration of scheduled caste and non-scheduled caste students at secondary level in Assam. Necessary objectives and hypotheses were framed considering the rationale of the study. The data were collected with the help of standardised tool, and which is developed and standardized by the researchers during the course of time.

Educational aspiration is an important variable in predicting academic achievement and may be seen as an element in academic achievement motivation, focusing as they do on the desire for success and the development of goals to succeed in particular educational fields or to gain a particular degree. All students have their educational aspiration which plays a motivational force in academic life of the students. Aspirations begin to be shaped early in child's life but are modified by experience and the environment. Aspirations tend to decline as children mature in response to their growing

understanding of the world and constraints imposed by previous choices and achievements. This decline is particularly marked for those, who face multiple barriers. Environment plays a vital role to shape the personality of the students which is happened irrespective of caste, creed, sex etc. Positive environment or sound environment shapes the better personality and better aspiration in the student's mind.

From the study it is revealed that level of educational aspiration is found better among non-scheduled caste group. The non-scheduled caste students at secondary level possess better educational aspiration than the scheduled caste group. As already mentioned, that educational aspiration act as a motivational force to the students to go ahead in their academic life. The study categorially also shows that some non-scheduled caste students possess very high-level educational aspiration, but scheduled caste people students are found none in this category. Since the socio-economic conditions, family education and parental support and guidance of non-scheduled caste students are better than the scheduled caste students, which might cause their higher-level aspiration.

It is observed in the present study that there exists significant difference between scheduled caste and non-scheduled caste students regarding their level of educational aspiration. Similarly, there exist significant difference between scheduled caste Male and non-scheduled caste Male group regarding their level of education aspiration.

So, it may be concluded that the real stakeholders of the children are family, society and schools where children will get the support, proper motivation and encouragement which will enable the children to shape their personality and mind set for the future life.

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6. Personality of School Principals in Relation to Their Creativity and Planning Skills for Effective Management

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Abstract

This paper examines the relationship between different personality types of school Principals and the effectiveness of their school management with respect to creativity and planning skills. Creativity and Planning scale (CPS) was constructed to measure the effectiveness of school Principals related to the aspects of planning and creativity. Personality tool was used to study the personality profile of each Principal. This tool was taken from the book “Personality Plus” written by Florence Littauer. From a study conducted on 405 Principals, it was concluded that there is a significant difference in the management of Principals with choleric, melancholic, sanguine and phlegmatic personality type with respect to their creativity and planning skills. It was found that Choleric Principals are highly creative and have a well-developed ability to perceive things in new ways. In the process of planning, Choleric and Phlegmatic Principals create a healthy attitude towards the work environment, which helps in boosting teachers’ moral and efficiency. Conclusions are drawn to understand this co-relation in the wake of Covid-19.

Keywords: Personality, Choleric, Sanguine, Melancholic, Phlegmatic, Principals, Creativity and Planning & Coordination

Introduction

Every school that strives towards good performance should have an effective teacher management system, under the guidance of a Principal who is accountable for all the constituents of the school. These Principals play vital roles in setting directions and in supporting and overlooking school improvement plans. Principals are, hence the key players in any school improvement process. They play a wide variety of roles to ensure that the school is performing at an optimum capacity and that the schemes introduced to benefit its constituents are carried out in a smooth manner.

Successful Principals are the ones who are able to seamlessly blend their roles as managers and leaders. Generally, the managerial abilities of Principals will depend on the type of personalities that they possess. Those Principals that are seen to struggle perhaps do so because their

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personality type is not good at giving directions. Managerial effectiveness of the Principals renders their intellect, resourcefulness and knowledge into results, and eventually marks them as successful Principals. It is also seen that Principals with respectable social skills are able to get the best out of their staff, as they know how to converse, encourage, lead and inspire trust in them. Therefore, it can be safely concluded that personalities play a crucial part in defining the managerial effectiveness of school Principals.

Managerial effectiveness is primarily determined by an identifiable set of skills. Skills such as communication, decision making, planning and creativity are crucial factors and must be abundantly present in a Principal for him/her to be successful. For the purpose of the present study, the researcher has taken two of these skills into consideration, namely, 'Planning and Coordination' and 'Creativity'. At the onset, it seems safe to assume that Principals with better creativity and planning will be successful in setting a right plan for the day, which would allow them time, space, and creative freedom. However, there are multiple nuances that relate to the character and persona of these Principals that must be studied to arrive at any concrete conclusion.

We, as humans, absorb a lot of information as we grow up and encounter new surroundings, situations, and individuals. Each of these experiences has an impression on us that alters how we think and act, which is why our personalities are heavily derived from our journey through life. It is because of this that we respond in different ways to our changing situation using our creativity and planning skills.

Personality

"Personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment" (Allport, 1937). Each person has a unique personality because of a unique psychological structure. Personality also includes the inner parts of psychological experience, which we collectively call our 'self'. According to Roe, personality is "an individual's predisposition to think certain patterns of thought, and therefore, engage in certain patterns of behaviour". Personality is the sum total of mental characteristics that makes an individual unique when compared to others. There are also thoughts, as well as emotions which an individual experiences, which causes him to behave the way he does. Personality can also be defined as not being so immutable. It is shaped primarily by the parental and cultural factors into which a child is born and raised.

Various theories of personality have been proposed by different psychologists. These theories have facilitated in gaining a profound and a rich understanding of the characteristics that make each one of us unique.

Temperament Theory of Personality

It was Hippocrates' Theory of Humorism, which laid the foundation for the study of personality. This theory argued that personality traits are based on four separate temperaments associated with four fluids or "humors" of the body. This created inborn tendencies that cause major underlying individual differences in personality. These differences could then largely be classified into four styles of personalities, which are based on classifications of human behaviour in four dimensions:

- Feeling – learn through personal involvement
- Thinking- learn through logic, ideas and concepts
- Watching – observe and use caution to obtain results
- Doing – change situations and inspire others to obtain results

In the cognitive neurosciences, temperament is a multi-layered concept. It is often defined as a person's characteristic way of responding emotionally and behaviourally to external events. These responses are fairly fixed, innate, and observable soon after birth and may have genetic components.

Temperament refers to early-appearing individual differences in emotional reactivity, is stable across the lifespan, and has strong biological underpinnings. Certain affective temperament traits and related personality constructs might, to some extent, mediate adaptive functioning, e.g., by subserving better coping mechanisms to environmental stressors (Akiskal and Akiskal, 2005; Balestri et al., 2019).

By the late 1700s, philosopher and scientist, Immanuel Kant discussed human personality in terms of four very distinct temperaments:

- Choleric -An outgoing, task-oriented, personality that is quick to act
- Sanguine -An outgoing, people-oriented, personality that is quick to act
- Phlegmatic -A reserved, people-oriented, personality that is slow to act
- Melancholic –A reserved, task-oriented, personality that is slow to act

Creativity as a determinant of managerial effectiveness

Creativity is a central source of meaning in our lives. Most of the things that are interesting, important and human are the result of creativity. The thing that makes a person creative is the way he thinks. A person is more creative if he/she imagines something or creates something no other person has thought of. A person who likes to solve problems can be deemed as more creative. Creativity is an important factor that enables one to perform well and adapt to change. In order to be able to survive and grow in any market, especially the field of education, it must be ensured by the principal that management of the school is led through such important tenets like that of creative thinking and innovation.

However, creativity is something that can be learned and is influenced greatly by many different aspects of life. Stressful situations are thought to activate the creativity. It is a mental and social process involving the generation of new ideas or concepts. An alternative conception of creativeness is that it is simply the act of making something new. Finally, another major part of whether one is able to manage his work creatively depends on if his personality and whether he/she is intrinsically or extrinsically motivated. Intrinsically motivated people will be able to manage their tasks more creatively because they have a drive to become creative; while extrinsically motivated people are more forced into creative behaviours causing them not to have as much of a desire to pursue their creative abilities.

Planning Skills as determinant of managerial effectiveness

While creativity is the ability to produce new and unique ideas, planning is the implementation of that creativity - that is the introduction of a new idea, solution, process or product. Planning is the [process](#) of [thinking](#) about the activities required to achieve a desired [goal](#). It is the first and foremost activity to achieve desired results. It involves the creation and maintenance of a [plan](#). There are a couple of tests to measure whether managerial initiatives are being planned well. As such, planning is a fundamental property of intelligent management.

Planning is the systematic process of establishing a need and then working out the best way to meet the need, within a strategic framework that enables a person to identify priorities and determines his operational principles. Planning means thinking about the future so that one can do something about it in the present. This does not necessarily mean that everything will go according to plan, but if it has been planned properly, one's ability to adjust, without compromising his overall purpose, becomes much greater. Planning is preparing a sequence of action steps to achieve some specific goal. If a person does it effectively, he can reduce much of the necessary time and effort for achieving the goal. A plan is like a map. When following a plan, a person can see how much they have progressed towards their project goal and how far they are from their destination.

Planning can be said to be a determinant factor of effective management. Whether a person is good at management or not is based on his planning. Different approaches and degrees of planning could make the principal overthink a situation, and have doubts in their ability to accomplish the goals, which they want accomplished for themselves and their loved ones. This in turn would have a detrimental effect on his management.

The effectiveness of management of a person is usually determined by his level of planning, which is further dictated by his preference in applying analytical and logical principles to take objective decisions and by following clear and consistent principles of planning. If he prefers to take decisions by reference to his own and others' values, as a result, encouraging participation and consensus in decision-making, he can be said to be a good manager. Planning is an important

factor of effective management also as it provides the staff with a sense of purpose and direction along with outlining the kinds of tasks they will be performing and explaining how their activities relate to the overall goals of the school. The staff would have no idea as to how to use their time and energies efficiently and effectively without this information.

However, a certain balance needs to be maintained between planning and creativity. It has been seen that some people do not even attempt to formulate plans and merely carry out orders. Thus, planning in a way reduces creativity since people tend to think along the same lines as others. There is nothing new or innovative.

Similarly, people with varied kinds of personalities have different ways to think creatively and have diverse capabilities of planning to handle diverse situations.

Thus, there is a need to understand the various personality types of individuals; and how each one of these personalities deals with different situations. Hence, the researcher felt that it was important to understand how one can rewire his confidence and become a better creator or planner.

Related research work

Mallia (2019) studied the positive correlation demonstrated between creativity and introversion. This study analysed that introverts are high in proportion of the population and the visible success of certain introverts are well represented in creative work environments and are exposed to equal opportunity.

Needle Rose (2019) conducted a study on “Innovative and Introverted: How Introvert Function in the Creative Workplace”. This study analysed equal awareness of diversity of personality as with conventional

examples of diversity, such as gender or racial; and to push the creative industries further toward the flexibility of my internship that incorporated varied types of workspaces including a quiet zone, private work rooms, and a work from home option. This can bring the industries closer to matching psychological research and creating increased productivity, satisfaction and inclusion.

Respondents of the study, both introverts and extroverts, found the high number of people contributing to creative projects tiring, preferring to limit the size of work groups to only a few.

Saha Surajit & Sharma, R.R.K. (2019) studied the relationship between the personality and cognitive styles of managers and different types of work. Personality type was measured with big five- personality factor; cognitive styles were measured with Jung’s cognitive types. Different types of works in an organization were categorized in three ways: identity, institutional and integrative work. A survey questionnaire method was used to collect data from a sample of 107 managers from a diverse range of industries. The study found that intuitive feeling and intuitive

thinking types of cognitive styles are suitable for identity and integrative kinds of work, respectively. Openness to experience and conscientiousness positively correlate with identity work. For institutional work, conscientious personality trait is most important for managers; agreeableness has a negative impact on identity work and institutional work.

Smith (2018) recognized the issue of introverts in financial planning firms failing to take initiative in- group discussions, and suggested using psychological reward techniques to foster inclusion and respect toward introverts as he asserts that “our society systematically rewards extroversion and either directly or indirectly punishes introversion”.

Paul KiplangatChepkwonyi and Ruth W. Thinguri(2017) analysed the effects of sanguine personality on student’s interpersonal relationships. He found that sanguine students being extroverts associate easily with strangers. There was not a significant relationship found between the students’ personality traits Extroversion, Conscientiousness, Agreeableness, Neuroticism, Openness to experience and their overall academic achievement.

Usman(2016) identified the impact of the dominant personalities of the Principals of the school's performance in the Junior High School, Indonesia. The results showed that extraversion is the most dominant factor that can affect school performance. These factors must be present in school Principals to improve school performance.

Kim Josefsson IBS (2013) studied the developmental trends of temperament and character in a longitudinal population. It was observed that self-transcendence reduced with age whereas character

developed to greater maturity. However, self-transcendence was the sturdiest predictor to change the personality of a person. These outcomes proposed that temperament and character express diverse developmental trajectories.

HulyaGulay (2012) concluded that there was a significant positive relationship between the level of approach, persistence, rhythmicity, social impact and pro-social behaviour. All temperamental characteristics taken into consideration for this study had a significant predictor effect on peer relationship variables of children aged between 5 and 6 years.

David Jennings and Jimmy Chang (2006) examined the relationship between personality type and strategic planning of managers. This study was conducted upon 187 managers. It was concluded that personality type is of less importance than the characteristics of specific strategic situations in determining managers’ responses to configuring the strategic planning process.

Objectives

To study the types of personality the school Principals possess.

To study the effectiveness of creativity of Principals in relation to their personality type

To study the effectiveness of planning of Principals in relation to their personality type

Hypotheses

School Principals possess different types of personalities.

There is no significant relationship between the creativity of Principals and their personality types.

There is no significant relationship between the planning skills of Principals and their personality types.

Methodology

In order to develop an understanding of the relationship of personalities of school Principals with their creativity and planning & coordination, the present study was undertaken. The population for the study consisted of Principals of Secondary and Senior Secondary schools of Delhi. The **sample** comprised of 405 Principals working in secondary and senior secondary schools of Delhi. The sample of Principals selected for the study constituted 20% of the total population. These were selected through random sampling. Two tools were used for this research. First, a self-constructed **Creativity and Planning scale (CPS)** to measure the effectiveness of management of school Principals related to the aspects of planning and creativity. Second, a **Personality tool** to study the personality profile of each Principal. It was taken from the book "Personality Plus" written by Florence Littauer. Appropriate instructions were given to the Principals before administering these tools. Data related to the variables were collected and scoring of the obtained responses was done as per the scoring procedure. Appropriate statistical techniques (ANOVA) were used for analysis and interpretation of the data. Inferences were drawn on the basis of hypotheses of the study.

Results and Discussion

The Personality tool provides a score for each of the four preferences that constitute personality type. Out of total sample of 405 Principals, 147 Principals reflect pure Melancholic personality, 115 reflect pure Choleric personality, 84 Principals reflect Phlegmatic personality and 59 Principals reflect Sanguine personality.

The CPS tool was used to measure the effectiveness of creativity and planning skills of school principals. It has been found that 53.83 % of Principals use their planning and coordination skill for effective functioning of their schools. It can also be deduced that 54.82 % of Principals use creative and innovated means to improve teaching and learning among their teachers and students. To see the relationship between the personality type and their creativity and planning skills, the researcher ran a one-way ANOVA at the 0.05 level with personality as an independent variable and creativity and planning skills as dependent variable.

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The values of p and F were considered as the deciding factor for accepting or rejecting the null hypothesis. The null hypothesis stated that the means were equal i.e. ($H_0 : \mu_1 = \mu_2 = \mu_3 = \mu_4$). If calculated value is found more than the value at the given significance level of 0.05, the null hypothesis is accepted. Similarly, if the p-value is found less than the value at the given significance level of 0.05, the null hypothesis is rejected. The results of ANOVA between personality types and creativity have been summarized in table 2.1

critical (3,401) = 1.65, p = 2.01E-5]

The results of Table 1 shows that the p-value equal to 2.01E-5, which is less than 0.05 and the value of F test equal to 8.39, which is greater than the critical value 1.65 at 5% level of significance. It means null hypothesis **H₀ is rejected**, that there is a significant relationship between different personality types (Choleric, Melancholic, Sanguine and Phlegmatic) of Principals and their creativity skills.

As the value of F is significant, and it does not indicate which personality type differ from one another, pair wise comparison of Principals of different personality types was Performed in posthoc analysis using a Bonferroni correction. Table 2 shows the results of post hoc tests.

Bonferroni Correction $0.05/6 = 0.00833333$

**** Significance Difference Found**

In the first comparison, the mean scores of Creativity of Principals with **choleric and melancholic personality** traits are 41.18 and 39.29 respectively. The value of p is 0.006, which is **significant**. This means that there is a significant difference in Principals with choleric and melancholic personality traits in relation to their creative skills. A look at the mean scores of creativity of both the personalities shows that Principals with choleric personality are highly creative as compared to melancholic Principals. They encourage innovation to improve teaching and learning in schools.

In the second comparison, the mean scores of creativity of Principals with **choleric and phlegmatic personality** trait are 41.18 and 40.40. The value of p is 0.32, which is not significant. This means that there is no significant difference in Principals with choleric and phlegmatic personality traits in relation to their creative skills. A look at the mean scores of both the personalities shows that Principals with choleric personality possess slightly higher creativity as compared to phlegmatic Principals but this difference is not statistically significant.

In the third comparison, the mean scores of creativity of Principals with **choleric and sanguine personality** trait are 41.18 and 40.72. The value of p is 0.57 which is found not significant. This means that there is no significant difference in Principals with choleric and melancholic personality traits in relation to their creative skills. A look at the mean scores of both the personalities shows that Principals with choleric personality possess slightly higher creativity as compared to sanguine Principals but this difference is not statistically significant.

In the fourth comparison, the mean scores of creativity of Principals with **melancholic and phlegmatic personality** trait are 39.29 and 40.40. The value of p is 0.002, which is **significant**. This means that

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there is a significant difference in Principals with melancholic and phlegmatic personality traits in relation to their creative skills. A look at the mean scores of Creativities of both the personalities shows that Principals with phlegmatic personality are highly creative as compared to melancholic Principals and try experimenting with innovative ideas.

In the fifth comparison, the mean scores of creativity of Principals with **melancholic and sanguine personality trait** are 39.29 and 40.72. The value of p is 0.001 which is **significant**. This means that there is a significant difference in Principals with melancholic and sanguine personality traits in relation to their creativity skills. A look at the mean scores of Creativities of both the personalities shows that Principals with sanguine personality are highly creative as compared to melancholic Principals.

In the sixth comparison, the mean scores of creativity of Principals with **phlegmatic and sanguine personality trait** are 40.40 and 40.72. The value of p is 0.71, which is not significant. This means that there is no significant difference in the Principals with phlegmatic and sanguine personality traits in relation to their creative skills. A look at the mean scores of creativity of both the personalities shows that sanguine Principals are more creative than phlegmatic Principals.

The results of ANOVA between personality types and planning and co-ordination skills have been summarized in table 3:

The results of Table 3 show that the p-value is equal to 4.7E-8, which is less than 0.05 and the value of F test equal to 12.88, which is greater than the critical value 1.65 at 5% level of significance. It means **null hypothesis H₀ is rejected**, and that there is a significant relationship between different personality types (Choleric, Melancholic, Sanguine and Phlegmatic) of Principals with their planning & coordination skills.

As the value of F is significant, and it does not indicate which personality type differ from one another, pair wise comparison of Principals of different personality types was performed in posthoc analysis using a Bonferroni correction. Table 4 shows the results of post hoc tests

Bonferroni Correction $0.05/6 = 0.00833333$

In the first comparison, the mean scores of planning skills of Principals with **choleric and melancholic personality traits** are 42.79 and 39.29 respectively. The value of p is 1.713E-07, which is **significant**. This means that there is a significant difference in Principals with choleric and melancholic personality traits in relation to their planning skills. A look at the mean scores of planning skills of Principals with both the personalities shows that Principals with choleric personality are able to plan more effectively as compared to those with melancholic personality. Their planning shows positive contributions towards achieving the goals and objectives of the school.

In the second comparison, the mean scores of planning skills of Principals with **choleric and phlegmatic personality trait** are 42.79 and 40.40. The value of p is 0.001 which is **significant**. This means that there is a significant difference in Principals with choleric and phlegmatic personality traits in relation to their planning skills. A look at the mean scores of planning skills of Principals with both the personalities shows that Principals with choleric personality are able to plan more effectively as compared to the Principals with phlegmatic personality. Before formulating the plans, they collect complete, clear and

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reliable data to make sure it is successfully implemented. In the third comparison, the mean scores of planning skills of Principals with **choleric and sanguine personality trait** are 42.79 and 38.52. The value of p is 0.0000006, which is **significant**. This means that there is a significant difference in Principals with choleric and sanguine personality traits in relation to their planning skills. A look at the mean scores of planning skills of Principals with both the personalities shows that Principals with choleric personality are able to plan more effectively as compared to sanguine Principals. It facilitates coordination at work place and improves the overall performance.

In the fourth comparison, the mean scores of planning skills of Principals with **melancholic and phlegmatic personality trait** are 39.57 and 38.02. The value of p is 0.86, which is found to be **non-significant**. This means that there is no significant difference in Principals with melancholic and phlegmatic personality traits in relation to their planning and coordination skills. A look at the mean scores of planning skills of Principals with both the personalities shows that Principals with melancholic personality scores slightly more on planning skills as compared to phlegmatic Principals, but this difference is not statistically significant.

In the fifth comparison, the mean scores of planning skills of Principals with **melancholic and sanguine personality trait** are 39.57 and 39.03 respectively. The value of p is 0.38, which is **not significant**. This means that there is no significant difference in Principals with melancholic and choleric personality traits in relation to their planning skills. A look at the mean scores of planning skills of Principals with both the personalities shows that Principals with melancholic personality score slightly more on planning skills as compared to choleric Principals, but this difference is not statistically significant.

In the sixth comparison, the mean scores of planning skills of Principals with **phlegmatic and sanguine personality trait** are 38.02 and 39.03. The value of p is 0.51, which is found not significant. This means that there is no significant difference in Principals with phlegmatic and sanguine personality traits in relation to their planning and coordination skills. A look at the mean scores of planning skills of Principals with both the personalities shows that Principals with sanguine personality score slightly more on planning skills as compared to phlegmatic Principals, but this difference is not statistically significant.

Conclusion

From the above analysis and interpretation, it is concluded that there is a significant difference among Principals with choleric, melancholic, sanguine and phlegmatic personality type in relation to their creativity. Taken together, these results suggest that Principals with melancholic personality are extremely orderly and accurate but always have a fear for innovation and exploration. Principals with Phlegmatic personality traits are peaceful and agreeable in all situations. They are usually found to be passive and prefer to work on conventional academics. Sanguine Principals are cheerful and enthusiastic, which makes them comfortable to adopt new ideas and focus on the promise of new possibilities. Choleric Principals are self-confident, and highly creative. They have a well-developed ability to perceive things in new ways, to modify strategies and work on all possibilities to accomplish their goals. In addition, there is also a significant difference among Principals with sanguine, melancholic, phlegmatic and choleric personality type in relation to their planning and coordination skills. These

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results suggest that with effective planning, Principals with sanguine and melancholic personalities create an atmosphere of order and discipline in schools. In the process of planning, Choleric and Phlegmatic Principals get the opportunities of suggesting ways and means to improve the performance of the schools. Their planning also enables them to create a healthy attitude towards the work environment, which helps in boosting teachers' moral and efficiency. After studying the effect of a Principal's personality on his/her creativity and planning, it could be rather interesting to study the same in context of the present on-going pandemic. Thus, in the wake of Covid-19, the researcher has derived the below-mentioned conclusions:

Sanguine Principals

People with Sanguine personality, who tend to be extrovert, talkative, imaginative and socially motivated, will be prone to boredom during this lockdown period. This is due to the fact that they have a constant need to experience pleasure and excitement. Sanguine Principals would most likely be dealing with the lockdown by indulging in music and coming up with creative solutions to counter the humdrum of lockdown. The lockdown will not be able to kill their creative spark but rather motivate them to think up new and exciting ideas to keep their teachers and students occupied with online teaching methodologies.

Phlegmatic Principals

People with phlegmatic personality, who have an adaptable and patient nature, will find it much easier to come to terms with the lockdown. The peaceful and relaxed nature of Phlegmatic Principals would help them ensure that the lockdown doesn't get the best of them and help them in maintaining a sound level of mental peace with respect to their managerial duties. The clarity could also result in more creative and an organised way of working. Thus, they would find it much easier to deal with such a situation.

Choleric Principals

People with Choleric personality, might have a hard time when dealing with the lockdown at first, but would eventually find ways to counter the same. Since the Choleric Principals are born leaders who are confident and result oriented, they would feel the urge to constantly indulge in activities that prove to be productive and show tangible results. However, with the slow paced life in lockdown, this would be extremely tough. Through time they would start feeling restless. It is their independent and confident nature however that would keep them connected with all stakeholders leading to effective management.

Melancholic Principals

People with a melancholic personality, might have the hardest time when it comes to dealing with the lockdown. Their introverted and quiet nature might not be a problem and rather help them to adapt well to the lockdown. However, it is their thoughtful and perfectionist nature that will deeply affect their mental peace. Melancholic Principals being orderly and big on planning will try to create a set routine to follow during the lockdown where they may try to be as productive as possible. But, this coupled with their overly pessimistic nature will not yield much fruit as they will keep criticising themselves for not being able to plan and work hard enough and stick to their expectations. Thus, they run the most risk for anxiety and depression during these challenging times.

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7. Was It for Empowering the Colonial Subjects?

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Abstract

Teaching of English as a second language in schools began during the British period in India. The English education during that period, focussed on the adoption of the grammar-translation method for imbibing the structures and constructs of the English language through repetition that promoted rote learning. The mechanism suited an English education policy that aimed at creating a socio-cultural class of native clerks facilitating English administration in India. An impending socio-cultural hegemony was evident in the guise of the liberalization of English education. The textbook culture introduced during this period also led to the sanctioning of official knowledge. Needless to say that this system cultivated a loss of native culture, contextual relevance to immediate society of which the natives were a product but from which they began to be alienated through an official English education. Content analysis of an English textbook of the British period in West Bengal revealed that grammar was taught predominantly using de-contextual content which provided opportunities for a cultural invasion. It has been observed that most content used for teaching grammar had been blindly replicated from British texts within a textbook meant for local students. Textbooks have guided pedagogy and instruction in schools thereafter. Hence, this paper attempted to discuss the impact of a decontextualized textbook and its effect on education during the British period and thereafter. Through presenting theoretical perspective of contextualised education, the paper not only critiques the education system that prevailed during the British period but also provides insight for the prospective reforms to be carried out in the selection of school curriculum and contemporary practices in English language teaching.

Keywords: Textbook, English Language Teaching, Contextual education, English as Second Language

Introduction

The need for teaching and learning of the English Language in India emerged with the British government's pressing need for low-waged work-force to perform their clerical and administrative works at the lower levels of governance and in turn, "strengthen their political

authority” (“IMPACT OF BRITISH RULE ON INDIA”, p. 105).

It was also expected to create a class of Indians who were loyal to the British and were not able to relate to other Indians. This class of Indians would be taught to appreciate the culture and opinion of the British. In addition, they would also help to increase the market for British goods.

(“IMPACT OF BRITISH RULE ON INDIA”, p. 118)

The traditional guru-shishya oral method of transmission of knowledge soon gave way to the formal schooling systems where written knowledge in the form of textbooks happened to be introduced under the colonial regime. The power of knowledge that erstwhile rested with the omniscient guru was now vested upon the textbook. Headmasters, a nominal position in schools, were an important chain in the hierarchy of power structure to transact the curriculum prepared by the colonial scholars. The headmasters would be the sources of power and authority in matters of curriculum transactions in the micro-governance at school level. The colonial interests of the British were thus instrumental in moulding the educational policies of India (“CHAPTER – III”, p. 57). The centralized power exercised by British government on all issues including education, led to implementing a centrally mandated curriculum through standardized textbooks for transaction of this curriculum. Centralized examinations were conducted for assessing the learners’ fitness to enter the administrative workforce of the British in India. Control over teacher appointments and their promotions led to restricted autonomy of teachers. The meagre pay-band led to corrosion of the professional status of teachers who became mere tools of transacting the prescribed curriculum in textbooks, within the machinery of colonial schooling. School budget was also decided by the central government who appointed local and district level authorities to guide the school curriculum based on local needs which would ultimately aid the colonizers.

As part of the directive given by the Woods Despatch of 1854, Departments of Education were instituted in all provinces and Affiliated Universities were opened in Calcutta, Madras and Bombay in 1857. A few English schools and colleges were opened instead of many elementary schools. They ignored the education of the masses. But in reality, it was not sufficient to cater to the needs of the Indian people.

(“IMPACT OF BRITISH RULE ON INDIA”, p. 118)

The result of the British system of education in schooling led to a strict framework of knowledge transmission through introduction of textbooks. This remark about the politics of ‘textbook culture’ helps in understanding the politics and hegemony behind introducing the transfer of official knowledge –

A curriculum and a prescribed textbook are always political playgrounds for competing

ideologies. What goes into a textbook as well as what is kept out, is decided by a bunch of people sitting somewhere away (both geographically and metaphorically) from our children. (Chazot, 2017)

The primary reasons for this were: firstly, to extend the educational process from formal institutions of learning to the home and community outside schools. A textbook is needed when learners have the scope of accessing knowledge even outside the boundaries of schools. Secondly, the colonizer's interest at propagating an official knowledge was at stake. Hence, the information transferred to children (the future workforce for the rulers) should be strictly official. To make knowledge official, unlike the native oral tradition of transfer, knowledge needed to be documented in text form. Thirdly, teachers on losing autonomy in the process of knowledge transfer, welcomed textbooks because it provided them an opportunity to put the onus of education on the textbooks. The emergence of the 'textbook culture' where the text was now acknowledged as authentic sources of information reduced the power of the teachers whose authority depended upon how he/she facilitated the textual content.

In this context the present textbook will be analyzed to see its relevance to the lives of Indian students for whom it was meant. A critical analysis of textbook prescribed by the British government for teaching English to native children obviously had vested interest of the ruling class. It is to be seen whether the 'competing ideologies' of the ruling class and the ruled, tilted in favour of the colonizer or the context of the natives emerge as a viable discourse.

Context of the Study

In order to understand the context in which this present study was undertaken, one must understand the process of textbook construction at present in India. The National Council of Educational Research and Training (NCERT) and its state level bodies across different states – the SCERT's prepare textbooks according to the central standard and distribute these across India. However, India is a heterogeneous amalgamation of varied states and regions which have their unique linguistic and cultural heritages. It has been observed through an overall skimming that the existing textbooks in English language mandated by the NCERT or state level authorities, are not duly considering the contextual understandings of the students who have diverse religious, ethnic or linguistic backgrounds. Even within a small geographic region in India, culture and subsequently, language variations occur significantly.

The situation is genealogically a continuation of the past situation. The British introduced English education in colonial India with the intention of educating and modernizing Indians to the extent that it would accelerate the consumption of British goods and contribute to the British economy, "not to the extent that it would prove detrimental" to their interests ("IMPACT OF BRITISH RULE ON INDIA",

p. 117). The learning of English as a language which would empower the natives is never seen to be addressed from the past. Education facilitated through textbooks since British times in India has been intended to homogenize mass consciousness according to the colonial ruler's dream of generations of Indian clerics. Native Indians were taught from British times using textbooks that would make them 'English educated' even at the cost of alienating them from their indigenous cultures and even languages. This even led to, for instance, a variety of English called the 'Babu English' that Sreeja (2020) critiques in her study as a cultural invasion of sorts, into the term 'babu', in the cultural context of Bengal. She further explains how a respectful cultural term became a derogatory term towards the native Indian clerks who had newly learnt to use British English adopting it as per their means. Tirumalesh (1990) stated - "when you describe somebody's English as babu, you are disparaging it by comparison" (p. 98). In "Comical Baboo-English" (1882) the English of the Indians has been satirized as "the really funny English of India" that is "fairly grammatical" and old-fashioned due to "laborious use" of the English language learnt in school, consulting dictionaries and thesauruses. Though the colonizer's project of implementing textbook oriented English education did not succeed as they would have wanted it to, but the governance that was passed on to an independent India started following the models already implemented by the British. Hence, though technically a democracy that is supposed to respect its diversity and provide equal opportunities for all, the textbooks of English do not still show much reverence to the pluralities of background of different students of India. This can be observed in the various English textbooks of India at different levels of schooling. Still, the national and state government bodies of education prepare a textbook that tries to usher in homogeneity; a homogeneity that is reminiscent of the colonizer's project of English education with a motive. The motive in case of an independent Indian government cannot arguably be the same as the hegemonic British government in India, but the decolonization of the system of education is essential at this juncture. The intentions of the British were to shape the future of generations in Indian citizens to act passively as middle-class clerics who would sing praises of the glorious English culture and its language of sophistication. This would be done so as to keep the Indians subservient and suffer from an incessant inferiority complex that would make them believe that our native languages and cultures are barbaric and it is essential that the British rule us to lead us by hand towards progressiveness and modernity. Needless to say, this was systematically achieved through the textbooks taught in the British era which had been hailed into the education system as the new archives of authentic knowledge which had substituted all the previous native systems of education prevailing in India. Textbooks are designed in a manner that they cannot be critically challenged or questioned and are to be believed blindly as perhaps religion. Apple (1990) said

in this regard that textbooks play a defining role in culture by propagating a myth of neutral knowledge; which is untrue. Readers, who are consumers of textbooks as a form of knowledge flowing down the hierarchy in society, can be dominated through them. However, responses to text can also be of negotiations or even opposition as happens with critical readings. Hence, it was in this context that the present study involving the critical reading of an English textbook from the British era was decided upon by the researcher to analyze the relevance of it during the time and to find an answer to the question: Was it for empowering the colonial subjects?

Objective of the Study

This study was undertaken because at present the textbook construction for English, {especially English as Second Language (ESL)} does not consider contextual needs of students. The NCERT or SCERTs in different states prepare and distribute textbooks in spite of layers of linguistic and cultural variations, even within a particular state. The small state of Kerala for instance has stark differences in religions and cultures in every district, while the state curriculum mandates a single English textbook for all schools under the government of the state. This situation is possibly a continuation of the past, of how education was dealt with, in British India where locals were taught by British textbooks. It was conceived by the rulers on how these textbooks ought to shape the future generations.

Keeping all these contexts in due consideration, the objective of the paper is to analyze the content of the selected English Language textbook for its relevance for the native population for which it was prescribed. Such an analysis will bring a value in understanding the interest of the colonial ruler in educating their subjects.

Research Question

An exploration into how far this content used in the language textbook will be relevant to the lived experiences and future of the students would be an important question to be addressed in the purview of this research. Thus, the research question of the paper stands:

How far relevant is the content used in the English Language textbook to the lives of students who were taught with the textbook during pre-independent India?

Procedure of the Study

The study has been confined to the selected textbook *An Elementary English Composition on a New Method*, meant for Classes VII and VIII (combined). The book had been approved by the Directorate of Public Instruction as a textbook prescribed for the mentioned classes of Secondary schools of Bengal, Vide Calcutta Gazette, 11th of October, 1934 and published by the Indian Press Ltd., Calcutta, in 1934. The author of the book is Jyotirmoy Lahiri, a public servant who worked as a Headmaster in the Government High School of Barrackpore; Barrackpore being one of the prominent British army cantonments near Calcutta. The author's education comprises partially of degrees conferred upon him in Britain- his stated degrees being

M.A., B.T., Dip. Ed. (London), M.R.S.T. (London). Hence, considering this contextual information about the production of the textbook, a qualitative analysis of it can act as a guide towards understanding the notion of contextual education during British governed India. The textbook is by a native author, with partial English education, writing a book on teaching English grammar meant for the native children in pre-independent India. The author held the position of a British government servant who would have required the official approval to mandate his textbook in school curriculum. The year is also a decade prior to Indian independence and hence the stage will be set for contextual and indigenous practices in education post the recommendations of the Hunter's Commission (1882). The British Government had accepted the recommendations permitting the devolution of elementary education and, significantly reducing British elements in elementary education.

This textbook was selected for the purpose of analyzing its content for relevance to the prevailing lives and experiences of native Indian students in pre-independent India. The present study undertakes an inductive content analysis as primary research method. The textbook, meant for teaching grammar in an inductive method (claims made by the author in the preface) was critically read for understanding its relevance. Line-by-line inductive coding (Miles, Huberman and Saldana 2014), was carried out in performing content analysis of randomly selected four chapters from the entire book comprising of 256 pages. Post analysis of content, a number of codes emerged which were combined. The major theme that emerged was decontextualization of the text in the textbook. The minor codes that came up were eliminated from the purview of the study to make it more focussed. The major theme identified was further discussed in the findings of the study along with constituent codes. Based on a review of contextualized education, the theme of 'decontextualization' produced after content analysis has been critiqued. Implications that the text might have had during the British period has been discussed along with what lessons these can give to future textbook preparators and teacher educators.

Findings

The qualitative content analysis of the text from British period, adopted to teach English to native Indians in the region of Bengal, yielded several themes. However, to delimit the study, only those examples which were pertaining to contextual relevance to the lived experiences of student of India, and in particular to that of the Bengal region, were focussed upon. These examples, with supporting evidence from studies ascertaining the importance of contextual education, have been presented. It was found that while de-contextual descriptions are abundant in the text; contextual elements too are present, however insignificantly, in comparison to the former category.

De-contextuality in Text

De-contextuality of experiences often leads to alienation and lack of interest among learners

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especially when the target language is not one's mother tongue or the culture demonstrated through the linguistic expressions is foreign to indigenous cultural practices. Though some researchers have argued that de-contextualized textual material aids in learning of new vocabulary in second language by means of memorization where the cognition is targeted, the immediate consequence might appear pleasing

However, the affective domain that generates interest in learning a new language with perseverance does not get stimulated until texts or new knowledge finds basis in some contextually relevant experiences. Content analyzing the text, the following findings have surfaced which have pointed towards an effective decontextualization of prescribed official knowledge circulated by colonial education system to the natives.

Two quotes from the text that have been used to teach the grammatical form of 'the sentence' in English Language are as follows:

"A giant by the name of Hercules, went in search of Golden apples" (Lahiri 1934, p. Aunt Frances inquired, 'Is everyone asleep? She heard a small voice saying, 'Have seen my friend, Fairyfoot?'" (Lahiri 1934, p.4)

These sentences refer to British folklore or myths of British origin, with which the native students of Bengal, for whom the text was mandated, could not have identified with. Instead of such de-contextual statements, if a statement like 'Champa went in search of her seven brothers who were cursed into a long spell of sleep', referring to indigenous myth, would be more contextual in comparison.

Another set of examples of teaching a sentence structure to natives has been extracted from the text and content analyzed:

"Sir Ashutosh Mukherjee was born at Bowbazar, Calcutta, on June 29, 1864." (Lahiri 1934, p.4)

"Mrs. Felicia Hemans was born in Liverpool, England, on September 25, 1793" (Lahiri 1934, p.5)

It is evident on a closer scrutiny that the author might have procured the second sentence (above) from some contemporary British grammar textbook and the name and places are clearly decontextualized to native imagination. However, with some latent inherent feeling of patriotism at a time when Indian independence movements were at the helm of affairs, the author gives an exactly replicable sentence structure with a contextual name and location in the first sentence cited above.

In a chapter dealing with teaching of subject and predicate forms in English Language, the following excerpts from the text have been found to be of particular peculiarity:

"The robin" (Lahiri 1934, p. 13) and "the first steam engine" (Lahiri 1934, p. 14)

The above phrases have been used to teach what can be possible subjects in a sentence. However, both these examples are de-contextual in the sense that “the robin” is a common bird in Britain and America and “the first steam engine” refers to the unambiguous glorification of British scientific advancements. To argue in favour of providing more contextual examples, these could be replaced with commonly spotted birds in India like the sparrow, and some indigenous inventions or crafts could be referred to as subjects of a sentence.

Some other instances that have been found in the text are as follows:

“Will you please bring me an airplane, a sled, and a pair of roller-skates?”

“Jane wants a doll, a doll-bed, and a set of dishes”

“In the summer the Rose family went to the Moor Farm in Cornwall”

“Peter loved the farm. He liked to go to the stables and help with the horses.”

(Lahiri 1934, p. 6)

The sentences 3 and 4 present hobbies that were common to British children and natives of Bengal or children of Indian origin would barely relate to such games and playing habits which have been cited as examples in the text. Such hobbies or leisure activities along with the farm visits in summer (stated in sentence 5 above) and stables in farm-houses (sentence 6) in the countryside in Britain are entirely out of context of the lived experiences of Indian students who probably must have found these textual contents irrelevant and difficult to comprehend. Also, the names that have been used in the text like Jane, Peter, or the Rose family are decontextualized elements within the text and more such names have been located while critically reading the content. Hence, all these codes have contributed towards one common broad theme of decontextualization of content used for teaching English language to native students under the British education system during pre-independent India.

Contextuality in Text

The author of the textbook has also provided some (though very few in comparison to the de-contextual parts) examples which have been found to be contextually relevant to the lived experiences of students. For instance, sentence 1 cited above about Ashutosh Mukherjee and some local names of places, fruits or objects can be great resources for teaching a foreign language like English. The need for learning English for participating in global economy is ever increasing while at the same time India’s multilingual base and multicultural values have a potential that can be harnessed instead of considering them as challenges. Hornberger, N., & Vaish, V. (2009) advocates this notion stating that

“multilingual classroom practices can be a resource through which children access Standard English while also cultivating their own local languages” while discussing a contemporary educational issue in the postcolonial contexts of India, South Africa and Singapore. The authors

further added a critical comment on the irony of the present situation of English education in postcolonial India that has been manufactured from the colonial education itself– “the paradoxical role of and demand for English as a tool of decolonization for multilingual populations seeking equitable access to a globalizing economy”(Hornberger & Vaish, 2009, p. 305).

Discussion

Collier (1987), Cummins (1981) and Cummins and Nakajima (1987) have reported that even for socio-economically advantaged children of immigrant families in English-speaking countries, gaining grade-worthy academic success in English language and its skills require at least 4 years of struggle. The pitiable condition native Indian students would have encountered with such decontextualized second language being taught at the elementary level in colonized India with no previous exposure to such a language, is amplified by such studies conducted in this area. English was therefore imposed upon natives through hegemonic and de-contextual textual content and educational policies leading to cultural invasion. It is also observed that similar to contemporary authors of that period, the author of the present textbook would also have been sufficiently influenced by the content of contemporary textbooks of Britain, with the intention of pleasing the colonial government. Possible chances also exist of getting this particular textbook approved by the then prevailing British government whose cultural hegemony was practised pervasively through such texts. Davidson, R. G., Kline, S. B., & Snow, C. E. (1986) proposes that bilingual instruction helps in promoting second language acquisition which is otherwise critically deterred with decontextualized language learning promoted in monolingual approach that can be witnessed in the instances referred to in a textbook from British India.

urenton, S. M., & Justice, L. M. (2004), , Gillam, S. L., Gillam, R. B., & Reece, K. (2012), Gee, J. P.(2014), however have believed in positive impacts of decontextualized language learning especially in the context of English as a L2 (second language). These studies have shown that de-contextual language learning promotes acquisition of English as L2 and these researchers have argued that the popular notion of decontextualized education being a barrier to learning a foreign language can be misleading. Making this argument stronger, McKeown, M. G., & Beck, I. L. (2003), Cochran-Smith

(1984), Heath (1983) and Snow (1993) all claim that book-reading can be crucial to literacy in a second language by participating in de-contextual language learning. They argue that such learning is essential for developing comprehension from an unknown text without assistance from a mentor. This helps in building ideas merely through words, beyond the contextual experiences of learners. Hence, a lot of studies have at the same time supported the kind of de-

contextual language experiences being provided in this textbook and this also supports the fact that the British were able to produce English- educated working class Indians with a working knowledge of English through such a system of de- contextual education, for serving their administrative purposes.

Rowe, M. (2013) and Snow, C. (1983) point towards parental guidance and home-tutoring using decontextualized linguistic experiences as crucial determinants of L2 acquisition. However, these studies do not critically address the socioeconomic status that determines parental usage of de-contextual language at home. Even though such practices may enhance vocabulary as found in these studies, such reviews do not support the context of students in pre-independent India where Indian families, except a handful of landlords charmed by English education, would have any knowledge of decontextualized language expressions for guiding their children at home. At home reference to myths or folktales that are rooted in culture is commonly observed and often a mother tongue is acquired in such manner at home. However, the examples that have been found in the book refer to English myths that hardly any Indian parents would be

Conclusion and Implications

The de-contextualized education provided under British rule was therefore an indirect means of maintenance of the status quo, as colonial rule was hegemonically perpetuated through English textbooks. Annamalai (2003) says in this regard that “the evangelical and political purposes were not unrelated; they in fact reinforced each other” and the British used such an English education to achieve the political cause of holding on to the power. This served as official knowledge for masses to deem them fit for lower level administrative jobs to sustain the colonial machinery. The respect for the English language as happened with Babu English, in middle class Indian society, was a manifestation of the hegemonic interests of the British. Guenther (2011) notes interestingly how Justice Mahmood, a British English educated product of India, stimulated the creation of institutions facilitating the training of young men from well-to-do families to become active bureaucrats in the government apparatus of British India – “In all these endeavours, Mahmood considered the promotion of English education to be the key to real progress for individuals and for the Muslim community”. Such was the pervasive influence of English hegemony into the nooks and corners of varied Indian communities, disseminated through English education in undivided India. However, with independence, the English language emerged as a medium of business between diverse linguistic communities in India. The need therefore is to break this hegemony and make the content of English education contextual for students so as to make utmost use of the global language to forward native interests by acting as a medium for communication. These are lessons for the future textbook

preparers and teacher educators in comprehending how systematically language experiences can be a means to sustain the power of one culture over another through generations, in the guise of teaching the language of the self to the other. This tacit mission of language acting as a means of power should be debunked in curriculum through inclusion of more native content using the language as a means of transmission of values or ideas that are more contextual.

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8. A Study on the Attitude and Awareness of Teachers and Students towards Juvenile Delinquency

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Abstract

Juvenile is any person who is below the age of 18 years in legal sense. Any criminal activity/offense performed by a juvenile refer to Juvenile delinquency. In today's world, Juvenile delinquency is a burning issue and a serious offense and it is detrimental for the society and its social order. Therefore, people of today's society should know and have basic information about the juvenile crimes, the causes for such crimes, factors leading such crimes, its threat to the society and roots of juvenile delinquency etc. In the present study, the researchers solely aim at investigating the attitude of teachers and students towards juvenile delinquency. The objectives of the study were -To study the attitude of people towards juvenile delinquency, to study and compare the attitude of teachers and students towards juvenile delinquency, to study and compare the attitude of male and female towards juvenile delinquency. Descriptive survey method was followed for the study and results were analyzed using mean, t-test and percentage analysis. The study was performed on 85 samples including 33 males and 52 females out of which 20 were faculty members and 65 were students. For collecting data, the researchers used a self-developed attitude scale. The major findings revealed that the attitude of teachers and students towards juvenile delinquency was moderately favorable. A moderate level awareness and moderate level of favorable attitude towards juvenile delinquents founds in the study. Additionally, no significant difference was found between the attitude of teachers and students as well as males and females towards juvenile delinquency.

Keywords- Juvenile Delinquency, Attitude towards Juvenile delinquency,

Introduction

Every society constructs some moral as well as social norms to be followed for maintaining peace, harmony and order in its structure. The society coaxes its members to follow these norms strictly by framing legal laws and codes. A violation or deviation from these norm is an abnormal

behavior and is referred to as an antisocial behavior or a crime. Anti-social behavior is not only prevalent among adults and grown-ups but also among children and adolescents who are of minor age. A “child” means a person who has not completed eighteen years of age. (The Juvenile Justice (Care and Protection of Children) Act 2015, 2018) and Delinquency is a conduct that is out of accord with the accepted behavior or the law. (Merriam Webster, n.d.). Therefore, Juvenile delinquency or “child in conflict with law” means a child who is alleged or found to have committed an offence and who has not completed eighteen years of age on the date of commission of such offence; (The Juvenile Justice (Care and Protection of Children) Act 2015, 2018).

Juvenile crimes have become such a common phenomenon that they raise serious concern in any nation. Juveniles are a part of our society and the crimes they commit are also in our society so there is an urgent need to know and develop an attitude towards gathering more information or having opinions on juvenile delinquency. So, the researchers thought to pay attention towards the roots of causing juvenile delinquency as well as various factors so that our society becomes a peaceful one and the juveniles become a responsible citizen in future for a pleasurable life.

Teachers are those who provide knowledge and students are the future of the society, therefore these two groups have been selected in the study in order to shed light on their attitude towards juvenile delinquency. Juvenile delinquency is a current issue so there is a great need to have some knowledge and awareness about it. Hence, the investigator aims at investigating the attitude of teachers and students towards juvenile delinquency.

Objectives of the Study-The objectives of the present study are-

To study the attitude of people towards juvenile delinquency

To study and compare the attitude of teachers and students towards juvenile delinquency

To study and compare the attitude of male and female towards juvenile delinquency.

Delimitation-

The present study is delimited to the teachers and students of Tezpur University Assam (Inida).

Definition Of the Key Terms

Attitude- It has been defined in a number of ways. As far as this study is concerned, “Attitude” refers to the opinions, ideas, likes or dislikes, with or against and intentions towards juvenile delinquency.

Juvenile delinquency- Juvenile delinquency refers to the act of young adults from the age group of 10-18 years committing crimes.

Review of The Related Literature

The investigator has made an attempt to report the literature based upon the various aspects of juvenile delinquents.

Indian Council of Social Welfare (1969, p.42) conducted a research project on Impact of Institutions on juvenile delinquents. The study covered the delinquents discharged during the time of five years (1958 to 1963) from guaranteed schools of 279 Maharashtra. The total samples were 229 inmates. The primary discoveries of the study with respect to the background of the delinquents incorporate that 69 percent of the delinquents were accounted for to be truants from school and left the school before the 17 percent of the delinquents had not gone to class by any stretch of the imagination. Around 43 percent of the youngsters filled in as incompetent labourer like sellers, coolies, household servants etc. and so forth 35 percent of them were occupied with illicit occupation, 55 percent had a place to broken families and 91 percent of the broken-up families revealed the demise of one or the both parents.

Lalthansangi (1997) conducted a Study on the Juvenile Delinquency in Mizoram with Special Reference to Causative Factors and Curative Measures. The objectives of the study were to examine the nature and extent of juvenile delinquency in the state of Mizoram. The sample for the study consisted of 300 delinquents. the tools used for collection of data were 1. Interview Schedule for eliciting information from juvenile delinquents 2. Institutional Data Sheet 3. Socio-economic Status Index (Lalrinkimi, 1988) and 4. Case Study Format. The findings of the study revealed that the

juvenile offences included stealing, burglary, murder, rape, assault, cheating and truancy. Most of the delinquents were school dropouts and belong to poor families.

Kanade, M.D. (2000) conducted a study on juvenile delinquency in Marathwada region a psychological study. The objective of the study was to study and examine socio family background of juvenile delinquents, to find out sex differences regarding personality characteristics of juvenile delinquents and examine common behavioural traits that are predominant among them and to find out differences in the predominant behavioural traits among them. The study group comprised of 351 subjects out of which 59 were girls and 292 were boys. The tools used in the study were Personality Factor Scale, developed by R.B. Cattell and Eber, Self-Concept Scale developed by Mukta Rastogi, Adjustment Inventory constructed by H.S. Asthana and an Interview Schedule was used. The findings of the study were that except some negligible cases, most of the juvenile delinquents come from poor economical and social family also shows reserved behaviour characteristics that is predominant among them and

juvenile delinquents were characterized as low intelligence.

Brasher, L.J. (2010) conducted a study on parents' reactions to their adolescents' delinquency. The objective of the study was to examine and generate a theory about parents' reactions and experiences when their adolescents were implicated in a delinquent offense. The participants in this study were 10 parents, where there were 8 mothers and 2 fathers. Participants were biological, custodial and English-speaking parents whose adolescents were clients at a community mental health clinic. Open ended interview method of qualitative approach was used to generate holistic data from the parents by the researcher. The findings were that participants described their experiences in terms of how the experiences occurred over time. Their experiences were stories with timelines, and the sections of these stories were the categories of the analysis.

Bordoloi, E. (2019) conducted a study on State juvenile justice and delinquency as a case study in Assam. The objectives of the study were to study the structure and function of state-run institutions in dealing with juvenile delinquency as well as to identify the gaps and lapses of the state-run institutions in delivering justice. Samples from five state-run observation homes in Assam. The methods used for data collection are non-participant observation, semi-structured interview, focus group discussions and field notes by the researcher. The findings revealed that in the five of state-run Observation Homes in

Assam for accommodating juvenile delinquents during the pendency of their cases until they are provided bail, but there is not a single Special Home for accommodating convicted juveniles. The juveniles who live in the Observation Homes are put into regularised routines, given one to one as well as one to group counselling by trained counsellors and case workers also give attention to each inmate. Their activities are constantly monitored by the staff of the OH and their social background reports, counselling reports, case registers are updated regularly and submitted to the SCPS and to the JJBs for taking into consideration during disposal of their cases. In the Observation Home of Jorhat, there is electronic surveillance with installation of CC cameras. At present, the SCPS has been granted permission from the government for installation of CC cameras in all the Observation Homes in Assam for effective monitoring and surveillance of them.

Need and Importance of the Study

Juvenile delinquents are normally pertained to as minors' with major and serious crime which has become a serious social issue. In present time, with the changing patterns of familial relationships, advanced technology, stressful lifestyle, unhealthy competitions for jobs, inclination to earn money through any means etc. are giving rise to juvenile delinquency. Knowledge and awareness regarding juvenile delinquency can aid in the identification,

management and prevention of juvenile delinquency. This study would help to know how today's how students and teachers of today's society treat the problem of juvenile delinquency, how much they are aware about the juvenile delinquency, whether they would accept the people with delinquent behaviour, whether they have any responsibility towards preventing juvenile delinquency. The study would also help in suggesting the measures for the improving the knowledge about juvenile delinquency its consequences and various related aspects among the members of the society. As such, such, the present study on attitudes of the teachers and students toward juvenile delinquency was undertaken.

Methodology

Population –Teachers and students of Tezpur University, Assam were the population of the present study.

Sample- For the present study, a sample of 85 respondents was collected by using simple random sampling technique. Out of 85, 20 were teachers and 65 were students. Out of which, 33 were males and 52 were females.

Method Used- The investigator in this present study adopted “Descriptive Survey Method” to find out the attitude of teachers and students towards juvenile delinquency.

Tools - For collecting data the researcher has used a self designed attitude scale and named it as ‘Attitude towards juvenile delinquency scale.’

Statistical technique- Simple percentage analysis, mean and t-test.

Results- Analyses and Interpretation

Table 1: Table showing the favourable level of attitude of people towards juvenile delinquency with special reference to faculty member and students of Tezpur university.

According to the results, the majority of the surveyed respondents (64%) come under the category of moderate level awareness and moderate level of favourable attitude towards juvenile delinquents whereas only 19% and 17% falls under low and high level of attitude respectively with special reference to different background variables i.e. Gender and Designation. Therefore, majority of the respondents shows moderately favourable attitude towards juvenile delinquency towards causes and prevention of juvenile delinquents.

Table 2: t-test shows the mean difference in the attitude of faculty members and students towards juvenile delinquency.

The table shows that the calculated value 0.007 is less than the tabulated value i.e. 1.99 in the

category of faculty and students which is not significant at 0.05 level of significance for two – tail test for degree of freedom 83. So, it is inferred that there is no significant difference between the attitudes of faculty members and students towards juvenile delinquency.

Table 3: - t-test shows the mean difference in the attitude of male and female towards juvenile delinquency.

The table manifests the calculated value 0.063 is less than the tabulated value i.e. 1.99 in the category male and female with respect to gender, which is not significant at 0.05 level of significance on a two

–tail test for degree of freedom 83. So, it is inferred that there is no significant difference between the attitudes of faculty members and students towards juvenile delinquency.

Conclusion

Juvenile delinquency is a burning social problem as well as a social offense committed by young person mainly below the age of 18. The present study shed light on the attitude of people towards juvenile delinquency. The results of the study offer small step forward towards a better understanding of attitude of people towards juvenile delinquency as it has been found that the respondents were neither ignorant nor completely non favourable of juvenile delinquency and also indicated that majority of the people are of the moderate level of attitude and awareness. More efforts should be put to develop positive and high level of attitude towards juvenile delinquency so that they become more aware and save our youth from juvenile delinquency. That is why parents, teachers and students should take care of the young adults and help them from going deep into the criminal activities. Juvenile delinquency is not a family problem instead it creates tremendous problem to the society as well as the nation.

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9. Existential Intelligence among university students attributed to Gender and Study Level of participants

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Abstract

The present study attempted to estimate the level of Existential Intelligence among university and non-university students. Further, the study aims to explore whether the level of existential intelligence varies concerning gender and the study level of students (Postgraduates, Graduates, & Non- graduates). The study included a total of 102 students (52= male; 50 =female participants) as a sample. This study used the Existential Thinking Ability Scale (ETAS) to achieve the objectives. The obtained results suggested that there were no statistically significant differences in the level of existential intelligence of students due to gender and the study level of students at $p \leq 0.05$ level of significance. The results also indicated that the study level of students could explain only 1.5% of the variance in the level of existential intelligence, $F(2, 99) = 0.25, p > 0.05, \eta_p^2 = 0.015$.

Keywords: existence, existential intelligence, gender, multiple intelligence, study level, university students.

Introduction

Who are we? Or should I say, what are we? Are we a colony of some trillions of cells? Or have we consciously compiled a blend of minerals? Suppose, if anyone wants to say 'hi' to us from any distant galaxy, how would he/she/it be able to locate us? Will he/she/it address us as humans or not. Who made us, and what is the purpose of our creator? So many questions germinate in the mind when it comes to the concerns of human existence. Humans have always been curious about their place in

the cosmos, and actual metaphysical essence of their existential identity. He/she seemed more curious about raising existential questions about his/her existence than to answer them. Either if we try to answer these questions, or raise more questions, in an epitomical manner, it means we are addressing to a peculiar kind of intelligence, 'Existential Intelligence' (ExIn). Intelligence could be defined in various aspects. Some identified it as a general capacity for comprehension and reasoning that manifests itself in various ways to deal with situations; other psychologists have seen it as an array of special abilities that tend to be correlated positively (Gupta & Gupta, 2015). Some have seen it as a capacity of information processing; some have seen it as an ability to adjust (Spielman, 2017). Despite numerous literature availability, the true conceptual and universal essence of intelligence remains elusive, wrapped in controversy and mystery. Intelligence has been one of the most discussed topics in psychological studies, but the theory of Multiple Intelligence (MI) has its unique place among all the theories of intelligence given by many prominent psychologists. In the theory of multiple intelligence, new kinds of intelligence - Natural and Existential Intelligence (ExIn) have expanded the theory to the new horizon, with the primary seven -Linguistic, Logical-Mathematical, Spatial, Musical, Bodily- Kinesthetic, Interpersonal and Intrapersonal (Gardner, 2006).

Lord Buddha, Jean-Paul Sartre, Jaggi Vasudev, Tenzin Gyatso, & many more; what is so familiar about these personalities? Neither they are known for their musical excellence nor as an athlete, having bodily-kinesthetic intelligence; neither they are famous for their mathematical abilities nor as an architect with spatial abilities; then, what kind of intelligence or capability allowed them to excel up to the paramount in their respective fields? One of the probable answers could be - their thinking ability and peculiarly thinking about a more significant question like- Why do we live? Why do we die? What is the real nature of living? How, merely existing could be different from living? This type of peculiar thinking ability indicates a certain kind of intelligence, known as 'Existential Intelligence' (ExIn), coined by Howard Gardner (Friedman, 1985; Gardner, 1999, 2006). The idea of this kind of intelligence is based on human proclivity to ponder them the most fundamental questions of existence. These questions go beyond perception and deal with too small or too big issues to be grasped by human sensory systems.

The essence of intelligence has been accepted in many contexts. Some accepted it as bio-psychological potential (Gardner, 1999), and some have accepted it as a (Esam, 2018). However, particularly concerning Existential Intelligence (ExIn), it has been

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accepted as an ability to use collective values with intuition to understand oneself and others within the cosmic arena (Kelly, 2019). Bidshahari wrote in her blog-post, entitled, The Importance of Existential Intelligence, considering existential intelligence as an ability to use intuition, thought and meta-cognition, to ask more profound questions about human existence and interconnectedness of an individual to the outer world (Bidshahri, 2018). Further, the studies have found no significant difference in the degree of existential intelligence due to gender.

On the contrary, many studies have shown a significant difference in the degree of existential intelligence favouring females, having a higher degree of existential intelligence (Esam, 2018). McCoog has thrown light on the peculiar characteristics of an Existential Learner (a learner, having a certain degree of Existential Intelligence) by speculating a story of two friends Matt & Joseph. Characteristics like keen introspective power, firm understanding of own beliefs, and interpret new ideas from these beliefs, along with his/her life experiences; in his article entitled The Existential Learner (McCoog, 2010). Further, studies have explained how these capacities enabled an existential learner to refine his/her learning style and to make better, epistemic, and logical connections among various topics of different disciplines (McCoog, 2010).

When it comes to measuring intelligence, we do not measure intelligence as such because intelligence is an abstract concept and cannot be measured physically (Day & Carroll, 2004). In the case of measuring intelligence, we try to measure activities/potential/abilities associated with a particular intelligence; for example, if we want to measure musical intelligence, we have to measure one's musical performance/ability; if we want to measure Logical-Mathematical Intelligence, we have to see one's potential/ability to deal with numbers. Regarding existential intelligence, there could be several ways to measure it. However, if we could measure people's ability to think big questions, then the results might lead us to the level of existential intelligence of an individual possesses. Now, the nature of those 'big questions' becomes essential; however, one can find the roots of those questions in the philosophy of Existentialism. This philosophy deals particularly with human existence as a 'being.' How deeply and keenly one can think of those questions and how eagerly one tries to seek to answer those questions depicts his/her possession of existential intelligence. Here in the study, we collected a pool of questions concerning human existence, and the questions are framed in such a

manner that answering those questions will depict the existential thinking ability of the participants. Higher a person scores in this scale indicates a higher degree of existential intelligence he/she possesses. Researchers used the 'Existential Thinking Ability Scale (ETAS)' to assess the level of existential intelligence of participants.

Method

According to the theory of multiple intelligence, an individual possesses multiple kinds of abilities, and those abilities represent multiple kinds of intelligence within him/her (Gardner,1999). The degree of these intelligence does not have the identical pattern among all the individuals. As a result, the learning capacity and pace vary from individual to individual (Gardner, 2006; Mccoog, 2010). Therefore, this study chooses to assess the degree of existential intelligence among students. The study attempts to answer the two questions:

- Is there any significant difference in the level of existential intelligence attributed to gender as an independent variable at 0.05 level of significance?
- Is there any significant difference in the level of existential intelligence attributed to the study level of participants as an independent variable at 0.05 level of significance?

Tool for the study

The Existential Thinking Ability Scale (ETAS) was constructed and standardized before its application and data collection. The ETAS is a 5-point Likert scale questionnaire consisting of 18 items in it. Professors of Universities in India validated the scale, and Professor Howard Gardner himself reviewed this questionnaire. Their opinions and suggestions were taken into account and necessary modifications were made in terms of language and dimension. The scale was unidimensional and unidirectional. Researchers used the Cronbach Alpha coefficient to determine the scale's reliability using SPSS ($\alpha = .84$).

Participants of the study

Participants were students and teachers from some north Indian universities and schools. The study included 52 male participants and 50 female participants (total of n=102 students) as a sample.

Data collection

Due to restriction amid pandemic situations, researchers collected the data by an online survey method. Researchers used Google forms to construct the Existential Thinking Ability Scale and generated a link. Due to the COVID-19 pandemic situation, it was not plausible to collect the data face-to-face. Therefore, this generated link was distributed among the participants via different social media platforms like Facebook, WhatsApp, and E-mail. Due to the Pandemic situation, participants had enough time to understand and attempt the questionnaire. Sample items include, 'To what extent do you believe in the uniqueness of humans as a being,' and 'To what extent do you feel that other's existence is as unique as yours?'

Distribution of sample by study variables

Study Variables

The study included two independent variables- gender and study level of participants; and one dependent variable- the level of existential intelligence of participants.

Results and Discussion

Human existence is very peculiar, and this peculiarity differs from individual to individual. Existential intelligence allows an individual to think upon his/her unique existence. Measuring this thinking ability could show some glimpses of the existential intelligence an individual possesses. Herein this study, the researchers tried to answer two questions. Let us discuss them one by one.

The first question was, is there any significant difference in the level of existential intelligence attributed to gender as an independent variable at 0.05 level of significance? Results show that the mean and the standard deviation of the level of existential thinking ability were calculated of the given sample. The T-test was used as a statistical method to compare the means of male and female participants. Researchers used SPSS software to perform all the statistical calculations. Table 2.0 depicts the result more specifically.

Existential thinking ability score of male participants (M= 69.29, SD= 9.185) was similar to female participants (M= 69.36, SD= 8.371). The calculated findings of an independent t-test

suggested that this difference was not statistically significant, $t(100) = -.041$, $p > .05$. Hence, the null hypothesis (H_0 = there is no significant difference in the level of existential intelligence attributed to the gender of the participants) has been retained. To answer the second question, which was, is there any significant difference in the level of existential intelligence attributed to the study level of participants? The mean and the standard deviation of the level of existential thinking ability was calculated of the given sample according to their study levels. Analysis of Variance (ANOVA) was applied as a statistical measure to analyze the statistically significant difference. Table 3.0 and 4.0 depict the results more clearly.

ETAS scores attributed to the study level of participants

Existential thinking ability scores of post-graduate participants ($M = 69.08$, $SD = 8.652$), graduate participants ($M = 70.17$, $SD = 10.443$), and non-graduate participants ($M = 68.07$, $SD = 8.081$) were approximately similar. The result of ANOVA showed that this difference was not statistically significant. The results also showed that the study level of participants could explain only 1.5% of the variance in existential thinking ability scores, $F(2, 99) = 0.25$, $p > 0.05$, $\eta_p^2 = 0.015$. Hence, the null hypothesis (H_0 = there is no significant difference in the level of existential intelligence attributed to the study level of the participants) has been retained.

Conclusion

The result of this study shows that gender as a variable has no significant role in determining the level of existential thinking. The result supports the finding of a previous study done by Esam (Esam, 2018) but, the result contradicts the findings of Mohammad Nofal (Nofal & Alhileh, 2008). Further, the result of ANOVA describes that level of existential thinking is not very much affected by the level of study of an individual.

Limitations and Future directions

This study could be seen in the light of some limitations that might suggest future researches. The study was done on Indians, and the thought pattern & religious beliefs are different in Indians from the rest of the world and, this thought pattern & religious beliefs might have some effect on their existential thinking. Therefore the Existential Thinking Ability Scale (ETAS) should be used with caution while administering it with divergent people having various culture in different parts of the world. Further, this study was conducted using an online self-reporting questionnaire and, some other informants might also influence self-reporting. Therefore, we are not so sure that the participants were loyal while filling the online questionnaire.

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10. Classification of Risks in Cyber Space: A General Review

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Abstract

This article aims to provide an overview of the classification of risks in cyberspace. It mainly focuses on general risks that directly affect children and teenagers. There is reasonable proof that the digital world's dangers are expanding at pace with the multiplication of internet consumption. Understanding and developing knowledge about the classification of these dangers and risks will be utilized to set up an adequate strategy for the other stakeholders who work behind digital security-related issues. Moreover, the management of cyberspace risks is considered the foundation for effective cyber safety and security awareness. Hence this article emphasizes those identified classifications of risks in cyberspace.

Keywords: Cyberspace, Information privacy and security risks, fraudulent transaction, Cyberterrorism, and warfare

Introduction

Cyberspace refers to the boundless space known as the Internet. (Loras & Mehar, 2014) New technological developments and the increased use of the internet have accelerated our exposure to risk due to our increased online engagement levels and frequency. These trends include User-generated content and content sharing platforms; The uptake of mobile technologies and the adoption of smartphones; Cloud computing; Platform integration and single sign-on mechanisms; and the rise of GPS and location-based services. (Third et al.2013)

Cyberspace is developing consistently. More and more services appear in cyberspace every day, and more and more people are becoming absolutely dependent on cyberspace for entertainment, social networking, e-commerce, finding information, etc. Likewise, it is realized that various regularly expanding risks are present alongside every one of these favorable

circumstances of cyberspace. (Solms & Solms, 2014).

Cyber Space related risks

Cyber space-related risk is commonly defined as exposure to harm or loss resulting from breaches of or attacks on information systems. More broadly, these are the potential of loss or harm related to cyberspace or technology use. A risk is the probability of the occurrence of a particular threat and the expected loss. E-risk involves the risk at the time of the electronic transaction (Barik & Karforma, 2012). These risks associated with an attack depend on three factors: threats (who is attacking), vulnerabilities (the weaknesses they are attacking), and impacts (what the attack does). The management of risk to information systems is considered fundamental to effective cybersecurity and safety (Fischer, 2014). Providing a safe environment requires an in-depth understanding of the types and prevalence of online risks young Internet users face and the most effective solutions in mitigating these risks. (Faruk, et al, 2014: Fischer, 2014). Cyber safety is related to minimizing these that are exposed to fraud, privacy breaches in credentialing, identity theft, malware, phishing and scams through to the internet and device addiction, violent and sexually explicit content, security- compromised online gaming activities, and 'sextortion' (extortion involving digital sexual imagery and distribution. (Third et al. 2014)

Most of the risks in cyberspace result in the physical and psychological harm of individuals and the public. Risks like copying online material, downloading pirated contents, accessing pornography, or using sex chat lines need urgent attention. Understanding cyberspace risks will clarify the problems and help policymakers provide a sound basis for considering amelioration policies and inform wider public debate on the issue. (Hope, 2004) With this in mind, the paper attempts to provide a broad picture of the classification of cyberspace risks.

Methodology

Establishing better cyber safety culture requires a proper understanding of underlying risks in cyberspace. This paper followed a systematic literature approach to identify risk typologies to classify cyber risks comprehensively. The procedure is undertaken as follows.

1. Selection of sources

Application of search term on sources

Selection of risks classification from the sources

Selection of sources- To cover the largest spectrum of relevant information and review, the investigator depended on many electronic libraries and publications, namely Google Scholar, IEEE Xplore Digital Library, Science Direct, Springer Link for review.

Application of search term-cyberspace-related risks, cyber risks were the major search term used in the investigation. The search strategy did not only include published journals listed in bibliographic databases but also comprised hand searches of specific conference proceedings. (Dyba & Hanssen,2007). Studies from the year 2000 to 2019 were taken to limit the typology of classification. Both Indian and foreign studies were taken into account.

Selection classification of the risks-The focus of selection of classification of risks is based purely on exposure. The risks exposed to students' teachers and the public are the major criteria for the selection. The procedure involved in selecting studies is based on the systematic review suggested by Dayba and Hanssen (2007). The stages include:

Stage 1-Identify relevant studies –search databases and conference proceedings Stage 2 -

Exclude studies based on titles

Stage 3 -Exclude studies based on abstracts

Stage 4 -Obtain primary papers and critically appraise studies.

Current Forms of Risks in Cyberspace

Online space has shaped the lives of individuals easier and comfortable to access everything with the touch of a finger. but it is also true that children and adults are more prone to be the victims of the negative impact of the internet probably because of their still raw and vulnerable mind. The following are some forms of threats and are commonly infected through the internet.

Table 1

Forms of threats and its explanation

Thus, the continuous increase in cyberspace penetration provided a fertile ground for the above-mentioned diversified threats and risks. As per the Cert India report 2018 in every ten minutes, one cyber space-based threats are happening.

OECD (2011) report has classified online risks for children into three broad categories. They are:

Technology-related risks In this risk, the internet is the medium through which the child is exposed to content or where interaction occurs.

security

I. The technology risks related comprised of:

1. **Content Risk**-Children passively receives or is exposed to content available to all internet users in a one-to-many relationship.
2. **Contact Risk**-Children actively involved in a personalized relationship or interaction, whether bilateral or multilateral.

The content risks consist of three main categories:

- **Illegal content**-It involves the content that it is illegal to publish, varies across jurisdictions. For example, promoting bestiality, racism, hate speech, and other forms of discrimination may be illegal in some countries.
 - **Age inappropriate content and harmful content**- It involves the content that harms children and their development. Such as hate, violence, or adult pornography.
 - **Harmful advice**- These contents result in suicide, consumption of drugs or alcohol, or the development of eating disorders (e.g., anorexia).

The contacts risks occur through three major ways (1) intention to harm the child (e.g., cyber grooming, Sexual solicitation) (2) exposure to hateful online interactions (online harassment, Cyberstalking, sexting) (3) the child inflicts harm to himself or herself by his or her conduct (e.g., liability due to illegal file-sharing).

II. Consumer related risks comprised of

1. **Online marketing-based risks** include online advertisements for regulated or age-restricted products to minors and age-inappropriate content.
2. **Over spending**-Spending more time on the internet for gaming and other entertainment.
3. **Fraudulent transactions**- Fraudulent transactions occur when children enter into a distance sales contract but, having paid, do not receive adequate value for money or find themselves tied into subscriptions.

III. Information protection and privacy risks

These are the risks arising from lack of awareness and the capacity to foresee possible consequences. The common form of information security and privacy attacks occurs through phishing, malware, commercial spyware, and online scams. Third et al. (2014) reported that addressing the cyber safety challenge from risk to resilience provided a complete picture of exposure to online risks faced by different age categories, potential usage of the internet, and effective intervention methods. They are as follows:

Livingstone and Haddon (2011), in their EU Kids online final report, made another classification of online risks. These risks are categorized into three:

1. Content risk - What the children see online
2. Conduct risk- What the children do online
3. Contact risk-Who the children interact with online.

Table 3

The table shows the picture of types of risks and their related dimensions.

Government of Maharashtra Cyber Home department (2020) classified cybersecurity risks that affect citizens into the following categories.

1. Identity theft
2. Psychological tricks
3. Social media attacks
4. Digital banking fraud
5. Attacks through mobile applications
6. Virus attacks on computer

1. Identity theft

It is the act of wrongfully obtaining someone's personal information. Some examples of identity theft are:

- **Gaining access to social media account**- Here, the attacker hacks or gains access to the victim's social media account. The attackers can cause harm to the victim by misusing their personal information and photographs. The attacker can also post offensive content on the victim's profile or defame the victim.
- **Misuse of photocopies of identity proofs**-The attacker misuses the photocopies of identity proofs of the victim. These can be PAN Card, Aadhaar Card, or any other identity proof of the victim. The attacker can use these photocopies to steal money or cause harm to the victim.
- **Credit/Debit Card Skimming** -Credit/Debit card skimming is done using a small device called a skimmer. First, the credit/ debit card is swiped through a skimmer. Then, the skimmer captures all the details of the cardholder.

2. Psychological Tricks

Psychological tricks are where attackers play with the minds of the user to trap them with lucrative offers. Some of the major psychological tricks are:

- **Phishing**-It is the act of sending a fraudulent email that appears to be from a legitimate source to gain sensitive personal information, bank account details, etc., from the victim.
- **Vishing**-It is similar to phishing. In this type of crime, the fraudster uses the telephone to obtain sensitive personal and financial information instead of email.
- **Smishing**-It is the SMS equivalent of phishing. It uses SMS to send fraudulent text messages and obtain sensitive personal information, debit/credit card details or passwords, etc.
- **Lottery Fraud**-The fraudster congratulates the victim for winning a handsome lottery via email/call/SMS. The victim is delighted and is eager to get the lottery money. The fraudster asks the victim to transfer a token amount and share vital personal information to get the lottery money. The victim loses his/her money and does not get anything in return.

- **Credit/Debit Card Fraud-** The attacker tries to scare the victim by informing them that their credit/debit card has been blocked. The attacker takes advantage of this situation and asks the victim to provide sensitive personal information to re-activate the card. This information is then misused to steal money or cause harm to the victim.
- **Job-Related Fraud-**The attacker sends a fake email to the victim offering a job with an attractive salary. The victim, unfortunately, believes it and follows the instructions. The attacker then steals the money or harms the victim physically.

3. Social Media Frauds

The threats posed to an individual due to unwanted access to social media profile, such as defamation physical and sexual assault is known as social media fraud. Some examples of social media frauds are:

- **Sympathy Fraud-**Here the attacker becomes friends with the victim on social media. The attacker gains trust through frequent interactions. The attacker later extracts money/harms the victim.
- **Romance Fraud-** Here the attacker becomes friends with the victim on social media. Over a period, the attacker gains the victim's affection. The attacker later exploits the victim physically, financially, and/or emotionally.
- **Cyber Stalking-**It is a crime in which the attacker harasses a victim using electronic communication, such as email, instant messaging (IM), messages posted on a website, or a discussion group.
- **Cyber Bullying-**It is bullying that takes place over digital devices. Cyberbullying can occur through SMS, social media, forums, or gaming apps where people can view, participate, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false content about someone else. The intention is to cause embarrassment or humiliation. At times, it can also cross the line into unlawful criminal behavior.

4. Mobile application fraud

These frauds occur due to a lack of awareness about certain mobile applications and their security warnings. A major example of this fraud is

- **Cyber-attacks using infected Mobile Applications-**Here the attackers infect the applications with malicious software, called Trojan. This Trojan can access the messages, OTP, camera, contacts, emails, photos, etc., for malicious activities. It can also show obscene advertisements, sign users up for paid subscriptions, steal personal sensitive information from the mobile, etc.

5. Online Banking Fraud

Frauds occur as a result of using online services of the bank is known as online banking frauds. Some examples of online banking fraud are as follows.

- **Hacking of bank account due to weak password-**Here the attacker hacks into the victims'

accounts and steals money. It is usually due to the weak password of the account holder.

- **Digital payment application-related fraud**-Here the fraud occurs due to infecting an online banking application through that the attacker gains sensitive information of the account holder.

6. Virus Attack on Personal Computer

An attack occurs due to virus infection on personal computers, known as virus attacks on a personal computer. A Virus/Malicious application can cause various harms such as slowing down the computer, lead to data corruption/deletion, or data loss. Some examples of such attacks are:

- **Virus attacks through external devices**- here, the virus enters the computer through external devices like a pen drive or hard disks.
- **Virus attack by downloading files from untrusted websites**- How the virus enters the computer by downloading files from an untrusted website. The virus can be hidden in music files, video files, or any attractive advertisements.
- **Virus attacks by installing malicious software**-Here the virus enters the computer by installing software from un-trusted sources. The virus can be additional software hidden inside the unknown game files or any other unknown software.

Findings and Discussion

The concept of online risk is so broad that it is rather challenging; this paper focuses on those risks that affect children, teachers, and the general public. There are many potential risks that everyone could be exposed to online, but due to the nature of their activities, they are most likely not to face them. Risks in cyberspace can have a direct impact and indirect impact. For example, browsing the Internet on your computer for the whole day can eventually result in obesity, headache, eye strain, etc. (Kostiainen, 2016)

Most of the risks in cyberspace are realized to its exposure. Children are more exposed to cyberbullying, cyber scams, gambling, missed call scam, sexting cyber relationship, hateful contents, etc., where teenagers are exposed to phishing scams, identity theft, psychological tricks, social media attacks, digital banking fraud, attacks through mobile applications, virus attacks on a computer. (Atkinson .et.al, 2009; OECD, 2011; Stone, 2013; Kortjan, 2014). Cybersafety advocates' biggest concern is to mitigate such risks and build positive cyberculture among society. For this, effective behavioral awareness policies and skill training are required. The specificity of the development of information technologies lies in its fast and very rapid change. Thus, policymakers must keep up with the world of information technologies to shape the values, priorities, and directions.

Conclusion

The greater perception of cyberspace related risks is important to provide children and young people with a safe online environment, teach them responsible behavior on the

web, make them aware of the dangers they might face, and prevent the incidence of online risks. Therefore, one of the field's governments should pay extra attention to the development of policies and practices to ensure safety and protection for the network participants, especially the youngest ones. However, to understand the issue, one must consider the broader picture of the classification of research.

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11. Recent Techno-Trends in Language Pedagogy to Augment the Art of Learning English

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Abstract

Technology becomes an inexorable part in the facet of English language teaching and learning. Learning English language, either as a foreign language or as a second language, now becomes so crucial in the system of education. Thus, the use of technology in the field of English Language teaching-learning is appreciated for better participation and performance in the target language. The latest technological trends have been experimented in the facet of English language pedagogy for the easy acquisition of linguistic elements as well as the cultural aspects of the target language. The purpose of the present study is to investigate the latest trends of technology which is widely experimented in the arena of English language pedagogy for benefiting the aspirant with more target language understanding and acquisition. The study focused on the systematic review of the empirical studies carried out in the area of techno trends in English language pedagogy for enhancing target language learning. The findings of the study are: the techno trends like Wiki, Blog, Social media, Smartphone/Mobile phone apps, Virtual Reality & Augmented Reality are widely incorporated in English language learning between the period of 2014 to 2020 and also found out that these techno trends are highly contributed to the learning opportunities of English language among the learners in one way or another.

Keywords: Techno trends, Language pedagogy, Art of learning, English language learning, Second language & Foreign language.

Introduction

users can add edit the content and ensure the collaborative nature of knowledge sharing. Wiki enables communication and knowledge construction beyond the classroom (Rajasekaran, 2012). It enables the learner to Language is a magical art for exploring the world of knowledge and information as well as it provides an opportunity to communicate one's own thoughts and ideas within the

boundaries or outside (Lal & Suri, 2015). Language enables one to give a structural framework to his/her inner feelings that makes them to express in an exquisite way. Language is very specific to define a group and also it sheds some lights on their culture as well as the ethnicity of the specific group (Sirbu, 2015). However, acquiring more languages along with the regional languages enhance one's potential for communication as well as reconnoiter of knowledge (Samanth, 2016). English is the prime language that plays a pivotal role to bridge the gap within the multilingual and multicultural groups. English language learning becomes a social need of the public to engage and activate their participation in national and international communication (King, 2018). So, enhance the art of learning English via integration of most trending technologies and technological gadgets become an inexorable in the specified area (Ahmadi, 2018). The 21st century tremendously depends on the wide use of technology in the field of education as a supplementary factor which supports teaching and learning. The immense growth of technology in the facet of education from PowerPoint presentation to the world of Artificial intelligence is succeeded within a very short span which resulted quality and versatile teaching and learning experience. When glorifying the extravagant technological development in the field of education, no one can deny that there are some challenges have to face for accomplishing the exact learning goals.

The trend in education is ever-changing to acquire more targeted goals in an effective manner. The language education also witnessed as well as experienced these trends which evoked in the entire education system. While considering the English language teaching and learning, either considered as foreign language or second language, these trends have been adopted for the meaningful transaction of the language elements. There are lots of instructional strategies are avail in the English language learning and teaching those are specifically technology-oriented. One of the prime role of technology in education is: it can be visualized the content with oral-aural experiences. Besides, it catches the attention of the learners, it helps them to focus on the content, it allows first-hand language learning experience, it provides an exact model to imitate the original accent of the language etc. The successful applicability of wide varieties of technology have been adopted for a better teaching- learning experience (Lin, 2009). The purpose of the present study is to investigate the new trends of technology which is widely experimented in the arena of English language pedagogy for benefiting the aspirant with more target language understanding and acquisition and also analyzed that in which elements of English language is acquired by the aspirant using technology-based language learning environment.

Technology Vs Language pedagogy

The several studies have proven that the incorporation of technology and technological tools which brings tremendous changes in the field of language pedagogy. Mofareh (2019)

revealed that the traditional language learning method became ineffective and most of the students were dissatisfied with the traditional approach of language learning. Students are more enthusiastic and interactive when they are using modern technology for learning the English language than the traditional way of learning. 90% of the students acquire English skill while interacting with modern technology like smart boards, computer, display screen etc Parvin & Salam (2015) also pointed out that the students were more enjoyable and motivated than the non-ICT classes. The students were very attractive, excited & curious in the English language classes by using E-learning content. The use of audio-visual content in the classroom played a vital role to make the activities more learner-oriented. The ICT initiated not only brought the better visual presentation of content to students and it also inspired the teacher's understanding of content.

In the earlier study, Lin (2009) commented that incorporating well-organized and effective technology into second language learning and teaching for improving student's language proficiency has been refined by researches and educators. Effective integration of technology into the curriculum design for not only helping students acquire the second language easily but also enhancing their motivation successfully. And the recent studies also well supported the findings of earlier one i.e., Sozudogru et.al (2019) suggested the technological integration like online communication tools can be used as an effective supplementary material for language learning. Lee et.al (2016) also described that the computer technology provides spaces and locales for language learning. The use of technology is very useful for language learning irrespective gender and their learning style. The technological integration in the language pedagogy satisfied both female and male students who have different modality of learning style.

Haidari et.al. (2019) published the significant use of technology as it is an important predictor of self-directed language learning. Students engage in a variety of self-directed language learning activities outside the classroom mostly by using technology. Xu et.al. (2020) also studied the impact of blended learning on language instruction which resulted that the use of blended learning approach brought positive impact in language learning when compared to the traditional face to face approach. Use of online learning along with face to face instruction provides high-quality learning with cost-effective. There are several empirical studies which evident that technology is an obvious element in the innovative classroom, especially for foreign language pedagogy.

Techno-Trends in English language pedagogy

Indoor and outdoor English language learning activities are enriched with the incorporation of modern technologies. The recent technological trends that are highly influenced and better resulted in English Language Learning such as, Smartphone/mobile apps, Wikis,

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Blog, Social media, Virtual reality, Augmented reality etc. Each learning platforms supports and encourages the learner to attain the real goal in English as a foreign language (EFL) or English as a second language (ESL). The technological trends which are highly influenced and incorporated in the English language pedagogy are discussed.

Now a day, smartphone becomes one of the Easy accessible devices for both teachers and learners. So, smartphone widely used for education purpose especially in the field of English languageteaching-learning; the prime aim is to practice online reading like books, messages, e-mails etc.; as well as it uses for practicing writing messages, e-mail, short notes, comments etc.; listening to the audios and video; and even speaking with teachers, peers and other experts. Thus the use of smartphone in language learning enriches not only the writing skill but also it enhances the other three basic skills of the language listening, reading & speaking. The use of smartphones enhances learning in general and English language in particular (Ballaca, 2016). There are number of mobile applications have been introduced for improving English language learning environment. The highly recommended apps are 'Hello English', 'Duolingo', 'Memrise', 'Fluent U', 'Hello Talk', 'Google Doc' etc. for learning vocabulary, phrases, verbs, spelling, translation, pronunciation, listening, speaking, reading, writing etc. (Haider, 2019).

Wiki is a collaborative web-based tool which is commonly used for the education purpose. It isa platform that work together to solve a problem and it also supports educational activities like writing,reading, discussing etc. Use of wiki also enriches the learning platform with high order learning skills like creativity, evaluation etc. It provides an interactive learning environment along with the open dialogues and encourages community building. Wikis allow students to become the authors of knowledge rather than the consumers of it, making wikis an excellent resource for inspiring students to

form critical thinking techniques, to learn from their peers, and to become better contributors in group settings (Kurt, 2020). Blogging is a means for students to communicate and share thoughts with one another. The use of a blog helps to share their comments in an interactive format. There are number of blogs are available like textual blogging, video blogging, musical blogging, audio blogging and photo blogging. The major advantages of the blog in language learning are; it enhances writing skill, reading skill, English language vocabulary and also encourage the learners to think in English and express themselves in English. Moreover, it creates an enthusiasm to communicate and share thoughts. It enables the English language teachers and students to reach).

Another trend which is highly influenced by the teenage aspirants is social media. It is defined as, a set of websites & applications that enable users for making as well as sharing anything for participating in social networking (Cadmin, 2019). Social media was defined as

Facebook, YouTube, Blogs, Twitter, MySpace, or LinkedIn (Wang, Chen, & Liang, 2011) The most widely used social media for education purpose are Twitter, Facebook, WhatsApp, Telegram, YouTube etc. The practising use of social media enhances teaching-learning with live classes and monitoring (Shyamala, Gouthami & Vijaya, 2019). In English language learning, social media played a vital role in enhancing language learning experience; it makes the learner to self-motivated and self-directed in the learning activities. The use of social media promises learners' involvement in learning for a long period of time without any boredom. It enhances language skills like listening, speaking, reading and writing and also develop cultural knowledge when learners are immersive participation in social media interactions.

The most attractive visualization is guaranteed by the use of virtual reality in every spheres of life especially for education. Virtual Reality is a computer interface which tries to mimic real-world beyond the flat monitor to give an immersive 3D (Three Dimension) visual experiences. The learner can experience the high quality of visualization of different objects, events etc. while using virtual reality in language learning, the outmost benefit is students' engagement and it also arouses immense curiosity and interest. Virtual reality multimedia could enhance learning by providing much more realistic images and visual features (Nooriafshar, Williams & Narayan, 2004). Virtual Reality can be used to make the learning more interesting and fun with the purpose of improving the motivation and attention (Clark, 2006 cited from Dutra, et.al., 2012). The use of virtual reality ensure retention among the learners as well as improve the confidence of the student and better language fluency. It offers language learning at anytime and anywhere; the power of visualization enriches the language learning platform and improve the ever needed language skills.

The more advanced and natural like experiences are offered by Augmented reality for the purpose of education. It allows users to see digital characters and elements layered on top of their real-world surroundings, presented through a digital display of some sort. Augmented reality makes learning more interesting to most of the students. It also helps the learners to learn complex concepts quickly without any fear. AR enable natural like face-to-face collaborative learning environment than screen-based collaboration (Kiyokawa, et al., 2002 cited from Kesim & Ozarslan, 2012). Like any other subjects, Augmented Reality can be useful in English language learning. The visualization of the content enables vocabulary learning and other linguistic skills. AR applications in language learning reduce anxiety towards foreign language and culture. It enhances motivation and interest to learn the English language without any prejudice. The teaching-learning process is now more active as well as interactive with the use of more collaborative technological tools in the facet of English language pedagogy

Methodology

The investigator has designed a systematic review of the reviews the related literature of

the research studies specific to the objectives of the study. The major research questions of the study are ‘what are the techno-trends highly influence English language pedagogy?’ And ‘how do these trends contribute in learning English?’. The related literature was reviewed from the peer-reviewed journals from Scopus indexed and also from other reputed database and journal. As the first step, the researcher located the recent technological trends in the English language pedagogy from the various research studies. The studies were limited to the period of 2014 to 2020; there are lots of studies were found even though, the most relevant research studies were reviewed to satisfy the objective and found that the trend like Wikis, Blog, Smartphone apps, Social media, Virtual Reality, Augmented Reality etc. widely applied in the field of ELL. As the second step, the searched collocated keywords were as follows: effectiveness of smartphones and English language learning, Augmented Reality and English language learning, Virtual Reality and English language learning, Wikis and English language learning, Blogs and English language learning, Social media and English language learning, Smartphone and English language learning. These keywords were integrated to search the related studies in database and journals.

Based on preferred keywords more than 200 studies were found; more than 30 to 40 studies were located with the specification to each technological trends in English language learning. Again the studies were filtered based on peer-reviewed journals and authentic database and the search was limited to the empirical studies both in quantitative, qualitative and mixed approach in nature from original journal articles and research studies and excluded the review articles, book reviews etc. Finally, the studies which put forward more authentic results on each area of technological trends were selected for the review purpose and limited to 5 to 7 studies from each area; therefore, reviewed 34 studies were finally located based on the inclusion and exclusion criteria and reviewed those full articles in detail. The criteria that have been incorporated for the exclusion and inclusion of the articles for the review purpose were given below:

1. The related studies which published from 2014 to 2020 were included and remaining were excluded
2. Reviewed only the full-text article from the peer-reviewed journals and reputed
3. Experimental studies with the quantitative, qualitative and mixed way of approach were incorporated rest of the studies were excluded.
4. Included full-text empirical studies which have been published in the peer-reviewed journal and the reputed database.
5. The studies which are highly focused on the effectiveness of recent technological trends such as the use of Smartphone apps, Social media, Wikis, Blog, Augmented Reality and Virtual Reality in English as foreign language learning. A brief outline of the methodology is given

below in the figure 1.1 & figure 1.2.

Analysis and Results

The study analysed the recent technological trends in English language pedagogy such as ‘Smartphone/mobile apps’, ‘Wikis’, ‘Blog’, ‘Social media’, ‘Augmented reality’ & ‘Virtual reality’ and also analysed how these trends contributed in English Language teaching-learning. The most appropriate and relevant studies were found out in each area and systematically reviewed and analysed. Here discussed each area in detail.

Smartphone/Mobile Apps & English Language Learning

Mobile technology was widely used in English language pedagogy to enhance the effectiveness in English language teaching and learning. Naz et.al. (2019) reported that while using smartphones for English language learning, it creates a positive attitude among the students and also it helped them to access the online learning resources according to their own pace and conveniences. Learning with smartphones promote collaboration in learning tasks. When students are using smartphones for learning English, they learn English with fun without the limitation of time and place. The Apps for online dictionaries and translation helped the students to enhance their English vocabulary. Smartphones enable the students to practice communication skills online as it provides them opportunities to communicate in English to the online community of professors, lecturers, peers and also provide the opportunity to participate in Massive Open Online Courses (MOOCs). Such interactions helped the students to improve their accent & pronunciation and motivate them to communicate effectively with confidence. Naz et.al (2019) also commented that smartphones help to practice four skills in language and its vocabulary.

Mathew & Alenazi (2016) revealed that many students use mobile phones that come with English software like English electronic dictionaries to look up unfamiliar words. Language teachers can introduce writing skill tasks with smartphones in which students can compose and edit written messages, using the keypads in the phone. It will improve their writing skill which makes them communicate accurately without any misconceptions in the meaning. Use of smartphone increases students’ participation and creates a positive English language learning environment in the classroom. Mobile phones can improve spelling skills and also helps to practice the spelling of unfamiliar words in English. It also enhances communication skills and also helps them to access learning resources from different platforms. It is an excellent platform to enhance English pronunciation skills among the students. Moreover, the study suggested that the teachers have to find out the more creative ways to incorporate mobile devices and the apps for enhancing the English language learning skills.

Bllaca (2016) pointed out that the use of smartphone in English language learning can be great benefits especially in vocabulary acquisition, spelling, pronunciation, grammar,

listening and reading skills. Text messages in the target language lead to the acquisition of English language vocabulary. Most of the target audience use the smartphone for translation of words or sentences and some of them use the smartphone for vocabulary and others use it for grammar. The study also suggested that there is a chance of occurring the negative impact of using smartphones in education. Even though, it has widely accepted for learning the English language. Abbneh (2017) suggested that mobile phones are used to teach English vocabulary. It helped the learners to learn the correct pronunciation of new vocabulary items and correct spelling of new English vocabulary. It helped writing skills when they are text messages in English and it also enhances communication skills in English rather than any other language. Ali (2014) investigated the smartphones applications which support English language learning. Applications such as radio programmes, free pdf books & articles, vocab, advanced grammar, TOEFL, spell checking & proofreading were used by the target audience helped to enhance their listening, reading, speaking, writing, vocabulary and grammar skills. Nikam (2018) also studied the various apps British council app, Duolingo, Two Min English, Real English, Whatsapp, Ipadio are various smartphones apps used. Smartphone applications helped in developing their English in a quite interesting way. It always helped them to improve their interest in language learning and students become motivated towards language learning.

Al-Zahrani (2015) found that the participants enjoyed the availability & variety of mobile applications to help them learn English. Moreover, the results showed that listening to FM radio applications, audiobooks, various news outlets was one of the uses of smartphones to help participants learn English, specifically listening. The participants used their smartphones as well as to check their pronunciation & spelling. Using smartphones for reading as an alternative for books was also one of the findings of the study. Students make an effort to enhance their language learning skills specifically listening & speaking by using smartphones. Use of mobile technology in both formal & informal contexts, the use of the mobile device to support the practice of achieving listening & speaking skills effectively etc. Mobile-Assisted language learning ensures collaboration & active engagement with peers.

Wikis & English Language Learning

The role of wiki is highly discussed in the field of research in English language pedagogy. Studies were carried out all over the world regarding the web 2.0 tools such as wikis significantly enhance language learning. Dvoretzkaya et.al. (2016) revealed that wikis enable the users to interact & share information, produce utterance and practice language reception. The study also explained Wikis help the students to extensively practise reading & writing skill in a foreign language as well as develop digital literacy and creative skill. The use of wiki motivated the students to spend more time to practice and learn English. Al-Johali (2019) conducted a study on the same area and it pointed out that when the students were using a wiki that improved

their vocabulary learning in English as foreign language instruction. Wikis are a very effective tool which supports and encourage the use in the classroom for vocabulary learning and also provide a platform to learn outside the classroom. Wikis can enhance motivation to learn vocabulary beside that, students showed positive perceptions towards wiki-based vocabulary instructions. Another study reported the influence of wiki on writing achievement in English (Celik & Aydin, 2016). The study showed that the use of process-based instruction & the wiki-based environment in an EFL writing class influences participants' writing achievement. It contributed positively to improve the writing skills in terms of content, organization, discourse marker, vocabulary, sentence construction, vocabulary & other writing mechanics. Introduction of a wiki in English language learning assist the learners to write content with more sophisticated words along with appropriate prepositions and also make less errors.

In addition to this study, Ali (2017) also enquired the role of wikis on writing skills in English especially in business writing. The study found out that there was a significant improvement that existed in the participants' performance in terms of forms, organization, content & mechanisms. Wiki provided the learners to plenty of openings to establish solid ground for their collaboration and it promised quality writing from the students. Use of wikis reduces the writing anxiety of the learners that means wikis ensure protection from embarrassment and negative feeling towards writing. Sánchez-Gómez (2017) similarly reported the use of wiki used to develop the E-activities allowed them to improve their writing skills in English and promoted autonomous & collaborative learning in blended learning environment. The study revealed that wiki also helped the learners to improve other aspects of the second language as English

Martínez-Carrasco (2018) also studied the use of a wiki in English language (L2) collaborative writing settings. The adoption of wikis as a Technology-Enhanced Language Learning (TELL) platform supports and augments the classroom-based interaction of L2 learners. While developing solid L2 writing and self-expression skills, wikis may be said to foster other related core abilities-- reading and comprehension, critical thinking, exegetic skills, integration of culture-specific elements in foreign language learning, and use of new technologies, etc.

Blogs & English Language Learning

Blogs are another important web 2.0 tool which significantly contributes to the English as a foreign language learning. Throughout the review process, the researcher noticed the positive impact of Blogs in English language learning environment. Madzlan et.al. (2020) studied that the role of video blogs public speaking anxiety. The study throws a light towards video blogs played a significant role in reducing the public speaking anxiety of language

learners. The public speaking anxiety decreased among students significantly after conducting video blogging activity. While the study uses

an online platform (video Blog) as a tool for public speech, they felt less anxious in speaking the English language. The study concluded that the video blogs played a vital role in lightening the public speaking anxiety of ESL learners and through this platform learner could increase their confidence in public speaking settings. Fathy (2016) also revealed that blogs are one of the most important tools in web 2.0 could be an effective tool in developing students' autonomy. Blogs could be used for online reading programme and students actively involved in it. Use of blogs is an effective technique for leading classroom discussions that increases their achievement level. Blogging enhances literacy and critical thinking skills. Besides, blogs provide the learners with an environment for autonomous learning and knowledge and information sharing. Gunduz (2016) suggested that the blog can be very useful tools to encourage students' communication skills by motivating them to intermingle with each other & express their ideas and feelings. The use of blogs in the writing process also allowed the students to foster their critical thinking skills by thinking about the content of their blogs and responding to the blogs of co-learners. Moreover, blogging offers an opening to learn through communication.

Koban Koc & Engin Koc (2016) commented that blogging is also perceived as an activity that can play an important role in improving writing. Through expressing themselves by the use of blogs, students can improve their writing skills. Blogging can be an effective tool for students to express their views and thoughts in writing. The quality of students' entries gets better as they use blogs. The study highlighted that use of blog in a course help the learner to learn effectively and efficiently. Blog played a significant role to learn from one another as well as from different resources. Namouz (2017) also recommended the efficiency of blogging in promoting expressive writing in English as a Foreign Language. Blogging and massive peer feedback empower learners' use of language. The study also indicated that the blogging enriches lexis & develops the use of correct grammatical structure. The use of blog ensured quality writing and reduction of errors; it also makes the user more aware of their writing and notices the mistake to avoid the repetition of the same. Huang (2016) also reported the positive attitude of teachers and students towards blogging and the study indicated that blogging enhances EFL writing motivation. Moreover, blogs are one of the most appropriate tool for enriching all type of writing tasks and the most suitable medium for all components of feedbacks.

Virtual Reality & English language learning

Virtual reality also treated as a new trend in the field of education especially in the area of English as a foreign language. Virtual reality simulates the experience of the learner. Al-

Gandi (2019) highlighted that the use of virtual reality can be practical in traditional and online classes to motivate students to practice their language skills most effectively. Virtual reality provides a dearth of contact with native speakers and that helps to learn the language easily. The application of virtual reality technologies is significant for learners to learn in an immersive context with the help of authentic resources and real-life situations. Virtual reality is a perfect choice to teach the English language that enhances the attention and provoke their interest and concentration. Zia et.al (2018) reported that the students able to have an authentic learning environment with a virtual reality application. Virtual reality application helps to understand and memorize better on the English language vocabulary. Teachers can motivate and direct the students at anywhere and anytime in the vocabulary learning with the use of virtual reality application. Students are also showed a positive attitude towards learning English language vocabulary by using Virtual reality 360⁰ (VR 360⁰).

Kaplan-Rakowski & Wojdyski (2018) highlighted that learning with Virtual Reality (VR) motivated the learner to get a deep insight into what they are learning and doing. Moreover, it reduced the possibility of getting distracted from the learning activities. The study resulted in a positive attitude and high engagement towards Virtual Reality Assisted Language Learning (VRALL). Virtual reality grants the high level of engagement and experience that make the learner immersion in foreign culture and language. Legault et.al. (2019) confirmed that the use of immersive virtual reality is an effective tool for enhancing second language vocabulary and it also identified that the use of virtual reality brought a significant effect among the less successful L2 learner; those learners can improve and perform well in the second language with the effect of virtual reality. Ou Yang et.al (2020) studied that VR-supported learning context among EFL low-achieving learners, but also shed light on the scenario of technology-enhanced, innovative pedagogies. The application of VR based model improved the English language skills such as grammar or writing practices. VR guarantees a meaningful language engagement and promote learner-centred ELL environment and it activates intrinsic motivation to lifelong language learning.

Augmented Reality & English Language Learning

Augmented reality (AR) is considered as the combination of virtual reality and real-world environment. AR also plays a vital role in the field of English as a foreign language learning

environment. There are number of studies reported that AR is a conceivable implication in the specific field of study. Taskiran (2019) revealed that most of the students accepted language activities in augmented learning environment highly motivating and joyful and AR ensured the engagement of the learner in the English language learning activities. Yang & Mei (2018) also

investigated the use of AR in language learning and the study provided a deeper understanding of learners' perception and experience of using augmented reality for language learning. The study also revealed that the positive attitude and perception of students towards the immersive language learning experience afforded by the AR programmes.

Kucuk et.al. (2014) established that the learners who are using AR applications in English learning have a high level of achievement and also show a positive attitude towards AR technology and exert the low amount of effort during the implementation process. Other than the result, students who have used AR technology have targeted to the users in future learning purposes. AR application reduces their anxiety level and maintains a low level of anxiety to learn the English language in the given context. Moreover, the study reported other facts that, AR technology attracts the attention of the students and offer an effective language learning ambience. And also, it motivates the learner to know more about the learnt topic. It is also observed that the students who use AR applications in their English courses increase their English reading, understanding, listening and speaking skills more than the students who learn English in traditional education. Gundogmug et.al (2016) also observed that the students who use AR applications in English learning show a positive attitude towards the mobile AR application besides they had very comfortable and enjoy during the lessons. Besides they have the intention to use this technology in the future for other lessons and subjects because of the application attract their attention and increase their motivation. Silva et.al. (2015) also supported that the AR Blocks can help to motivate students and foster the development of their language skills such as listening, speaking, reading & writing. With the AR Blocks, it was also possible to work not only with content but with behaviour aspects as well, such as waiting for a turn.

Social Media & English Language Learning

Social media is a very fast reaching technology that attracts all age groups including children, adults etc. The use of social media as a tool for the English language learning is highly significant to motivate the learner. There are lots of studies were reported the positive effect of social media in ELL. Ullah et.al. (2016) revealed that the use of social media plays an important role in vocabulary

development of English learners. The learners use social media sources like Facebook, Twitter, Flickr, YouTube, WhatsApp, and other so many tools of social media to improve their vocabulary of English language not only in text form but they may see the pictures of things through online media. It facilitates the English learners to learn new words and vocabulary that enhance their ability in the English language, the use of social media arouses the interest of learners towards the English language learning, and the English learners use social media tools for a long period without any hesitation or boredom. Li (2017) also reported that learners show

the habit of using social media in their English language learning activities. Social media enhances informal learning, encourage social interaction. The study revealed that YouTube and Facebook are the top English learning tools used by students. Derakhshan & Hasanabbasi (2015) also highlighted other aspects of social media in ELL, i.e., social media are widely used to develop language learning not only inside the class but also out of the class. So, language learners can implement them in and out of their classes to improve their language ability, especially in terms of writing. The study revealed that Facebook has had the most significant effect on second language learning. Learners can improve their learning skills.

Sharma (2019) also indicated the use of social media created confidence among the learner; it improves language learning. The use of social media improves language learning in and beyond the classroom. The learners are less anxious, more competence in the social media language learning environment. Moreover, learners are more competent and willing to communicate in English on social media. Erarslan (2019) studied that Instagram as a social media that influence English language learning. It revealed that Instagram use was an integral part of their daily lives and its use for language learning purposes increased their exposure to language out of the formal classes. The use of Instagram with linguistic content for language learning purposes kept them on track in terms of language learning. The reviewed studies give a clear portrait regarding social network platforms are highly innovative and creative ways to learn English as a second language.

Here the investigator analysed around 34 empirical studies from the area of six techno-trends such as smartphone, wiki, blog, virtual reality, augmented reality & social media which are highly influenced the English language pedagogy. When we keep aside the usual technological constraints, these technological innovations significantly contribute for enhancing teaching-learning ambience of English language. The short summary of analysed data was given in the table 1.1.

Table 1.1. Summary of Techno-trends and Its Contributions in English Language Pedagogy

Conclusion

The study systematically analysed the area of technological trends in English language learning. From the systematic review, it is evident that English language learning environment is highly influenced by the integration of technology to wipe out the constraints to learn English as a Second Language or Foreign Language. When introducing the English language with the help of advanced technologies, it can be more adaptive to the learners and encourage their active participation in the learning activities. The wide usage of technology-based learning platform in the facet of English language learning has better resulted in the performance of the learner. The learning platforms like wikis, blog, social media, mobile apps, virtual reality and augmented

reality etc. are acceptable in ELL environment. Wiki is a platform enriches writing skill and a collaborative learning environment with an open space for knowledge sharing (Dvoretzkaya et.al., 2016; Al-Johali, 2019). The blog is also a web 2.0 tool that enables the English language learners to actively participate in the online reading programme and also enhance communication skills. It improves writing skills along with learner autonomy (Gunduz, 2016; Fathy, 2016; Koban Koc & Engin Koc, 2016). The use of Social media arouses the interest of learner and also enhance English language vocabulary; it provides long term involvement of the learners in the learning activities and it provides less anxiety language learning environment (Ullah et.al., 2016; Sharma, 2019). Smartphones or mobile applications are incorporated in language learning to become more effective in both inside the classroom and outside. It enhances language vocabulary, grammar, spelling, writing skill, reading skill etc. (Naz et.al., 2019; Mathew & Alenazi, 2016; Bllaca, 2016). Virtual reality is also arousing interest of the students in the ELL environment and it creates motivation as well as enhances concentration. It supports vocabulary learning and gets a deep insight towards language and its culture Al-Gandi, 2019; Zia et.al, 2018;

Kaplan-Rakowski & Wojdynski, 2018). Augmented reality is another trend in English language learning; studies were highlighted its potentiality in the language learning situation. Augmented reality enlarged students' motivation and engagement towards listening activities and listening competence. It maintains a low level of anxiety to learn the English language and acquires English reading, understanding, listening and speaking skills (Gundogmug et.al., 2016; Yang, 2018; Kucuk et.al., 2014). From the studies, it is concluded that English language learning platforms were incorporated the updated technologies for ensuring novel learning experience to the target audience that will ensure their participation and involvement to acquire the English language without any hesitation.

Recommendations

The study recommended that further studies can be carried out in the area of integrating technotrends in the field of pre-service and in-service courses of teachers. Or study can be carried out in the field of ensuring necessity of Cybersecurity while implementing technologies in the classroom especially in the case of young learners. Or the study can be investigated how technology attracts the attention of beginners in the learning activities. Or inquire about what are the most targeted skills while applying technology among the beginners. The study recommended to explore the other trends of technology that highly useful in the field of L1 & L2 or other subject area.

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12. A Study on Emotional Stability and Academic Grit of Prospective Teachers in Chennai District

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Abstract

Emotional stability is the continuous process through which people are constantly trying to achieve higher degree of emotional health in terms of inter and intra personalities, thus, emotional stability is one of the most significant aspects of students and they have to manage their emotions and express themselves preciously. The results of this study show that significant difference is there among emotional stability and profile of prospective teachers and significant difference is there among academic grit and profile of prospective teachers. Academic grit of prospective teachers is positively, significantly and highly related with their emotional stability. Therefore, colleges should create favourable atmosphere for prospective teachers and must give counseling to improve their emotional stability. Prospective teachers should involve in group activities and learning and teamwork that help them to develop and maintain mental stability and improve their academic grit. In addition, parents must give conducive family atmosphere for them and keep good and positive relations with them that improve their mental stability and academic grit.

Key Words: Academic Grit, Emotional Stability, Prospective Teachers

Introduction

In present times, people are living with high aspirations and competitive atmosphere and working very hard to attain peaceful, comfortable and happy life and they are doing a lot of things for betterment of their personal and family welfare (Arora and Kaur, 2014). At the same time, they are facing high degree of emotional pressure and it is affecting all kind of functions of people (Bhat, 2014). Emotional stability is the continuous process through which people are constantly trying to achieve higher degree of emotional health in terms of inter and intra personalities (Matheen, 2011).

Emotionally stable persons are calm and very happy and are enjoying their life with complete satisfaction and are dealing various circumstances very easily and solve all kind of problems related with their life.

Generally, students are facing enormous emotional pressures in class, home and public environments and in many occasions, they are not able to control their emotions and reacting immediately which leads to unadjusted and unbalanced personalities (Hills and Argyle, 2001). Emotional instability is affecting study habits, relation with friends and family members, achievement and personalities of students remarkably (Gumora and Assenio, 2002). In addition, emotional instability is also influencing their mind sets, learning and behavioural pattern and academic grit (Sharma, 2006), thus, emotional stability is one of the most significant aspects of students and they have to manage their emotions and express themselves preciously and it is highly related with their academic grit (Pandey et al 2017). Thus, it is essential to study emotional stability and academic grit of prospective teachers.

Review of Literature

Kiran and Sangwan (2020) found that majority of children were having moderate degree of emotional stability and significant difference was there among residential area of children and their emotional stability. Sarvaiya (2019) concluded that significant difference was there among medium of instruction and emotional stability of school students and emotional stability was negatively and significantly related with their self concept. Kumaravelu (2018) revealed that significant difference was there among gender, locality and type of management and emotional stability of high school students and it was positively and significantly associated with their academic achievement. Madhavan(2017) indicated that more than half of rural students were having high degree of emotional stability and significant difference was prevailed among birth order, education of mother and family monthly income and their emotional stability. Bazalais et al (2016) showed that grit was not significantly influencing academic achievement among PreUniversity of physics students and grit of students was increased with age of university students. Zapata (2015) found that significant difference was existed among profile of education students and their mental stability and significant difference was there among emotional stability and emotional maturity among them. Bashant (2014) concluded that grit increased emotional support, learning academic performance of school students and it was also useful to enhance their behaviour and to balance their emotions. Kumar (2013) revealed that significant

1. To find difference among emotional stability and gender and medium of instruction of prospectiveteachers.

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2. To find difference among emotional stability and subject group and type of institution of prospectiveteachers.
3. To find difference among academic grit and gender and medium of instruction of prospectiveteachers.
4. To find difference among academic grit and subject group and type of institution of prospectiveteachers.
5. To analyze relation between emotional stability and academic grit of prospective teachers.

Hypotheses of the Study

1. There is no significant difference among emotional stability and gender and medium of instructionof prospective teachers.
2. There is no significant difference among emotional stability and subject group and type ofinstitution of prospective teachers.
3. There is no significant difference among academic grit and gender and medium of instruction ofprospective teachers.
4. There is no significant difference among academic grit and subject group and type of institution ofprospective teachers.
5. There is no significant relation between emotional stability and academic grit of prospectiveteachers.

Methodology

This study is conducted in Chennai district. Prospective teachers are chosen by applying simple random sampling method. Questionnaire method is used to collect data from 320 prospective teachers. Profile of prospective teachers is examined through percentages. Difference among emotional stability and profile of prospective teachers and difference among academic grit and profile of prospective teachers are found by using mean, standard deviation, t-test and ANOVA tests. Relation between emotional stability and academic grit of prospective teachers is analyzed by employing correlation analysis.

Results

Profile of Prospective Teachers

The profile of prospective teachers is shown in Table-1.

Near to three fifth of prospective teachers is female (58.12 per cent) and just higher than three fifth of them are studying in English medium (60.94 per cent). Higher than half of them are in science group (53.75 per cent) and near to half of them are studying in self fiancé colleges

(47.18 per cent).

Emotional Stability of Prospective Teachers and Their Profile

The relation among emotional stability of prospective teachers and their profile is shown below as.

Gender and Emotional Stability

The relation between gender of prospective teachers and emotional stability is shown in

Table-2. Gender and Emotional Stability

** Significant at 1% level

Mean value of emotional stability for male and female prospective teachers are 127.04 and 123.08 successively. This reveals that male prospective teachers are having higher level of emotional stability as compared to female prospective teachers.

The t-value of 3.603 is significant disclosing that significant difference is there between gender of prospective teachers and emotional stability in one per cent level.

Medium of Instruction and Emotional Stability

** Significant at 1% level

Mean value of emotional stability for prospective teachers studying in English and Tamil medium are 123.50 and 126.67 successively. This reveals that prospective teachers studying in Tamil medium are having higher level of emotional stability as compared to prospective teachers in English medium.

The t-value of 2.827 is significant disclosing that significant difference is there between medium of instruction of prospective teachers and emotional stability in one per cent level.

Subject Group and Emotional Stability

The relation between subject group of prospective teachers and emotional stability is shown in Table-4.

Table-4. Subject Group and Emotional Stability

** Significant at 1% level Mean value of emotional stability for prospective teachers in Arts and Science group are 122.89 and 126.34 successively. This reveals that prospective teachers in Science group are having higher level of emotional stability as compared to prospective teachers in Arts

group.

The t-value of 3.157 is significant disclosing that significant difference is there between subjectgroup of prospective teachers and emotional stability in one per cent level.

Type of Institution and Emotional Stability

The relation among type of institution of prospective teachers and emotional stability is shown in Table-5.

Table-5. Type of Institution and Emotional Stability

** Significant at 1% level

Mean value of emotional stability for prospective teachers studying in Government, Government aided and self finance colleges are 125.03, 126.24 and 123.59 successively. This reveals that prospective teachers studying in Government aided colleges are having higher level of emotional stability as compared to prospective teachers studying in Government and self finance colleges.

The F-value of 5.257 is significant disclosing that significant difference is there among type of institution of prospective teachers and emotional stability in one per cent level.

ACADEMIC GRIT OF PROSPECTIVE TEACHERS AND THEIR PROFILE

The relation among academic grit of prospective teachers and their profile is shown below as.

Gender and Academic Grit

The relation between gender of prospective teachers and academic grit is shown in Table-6.**

Significant at 1% level

Mean value of academic grit for male and female prospective teachers are 180.98 and 185.32 successively. This reveals that female prospective teachers are having higher level of academic grit as compared to male prospective teachers.

The t-value of 3.805 is significant disclosing that significant difference is there between gender of prospective teachers and academic grit in one per cent level.

Medium of Instruction and Academic Grit

The relation between medium of instruction of prospective teachers and academic grit is shown in Table-7.

Table-7. Medium of Instruction and Academic Grit

** Significant at 1% level

Mean value of academic grit for prospective teachers studying in English and Tamil medium

are 180.87 and 185.50 successively. This reveals that prospective teachers studying in Tamil medium are having higher level of academic grit as compared to prospective teachers in English medium.

The t-value of 2.714 is significant disclosing that significant difference is there between medium of instruction of prospective teachers and academic grit in one per cent level.

Subject Group and Academic Grit

The relation between subject group of prospective teachers and academic grit is shown in Table-8. **Table-8. Subject Group and Academic Grit**

** Significant at 1% level

Mean value of academic grit for prospective teachers in Arts and Science group are 180.57 and

185.02 successively. This reveals that prospective teachers in Science group are having higher level of academic grit as compared to prospective teachers in Arts group.

The t-value of 3.118 is significant disclosing that significant difference is there between subject group of prospective teachers and academic grit in one per cent level.

Type of Institution and Academic Grit

The relation among type of institution of prospective teachers and academic grit is shown in Table-9.

Table-9. Type of Institution and Academic Grit

** Significant at 1% level

Mean value of academic grit for prospective teachers studying in Government, Government aided and self finance colleges are 180.05, 185.54 and 182.07 successively. This reveals that prospective teachers studying in Government aided colleges are having higher level of academic grit as compared to prospective teachers studying in Government and self finance colleges.

The F-value of 5.104 is significant disclosing that significant difference is there among type of institution of prospective teachers and academic grit in one per cent level.

Relation between Emotional Stability and Academic Grit of Prospective Teachers

The correlation analysis is employed to analyze relation between emotional stability and academic grit of prospective teachers and the result is shown in Table-10.

Table-10. Emotional Stability and Academic Grit of Prospective Teachers

** Significant at 1% level

The correlation coefficient between emotional stability and academic grit of prospective teachers is 0.62 and it is explaining that they are positively and highly interrelated.

CONCLUSION

The results of this study Explicates that significant difference is there among emotional stability

and profile of prospective teachers and significant difference is there among academic grit and profile of prospective teachers. Academic grit of prospective teachers is positively, significantly and highly related with their emotional stability. Therefore, colleges should create favourable atmosphere for prospective teachers and must give counseling to improve their emotional stability. Prospective teachers should involve in group activities and learning and teamwork that help them to develop and maintain mental stability and improve their academic grit. In addition, parents must give conducive family atmosphere for them and keep good and positive relations with them that improve their mental stability and academic grit.

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