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EDITORIAL

This is our great pleasure to publish the present issue of the RENOVA, Volume VI. Since it is delayed inspite of our best effort we beg apology to all our erudite readers. We are truly thankful to find that the scholars contributed their research in their own field throughout the country for RENOVA. In the previous volumes we got papers from different countries of the world. All the 25 research papers finally selected here through peer review process and with the final approval of the Editorial Board.

Both the qualitative and quantitative papers were included in this volume. We have tried to our best to enrich this volume of RENOVA to share and disseminate ideas, research findings, academic and field-level experiences of different stake-holders.

Papers for this volume selected both from the field of education and special education. Opinions presented in the papers are the sole responsibilities of the respective authors.

We are thankful to the authors as well as to the researchers to make this volume special and to maintain the quality of the journal.

We are also thankful to the administrators, finance officers and all the related staff members as well as our department staff members for showing their keen interest and timely support as was required.

Hope this volume will earn reputations among the readers and contributors like before.

Prof. Bishnupada Nanda
Editor
Date: 12th March, 2020



CONTENT

RENOVA, VOL, VI. MARCH, 2020, ISSN No. 2454-1710

1. MIND MAPPING AS A STRATEGY FOR ENHANCING
ESSAY WRITING SKILLS
Souravi Ata 1- 6
2. EXPLORING EFFECTIVENESS OF PEER ASSESSMENT
TRAINING IN ESL WRITING TASK IN
A BENGALI MEDIUM SCHOOL IN WEST BENGAL
Anindita Chatterjee 7- 21
3. EFFECT OF TEXT TYPES ON READING COMPREHENSION
OF STUDENTS WITH HEARING IMPAIRMENT ATTENDING
SPECIAL SCHOOLS
Dorothy Mukherjee and Dr. Dipak Kumar Aich 22- 27
4. ENVIRONMENT RELATED MOVEMENTS
LED BY WOMEN : A GLIMPSE
Dr. Trishna Goswami (Kundu) 28- 33
5. ROLE OF ECO-FEMINISM (GENDER) TO SAVE ENVIRONMENT-
A STUDY FROM DIFFERENT UNIVERSITIES OF WEST BENGAL.
Dr. Aditi Mukhopadhyay 34- 46
6. MAULANA ABUL KALAM AZAD ON EDUCATION
RECONSTRUCTION IN POST-INDEPENDENCE
Biswajit Manna 47- 54
7. CENTENARY OF JALIANWALA BAGH MASSACRE AND
ITS AFTERMATH
Aparajita Roychowdhury 55- 57
8. THE BUDDHISM OF VIVEKANANDA:
THE UNITY OF PHILOSOPHY
Mithun Chowdhury & Dr. Sanchali Bhattacharya 58- 59
9. ATTITUDE TOWARDS YOGA EDUCATION AMONG B.ED.
STUDENTS IN PURULIA DISTRICT
Sahabuddin Ansary 60- 64
10. EMOTIONAL SOCIAL AND EDUCATIONAL
ADJUSTMENT STATUS OF SECONDARY SCHOOL
STUDENTS IN KOLKATA
Ali Hosen Molla 65- 70
11. JOB SATISFACTION OF SPECIAL SCHOOL TEACHERS –
A STUDY
Amal Kumar Das 71- 74
12. MENTAL HEALTH AMONG
HIGHER SECONDARY SCHOOL LEARNERS
Chattu Mondal 75-79

13. DEPRESSION ANXIETY AND STRESS OF WOMEN WITH AND WITHOUT POLYCYSTIC OVARY SYNDROME
Mili Maity 84- 86
14. RECENT CHALLENGES TO THE MENTALLY CHALLENGED CHILDREN AND REHABILITATIVE MEASURES ADOPTION: A CASE STUDY FROM HALDIA
Mustarina Parvin & Dr. Suman Kalyan Samanta 87- 91
15. SELF ESTEEM AMONG THE FEMALE STUDENTS AT HIGHER EDUCATION LEVEL IN NORTH 24 PARGANAS DISTRICT
Partha Das, Debjani Ghatak & Liton Mallick 92- 97
16. ANXIETY DEPRESSION AND STRESS AMONG SECONDARY STANDARD LEARNERS OF HOOGHLY DISTRICT IN RESPECT TO SOME DEMOGRAPHIC FEATURES
Pritam Biswas 98- 102
17. REASONS OF VALUE CRISIS IN THE MODERN AGE OF INDIA AND NECESSARY ACTIVITIES TO REMOVE THEM
Puja Das 103- 110
18. STUDY OF THE KNOWLEDGE OF PRIMARY SCHOOL HEADS OF WEST BENGAL TOWARDS INCLUSION OF STUDENTS WITH SPECIAL NEEDS IN MAINSTREAM SCHOOL.
Rinku Gaine 111- 114
19. DEPRESSION AMONG PARENTS OF CHILDREN WITH DISABILITIES
Mr. Parimal Bera 115- 121
20. NON-REPRESENTATION OF SCHEDULED TRIBE STUDENTS IN HIGHER EDUCATION OF HOOGHLY DISTRICT: AN ANALYSIS
Sabita Baskey 122- 129
21. NEEDS OF FATHERS HAVING CHILDREN WITH INTELLECTUALLY CHALLENGED
Samir Ghosh, Rita Sinha & Santoshi Halder 130- 136
22. PRACTICE OF EXCLUSION IN THE SCHOOL A THREAT OF EQUALITY AND IMPACT ON DROPOUT.
Somnath Roy 137- 142
23. THE CAUSES OF SCHOOL DROP OUT: A CHALLENGING ISSUES IN THE EDUCATION OF SCHEDULED TRIBES STUDENTS IN HOOGHLY DISTRICT
Sunny Baskey, Prof. Bishnupada Nanda 143- 150
24. ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION
Mst. Nadia Sultana 151- 149
25. TREATMENT OF AGGRESSIVE BEHAVIOR OF INTELLECTUALLY CHALLENGED LEARNER BY USING PRIMARY AND SOCIAL REINFORCERS
Pinki Mondal & Prof. (Dr.) Bishnupada Nanda 157- 162

MIND MAPPING AS A STRATEGY FOR ENHANCING ESSAY WRITING SKILLS

Souravi Ata*

ABSTRACT: *This study examines the issue of essay writing of students in education field. The main focus of this research is to bring improvement in their essay writing skills. Essay writing is critical to academic success; usually, an essay is a piece of writing that systematically analyzes and evaluates a topic or issue. Mind mapping is one of the versatile tools that help to break down the topics into manageable chunks, fire up the brain, and boost creativity. This study focuses on how mind mapping was effectively used as a strategy to support and develop students' writing skills. Result implies that the students could use mind mapping to improve writing ability as it can help them to generate, elaborate, and organize their ideas*

KEYWORDS: Essay writing, Mind map, Quality of writing, Writing skills

INTRODUCTION: A mind map is one of the most efficient tools to think, recollect, and organize ideas in a visually friendly way. Mind mapping is usually deliberated as an approach to conceptualizing and brainstorming, through which one can attain the desired outcomes or more often outstanding ones. According to tutors, mind mapping is one of the greatest assets for teaching students. It is an intellectual technique which provides help in the alignment and formulation of information when introducing the students to a new topic (Hillar, 2012).

Writing is a complex work of language. It involves some aspects like grammar, spelling, punctuation and organization. To be able to produce a good work of writing, students need to be given chance to learn how to write well. They also have to be given more opportunity to explore their creativity in arranging their ideas, the organization of their writing works. In mind mapping, ideas are presented in a radial, graphical, non-linear manner; mind maps encourage a brainstorming approach to planning and organizational tasks. Though the branches of a mind map represent hierarchical tree structures, their radial arrangement disrupts the prioritizing of concepts typically associated with hierarchies presented with more linear visual cues. This orientation towards brainstorming encourages users to enumerate and connect concepts without a tendency to begin within a particular conceptual framework. Therefore, it gives students broad chance to dig and develop their ideas. Furthermore mind mapping uses not only verbal feature but also pictures and symbols, which is in line with human brain's attitude in perceiving and retrieving information. Human brain perceives and retrieves information nonlinearly and it also processes information not only in the form of verbal but also in the form pictures and symbols. Therefore, it can be assumed that mind mapping is very effective to increase students' writing achievement.

Mind maps go under a variety of names. In general, they are known as semantic mapping, concept maps, think-links, graphic organizers, knowledge mapping, or cognitive maps (Svantesson, 1989). As analyzed by Buzan (1993), in terms of a graphical and visual manner, mind maps endeavour to depict a relationship between concepts or ideas. These maps are referred to as 'mind maps' in this study. During the time span of the 1960s, Tony Buzan developed the concept of mind mapping. It is the entire brain which acts as a substitute for linear thinking. Mind maps harness an entire range of cortical skills – image, word,

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logic, number, colour, rhythm, and spatial perception and awareness in a distinguished, uniquely powerful manner. Mind maps are usually a reflection of the way our brain reacts in deriving the ideas and concepts from our head onto paper.

The mind mapping strategy can be used to explore almost any topics in writing and also used in every kind of writing such as: narrative, descriptive, recount, persuasive, argumentative, essay etc. Language is an important device and a very beneficial means for human being to communicate with other people. By using language, people can talk and understand each other. Writing is one of the language skills that will never be left in education. It is very essential part of the lesson, not only in language class, but also in other classes such as Biology, Mathematics, and History etc. Writing skills are complex and sometime difficult to teach, requiring mastery not only of grammatical and rhetorical device but also of conceptual and judgmental elements (Heaton, 1988). As Harmer (1998) stated writing as a skill, of course, it is a basic language skill, just as important as speaking, listening and reading.

Hayes (1992) states that mind mapping can reduce difficulty in starting writing assignments by giving students an organizing strategy to get them started. He explains that ideas are freely associated and written out without pressure, thereby reducing tension and resistance often associated with writing. The product of the prewriting activity is an organized cluster of thoughts, which helps students stay on task when they write. Sufficient

PURPOSE OF THE STUDY: Several studies were conducted to investigate the effect of mind maps on writing skill.

LITERATURE REVIEW: The methods of bringing enhancement in the writing performance of students during examinations were explored by Wallace (1997) with the use of the technique of mind mapping. Moreover, the repetitive style of action research gives current opportunities to teachers, who demonstrate and elevate their personal manner of teaching.

Jarf (2009) investigated the compelling distinction among the group of students who used the software of Mind Mapping while writing and the ones who did not. The researcher stated that the software of Mind Mapping could be used to help students in brainstorming, development of new ideas, making correlations among various concepts and supporting details as students face problems in propagating ideas in EFL and writing paragraphs with topic sentences and supporting details. This study was performed by considering freshman students as a sample of research, who were divided into two groups, i.e., experimental and control. The results of post-test showed that the members of the experimental group had higher gains in their final writing.

Davies (2011) carried out research in which he explained a number of techniques and tools used in mapping, as well as distinctions among those methods. This research paper also comprised different advantages and disadvantages of each of the mapping tools. According to Davies, choosing a mapping tool is principally dependent upon the primary objective or aim for which that relevant tool should be used and that the tools may be well concentrated on offering instructions as still inferential and potentially interrelated functions.

Naqbi (2011) examined the use of mind mapping in the context of eFL as a strategy of prewriting brainstorming under the circumstances of examination. This study aimed to guide students in planning and organizing their concepts and ideas as well as providing answers about the writing topic instead of giving answers to the questions asked in exam without any prior planning. As stated by the author, students should perform in a different manner during examinations because of limited time availability. In particular, students have little time to think about the questions and in such a case, the strategy of Mind Mapping helps them to respond to questions in an efficient ways. This is the main reason why the tools of collecting data used by Naqbi include interviews, observations, and sample of work performed by students. Actually, the researcher believed that most students try to memorize information for their exams, instead of understanding it. Hence, students' capability of planning and organizing their concepts before essay writing is likely to be enhanced by application of the mind mapping strategy. After conducting the

study, it was found out that by mastering the technique, students' cognitive skills and thinking abilities could be enhanced, and they showed greater ability in finding ideas, examining them, and stimulating their background knowledge.

Riswanto and Putra (2012) conducted research in Indonesia on the appropriateness of the mind mapping strategy while providing training in writing. The design of pretest-posttest disparate groups was used by the researchers. As the study was carried out in the town of Bengkulu, 234 students of the first year of SMAN3 were the population of the study during the academic year of 2011/2012. A total of 66 students were selected as a sample and divided into two groups. The writing test was conducted in order to collect data, and t-test was used as the tool for analysis of the data. Results showed a compelling distinction was present in the writing accomplishment of the students taught with the use of the strategy of mind mapping. Hence, it is evident from this study that writing achievement of students can be enhanced through the application of the mind mapping strategy.

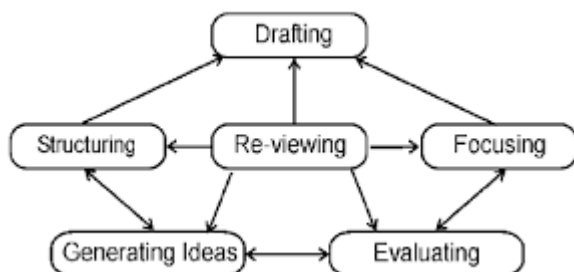
Budiono, Degeng, Ardhana and Suyitno (2016) explore the effect of mind mapping strategy on writing short story learning skills. The participants of this study are 64 Indonesian students at private junior high school of nine grades in Mojokerto. Findings of the study demonstrate that mind mapping strategy is beneficial in improving Indonesian students' writing of short story,

Riswanto (2016) examines improving the students' ability in writing report genre through the mind mapping strategy. The participants are nine grade 43 students at Junior high schools in south Sumatra, Indonesia. The researcher uses observation, questionnaire and test to collect data. The results show that there is a good impact to the students' ability in writing report through mind mapping strategy.

Rahmah (2017) reports the effectiveness of using mind mapping strategy on students writing skill in descriptive text. The participants are 52 at the eighth grade of Negeri 1 Kota Tangerang Selatan. The instrument of this study is a written test, to score the students' descriptive text on pretest and posttest. The writer uses a rubric of an analytical scoring. The result shows that there is a positive effect of students' descriptive text after using the mind mapping strategy.

Process Writing Approach: The process writing approach involves a number of interwoven activities, including creating extended opportunities for writing; emphasizing writing for real audiences; encouraging cycles of planning, translating, and reviewing; stressing personal responsibility and ownership of writing projects; facilitating high levels of student interactions; developing supportive writing environments; encouraging self-reflection and evaluation; and offering personalized individual assistance, brief instructional lessons to meet students' individual needs, and, in some instances, more extended and systematic instruction. The overall effect of the process writing approach was small to moderate, but significant (Graham and Perin, 2007). According to White and Arndt in Harmer (1991), process writing is an interrelated set of recursive stages which include: Drafting, Structuring (ordering information, experimenting with arrangements, etc.), reviewing (checking context, connections, assessing impact, editing), focusing (that is making sure you are getting the message across you want to get across), generating ideas and evaluation (assessing the draft and/or subsequent draft).

Figure 1. The writing process (White and Arndt, 1991).



White and Arndt's model can be represented diagrammatically, one of the disadvantages of getting students to concentrate on the process of writing is that it takes time: time to brainstorm ideas or collect them in

some other way; time to draft a piece of writing and then, with the teacher's help perhaps, review it and edit it in various ways before, perhaps, changing the focus, generating more ideas, redrafting, re-editing and soon. This cannot be done in fifteen minutes. However, the various stages may well involve discussion, research, language study, and a considerable amount of interaction between teacher and students and between the students themselves so that when process writing is handled appropriately it stretches across the whole curriculum.

The Mind Mapping Strategy: Mind Maps were popularized by author and consultant, Tony Buzan. He used a two-dimensional structure, instead of the list format conventionally used to take notes. As Tony Buzan (2002), mind mapping is a graphic representation of ideas (usually generated via a brainstorming session). It shows the ideas which are generated around a central theme and how they are interlinked. It is a tool primarily used for stimulating thought. He realized that the education system primarily focused on the left and brain strength, which include the use of "language, logic, numbers, sequence, looks at detail, linear, symbolic representation and judgmental characteristics. Mind Mapping is a useful technique that helps you learn more effectively, improves the way that you record information, and supports and enhances creative problem solving (Alamsyah, 2009)

Mind mapping (or concept mapping) involves writing down a central idea and thinking up new and related ideas which radiate out from the centre. By focusing on key ideas written down in your own words, and then looking for branches out and connections between the ideas, you are mapping knowledge in a manner which will help you understand and remember new information. To use Mind Maps effectively, make sure you print your words, use different colours to add visual impact, and incorporate symbols and images to further spur creative thinking. Having an organized display of information from the outset of the writing process may help some students, as it is more easily converted into a draft, whereas in brainstorming, the random recording of ideas might lead to problems with the structure of students' texts. As Alamsyah (2009) explained that Mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Mind maps work especially well when created in groups, since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable.

DISCUSSION: The mind mapping strategy is an excellent and innovative technique which enables students to generate new ideas for essays, assignments, etc., in a very short time. This study has proved that mind mapping as a prewriting strategy helps in improving the quality of essays and helps students to enhance their writing skills in a given time frame. It also helps in understanding a particular topic assigned for essay writing in a better way by focusing on ideas written down in one's own words and observing connections between them. Thus, mind mapping as a strategy is useful in both situations, i.e., before essay writing and during essay writing. In the current study, the mind mapping strategy was demonstrated as an excellent and innovative strategy as it enabled the participants' students to generate new ideas for essays and assignments writing. More specifically, the prewriting component of mind mapping helped the students in experimental group A to write a better quality essays for the prewriting strategy helped students to understand the assigned topic for the assigned essays. In this way, students had the chance to focus on ideas written down in their own words along with observing connections between ideas.

Interestingly, Freeman (2004) explains that mind mapping strategy enables students to construct new conceptualizations and to create abstract thoughts. In this concern, mind mapping used in the experimental group a reduced students' miscommunication and lack of clarity in written texts as it involved pictures and colours which, in turn, motivated students and inspired them to write essays. Most students actually enjoyed creating mind mapping as reported by Jones, Ruff, Snyder, Petrich and Koonce (2012) who find that mind mapping is an entertaining and interesting strategy that enhances students' essays. Here, Sturm, Rankin and Erickson (2002) state that mind mapping assists students to write confidently. As such, this strategy made students proficient and confident enough to write essays in different topics. During the training, students had a chance to refer to the maps drawn at the planning stage and make the writing process work efficiently. To conclude, mind mapping strategy enables students to construct and organize their ideas in the pre-writing phase. This is in congruence with Sturm and Rankin and Erickson (2002) who reports that mind mapping helps students enhance their writing skills.

Mind Mapping as a Strategy for Enhancing Essay Writing Skills

The advantages of using mind mapping strategy to develop students' writing in the experimental group A were as follows. Firstly, most students enjoyed it as it contributed to develop their writing ability as reflected in the post test scores while being interested way. Secondly, the researchers noticed mind mapping strategy enhanced students' ability did not only help students to organize their ideas in a hierarchal structure, but also helped them to produce linked and better connected essays. Thirdly, students' understanding topics is superior as they were able to relate ideas effectively. Similarly, Bharambe (2012) claims that students become skilful in organizing their thoughts and ideas and thus become able to present information clearly and attractively by mind mapping. Although not measured, using mind mapping strategy in this study promoted students' creativity in writing. In this regard, Keles (2012) supports that mind mapping is an effective strategy in learning and promoting students' creative and critical thinking and in providing permanent learning. More specially, students at the experimental group A were able to understand the relationship between ideas they wrote and the writing topic. This is in alignment with Saed and Al-Omari (2014) who assures that mind mapping gives students the opportunity to solidify their ideas with adequate procedures before writing.

All through the training, students at the experimental group a applied mind mapping strategy in the pre-writing stage in order to explore ideas and generate thoughts on each writing topic under study. The researchers observed how mind mapping strategy allowed students to gather ideas relevant to the main themes in each essay. Such ideas gathered by this strategy were coherent without any linear or flexible structure of outlines. More specifically, mind mapping strategies involved using information with images, symbols, key words, codes and colour to the level each student wishes to use in the target essay. In Gardner's (1985, 1999) terms, such type of organization of ideas is capable of capturing the spatial and bodily-kinaesthetic of students.

CONCLUSION: This study confirms that the mind mapping strategy improved students' writing performance in test scores. This result is similar to some other studies (Darayesh, 2003; Saed & Al-Omari, 2014; Saqqa, 2005) because they provide students with strategies to organize their thoughts and develop their writing sub-skills. This strategy under study demonstrates students' engagement in thinking of the writing topics along with prior knowledge activation which, in turn, enables them to generate ideas through group work and oral discussion in an interesting way.

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EXPLORING EFFECTIVENESS OF PEER ASSESSMENT TRAINING IN ESL WRITING TASK IN A BENGALI MEDIUM SCHOOL IN WEST BENGAL

Anindita Chatterjee*

ABSTRACT: *This study explores the effectiveness of peer assessment training in ESL writing tasks in a Bengali medium school in India. A pre-test post-test control group design compared the effectiveness of a peer assessment task preceded by peer assessment training and a plain peer feedback process without any training on how to review peer's paper. Analysis of post-test marks makes it clear that the experimental group that received training before peer assessment improved significantly in writing skills than the group that did not receive any training. It was concluded that the training received by the experimental group was effective as well as adequate as it resulted in the betterment of the writing skill of students.*

KEYWORDS: Peer assessment training, ESL, Peer feedback

INTRODUCTION: Of late, scholars have called for a more in-depth analysis of writing instruction and curriculum design. Among these methods, a considerable number of studies (Falchikov & Goldfinch, 2000; Olson, 1990; Topping, 1998) have identified peer assessment as a potentially effective means which leads to improvement in student writing in composition classes. In the peer evaluation process, a student submits his or her paper to a peer who reviews it and provides feedback in the form of marks, grade or comment that is intended to improve the writing. It is a low-cost method of service delivery that capitalizes on the available resource of students at educational institutions. Peer assessment can be confirmatory, suggestive, or corrective. When received positively it can help to reduce errors and benefit the students. It also has the potential to develop self-regulatory skills. Butler and Winne (1995) argued that peer feedback serves several functions. It helps to strengthen existing information, add new information, identify and rectify errors. It also has the potential to improve the conditional application of information, and restructure the theoretical schemata. The most significant quality of peer assessment that has been identified so far is that it is plentiful. Since there are more students than teachers in most classrooms, in comparison with the teacher's feedback, feedback from peers can be more immediate and individualized. Besides, the way students react to assessments from adults is way different than the way they react to peer assessment. While feedback from teachers is considered to be authoritative but ill-explained, the latter offers richer feedback that is open to negotiation (Cole, 1991). Mcleod, Brown, Mcdaniels, & Sledge (2009), Topping, Nixon, Sutherland, & Yarrow (2000) opined that this method is time-saving as it allows teachers to manage the instruction of huge numbers of students more efficiently. Mcleod et al. (2009) explore in detail how the task of teaching large numbers of students and grading numerous essays can add to the plight of an overburdened teacher. Topping et al. (2000) also describe the relevance of peer evaluation in a similar

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way: “peer feedback is available in greater volume and with greater immediacy than teacher feedback” and argue that in terms of reading essays, peer assessors have “more time to do it” (p. 20). While this justification of time and efficiency neither supports nor refutes the effectiveness of peer assessment in nurturing the writing ability of students, it should not be a sufficient reason alone for using the method. Rather we must implement peer assessment effectively in the classroom so that the optimum benefit of students can be ensured.

A significant body of literature has explored strategies for effective instruction with peer assessment methods. Many such publications are descriptive which are supported by anecdotal evidence. Based on classroom observation and teacher and student responses such studies draw useful conclusions about factors in teaching with peer evaluation that can help to achieve success in the classroom. Some other studies use surveys, questionnaires, informal discussions, and observation to collect opinions from student, teacher, and observer about what works and does not work in the context of the peer assessment procedure. Many publications draw conclusions about effective peer-exercise design based on an analysis of learning theory, particularly theories of metacognition, transfer, formative versus summative assessment, learning through modelling, exemplification, and practice, learning by teaching; and social learning theories of negotiation, safety versus anxiety, and verbal communication (Topping, 1998). Finally, few empirical studies exemplify an added source of strategies for peer evaluation instruction. Since most of these studies do not incorporate quantitative methods it is rather difficult to quantify the effect size of each.

Following are a list of strategies that will help in effective implementation of peer-assessment in the classroom:

1. Several studies reveal that students doubt the concept of peer evaluation because of their feeling that the method is ineffective as it takes them out of their comfort zone (Falchikov & Goldfinch, 2000; Fineman, 1981). If by sharing research findings and learning theory, the students are made aware of the benefits of peer evaluation, it will gradually help to grow interest and confidence in the methods (Topping, 2008; Weaver & Cotrell, 1986).
2. Student expectations should be transparent (Cho, Schunn, & Charney, 2006; Saunders, 1989; Topping, 2008). It has been found from the previous researches that if the students have a precise understanding of what behaviors are expected, such as time-on-task/time limits or processes to follow, they are more likely to stay on task and to benefit from the entire evaluation process.
3. According to Cheng & Warren (1997) Chisholm (1995) Cho, Schunn, & Wilson (2006) Falchikov and Goldfinch (2000) and Topping (1998) since the assessment of peer’s work can turn out to be an uncomfortable experience for the students, constant support, training and reinforcement from teachers are needed. The students who are facing peer assessment for the first time need to undergo proper training which may take a considerable amount of time (Falchikov & Goldfinch, 2000).
- 4 Conway et al.(1993), Fineman (1981), Orsmond et al.(1996), Orsmond et al.(2002), Topping (2008), Williams (1992) opined that being naive, students lack clarity of the entire process of peer assessment. They will be more involved if they help design them (Fineman, 1981). While designing assessment materials they will gradually learn about the characteristics of effective writing (Orsmond et al., 1996; Topping, 2008).
5. A good number of researchers opined that teachers should use a combination of open-ended, holistic prompts and more specific assessment checklists and/or rubrics. Open-ended questions and prompts invite spontaneous discussion (Dipardo & Freedman, 1988) and lead to assessment of wider aspects of an essay such as overall ideas, content, and strength of analysis and arguments (Elbow & Belanoff, 1989; Falchikov

& Goldfinch, 2000). Students can also benefit from rubrics (Sadler & Andrade, 2004), checklists, or question cards that address specific aspects of effective writing (Topping, 2008). Detailed checklists and the like help the students to understand what the characteristics of good essays are that may be transferred to their writing. This leads to easily understandable changes that can be made to each draft (Huff & Kline, 1987; Orsmond et al., 2002).

6. Others commented that teachers can provide scaffolding as students become adept at peer evaluation through the use of examples, samples, and models. If the class collaboratively evaluate a sample essay and brainstorm feedback ideas for that essay in response to prompts (Orsmond et. al., 2002), they will be much benefitted from the entire peer assessment task. Models of written feedback for a sample essay also results in better comprehension outcomes (Chisholm, 1995).

7. According to Elbow & Belanoff (1989), Dipardo & Freedman (1988), Saunders (1989), and Topping (1998) prompts and tasks should be provided so that both written and verbal responses can be obtained. While written feedback helps to create a sense of purpose for participants (Saunders, 1989) and helps to revise a draft after peer exercises, Verbal feedback instills a sense of collaboration (Topping, 1998) and offers a platform that promotes spontaneous, more detailed and supported response (Dipardo & Freedman, 1988).

8. A greater sense of security is needed so that students are more encouraged to offer meaningful feedback to their peers. A sense of security, ease, and comfort can be ensured by building an overall collaborative classroom environment where teacher can share his/her writing with students, arrange smaller tasks of collaborative writing that lead up to peer assessment(topic development, planning, composing) (Chisholm, 1995; Dipardo & Freedman, 1988) and initiate peer assessment tasks with positive feedback (Topping, 1998).

9. Students should be encouraged to take the peer assessment task seriously (Cho, Schunn, & Wilson, 2006). To encourage the students, different incentives can be offered like improvement in grade. Besides, students should be taught the benefits of peer evaluation and the importance of supporting their classmates as incentives (Weaver & Cotrell, 1986).

10. According to Topping (1998), as a part of formative assessment peer evaluation promotes self-disclosure, which might not occur in summative assessment. In writing, formative assessment should be followed by time for revising, which naturally leads to knowledge growth and improved writing ability or transfer (Orsmond et. al., 2004; Saunders, 1989; Topping, 1998).

11. According to Cho, Schunn, & Wilson(2006), continual support and guidance from teachers are highly needed. The teachers must guide students when feedback is insufficient, encourage students to stay on task, and clarify the doubts the students can have (Fallows et.al., 2001).

12. Teachers should provide feedback to students on their performance on peer exercises. If the students' performances are not assessed properly, they will not be able to modify or improve behaviors that are needed to enhance the effectiveness of peer methods (Topping, 2008).

13. The validity of students' marks should be ensured so that needed interventions or support can be provided, if necessary (Falchikov & Goldfinch, 2000; Topping, 2008). Such monitoring can be conducted formally, through the study of peer marks/ratings or measuring of writing outcomes, or informally during and following exercises. Informal discussions can also be held with students as a class and during pairing to ensure students' sense of comfort and modify exercises to meet students' needs (Fry, 1990).

BACKGROUND AND SETTING: The ability to write well is not an inherent skill. Rather, in formal instructional settings, it is usually learned or culturally transmitted as a set of practices. Therefore, students, especially those writing in a second language (L2), can face difficulty in acquiring the skill. Besides, the culture-specific nature of schemata--abstract mental structures representing our knowledge of things, events, and situations--can lead to difficulties when students write texts in L2.(Myles,2002).Considering the difficulty in L2 writing of students the researcher embarked on a study that explored the effectiveness of peer assessment training in ESL writing tasks. For this the writer selected a semi-urban Government aided Bengali medium school as the setting where students' first language is Bengali and English is their second language.

OBJECTIVES: The objectives of the study were as follows:

- I. To examine the difference between the mean of pre-test data and mean of post-test data within the experimental group.
- II.To examine the difference between the mean of pre-test data and mean of post-test data within the control group.
- III.To examine the difference of the mean of post-test data between the control group and the experimental group.

HYPOTHESES: The following null hypotheses were framed for the study:

Ho 1: There is no significant difference between the mean of pre-test data and mean of post-test data within the experimental group.

Ho 2: There is no significant difference between the mean of pre-test data and mean of post-test data within the control group .

Ho 3: There is no significant difference in the mean of post-test data between the control group and the experimental group

METHODOLOGY:

RESEARCH METHOD: Quasi-experimental design

SAMPLE: Purposive sampling technique was used to select a sample from class IX. The L2 writing activities from the last two summative evaluations were evaluated by the teacher. It was found that the majority of the students got marks within 40-60 % in English writing skills. Variables like students' L2 writing ability, gender, age group, income group, intellectual capacity were restricted. Female students of class IX who have got 40-60% in writing skill, whose age group is between 13.5-14.5 years, who belong to middle-income group, who belongs to grade III in terms of intellectual capacity i.e. intellectually average (measured using Raven's Standard Progressive Matrices) were taken as samples. None of the students is the first-generation learner. Among the target population, using random lottery method 8 students from section A were assigned to the experimental group and 8 students from section B were assigned to the control group. The students of the control group and experimental group were equivalent in terms of students' L2 writing ability, gender, age group, income group, intellectual capacity and exposure to foreign language.

DEMOGRAPHIC DATA:

Table No.I.1 Demographic Data of Samples.

Students' code	Class and section	Gender	Age as on 14.08.2019	Intellectual capacity grade according to Raven's Standard Progressive Matrices	Marks obtained in English writing skill in last two summative evaluations	Socioeconomic-group
A1	Class ix sec a	F	13 years 6 months	III	41%	Middle Income
A2	Class ix sec a	F	13 years 7 months	III	46%	MiddleIncome
A3	Class ix sec a	F	13 years 9 months	III	58%	MiddleIncome
A4	Class ix sec a	F	years 14	III	59%	MiddleIncome
A5	Class ix sec a	F	14 years 4 months	III	55%	MiddleIncome
A6	Class ix sec a	F	13 years 9 months	III	52%	MiddleIncome
A7	Class ix sec a	F	14 years 3 months	III	59%	MiddleIncome
A8	Class ix sec a	F	13 years 7 months	III	55%	MiddleIncome
B1	Class ix sec b	F	13years 2 months	III	45%	Middle Income
B2	Class ix sec b	F	13years 8 months	III	47%	Middle Income
B3	Class ix sec b	F	13years9 months	III	57%	Middle Income
B4	Class ix sec b	F	years 1 14 month	III	58%	Middle Income

B5	Class ix sec b	F	years 14	III	53%	Middle Income
B6	Class ix sec b	F	years 14	III	53%	Middle Income
B7	Class ix sec b	F	years 5 14 months	III	58%	Middle Income
B8	Class ix sec b	F	years 9 13 months	III	55%	Middle Income

TOOL:

i) A self-structured rubric for assessing biography writing was used for data collection. The rubric was framed after consulting writing assessment rubric by Jacobs et. al.,1981. Cambridge English language Assessment, Test in English for Educational purposes(Associated Examining Board),Certificate in Communicative Skills in English(Royal Society of Arts /University of Cambridge Local Examinations Syndicate),Test of Written English(Educational Testing Service),Michigan English Language Battery, Canadian Test of English for Scholars and Trainees, International English Language Testing System were also consulted by the researcher. The self-structured rubric has been intentionally simplified so that students find it easy to administer.

ii) Raven's Standard Progressive Matrices,1956 was used to measure the general intelligence of students

iii) The researcher collected demographic data of the target population from U-DISE data and previous report cards.

STUDY DESIGN: Both groups experienced a pre-test where they had to write a biography of a famous Indian cricketer, Virat Kohli. Biographical details were provided. The test item on Biography writing was prepared after consulting with three other teachers from different schools. The result was assessed by the researcher. Statistical analysis revealed that the difference between the mean of pre-test data of control and experimental group was nonsignificant. Sample students of the experimental group had training for 16 consecutive days. Sample students from the control group did not receive any training. On day 17 both the groups faced another biography writing test on Mahatma Gandhi. Biographical details were provided. The writing samples were anonymized using numeric codes. This time it was assessed by peers. Each of the students in both groups got the scope of reviewing three of her peers' writing on the same topic. In that way, every student's paper was checked by three of her peers. The next day a feedback session was encouraged to invite oral feedback in both the groups. The next day a post-test on biography writing took place. Both groups were asked to write a biography of famous badminton player, P.V. Sindhu. Biographical details were provided. As in the previous case the test item was selected after consulting three other English language teachers from different schools. Two different test topics were used for pre and post assessment to avoid habituating students to the test. Though the topic of the test was chosen by consulting other teachers for matching level of difficulty, it is still possible that one test was slightly easier or more difficult for an individual standard, based on their personal experience and knowledge. This time the writings were assessed by the researcher. To assess the effectiveness of peer assessment training Mean score between pre-test and post-test of experimental group, mean score between pre-test and post-test data of experimental group and mean score of post-test data of experimental and control group was compared.

Experimental Group:

Pre -Testtn Training +Peer Assessmenttn Post -Test

Control Group:

Pre -Testtn Peer Assessmenttn Post -Test

THE TRAINING PROCEDURE FOR THE EXPERIMENTAL GROUP IN DETAIL: The training strategy was framed after reviewing previous literature. At first, students were informed about the benefit of the peer assessment process, why they were chosen and what is expected from them. They were told that they would receive training followed by peer assessment and a post-test. They were also offered an incentive. Students were informed that if their assessment score matches the teacher's assessment score they will get good scores in Formative evaluation.

Day 1. Eight sample students of the experimental group were divided into four groups. Each group was asked to check writing samples of class 6. It was a collaborative work where students were told to check only the underlined part for any inconsistency and suggest what are the changes can be done.

Day 2. Sample students were asked to check writing samples of class 7 and identify collaboratively the problem areas on their own and suggest what are the changes can be done.

Day 3. A session on brainstorming was organized to ensure the involvement of students and the researcher asked students about what should be assessment criteria of biography writing. Finally, the researcher explained the self-structured rubric for writing assessment (biography).

Day 4. Teacher modeled the way assessment has to be done in each section of biography writing with the help of a self-structured rubric.

Day 5: Same as day 4. Students' participation was encouraged.

Day 6: Teacher presented writing samples containing errors in organization and content. Students divided into four groups were asked to identify the errors in the sentence and suggest the changes. Group discussion was conducted and feedback from each group was invited. Teacher guided the feedback session

Day 8. The teacher presented writing samples containing errors in mechanics. Students divided into four groups were asked to identify the errors in the sentence and suggest the changes. Group discussion was conducted and feedback from each group was invited. Teacher guided the feedback session

Day 9. The teacher presented writing samples containing errors in grammar. Students divided into four groups were asked to identify the errors in the sentence and suggest the changes. Group discussion was conducted and feedback from each group was invited. Teacher guided the feedback session

Day 10. The teacher presented writing samples containing errors in language use. Students divided into four groups were asked to identify the errors in language use and suggest the changes. Group discussion was conducted and feedback from each group was invited. Teacher guided the feedback session

Day 11. The teacher presented a writing sample containing errors in the above said five categories. Students divided into four groups were asked collaboratively to identify the errors in the sentence, mark accordingly and also to suggest the changes. Group discussion was conducted and feedback from each group was invited. Teacher guided the feedback session

Day 12.same as day 10.

Day 13.same as day11

Day 15. The teacher presented writing samples containing errors in the above said five categories. Students divided into four groups were asked individually to identify the errors in the sentence, mark accordingly and also to suggest the changes. Feedback from each student was invited. Teacher guided the feedback session

Day 16.same as day 13.

Day 17.students were asked to write another biography.

Day 18. Students faced anonymous, peer assessment. The incentive was announced before that so that they take peer assessment tasks seriously. Each of the students had to check three papers of their peers and mark accordingly. Students got 60 minutes (3*20) for checking three papers. It was followed by a feedback session where the students reflected orally on the papers they have assessed

Day 19:Post test on biography writing was conducted Control group faced regular classes for those 16 days where activities on error correction were purposefully avoided.

On day 17 the students of the control group were asked to write a biography on the same test item that was selected for the experimental group.On day 18 students faced anonymous peer assessment followed by oral feedback. On day 19 Post test on the same test item was conducted that was selected for the post-test item of the experimental group as well.

DATA ANALYSIS:

Table No.I.1 Pre -Test and Post -Test Marks Of the Experimental Group

	PRE- TEST	POST -TEST
A1	4	5.5
A2	4.5	6
A3	5	6.5
A4	5.5	7
A5	6	7
A6	6.5	8
A7	6	6.5
A8	5.5	7

TABLE I.1 shows that each student got better score in biography writing compared to their performance in pre- test

Table No I.2 Pre -Test And Post- Test Marks Of Control Group

NUMERIC CODE	PRE -TEST	POST -TEST
B1	4	4
B2	4.5	4.5
B3	5.5	5
B4	5.5	6
B5	6	5.5
B6	6	5.5
B7	6	6
B8	6.5	7

TABLE 1.2 shows that compared to pre-test two of the students got better marks in post-test,3 of the students have got lower marks,3 of the students' marks remained the same.

Table II.3 Paired t test Of the Experimental Group

Statistical data	EXPERIMENTAL GROUP PRE - TEST	EXPERIMENTAL GROUP POST - TEST	P value	CI 95%
Mean	5.375	6.688	*0.0001	,-1.624] [1.001
SD	0.835	0.753		
SEM	0.295	0.266		
N	8	8		
<i>SD, standard deviation; SEM, standard error of mean; N, number of participants; CI, confidence interval; * statistically significant</i>				

Paired *t* test between pre- test data and post- test data of experimental group reveals that the two-tailed P value is less than 0.0001 .By conventional criteria, this difference is considered to be extremely statistically significant.

Confidence interval:

95% confidence interval of this difference: From -1.624 to -1.001

Intermediate values used in calculations are as follows:

$$t = 9.9790$$

$$df = 7$$

$$\text{standard error of difference} = 0.132$$

Therefore the null hypothesis that Ho1: there is no significant difference between the pre-test and post- test mean scores of writing skill within the experimental group is rejected.

Table II.4 Paired t test of the Control Group

STATISTI-CAL DATA	CONTROL GROU PPRE TEST	CONTROL GROUP POST TEST	P value	CI 95%
Mean	5.500	5.438	0.6845	[0.411 , -0.286]
SD	0.845	0.943		
SEM	0.299	0.333		
N	8	8		
<i>SD, standard deviation; SEM, standard error of mean; N, number of participants; CI, confidence interval</i>				

Paired *t* test between pre- test data and post- test data of the experimental group reveals that the two-tailed P value equals 0.6845. By conventional criteria; this difference is considered to be not statistically significant.

Confidence interval:

95% confidence interval of this difference: From -0.286 to 0.411

Intermediate values used in calculations:

$t = 0.4237$

$df = 7$

standard error of difference = 0.148

Therefore the null hypothesis that Ho2:there is no significant difference between the pre- test and post- test mean scores of writing skill within the control group is accepted.

TABLE II.5 Unpaired t test of pre- test data of Experimental Group And Control Group unpaired t test results shows that

Group	EXPERIMENTAL GROUP PRE - TEST	CONTROL GROUP PRE - TEST	P value	95% CI
Mean	5.375	5.500	0.7703	[--1.026 to 0.776]
SD	0.835	0.845		
SEM	0.295	0.299		
N	8	8		
<i>SD, standard deviation; SEM, standard error of mean; N, number of participants; CI, confidence interval</i>				

unpaired t test results shows that

The two-tailed P value equals 0.7703. By conventional criteria, this difference is considered to be not statistically significant.

Confidence interval:

95% confidence interval of this difference: From -1.026 to 0.776

Intermediate values used in calculations:

$t = 0.2977$

$df = 14$

standard error of difference = 0.420

TABLE II.5 Unpaired t test of post -test data of the Experimental Group and the Control Group

Group	EXPERIMENTAL GROUP POST - TEST	CONTROL GROUP POST -TEST	P VALUE	95%CI
Mean	6.688	5.438	0.0110	0.335] [2.165,
SD	0.753	0.943		
SEM	0.266	0.333		
N	8	8		
<i>SD, standard deviation; SEM, standard error of mean; N, number of participants; CI, confidence interval</i>				

unpaired t test results shows that

the two-tailed P value equals 0.0110 . By conventional criteria, this difference is considered to be statistically significant.

Confidence interval:

95% confidence interval of this difference: From 0.335 to 2.165

Intermediate values used in calculations:

$t = 2.9307$

$df = 14$

standard error of difference = 0.427

Therefore the null hypothesis that Ho3: there is no significant difference in writing skill between the experimental group and the control group in pre -test and post- test is rejected.

(CALCULATOR SOURCE: <https://www.graphpad.com/quickcalcs/ttest1/?Format=SD>)

Therefore the statistical analysis shows that students who got training before peer assessment improved in writing skill compared to the performance of the control group who did not get any training before peer assessment.

DISCUSSION: Because of the mostly teacher-centric education system in India, the peer assessment system has not gained much popularity here. Though in western countries peer assessment system has proved to be effective especially in an ESL class, in India after extensive search very few researches on this topic are found by the present investigator. Although numerous researches have been carried out in the field of l2 peer review in western countries and the beneficial effects of peer review are obvious, the effectiveness of adopting it is being questioned. The present study shows that unless a peer assessment task is preceded by effective training it cannot produce the desired result. The finding of the present study also fits with previous research by Nelson and Carson (1996). Only peer assessment cannot benefit students

until and unless they are trained adequately about the peer assessment procedure. Berg (1999) also shared the same view when he concluded that preparing students to conduct peer feedback would help a lot. He also mentioned that teachers often overlook the importance of training, which is an essential part of effective peer review. Byrd (2003) also found that proper training and regular practice of peer editing leads to increased proficiency, the betterment of writing and editing skills, and greater confidence in writing. Just as Hansen and Liu (2005) claimed that effective peer review training not just benefits students' writing ability but also serves as an integral component of promoting language development in the EFL writing class. Likewise, Min (2006) opined that carefully managed peer review enables students to treat the process seriously. Hence, care has to be taken while preparing students for peer review. Strategies for interaction and revision need to be taught before, during and after peer review.

The present study was conducted on very few sample sizes. A similar study can be done taking a larger size of the sample. Time series experimental design can be conducted to assess improvement in students' writing skills over a long time. Students' opinions on peer assessment can be collected; students' and teachers' marks can be compared to reach a firmer conclusion. Inter-rater reliability could have been assessed to get rid of the researcher's biases. Some other genres of writing like paragraph writing, letter writing, story writing, etc. can also be taken to assess the effectiveness of peer assessment training in a different genre. More experimental studies are encouraged to find out effective peer assessment strategies that will help to address the diverse needs of ESL students.

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Exploring Effectiveness of Peer Assessment Training in Esl Writing Task in A Bengali Medium School In W. B.

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APPENDIX (A)

Numeric code of writer:

Code of tutor:

Marks obtained:

Students are requested to go through her peer's paper, identify errors and suggest changes. Students are also requested to mark their peers using the following rubric

RUBRIC OF BIOGRAPHY WRITING:

Criterion	Mark-1	Marks-2	Marks-3	Marks-4
Content	The writer does not show knowledge of subject, most of the points are irrelevant, the writer has missed many points, the writer has not written enough to evaluate	The writer has not understood the topic properly, the writer has added some irrelevant points. The writer has misinterpreted some of the points	The writer has understood the topic All content is relevant. Minor omissions are present	The writer has understood the topic .All content is relevant No point is missing

Exploring Effectiveness of Peer Assessment Training in Esl Writing Task in A Bengali Medium School In W. B.

Organisa- tion	The writer has not written enough to evaluate, the writer has not used any correct linker	The writer lacks logical sequencing	The writer shows logical but incomplete sequencing, the writer has used few incorrect linkers	The paragraph is coherent ,the writer has used variety of linking words
Mechanics	Mistake >7	Mistake 4-7-	Mistake less than 3	The writer has not made any mistake in capitalisation, spelling and punctuation
Grammar	Mistake >7	Mistake 4- 7	Mistake less than 3	The writer has not done any grammatical mistake such as errors in article, preposition, voice, narration change, clause, subject –verb agreement etc
Language use	Mistake >7	Mistake 4- 7	Mistake less than 3	The writer has not used any improper words in writing task

*(Every component of writing has been given equal weightage considering importance of every component of writing at the learning stage of students' 12 writing)

*(Total marks =20. Total marks were converted into 10 for ease of calculation. Suppose a student who gets 4+3+2+2+1=12 out of 20 in the five components of writing will get $12/2=6$ out of 10)

EFFECT OF TEXT TYPES ON READING COMPREHENSION OF STUDENTS WITH HEARING IMPAIRMENT ATTENDING SPECIAL SCHOOLS

Dorothy Mukherjee* and Dr. Dipak Kumar Aich**

Abstract: *The present study was carried out through Single group Experimental design. A sample of 32 students with hearing impairment studying in class V were chosen from special schools of students with hearing impairment in Kolkata and its adjacent area by random sampling technique. Two types of text namely narrative and informative were selected for this study. To evaluate the performance, a teacher made test based on two areas namely-knowledge level and understanding level was prepared for each type of texts. Descriptive mean and SD and inferential one sample pair t-test were carried out to ascertain in differences in mean of scores obtained by the students of special school. In reading comprehension the mean of scores obtained by the students with hearing impairment was significantly higher in narrative text than informative text.*

Keyword: text, reading comprehension, students with hearing impairment, special schools

INTRODUCTION: Reading is the interpretation of written and printed symbols. It is a complex cognitive process of decoding symbols in order to construct or derive meaning. Reading comprehension is the process of combining the cue systems of the language, namely, syntax, semantics, pragmatics and graphophonics with the prior knowledge and experiences. If readers have a purpose to read and if the material interests them, they involve their background knowledge in the process, too, which facilitates reading comprehension. Palincsar & Brown (1984) reported that there are many factors affecting this process. Snow (2002) argues that these factors are in relation to the reader, text, work, and context. Another variable seen as a main factor in reading comprehension and also related to these factors is vocabulary.

Reading skill means students' reading texts they encounter in their daily lives properly and fluently by using right methods. Complete and accurate understanding; is being comprehended the information, feeling and thoughts that are wished to be conveyed to us much the same without causing any misunderstanding and without remaining any suspicious point, with all aspects. Text comprehension is a dynamic and interactive process involving several sources of information and knowledge. These include the information provided by the author, the reader's linguistic, pragmatic, and world knowledge, and the reader's memory for the text that has been read so far, the situation model. The latter provides the context for interpreting subsequent words, phrases, and events. To understand this simple text, the reader must retrieve the meanings of the individual words and combine them into phrases and sentences. The result is a representation in which specific word meanings and the syntactic form of sentences are retained.

Jackson, Paul, and Smith (1997) investigated the contribution of prior knowledge to the reading comprehension of 51 deaf students, ages 12-20, in oral and total communication settings. The participants

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were pretested on prior knowledge, asked to read a 500-word narrative passage at third-grade readability, and then tested on comprehension. The researchers found that reading comprehension was more positively promoted by asking the students lengthy, multiple-part questions about an upcoming passage than by asking brief questions in the pre-test. The results of these studies imply that building and activating prior knowledge enhances the comprehension of deaf readers.

Hearing impaired children continue to lag behind hearing peers in their syntactic constructions even in adolescence (Musselman & Szanto, 1998). It is proved that due to the mentioned reason the performance of normal hearing children in simple questions were found better than hearing impaired children. The more abstract and complex information usually given in informative texts and the various structures used in informative texts mean that listeners and readers have more difficulties with informative text listening and reading than narrative texts.

Learning to read has been found to be a difficult process for many young children with hearing loss, and there have been many research reports over the past 80 years showing that a large percentage of children with hearing loss typically read at significantly lower levels than their hearing peers. They experiences enormous problems in the process of learning to read because deficient in the ability of spoken language.

As a result they start the reading process with less word knowledge, less cognitive and linguistic knowledge and less knowledge of spoken language. Clarity in speech and clarity in writing style, topic of speech and topic of text are the external factors of comprehension. In fact, the average reading level for a deaf high school student has been reported as being at a third- or fourth-grade level .Furthermore, actual engagement in reading has been shown to be problematic.

Text type appeared to be an important factor affecting reading comprehension. Text structure shows how the ideas in the text are organized in transmitting a message. At the beginning of school, deaf pupils have very little experience with these types of texts (Duke, 2000). In relation to their use of context cues, many hearing impairment students are caught in a vicious circle: Their impoverished vocabularies limit their reading comprehension, and poor reading strategies and skills limit their ability to acquire adequate vocabulary knowledge from context.

The extra cognitive demands placed on children with hearing loss at the word recognition level contribute to difficulties they may have in using context cues which otherwise would aid in syntactic processing. Children with hearing loss may not have a store of background experiences that are linked to language, owing to a lack of communication between the child, the family, and other people. Without this link they have difficulty connecting their experiences to printed words. Research indicates that students who are hearing impaired are less aware than their hearing peers when they do not comprehend and those they often lack an awareness of learning strategies or don't know how to use strategies effectively.

Reading comprehension is the product of word-decoding skills and listening comprehension. As a result, reading comprehension can fail because of poor word decoding, poor listening comprehension, or weaknesses in both components. Deaf children typically present with difficulties in both components of the reading process. As a result, their poor reading comprehension has often been ascribed to their word-reading difficulties. This is because children with slow, inaccurate, or inefficient word reading have fewer cognitive resources available to devote to the processing of the text for meaning.

The ultimate goal of reading is to understand the meaning conveyed in the text. Large-scale studies into the reading achievements of deaf children report huge delays between their comprehension abilities and those of their hearing peers.

Now a day, promotion of special educational programmers is going on for the persons with disabilities including hearing impairment in India. Students with hearing impairment continue to lag behind their hearing peers. They choose modern and traditional narrative fantasy more often than informative text. In this connection, the present study has been conducted to compare the performance of the students with hearing impairment on reading comprehension based on text type.

OBJECTIVES: The objectives of the study were as follows:

1. To compare the reading comprehension between knowledge level and comprehension level questions in Narrative type text of students with hearing impairment.
2. To compare the reading comprehension between knowledge level and comprehension level questions in Informative type text of students with hearing impairment.

HYPOTHESES: The hypotheses of the study were framed as follows.

H₀1 There will be significant difference between the performance on reading comprehension in knowledge and comprehension level questions in Narrative type text of students with hearing impairment.

H₀2 There will be significant difference between the performance on reading comprehension in knowledge and comprehension level questions in Informative type text of students with hearing impairment.

H₀3 There will be significant difference between the performance on reading comprehension in Informative type and Narrative type text of students with hearing impairment.

METHODOLOGY: Single group experimental design was followed for this study. 32 students with hearing impairment studying in class-V at various special schools from Kolkata and its adjacent areas were randomly selected for the present study. All the participants were prelingual and having bilateral severe to profound sensorineural hearing loss from and they had no other associated disabilities. As tool a teacher made reading comprehension test (TMT) was developed consisting two types of text Narrative and Informative. Two types of text names Narrative and Informative related teacher made test (TMT) was developed for the present study based on knowledge level and understanding level. Tests of text comprehension containing twenty questions each in tick (✓) the write answer, fill in blanks and true/false in this study after the validation. Text were selected from unknown books which ware for grade levels V. Weightage and marks distribution were given in different levels as mention below the table-1.

Table-1: Weightage to text type and Marks distribution

Type of text	Weightage to text type	Knowledge level question				Understanding level question				Total Marks
		Objective type		Sentence completion	Total	Objective type		Sentence completion	Total	
		Multiple Choice Question	/True False			Multiple Choice Question	/True False			
Narrative Text	50%	1X3)=3)	1X3)=3)	2X2)=4)	10	1X3)=3)	1X3)=3)	2X2)=4)	10	20
Informative Text	50%	1X3)=3)	1X3)=3)	2X2)=4)	10	1X3)=3)	1X3)=3)	2X2)=4)	10	20
Total	100%	6	4	10	20	6	4	10	20	40

Table-1 shows that 6 marks were allotted in multiple choice question, 4 marks for true /false and 4 marks for Sentence completion to assess knowledge level similarly same marks were allotted to assess understanding level.

Validity of the tool: The draft list of knowledge level and understanding level questions of each text was given to five experienced special teacher having more than 5 years of teaching experience to do the content validity. They were instructed to put the tick mark (✓) in the box as Relevant, Irrelevant and Undecided among the question in accordance with their point of view. Three point Likert's rating scale was used in this study.

Preparation of final tool: All responses given by the teachers were tabulated for percentage calculation. Items scored most appropriate by 80% of teachers were selected to final test containing 20 knowledge levels and understanding level question.

Procedure of data collection: The developed TMT was used for getting the data from the participants. They were approached with proper permission and consent letter. They were made clear about what they have to do. The TMT was administered individually on the fifth grade participants of special schools in a calm environment. All of them got one hour duration to go through the texts and to give the correct responses. The test was administered with instruction to read the passage carefully first and answer the questions later. After completion of the test it was collected from the participants for scoring.

Scoring: The scoring had been given according to marks distribution shown in table-1. The participants who answered correctly to the questions had been given full mark (1); those who could not able to give answer correctly had been given zero.

Statistical Analysis: Descriptive and inferential statistics were computed of scores obtained. Pair t-test-one samples assuming equal variance calculated.

FINDINGS: Table-2: Mean Score of the students with hearing impairment on narrative and informative types of texts

Text Type	Knowledge level question	Understanding Level question
Narrative Text	9.06	5.38
Informative Text	5.88	7.03

It reveals from the table-2 mean score of the participants of knowledge level of Narrative Text was 9.06 and understanding level was 5.38 similarly the mean score of knowledge level of Informative Text was 5.88 and understanding level was 7.03.

Table-3: SD and t-test scores of knowledge level questions and understanding level questions in Narrative text of students with hearing impairment enrolled in special schools

Type of Question	N	Mean score	Standard Deviation (σ)	t-test	df	P-value	Significant/not significant (level 0.05)
Knowledge level Question	32	9.06	2.17	8.8333	31	0.0001	Significant
Understanding level Question	32	5.38	2.41				

Performance on knowledge level question (table-3) the mean scores of knowledge level questions of Narrative text obtained by the students with hearing impairment enrolled in special school was 9.06 and Standard Deviation (σ) 2.17. In case of understanding level question the mean scores of understanding level question was 5.38 and the Standard Deviation (σ) 2.41. The one sample paired t-test reveals that the t-value was 8.8333 which were significant at 0.05 levels with 31degree of freedom (df). Hence the hypothesis “*there will be significant difference between the performance on reading comprehension in knowledge and understanding level questions in Narrative type text of students with hearing impairment*” was accepted.

Table-4: SD and t-test scores of knowledge level questions and understanding level questions in Informative text of students with hearing impairment enrolled in special schools

Type of Question	N	Mean Score	Standard Deviation (σ)	t-test	df	p-value	Significant/not significant (level 0.05)
Knowledge level Question	32	5.88	2.73	1.7201	31	0.0954	Not Significant
Understanding level Question	32	7.03	3.34				

Similarly, It reveals from the table-4 mean scores of knowledge level question in Informative Text of students with hearing impairment enrolled in special schools was 5.88 and Standard Deviation (σ) 2.73. In case of understanding level question of same students the mean scores was 7.03 and standard Deviation (σ) 3.34. The one sample paired t-test reveals that the t-value was 1.7201 which was not quite significant at 0.05 level with 31 degree of freedom (df). Hence, the hypothesis *there will be significant difference between the performance on reading comprehension in knowledge and understanding level questions in Informative type text of students with hearing impairment* was rejected.

Table-5: SD and t-test scores of Informative text and Narrative text of students with hearing impairment enrolled in special schools

Type of Text	N	Mean Score	SD	t-test	df	p-value	Significant/not Significant
Informative Text	32	12.88	5.53	1.8518	31	0.0736	Not Significant
Narrative Text	32	14.13	4.03				

Once again similar trend was observed (table-4) for comparing performance on Informative Text and Narrative text comprehension. The mean score of Informative Text obtained by the students of hearing impairment enrolled in special school was 12.88 and the standard deviation (σ) is 5.53. In case of Narrative Text the mean score was 14.13 and the standard deviation (σ) 4.03. The one sample paired t-test reveals that the t-value was 1.8518 which was not significant at 0.05 level with 31 degree of freedom (df). Hence, the hypothesis *“there will be significant difference between the performance on reading comprehension in informative type and narrative type text of students with hearing impairment* was rejected.

DISCUSSION: It has been observed in the present study that the performance of the students with hearing impairment on informative text was better than the narrative study. Though, the result was not statistically significant. Moreover, in narrative type of text it has been also seen that the performance of participants was significantly better on knowledge level questions than understanding level questions. Globally, a mixed result has been found by the several researchers in relation to the findings of this study.

Donin, Doehring, and Browns (1991) found in their study that the students with hearing impairment showed better comprehension on narrative fiction significantly than any other type. Study conducted by Horowitz and Freeman (1995) suggested that deaf students of a second-grade class preferred the narrative science book than informational science book with no discussion following the read-aloud. Robinson, Larsen, Haupt, and Mohlman (1997) found that kindergarten and prekindergarten deaf children chose modern and traditional fantasy narrative more often than informational text when given the option of several different genres of text. Elementary-school children with hearing impairment of both genders choose nonfiction over fiction text nearly half the time, provided they are given access to quality trade books of both types (Kletzien & Szabo, 1998).

Studies conducted by Pakulsky and Kaderavek (2001) have shown that individuals with hearing loss have more difficulties in story comprehension. Santana, Torres and García (2003) examined the reading levels

of a population of 93 Spanish deaf students (46 female and 47 male). All participants had prelingual profound hearing loss; their ages ranged from 9 to 20 years. All were enrolled in compulsory education during 2002–2003 in the Canary Islands (Spain). They were evaluated with narrative text comprehension subtests from the Evaluation of Reading Processes of Primary Education Students. A questionnaire on reading attitude was also used. Study result shown that deaf students, at the end of their primary school education (mean age 13 years), have lower comprehension level.

Romero, Fernando, Paris, Scott, Brem and Sarah (2005) found in their study that the fourth grade deaf students (n=32) comprehension level was significantly better on narrative text than expository text. Schirmer (2000) mentioned that in terms of story comprehension, studies have shown that individuals with hearing loss have more difficulties in story comprehension.

CONCLUSION: Findings of the present study would assist to find out types of text comprehension problem faced by students with hearing impairment and new strategies to overcome these difficulties for them. Teachers may involve students in improving the same in classroom situation. They may derive methods to solve the problem and administer the test developed to find the base level of students with hearing impairment enrolled in special schools.

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ENVIRONMENT RELATED MOVEMENTS LED BY WOMEN : A GLIMPSE

Dr. Trishna Goswami (Kundu)*

ABSTRACT: *Growing population and technological advancement are continuously putting a strain, on the environment and on country's natural resources. Over exploitation of the country's resource like land, water, fuel etc. has resulted in degradation of resources mainly due to industrial pollution, soil erosion, deforestation, urbanization etc. Hence, it is utmost important to conserve and promote the natural resources and environment. Women have direct contact with natural resources like fuel, food, fodder, forest, water and land especially in rural areas where 70% of Indian population reside and directly depend upon natural resources. Women are also responsible for using their resources to satisfy the basic needs of their families.*

The deep connection between women and men comes from the daily interaction between them. The inextricable linkage between women and the development of a nation has been brilliantly summed up by Dr. Karve, a pioneer for the cause of women, in the words, "If you educate a man, you educate an individual, if you educate a woman, you educate the whole family." Contemporary experiences in the world are establishing a strong link women education and development, particularly in the case of developing co units. Women comprise half the world's population and their role in development cannot, therefore, be overlooked.

Women's development is directly related to national development. A large number of programmes have been initiated by both government and non-government organizations for women's development. These emphasis providing equal opportunities to women by removing gender bias, empowering women and creating self-reliance. It stresses adoption of a holistic approach to women's development encompassing health, education and employment. Programme connected with women's development received impetus with all the reports of the communities on the status of women in India.

The modern day environment related movement in the United States began in the 1960s and 1970s. This movement was originally focused on a few prominent environment related issues and disasters. Such type of movement seeks to improve and protect the quality of the natural environment through changes to environmentally harmful human activities. Women's leadership in contemporary environmental related movements helps to expand such type of movements by pushing aside gender, racial, ethnic and class boundaries. Women have become leaders of mainstream environmental groups, led efforts for environmental justice, developed eco-feminism and participated in direct-action environmentalism. This present paper strives to have a glimpse on sum environment related movements led by women in recent times.

KEYWORDS: Women, Environment, Sustainable Development, Environmental Movement, Eco Friendliness

INTRODUCTION: Environment is everything that it constitutes whatever is present around him, above the land, on the surface of the earth and under the earth. Environment may be defined as conditions or

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circumstances that surround an organism. Environment could be a combination of external or cultural, economic, educational, physical, religious and social conditions that affect growth and development of an organism. In the words of Albert Einstein, "Environment is anything that isn't me." According to Wordsworth, "The environment is everything that affects the individual except his genes." Douglass and Holland define environment as, "Environment is a word which describes, in the aggregate, all of external forces, influences and conditions which affect the life, nature, behavior and the growth, development and maturation of living organism.

Women play a vital and critical role in managing natural resources on family and community levels and are mostly affected by environmental degradation. In communities around the world, women manage water, sources for fuel, and food as well as both forests and agricultural terrain.

In the early 1960 s, an interest in woman and their connection with the environment was sparked, largely by a book written by Esther Boserup entitled "Woman's Role in Economic Development", starting in the 1960 s, policy makers and governments became more mindful of the connection between the environment and gender issues. Changes began to be made regarding natural resources resource and environmental management with the specific role of woman in mind. According to the World Bank in 1991, "Women play an essential role in the management of natural resources, including soil, water, forests and energy... and often have a profound tradition and contemporary knowledge of the natural world around vary knowledge of the natural world around them." Whereas women were previously neglected or ignored, there was increasing attention paid to the impact of woman on the natural environment and in return, the effects the environment has on the health and well-being of women. The gender environment relations have valuable reunifications in regard to the understanding of nature between men and women, the management and distribution of resources and responsibilities and the day-to-day life and well- being of people.

WOMEN AND ENVIRONMENT: The deep connection between women and men comes from the daily interaction between them. The inextricable linkage between women and the development of a nation has been brilliantly summed up by Dr. Karve, a pioneer for the cause of women, in the words, "If you educate a man, you educate an individual, if you educate a woman, you educate the whole family." Contemporary experiences in the world are establishing a strong link women education and development, particularly in the case of developing co units. Women comprise half the world's population and their role in development cannot, therefore, be overlooked.

Women's development is directly related to national development. A large number of programmes have been initiated by both government and non-government organizations for women's development. These emphasis providing equal opportunities to women by removing gender bias, empowering women and creating self-reliance. It stresses adoption of a holistic approach to women's development encompassing health, education and employment. Programme connected with women's development received impetus with all the reports of the communities on the status of women in India.

ENVIRONMENT, SUSTAINABLE DEVELOPMENT AND WOMEN: The term, 'sustainable development', was coined by World Commission on Environment and Development headed by Gro Harlem Brundtland, in the report *Our Common Future*, London, 1987. The Commission defined sustainable development as 'development that meets the needs of the present without compromising the ability of the future generation to meet their own needs' (Nayak and Kanungo, 1993. It is a concept that can mobilize broader political consensus, one which the international community should build. It is a broad concept of social and economic progress.

The dictionary meaning of sustainability is the amount or degree to which the earth's resources may be exploited without deleterious effects (The Chamber's Dictionary). To sustain means to support life/ to provide for the life/ to ensure without failing (The New Shorter Oxford English Dictionary).

As quoted by Prasad(1990) in his inaugural address in the 'Third International Conference on Environment Education' held at Goa, a radically new approach to environment and development is called for, which should be able to anticipate and prevent or at least minimize damage to the environment with respect to any major development project. The new approach has conceptualized in the term 'sustainable development'.

Simply put, this means development, which is in harmony with environment considerations. The requirements listed by the document Our Common Future, of the World Commission on Environment and Development for pursuing sustainable developments are:

A political system that services effective citizen participation in decision making.

An economic system that is able to generate surplus and technical knowledge on a self-reliant sustainability basis.

A social system that provides for solutions for the tensions arising from dis-harmonious development.

A production system that respects the obligation to preserve the ecological base for development.

A technical system that can search continuously for new solutions.

An international system that fosters sustainable patterns of trade and finance.

An administrative system that is flexible and has the capacity for self-correction.

Sustainable development is not a concept that can be implemented through a 'top down' approach. Unlike high technologies which can be acquired, put to use, and maintained without much public participation, any strategy for environmentally sound development needs the awareness, the help and active participation of the citizens. Hence the most important task of environment education for sustainable development must be to motivate people to get involved in community action and to ensure people's participation in various environmental protection and management projects (Jala, 1989). In general, environment, women education and development are the three pillars on which man can sustain his life on earth.

An individual is the starting point of environmental degradation. If an individual believes in need and not in greed, and in comfort and not in luxury and ponders about what is enough for a comfortable life style, most of the problems can be solved. For example through use of biodegradable locally available materials (instead of plastics), use of taps temperature, planting trees, garbage segregation, water harvesting, land fillings, reusing and recycling of wastes, growing organic food, using public transport instead of personal vehicles, avoiding use of cracker and chemicals paints in festivals etc., an individual can share in the responsibility. A sustainable community can spring from responsible well informed individuals. Thus, sustainable life style of the individuals can lead to sustainable communities to sustainable nations and then to a sustainable world. We should not consider the earth as a property we have inherited from our forefathers. We have borrowed it from our children.

The human behavior towards environmental systems sustains all of us on the planet earth. As such the future really is in our hand. The mankind can reverse the degradation of ecosystem and natural resources in coming decades but the changes in policy and practice required are substantial.

In a developing country, sustainable development must generate economic and social growth that is equitable with no or little effect on environment. The welfare of villages with development based on ecological economic principles and gender equality together with access to education, health care, livelihoods, credit and decision making are critical to the success of such eco-development (Kyoto, 1998). It needs people empowerment, participation and active involvement in decision making process through decentralized governance.

The most critical input for bringing about sustainability in a gamut of social, economic and cultural situations is education which gives an individual knowledge, information, and understanding and above all stresses on ethics and morality leading to change in human thought and action (Westing, 1996).

Sustainable development needs that many other things be in place in society (Anonymous, 2002)- peace, human rights, equal rights for women, protection of children, employment opportunity, safe shelter and sanitation, education for all, food and nutrition and crucially a stable population. As such, a nation's ability to develop sustainably depends on the capacity of the people to understand the complexity of human environment interaction and their eco-friendliness. Women as the important and first environment educators for young children can stimulate change in the behavior that can lead to savings in food, water,

energy consumption and ultimately in the protection of natural resources and bio-diversity (Dash, 2005). They can build a rational and far sighted attitude and values which can be deeply rooted in the minds of future generation.

FEARLESS WOMEN LEADING THE ENVIRONMENT-RELATED MOVEMENTS IN RECENT TIMES: Women play a critical role in managing natural resources on family and community levels and are most affected by environmental degradation. In communities around the world, women manage water, sources for fuel and food, as well as both forests and agricultural terrain. The environmental movement (sometimes referred to as the ecology movement) also including conservation and green politics, is a diverse scientific, social and political movement for addressing, environmental issues. The modern environmental movement which began in the 1960 s with concern about air and water pollution has become broader in scope to including all landscapes and human activities.

Activities, Scientists, Scholars, Mothers, Writers, and Women have been contributing to the environmental movement since its humble beginnings. Women have been disdained, excluded, jailed and even murdered for working towards environmental progress, yet they still fight on. All over the world, women are at the forefront of promoting the environmental revolution. Whether it be exploring the world's oceans or protecting the Amazon. Fearless Women leading the Environment related movements are the followings:-

RACHEL CARSON (MAY 27, 1907 – APRIL 14, 1964): Rachel Carson wrote the world famous Silent Spring (Sept. 27, 1962), an exposure on the misinformation spread by the chemical industry and the use of synthetic pesticides, specifically DDT. This book spurred the environmental revolution. The overall theme of the book is the commanding and overwhelmingly negative-effect that humans have, on the natural world. Carson's lasting legacy led to the creation of the Environmental Protection Agency in the United States under the Nixon administration and started the conservation regarding the human impact on the environment.

SYLVIA EARLE (AUGUST 30, 1935) Sylvia Earle pioneered the movement for ocean exploration. Earle has spent more than 6,000 hours underwater and was among the first underwater explorers to make use of SCUBA gear. After winning the 2009 TED prize, Earle launched Mission Blue (June 07, 2018), an organization working to establish marine-protected areas, otherwise known as Hope spots. Earle's continuous research is leading to a deeper understanding of the world's oceans and how they must be protected.

WANGARI MAATHAI (APRIL 01, 1940 – SEPT. 25, 2011) Wangari Mathai worked tirelessly for, both land conservation and women's rights. She was the founder of the Green Belt Movement (2003) which focused on environmental conservation and women's rights in her native country of Kenya. She was awarded the approach to sustainable development, democracy and peace. She promotes and advocates that environmental action is "more than planting trees, it's planting ideas."

VANDANA SHIVA (NOV. 05, 1952) Vandana Shiva is an Indian of her life in defense of biodiversity. In 1991, she founded Navdanya, a research institute that aims to protect the diversity and integrity of native seeds while also promoting fair trade practices. Her research institute is dedicated to addressing the most significant environmental and social justice of the current era.

ISATOU CEESAY (MARCH 17, 1955) Isatau Ceesay dubbed "Queen of Recycling" is a Gambian activist who started the recycling movement called "One plastic Bag"(1997) in the Gambia. Ceesay works to educate citizens about recycling and reducing the amount of wastes that is created. She founded a project that creates plastic yarn and forms bags out of the un-cycled waste. Not only has her project dramatically reduced the amount of waste in her village, but it is also employing hundreds of West African women and providing them with monthly revenue.

MAJOR ENVIRONMENTAL MOVEMENTS IN INDIA: Some of the major environmental movements in India are the following:-

1. Bishnoi Movement
Year: 1700s

- Place: Khejarli, Maruan region, Rajasthan State
Leaders: Amrita Devi along with Bishnoi villages in Khejarli and surrounding villages.
Aim: Save sacred trees for being cut down by the king's soldiers for a new place.
2. Chipko Movement
Year: 1973
Place: In Chamoli district and later at Tehri- Garhwal district of Uttarakhand.
Leaders: Gaura Devi, Sudesha Devi, Bachni Devi, Sundarlal Bahuguna and others.
Aim: The main objective was to project the trees on the Himalayan slopes from the of contractors of the forest.
3. Save Silent Valley Movement
Year: 1978
Place: Silent Valley, an evergreen tropical forest in the Palakkad district of Kerala in India.
Leaders: The poet- activist, Sughatha Kumari and the Kerala Sastra Sahitya Parishad (KSSP).
Aim: In order to protect the silent valley, the moist evergreen from being destroyed by a hydroelectric project.
4. Jungle Bachao Andhplan
Year: 1982
Place: Singhbhum district of Bihar.
Leaders: The tribal Women of Singhbhum.
Aim: Against government's decision to replace the natural Sal forest with teak.
This movement was also called "Green Game Political Populism". Later this movement spread to Jharkhand and Orissa.
5. Narmodada Bachao Andholon (NBA)
Year: 1985
Place: Narmada River, which flows through the state of Gujarat, Madhya Pradesh and Maharashtra.
Leaders: Medha Patkar, Baba Amte and others.
Aim: A social movement against a number of large dams being built across the Narmada River.
5. Tehri Dam Conflict
Year: 1990s
Place: Bhagirathi River neat Tehri in Uttarakhand.
Leaders: Sundarlal Bahuguna.
Aim: The protest was against the displacement of town inhabitants and environmental consequence of the weak ecosystem.

EDUCATIONAL IMPLICATION: Education about the environment always plays a vital role in the survival of the human species for many millennia. In gatherer – hunter societies, part of being a member of the society was learning about weather, climate, plants, animals, geography and other aspects of nature. Part of this of learning was obtained by first – hand experience and part through stories, instruction, rituals and other intimate parts of the culture.

In the late 1960s, the modern environmental movements developed in the rich countries. It, being a social movement built around, is concerned for various environmental problems, including pollution and

destruction of natural ecosystems. The environmental movement has been a typical social movement in most respects. The relationship between environmental movement and education is basically internal. Environment – related movement is an organized effort to announce how natural environments function and particularly how human beings can manage behavior and ecosystems to live sustainably.

The United Nations Educational Scientific and Cultural Organization (UNESCO) states that environment - related movement is vital in imparting an inherent respect for nature amongst society and in enhancing public environmental awareness. Through environment – related movements, the Societal Quality of Life (QOL), the protection of the environment can be developed. Poverty can be reduced. Inequalities may be minimized and sustainable development may be ensured.

The environment - related movement is an international movement, representing a range of organizations from the large to grassroots and varies from country to country. The value of natural environment can better be understood through education by exploring cause-effect relationship from an interdisciplinary perspective, drawing insights from different educational studies. It is then undoubtedly be claimed that human beings have an urgent responsibility to care for the environment for their own good, the glory of God and the well-being of the entire creation, because humans like no other beings in creation are the measure of all things.

CONCLUSION: The environmental movements in India have emerged as a new type of social movement that has successfully linked the degradation of nature with the survival of the human beings. Thus the degradation of nature and the future impoverishment of the poor take place simultaneously. There environmental movements are an expression of the socio-ecological effects of narrowly conceived development based on short term criteria of exploitation. The movements reveal how the resource-intensive demands of development have built in ecological destruction and economic deprivation. The members have activated micro-action plans to safeguard natural resources and to provide the macro concept for ecological development at the national and regional levels. Our natural environment makes human life possible and our cultural environment helps to define who we are. It is therefore essential that our population and economic growth are environmentally sustainable. The most positive outlook for our environment is one in which we get the right balance between our needs and uses. We are expecting the best. We are waiting anxiously and hopefully.

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ROLE OF ECO-FEMINISM (GENDER) TO SAVE ENVIRONMENT- A STUDY FROM DIFFERENT UNIVERSITIES OF WEST BENGAL.

Dr. Aditi Mukhopadhyay*

ABSTRACT: *The human beings wanted to enslave the entire world to reach the zenith of power. They utilized the natural resources indiscriminately and unscientifically in much over the threshold limit value, destroy biodiversity, nature and natural resources. The purpose of the study is to explore Post-Graduate students' knowledge about environment and attitude towards environment at the end of their highest academic qualification (M.A, Part-II) on the basis of their gender. The pilot survey was applied at different Universities of West Bengal, during September, 2016 (academic session 2015-2016). A questionnaire consisting of 2 parts titled "Demographic Data" and "knowledge and Attitude of post-Graduate students towards the environmental education" was utilized as the means of collecting data.*

Result showed that Post-Graduate students had no significant mean differences of knowledge about environment and attitude towards environment on the basis of their gender. It was also observed that mother's education plays an important role in deciding the Post Graduate students' knowledge about Environmental Education.

KEYWORDS: Environmental knowledge, environmental attitude, eco-feminism and environmental education.

INTRODUCTION: The human beings wanted to utilize the natural resources indiscriminately, unscientifically, polluted in much over the threshold limit value, destroy nature and did not bother about the coming future of the world. The nature becomes threatens and extinct by non-anthropogenic (natural) effects e.g. land slide, volcanic eruption, floods, droughts, forest fires, desertification, thunderstorm, heavy rain fall, earthquake, Tsunami etc. as well as the anthropogenic (man made) effects e.g. overgrazing (Thar Desert in India), deforestation, urbanization, industrialization, unscientific cultivation, human population, human civilization, ignorance, poor knowledge about environment, ignorance of wild traditional variety and after all human's indiscriminate greed to conquer the environment and over exploitation of nature and natural resources (Stern, 2000; Moran, 2010). According to Red Data Book (Vol. V) by the Survival Service Commission of the IUCN (International Union for the Conservation of Nature and Natural Resources), it is estimated that over 40,000 species would become endangered or extinct by the year 2020. Though India was one of the world's richest mega-biodiversity (rich in biodiversity) countries but only due to lack of proper knowledge, limitless greed, at present India becomes one of the highest rates of biodiversity decline.

ROLE OF ECO-FEMINISM TO CONSERVE BIODIVERSITY: The word nature and women are deeply interconnected. In Indian heritage women from different communities, cultures and practices together gave emphasis on greater protection and conservation of nature and natural resources. The word Eco-feminism is a combination of the words environmental, feminist, women's spirituality against

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environmental destruction. In modern times eco-feminism is considered as a movement (Salleh, 1992). But Sale (1987) argued that eco-feminism must be regarded as a philosophy but not as a movement. The eco-feminist perspectives of women based on culture, nature and theory was truly reflected in the publication of *Silent Spring* by Rachel Carson (1962). In 1991, the Women's Environment and Development Organization (WEDO) was established by Bella Abzug (an American legislator) and Mim Keller (a feminist writer and journalist) to achieve economic, social and human rights for all. After that in 1992 in Rio Conference ensure women's role to raise their voice in all issues concerning with environment and development "Women have a vital role in environmental management and development. Their full participation is therefore essential to achieve sustainable development and ensure a better future for all." The religion and philosophy of any society or country played a very important role to built ethical values, knowledge, attitudes and greatly influenced their overall behaviour and activities.

In Indian culture eco-feminism is inherent character of women. In the Aryan civilization 'Aditi' was worshipped as Devmata, the mother of all nature and natural energies (Murthy, 2004). The primitive Hindu societies of tribal groups resided in mountains and forests played a significant role to protect forest, biodiversity and overall the environment and violation if it was strictly punishable (David, 1980). In Indian history the Bishnoi, in Rajasthan, Punjab and Haryana were famous for their protection, love and affection of wild life. In 1730, about 360 Bishnois led by Attri Devi were died when hugging Khejdi trees against the order of Jodhpur king, to cut the trees. As a result cutting of trees and killing of animals were strictly restricted in Bishnoi villages (Sawhney, 2004). 'Bishnoi' followers believed in 29 principles which included prohibition of cutting trees and killing of animals.

Rabindra nath Tagore in his play 'Raktakarabi', Nandini (the representative of core region of Nature) was successful to change the thought of the king (representative of mechanised bureaucracy). In the play the labours were digging the earth for gold. There he showed that men's greed to achieve supreme power made them apart from enjoying them from the beauty of growing grass and blooming flowers etc. There his ecofeminist character was reflected through the eye of Nandani. He felt unhappy to think that in spite of his vast wealth, he had not the power to feed the life that exists within a small blade of grass (Mies and Shiva, 2010).

Greatly influenced by Swami Vivekananda's thoughts, his follower Sister Nivedita had a great affection to nature and felt the necessity to protect it. She thought "Plants are important elements in the ecology. It has wide range of impact in all fields. Three volumes of the Complete Works indicate that Sister Nivedita discuss with many topics where the word 'plant' is used mainly for three purpose i.e. Spiritual aspect, Practical Aspect & other Aspect" (Kamalasthananda, 2018). She also gave importance of river and other water bodies for proper water cycles. She was also aware of the importance of different types of animals to maintain the balance of ecological cycle.

In the post independent India, so called lower strata people e.g. dalits, tribal peoples, farmers, fishermen, forest-coastal and hill-dwellers, village women exhibited their strong 'environmentalism'. The most popular environmental movements in India were Chipko Movement, Appiko Movement, Silent Valley movement, Narmada Bachao Andolan etc. (Uma S. Nabhi, 2006). In India eco-feminist raised their voice against exploitation of nature and natural resources. In Chipko Andolon in Garlwal hills of North India movements in India, where the poor villagers mainly women wrapped the trees to save them from utter destruction against deforestation. The village women took the responsibility to stop cutting trees. As a result of the movement the Uttar Pradesh Govt. banned the private contract system to cut trees and constructed the Uttar Pradesh Forest Corporation to deal with the forest. In 1977 Sarala Behn took responsibility to stop economic exploitation of forests e.g. excessive extraction of resin from the pine trees. Some cases are cited below where women have achieved appreciable success or are trying to attain success in environment-related issues. This phenomenon also reflected in Appiko Andolon in India. In Normoda Bachao Andolon, one of the most important movements in India, Medha Patekar took the leading role. The Narmada Bachao Andolan was organised to stop the construction of Sardar Sarovar Dam on river Narmada in Gujrat. The founder leader of their Andolon is Mrs. Madha Patkar, a noted environmentalist. She pursued the cause of the tribal of Narmada Valley, who would have to be rehabilitated and resettled, Mrs. Patekar was awarded the 'Goldman Environmental Prize' on 12th April, 1992 at the Goldman Environment Foundation Ceremony

at San Francisco, USA. In Silent Valley movement to save the biodiversity in Kerala, KSSP (Kerala Sastrio Sahityo Parisod) the core villagers mainly women took the initiatives to save the biodiversity of the region and in broader sense the nature and natural resources. Mrs. Maneka Gandhi, the former Union Minister for Environment is actively working on “Prevention of Cruelty to Animals.” In case of forest management women took the leading role. In West Bengal, Haryana (Arabari forest, Midnapore Bengal) Forest Department has launched Joint Forest Management Programme. Here women of the locality actively took part in the management programme. In Haryana and Rajasthan ‘Greening of Araballis’ programmes where the women of the areas set up Mahila Nurseries to grow seedling for the green cover programme.

Another example of women’s community to save environment and greening degraded land was observed in Henwal Valley in Tehri Garhwal District of the Western Himalaya. The women of Henwal district received funds from the Ministry Environment through a District committee and with full sense of dedication and confidence they succeeded in afforesting large degraded areas. The tribal women of Bankura (W.B) formed a collective group were engaged in waste land management and development and their economic up gradation was developed. They also formed Nari Bikash Sangha to get more mobilisations. This venture proved to be a unique environmental programme.

POPULATION: Population means the area of the study concerned and in this study all the Post-Graduate students of different districts of West Bengal were the population.

SAMPLE: For collection of relevant data the investigator selected 600 sample from different disciplines of Aliah University (n=117), Diamond Harbour Women’s University (n=33), Rabindra Bharati University (Distance) (n=193), Rabindra Bharati (Regular) (n=88) & Jadavpur University (n=69). But among them 100 samples were rejected for incomplete response. So the actual tabulated sample was 500. The samples were collected from the Post- Graduate students (PG-II) of the disciplines like Bengali, History, Geography, English, Sanskrit, Education, Environmental Studies, Master of Social Work and Rabindra Sangeet during September 2016 by using purposive sampling technique.

TOOLS: To assess the knowledge about environment and attitude towards environment of post graduate students, a standard questionnaire was developed by the author that was administered and applied uniformly to different students of above mentioned disciplines. The questionnaire consists (i) Demographic Data Sheet (consists of 10 items) and (ii) “Knowledge and Attitude of Post Graduate students towards the Environmental Education (SKAE)”. The second one consists of 6 dimensions (pollution, resource mobilization, environmental law, sustainable development, ecosystem and environmental education) having 50 items on knowledge about environment and 100 items on attitude towards environment. Here 3 point Likert-type scale [Yes(Y), No (N) and Do Not Know (DNK)] was used to analyze the data of knowledge about environment. For positive items the number assigned was 2 for Yes, 1 for DNK and 0 for No. This is just reverse for the negative items. The questionnaire of knowledge about environment consists of 32 positive items and 18 negative items. In the questionnaire of attitude towards environment 6 point Likert-type scale [Strongly Agree (SA), Agree (A), Some What Agree (SWA), Some What Disagree (SWD), Disagree (D) and Strongly Disagree (SD)] was used to analyze the data. For positive items the number assigned was 6 for Strongly Agree (SA), 5 for Agree (A), 4 for Some What Agree (SWA), 3 for Some What Disagree (SWD), 2 for Disagree (D) and 1 for Strongly Disagree (SD). This sequence is just reverse for the negative items. The questionnaire of attitude towards environment consists of 45 positive items and 55 negative items.

DATA COLLECTION: Data were collected from the selected samples by using questionnaire directly. The first researcher collected data individually from the respondents and during data collection she supported the samples regarding any of their anomalies.

OBJECTIVES: To compare the knowledge about Environmental Education of Post Graduate students on the basis of their gender.

To study the knowledge of Environmental Education of the Post Graduate students on the basis of their parental education.

To study the attitude towards Environmental Education of the Post Graduate students on the basis of their gender.

To study the attitude towards Environmental Education of the Post Graduate students on the basis of their parental education.

RESEARCH HYPOTHESES:

H_0^1 : There would be no significant mean difference between the Post Graduate students' knowledge about Environmental Education on the basis of their gender.

H_0^2 : There would be no significant mean differences between the knowledge of Environmental Education of Post Graduate students on the basis of their parental education.

SUB HYPOTHESES:

H_0^{2a} : There would be no significant mean differences between the knowledge of Environmental Education of Post Graduate students on the basis of their father's education.

H_0^{2b} : There would be no significant mean differences between the knowledge of Environmental Education of Post Graduate students on the basis of their mother's education.

H_0^3 : There would be no significant mean difference between the Post Graduate boys and girls students' attitudes towards Environmental Education.

H_0^4 : There would be no significant mean differences between the Post Graduate students attitude towards Environmental Education on the basis of their parental education.

SUB HYPOTHESES:

H_0^{4a} : There would be no significant mean differences between the Post Graduate students attitude towards Environmental Education on the basis of their father's education.

H_0^{4b} : There would be no significant mean differences between the Post Graduate students attitude towards Environmental Education on the basis of their mother's education.

RESEARCH DESIGN:

Statistical analysis had been done by using MINITAB 13 Statistical Software. Descriptive statistics like t-test, ANOVA (1 way and 2 way) and Pearson's correlation were used in this study.

VARIABLES: It is of two types-Dependent and Independent.

- Independent variable: Knowledge about the Environmental Education.
- Dependent variable: Attitude towards the Environmental Education.

VALIDITY: Validity of the tools was established through content validity. The scale demonstrates well Face Validity. The draft questionnaire was given to the four experts for selecting the items from the draft tools. After 21 days the draft questionnaire were again given to same three experts for selecting the items. Information which was collected from the experts in second time was remaining almost same compared to that found in the first time and no significant differences have found.

RELIABILITY: Reliability of the scales was established by inter-ratter reliability method. The reliability co-efficient of the scale was 0.82 including internal reliability for attitude scale and 0.82 for knowledge scale.

ANALYSIS AND INTERPRETATION: The results of "Knowledge and Attitude of Post-Graduate students' towards the Environmental Education (SKAE)" are analysed and discussed under the different tables and figures.

SOFTWARE USED: The raw data were tabulated and analysed by using MINITAB 13 Statistical Software.

RESULTS: Knowledge Test:

H_0^1 : There would be no significant mean differences between the Post Graduate students knowledge about Environmental Education on the basis of their gender.

Gender	Total .No	Mean	SD	DF	T - Value	P - Value	Remarks
K_Boys	187	57.83	7.33	375	0.30	0.762	Accept H_0^1
K_Girls	313	57.63	6.96				

TABLE 1. The above table (TABLE 1.) shows that there is no significant mean difference between the boys and girls Post Graduate students when their knowledge about Environmental Education is considered. Therefore H_0^1 is accepted. This indicates that the gender plays no role in deciding the Post Graduate students' knowledge about Environmental Education.

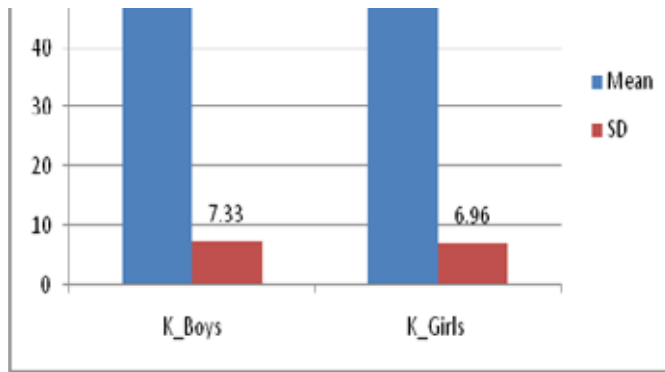


Figure 1: Column Chart for Boys and Girls Students on the basis of Knowledge Test Scores

H_0^2 : There would be no significant mean differences between the knowledge of Environmental Education of Post Graduate students on the basis of their parental education.

H_0^{2a} : There would be no significant mean differences between the knowledge of Environmental Education of Post Graduate students on the basis of their father's education.

Education of Father	.Total No	Mean	SD
K_<=HS	269	57.16	6.89
K_>HS	208	58.56	7.27
K_Illiterate	9	56.89	7.27

Source of Variation	Df	Sum of Squares	Mean Sum of Squares	F	P	Remarks
Between K_Education of Father	2	237.2	118.6	2.38	0.094	Accept H_0^{2a}
Within K_Education of (Father (Error	483	24069.6	49.8			
Total	485	24306.9				

TABLE 2a

Education of Father	DF	T - Value	P - Value	Remarks
K_<=HS Vs K_>HS	433	*2.14	0.033	Reject H ₀ at 0.05 level
K_<=HS Vs K_Illiterate	8	0.11	0.916	Accept H ₀
K_>HS Vs K_Illiterate	8	0.67	0.519	Accept H ₀

The above table (**TABLE 2a**) shows that there is no significant mean difference between the knowledge of Environmental Education of Post Graduate students on the basis of their father's education. Therefore H₀^{2a} is accepted. This indicates that the father's education plays no role in deciding the Post Graduate students' knowledge about Environmental Education. In the t-test it is noticed that the hypothesis rejected when comparison done between more than HS and less than HS. But in other two cases the null hypotheses were accepted.

H₀^{2b}: There would be no significant mean differences between the knowledge of Environmental Education of Post Graduate students on the basis of their mother's education.

Education of Mother	Total No.	Mean	SD
K_<=HS	338	57.85	7.12
K_>HS	117	58.23	6.91
K_Illiterate	15	53.40	6.19

Source of Variation	Df	Sum of Squares	Mean Sum of Squares	F	P	Remarks
Between K_Education of Mother	2	312.8	156.4	3.15*	0.044	Reject H ₀ ^{2b} at 0.05 level
Within K_Education of (Mother (Error	467	23168.4	49.6			
Total	469	23481.2				

TABLE 2b* : Significant at 0.05 level

** : Significant at 0.01 level

The above table (**TABLE 2b**) shows that significant mean difference exists between the knowledge of Environmental Education of Post Graduate students on the basis of their mother's education. Therefore H₀^{2b} is rejected. This indicates that the mother's education plays an important role in deciding the Post Graduate students' knowledge about Environmental Education.

Attitude Test: H₀³: There would be no significant mean differences between the Post Graduate boys and girls students' attitudes towards Environmental Education.

Gender	Total .No	Mean	SD	DF	T - Value	P - Val-ue	Remarks
A_Boys	187	371.0	31.4	425	0.33	0.743	Accept H ₀ ³
A_Girls	313	372.0	35.0				

TABLE 3 The above table (**TABLE3**) shows that there is no significant mean difference between the Post Graduate boys and girls students' attitudes towards Environmental Education. Therefore H_0^3 is accepted. This indicates that the gender plays no role in deciding the Post Graduate students' attitudes towards Environmental Education.

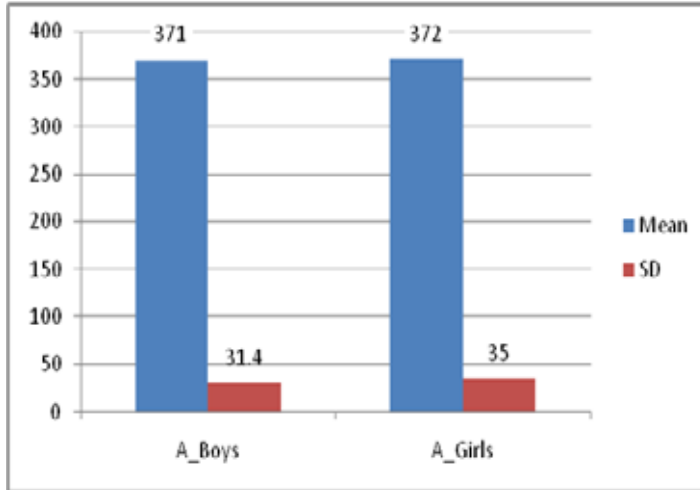


Figure3: Column Chart for Boys and Girls Students on the basis of Attitude Test Scores

H_0^4 : There would be no significant mean differences between the Post Graduate students attitude towards Environmental Education on the basis of their parental education.

H_0^{4a} : There would be no significant mean differences between the Post Graduate students' attitude towards Environmental Education on the basis of their father's education.

Education of Father	.Total No	Mean	SD
A_<=HS	269	370.17	31.23
A_>HS	208	374.23	37.13
A_Illiterate	9	373.78	33.17

Source of Variation	Df	Sum of Squares	Mean Sum of Squares	F	P	Remarks
Between A_Education of Father	2	1959	980	0.85	0.427	Accept H_0^{4a}
Within A_Education of Father ((Error	483	555561	1150			
Total	485	557521				

TABLE 4a* : Significant at 0.05 level

**** : Significant at 0.01 level**

Education of Father	DF	T - Value	P - Value	Remarks
A_<=HS Vs A_>HS	402	1.27	0.206	Accept H ₀
A_<=HS Vs A_Illiterate	8	0.32	0.756	Accept H ₀
A_>HS Vs A_Illiterate	8	0.04	0.969	Accept H ₀

The above table (**TABLE 4a**) shows that there is no significant mean difference between the attitude towards Environmental Education of Post Graduate students on the basis of their father's education. Therefore H₀^{4a} is accepted. This indicates that the father's education plays no role in deciding the Post Graduate students' attitudes towards Environmental Education.

H₀^{4b}: There would be no significant mean differences between the Post Graduate students' attitude towards Environmental Education on the basis of their mother's education.

Education of Mother	Total No.	Mean	SD			
A_<=HS	338	370.83	32.52			
A_>HS	117	376.07	39.38			
A_Illiterate	15	373.07	31.06			

Source of Variation	Df	Sum of Squares	Mean Sum of Squares	F	P	Remarks
Between A_Education of Mother	2	2395	1198	1.02	0.362	Accept H ₀ ^{4b}
Within A_Education of Mother (Error)	467	549696	1177			
Total	469	552091				

TABLE 4b* : Significant at 0.05 level

**** : Significant at 0.01 level**

Education of Mother	DF	T - Value	P - Value	Remarks
A_<=HS Vs A_>HS	173	1.29	0.197	Accept H ₀
A_<=HS Vs A_Illiterate	15	0.27	0.789	Accept H ₀
A_>HS Vs A_Illiterate	20	0.34	0.737	Accept H ₀

The above table (**TABLE 4b**) shows that there is no significant mean difference between the attitude towards Environmental Education of Post Graduate students on the basis of their mother's education. Therefore H₀^{4b} is accepted. This indicates that the mother's education plays no role in deciding the Post Graduate students' attitudes towards Environmental Education.

DISCUSSION ON KNOWLEDGE ABOUT ENVIRONMENTAL EDUCATION

1. ROLE OF GENDER In the present investigation, the researcher found that Gender of the respondents played no role in deciding the Post Graduate students' knowledge about Environmental Education.

Shoberi (2005), Hassan et. al. (2013), Rout and Agarwal (2006), Sharma (2014), Bhatia and Bhatia (2013) and Shivakumara et. al. (2015) reported that sex had no impact on environmental awareness of students. Sundararajan and Rajshekar (1993) noticed that student's environmental awareness had not been influenced by their sex. Wouters (1997) acknowledged that both men and women were aware of the environmental changes which were due to increased expectations and needs of the people of the region. Thakur (2012), Sengupta, Das and Maji (2010), Sharma and Gupta (2012) found that male and female students exhibited comparable environmental awareness.

Arcury, Johnson and Scollay (1986), Brody (1984), Mohai (1992), Sah et. al. (2015) and others researchers had shown that women were more likely to hold environmental beliefs than men. Teksoz et. al. (2010) explained that men had more knowledge of issues related to environmental risks but were less likely to be concerned about those types of risks. Zimmerman (1996) observed that men had more knowledge about environment than women. Davidson and Freudenburg (1996) illustrated that women were more concerned about environmental hazards "not because they know less but because they care more." Arcury, Johnson and Scollay (1986), Nelkin (1981), Stern, Dietz and Black (1985) stated that it might be women were traditionally the care takers and were believed to be closer to nature and thus more inclined toward protective attitudes towards environment. Tayci and Uysal (2012) observed that female students in the elementary standards had more environmental knowledge than that of male students. The same result was also reflected in the study of Panth, Verma and Gupta (2015). They observed that Under Graduate female students were more sensitive toward environment than male students.

2. PARENTAL EDUCATION In the present study the researcher found that parental education plays an important role in deciding the Post Graduate students' knowledge about Environmental Education. In the present study it was found that mother's education also plays an important role in deciding the Post Graduate students' knowledge about Environmental Education

Khan (2013), Haryono (2014) Fatih and Osman (2010) also found that the educational status of the parents had great positive influence on higher environmental awareness.

Tayci and Uysal (2012) also found that the students had higher environmental knowledge whose mother had higher degree of education and also whose father's had higher degree of education.

Makki et. al. (2003) observed that poor environmental knowledge was significantly related to their parental education level.

DISCUSSION ON ATTITUDE TOWARDS ENVIRONMENTAL EDUCATION

3. ROLE OF GENDER In the study the researcher found that gender played no role in deciding the Post Graduate student's attitudes towards Environmental Education.

Ponmozhi, and Krishnakumari (2017), Sengupta, Das and Maji (2010) in their study also observed that gender of the students had no effect on their attitude towards environment.

But Taskin (2009), Davidson and Freudenberg (1996), Gardos and Dodd (1995), Uzun (2005), Erol and Gezer (2006), Denis and Genc (2007) observed that students' attitude towards environment was influenced by their gender. Panth, Verma and Gupta (2015), Anderson et. al. (2007), Ewert and Baker (2001), Mainieri (1997), Olofsson and Ohman (2006), Tikka et. al. (2000), Mercy and Arjunam (2005) and Carrier (2009) in their study observed that the boys had more positive attitudes towards environment than the girls students. Hassan et. al. (2013), Mukhopadhyay (2016), Connell et. al. (1998), Van Liere and Dunlap (1981), Sarkar (2011), Sahin (2012) and Bala (2016) found that female students had higher positive attitude towards environment than male students.

4. PARENTAL EDUCATION In the present study the researcher found that parental education played no role in deciding the Post Graduate students' attitudes towards Environmental Education.

Haryono et. al.(2014) also observed that parental education of the students not significantly influence their attitude towards environment.

But Khan (2013) observed that parental education highly influenced students' attitude towards environment. Arnold et. al.(2009), Taskin (2009),Fatih and Osman (2010) observed that positive attitudes of students was strongly influenced by their parents.

Tayci and Uysal (2012) found that there was no significant mean differences between the attitude towards environment and their mother level of education and also the degree of their father.

THE FINDINGS:

KNOWLEDGE ABOUT ENVIRONMENTAL EDUCATION

1. Gender of the respondents plays no role in deciding the Post Graduate students' knowledge about Environmental Education.
2. Post Graduate students knowledge about Environmental Education depends on their parental education.
 - 2a. Father's education plays no role in deciding the Post Graduate students' knowledge about Environmental Education.
 - 2b. Mother's education plays an important role in deciding the Post Graduate students' knowledge about Environmental Education.

ATTITUDE TOWARDS ENVIRONMENTAL EDUCATION

3. Gender plays no role in deciding the Post Graduate students' attitude towards Environmental Education.
4. Parental education plays no role in deciding the Post Graduate students' attitude towards Environmental Education.
 - 4a. Fathers education plays no role in deciding the Post Graduate students' attitude towards Environmental Education.
 - 4b. Mothers education plays no role in deciding the Post Graduate students' attitude towards Environmental Education.

CONCLUSION: It has been realised that women's development in all respects will be most effective in reducing fertility and population growth. Women must be educated, economically independent, employed and in sound health to be able to limit the size of the family. In 1986 The National Water Mission stated that more awareness and active participation of women will be able to control environmental pollutions well as environmental management.

In modern India, the environmental action started with the help of Mrs. Indira Gandhi in Stockholm Conference, 1972. The term environment was first introduced in the fourth five year plan (1969-74) as "harmonious development is possible only on the basis of a comprehensive appraisal of environmental issues." Environmental Education became an important part of the National Policy on Education on 1986. The concept of Sustainable development (SD) became popular after the publication of Brundtland Report, "Our Common Future" (WCED, 1987). Sustainable Development emphasised on the core ideas e.g. living within the limits, understanding the interconnections among environment, economy and society, equal distribution of resources and opportunities.

Our great social reformer and philosopher and great thinker Vidyasagar told "Child of a literature mother can not be illiterate." So the awareness which has been created to empower the women must go on, to achieve and ecologically balanced as well as developed country.

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MAULANA ABUL KALAM AZAD ON EDUCATION RECONSTRUCTION IN POST-INDEPENDENCE

Biswajit Manna*

Abstract: *“The Maulana was a great religious scholar, journalist writer, poet, philosopher and above all, a great political leader whose services and sacrifices had matchless contributions as free India’s first education minister.” Jawaharlal Nehru 11 November, 1959. Maulana Azad was one of the great leaders of both pre and post independent in twentieth century Indian history. His erudition and training in the traditional Islamic sciences and his robust intellect put him on a high pedestal even among his towering contemporaries. He began his career as a skillful journalist, with a remarkably insightful eye on many burning issues. One of the issues he held dear was education, with an emphasis on scientific and technical education, which he felt was indispensable for the development of a country colonized and exploited for over 150 years. He systematically pursued education as a discipline from a very early age. Basically, his involvement with the Aligarh movement and the Nadva-tul-Ulum of Lucknow gave him an opportunity to articulate his views on educational affairs. Maulana Azad was a true nationalist and was a fierce critic of the British policy of divide and rule. He rejected the separatist politics of All India Muslim League and even as a young man, he vehemently opposed the partition of Bengal in 1905, took part in revolutionary activities and became close to prominent revolutionaries. His weekly newspaper Al-Hilal espoused the ideals of Indian nationalism and encouraged young Muslims to join the fight for India’s Independence and Hindu-Muslim unity. He became one of the most important followers of Mahatma Gandhi and joined the Indian National Congress. Under the leadership of Mahatma Gandhi, he participated in the Non-Cooperation Movement and became the President of the All India Khilafat Committee. Under the influence of Mahatma Gandhi, Maulana became deeply committed to non-violence and came very close to front ranking leaders like Pandit Jawaharlal Nehru, Chittaranjan Das, Subhash Chandra Bose and others. Maulana Azad became the President of the Congress Party and when we achieved our freedom, he displayed highest form of statesmanship. After independence in 1947 he is the first education minister of free India. At first, he took responsibility of construct education of India unwillingly on his solder and broken heart but reconstruct Indian education system fantastically through creative and innovative way.*

Keywords:

INTRODUCTION: *“I must confess that the very term Pakistan goes against my grain. It suggests that some portions of the world are pure while others are impure. Such a division of territories into pure and impure is un-Islamic and is more in keeping with orthodox Brahmanism which divides men and countries into holy and unholy – a division which is a repudiation of the very spirit of Islam. Islam recognizes no such division and the prophet says, ‘God has made the whole world a mosque for me’ (unquote).”- (Maulana Abul Kalam Azad)*

The core of his educational thinking is Islamic, but it is modified in the light of his knowledge of modern educational thought in the West and in India. He gave a scientific basis to the system of Islamic higher

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education, deriving his inspirations from the European and American experiences and practices of education. The impact of the West on his thinking is seen significantly at work, in his attempt at modeling a new system of child education in India. He was highly impressed by the West in the education of children at the elementary stage. Azad desired a similar move in the Indian educational setup. Maulana Azad felt that a reorientation and revision in the content of education was necessary in the context of the changed needs of independent India. He held that the education system was little inclined towards academic and literacy studies, in keeping with the individual is not an integrated personality, society cannot be harmonious. The function of education in the modern world is therefore, to build up integrated individuals in an integrated society and the concept of both the East and the West must contribute to such a development. (Peerzada, november 2013)

PLAN, RESEARCH AND PROGRAMME FOR NATIONAL EDUCATION: *“we in India also will not allow considerations of financial stringency to hold up for a day longer than is absolutely necessary, the programme of universal, compulsory and free basic education, which is essential for building up the free and democratic India of our dreams.”*

Emphasizing the significance of education for all, Azad referred to Disraeli, who believed that “a democracy has no future unless it educates its masters”. In independent and democratic India, with universal franchise as the key principle, the voter was truly the master of democracy, whom Azad wanted to be educated and be aware. He was conscious of the sad inheritance, which had 85% population of illiterates on the eve of independence. Several class and caste discriminations and disabilities were in place, which required to be urgently removed. He was convinced that the state needs to play a key role in combating such afflictions and provide the means of “the acquisition of knowledge and self-betterment”; however, the most disconcerting factor was the lack of necessary funds to carry forward the state’s responsibilities. Azad conceded with a sense of guilt as minister of education that the Central Government has only 1% allocation for education and he thus pleaded in the Constituent Assembly to raise the expenditure to 10%. He pursued the issue with passion and was able to raise the allocation from twenty million rupees to around 350 million during his tenure as minister of education. His commitment to the democratization of education is also reflected in his strident position in the Constituent Assembly where he talked of equalizing opportunities in the context of old caste, class and sex prejudices. He thus spoke in 1948, “If they have been left behind in the sphere of progress, it is not their fault. The society is to be blamed for this. It is all the more necessary, therefore, that the society, which has not until now placed them on an equal footing, should help in their advancement.”¹⁹ This is all the more important today when we are in the midst of implementing the Right to Education Act; it’s a tribute to Maulana Azad, as he took up this arduous task almost 60 years ago. As a Minister of Education, Maulana Azad made unique contribution and stressed on the necessity of laying down policies and programmes for the speedy and all round, as well as inclusive development of the educational facilities in the country. He stated that “the first and foremost task of the National Government is the provision of free and compulsory basic education for all” and he envisaged that universal compulsory basic education could be introduced within a period of 16 years by two five-year and one six-year plans. He particularly stressed on the importance of basic education for the future welfare of the people. He emphasized on the importance of the speedy progress of adult education and observed that without an educated electorate, democracy cannot perform the functions expected of it. Therefore, he wanted that the scope of adult education should also include provision for social education. Maulana Azad had also stressed on the necessity of setting up village schools which would not only be places of instruction for the village children, but also centers of community life in the villages. His proposal was that in the village schools, practical training would be given in some craft to improve the economic status of the villagers and to organize sports and other forms of recreation for increasing their social and community sense.

RIGHT TO EDUCATION: *“the first and foremost task of the National Government is the provision of free and compulsory basic education for all”. (Central Advisory Board of Education in January 1949)*

his role during history leading to the enactment of the Right to Education legislation in India. The Maharaja of Baroda in fact introduced the Compulsory Education for boys in Amreli Taluk in 1893, which was extended by him to the rest of the state in 1906. In the same year Gopal Krishna Gokhale made a plea to Imperial Legislative Council for the introduction of Free and Compulsory Education. Using the following

words, *"I beg to place the following resolution before the council for its consideration...the state should accept in this country the same responsibility in regard to mass education that the government of most civilized countries are already discharging and that a well-considered scheme should be drawn up and adhered to till it is carried out.. The wellbeing of millions upon millions of children who are waiting to be brought under the influence education depends upon it..."*. Gokhale introduced a private members Bill in the Imperial Legislative Council on 18th march, 1910 for seeking provision of 'Free and Compulsory Primary Education' in India. The Bill was rejected. The attempts continued and in 1917, Vithalbhai Patel was successful in getting the Bill passed, which became the first law on Compulsory Education, popularly known as the Patel Act. By 1930, every province in British India got Compulsory Education Act on its statute book, though in practice not much happened due to non-availability of funds. In any case, the compulsory acts put the onus of children's education on the parents, and records suggest the collection of a few rupees and annas as punishment from parents for not sending their children to schools. The ineffective laws were further buried in 1930 by the recommendations of the Hartog Committee that laid stress on better quality rather than quantity that hindered the spread of primary education in the country. When seven provinces came under the self-rule of the Congress party, Mahatma Gandhi gave his stirring call for universal primary education in 1937, to be told that there was no money for that. At the ripe age of 67, Gandhi then made his radical proposals for mass education that he thought were appropriate for India. It has remained a matter of debate whether Gandhi advocated work-based education as a means of self-support in order to circumvent his disappointment regarding the inability of the state to fund universal education, or as a pedagogic necessity, or both. His plea for adequate finances for universal education was met with a response that if at all, the way out was to utilize revenues from liquor sales. That meant he had to either give up his stand on prohibition, or his plea for universal education with state support, which he expressed quite plainly: *"the cruelest irony of the new reforms lies in the fact that we are left with nothing but liquor revenue to fall back upon, in order to give our children education"*. This seems to have led Gandhi to propose a national system of education that would be self-sufficient, rather than solely dependent on state funding thus: *"but as a nation we are so backward in education that we cannot hope to fulfill our obligations to the nation in this respect in a given time during this generation, if the program is to depend on money. I have therefore made bold, even at the risk of losing all reputation for constructive ability, to suggest that education should be self-supporting I would therefore begin the child's education by teaching it a useful handicraft and enabling it to produce from the moment it begins training. Thus, every school can be made self-supporting, the condition being that the State take over the manufacture of these schools"*. It was a committee led by Zakir Hussain that worked out, in 1942, the contours of this *nai talim* proposed by Gandhi. The 1945 Sergeant Committee report on India's education in the meanwhile predicted that given the number of children and financial needs, universal basic education in India was not feasible in a time frame of less than forty years (1985). This in a way was the stage when Maulana Azad made his entry on the scene, in a dual role one might say; as a designer of the emerging nation state and Republic of India by being a member of the Constituent Assembly, and as a prominent member of Nehru's cabinet, a Minister whose task was to implement and deliver in the area of education. The Constituent Assembly commenced its task from 1946 that continued till the Constitution was adopted in 1950. It is important to make sense of the Maulana's public utterances during this period, since the Assembly was seriously considering making education a fundamental right in the Constitution itself. It is however not clear from the scanty records I have access to as to the role of Maulana Azad in incorporating education as a fundamental right in the Constitution. Addressing the conference on All India Education on January 16, 1948, Maulana Azad emphasized: *"We must not for a moment forget, it is a birth right of every individual to receive at least the basic education without which he cannot fully discharge his duties as a citizen."*

In 1947 the Constituent Assembly set up a Ways and Means (Kher) Committee to explore ways and means of achieving universal elementary education within ten years at lesser cost. In the same year, the Assembly Sub-committee on Fundamental rights placed free and compulsory education on the list of Fundamental Rights: *"Clause 23 - Every citizen is entitled as of... right to free primary education and it shall be the duty of the State to provide within a period of ten years from the commencement of this Constitution for free and compulsory primary education for all children until they complete the age of fourteen years."* 1947 the advisory committee of the Constituent Assembly rejected free and compulsory education as a fundamental

right (costs being the reason). It sent the clause to the list of “non-justiciable fundamental rights” (later termed as ‘Directive Principles of State Policy), that denied a justiciable right. In the 1949 debate in the Constituent Assembly, the Assembly decided to remove the first line of draft Article 36’ ... “*Every citizen is entitled as of right to free primary education and it shall be the duty of the State to..*” and replaced it with “*The State shall endeavour to..*” That effectively put an end to the possible inclusion of Right to Education in the original Constitution itself. How exactly Maulana Azad positioned himself in this debate, whether he made direct or behind the scene efforts to have the draft Article 36 retained are questions for future research. Quite clearly, his public utterances did not find an echo in the drafting of the Constitution. As for the age group finalized for the Directive Principles and the removal of the term primary education from the final draft, that was because of the intervention of Babasaheb Ambedkar, the Chairperson of the Assembly, who on November 23, 1949 said that “... a provision has been made in Article 18 to forbid any child from being employed below the age of 14. Obviously if the child is not to be employed below the age of 14, the child must be kept occupied in some educational institution.” Barring this intervention, the Final directive principle 45 would have said “up to age 11” rather than “up to age 14”. It was left to K.T. Shah to make the prophetic pronouncement on the decision of the Assembly to relegate the right to directive principles. In his note of dissent in April 1947, he had said: “*Once an unambiguous declaration of such a (justiciable) right is made, those responsible for it would have to find ways and means to give effect to it. If they had no such obligation placed upon them, they might be inclined to avail themselves of every excuse to justify their own inactivity in the matter, indifference or worse*”.

he envisaged that universal compulsory basic education could be introduced within a period of 16 years by two five-year and one six-year plans. While addressing the meeting of the Central Advisory Board of Education, on 15 March 1952, Maulana Azad, as the then Hon’ble Minister of Education re-emphasized the five-fold programme for the expansion of education in the country as follows:

- a. Universal compulsory basic education for all children of school age,
- b. Social education for our adult illiterates,
- c. Measures for improvement in the quality of and expansion of facilities for secondary and higher education,
- d. Technical and scientific education on a scale adequate to the nation’s needs, and
- e. Measures for the enrichment of the cultural life of the community by encouraging the arts and providing facilities for recreation and other amenities.

He observed that “We want in India of future, men and women of vision, courage and honesty of purpose, who will be able to play their part worthily in every field of national activity”. He also lauded the efforts of the Planning Commission which had recommended, in consultation with the Ministry of Education, the adoption of selective approach through the organization of community projects, which aimed at the development of improved methods and techniques in the fields of primary, basic, secondary and teachers’ education. (Raina, 2010)

MAULANA ABUL KALAM AZAD ON EDUCATION, CULTURE AND ART: “*I think you will agree that the educational set-up for a secular and democratic State must be secular. It should provide for all citizens of the State the same type of education without any distinction. It should have its own intellectual flavor and its own national character. It should have as its aim the ideal of human progress and prosperity. The Indian Union has set before itself such a scheme of common education for all without distinction or discrimination in favour of any community or group*”. (Aligarh Muslim University in February 1949)

For Maulana Azad, no education at any level was complete without art and culture. He repeatedly emphasized the significance of culture and heritage while formulating his educational policies. While opening an art exhibition in New Delhi, he said “Art is an education of emotions and is thus an essential element in any scheme of truly national education. Education, whether at the secondary or at the university stage, cannot be regarded as complete if it does not train our faculties to the perception of beauty.”²⁴ He wrote in one of his letters that “Beauty, whether in sound, or in face, whether in the Taj Mahal, or Nishat

Bagh, beauty is beauty...and it has its natural demands. Pity that miserable soul whose insensitive heart did not learn how to respond to the call of beauty!" It was this commitment of Azad which prompted him to set up most of the art and culture academies, soon after the attainment of freedom. It is not a very well-known fact that Maulana Azad was an accomplished musician himself, who had undergone proper training to play sitar. In his Ghubar-i-Khatir, the longest letter he wrote was on the history and art of music, where he writes to Nawab Sadr Yar Jung, "Perhaps, you don't know that at one time music had been my passion. It engrossed me for several years." His Islam also did not deter him in this pursuit, where he disagreed even with his father's perception of Islam. Here Azad was following a well-established tradition within Islam, which has been marginalized by certain sections during the later centuries of Islam. Even Imam Ghazali in the eleventh century devoted a chapter on music in his Ihya Ulum al-Deen where he says that there is something wrong with the man or woman who does not like music. He declared "One who is not moved by music is unsound of mind and intemperate; is far from spirituality and is denser than birds and beasts because everyone is affected by melodious sounds."²⁵ Maulana Abul Kalam Azad wrote further in the letter about music, which is in stark contrast to the Wahabi and Talibani perversion of Islam:

"I can always remain happy doing without the necessities of life, but I cannot live without music. A sweet voice is the support and prop of my life, a healing for my mental labours. Sweet music is the cure for all the ills and ailments of my body and heart".

Maulana Azad felt that enough is not being done to promote Indian classical music on All India Radio. He shot off a letter to Sardar Patel, who was formally in charge of Broadcasting, where he said: "You perhaps do not know that I have always taken keen interest in Indian classical music and at one time practiced it myself. It has, therefore, been a shock to me to find that the standard of music of All India Radio broadcast is extremely poor. I have always felt that All India Radio should set the standard in Indian music and lead to its continual improvement. Instead, the present programmes have an opposite effect and lead one to suspect that the artistes are sometimes chosen not on grounds of merit."²⁸ He even proposed that he can find time to advise the concern person who is in charge of the programmes and suggest ways of improvement. This is enough to establish the commitment of Maulana Azad to matters related to arts and aesthetics. It was this commitment of Azad, which prompted him to institutionalize Indian art and culture in the 1950s. He was conscious that the colonial government had deliberately ignored this aspect that needed to be looked after in independent India. Within a short span of ten years, he established most of the major cultural and literary academies we have today, including the Sangeet Natak Academy, Lalit Kala Academy, Sahitya Academy as well as The Indian Council for Cultural Relations. While setting up these Academies, Azad was clear that all these institutions of creative talent need to be autonomous and free from official government control and interference. He categorically pointed out at the First All India Conference of Letters that "even a National Government cannot, and should not be, expected to develop literature and culture through official fiat. The government should certainly help both by material assistance and by creating an atmosphere which is congenial to cultural activities, but the main work of the development of literature and culture must be the responsibility of individuals endowed with talent and genius."²⁹ The Indian Academy of Dance, Drama and Music was inaugurated on January 28, 1953 and Azad said at the inaugural function that "India can be proud of long heritage and tradition in the field of dance, drama, and music. In the field of fine arts, as in those of philosophy and science, India and Greece occupy an almost unique position in human history. It is my conviction that in the field of music, the achievement of India is greater than that of Greece. The breadth and depth of Indian music is perhaps unrivalled as is its integration of vocal and instrumental music." Azad also pointed out that the essence of Indian civilization and culture has always been a spirit of assimilation and synthesis. Nowhere is this more clearly shown than in the field of music. Maulana Azad's cosmopolitan and international vision is reflected in his comment when he says further in his speech that "This precious heritage of dance, drama and music is one we must cherish and develop. We must do so not only for our own sake but also as our contribution to the cultural heritage of mankind. Nowhere is it truer than in the field of art, that to sustain means to create. Traditions cannot be preserved but can only be created afresh. It will be the aim of these academies to preserve our traditions by offering them an institutional form." (Habib, November 2010)

SCIENCE AND TECHNOLOGY: *“a good school is a national asset of the highest value at any place or at any time. Schools are the laboratories which produce the future citizens of a State. The quality of the State therefore depends upon the quality of such laboratories. In the context of modern India, the importance of good schools is even greater. On the one hand, we have vast illiteracy and on the other, almost unbounded opportunities”.* (UNESCO national conference, New Delhi, 1956)

As the Minister of Education of free India, he felt that two tasks were of paramount urgency. The first was the creation of nation-wide system of Basic Education for all children of school going age, and the second, the provision of facilities of the highest type of education in the technical field. One of the first decisions that he took as Minister of Education was that the Government must improve the facilities for higher technical education in the country, so that we could ourselves meet most of our needs. He gave urgent importance to the establishment of four institutions of the standard of the Massachusetts Institute of Technology. At the Opening Session of the Indian Institute of Technology at Kharagpur on 18 August 1951, he observed that the Institute must provide instruction of the highest standard, under the supervision of recognized authorities in their respective fields and that only men of the highest quality should be in charge of the different departments. Maulana Azad further stressed on the importance of providing facilities for research at the different institutions established and to be established in the country. Maulana Azad’s commitment to modern scientific and technical education is important to recall today, particularly in the context of Islam, where a debate is being held whether modern science is Islamic enough for the believers or they need to have their own brand of Islamic science. A sizable section of Islamic intellectuals in Euro-American universities as well as Turkey, Malaysia and even India, have been aggressively proposing that modern science is Christian in spirit and inspiration and thus is against the basic Islamic values and fundamentals. Speaking at a symposium in 1951, Maulana Azad clearly spelt out the compatibility of East and West in the following words: The Eastern conception of man’s status is not only consistent with the progress of Western science, but in fact offers an intelligible explanation of how scientific progress is possible. If man were merely a developed animal, there would be a limit to his advancement. If, however, he shares in God’s infinity, there can be no limit to the progress he can achieve. Science can then march from triumph to triumph and solve many of the riddles which trouble man even to this day. Maulana emphasizes further in his address when he says that “Science is neutral. Its discoveries can be used equally to heal and to kill. It depends upon the outlook and mentality of the user whether science will be used to create a new heaven on earth or to destroy the world in a common conflagration. If we think of man as only a progressive animal, there is nothing to prevent his using science to further interests based on the passions he shares in common with animals. If, however, we think of him as an emanation of God, he can use science only for the furtherance of God’s purpose that is the achievement of peace on earth and goodwill to all men.”

POLICY PROCESSES IN HIGHER EDUCATION: *“You are the citizens of free India – a State which is determined to develop its political and social life on secular and democratic lines. The essence of a secular and democratic State is freedom of opportunity for the individual without regard to race, religion, caste or community. As members of such a State, you have therefore the right – provided you have the necessary qualities of character and attainment – to expect all doors to open to you, whether in the field of politics, trade, industry service or the professions. There is no gain saying the fact that in the past many of the alumni of this Institution looked to nothing but employment under the Government. Freedom must bring in a widening of the mind and an enlargement of your ambitions. You must therefore look forward in a free India to the utilization of your talents in the manner best suited to the needs of the Nation.”* (Aligarh Muslim University in February 1949)

Maulana Abul Kalam Azad stood for secularism, humanism and institution building in independent India. He lived in a period when the task of nation building acquired importance and in this endeavor he had a spirited support of leaders who had a unity of purpose. The freedom struggle presented a milieu for long term vision that became the basis for public policy. Maulana Azad and Nehru when the foundations of many institutions were laid, many of which have excelled till now. In the present phase, too, new institutions such as central universities, innovation universities, IITs, IIMs, IISERs are being established on a large scale. The National Commission of Higher Education and Research as an apex body to provide new directions is proposed. The plan for National Accreditation Council is being firmed up to introduce the

policy of transparency and accountability in the quality assurance. The grievance redressal machinery and Educational Tribunals are being established as part of government's action plan in higher education. The UGC came into existence through an Act of Parliament in November 1956. The establishment of UGC was recommended by the Radhakrishnan Commission (1948) better known as the First Education Commission. Thus, the period of education reform during the times of Maulana Azad is characterized by the positive forces of ideology of nationalism and state dominance combined with political forces that concentrated on organizational reform. Yet the dominant coalition of class interest helped to serve the interests of urban elite. The positive forces brought a forward movement, yet the class interests moved it backward so far as the educational development is concerned. Understanding of the conflicts and support within ideological, political and economic and between them constitute the crux of the policy process. (Bhushan, 2010)

MEDIUM OF INSTRUCTION ON EDUCATION: On the question of Medium of Instruction in educational institutions, which has always been and is still of great importance, he enunciated the Government's proposal as early as in August 1948 that "a child should be instructed, in the early stage of his education, through the medium of the mother tongue as has been accepted by the Government as its policy". According to him any departure from this principle was bound to be harmful to the child. He further observed that "if within a State there are people speaking in different languages, any attempt to adopt one language as the medium of instruction will lead to discontent and bitterness and "will affect inter-provincial relations and set up vicious circles of retaliation," and thereby provincialism will grow, and Indian nationalism will suffer." Addressing his one of the first press conferences, just on the eve of independence, Azad said categorically that "A truly liberal and humanitarian education may transform the outlook of the people and set it on the path of progress and prosperity, while an ill-conceived or unscientific system might destroy all the hopes which have been cherished by generations of pioneers in the cause of national struggle." 13 Azad was conscious of the fact that colonial education system, particularly the post-Macaulayan phase, had done tremendous harm to the Indian education, most importantly the medium of instruction. He somehow agreed with Macaulay's contention that Sanskrit and Persian were unsuited for medium of instruction, "but English could serve the purpose no better". 14 When the East India Company decided to introduce English as the medium of instruction, we made a beginning in an un-Indian way. The Indians had to shape their minds in artificial and not in natural moulds. He even said that "If the Indian languages had been made the medium of instruction a hundred and fifty years ago they would have come in line with the progressive languages of the world". Here let me recall an attempt made in Delhi itself almost 150 years back when Master Ramchandra and Munshi Zakaullah at Delhi College tried to teach modern science through the medium of Urdu. Zakaullah, very poignantly expressed his faith in the local language, echoing Azad's views, almost 150 years before him, when he once said:

"....the constant use of English even from our childhood, so that we begin to express our thoughts in it instead of in our mother tongue, will go far to denationalize us. If we wish to remain an Eastern people, we must not neglect the language which we learnt at our mother's knee...To forget it, or to despise it, is to lose one of the strongest factors in the building up of national character."

EQUALITY, EQUITY AND CASTE, CLASS ON EDUCATION SYSTEM: "If there is any one feature which distinguishes modern India, it is the growth of the spirit of democracy which seeks to give equality of opportunity to all its citizens. All past barriers based on birth, privilege, caste or wealth are breaking down. As a secular democratic State, we are pledged to the widening of opportunities and equality of chances for all".

Another important issue for Azad, soon after independence, was democratization of education, particularly when India had emerged out of 200 hundred years of colonialism, going through varied forms of discriminations and deprivations. He defined as "the message of democracy and human equality to the world suffering from chronic type of class discriminations". Azad expanded Islamic values on a national scale, going beyond the narrow confines of the faith, to explain and understand the problems of the newly independent nation, particularly the access to education on a universal scale. Azad strongly felt that our objective cannot be realized unless we get out of narrow-mindedness, which has been our greatest hindrance. In this new era of freedom, we should keep ourselves free from this disease as there is no other disease as dangerous for the healthy growth of national life. Elaborating further, he said: "Like an actor

it masquerades in disguise. In the domain of religion, it appears in the form of blind faith and wants to deceive us in the name of orthodoxy. In politics it wants to overpower us in the guise of nationalism. In learning and culture, it makes an appeal to us in the name of our nation and country. It behooves us not to be taken in by these fictitious names. We must remember that the root cause of all this is nothing but narrow-mindedness.”

WOMEN EDUCATION:

Maulana Azad gave special stress on the teaching of modern sciences and on the education of women. In 1949, in the Central Assembly he emphasized on the importance of imparting instruction in modern sciences and knowledge and observed that “no programme of national education can be appropriate if it does not give full consideration to the education and advancement of one-half of the society – that is the women”. Maulana Azad thus gave emphasis to universalization of education of highest standard and he wanted that India should become literate and there should be not only village schools but also schools which will impart best form of education and that proper emphasis should be given to the education of women. He raised this issue in the Constituent Assembly as well in 1949 asking for multiplying the educational opportunities for women.

CONCLUSION: *“I have no doubt in my mind that if you can imbibe this spirit of progressive nationalism, which is the motto of our secular democratic State, there will be no position in any field of life that will be beyond your reach. I would therefore urge upon you to develop and strengthen your character and acquire knowledge that will fit you to play your rightful part for the future progress and prosperity of the country.” (Aligarh Muslim University in February, 1949)*

Bharat Ratna Maulana Abul Kalam Azad was a man of intellectual excellence and an eminent figure in India’s struggle for freedom. He is also known as a multi-faceted personality who was a leader, a noted writer, a great poet and a celebrated journalist. His fiery speeches and writings are a fine admixture of learning, vision, and purposefulness in nurturing wisdom. He dedicated his life to national integrity and the country’s prosperity. He famously said that *“I am proud of being an Indian. I am part of the indivisible unity that is Indian nationality. I am indispensable to this noble edifice and without me this splendid structure is incomplete. I am an essential element, which has gone to build India. I can never surrender this claim”*. Indeed, Azad became one of the architects in shaping India’s future for which he occupies a special place in the Indian History. Azad’s legacy and influence still remain the most important symbols of communal harmony in modern India. His birth anniversary is celebrated as ‘National Education Day’ for his contributions to the education system in India. In 1992 he was posthumously awarded India’s highest civilian award, the ‘Bharat Ratna’.

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CENTENARY OF JALIANWALA BAGH MASSACRE AND ITS AFTERMATH

Aparajita Roychowdhury*

ABSTRACT: *Present study tries to focus on the centenary of Jallianwala Bagh massacre. This study expounds with three basic points –*

1. *What happened on April 13, 1919 at Jallianwala Bagh and role of the British government,*
2. *Tagore's protest against Jallianwala Bagh massacre and*
3. *100 years on, still no apology from Britain. The massacre itself and Tagore's protest are two ever remarkable historical events in world history where the first event is condemned and strictly criticized by all. But Britain remains as shameless as ever by not kneeling down to make a single word of apology.*

KEY WORD: Jallianwala Bagh, after match

INTRODUCTION: April 13, 2019 marked 100 years of the Jallianwala Bagh massacre. It is considered as one of the deadliest attacks in the world history. The year 1919 indeed was a landmark in modern Indian history. It saw the advent of mass struggle under Mahatma Gandhi's leadership known as Rowlatt Satyagraha commencing in 1919 with a hartal on April 6 in the same year. During the course of this movement, the tragic incident of Amritsar massacre took place. Gurudev Rabindranath Tagore renounced his Knighthood in protest. The massacre deeply influenced subsequent course of anti-imperialist struggle in the country and contributed in its own way to the strengthening of the forces which posed a challenge to the British rule in India. The then situation of India had many facets. Amongst them the remarkable three are --

“Wanted to reduce their morale” In Amritsar the people were not allowed to move about freely. A proclamation was issued forbidding all gatherings and meetings. Only a few had the chance to know about the proclamation, as it was not announced widely, and it was made in English only. It was announced that a meeting was to be held in a garden called Jallianwala Bagh, to make a protest against the Government's actions. General Dyer took no measure to stop the meeting.

Jallianwala Bagh is a garden spread across 6 to 7 acres in Amritsar in Punjab. The garden was surrounded by walls and buildings and had only one exit. At the first shot the exit was jammed and there was no hope of escape for the crowd.

On April 13, 1919 a large gathering of 15,000-20,000 people with a majority of Sikhs had congregated to celebrate Baisakhi, the festival of harvest in Punjab. They had also gathered to revolt against the repressive Rowlatt Act that led to stricter control of the press, arrests without warrant and indefinite detention without trial. They also came together in solidarity to condemn the arrest and deportation of two national leaders - Satya Pal and Dr Saifuddin Kitchlew. The Baisakhi pilgrims had no idea of what they were about to face.

Around 50 soldiers led by Brigadier General Reginald Dyer, opened fire on a crowd of unarmed men, women and children at Jallianwala Bagh. They fired for 10 minutes, discharging 1,650 bullets at the peaceful protesters in Jallianwala Bagh, who stood less than 150 feet away from their .303 rifles. Official

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accounts put the death toll at 379 and more than 1200 were wounded. Unofficially more than 1000 unarmed men, women, and children were killed. Unable to escape, people tried to climb the walls of the park but failed. Many jumped in the only well inside the garden to save themselves from the bullets.

“I fired and continued to fire until the crowd dispersed and I consider this is the least amount of firing which would produce the necessary moral, and widespread effect it was my duty to produce, if I was to justify my action. If more troops had been at hand the casualties would be greater in proportion. It was no longer a question of merely dispersing the crowd; but one of producing a sufficient moral effect, from a military point of view, not only on those who were present but more specially throughout the Punjab. There could be no question of undue severity.”

This is how Brigadier-General Reginald Dyer explained the reasoning behind his order to fire. Dyer simply persuaded this logic to its extreme conclusion, as he made explicit when questioned by the Hunter Committee:

Q. I take it that your idea in taking that action was to strike terror?

A. Call it what you like. I was going to punish them. My idea from the military point of view was to make a wide impression.

Q. To strike terror not only in the city of Amritsar, but throughout the Punjab?

A. Yes, throughout the Punjab. I wanted to reduce their morale; the morale of the rebels.

“RELIEVED OF KNIGHTHOOD”

100 years are a long time in political history. It is indeed long enough for any event to turn from the vivid colours of felt experience into the sepia of fading memory. But it is not so in case of Jallianwala Bagh incident. On April 13, 1919 the whole Amritsar was synonymous India. It embodied a nation’s death-defying dignity in pain . At that time of the mowing down, Tagore was ‘Sir’ Rabindranath Tagore. On receiving the news regarding Jallianwala Bagh, he tried to arrange a protest in Calcutta and finally denounced the knighthood as an act of protest. Tagore picked up his pen to write a repudiation letter to Viceroy Lord Chelmsford dated May 30, 1919. The letter was published in *The Statesman* (June 3, 1919) and in the *Modern Review* (July, 1919).

The detail of the incident took time to “trickle through the gagged silence, reaching every corner of India”. Tagore was completely agonised on being updated by CF Andrews who had met Gandhi and returned to Shantiniketan. According to the famous statistician Prasanta Chandra Mahalanobis, it was intolerable for the poet who had then sent Andrews to Gandhi with a proposal that if Gandhi agreed, he would go to Delhi and then the two of them would try to enter Punjab. And when both of them would be arrested, it would come out as their protest.

When Andrews returned with a negative answer as Gandhi thought the protest and the subsequent arrest might trigger violence, Tagore was disappointed. He then went to a leading figure of Bengal, Chittaranjan Das to arrange a protest meeting which would be presided over by Tagore but even that idea did not materialize. So Tagore decided to protest against the brutality by denouncing his knighthood.

He drafted a letter addressed to the Viceroy where he wrote that the Jallianwala Bagh massacre had “revealed to our minds the helplessness of our position as British subjects in India.” He had expressed the cruelty of the incident to be “without parallel in the history of civilised governments, barring some conspicuous exceptions, recent and remote.”

The concluding part of the letter is pure redemption. “The time has come”, he wrote to the Viceroy, “when badges of honour make our shame glaring in their incongruous context of humiliation. I, for my part, wish to stand, shorn off all special distinctions, by the side of my countrymen who, for their so-called insignificance, are liable to suffer a degradation not fit for human beings”. In conclusion, he asked of the Viceroy “...relieve me of the title of knighthood”.

Didn't Say Sorry

The centenary has rekindled public interest in the possibility of a formal apology by the British government of the kind. It tendered in 2013 to the victims of the Kenyan emergency imposed to crush the Mau Mau revolt in 1953. The British government had so far, skirted the issue of an apology. Former PM David Cameron, in Amritsar in 2013, called it “a deeply shameful event in Britain’s history”, but stopped short of a formal apology.

On April 10, 2019 (Wednesday) British Prime Minister Theresa May described the Jallianwala Bagh Massacre as a “Shameful scar” on the British Indian history. She also stopped short of a formal apology demanded by a cross - section of British Parliamentarians in the previous debates. In a statement, marking the 100 years of Jallianwala Bagh massacre, she said, “The tragedy of Jallianwala Bagh of 1919 is a shameful scar on British Indian history. As Her Majesty the Queen (Elizabeth II) said before visiting Jallianwala Bagh in 1997, it is a distressing example of our past history with India”. The Chief Minister of Punjab, Amarinder Singh said Theresa May’s words were not enough. He said “an unequivocal official apology” is needed for the “monumental barbarity”.

Britain’s opposition Labour Party leader Jeremy Corbyn demanded that those who lost their lives in the massacre, deserve a “full, clear and unequivocal apology for what took place”. But British PM didn’t say sorry.

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9. কুন্তল ঘোষ – রবীন্দ্রনাথ ঠাকুরের নাইটহুড প্রত্যাখ্যানের পশ্চাতে

THE BUDDHISM OF VIVEKANANDA: THE UNITY OF PHILOSOPHY

Mithun Chowdhury* & Dr. Sanchali Bhattacharya**

ABSTRACT: *Reported is the study of Buddhism of Swami Vivekananda. The researchers first describe about philosophical tune of Buddha and Vivekananda and Then explain how the unification of thoughts occur in the philosophy of Buddha and Swami Vivekananda. Finally the researchers concluded that Swamiji was greatly influenced by the Philosophy of Buddha.*

KEY WORDS: Buddhism, Vivekananda, Philosophy.

INTRODUCTION: Swami Vivekananda, the young philosopher was immensely inspired by Goutam Buddha and considered him as 'Lok Guru'. Through the word of Buddha and Vivekananda the greatest Sanskrit phrase and philosophy of "Vasudaiva Kutumbakam" meaning the world is one family came into practise.

PHILOSOPHICAL TUNE OF BUDDHA: Buddha was one of the most prominent character in Indian history who, practised what he preached. He transferred the philosophy into applied psychology. He was the one who not only believed in the virtue of thought but also believed in practising the concept of Psychology of mind and body. He believed that inside every individual, resides the 'enlightened one' who has the power to change the world within himself. The concept of Karmayoga was first practised by Buddha in its full form. Buddhism is one of the greatest philosophical religions in the world. It spreads all through the world and specially the common people of India. Buddha was the only great Indian philosopher who would not distinguish among castes. And interestingly not one of his followers remains in India.

PHILOSOPHICAL TUNE OF VIVEKANANDA: Like Buddha, Swami Vivekananda believed in "moksha", the complete liberation of body and soul. He longed for a chainless mind and a free soul. His oneness to Buddha as lovers of a shackle less mind a "born free" society unified the two. To him, "liberty is the first condition of growth". Vivekananda followed the concept of "philosophical armour" led by Gautam Buddha and to him "buddhahood is an achievement, not a person". Vivekananda's philosophy arises from the consciousness of the social, religious and economic circumstances of the Indian common people. He realised that at least some of the social problems were due to the convention and fallacies predominant in the society of the time. He had a deep belief that this was due to a loss of faith in spiritual values. So, he intended a spiritual awakening and accepted with appreciation whatever he could learn from faiths and disciplines highlighting the spiritual values. The inmost influence upon his thought is obviously of Ancient Hindu Philosophy — especially of the Vedanta. The main form of his thought is derived from the Hindu Scriptures — from the Upanisads and the Vedanta. His elementary belief in the indispensable unity of everything, be indebted its origin to the Vedanta. His doctrine of Maya is also derived from that. The distinction between 'an empirical point of view' and 'a transcendental point of view' that he frequently makes and to which he mentions time and again in order to solve the contradictions of his thought, is also influenced from the Vedanta.

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UNIFICATION OF THOUGHTS OF THESE TWO GREAT PHILOSOPHERS: According to Swami Vivekananda Buddha enlighten the Vedanta, gave it to the common people and protected India. Buddha had the great, widespread heart and universal patience, making religion useful and conveying it to everyone's door. Bright sun of intellectuality linked with the heart of Buddha leads the wonderful heart of love and mercy. The union of Buddha and Vivekananda give us the highest philosophy. Vivekananda realises that it was the great Buddha, who never be concerned for the dualist gods, and who has been called a nonbeliever and materialist, who yet was ready to surrender his body for a poor goat. That Man set in sign the highest moral ideas that a nation can have. Whenever there is a moral cipher, it is glimmer of light from Buddha. We cannot force the great hearts of the universe into fine limits, and retain them there, especially at this time in the history of humankind when there is a degree of knowledgeable development such as was never visualised of even a hundred years ago, when a wave of scientific facts has arisen which nobody, even fifty years ago, would have visualised of. If one is trying to force people into fine limits, it degrade them into animals like unthinking masses. It will kill their moral life. Now a combination of the highest heart with the maximum intellectuality, of endless love with endless knowledge is wanted. The Vedantist gives these three attributes to God—that He is Infinite Existence, Infinite Knowledge, and Infinite Bliss, and Buddha regards these three as one. Love cannot exist without knowledge; knowledge cannot exist without love. Harmony of Existence, Knowledge and Bliss Infinite are extremely needed. This is the ultimate goal. Actually harmony is needed, not one-sided progress. Swamiji stated that Buddha was a great Vedantist (for Buddhism was really only an sprout of Vedanta). Buddha never bowed down to anything—neither Veda, nor caste, nor priest, nor custom. He confidently reasoned so far as intention could take him. Such a bold search for truth and such love for every living thing the world has never seen. Buddha 3 conquered a throne only to give it to the world. He required nothing for himself. Buddha was always ready to give his own life to save the life of even a kid—what to speak of “bahujana hitāya bahujana sukhāya—for the welfare of the many, for the happiness of the many”. Vivekananda also asked that what was there in this country before Buddha's arrival. Only a number of religious values noted on bundles of palm leaves—and those too known only to a few of people. It was Lord Buddha's success that he brought them down to the practical field and presented how to apply them in the everyday life of the common people. Actually he was the living personification of true Vedanta.

In this context, Vivekananda is influenced by Buddhist philosophy greatly. In Vivekananda's philosophy, there are at least three ideas for which he remains indebted to Buddhist philosophy. The first and most important idea is 'mass-liberation' that Vivekananda visualises; it has a close similarity with the Buddhist ideal of Bodhisattva. Secondly, Vivekananda is influenced by the Buddhist proclamation that the tranche with the help of which one crosses a river in storm, should be left for the use of others. Buddha himself, even after getting Nirvana, kept on roaming about and helping others in people's struggles against their suffering. Vivekananda recognises the value of such humanitarian and selfless work. Thirdly, Vivekananda was also inspired by some of the Buddhist ideals, like Samyak, Karmanta and Ajiva.

CONCLUSION: There is a great similarity in the thinking of Vivekananda and Gautam Buddha. Structured differentially and layered in different religious setting, Vivekananda and Buddha tried to bring out the virtue of liberation of thoughts, practices and values. Most of the philosophers pandered more or less to social biases. These are totally absent in life and philosophy of both Buddha and Vivekananda.

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ATTITUDE TOWARDS YOGA EDUCATION AMONG B.ED. STUDENTS IN PURULIA DISTRICT

Sahabuddin Ansary*

ABSTRACT: *During this time to lead daily active life style phenomenon Yoga is highly flaming chapter in whole world. The present study was conducted for measuring the attitude towards yoga education among B.Ed. students in Purulia district (West Bengal, India). The sample consists by 396 B.Ed. students from six B.Ed. colleges of Purulia district (W.B). Stratified Random sampling technique was adopted for this study. In this study a self-made questionnaire was develop for the collection of data. The result revealed that there is no significant difference between Male and Female, Rural and Urban, Art and Science, Rural Male and Rural Female B.Ed. Students in their Attitude towards Yoga Education.*

KEYWORD: Yoga Education, attitude, active life style.

INTRODUCTION: During this time whole world is running behind success in every sector, it may be in educational, technological, mechanical, agricultural, political everywhere. Human lifestyle in our society is too much influenced by technological development. That's why primary tendency in our mind is how to minimize physical labor and how to increase the rate of production. Therefore it denote the concept low energy expenditure and large output. Physical activity or skill is gradually minimizing and so much dependent on machine. We were forgotten that to lead meaningful and successful lifestyle with satisfaction need sound physical and mental movement. For seeking more and more joyful journey in our life we are generating various personal conflicts, mental hazard, various types of diseases, and imbalance in daily activity. But active life style implies properly maintain the balance of daily activity, professional work and personal health. Here yoga is the most prominent way of maintain the quality of life. In present day to lead daily lifestyle phenomenon yoga is highly flaming chapter for cosmopolitan. Yoga is the oldest science and it is playing a precious role from ancient time to still now for human being. It has different traditional definition. Some of the definitions commonly used are: "Yoga is the restraint of mental operation (process)" or "yoga is balance (equanimity)". Yoga focuses on unity of body and mind.

The broad concept of yoga, there are various important streams like karma yoga, bhakti yoga, jnana yoga, raja yoga etc. Karma yoga emphasis on doing action with concentration and work benefit for other. Now most of people in our society they are exceeding egoistic and self-interested. But karma yoga revealed that all the people in our society how to alive each other and what is the positive attitude for any kind of work. From a day 24 hours we are spending most of time in our professional area and habituated on it. We need few love, few fresh air and some recreation for own life to refresh up. But our mind is there for to alive need money, it is too much required. Need to keep in our mind to lead quality life most demandable components are love, respect, adore, compassion, freshness etc. These all the things can increase by bhakti yoga. Raja yoga is the most valuable stream of yoga and it is also called Ashtanga yoga. This stream divided by eight limbs which limbs are helps us to improve our self-realization, self-respect, quality posture, regulation of breath, revocation of senses, concentration, super conscious state. All the components are very essential

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for to make a good personality as well as helps to make a quality life. Yoga can help us by providing meaningful mental, physical and social health and it can use as a therapy for so many diseases. Over all yoga is key point in the way of active life style.

Lack of adequate and clear concept on yoga we can't imagine it, what is the positive effect of yoga practices in our life. Education is the back bone of nation. Through the general education if the clear concept of yoga will be reach to all the people it will be really beneficial for society. A teacher is playing a role as a society maker. He or she can bring positive change on a society through education. If in our educational system, teachers have clear knowledge on yoga education then students can get adequate concept about yoga very easily. For to give satisfaction and proper answer to students need exact way of teaching method. Quality teaching and improve the skill of teaching we need teachers training. Which is present in our education system with the name of B.Ed. Already yoga education have been implemented on B.Ed. syllabus as an optional paper. If the yoga education is really too much beneficial for us and several importance are there, what is the present attitude of students on yoga in our society. The investigator tries to investigate on the attitude towards yoga education among B.Ed. students.

REVIEW OF RELATED LITERATURE: Singh & Solanki (2015) have conducted a study on Attitude of male and female secondary school students towards yoga. Participants 40 (20 males and 20 females) of age ranged from 13 to 18 years belongs to Renaissance school located in Bulandshahr (U.P.). To measure attitude towards yoga of the students Yoga attitude scale (YAS) of Dr. Mahesh Kumar muchhal was administered. The findings of this study are consistent with findings of Balkrishna et.al, which indicates insignificant difference in attitude towards yoga between male and female secondary school students. Prince Parmar (2015) has conducted a study on Study of attitude of teachers and students of senior secondary level towards yoga education. . Population of the present study includes the teachers and students (studying at the senior Secondary school level). The sample extracted out of this population consists of a total no. Of 100 teachers (50 male and 50 female) and 100 students (50 boys and 50 girls). The findings of the study are, there exists significant difference in attitude of boys and girls towards yoga education. There exists no significant difference in attitude of male and female teachers towards yoga education. Patel (2012) has conducted a study on A Study of Attitude of B.Ed. Student-Teachers towards Yoga. The investigator selected 300 student of Anand district by using simple random sampling technique. Attitude towards Yoga scale, constructed and validated by the investigator (2008), was used to measure the attitude of B.Ed. students. The B.Ed. students had a favorable attitude towards yoga. There was a significant difference between male and female B.Ed. Students in their attitude towards yoga. There was significant difference between rural and urban area B.Ed. Students in their attitude towards yoga. There was no significant difference between Arts and Science B.Ed. Students in their attitude towards yoga. There was no significant difference between joint family and nuclear family B.Ed. Students in their attitude towards yoga.

OBJECTIVES OF THE STUDY:

Main objectives of the study are as follows:

- To study the difference between male and female B.Ed. Students in their attitude towards Yoga Education.
- To study the difference between rural and urban area B.Ed. Students in their attitude towards Yoga Education.
- To find out there is significant difference between art and science B.Ed. Students in their attitude towards Yoga Education.
- To study the difference between Rural Male and Rural Female B.Ed. Students in their Attitude towards Yoga Education.

HYPOTHESES OF THE STUDY:

The following hypotheses have been formulated for the present study:-

- There is no significant difference between male and female B.Ed. students in their attitude towards yoga education.
- There is no significant difference between rural and urban area B.Ed. students in their attitude towards yoga education.
- There is no significant difference between arts and science B.Ed. students in their attitude towards yoga education.
- There is no significant difference between Rural Male and Rural Female B.Ed. Students in their Attitude towards Yoga Education.

DELIMITATIONS OF THE STUDY:

The delimitations of the present study are as follows:

- The present study was delimited to the B.Ed. students in the district of Purulia (W.B).
- The study was confined urban as well as rural B. Ed. college of Purulia district (W.B).
- This study was also delimited by six (6) B.Ed. colleges under Sidhu-Kanho-Birsha University, Purulia, West Bengal.
- This study was delimited to the 2nd semester and 4th semester B.Ed. students.

METHODOLOGY:

Population of the study:

All the B.Ed. students of Purulia (west Bengal) are the population of this study.

Sample and sampling selected for the study:

For the present study sample size was 396 B.Ed. students from six B.Ed. colleges in Purulia district from west Bengal. Stratified Random sampling technique was adopted for this study.

	Male	Female	Total
Art	154	136	290
Science	61	45	106
Total	215	181	396

	Male	Female	Total
Rural	160	114	274
Urban	55	67	122
Total	215	181	396

Tool of the study: In this study a self-made questionnaire was developed for data collection to measure the attitude of B.Ed. students in yoga education. The scale was composed by 50 statements. The tool was framed as Likert type scale.

Procedure: For collection of data selected colleges are Sponsored Teachers’ Training College, Vidyasagar Foundation School of Education & Training, BKM College of Education, Manbhum Institute of Education & Social Science, Ramkrishna Mahato Memorial Teachers’ College, Ananda Marga Gurukula Teachers’ Training College under the Sidho-Kanho-Birsha University, Purulia, West Bengal. It is so much important to establish the good rapport with students those who are selected as a sample for my study, whether tested individually or in groups. Total 396 samples comprising by 274 rural and 122 urban students were fill up the yoga attitude scale without leaving blank to any items according to my proper instruction. The

answering time took approximately 30 to 40 minutes for each student. After the collection of data the responses of the participants were scored and after the final scoring the scores were analyzed in form of appropriate statistical test.

Result and Interpretation: The result of this study presented by tabular form as given below with discussion.

Table 1

Determination of t-value

Variable	N	Mean	SD	t-Value	Significant at 0.01 & 0.05 Level
Male	215	196.54	17.94	0.82	Not Significant
Female	181	198.08	19.29		
Rural	274	198.23	17.84	1.58	Not Significant
Urban	122	195.04	19.98		
Art	290	196.86	18.06	0.69	Not Significant
Science	106	198.31	19.92		
Rural Male	160	197.13	16.85	0.82	Not Significant
Rural Female	55	194.82	20.86		

Significant at 0.01(2.58) & 0.05(1.96)

Testing of Hypothesis 1: The Mean of yoga attitude score of male and female 196.54 and 198.08 and male SD is 17.94, female SD is 19.29. Therefore, we can say that the calculated value (0.82) of 't' is less than from the table values. So the t-value is not significant at both levels. So it can be concluded that there is no significant difference between Male and Female B.Ed. Students in their Attitude towards Yoga Education. So the hypothesis 1 is accepted.

Testing of Hypothesis 2: The Mean of yoga attitude score of rural and urban 198.23 and 195.04 and rural SD is 17.84, urban SD is 19.98. Therefore, we can say that the calculated value (1.58) of 't' is less than from the table values. So the t-value is not significant at both levels. So it can be concluded that, there is no significant difference between Rural and Urban B.Ed. Students in their Attitude towards Yoga Education. So the hypothesis 2 is accepted.

Testing of Hypothesis 3: The Mean of yoga attitude score of art and science 196.86 and 198.31 and art SD is 18.06, science SD is 19.92. Therefore, we can say that the calculated value (0.69) of 't' is less than from the table values. So the t-value is not significant at both levels. So it can be concluded that, there is no significant difference between Art and Science B.Ed. Students in their Attitude towards Yoga Education. So the hypothesis 3 is accepted.

Testing of Hypothesis 4: The Mean of yoga attitude score of rural male and rural female 197.13 and 199.76 and rural male SD is 16.85, rural female SD is 19.13. Therefore, we can say that the calculated value (1.20) of 't' is less than from the table values. So the t-value is not significant at both levels. So it can be concluded that, there is no significant difference between Rural Male and Rural Female B.Ed. Students in their Attitude towards Yoga Education. So the hypothesis 4 is accepted.

Conclusion: We can say yoga is very important now-a-days. Yoga helps in increasing the sharpness of your brain and your concentration power. Yoga helps achieve inner peace and fight against stress and other problems. It helps to reduce a great hypertension among students. So if we take steps to alert our trainee teachers about yoga then a best result will come out in educational area. Basically all round development of educational sector will highlight the development of society. So, in my research, I emphasize in yoga education. Because I know trainee teacher will be the backbone of our society. In present study, data

analysis and findings conclusions are: It is found that there is no significant difference between Male and Female, Rural and Urban, Art and Science, Rural Male and Rural Female B.Ed. Students in their Attitude towards Yoga Education.

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EMOTIONAL SOCIAL AND EDUCATIONAL ADJUSTMENT STATUS OF SECONDARY SCHOOL STUDENTS IN KOLKATA

Ali Hosen Molla*

ABSTRACT: *The present study has been designed to investigate the Adjustment status of secondary school students in Kolkata. The sample of the study consisted of 50 students of secondary standard studying in urban secondary schools belonging to Kolkata area of South 24 Parganas district in West Bengal. The Adjustment Inventory for School Students (AISS) developed by Sinha & Singh (2005) has 60 items with 20 items in each of the three areas of adjustment: emotional, social and educational. Responses are taken in 'yes' and 'no' for each item. The split- half reliability is 0.95 with product moment correlation between inventory scores and criterions ratings 0.51. For each response indicative of adjustment '0' is given otherwise '1' is given. While high scores on AISS indicate poor levels of adjustment, low scores indicate good adjustment. The minimum score on the AISS is 0 while the maximum score is 60. Analysis and interpretation of data was carried out by using mean, S.D. and t-test statistical method. The major findings of the study are that girl's adjustment ability is better than boys.*

KEY WORDS: Adjustment, Secondary School Students, Inventory

INTRODUCTION: Education is said to be the most powerful equalizer of people's endowments, with which they expand the horizon of life choices, grasp economic opportunities, gain higher living standards, pursue happiness, and enjoy a life of well-being. It acts as the foundation upon which one can build the rest of their life. Education is considered to be not only a means of improving one's own life but also that of others around one. Therein lies the importance of wholesome education in a child's life. In today's multi-cultural world, education necessitates adjustment. Children with different abilities, different skills, different backgrounds, and different cultures get educated together, providing them an opportunity to hone their adjustment skills thus acting as a training ground for the rest of their lives. During school life, a child has to learn to co-exist and co-operate with students and teachers of different religions, different cultures, different opinions and a different outlook towards life.

The students enrolled in secondary classes are experiencing the 'storms and stresses' of adolescence, a very critical stage of their lives. During this period, they keep vacillating between being children and being adults. Though adjustment is a major concern at all life stages, it becomes especially critical at the stage of adolescence. Being a phase of rapid growth and development during which physical, sexual and emotional changes occur, adjustment problems are at their peak during this period. Most adolescents experience adjustment difficulties in emotional, social and/or educational aspects of their lives.

Adjustment has been described by the Encyclopedia Britannica as a behavioral process for maintaining equilibrium among one's needs and obstacles offered by the environment. Adjusting to constant changes in their internal as well as external environment becomes a major challenge for the adolescents.

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The problems of adjustment of the adolescents studying at secondary school stage are with respect to home, health, social, emotional and school environment. Most of the students suffer from frustrations, conflicts, complexes, anxieties and worries. They experience difficulty in physical, mental, emotional, social and other adjustments. However, whatever is needed is an understanding of the adjustment problems of them and then does our best to help them in difficulties. to keep the pupils in making adjustment with the changing environment is one of the important aims of education.

STATEMENT OF THE PROBLEM: Adjustment is a very important factor which influence students' academic achievements as well as in his or her whole life. In view of these researchers took up the present study entitled "Emotional Social and Educational Adjustment of Secondary School Students in Kolkata".

REVIEW OF RELATED LITERATURES: Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes basis between the research to be conducted and the studies already done. It reflects various aspects that have been already explored and established by researchers and encourages the coming researchers to appreciate the evidence that has already been collected by previous research and thus helps to carry out the current research work in the proper perspective.

- **Moriyoshi's (2001):** study sought to understand how adjustment is described by different groups of people, and what factors affect the process of adjustment of Japanese returnee children. In order to understand the long-term process of adjustment, interviews, questionnaires, and case studies were conducted. In the interview study. Empathy from the receiving group as well as from family members was found to be an important factor of adjustment for the Japanese returnee students. Multiple regression analyses of the questionnaire data indicated that two key variables, stress and satisfaction, could be predicted by the following factors: level of stress at the returning age, degree of Japaneseness, and characteristics of host country; satisfaction with the degree of Japaneseness in school life, empathy, and active coping attitudes.
- **Raju and Rahamtulla (2007):** intended to examine the adjustment capacity of school students and found that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction, and the type of management of the school.
- **Velmurugan and Balakrishnan (2011):** examined the relationship between the social adjustment and self concept of the higher secondary school students with respect to gender and locality and they found that social adjustment is independent upon gender and locality. The correlation coefficient between social adjustment and self-concept is found to be negligible.
- **Maureen et.al. (2011):** made a study on school adjustment in relation to academic achievement and gender which revealed that there were no significant differences between girls and boys in school adjustment.
- **Aggarwal and Bhalla(2012):** in "Gender differences in academic achievement of adolescents in relation to their home adjustment" found that out of the numerous factors that might have an effect on the academic achievement of adolescents, their adjustment plays a vital role. Adjustment with family, peers, emotions, etc, determine the mental make-up of young adolescents. This age is said to be the age of transition from childhood to adulthood. Home or family adjustment can be a significant factor in determining the success in academics. The paper sought to study the academic achievement of adolescents in relation to their home environment.
- **Gupta and Sadh's (2012):** "Sex differences in adjustment among secondary school students" was an attempt to study the existing adjustment problem of the students, which involves emotional, social and educational dimensions. Survey method, was used for the study. A sample of 150 students of Class IX was selected from Balh valley of Mandi district in Himachal Pradesh. The study revealed that no significant difference exists between boys and girls regarding different dimensions of adjustment as well as in total adjustment.

- **Basu (2012):** aimed to investigate the adjustment abilities of secondary school students and found that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school .
- **Roy and Mitra (2012):** examined the pattern of adjustment among early and late adolescent school students. The study revealed that early and late adolescents group differed significantly from each other in the home, health and social areas of adjustment. Girls showed better adjustment than boys .

Several studies show that child and adolescent adjustment ability have been largely neglected area in India. Looking into this perspective, current research work has been carried out in the area of high school students to identify the adjustment ability so that an adequate management could be formulated. That is why Investigators paid their attention on gender difference and residence in the adjustment ability of secondary school students.

OBJECTIVES OF THE STUDY:

- To study the adjustment level of secondary school students.
- To compare the adjustment status among boys and girls secondary school students in kolkata.

HYPOTHESES:

HO =There is no significance difference among boys and girls secondary school students with reference to adjustment level.

OPERATIONAL DEFINITIONS:

a)Adjustment Problems: Poor socialization, home sickness, feeling, loneliness, alienation in a changed environment, etc. are related to students adjustment problem.

b) Physical Problems: Anxiety in physical symptoms heaviness of head, strain in eyes on the study, insomnia or excessive sleep, fatigue, headache, nausea and giddiness, fits of unconsciousness, etc. are related to physical problems that students face in their life.

C) First Generation Learner: Multiple definitions of first-generation college students exist. Within the mixed methods study of Billson and Terry (1982) first-generation college students were defined as students whose parents have no college experience.

D) Secondary school children: Secondary school stage ranges from ix to x. This study is done with class is students.

DELIMITATION OF THE STUDY:

The present study was delimited to

- 1) Secondary school students studying in class IX only
- 2) ICSC affiliated secondary school students particularly located at kolkata district of west Bengal only.
- 3) Both boys and girls students studying secondary schools were taken as sample.

METHODOLOGY:

Research Design

- Descriptive survey method was used for the study.
- Adjustment inventory tool was used.
- Simple random sampling method was used as sampling technique.
- The demographic variables were:

- (i) Secondary school students.
- (ii) Gender-Boys & Girls.

Presentation of data

All the raw data is tabulated in MS EXCEL and analysis were done.

Sample

The simple random sampling method was used for the purpose of sample selection using the variable Sex and Adjustment. The sample will be comprised of 50 students of secondary level studying in the secondary schools of Kolkata area.

Table-1

School	Boys	Girls	Total
A	33	17	50

Design of data analysis:

Different statistical measures like mean, S.D. and t-test used for the purpose of data analysis. So, quantitative data analysis was done.

METHOD OF STUDY: The present study was completed by using descriptive survey method.

ANALYSIS AND INTERPRETATION

Software used

The raw data were tabulated in MS EXCEL2010 & analysis of data is done there.

Objective wise analysis of data:

Table: 2

Objective no 1: To study the Adjustment level of Secondary School Students.

Areas of Adjustment	(Mean (N=50	.S.D	Level of Adjustment
Emotional Adjustment	4	2.38	Excellent
Social Adjustment	5.28	2.15	Good
Educational Adjustment	3.46	2.67	Excellent
Overall Adjustment	12.74	5.45	Good

Objective no 2: To compare the Adjustment status among boys and girls Secondary School Students in Kolkata.

Table: 3

Emotional Social And Educational Adjustment Status of Secondary School Students in Kolkata

Areas of Adjust- ment	(Male (N=33		(Female (N=17		t- value	Level of Signifi- cance
	Mean	.S.D	Mean	.S.D		
Emotional Ad- justment	4.18	2.53	3.64	2.08	0.43	Not Significant
Social Adjust- ment	4.78	1.72	6.23	2.61	0.05	Not Significant
Educational Ad- justment	3.51	3.08	3.35	1.69	0.81	Not Significant
Overall Ad- justment	12.48	5.98	13.23	4.36	0.61	Not Significant

DISCUSSION AND CONCLUSION:

Introduction

This study aimed to determine the adjustment problems of secondary school students in relation to their gender.

The Major findings:

A perusal of the data presented in Table 2 reveals that the overall adjustment of secondary school students is good.

While the students scored quite better in the areas of emotional and educational adjustment, they scored poorly in the area of social adjustment.

The contents of Table 3 indicate that

The secondary school boys show poorer levels of adjustment as compared to the girls ($t= 0.61$) but not significant in $p>0.05$ level.

Hence the null hypothesis is accepted. These differences are found to be not significant in all the areas of adjustment.

The emotional adjustment of girls is significantly better than that of boys ($t= 0.43$) as is their social adjustment ($t= 0.05$).

CONCLUSION:

On the basis of the findings of the study, we may conclude that:

The adjustment of boy's secondary school students is better than that of girl's secondary school students. The findings of the present study indicate that there exist significant differences between the secondary school students on the basis of gender but no difference was found locale where they reside. Since these differences are found to be highly significant for gender in all the domains of adjustment i.e. family, peer

and social adjustment, there seems to be an urgent need to improve the situation. This calls for priority based action on the part of academicians, policy makers, families and all the concerned stakeholders to devise measures to facilitate better adjustment skills among the secondary school students.

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JOB SATISFACTION OF SPECIAL SCHOOL TEACHERS – A STUDY

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ABSTRACT: Reported is the study of job satisfaction of 100 special school teachers of West Bengal. To be a good teacher, teachers must have satisfaction in his profession. Teachers' job satisfaction depends upon different factors- mental health, family adjustment, institutional climate, financial support. The present study is a survey method. Data were collected by using Teachers' Job Satisfaction Scale developed by S.P. Anand (1992). The scale was adopted in bengaliby Nanda (2009). Collected data were cleaned and quantified as much as possible and tabulated systematically for further statistical analysis. Results showed that special teachers' job satisfaction depends much upon different demographic variables. Further in depth study is needed.

KEYWORDS: Job Satisfaction, Special Teachers.

INTRODUCTION: The teachers are recognized as the most important resources in educational system from the Vedic period to the modern era for national growth and development the teachers are the most important factor in any culture. Therefore, every society seeks high quality efficient teacher for national growth as teachers are the makers of future citizen for any country. Therefore, they demand for job satisfaction in their teaching-learning process. Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job (Locke, 1976), an affective reaction to one's job (Cranny, Smith & Stone, 1992), and an attitude towards one's job (Brief, 1998). Job satisfaction teaches not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance, methods of including job rotation, job enlargement and job enrichment. Other influences on job satisfaction include the management style and culture, employee involvement, empowerment and autonomous workgroup. Job satisfaction is a very important attribute which is frequently measured by organizations. The most common way of measurement is the use of rating scale where employees report their reactions to their jobs. Questions related to rate of pay, work responsibilities, variety of staff, promotional opportunities of the work itself and the co-workers. In some recent studies it was established that teachers are motivated more by intrinsic reward like self-respect, responsibility, and a sense of accomplishment, then by extrinsic rewards like salary and other financial benefits (Johnson, 1967; Machr, et.al., 1990; Perie & Baker, 1997). Teachers' job satisfaction depends upon their high internal motivation, work satisfaction and high quality performance including meaningful experience, responsibility for outcomes and knowledge of results (Pastor, 1982).

Background variables such as age, sex, years of teaching experience were found to be related to teachers' job satisfaction but not nearly as significant as work conditions. Researchers observed that private school teachers are more satisfied than public school teachers because of variation in management, administration, location etc. (NCES, 1997; McLaughlin & Talbert 2001; Perie & Baker, 1997). Rao and Sridhar (2003) did not found any significant influence of age, sex, teaching experience, qualifications, locations of school and

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types of management and the status of job satisfaction of secondary school teachers. Contradictory results related to gender, age, teaching experience, education and other background variables related to teachers job satisfaction was noticed (Camp, 1987; Melinda, et. al., 1989; Curtis, 2003; Ushasree, et. al.,1995). Curtis (2003) and Morril (1969) noticed that teachers are not satisfied with their salaries, stress level and workload.

In West it was noticed that a good number of teachers leave the classrooms within five years of their joining in the teaching profession (Ingersoll, 2001, 2000; Ingersoll & Smith, 2003).

OBJECTIVE:

I. To study the job satisfaction of special school teachers on the basis of some demographic variables like age, sex, marital status, years of teaching experience and family structure.

SAMPLE: The investigator collected the data from the 100 special educators (61 male and 39 female). The data were collected by using purposive sampling technique.

Demographic characteristics of the respondents are shown in the following table:

Demographic data of the sample		Total no. of samples	%
Gender	Male	61	61%
	Female	39	39%
Marital Status	Married	65	65%
	Unmarried	35	35%
Age	26-40	60	60%
	41-60	40	40%
Teaching Experience ((in years	2-19	84	84%
	20-37	16	16%
Family Structure	Joint Family	48	48%
	Nuclear Family	52	52%

Table:1

TOOL: Teachers’ Job Satisfaction Scale (TJSS) developed by S.P. Anand (1992) was used for collection of data. The scale consists of 35 statements (18 positive statements and 17 negative statements). Job satisfaction scale has been constructed following Likert’s method. Teachers scoring 88 and above are considered to be satisfied while those scoring less than 88 are identified as dissatisfied.

RESULTS:

- 100 percent teachers responded that they have satisfaction in their teaching as a job.
- Table showing special teachers job satisfaction on the basis of their gender.

VARIABLE	GROUP	NO	MEAN	SD	‘t’	(Sig(0.05)
Gender	Male	61	77.40	11.20	0.267	N.S
	FEMALE	39	76.19	5.81		

Table: 2

Results indicated that male special school teachers possess more job satisfaction.

Job Satisfaction of Special School Teachers – A Study

3. Table showing special teachers job satisfaction on the basis of their marital status.

VARIABLE	GROUP	NO	MEAN	SD	't'	(Sig(0.05)
Marital Status	Married	65	77.41	5.60	0.49	N.S
	Unmarried	35	77.37	7.37		

Table: 3

Results showed that married teachers possess more job satisfaction than the unmarried teachers.

4. Table showing special teachers job satisfaction on the basis of their age.

VARIABLE	GROUP	NO	MEAN	SD	't'	(Sig(0.05)
(Age(In Years	26-40	60	77.36	6.16	0.41	N.S
	41-60	40	77.65	6.64		

Table: 4

Results showed that special teachers in the age group 41-60 possess more job satisfaction than the teachers in the age groups 26-40 years.

5. Table showing special teachers job satisfaction on the basis of their teaching experience.

VARIABLE	GROUP	NO	MEAN	SD	't'	(Sig(0.05)
Teaching Experi- ence In Years	Year 2-19	84	77.73	6.22	0.11	N.S
	Year 20-37	16	75.62	6.25		

Table: 5

This table indicated that teachers who have less than 20 years of teaching experience possess more satisfaction in teaching profession than the special teachers who has 20 years or more years of teaching experience.

6. Table showing special teachers job satisfaction on the basis of their family structure.

VARIABLE	GROUP	NO	MEAN	SD	't'	(Sig(0.05)
Family Structure	Joint Family	48	77.59	6.49	0.38	N.S
	Nuclear Family	52	77.21	6.06		

Table: 6

Results showed that the respondents from joint family possess more job satisfaction compared to the respondents from the nuclear family.

DISCUSSION: Job satisfaction is not less important than financial satisfaction. Job satisfaction in teaching profession is closely related with some variables like teachers job involvement in teaching profession as well as his/her mental health. A satisfied and physically and mentally healthy teacher is the wealth of the society. He is the resource of the mankind. This job dissatisfaction affects his mental health, family life and quality teaching. Srivastava (1986) noticed that female teachers have significantly higher job satisfaction than the male teachers. In the present study the result found is different and the male teachers possess more job satisfaction in teaching profession. Rao & Sridhar (2003) did not found any significant influence of gender on teachers teaching experience. Marital status of the teachers were considered as the causative factor of teachers job satisfaction. In the present study married teachers possess more job satisfaction

than the unmarried teachers though Srivastava (ibid) observed that unmarried teachers as compare to married teachers have more job satisfaction. Lowther et. al. (d.n.f.) investigated the effects of teachers age on job satisfaction and found that teachers age is significantly related with teachers job satisfaction. They found that job satisfaction of teachers increased with age. In the present study a reverse result was observed.

This study may be limited as it only includes special school teachers who may differ significantly from the mainstream school teachers. Further indepth study with more demographic variables and other dependent variables is prescribed.

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MENTAL HEALTH AMONG HIGHER SECONDARY SCHOOL LEARNERS

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Abstract. Every human behaviour, to some extent, is determined by individual's mental health. The main purpose of this study is to investigate the mental health of higher secondary school learners on the basis of demographic features. For sample selection, purposive sampling technique was used. Sample size for this study consisted of 108 adolescents (50 male and 58 female). Data were collected by using Mental Health Inventory (MHI), (Jagadish and Srivastava, 1985). **Result:** Major findings showed that no significant difference exists among the school going adolescents' when mental health is considered ($p > 0.05$).

Key words: Mental health, Adolescents, School learner.

INTRODUCTION: Mental health is the emotional and spiritual resilience that allows one to enjoy life and to survive pain, suffering and disappoint. It is a positive sense of well-being and an underlying belief in one's own and others' dignity and worth. Mental health is about how a person thinks, feels, and acts when faced with life's situations. Mental health is how people look at themselves, their lives, and the other people in their lives; evaluate their challenges and problems; and explores choices. This includes handling stress, relating to other people, and making decisions. (Panchal, 2013).

According to World Health Organization (WHO) the individuals who are in the age between 10-19 years are adolescents. It is the most critical transitions phase in one's life span which is characterized by tremendous growth and potential. At this stage established behaviour patterns of the adolescents have long lasting effects on the mental health and well-being that may be positive or negative. At the global level, it is estimated that approx. 20% of youth experience mental health problems each year (Kessler, 2005). Adolescents bears a greatest risk of mental health conditions during their transition stage i.e. from childhood and adulthood (Kessler & others, 2005).

Adolescents face internal conflicts which directly affects their mental health and adjustment in the society. Mental health is major area for attention development (WHO, 2010). Mental health is perceived as an asset to develop individually, socially and economically (WHO, 2004). The increase in mental health issues is a growing concern for the educators. Research has showed that there is an increase in the case of depression and other mental health issues among adolescents (WHO, 2012).

A number of studies have been conducted in various parts of the world to identify the factors that impact on student mental health. (Archana, 2011) found that there is a significant positive relationship between the mental health of adolescents and in the moral adjustment of adolescents. There is no significant difference in mental health of male and female students (Singh, 2011). Sharma & SumanLata (2014) revealed that there is a positive correlation between mental health and school environment of adolescents. No significant difference was found between the mental health of adolescent boys and girls.

Srivastava (1999) studied on 'A study of Mental Health of Hindi and English medium students' the mental health of 80 students studying 11th and 12th standard from English medium and Hindi medium schools

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located at Haridwar. The result showed that Hindi medium student had better mental health in comparison to English medium students. The authors also reported that symptoms of egocentrism and emotional instability in English medium students were high in comparison to Hindi medium students. They suggested that parents and teachers should content operate each-other in solving the problems.

Arulkumar & William (2017) studied on '*A study of Mental Health of High School students in Thiruvavur District*', The present study aims to find out the level of mental health of high school students of Thiruvavur Educational District in Tamilnadu. The data were collected using the Mental Health Inventory developed by Jagadish and Srivastava (revised 1996). The data were analyzed and it was found out that the level of mental health is not equal but vary among the high school students. Around 10% of the students have high level of mental health and 1/3 of total students have average mental health, there are no significant differences found in the mean score of the mental health among the subgroup of students based on their gender, residence and type of schools in which they were studying. The present study has suggested to conduct meaningful counseling programmes to improve the mental health of the students.

Roul & Bihari (2015) studied on '*Mental health of School going boys and girls Adolescents in Secondary School of Delhi*'; the study was designed to evaluate the mental health of school going adolescents in secondary schools of East Delhi. The findings are there is no significant difference between mean scores of boys and girls adolescents on the different dimensions of mental health in secondary schools; and 2) there is no significant difference between mean scores of boys and girls adolescents on the overall mental health dimensions in secondary schools.

OBJECTIVES:

- 1) To study the mental health of higher secondary school learners on the basis of their gender.
- 2) To study the mental health of higher secondary school learners on the basis of their caste.
- 3) To study the mental health of higher secondary school learners on the basis of their educational status.
- 4) To study the mental health of higher secondary school learners on the basis of their types of family.

METHODOLOGY:

The study was targeted to assess the mental health of school going boys and girls in higher secondary schools of south 24 pgs (West Bengal). Thus study was used a descriptive survey method which included quantitative approach of data collection.

SAMPLE:

In the present study, the investigator selected 108 (50 are male learner and 58 are female learner) school learners from different govt. aided higher secondary schools of South 24 pgs (West Bengal) district as the sample. The investigator adopted purposive sampling technique for sample selection.

Table 1: Demographic characteristic of the sample are shown in the following table

VARIABLES		Total number	(%) Percentage
GENDER	MALE	50	46.29%
	FEMALE	58	53.70%
CASTE	SC	76	70.37%
	OBC	18	16.67%
	GENERAL	14	12.96%
EDUCATIONAL STATUS	CLASS- XI	60	55.56%
	CLASS- XII	48	44.44%

Mental Health Among Higher Secondary School Learners

TYPES OF FAMILY	JOINT	32	29.62%
	NUCLEAR	76	70.37%

TOOL OR INSTRUMENT: The data was collected from the sample by using Mental Health Inventory (MHI), (Jagadish and Srivastava, 1985): the inventory consisted of 56 items each item was rated on 4- point rating scale ranging from always to never with a score of 1 to 4. Inventory comprises of six dimensions such as, Positive Self-Evaluation (PSE), Perception of Reality (PR), Integration of Personality (IP), Autonomy (A), Group Oriented Attitude (GOA), and Environmental mastery (EM). The split-half reliability of the scale was found to be .73 and the construct validity of the scale was found to be .54. High score obtained by subject is indicative of good mental health and low score indicated poor mental health.

STATISTICAL TECHNIQUE: Based on the nature of collected data through mental health inventory, the investigator select needful statistical analysis technique (descriptive and inferential techniques (t-test) for test the hypotheses, analysis and interpretation of data. The data was analys by SPSS.

RESULT:

Variables	Group	Mean	S.D	df	(t/ F –test (2 tailed	Significant lev- (el(0.05
Gender	Male	136.20	10.86	49	t- test 661.	Not significant
	Female	135.34	9.37	57		
Caste	SC	135.26	10.35	75	F test 709.	Not significant
	OBC	136.33	10.11	17		
	GEN	137.57	8.55	13		
Educational Status	Class XI	134.57	9.69	59	t- test 176.	Not significant
	Class XII	137.21	10.39	47		
Types of family	Joint	139.38	8.57	31	t –test 014.	Significant
	Nuclear	134.21	10.28	75		

THE FINDINGS: On the basis of result the findings are-

Male student possess good mental health than the female student. So this different is not significant.

Student from general caste possess good mental health than the OBC and SC student. Those mean different is not significant.

When educational status of the respondent were concerned it was found that student from class XII possess good mental health than the student class XI slandered. Again the mean different is not significant.

Student from joint family structure possess good mental health than the student from nuclear family, and this different is significant.

DISCUSSION: The basic purpose of this study was to examine the influence on mental health among higher secondary school learners of south 24 pgs district. In the present study male students possess more mentally health than the female students. Mean score of male 136.20, SD 10.86 and female 135.34, SD 9.37 (t value .661) but the result is not significant. Different researches carried out on mental health of adolescents includes, Rambir (2011) found in his study that there was no significant difference between male and female school students regarding mental health. Another study (Arulkumar & William, 2017) found that the level of mental health is not equal but vary among the high school students. Around 10% of the students have high level of mental health and 1/3 of total students have average mental health, there are no significant differences found in the mean score of the mental health among the subgroup of students

based on their gender, residence and type of schools in which they were studying consistent with findings from other countries, there was a gender difference in the pattern of mental health problems in these studies. These two national studies suggest that, between 1999 and 2004, rates of mental health difficulties among adolescents were relatively stable in England (Green et al. (2004); Meltzer, (2000). On the basis of result it was found that social caste system is not a vital factor for increase or decrease of mental health. According to caste, mean score of SC 135.25(SD 10.35), OBC 136.33 (SD 10.11), and GEN 137.57(SD8.55). But the result is not significant. Previous research work showed that high risk teens, or those who live in social disadvantage, may be at increased risk for illness related to chronic exposure to stress, discrimination, stigma, and a harsh social environment (Goodman, 2005). From the above analysis table the result showed that there were significant mean difference between joint (M=139.38) and nuclear (M=134.21) family. In the previous study we observed no significant association between type of family and prevalence of behavior problems in children (Jogdand & Naik, 2014). Deivasigamani (1989) and Gupta et al. (2001) also had shown same result. Another research showed that Although Bhalla et al. (1986) and Singhal et al. (1988) found the majority of the children from nuclear families attending pediatric out-patient department for their psychological and psychiatric problems and shown significant relationship with type of family. On the basis of family structure the result is significant at 0.05 level. The findings are there is no significant difference between mean scores of boys and girls adolescents on the different dimensions of mental health in secondary schools; and 2) there is no significant difference between mean scores of boys and girls adolescents on the overall mental health dimensions in secondary schools (Roul & Bihari, 2015).

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DEPRESSION ANXIETY AND STRESS OF WOMEN WITH AND WITHOUT POLYCYSTIC OVARY SYNDROME

Mili Maity*

ABSTRACT: *Most precious thing of God gifted life is well-being. Well-being is a state where man/woman feel just not only satisfied but also happy in all aspects of his/her life like physical, mental, social, economical etc. Achievements also mostly depend on well-being and quality of life. As well as men women are biggest part of society, so progress and prosperity of any society also mostly depend on wellbeing of women. A woman who is in the state of happiness in all aspects can give birth of healthy future. But there are many obstacles in the way of women's wellbeing and achievement. Now a days polycystic ovary syndrome (PCOS) is a complex, multifactorial physical obstacle as it is very common, affecting up to one in five women of reproductive age. PCOS women face many problems like infertility, hyperandrogenism, irregular menstrual cycle, glucose disbalance, cardiovascular risk, hirsutism, acne, alopecia etc. These effects also on women's mental wellbeing and increase depression, anxiety, and stress. Realizing this problem the study tried to determine the level of depression, anxiety, and stress among the student with and without PCOS. Data were collected by following survey method with the help of DASS-21. Collected data were analyzed and results were shown. Discussion of the study was given.*

KEYWORDS: Mental stress, anxiety, depression, polycystic ovary syndrome.

INTRODUCTION: Polycystic ovary syndrome is a complex, multifactorial, heterogeneous disorder with psychological, reproductive and metabolic manifestations affecting 4-18% of reproductive-aged women (Nanda, 2017; Zangench et.al., 2012). In some other studies it was noticed that PCOS affect 5-10% of women at fertile age and is a leading cause of infertility among women (Adali, Yild-izhan, Kurdoglu et.al., 2008; Oddens, den Tonkellar & Nieuwenhuys, 1999; Schweiger & Ortmann, 2002). According to Frank (2003) and Homburg (2003) PCOS is characterized by hyperandrogenism and chronic oligo-anovulation causing involuntary childlessness. Therefore, PCOS represent dysfunction of the menstruation cycle and sometimes the irregularity of the menstruation cycle (oligomenorrhoea). PCOS is also a major cause of spontaneous abortion due to hyperandrogenism (dominance of androgynous hormones that is testosterone) some common features of male are manifested in these females (intensified body hair growth, that is hirsutism, problematic greasy skin and acne, alopecia of androgen origin that is masculine-type hair loss). Due to insulin resistance they may be affected by over body weight. The cause of all these problems may be cystic ovaries and / or malfunctioning metabolism. According to Stein and Leventhal (1935), PCOS is characterized by enlarged ovaries, obesity, hirsutism and chronic anovulation. It also has a negative effect on individual's norms of femininity, causing a negative effect on individual's mental health and quality of life. The effected women may be affected by lifelong emotional distress, anxiety, and depression (Nanda,

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2017; Nanda & Mandol, 2013; Adali et.al., 2008; Elsenbruch, Benson, Tan, Mann, & Pleger, 2006; Esler, Travers, Guttikonda et. al., 2007; Rasgon, Rao, Hwang et.al., 2003; Greil, 1997; Guerra, Lobera & Barri, 1998; Oddens et. al., 1999).

Other than the infertility, masculine hair growth throughout the body, obesity, eating disorders are some common features of PCOS subjects. Women with PCOS are affected by severe mental disorders like distress, anxiety and depression (Weiner, Primeau & Ehrmann, 2004; Keegan, Liao, & Boyle 2003). In several studies it was established that depression level of women with PCOS are above average compared with the control group (Rasgon, Rao, Hwang et.al., 2003; Keegan et.al., 2003; Elsenbruch, 2003).

In the study of Benson, Hahn, Tan et.al.(2009), Markowitz, Friedman & Arent (2008), Roberts, Deleger, Strawbridge and Kaplan (2003) it was established that women's obesity or weight problems might increase depression in the normal population and the same is applicable to the women with PCOS. Even it was noticed that depression of women with PCOS is significantly more than patients suffering from cancer (Keegan et.al., 2003).

In one third (1/3) patients diagnosed with PCOS pauses clinically significant anxiety symptoms (Benson et.al., 2009). The cause of severe anxiety symptoms among the women with PCOS are menstrual disorders, infertility, excessive hair growth in the body, skin problems and obesity (Kitzinger & Willmott, 2002; Lipton et.al., 2006; Yazici, Baz & Yazici, 2004; Petry, Barry, Pietrzak & Wagner, 2008; Lechner, Bolman, van Dalen, 2007). Dissatisfactions with body image and greater body mass may also causes higher level of depression and anxiety among women with PCOS. Suicidal tendency is also higher among women with PCOS. They also pauses mental disorders and mood disorders (Elsenbruch, 2003).

OBJECTIVES:

1. To compare the depression of women with and without PCOS.
2. To study the depression of women with and without PCOS on the basis of certain demographic features.
3. To compare the anxiety of women with and without PCOS.
4. To study the anxiety of women with and without PCOS on the basis of certain demographic features.
5. To compare the stress of women with and without PCOS.
6. To study the stress of women with and without PCOS on the basis of certain demographic features.

SAMPLE: For collection of data the investigators selected 60 women among which 30 have PCOS and 30 have no PCOS. The PCOS women were identified and assessed by different gynecologists and endocrinologists on the basis of using Rotterdam diagnostic criteria [requires two of, (a) anovulation; (b) clinical and/or biochemical signs of hyperandrogenism; (c) polycystic ovaries; and exclusion of other etiologies such as hypothyroidism, hypoprolactinemia, congenital adrenal hyperplasia, androgen-secreting tumours and Cushing's syndrome]. The samples were selected by using purposive sampling technique.

MEASURING TOOLS: For data collection the investigators selected DAS-21 (developed by Lovibond & Lovibond, 1995). The tool has 21 items. The tool is widely used to measure the severity of stress, anxiety,

and depression. Each item is scored from 0 (did not apply to me at all over the last week) to 3 (applied to me very much or most of the time over the last week). Maximum possible score of the scale is 63 and minimum score is 0. Higher score means high level of depression, anxiety, stress, and lowered score denotes low level of depression, anxiety, and stress.

RESULTS:

Table -1: showing depression, anxiety, and stress of women/girls with and without PCOS.

Women with PCOS				Women without PCOS		
	Total Score	Total No	Mean	Total Score	Total No	Mean
Depression	460	30	15.33	317	30	10.57
Anxiety	487	30	16.23	380	30	12.67
Stress	580	30	19.33	404	30	13.47

From this table it is noticed that depression, anxiety, and stress of women with PCOS is more than the women without PCOS.

Table -2: showing depression of women /girls with and without PCOS.

Women with PCOS								Women without PCOS					
		T.N	T.S	Mean	df	X2	Sign	T.N	T.S	Mean	df	X2	Sign
Age in years	17-24	14	178	12.71	2	35.55	Sig.at both	16	122	7.63	2	4.84	Not sig. at both
	25-32	11	187	17				7	105	15			
	33-40	5	95	19				7	90	12.86			
Education	H.S	5	36	7.2	3	87.14	Sig. at both	5	17	3.4	3	226.31	Sig.at both
	U.G	7	108	15.43				6	32	5.33			
	P.G	10	162	16.2				6	80	13.33			
	Higher studies	8	154	19.25				13	188	14.46			
Marital status	Married	9	104	11.56	1	138.06	Sig.at both	9	76	8.44	1	85.88	Sig.at both
	Unmarried	21	356	16.95				21	241	11.48			
Menstrual regularity	Regular	10	130	13	1	86.96	Sig.at both	27	271	10.04			
	Irregular	20	330	16.5				3	46	15.33			
Menstrual pain	Yes	20	324	16.2	1	76.84	Sig.at both	4	48	12			
	No	10	136	13.6				26	269	10.35			
Hyper tension	Yes	18	294	16.33	1	35.62	Sig.at both	6	72	12	1	94.42	Sig.at both
	No	12	166	13.83				24	245	10.21			
Flowing of bloods	Sufficient	8	92	11.5	2	91.91	Sig.at both	27	280	10.37			
	Insufficient	15	249	16.6				2	24	12			
	Profound	7	119	17				1	13	13			

Depression Anxiety And Stress of Women With and Without Polycystic Ovary Syndrome

From this table it is observed that the depression of women with PCOS on the basis of different demographic features are more than the non-PCOS samples and the results are significant at 0.05 level but the result is not significant in the case of non PCOS on the basis of age in years.

Table -3: showing anxiety of women/girls with and without PCOS.

		Women with PCOS						Women without PCOS					
		T.N	T.S	Mean	df	X2	Sign	T.N	T.S	Mean	df	X2	Sign
Age in years	17-24	14	232	16.57	2	71.5	Sig.at both	16	234	14.63	2	137.7	Sig.at both
	25-32	11	174	15.82				7	82	11.71			
	33-40	5	81	16.2				7	64	9.14			
Education	H.S	5	57	11.4	3	59.07	Sig.at both	5	42	8.4	3	117.79	Sig.at both
	U.G	7	116	16.57				6	74	12.33			
	P.G	10	172	17.2				6	81	13.5			
	Higher studies	8	142	17.75				13	183	14.08			
Marital status	Married	9	138	15.33	1	91.42	Sig.at both	9	90	10	1	105.26	Sig.at both
	Unmarried	21	349	16.62				21	290	13.81			
Menstrual regularity	Regular	10	150	15	1	71.80	Sig.at both	27	337	12.48			
	Irregular	20	337	16.85				3	43	14.33			
Menstrual pain	Yes	20	352	17.6	1	96.70	Sig.at both	4	52	13			
	No	10	135	13.5				26	328	12.62			
Hyper tension	Yes	18	322	17.89	1	50.62	Sig.at both	6	85	14.17	1	116.06	Sig.at both
	No	12	165	13.75				24	295	12.29			
Flowing of bloods	Sufficient	8	113	14.13	2	68.33	Sig.at both	27	335	12.41			
	Insufficient	15	248	16.53				2	28	14			
	Profound	7	126	18				1	17	17			

From the Table No 3 it is observed that the anxiety of PCOS on the basis of different demographic features are more than the non PCOS sample and the result is significant at 0.05 level.

Table -4: showing stress of women/girls with and without PCOS.

		Women with PCOS						Women without PCOS					
		T.N	T.S	Mean	df	X2	Sign	T.N	T.S	Mean	df	X2	Sign

Age in years	17-24	14	247	17.64	2	72.04	Sig.at both	16	176	11	2	19.09	Sig.at both
	25-32	11	228	20.73				7	116	16.57			
	33-40	5	105	21				7	112	16			
Education	H.S	5	78	15.6	3	90.6	Sig.at both	5	45	9	3	138.08	Sig.at both
	U.G	7	132	18.86				6	73	12.17			
	P.G	10	202	20.2				6	86	14.33			
	Higher studies	8	168	21				13	200	15.38			
Marital status	Married	9	166	18.44	1	106.04	Sig.at both	9	96	10.67	1	111.24	Sig.at both
	Unmarried	21	414	19.71				21	308	14.67			
Menstrual regularity	Regular	10	160	16	1	116.56	Sig.at both	27	343	12.70			
	Irregular	20	420	21				3	61	20.33			
Menstrual pain	Yes	20	420	21	1	116.56	Sig.at both	4	45	11.25			
	No	10	160	16				26	359	13.81			
Hyper tension	Yes	18	378	21	1	53.40	Sig.at both	6	90	15	1	124.20	Sig.at both
	No	12	202	16.83				24	314	13.08			
Flowing of bloods	Sufficient	8	119	14.88	2	115	Sig.at both	27	345	12.78			
	Insufficient	15	314	20.93				2	39	19.5			
	Profound	7	147	21				1	20	20			

From the table no 4 it is observed that the stress of PCOS on the basis of demographic features are more than the non-PCOS samples and the result is significant at 0.05 levels.

DISCUSSIONS: Clinically hyperandrogenism is manifested by unwanted hair growth (hirsutism), seborrhea and or acne and male pattern balding. But it was noticed that masculinization of body musculature, severe or extreme male pattern balding and hirsutism is rarely a sign of PCOS (Azziz et.al., 2009). Dokras et.al. (2011) in their study found abnormal depression among women with PCOS compared with those in the non-PCOS group. Cinar et.al. (2011) also noticed more depression and anxiety among women with PCOS.

In the study of Nanda and Mondal (2013) it was found that PCOS sample pauses more depression than those without PCOS. In their study it was again observed that women with and without PCOS are both affected from high level of anxiety in the age group 24-35 years and who have post graduate degree and those who are divorcee.

In the study of Sayyah-Nelli et.al. (2015) it was observed that PCOS increases the probability of chronic anxiety, anxiety disorders, depressions, personality and other psychiatric disorders. The present results are in agreement with the studies of Bhattacharya and Jha (2010) who found higher rate of depression in women with PCOS. Nanda (2017) and Bhattacharya and Jha (2010) also found that the patients with

PCOS are affected from health and quality of life because these patients experiences different types of stressful life events that can increase their depression, anxiety, and stress. Nanda (2017) quoted that, "PCOS is a disease which destroy and theft the glory of womanhood. Both clinical and subclinical levels of psychiatric distress are very common in PCOS patients and can have profound effects on quality of life....." Sonino et.al. (2004) found that in Italy 31% of treated women with PCOS are attacked by one or more psychiatric disorders. In the study of Shulman et.al. (1992) and Weber et.al. (2002) it was noticed that the women with PCOS have higher levels of depression and psychological distress and went to the severe hyperandrogenism.

The findings in this study established that the women with PCOS pauses higher levels of depression, anxiety, and stress. Earlier studies have also reported similar findings.

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RECENT CHALLENGES TO THE MENTALLY CHALLENGED CHILDREN AND REHABILITATIVE MEASURES ADOPTION: A CASE STUDY FROM HALDIA

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ABSTRACT: *The main object of the study is to understand the problems & issues as faced by the mentally retarded inmates in UNMESH Home mainly situated at Haldia, Purba Medinipur. The objectives also included in identifying the behavioral problems of the inmates. The study also conducted to know their education system, health condition, process of rehabilitation and social reintegration. Vocational rehabilitation is the part of continuous and coordinated process of rehabilitation which involves the guidance, vocational training and selective placement designed to enable a differently able person to secure & retain suitable in their employment. The present study analyzes impact of vocational training in the competencies of mentally retired person. A mix method approach involving face to face interviews, questionnaire techniques, both close ended and open ended questions have chosen for effectiveness elicitation of data from the respondents.*

KEY WORDS: Mental retardation, Behavioural problems, Health condition, Rehabilitation, Social reintegration.

INTRODUCTION: “Mental illness is nothing to be ashamed, but stigma and bias shame us all” – Bill Clinton. Genetic Disorder has been a great burden on the society since the beginning of the civilization and with the advancement of human genome project it comes to a more considerable position. The genetic services are being integrated with the other health care services Mental Retardation (M.R.), also referred as ‘Intellectual disability’, ‘Mental deficit’, ‘Mental sub-normality’ or ‘Mental handicap’ means delay in Mental development. It means an impairment of the intellectual processes of the mind, making it difficult for the person to cope with environment in which they find themselves. As per the views of American Association on Mental Retardation (AAMR), “An individual is considered to have retardation based on the following three criteria. Intellectual functioning level (I Q) is below 70 – 75 significant limitations exist in two or more adaptive skill areas and the condition manifests before the age of 18.”

According to (Heward, 2003) “Mental Retardation refers to substantial limitations in present functioning. It is characterized by significantly by sub-average intellectual functioning existing concurrently with related limitations in two or more of the following adaptive skill areas: communication, self – care, home – living, social skills, community use, self – direction, health & safety, functional academics, leisure and work. Mental retardation manifests before age 18.” Mentally disable children are unable to fulfill their intellectual potential and have mental capacities that lack behind these of their peers. In the rehabilitation of these mentally challenged people at the Government & non-Government level various types of actions have been taken. Many non-governmental organizations have provided their significant role in the development of the mentally challenged persons, so the mentally challenged persons can able to receive better treatment & nourishment from these organizations.

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In the present study, an attempt has been made to realize the actual position of the mentally challenged persons. At the same time, it also studies the rehabilitative measures which has been taken by the NGO's. The NGO's also played a grand role in this field for a long time with the help of 'The Juvenile Justice (care & protection of children) Department'.

OBJECTIVES:

1. To know the present situation of the mentally challenged inmates of CWC Home
2. To explore the factors responsible for Mentally Challenged Persons
3. To know their medical condition
4. To know the process of mainstreaming through various rehabilitative measures of the M.R inmates

METHODOLOGICAL CONSIDERATIONS:

Area of Study: The study is conducted at Haldia Samaj Kalyan Parsad (UNMESH), Haldia, Purba Medinipur. The NGO (UNMESH) is running for MR children. It comprised of selecting 50 children having mild, moderate, severe & profound with different behavior and educational problem.

UNMESH is a centre for M.R children with multiple intellectual disabilities is a non government organization (NGO) which was established in 26th January, 1979. The main objective of this NGO is to bring up the mentally challenged persons is a challenging task. But the most challenging task is to integrate them in to the mainstream of society by carrying out the rehabilitation of the mentally challenged people.

A multi disciplinary team of specialists comprising of pediatrician, physiotherapist, psychologist, special educator and vocational rehabilitator as well as speech therapist render their services at UNMESH had catered of the needs of 65 children with intellectual disabilities specially who have mental retardation (autism, down syndrome, children with ADHD, ADD disorder and hearing impairment).

Sample size: In the present research almost 50 inmates have been studied with due importance. Mainly depending on the purposive sampling and some other criteria's most of the samples have been selected.

Tools used: In the present study the following social work based tools have been mainly used by the researchers. Like as – a. A case study Performa, b. Anecdotal records, c. Diary.

METHODS OF DATA COLLECTION: Most of the data have been collected from both primary and secondary sources. The primary data have collected mainly through interviews with the respondents, through observation, and case studies. The secondary data have also collected from books, journals, and other e-sources.

Results and Discussions:

Table of IQ percentage & no. of inmates according to disability (Govt. / CWC)

.Sl. No	IQ	Frequency	Percentage
(i)	(MILD) 50-69	5	8
(ii)	(MODERATE) 35-49	26	52
(iii)	(SEVERE) 25-34	15	30
(iv)	(Below 25 (PROFOUND)	4	10
	Total	50	100

Diagram:

The tables mentioned that, the inmates are referred by-

Sl. No.	Referred by	Frequency	Percentage
(i)	CWC	20	40
(ii)	Child Line	1	2
(iii)	Don Bosco	2	4
(iv)	SWD	5	10
(v)	Kishalaya	8	16
(vi)	DSW	6	12
(vii)	Cini Asha	3	6
(viii)	Others	5	10
	Total	50	100

Diagram:

Interpretation: The above table & diagram stated that the inmates are classified by their IQ percentage, like as 52% of the inmates belong with (35-49 IQ level) are in moderate category. There are 30% inmates (25-34 IQ level) belong to severe category where as 10 % of the inmates belong with (below 25 IQ level) who are in profound category. Rest 8% (50-69 IQ level) belongs to the mild category.

Number of inmates belongs to different age groups. According to field data there are 2 % of inmates who belong to 11-15 yrs, 12% inmates are belong in the age group of 16-18 yrs, rest 86% inmates remain in the age group of 19yrs+.

The above table stated that in the Home, 40% inmates are referred by the CWC, like as 2% are referred by Child line. It is 4% referred by Don Bosco, 10% are referred by SWD. Remaining 16% are referred by kishalaya home. Twelve percent inmates are referred by DSW. Rest 6% inmates are referred by Cini Asha and others management & institution referred 10% inmates in this Home.

Here it is observed that all the MR children of the Home remain under the direct supervision of Juvenile Justice Care & Protection. Most of the inmates have no family records. There are only 2% inmates who have family records. They don't have any birth records. The inmates came here as because they are not mentally and physically fit, that's why in most of the cases their family refused them. Here only 2% of the inmates who have the connection with their family but their family members are not willing to accept them.

According to (Govt. /CWC) order, there are 4 types of disability are found among the inmates i.e., mild, moderate, severe, profound. Among the studied inmates, 10% have mild intellectual disability, in that case 52% of the inmates are in moderate intellectual disability, and 30% of the inmates are in severe intellectual disability. Rests 8% of the inmates belong to the profound intellectual disability category.

Intellectual impairment (to be assessed by the clinical psychologist) at the home, like as number of 4 children have 100% disabilities, who are unable to do any activity (personal, social, academic, occupational, recreational), 15 children have 90% disabilities, very few of them are able to do their normal activities. There are 26 children and youths have 75% disabilities, who are able to do all activities. Remaining 5 children, who have 50% disabilities, they have comparatively sharp memories than the others and they are also able to do every activity.

They have little knowledge about their health status. The inmates are mentally handicapped and suffered from general diseases. Most of them have suffered from psychological disorder. Like as 10% have ADHD disorders, 66% have ADD disorders. There are 6 inmates have suffered from respiratory disorder. In this way 3 inmates have been suffering from hearing impairment. Twenty seven members of the inmates have suffered from eye diseases. Shortages of calcium, minerals and due to not proper way of brushing most of them have suffered from dental problems. Six inmates have dental diseases, 3 inmates have suffered from

skin disease, and 4 inmates have neurological disorders. One is infected by urinary tract infection. There are 5 and 4 inmates have epilepsy & chronic diseases. There are forty five inmates are talking alone, 5 inmates have personality disorder like (rigid, tend to be inflexible). In this connection it is also mentioned here that two inmates have hydrocil and piles like problems.

The study shows that in 86% cases they have consulted with doctors at Home & intake medicines regularly, where as remaining 14% inmates can't able to provide any information regarding that. In emergency cases most of the time they have to hospitalize.

For their body checkup, one MBBS doctor visits at Home 1 day per week. There are one experienced psychiatrist specialist visits the Home weekly 1 day on the regular basis. Weekly one day, the 6 epilepsy disorder children are visiting Bangur Institute of Psychiatric.

The study stated that, for their rehabilitation they need special education. They also attended the class regularly, the classroom classification operation is as- 38% are in class pre- primary level, 2% are in Primary level, 20% are in Primary –II level, and 14% are in Secondary level. 6% of them are in class Secondary-II level. There are 14% inmates are in class care group. Rest 4% who are not joining the special class. This special class is for to development of their areas.

This study also shows that, for their rehabilitation and work placement they need vocational training. The rehabilitation management aims for social and occupational adjustment in adulthood. Proper and need based guidance is essential for appropriate vocational training and work placement. It is necessary to see their willingness for the work, like as, 46% of them have willingness, rest 54% have no interest or unable to show interest.

The number of 6 inmates are making clip, 18 inmates are joining the class of tailoring and they are making handkerchief and petticoat. These were selling in IOC Company. They also stitching button on the shirts. The numbers of 20 inmates are making incense stick. Nine inmates of them are making envelop. The numbers of 2 inmates are helping as labour of mason & 1 inmate is an electrician.

The above study shows that the children with mental retardation have more or less same behavior problem. It also reflected that with proper behavior therapy. The no. of two inmates are doing hand movement. One inmate has a problem of body rocking. Two inmates are making peculiar sound. There are 3 inmates who show hyper activities. There are 41 inmates of them are taking very long time intentionally to complete a task.

For their social mainstreaming the NGO plays a vital role. They organize many training like ADL training. The no. of 50 inmates are trained by the trainee. By the ADL training they trained to dressing, eating, brushing, toileting etc. The no. of 22 inmates stated that they trained in TLM training. The no. of 24 are trained in vocational training. Eight of them are taking physiotherapy for their physical needs.

CONCLUSION: Mental retardation is among the most difficult categories of childhood disability to document epidemiologically, in part because its causes are multi-factorial. In less developed countries, the difficulties of documenting the causes of MR are compounded by lack of diagnostic services and routinely collected health data. Many cases of mild retardation looks like normal children and are diagnosed only after scholastic backwardness or failure.

In conclusion, people with intellectual disabilities can live meaningful, satisfying and productive lives, within their own communities, when provided adequate supports. We salute the courage and dedication of the NGOs and other advocates who have tirelessly worked to improve the lives of these deserving citizens and accept them in society.

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SELF ESTEEM AMONG THE FEMALE STUDENTS AT HIGHER EDUCATION LEVEL IN NORTH 24 PARGANAS DISTRICT

Partha Das*, Debjani Ghatak** & Liton Mallick***

ABSTRACT: *This study was an endeavour to find out the Self Esteem among higher education level students. The descriptive survey method of research was used in the study. The simple random sampling was applied and a sample of 155 higher education level students were taken on the basis of their monthly family income and habitat. A standardised rating scale on "Self Esteem" constructed by Rosenberg was used as a tool. The result of the analysis of data showed that Self-esteem among higher education level students are normally distributed. There is a significant difference in Self Esteem among higher education level students in terms of monthly family income. There is no significant difference in Self Esteem among higher education level students in terms of their habitat.*

KEYWORDS: Self Esteem, Higher Education level students, Family Income and Habitat.

INTRODUCTION: One of the most important human traits to achieve objectives is self-esteem. The purpose of self-esteem is feel and imagine that people nurtured in their mind over time about their self. In simple words, self-esteem is self-assessments; this perception and evaluation can be positive or negative and pleasant or unpleasant. According to Self-Esteem expert Morris Rosenberg, Self-Esteem is quite simply one 's attitude toward oneself (1965). He described it as a —favourable or unfavourable attitude toward the self-esteem. Self-Esteem is one of the important research areas in psychology. It has been studied by researchers in relation to many different variables such as violence, drug abuse, bullying, relationships and academic achievement (Jonsson, 2006). In addition, research had documented the important role of high Self-Esteem plays in academic achievement, social and personal responsibility (Naderi, Abdullah, Aizan, Sharir & Kumar, 2009). Self-Esteem refers to a person 's overall sense of his/her value or worth. It can be considered a sort of measure of how much a person —values, approves of, appreciates, prizes, or likes him or herself (Adler & Stewart, 2004). Self-Esteem encompasses beliefs about oneself, as well as emotional states, such as triumph, despair, pride, and shame. Self-Esteem refers to a person 's overall sense of his/her value or worth.

REVIEW OF RELATED LITERATURE: According to **Pooja bhagat (2017)** there was a positive correlation between self-esteem and academic achievement of secondary school students. **Khawla Zoabi (2012)** the findings show the positive relationship between self- image and motivation for learning among the population. **Priyadharshini, J. et al. (2014)** the researchers wanted to investigate that there was close relationship between Self-Esteem and academic achievements of freshmen students. The result was existed that students with positive self-esteem have high academic performance and there was a significant high relationship between Self-Esteem and academic achievement of students. **Mello (2018)** In this study the researchers wanted to evaluate the relationship between Self-Esteem and academic achievement. The result revealed that, the female participants have more Self-Esteem than male participants and also found

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that, there was not any significant relation between the Self-Esteem and academic achievement of the students. **Ahmat (2018)** there was negative significant correlation between Self-Esteem level and CGPA in the current study and other demographic variables did not contribute to any significant difference in Self-Esteem level among the particular students. **Chan Huan Zhi, A. (2014)** In this study the researcher wanted to find out the student's Self-Esteem across three undergraduate subjects and whether it has any effect on their examination scores of the 358 students from three different undergraduate subjects at a public university of Malaysia. The result of the study demonstrated that there was not any significant relationship between the scores of examination and Self-Esteem. **Saadat, M. et al. (2012)** In this study the researchers wanted to examine the determinate link between Self-Esteem and academic achievement. According to this study results obtained that, there is a significant difference in Self-Esteem among male and female students. Moreover, male students for family Self-Esteem received higher score than female students. However, the students of the faculties showed significant difference in Self-Esteem. Academic Self-Esteem and family Self-Esteem have a positive relationship with the academic achievement of students. **Septhai (2015)** the researchers wanted to find out the relationship between Self-Esteem and academic achievement in pre-clinical medical students in Kermanshah University of Medical Science. There was a significant correlation between the level of Self-Esteem and academic achievement. **Maheswari, Ms. R. et al. (2016)** this study the researchers found that more than half of students had low Self-Esteem.

STATEMENT OF THE PROBLEM: Based on the knowledge gap the researcher has identified the following basic research question- To assess the level self-esteem among the higher education level students in North 24 parganas District. To study the self-esteem among the higher education level students with respect to their habitat & monthly family income.

In view of the identified research questions and the conclusion of previous literatures, the present problem has been narrowed down as “**Self Esteem among the Female Students at Higher Education Level in North 24 Parganas District**”.

DELIMITATION OF THE STUDY:

The present study was delimited to the following:

The sample of this study consisted of the students belongs to age group of 17 to 20 years.

In this study, only female 155 college going students have been studied.

The sample group of students were studying first semester.

The study was delimited to measurement of only self-esteem as a dependent variable.

The data were collected were from Barasat College & Rishi Bankim Chandra College for Women.

The sample of the study were collected from North 24 parganas district.

OBJECTIVES OF THE STUDY: In view of the basic research questions and delimitation of the study, the following objectives were identified:

To assess the level of self-esteem among the female students at Higher Education level in North 24 parganas district.

To study the Self-Esteem among the female students at Higher Education level students with respect to monthly family income.

To study the Self-Esteem among the Female students at Higher Education level students with respect to their habitat.

HYPOTHESES OF THE STUDY: In view of the basic research questions and objective of the study, the following Null- hypotheses were formulated.

H₀1: There is no significant difference in self-esteem among the female students at higher education level with respect to their family income.

H₀2: There is no significant difference in self-esteem among the female students at higher education level with respect to their habitat.

METHODOLOGY OF THE STUDY: The descriptive survey method of research was used in the study. The simple random sampling was applied and a sample of 155 higher education level students were taken on the basis of their monthly family income and habitat. A standardised rating scale on “Self Esteem” constructed by Rosenberg was used as a tool.

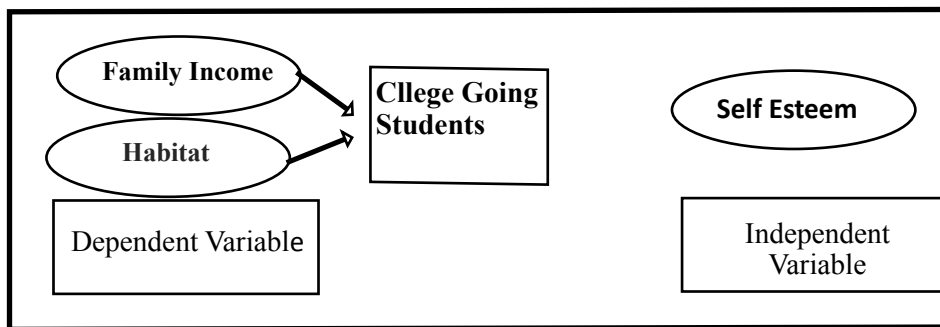
Distribution of sample according to different variables in percentage.

VARIABLE		TOTAL NUMBER	PERCENTAGE
FAMILY INCOME	5000>	49	31.6%
	5000-15000	76	49.0%
	15000<	30	19.4%
HABITAT	Rural	92	59.4%
	Urban	63	40.6%

Schematic diagram of the influencing variable under the study:

STATISTICAL ANALYSIS OF DATA

Descriptive Statistics: Descriptive Statistics namely, frequency counts were calculated for each level of self-esteem.



The first objective to assess the level of self-esteem among the female students at higher education level in North 24 parganas district. The objective was analysed using descriptive statistics frequency counts were used.

Table 1: Overall Self-Esteem esteem among the female students at higher education level in North 24 parganas district.

Self-Esteem Level	Overall Self-Esteem		Total
		Low Self-Esteem	Total Number
of Total %			27.10%
Adequate Self-Esteem		Total Number	111
		of Total %	71.60%
High Self-Esteem		Total Number	2
		of Total %	1.30%
Total		Total Number	155
of Total %		100%	

Figure 1: Overall self-esteem among higher education students in North 24 parganas district.

Self Esteem Among The Female Students at Higher Education Level in North 24 Parganas District

Inferential Statistics: Chi-square test was employed to test hypothesis at 0.05 level of significance.

The Second objective was to Self-Esteem among the students at Higher Education level students with respect to monthly family income. The objective was analysed using descriptive statistics frequency counts were used. The null hypothesis formulated was tasted by the using inferential statistics Chi-square.

Table 2: Representing frequency counts of the Self Esteem of Higher Education Level students in terms of Family Income.

5000> to 15000 5000		INCOME			TOTAL	
		15000 <				
SELF-ESTEEM SCORE	Low Self-Es- teem	Count	6	24	12	42
		within % income	12.2%	31.6%	40.0%	27.1%
		of Total %	3.9%	15.5%	7.7%	27.1%
	Adequate Self-Es- teem	Count	43	51	17	111
		within % income	87.8%	67.1%	56.7%	71.6%
		of Total %	27.7%	32.9%	11.0%	71.6%
	High Self - Esteem	Count	0	1	1	2
		within % income	0.0%	1.3%	3.3%	1.3%
		of Total %	0.0%	0.6%	0.6%	1.3%
TOTAL within incomeof Total %		Count	49	76	30	155
		100.0%	100.0%	100.0%	100.0%	
		31.6%	49.0%	19.4%	100.0%	

Table 3: Chi-square test value of the Self Esteem of Higher Education Level students in terms of Family Income.

VARIABLE	Category	N	df	χ^2 Value	p-value	Remarks
Family Income	5000>	49	4	10.933	027.	S* (p<0.05)
	5000-15000	76				
	15000<	30				

*S= Significant

Interpretation: The analysis the above table revealed that the value of $\chi^2 = 10.933$ and $p = .027$. the critical value of χ^2 at 0.05 level of significance with 4 $df = 9.488$. It has been observed that the calculated value of χ^2 is higher than the critical value of χ^2 at the 0.05 level. So, the null hypothesis is rejected as $p < 0.05$. Hence, it can be safely concluded that the found difference level of self-esteem among the higher education level on the basis of their monthly family income is significant and it cannot be attributed to any chance factors.

The Third objective was to Self-Esteem among the students at Higher Education level students with respect to their Habitat. The objective was analysed using descriptive statistics frequency counts were used. The null hypothesis formulated was tasted by the using inferential statistics Chi-square.

Table 4: Representing frequency counts of the Self Esteem of Higher Education Level students in terms of Family Income.

Urban Rural		HABITAT OF STUDENTS		TOTAL	
SELF-ESTEEM SCORE	Low Self Esteem	Count	25	17	42
		within habitat of % students	27.2%	27.0%	27.1%
		of Total %	16.1%	11.0%	27.1%
	Adequate Self Esteem	Count	66	45	111
		within habitat of % students	71.7%	71.4%	71.6%
		of Total %	42.6%	29.0%	71.6%
	High Self Esteem	Count	1	1	2
		within habitat of % students	1.1%	1.6%	1.3%
		of Total %	0.6%	0.6%	1.3%
TOTAL		Count	92	63	155
within habitat of students %			100.0%	100.0%	
of Total %			59.4%	40.6%	100.0%

Table 5: Chi-square test value of the Self Esteem of Higher Education Level students in terms of their Habitat.

VARIABLE	Category	N	df	χ^2 Value	p-value	Remarks
Habitat	Urban	92	2	.074	.964	NS* (p>0.05)
	Rural	63				

*NS- Not Significant

Interpretation: The analysis the above table revealed that the value of $\chi^2 = .074$ and $p = .964$. The critical values of χ^2 at 0.05 and 0.01 level of significance with 2 $df = 5.991$ and 9.210 respectively. It has been observed that the calculated value of χ^2 is lower than the critical values of χ^2 at both the levels. So, the null hypothesis can be accepted as $p > 0.05$. Hence, it can be safely concluded that the found difference in level of self-esteem among the higher education level on the basis of their Habitat is not significant and it can be attributed to any chance factors.

MAJOR FINDINGS OF THE STUDY: There is a significant difference in Self Esteem among Higher Education Level students in terms of their monthly family income.

There is no significant difference in Self Esteem among Higher Education Level students in terms of their Habitat.

EDUCATIONAL IMPLICATIONS OF THE STUDY:

Self-esteem can help the student about their relationship within society, teacher and guardian. Self Esteem help the student about knowing their himself and also help with education and his life. Student should be encouraged to participate about this Self Esteem programme. Students can be made aware about how self-esteem can solve in psychological problem.

CONCLUSION : The current study shows that “There is a significant difference in Self Esteem among Higher Education Level students in terms of their monthly family income” and “There is no significant difference in Self Esteem among Higher Education Level students in terms of their Habitat”. The College overseers have to comprehend this and inspire their students towards feeling of self-worth and self-esteem. Conducting regular literary curricula and having schemes for change of soft skills by the organisation of these institutions may enhance the college students’ self-esteem. The administrators of such educational organizations have to permit students for the development of their self-esteem which will help in developing their Character. Such of these events may develop the student youth of our country as they are supposed to the future citizens of the nation.

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ANXIETY DEPRESSION AND STRESS AMONG SECONDARY STANDARD LEARNERS OF HOOGHLY DISTRICT IN RESPECT TO SOME DEMOGRAPHIC FEATURES

Pritam Biswas*

ABSTRACT: *The main purposes of this study are to investigate the level of anxiety, depression and stress among the secondary standard learners and compare the level of anxiety, depression and stress between boys and girls learner.* **METHODOLOGY:** *The present study is a survey study conducted on secondary school students. Purposive sampling technique was used. Total sample of present study is 60 (30 boys and 30 girls). Data was collected by using Depression Anxiety Stress Scale (DASS-21).* **RESULT:** *The results showed that the mean of anxiety, depression and stress in secondary standard learners are 12.03, 12.33 and 16.37 respectively and there is no significant mean difference between the boys and girls learner.*

KEYWORDS: Anxiety, Depression, Stress, Secondary standard learners

INTRODUCTION: Anxiety, depression and stress are very common mental problems of school going students. Secondary standard is very important part of school life and in this period lots of behavioral changes take place which contribute to various mental health issues like anxiety, depression and stress. In school students those mental problems are very common, among 470 adolescent school students of Chandigarh, it was noticed that 65.53%, 80.85% and 47.02% students had depression, anxiety and stress respectively (Raman, Naveen, Manoj and others, 2017). In Tirunelveli district, Tamilnadu among 400 students 4.2%, 35.5% and 0.5% were suffering from extremely severe depression, anxiety and stress respectively (Praveena and Karthikeyan, 2018). A study on 2048 secondary school students of Selangor reported that 211 students (10.3%) were suffering from depression at the time of study (Adlina, Suthahar, Ramli and Others, 2007). Mohammad, Ibrahim and Eisa (2017) also found that among 772 secondary students of Saudi, Jizan city, half of students had symptoms of depression, 59.7% had symptoms of anxiety, while 39% had symptoms of stress. In many research it was found that among school students girls have more depression, anxiety and stress than boys (Raman, Naveen, Manoi and Othres, 2017; Mohammad, Ibrahim and Eisa, 2017; Adlina, Suthahar, Ramli and Others, 2007; Minh, Tam and seir, 2019; Sanjiv, Rahul and Saini, 2010).

The severe level of anxiety, depression and stress can influence the behavior of the students and their adjustment ability, because anxiety and adjustment are negatively correlated (Khabirul and Ujjwal, 2018). Severe level of depression in secondary school students can lead to suicidal tendencies (Ramil, suthahar, Mohd and Ikang, 2018). Not only the depression but anxiety and stress also negatively affects the behaviour of students, because depression, anxiety and stress are strongly, positively and significantly correlated (Gelban, 2007).

So, it is very important to identify those mental unhealthy conditions and we should try to decrease them. Reducing anxiety, depression and stress should be included in school programmes and teachers should be

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trained about these problems of children as well as themselves also. The current study has been conducted to determine the extent of anxiety, depression and stress level among secondary school students in Hooghly district, West Bengal, India.

OBJECTIVES:

The following objectives have been framed for the present study
 To study the extent of anxiety, depression and stress level in secondary standard learners. To compare the level of anxiety between secondary standard boys and girls. To compare the level of depression between secondary standard boys and girls.
 To compare the level of stress between secondary standard boys and girls.

HYPOTHESIS:

Ho.1: There is no significant mean difference between the anxiety level in boys and girls of secondary standard.
 Ho.2: There is no significant mean difference between the depression level in boys and girls of secondary standard.
 Ho.3: There is no significant mean difference between the stress level in boys and girls of secondary standard.

METHODOLOGY: Survey method was followed for the present study.

SAMPLE: In the present study, the researcher selected 60 (30 boys and 30 girls) secondary standard (class 9th and 10th) learners from Hooghly district. For sample selection the investigator used purposive sampling technique.

TOOLS: The Depression, Anxiety and Stress Scale – 21 (DASS-21) was used in the study. DASS-21, was developed by Lovibond and Lovibond (1995) to reduce administration time and has been used widely in clinical samples to screen for symptoms at different levels of depression, anxiety and stress (Lovibond & Lovibond, 1995). DASS-21 was a set of three self-report scale designed to measure the emotional states of depression, anxiety and stress. Each of the three DASS-21 scales contain 7 items, divided into subscales with similar contain. The samples were used to rate each item on a four-point rating scale of (0) – Did not apply to me at all, (1)- Applied to me to some degree or some of the time, (2)- Applied to me to a considerable degree or a good part of time, (3)- Applied to me very much or most of the time.

The depression scale assesses dysphoria, hopelessness, devaluation of life, self-depression, lack of interest/ involvement, anhedonia and inertia. The anxiety scale assesses autonomic arousal, skeletal muscle effects, situational anxiety, and subjective experience of anxious affect. The stress scale is sensitive to levels of chronic nonspecific arousal. It assesses difficulty relaxing, nervous arousal, and being easily upset / agitated, irritable / over-reactive and important. The DASS-21 was based on a dimensional rather than a categorical conception of psychological disorder. Maximum score of the scale is ‘63’ and minimum score is ‘0’. Higher score means high level of depression, anxiety and stress and vice-versa.

Internal consistency for each of the subscales of the 21-item version of the questionnaire were typically high e.g. Cronbach’s a of 0.96 to 0.97 for DASS- Depression, 0.84 to 0.92 for DASS-Anxiety, and 0.90 to 0.95 for DASS-Stress (Lovibond 1995; Brown al 1997; Antony el 1998; Clara 2001). There was good evidence that scales were stable over time (Brown et.al., 1997) and responsive to treatment directed at mood problem (Ng, 2007). Evidence has been found for construct (Lovibond 1995) and convergent (Crawford and Henry 2003) validity for the anxiety and depression subscales of both the long and short version of the DASS.

Table 1: In the following table scoring key of the DASS-21 is given

	Depression	Anxiety	Stress
Normal	0-9	0-7	0-14
Mild	10-13	8-9	15-18
Moderate	14-20	10-14	19-25
Severe	21-27	15-19	26-33
Extremely Severe	28+	20+	34+

NB Scores on the DASS-21 will need to be multiplied by 2 to calculate the final score.

A demographic data sheet was also included with each DASS-21 scale to study respondent's features like age, gender, monthly income.

RESULTS: The collected data were quantified as per DASS-21 scale and plotted in the following table

Table 2: Showing stress, anxiety and depression level of respondents.

	Normal	Mild	Moderate	Severe	Extremely Severe
Anxiety	18	8	16	5	13
Depression	29	8	16	3	4
Stress	15	24	13	6	2

From this table it was noted that out of 60 samples 18(30%) students(10 boys and 8 girls) were severely and extreme severely affected in anxiety, 7(11.66%) students(1 boy and 6 girls) in depression and 8(13.33%) students(4 boys and 4 girls) in stress. It means that these samples need immediate psychological and therapeutic intervention.

Present study has found that the mean of anxiety, depression and stress in secondary standard learners (boys and girls) are 12.03(moderate), 12.33(moderate) and 16.37 (mild) respectively.

Table 3: Mean of anxiety, depression and stress in secondary standard learners (boys and girls)

Variables	Total number of students	Total score	Mean
Anxiety	60	722	12.03
Depression	60	740	12.33
Stress	60	982	16.37

Table 4: Comparison of anxiety, depression and stress levels between boys and girls

Variables	learners	N	Total score	Mean	SD	t' value'	signification
Anxiety	Boys	30	372	12.4	7.58	0.39	*Not significant
	Girls	30	350	11.6	8.40		
Depression	Boys	30	347	11.56	6.37	1.18	* Not significant
	Girls	30	393	13.1	3.54		
Stress	Boys	30	492	16.4	9.07	0.03	*Not significant
	Girls	30	490	16.33	7.22		

* Not significant at 0.05 level of significance

So, in this study it has found that there is no significant mean difference in anxiety, depression and stress levels between boys and girls learner of secondary standard.

DISCUSSION: The present study was conducted on secondary standard learners and the outcome of the analysis showed that the mean of anxiety, depression and stress in learners were 12.03(moderate), 12.33(moderate) and 16.37(mild) respectively and there was no significant differences in anxiety, depression and stress levels between boys and girls.

Praneena and Karthikain (2018) in there study among 400 adolescent students of Tirunelvel district, Tamilnadu also noted that among the boys and girls no significant difference was exist in respect to their anxiety and depression. But when they consider the stress level of these respondents they noticed that boys possess more stress than the girls and the mean difference was significant. Supreet and Vandana (2014)

conducted a study on 200 senior secondary school students of Chandigarh and showed that there was no significant gender difference found on the variable of depression. After studying a sample of 333 students of 10th and 11th grade in the Los Angeles, De Anda, Diane, Baroni and others (2000) reported that no gender difference was found in degree of stress. Ghaderi, Venkatesh and Sampath (2009) reported that there was no gender difference observed between Indian and Iranian students. Male and female students equally experience the depression, anxiety and stress irrespective of countries. But, Indian students had higher levels of depression, anxiety and stress as compared to Iranian students. Eman (2014) conducted a study on Saudi postgraduate Orthodontic students and reported that there was no significant statistical difference in terms of gender for the depression, anxiety and stress. Study by Balan, Doke and Gothankar (2018) on 461 students of Pune city showed that there was no gender wise significant difference in depression, anxiety and stress levels.

But in many research studies it was found that boys and girls have different levels of anxiety, depression and stress and in most of the cases girls possess more depression, anxiety and stress. Sathish and Brogen (2017) conducted a study on higher secondary school of Imphal and reported that the prevalence of depression, anxiety and stress were significantly higher among girls. Minh, Tam and Serik (2019) conducted a study on International University students and found that International female students (39.84%) had a higher rate of depression than male students(39.25%). Sanjiv, Rahul and Saini (2010) studied 242 adolescent students of 9-10th standard and reported that depression was significantly more among the females (mean 132.5) than the males (mean 113.2), ($p=0.03$). Anxiety and stress score were however not significantly different between the two genders. Suzaily, Fairuz and others(2013) conducted a cross-sectional study on 350 boarding school students and found girls students showed more symptoms of anxiety, depression and stress in comparison to boys. A study was conducted in the Institute of Medical Science at Bhubaneswar by Shawaz, Sandhya and Venkatarao(2015) and showed that higher scores of depression, anxiety and stress were associated with female gender. Study by Raman, Naveen, Manoj and others (2017) among 470 school going students of Chandigarh, found that prevalence of depression, anxiety and stress were higher in female students. Kunal, Satyajeet, Santosh and Others (2017) reported after studying 1412 school going (9th-12th grade) adolescents of Bihar that overall prevalence of depression was significantly higher among girls (55.1%) than boys (45.8%). Study by Preeti and Mustafa (2015) on 218 undergraduate and post graduate students in Bangalore city showed that girls had more symptoms of depression and anxiety in comparison to boys. Adlina, Suthahar, Ramli and Others (2007) conducted a cross sectional study on 2048 secondary school going students of Selangor and reported that the mean T-score of females (54.73) were significantly higher than the mean T-score of males (51.92). This implies that the females were more prone to depression compared to male. Mohammad, Ibrahim and Eisa (2017) conducted a study on 772 secondary students of Saudi, Jizan city and found that female students had significantly higher mean score for depression, anxiety and stress than the boys.

CONCLUSION: The present study has identified that the mean of anxiety, depression and stress in secondary standard learners are 12.03, 12.33 and 16.37 respectively and boys and girls possess almost equal level of depression, anxiety and stress. If those mental conditions are not detected and not treated these can affect their academic performance and can lead to psychological issues later in their life. So, it is very important to aware the parents about the mental conditions of their boys and girls. Teachers need to be trained for identifying and reporting these issues earlier to the parents and school-based depression, anxiety and stress prevention program is recommended.

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REASONS OF VALUE CRISIS IN THE MODERN AGE OF INDIA AND NECESSARY ACTIVITIES TO REMOVE THEM

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Abstract: *The theory of value is a very significant concept in philosophy as well as in education. We inculcate values in students and children through providing good environment, good behaviour etc. In educational institutions we infuse value in students through value education. Infusing value in children is a very significant task of the guardians and teachers. Without value education or knowledge of value a child's overall development is not possible. Proper improvement of society is also not possible without value education. But, in the modern age due to several reasons this value is getting diminished day by day. High competition, automatization, complex and competitive socio-economic structure are highly responsible for the degrading nature of value today. Therefore, it is the real time to find out the real causes of this value crisis and to find out possible paths to overcome those problems. In the present work, I have tried to explore the reasons of value crisis and to show how these crises can be overcome.*

KEY WORD: Value, value education, infusing value, child, crisis, overcome.

INTRODUCTION: Infusing values in children is a fundamental task of guardians as well as teachers. Along with education real knowledge of value is also a very important part for a student's or a child's life. Without knowledge on value a child cannot use his or her actual potentialities what he or she has. Value crisis in children directly affect the social system. Lack of value education results corruption and illegal activities in the society. So, while educating a child to give value education is very essential for his or her overall development and also for the development of society. In the modern age, due to several reasons value is getting declined day by day. In this situation it is very essential to find out the real causes of this declined nature of value and to find out the necessary paths to overcome this value crisis. In my present study, I have tried to show some important causes which are directly related to value crisis in children and I have also tried to find out some ways through which we can infuse real values in children which will develop children as well as society.

Meaning of Value: In a simple sentence we can say that anything which has utility has value. The word value has been derived mainly from the Latin word "*Valerie*" which means "to be strong and vigorous". The value of anything depends upon the context, circumstances and situation we use it. The concept of value is dynamic in nature. Values get changed along with the change of time and place. Values have a great influence on an individual's decisions, choices, dreams, behaviours, and interactions with others. Values get reflected in individuals' character. Values involve individual's ideals, feelings and beliefs. Values provide direction and justification to us in all situations of our life. That means every individual gets operated according to the values what he has earned. Values shape the moral personality of an individual.

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An individual whatever he thinks, feels and does, what decisions he makes all these consciously or unconsciously come out of values. Values can improve our life by fostering guidelines, peace, satisfaction, dignity and delight etc.

Present scenario of value education:

Ancient Indian system of education was mostly spiritual and value based. Education of that period emphasised on cultivation of various values among children like honesty, sincerity, non-violence, cleanliness, love, forbearance, self-perfection etc. That means one of the important objectives of ancient Indian education was to help the child to understand the values and ideals of life. The chief aim of education was to prepare the child for moral and spiritual life. For achieving this goal in ancient time teachers and students were living together in the *Gurukul* peacefully. In their all actions they used to learn different new ideas of activity and right behaviour. They were also given the right education to protect environment and other living and non-living things.

But in modern days due to the development of science, technology and due to modernization, westernization, industrialization and other international transaction etc. ancient educational thoughts and practices have been mostly changed. A revolutionary change has been taken place in the field of values. In this changing scenario the way of living of human being has been shifted from spiritual to materialistic approach considering them the main goals of life. In modern education, emphasis has been put on knowledge-based and information-oriented education. Modern education instead of giving much importance on essentials values, gives much importance on the intellectual level of children. As we find it, "Today's education gives importance to the total marks, merit positions, awards and such thing. The education system has changed into the examination system and now it is becoming an information system; pushing back the value system that the earlier system used to emphasize." As a result, other aspects of personality development (such as physical, mental, behavioural, social etc.) of today's youths are not getting developed properly which ultimately lead to value crisis in the society.

Causes for the declination of values:

1. We know that, in the modern age science and technology is getting developed day by day. In fact modern age is known as the age of science and technology. But instead of being happy still many peoples of society are unhappy and frustrated. It is because today's people are so materialistic that they have forgotten the art of leaving. They have forgotten to keep good relationships with others. As a result, day by day social values are getting declined.

There are some other functions also which are responsible for the crisis of social values. Such as:

- Existing caste discrimination in society.
- Lack of social discipline, social sensitivity and result of social exploitation.
- Lack of equal feeling, lack of respect towards other religions.
- Increasing materialistic attitudes among the people of society.
- Existing illiteracy among the members of society.
- Increasing various corrupt practices in various fields of society etc.

2. Joint families are helpful for imparting various values to the students. Such values are values of sharing, respecting elders, caring, co-operative living, protecting Indian culture, religious consciousness etc. But nowadays joint families are rarely seen may be for the socio-economic pressures and rising up the sense of individualism etc. Today, joint families are becoming nuclear families, where the older traditional things are getting abolished. Earlier elder members of families (grandfather, grandmother, father, and mother) used to say different stories to children which were helpful for instilling different values in the children. Now family members do not share the joyful and interesting stories with the children. It is just because of shortage of time of the family members due to complex and competitive socio economic structure. As a result, today's children are not getting proper values from the family members at home. They (children) are also not getting opportunities to express their thoughts to any one, which is really essential for the development of creative thinking. But in earlier ages in joint families grandparents, uncles, aunties used to tell various stories of Indian history, culture, religion, social reformers (like Rama, Buddha, Krishna)

to the children. Those stories were helpful for the development of the sense of different values in children, which they are not getting in the present age. It is one of the important reasons of value declination in the society today.

3. In the present society, we can see that the people are much interested in materialistic pleasures. Eagerness towards material enjoyment has become a common practice in almost all families. People are always busy and striving for personal gains without any consideration for the common good. This selfish nature of human being is one important reason of degradation of values in present society. Another factor is that, due to the high competition of personal achievement people have forgotten the moral, aesthetic and spiritual values which are very essential for the proper development of society.

4. Now-a-days, in society, there is a common fact which we find among all the members. The fact is, working for the achievement of high status and maximum gain of material things. For this, in society, we see a type of hard competition and fast running of the people. It is because; many people believe that money is everything. For money they even sometimes forget the actual needs of the family members and the children.

As the family members especially the parents are busy with their goal that is earning more and more money, they cannot spend much time for their children. Many parents think that money is the main goal of life. Their assumption is that, if one can earn more money, he will not fall in any problem in life. They cannot even feel that only money cannot develop the human mind and only money cannot solve all the problems of life.

It is a real fact that for developing the mental position of children, it is necessary to develop values in the children. And the children achieve the first values of their life from their parents or from their home. But as in the present age maximum parents are busy in earning material wealth, their children become isolated from their parents, they do not get proper education from the family. As a result, proper values do not grow in them. It affects the entire life of the children. In the present day, this is one of the important causes of value crisis in the society.

5. In the history of society we can see different corrupted leaders who lead society without looking after the common interests of the general people. Even today sometimes we find such leaders who directly or indirectly harm the common interest. As a result, people do not get the proper value of their life what they are supposed to get, they sometimes engage themselves in wrong or unethical activities which creates different types of chaos in the society. Due to wrong leadership and planning financial crisis increases in society which sometimes even leads the youth in drug addiction. This type of wrong leadership is a big barrier in value development among the youths. Dr. Malhotra and pooja remarks that, “The two most devalued words in our society today are politics and politician. Corruption, scams, nexus with black marketers and criminals have become the main features of the political character. Political pursuit has become unscrupulous manipulation for grabbing power and using it for selfish, partisan ends. The gap between the rich and the poor has widened resulting in increased social tensions and strife.”

6. We know that in ancient India, especially during Vedic period, *Gurukul* was the home of the teacher, where there was a good relationship between teacher and the students. Their relationship was based upon love, affectionate, truthfulness and purity. Teachers used to behave with the students like their own children and students also used to behave with their teachers like their own parents. That means students would live in *Gurukul* as teacher’s own family members. Teachers were always ready to transfer their complete knowledge to the students for the students’ overall development. On the one hand, teachers used to prepare students for the development of the society and on the other hand students were expected to give complete respect to their teachers. In that period (*Vedic* period) education was totally free. Teachers’ position was higher than God in society. They (teachers) were considered as spiritual father of their students.

In comparison to Vedic period nowadays teachers and students relation is getting declined. The reason is that the teachers are becoming insensitive to the various problems, needs, capacity of students. It may be happening for the reason that teachers are engaging themselves in other works like, acquiring money, doing private tuitions, other business etc. Another reason may be heavy burden of teaching profession or

administration related works etc. Sometimes teacher cannot give proper time to student, which create a type of gap between teacher and student. As a result, present students do not get those value educations what they used to get in the ancient era. Therefore, this is one of the great reasons of value crisis in the modern age.

7. The value in the society mainly develops with the generous writings of different academicians, philosophers and other intellectuals. They develop values in the society by their creative writings and critical examinations of different social problems. By their creative thinking they develop new ideas and try to find out exact solutions of different social problems. But in the present age, we mostly find the analytic, imitative and critical writings rather than creative writings. As we find it, “The value climate of a society is closely linked to its intellectual temper. Its tone is set by writers, academicians, philosophers and other intellectuals. They do so by their critical examination of social and human situations and through their creative efforts of generating new ideas and new solutions to human problems. The record of such intellectual efforts in the last fifty years is hardly inspiring. The contemporary intellectual temper is mainly critical, imitative and reactive rather than creative and proactive. In this intellectual vacuum the values and norms of society are being set by political leaders, business-persons, television personalities, writers of popular fiction, and even by film stars!” As a result, in present society values are not adequately getting developed like the past.

8. Equalization of opportunities means that in a nation no one should be denied from getting equal opportunities. But we see that, in our country there are many places and many areas where we can find shortage of sufficient number of educational institutions. In many places educational institutions are there, but sufficient numbers of teachers are not there. Children those who are residing in those areas are not getting equal opportunities and facilitates in comparison to the students of urban areas. As a result, the youths of those areas become unemployed, whereas urban students are getting more and more opportunities which are advantageous for their development. So, joblessness is a major challenge for the youths of rural areas, which leads them towards degradation of their knowledge of values. In these cases, sometimes they (youth) also engage themselves in smoking, addicting drug, drinking alcohol etc.

Besides these, rural people are not getting all government facilities equally. In many cases, the rural people are getting deprived from electricity, library facility, communication facility and some other facilities. As a result, they do not become able to develop their position in the society. They become poorer. Sometimes poverty leads to crime which is the killer of values.

Therefore, it is the duty of the government to provide equal opportunities to all members of the society, even to them those who are residing in rural areas. Along with this, the government should develop such policies and take initiatives which will be helpful for the upliftment of the needy people of those areas.

9. In the past, the people used to live in a protected and a self-contained society. They had sufficient wealth and guidance to live in society peacefully. But in the present age, due to the development of communication systems all people have come into a single periphery. Where at the one side people are getting the benefit of different positive aspects of globalization, and on the other side competitions in different sectors are also increasing. As a result, joblessness is getting increased which sometimes leads people into unethical activities. So, high competition has become a great challenge for value development and it is one of the big reasons for the crisis of values in modern society.

10. In the present world, on the one side technology is getting developed, in many cases skill is also getting developed, but on the other side, human values are getting diminished. With the rapid development of science and technology we can see constant deterioration of human values in the society. It is happening not because of that human beings are lacking knowledge; rather it is happening due to the lack of wisdom. The Chinese thinker Mancio defines wisdom as “The feeling of right and wrong.” And it is the shortage of this wisdom, which is one of the fundamental causes of value crisis in present society. It is due to this shortage of this wisdom, people sometimes cannot use the production of technology in positive way. For their self interest sometimes people use the science without thinking its bad consequences, which sometimes causes different natural hazards, environmental pollution etc.

From the above discussion it can be said that the many ills that our society is suffering today are mainly due to crisis of values. So the need of value oriented education is emerging especially in the present context of society. And as, value education is rooted in Indian philosophy and culture so, in present context it is very essential for us to preserve our traditional values. Along with this it is also essential to bring about synthesis of the traditional social values and the modern social values. Along with this it is also essential to develop values in children at the very basic level which would influence their entire life, because appropriate value education is very important at every point of human life. It is the only means to provide right direction to today's youth. For this, value oriented education programme should be implemented perfectly at all level of education.

In this regard along with school teachers parents are also responsible to impart lesson of various values to their children based on education. Such values are self discipline, respect for the elders, respect for all religions, universal brotherhood, feeling of honour for our freedom fighter, unity in diversity etc. but in this case it should be kept in mind that significance of this values are necessary to be explained to the children.

Now I shall discuss various programmes and activities necessary to remove the value crisis exist in society.

Value based Activities and programmes: If we want to remove such reasons of degradation of values from the society then, we will have to follow the different advantageous paths to improve the educational process. As we find it, "True education, then, is seen as incorporating 'values that foster peace, humaneness and tolerance in a multicultural society'". Some activities for removing value crisis have been discussed below:

Prayer: In school, all the children need to attend prayer. It includes reciting of national song, commitment to respect the nation and other valuable words. These are helpful for the development of devotion, love towards the nation. Prayer also develops faith, self-confidence, discipline, regularity, concentration, sincerity, values of truth, mental peace and non-violence etc. among the students. That means prayer gives a strong positive outlook towards life situation. So, all schools should start daily activities with prayer and it is very essential to practice prayer regularly which promotes different important values in the student.

Cultural activities: Along with academic periods, cultural activities are also necessary to be incorporated in the time table of school education. Such activities are literary displays, sports, art exhibitions, essay writing, recitation related to heritage, folk-song, folk-dance, folk-stories, celebrating various festivals, tours and travel etc. These are helpful to make the children aware about various cultural values. These also help in developing awareness among the children about the culture. Activities which are related with cultural values are essential to practice systematically so that, students can realize the importance of these values in their life.

Celebrating National Festivals: Children should be encouraged to celebrate national festivals in their educational institutions. By involving children in such festivals patriotism, sacrifice, brotherhood, unity in diversity, moral services, feeling of proud in one's own country's rich heritage, national integration, socialism, secularism, democracy, respect for freedom fighters and other values which are enshrined in Indian constitution etc. can be inculcated among them. Such festivals are Independence day, Republic day etc. During the celebration of these festivals it is very essential to salute the National Flag properly, to sing the National Anthem rightly and to organize all others activities properly. But in such programmes, it is essential to provide suitable responsibilities to the students according to their own capacities so that they can actively involve themselves with such national festivals, because, active participation always gives better knowledge in any field. It is also necessary to create a type of desire of responsibility among them so that they can do such activities with proper encouragement. As we find it in Hume's philosophy that beliefs without desires are powerless to motivate.

Group Activities: Group activities also provide various opportunities to students to learn fundamental values of love, cooperation, tolerance, respecting others, peacefull living, discipline, punctuality, etc. Some examples of group activities are various group projects, group discussions, debates, group singing, group

dances, games etc. By working in groups, students can learn how cooperation and mutual understanding develop a work properly. In the group work, students can also learn the value of others' sincere efforts, the joy of doing one's best for the good of the whole group.

Social Service Activities: Social service activities refer to those activities which are helpful for becoming a social wellbeing. Such activities promote social belongingness and social cohesion. It is very significant responsibility in life to become a socially conscious and socially responsible person. So, in order to develop these values among the students of any institution, it is very much essential to organize these activities effectively. Some examples of these activities are discussed below:

Helping other persons of the society during natural calamities like floods, earthquake, tsunami, and drought etc.

Students can be involved in visiting slums areas, village areas, orphanages to realize the actual scenario of society. And it is also essential to engage students in some social activities like, offering books, clothes, food and other essential things. Through such activities student can feel the actual needs of the time.

We know that Socially Useful Productive Work (SUPW) is one of the important parts of school curriculum. It may be described as "purposeful, meaningful, manual work resulting in either goods or services which are useful to the community." Main objectives of SUPW are to develop a desire to be productive and useful member of society. It also helps to instil various types of values like, dignity of labour, teamwork, helpfulness, self-reliance, tolerance, sympathy, co-operation etc among the people. Therefore it is very essential to make proper planning for implementation of productive and useful programmes in the school.

It is also essential to provide opportunities to students to organize campaign against various common diseases like bird flu, cholera, malaria, jaundice, typhoid, AIDS etc. in order to make the villagers aware about those dangerous diseases.

It is necessary to allow the students to participate in various social activities like - N.S.S, N.C.C, cleanliness (popularly called '*safai*'), supplying clear drinking water during festive seasons, preservation of environment, forests and the life of animals etc. All these activities are necessary to organize according to the needs of society. These activities are beneficial for the students to develop good health, leadership qualities, good social feeling, co-operation, team spirit, discipline, punctuality, proper social interaction, feelings of brotherhood, sympathy, fellow feeling, tolerance, self-satisfaction, socially responsible person etc. Besides these, if various talks, debates and discussions are organized on various social problems, then also students get benefited. These activities make the students aware about the real social problems. By these activities students can realize the relation of the individual to society and society to the individual. All these are very useful for the development of proper feelings about the 'art of living' in students.

Meditation: Students are necessary to practise meditation regularly, because its benefits are numerous. Through meditation, creativity can be nurtured in students, students can learn how to focus properly on a certain matter, how to control the self. It can develop their concentration on study. Through meditation students can know how to learn a thing properly, how to control their senses, how to make a balance between their mind and body and how to make their mind free from various stresses. This is why, in the present time due attention has been given on *Yoga* and meditation in the educational institutions. These are helpful for the development of positive values like personal cleanliness, purity of body and mind etc. *Yoga* includes meditation and physical exercise both of these help to make good health and sense of well-being. Different education commissions also have recommended about the necessity of this *Yoga* in the educational institutions. As we find it, "Various education commissions like the university education commission (1948-49) suggested practical silent meditation in the common hall or classroom everyday and also recommended at the higher education level these words"

Sports and exercises: To make the children physically fit, to develop confidence and various qualities like cooperation, punctuality, cleanliness, equality, team spirit, tolerance etc. children should be encouraged to participate in various sports and exercises. Dr. Y. Kishore points out that, "Physical education can,

therefore, contribute to the living of full valuable lives for persons and is thus of educational value The primary aim of physical education is to equip students with the knowledge, skills, capacities, and values along with the enthusiasm to maintain a healthy lifestyle into adulthood.”

Storytelling: Oral storytelling is the art of expressing experiences, ideas and emotions. In school, it is an effective tool of teaching process to impart traditional values to students. Storytelling promotes our listening skills, learning abilities, creative thinking. It helps to achieve various types of knowledge, to build our curiosity, to create interest in the subject. It also helps to look at the old problems in new ways. By hearing various stories we can make ourselves relax, physically and mentally fit and also we get different mental pleasures.

DISCUSSION: In order to impart proper values to the students, school can organize various debates and discussions on various issues and problems of the country. Such issues may be democracy, equality, religion, culture, population, environmental pollution, various deadly diseases, etc. Group discussions, debates, conference, workshops and seminars are also helpful for developing knowledge, courage of active participation and communication skills of the students.

CONCLUSION: At the last it can be said that, values are those things which really affect to each of us. These are the guiding principles which help us to lead a good and successful life. That means values occupy a very significant place in our life. But almost on every day we listen about various bad news which directly indicates the crisis of values. Such news clearly indicates that though we are developing very fast but due to degrading nature of values day by day we are lagging behind. So, if we take this problem (value crisis) seriously and try to instil values properly among the children, then we will be able to produce such human beings who will be able to establish a better society in future.

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STUDY OF THE KNOWLEDGE OF PRIMARY SCHOOL HEADS OF WEST BENGAL TOWARDS INCLUSION OF STUDENTS WITH SPECIAL NEEDS IN MAINSTREAM SCHOOL.

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ABSTRACT: *The study was conducted to measure the knowledge of primary school Heads in West Bengal. Data was collected from 30 school Heads were of 2 districts of West Bengal. They were selected on purposive sampling procedure. They were given a questionnaire of 25 questions to measure the knowledge on the causes, characteristics and management of special need children in Inclusive set up. The means core was obtained by statistical analysis of data. The result revealed that primary school Heads with more teaching experience, age, longer time of headship and those received training scored above the means score of the group. Thus they may be considered as more knowledgeable of the group.*

KEY WORDS: Knowledge, Inclusive education, Primary school head, Knowledge are facts information and skills acquired by a person through experience or education. The philosopher Plato defined knowledge as justified true belief We can define knowledge as the fact of knowing information or what is already known the whole of what can be learned or found out.

Inclusion: The exclusive placement of special education students in the general educational setting with appropriate support provided in the classroom to allow students to achieve the same level of success as their nondisabled peers (Waldron, McLeskey, & Redd, 2008),.

Primary school head: The lead building level administrators who are responsible for staffing, financial management, and instruction; individuals who are certified in curriculum and instruction or educational administration whose role is to lead, mediate, and collaborate with teachers, parents, and community stakeholders to ensure student success upto class IV (Gous, Eloff, & Moen, 2013).

INTRODUCTION: Inclusion is the provision of services to students with disabilities, including those with severe impairments, in the neighbourhood school in age-appropriate general education classes, with the necessary support services and supplementary aids (for the child and the teacher) both to ensure the child's success academic, behavioural and social and to prepare the child to participate as a full and contributing member of society. (US National Centre on Educational Restructuring and Inclusion 1995, cited in Frederickson and Cline, 2002: 66)

Inclusive education describes **the process by which a school attempts to respond to all pupils as individuals** by reconsidering and restructuring its curricular organisation and provision and allocating resources to enhance equality of opportunity.

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Through this process the school builds its capacity to accept all pupils from the local community who wish to attend and, in doing so, reduces the need to exclude pupils. (Sebba and Sachdev, 1997, cited in Frederickson and Cline, 2002: 66)

According to Barton (1997), "Inclusive education is not merely about providing access into mainstream school for pupils who have previously been excluded. It is not about closing down an unacceptable system of segregated provision and dumping those pupils in an unchanged mainstream system. Existing school systems in terms of physical factors, curriculum aspects, teaching expectations and styles, leadership roles will have to change. This is because inclusive education is about the participation of ALL children and young people and the removal of all forms of exclusionary practice". Achieving this goal in India requires serious planning and efforts.

"Inclusive education is concerned with removing all barriers to learning and with the participation of all learners vulnerable to exclusion and marginalization. It is a strategic approach designed to facilitate learning success for all children. It addresses the common goals of decreasing and overcoming all exclusion from the human right to education, at least

at the elementary level, and enhancing access, participation and learning success in quality basic education for all." • (Education for All 2000 Bulletin, UNESCO)

Inclusion is an educational setting where students with disabilities learn in the general education classroom with their non-disabled peers (Ainscow & Sandhill, 2010; Waldron, McLeskey, & Redd, 2011). Common disabilities that students may be diagnosed with, in and out of the school setting, include: learning disabilities, physical and health disabilities, emotional and behavioral disorders, speech and language disorders, hearing and visual impairments, and autism spectrum disorders (Waldron et al., 2011).

Inclusion has some changes and challenges for the professionals who are responsible for implementing the practices in the general education classroom. In order for inclusion to be effective, school personnel who are responsible for the successful implementation of inclusion must be open to the demands of working with a diverse group of students (Villa & Thousand, 2005). School administrators play a vital role in the process of fostering positive climates in schools that include students with disabilities in general education classrooms (Ball & Green, 2014; DuFour & Mattos, 2013).

It is imperative that school administrators identify and require a standard that reflects the belief that all children can learn and that all children have the fundamental right to be educated with their peers in a least restrictive environment (Fullan, 2003; Muijs et al., 2010).

Recently after the implementation of the RTE Act mainstream schools begun to include students with special need in mainstream classrooms. Principals are to decide how the student with disability will benefit from the implementation of the inclusion process. So it is important to study how principals attitude of inclusion guide their decision.

Principals knowledge of special education has a significant effect on principals attitude towards inclusion. (Ponfua Yhayeh Ngwokabuenui 2013). the result of the study indicated that the importance of developing education administration programme and including curriculum studies in teachers training prog will prepare school principals with strong and positive attitude towards inclusion.

It is also important for principals to be aware of special education issues "No child left behind as indicated by UNICEF and UNIESCO. Principals understanding and updating of special education law and sharing with colleagues and staff will promote an overall improved attitude towards Inclusion.

Principal is the key factor in inclusive education as they are instrumental in constructing barrier free environment, their management support competencies and commitments essential to make inclusion a grand success. Thus principal sknowledge should display a positive attitude towards inclusion.

OBJECTIVE OF THE STUDY:

To assess the knowledge of the school heads of West Bengal towards the inclusion of students with special needs in mainstream schools.

To determine if there is a relationship between principal's gender and age in their knowledge towards inclusion.

To determine if there is relationship between principal's experience and their knowledge towards inclusion.

Regular education teaching experience and knowledge towards inclusion

Year of experience of special education teaching and knowledge towards inclusion

Number of year as a principal and knowledge towards inclusion

To determine the relationship between formal training in special education and principal's knowledge towards inclusion.

METHODOLOGY :

Samples: 40 samples are selected from inclusive schools of 2 districts of West Bengal. The school principal are from primary govt. schools.

Purposive sampling procedures will be used to serve the research purpose. Samples will be from both urban and rural areas. Schools under state board, from districts of West Bengal

Tools : Knowledge Assessment Tool: Items were framed by the help of GEM questionnaire developed by NIMH Secunderabad. Wrong responses are scored 0 and 1 for every correct response. Higher the score more the knowledge. The tool consisted of 25 items. Item 1 to 12 assess knowledge about general information. Section ii consisted of 9 items regarding causes of disability and Section iii consisted of 4 items on management of students with special need.

Data Analysis: The study has engaged statistical analysis to determine the knowledge of primary school Heads towards inclusion of special need individuals in main stream schools.

Variables		Total Number	Percentage	Mean Score
Age in years	40 – 31	7	17	12.71
	50 – 41	22	55	14.40
	60 - 51	11	28	16.63
Sex	Male	17	42	14.29
	Female	23	58	15.43
Religion	Hindu	33	82	15.33
	Muslim	7	18	11.85
Teaching Experience	years 12 – 7	23	58	11.92
	years 18 – 13	17	42	16.41
Year as a school Head	years 5 – 0	26	65	13.84
	years 10 – 6	14	35	16.35
Training	Formal Training	5	13	15.8
	Training through SSA	17	42	16.4
	No Training	18	45	13.6

N = 40, Mean Score – 14.72, 24 scored above the mean score – 60%, 16 scored below the mean score – 40%

FINDINGS: Knowledge was measured based on questionnaire score. Maximum score for the questionnaire was 25. The school Head who has given a score same or above the mean value i.e 14.5 were considered as more knowledgeable of the sample. Of the total sample 60% scored above 14.72 and 40% scored below the mean value.

Considering age as a variable 70% school Heads of age range 30 - 40 scored 12.71 i.e below the mean score. 50% of the school Heads belonging to the age group from 41 – 50 years scored 14.4 and 28% of the age range 51 – 60 years scored 16.63.

According to the selected subjects 82% school Heads were Hindu scored 15.33 i.e above the mean value and 18% were Muslim school Heads who scored 11.85.

It is also found primary school Heads with teaching experience of 7 – 12 years had a mean score of 13.84 and those with teaching experience of 13 – 18 years had a mean score of 16.41.

It is observed that subjects who are as Head for 6 – 10 years scored 16.35 while those for 0-05 years had a mean score of 13.84.

From the above data it can be inferred that 13% who received formal training had a mean score of 15.8, 42% who attended training session by SSA scored 16.4 and those had no training scored 13.6 i.e below the mean score (14.72).

CONCLUSION: In the study of knowledge of primary school Head towards inclusion it is found that those belonging to age range 51 – 60 years, have teaching experience of 13 -18 years, undergone formal training and acting as a school Head for 6 – 10 years scored above the mean score and thus consider more knowledgeable. Of the sample female head teachers are more knowledgeable than male. Considering the religion it is found Hindu school Heads are more than Muslims.

More training program to be included to enhanced the knowledge of school Head towards implementation of inclusion.

LIMITATIONS: The results obtained from the studies valuable but certain limitations to be considered. It is possible that the sample is not fully representative of the overall population. The data is collected from 2 districts of West Bengal. More intensive studies required to measure the knowledge of school Heads towards disability & inclusion.

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DEPRESSION AMONG PARENTS OF CHILDREN WITH DISABILITIES

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ABSTRACT: *The aim of the present study is to examine the level of depression on parents of children with disabilities and also to find out the impact of independence variables like age, gender, education qualifications, nature of the family of the parents and gender of the child with disability in creating depression among the parents of children with disabilities. The study included 70 parents of children with various disabilities. Purposive sampling technique was used to collect the data. Parental depression was measured by The Center for Epidemiologic Studies Depression Scale (CESD) which was created in 1977 by Laurie Radloff, and revised in 2004 by William Eaton and others. To analysis the data mean score, standard deviation, t test were calculated. The study showed that level of parents depression are correlated with their gender, age, educational qualifications, nature of family and gender of the child with disability.*

Key words: Key words: Parents, Depression and children with disabilities

INTRODUCTION: It is undeniable that children have a key role in the family structure which, in the widest sense of the word, is described as the most basic elements of society. Many parents have the natural desire of having children. Parenting is one of the most challenging jobs an individual will ever face. Raising children can be stressful at times, but also very rewarding. Having children requires families to make many new arrangements and changes in their lives. While this is a happy occasion, it may be challenging both financially and mentally for first-time parents. Parents have the desire to have a healthy and child without deformity or impairment at the beginning of the pregnancy period. If this desire is not fulfilled or parents get to know that the child is disabled, the happiness and joy that occurs at the beginning of the pregnancy could turn into a state of shock, rejection and deep grief.

Becoming the parent of a child who has a disability is a time of great stress and change (Thompson, 2000). Parenting is a highly stressful job, and becoming a parent of a child with a disability is one of the most stressful life events that can occur (Rose, 1987; Thompson, 2000). Although negative life events do not necessarily have adverse psychological consequences, chronic stressors increase the probability that psychological distress will follow (Thoits, 1995). For parents of children with disabilities, parenting is considered a chronic stressor (Quittner et al., 1990). Previous studies continually report that parental stress as a chronic strain not only exerts a negative effect on physical functions, but also promotes people's psychological distress (Herbert & Cohen, 1994; Koeske & Koeske, 1990; Wilton & Renaut, 1986).

Having a child with disability in the family can disrupt the normal activities in the family life, the marital relations between the couples, the healthy communication in the family and the positive family atmosphere which leads to great distress and changes in the family life in terms of the physical, financial and psychological problems encountered (Özşenol, Işıkhan, Unay, Aydın, Akın and Gökçay, 2003).

Some researchers (Donmez, Bayhan and Artan, 2000; Girli, Yurdakul, Sarisoy and Özekes, 2000; Özşenol, Işıkhan, Ünay, Aydın, Akın and Gökçay, 2003; Seltzer, Greenberg, Floyd, Pettee & Hong, 2001; Uğuz, Toros, Yazgan İnanç and Çolakkadioğlu, 2004; Yıldırım, 2007; Yıldırım Doğru and Arslan, 2008) reported

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that a number of changes caused by the disabled child are likely to influence family's economic situation and the relationships inside and outside the family in a negative way; parents have low self-esteem, there occurs a deterioration in marital satisfaction and a decrease in personal adjustment, and many parents show signs of increased anxiety, depression and stress. Several researches showing that parents of disabled children has more emotional difficulties and show more symptoms of depression than parents of typically developing children (Bebko, Konstantareas & Springer, 1987; Beckman, 1983; Dyson, 1993; Esdaile & Greenwood, 2003; Glidden & Schoolcraft, 2003).

Depression, a change in mood, has been reported to be the most common psychological disorder diagnosed through mental health assessments (Yüksel, 1984). Depression is a state of low mood that lasts from days to weeks, or is a negative condition that points to an emotional state, a symptom or a clinical syndrome (Tüzün, 1993; Watson & Clark, 1995). The depressed mood is the major disorder that is common and most frequently seen in depressions. Pessimism, helplessness, desperation, feelings of guilt, decline in social skills and interactions and cognitive disorders are among the common symptoms of depression (Deniz and Sümer, 2010; Köknel, 2005; Tegin, 1990).

Negative view of oneself of the world, and of feature forms a triad that leads to depression and self-blame not only people feel inadequate but they blame themselves for their inadequacies and failures. Cognitive distortions lead to needless self-blame, guilt, personalization is the greatest source of self-blame and guilt. Personalization is the tendency to relate events to oneself even when there no connection; that is to blame oneself for negative outcome over which has no control. Self-blame and guilt has lead to dysfunctional attitude and depression.

Depressive symptoms of parents not only hamper the wellbeing of the individual but also to the family and are greatly affecting children's personality, behavioral patterns, and basic competencies that in turn affect classroom behavior and academic achievement. Viewing the seriousness of the problem; this is a great need to overcome depression of the parents as early as possible, so that it may not hamper the progress of child in his future and develops into a better individual. The present study is being conducted by researcher to examine the level of depression on parents of children with disabilities and also to find out the of impact of independence variables like age, gender, education qualifications, nature of the family of the parents and gender of the child with disability in creating depression among the parents of children with dishabilles.

OBJECTIVES OF THE STUDY:

1. To investigate the parental level of depression of children with disabilities
2. To study parental level of depression of children with disabilities on the basis of their gender
3. To study parental level of depression of children with on the basis of their age group
4. To study parental level of depression of children with on the basis of their educational qualification
5. To study parental level of depression of children with disabilities on the basis of their family structure
6. To study parental level of depression of children with disabilities on the basis of gender of their children

HYPOTHESS:

H_0 1 There is no significant mean difference in level of depression among parents of children with disabilities on the basis of their gender

H_0 2 There is no significant mean difference in level of depression among parents of children with disabilities on the basis of their age group

Depression Among Parents of Children With Disabilities

H_03 There is no significant mean difference in level of depression among parents of children with disabilities on the basis of their educational qualification

H_04 There is no significant mean difference in level of depression among parents of children with disabilities on the basis of their family structure

H_05 There is no significant mean difference in level of depression among parents of children with disabilities on the basis of gender of their children

METHOD AND PROCEDURE:

Selection of the sample

The sample consists of 70 parents of children with disabilities. Samples have been collected using purposive sampling technique. The details demographic variables' of the samples are as follows:

Table:1

Independent Variables	Types	Total No	Percentage
Gender n = 70	Male	23	32.86
	Female	47	67.14
Age Group in years n = 70	20-30 yrs	7	10
	31-40 yrs	29	41.4
	41-50 yrs	29	41.4
	50+ yrs	5	7.10
Educational Qualification n = 70	Graduate	27	32.86
	Post Graduate	43	67.14
Nature of Family n = 70	Joint	27	32.86
	Nuclear	43	67.14
Gender of the child n = 70	Male	55	78.57
	Female	15	21.43

Selection of Research Tools:

For collection of relevant data from the samples the investigator used **The Center for Epidemiological Studies Depression Scale (CESDR)** tool, the details of which are as follows:

The Center for Epidemiologic Studies Depression Scale (CESD) was created in 1977 by Laurie Radloff, and revised in 2004 by William Eaton and others. The CESD has been the workhorse of depression epidemiology since its first use in the Community Mental Health Assessment Surveys in the 1970's, and use in the National Health and Nutrition Examination Surveys. The scale is well known and remains as one of the most widely used instruments in the field of psychiatric epidemiology. It is a popular assessment tool that has wide applicability in the general population. It has 10 items and there are positive and negative items in the tool. For the positive item score is 3, 2,1 and for the negative items score is 1,2,3.

The total score is calculated by finding the sum of 10 items. Do not score the form if more than 2 items are missing. Any score equal to or above 10 is considered depressed. Reliability and validity of the tool has been established.

COLLECTION OF DATA: The ethics of social science research were adhered to throughout the study by respecting the rights and dignity of all participants, avoiding harms to participants caused by their involvement and by carrying out the research with honesty. All the participants were informed about the objectives of the study and its importance in education of special needs learners and were asked if they agree to take part in the research work. It was assured that the identity of all samples would be kept confidence.

RESULTS

Variable	Types	Total No.	Total Score	Mean Score	df	t-value	Level of Significance	Hypothesis
Gender	Male	23	235	10.21	68	1.8437	Statistically not significant	Accepted
	Female	47	604	12.85				
Age Group in years	20-30 yrs	7	94	13.4	66	.170202	Statistically not significant	Accepted
	31-40 yrs	29	354	12.20				
	41-50 yrs	29	309	10.65				
	50 + yrs	5	82	16.4				
Educational Qualification	Graduate	27	330	12.22	68	0.2755	Statistically not significant	Accepted
	Post Graduate	43	509	11.83				
Nature of Family	Joint	27	347	12.85	68	1.0029	Statistically not significant	Accepted
	Nuclear	43	492	11.44				
Gender of the child	Male	55	637	11.58	68	1.1587	Statistically not significant	Accepted
	Female	15	202	13.46				

DISCUSSION: This study aimed to assess depression of parents of children with disability and also to find out the of impact of independence variables like age, gender, education qualifications, nature of the family of the parents and gender of the child with disability in creating depression among the parents of children with dishabilles.

In the present study, it has been found that mothers are more depressed than fathers of children with disability. Similar conclusion was reported by Pereira-Silva and Dessen (2006), who mentioned that mothers are heavily overloaded with the care of children with disabilities, triggering feelings of anxiety. depression and stress. Similarly, Cherubini, Bosa and Bandeira (2008) concluded that fathers present less psychiatric symptoms than mothers. Bailey et al. (2007), as well as Olsson and Hwang (2001), also concluded that fathers indicate lower values of depression than mothers. Most studies investigating the mental health of parents with children with disabilities have found higher scores for maternal depression compared to paternal depression (i.e. Breslau et al. 1982; Fisman et al. 1989; Harris & McHale 1989; Dumas et al. 1991; Blacher & Lopez 1997; Hoare et al. 1998; Veisson 1998). This might result from that the restriction caused by the disability., child’s dependence and special needs may negatively affect the mental health of mother,

and mothers take a lot responsibility for the care of the child with disability. Emerson et al (2004) found that 22% of women in USA visited doctor concerning about their psychological complaints are due to their children with disability.

We also found that depression is associated with the age of the parents of children with disabilities. Younger parents are much less susceptible to the depression than parents of 50 years or older. These results are according with Daveetal. (2014) who showed that the levels of depression (prevalence of 63%) of parents of children with disabilities are highly associated with the age of these caregivers. The same conclusions are pointed out by Martins and Couto (2014). These may be due to their thinking pattern about the future of the child with disability after their death. It is the major concern of the parents of children with disabilities that who will look after their child in the absence of them. In the other hands Pereira (1996) contradicts these studies by showing that younger parents of children with disabilities present higher levels of depression because they feel less prepared to cope with the situation. Considering parents' education level, it was verified that depression decrease as the level of education increases, which is according to Alarcao and Gasper (2007), who reported that low educational level is associated with disturbances in the family and individual development.

According to our data, the nature of the family are directly associated with level of depression of the parents of children with disabilities. It is found that parents from the joint families faced more depressive condition than the parents belong the nuclear family. If the parents and families are not supported in meeting their needs, it may further interfere with the development of a child, which in turn will create stressful situations for the parents and family (Azar & Badr, 2006). In this context, if, parents happen to be from traditional or joint family systems, the needs of grandparents are given precedence as they would influence the decisions of the parents and family (Peshawaria et al., 1995) which may creates conflict among the family members leads to depression among the care givers of children with disabilities. In this context it must be understood that parents' needs do not mean the personal needs of the parents but the needs they experience for the child as is evident from several studies (Azar & Badr, 2010; Goldbart & Mukherjee, 1999; Kermanshahi et al., 2008; Verma and Kishore, 2009).

Considering the gender of child with disability, the present study revealed that parents of girl child with disability have higher level of depression than the parents of boy child with disability. This result according with Lamb and Billing (1997, as cited in Pereira-Silva & Dessen , 2001), who found that parents have higher anxiety, depression and /or levels of stress when they have daughter with a disability than when they have sons with a disability. Girl child with disabilities are universally linked with stress in the parents (Padencheri & Russell, 2004; Rao et al., 2005; Shin et al., 2006; Verma & Kishore, 2009). Depression associated with girl child may be because of specific cultural beliefs that a girl child is a burden on the family.

Conclusion: The results of the present study revealed that depression of parents of children with disabilities are associated with their gender, education qualifications, nature of family and gender of the child with disability. The results from the present study are limited in their generalization due to the relatively small study sample. However, the data indicated that having children with disability in the family results in a negative psychological impact on parents /caregivers. The need for more research on depression, psychological well being and coping strategies of parents of children with disability are clear.

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Depression Among Parents of Children With Disabilities

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NON-REPRESENTATION OF SCHEDULED TRIBE STUDENTS IN HIGHER EDUCATION OF HOOGHLY DISTRICT: AN ANALYSIS

Sabita Baskey*

ABSTRACT: *A tribe is a group of people living under primitive condition and still properly known to more traditional and modern Indian culture. There is numbers of Scheduled Tribes or Adivasis living all over India as well as various parts in World. The present study makes an attempt to focus on non-representation of Scheduled Tribe students in Higher Education of Hooghly district of West Bengal. Data were collected by using a close type questionnaire and quantitative method. The researcher selected 40 representations of Scheduled Tribe students in higher education as sample from the 2 different Colleges from Hooghly district, West Bengal.*

KEY WORDS: Adivasi, Scheduled Tribes, Higher Education.

INTRODUCTION: Adivasi or Scheduled Tribe people are the second largest population in India. According to Census report 2011, in India 104 million people belong to the indigenous communities known as adivasi or Scheduled Tribes. Maximum number of Adivasi or Scheduled Tribes population was found in ten states viz. Andhra Pradesh, Assam, Gujarat, Rajasthan, Odisha, Jharkhand, Madhya Pradesh, Maharashtra, Chhattisgarh and West Bengal.

Generally, the term “Tribe” has originated around the time of Greek and the early formation of the Roman Empire. The Latin term, “Tribus” has since been transformed to identify a group of persons forming a community and claiming descent from a common ancestor (Fried, 1975).

The literacy rate of ST people is 59% in India and state wise is 57.9% in West Bengal (rural areas-male 67.2% and female 46.2%) as per the 2011 Census Report. Though scheduled tribes (ST) are known as backward class, education of ST children is important because it’s crucial to provide input in the nation’s strategy of total development of tribal communities.

Due to lack of developmental facilities, lack of adequate primary health facilities, common socio-economic and demographic factors such as poverty, literacy, and some other causes etc. the tribal societies in India are considered as the weakest section of the population (Basu, 1994; Thakur et. al., 1991).

Education is the powerful tool for improving health, nutritional standards, cognitive development, effective domain and psychomotor development, personality development of students, and achieving a sustained human development-led growth (World Bank, 2004). Education is recognized as an engine of social and economic development. Socially and Educationally the Scheduled Tribes (ST’s) are among the most disadvantaged groups in India.

So, the main problem of education of Scheduled Tribes or Adivasi students in Higher Education is the problem of stagnation and dropout phenomenal, that non-representation in higher education of tribes. Due to some external and internal constraints, social-economic, lack of proper school infrastructure, lack of consciousness of parents and teachers, and language problems of Scheduled Tribe students in education.

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OBJECTIVES: To study the causes of non-representation of Scheduled Tribe students in higher education on the basis of their monthly income of family.

To study the causes of non-representation of Scheduled Tribe students in higher education on basis of their language.

RESEARCH METHODOLOGY:

POPULATION: The population of this study have representation of Scheduled Tribe students in higher education of Hooghly district. In Hooghly district there are 41 Colleges, out of which only 2 Colleges (Sarat Centenary College, Dhaniyakhali & Vivekananda Mahavidyalaya, Haripal) has been selected purposively. Both boys and girls Scheduled Tribe students in the age group 18-24 years were considered as the sample.

SAMPLE: For collection data the researcher selected 40 representations of Scheduled Tribe students in higher education as sample from the 2 different Colleges from Hooghly district of West Bengal.

RESEARCH DESIGNE: The present study was conducted based on the descriptive survey method design. A research design helps to researcher to provide answer to research questions, the investigators used quantitative methods as research design.

TOOL: Data were collected by using a close type questionnaire. The questionnaire consists of main five items and each item is divided into thirty eight sub-items. All items are closed.

RESEARCH QUESTIONS:

RQ1: Is economic backwardness a cause of non-representation of Scheduled Tribes students in higher education?

RQ2: Does linguistic uniqueness causes non-representation of Scheduled Tribes students in higher education?

ANALYSIS:

Table No.1: Showing number and percentage of Scheduled Tribe students on the basis of their Monthly Income of Family.

Monthly Income of Family	GIRLS		BOYS		TOTAL	
	.Total No	%	.Total No	%	Total No	%
-/Below of 4000	3	15	5	25	8	20
4000-6000	13	65	7	35	20	50
above-/6000	4	20	8	40	12	30

Interpretation: From the above table presentation, it is found that the maximum percentages (50%) of scheduled Tribes Student's Monthly Income of Family are 4000-6000/- rupees.

Table No.2: Showing number and percentage of Scheduled Tribe students on the basis of their Type of House.

Type of House	GIRLS		BOYS		TOTAL	
	.Total No	%	.Total No	%	Total No	%
Huts	2	10	0	0	2	5
Tiled	12	60	14	70	26	65
Terraced	6	30	6	30	12	30

Interpretation: From the above table presentation it was found that for 40 representations of Scheduled Tribe students in higher education respondents were living in Huts, Tiled and Terraced house. Majorities of 26 (65%) sample were living in Tiled house, 2 (5%) sample school staying in Huts house and 12 (30%) sample dwelt in Terraced houses.

Table No. 3: Showing number and percentage of Scheduled Tribe students on the basis of their occupation of the guardian.

OCCUPATION OF THE GUARDIAN	GIRLS		BOYS		TOTAL	
	.NO	%	.NO	%	.NO	%
FARMER	10	50	9	45	19	47.5
BUSINESS	2	10	3	15	5	12.5
DAY LABORERS	8	40	8	40	16	40

Interpretation: From this table it is found that most scheduled tribes students' parents 19 (47.5%) are farmer. And 16 (40%) are day laborer.

RQ1: Is economic backwardness a cause of non-representation of Scheduled tribe students in higher education?

PERCENTAGE IN ECONOMIC SPHEAR								
QUESTION NO.		Q1	Q2	Q3	Q4	Q5	Q6	Q7
GIRLS	YES	9	8	7	9	9	13	3
	%	45	40	35	45	45	65	15
	NO	4	11	6	4	6	5	8
	%	20	55	30	20	30	25	40
	CAN'T TELL	7	1	9	7	5	2	9
	%	35	5	45	35	25	10	45
BOYS	YES	11	9	11	11	6	9	5
	%	55	45	55	55	30	45	25
	NO	5	11	4	1	4	5	11
	%	25	55	20	5	20	25	55
	CAN'T TELL	4	0	5	8	10	6	4
	%	20	0	25	40	50	30	20

TOTAL	YES	20	17	18	20	15	22	8
	%	50	42.5	45	50	37.5	55	20
	NO	9	22	9	5	10	10	19
	%	22.5	55	22.5	12.5	25	25	47.5
	CAN'T TELL	11	1	13	15	15	8	13
	%	27.5	2.5	32.5	37.5	37.5	20	32.5

Q 1) Are you in a bad financial condition?

Interpretation: As per the information gathered it is found that 9 out of 20 girls (45%) have economic backwardness, whereas 4 girls (20%) are economically said and 7 girls (35%) can't tell their economic background.

As far as boys are concerned 11 out of 20 (55%) have economic problems, 5 boys (25%) are economically strange and 4 boys (20%) can't tell their economic condition.

Q2) Do you have more children in your family?

Interpretation: From this table presentation it is found that 8 out 20 girls (40%) have more maximum number of sibling in the family, whereas 11 girls (55%) no maximum number of sibling, and 1 girl (5%) can't tell their number of sibling.

As per as boys are concerned 9 out of 20 boys (45%) have maximum number of sibling in the family, 11 boys (55%) are no maximum number of sibling and 0 boys (0%) can't tell.

Q 3) Do you express a desire to make money?

Interpretation: From this table presentation it is found that 7 out 20 girls (35%) have personal interest to earn income, whereas 6 girls (30%) no personal interest to earn income and 7 girls (45%) can't tell their personal interest to earn income.

As per boys are concerned 11 out of 20 boys (55%) have personal interest to earn income, 4 boys (20%) no personal interest to earn income and 5 boys (25%) can't tell their personal interest to earn income.

Q 4) Do you think there is a lack of free student accommodation in the school?

Interpretation: From this table presentation it is noticed that 9 out of 20 girls (45%) have lack of free hostel facilities, whereas 4 girls (20%) said free hostel facilities available and 7 girls (35%) can't tell their lack of free hostel facilities.

As per boys are answered that 11 out of 20 boys (55%) have lack of free hostel facilities, whereas 1 boys (5%) answered that free hostel facilities available and 8 boys (40%) can't tell their lack of free hostel facilities.

Q 5) Do you think that the scheduled tribe students are behind in higher education in the absence of free textbooks?

Interpretation: From this table presentation it is found that 9 out of 20 girls (45%) said the causes of absence of free text books backwardness of ST students in higher education, whereas 6 girls (30%) answered that not the causes of absence of free text books backwardness of ST student in higher education and 5 girls (25%) can't tell their absence of free text books backward of ST students in higher education.

As per boys are answered that 6 out of 20 boys (30%) said causes of absence of free text books backwardness of ST student in higher education, whereas 4 boys (20%) answered that not the causes of absents of free text books backwardness of ST student in higher education and 10 boys (50%) can't tell their absence of free text books backwardness of ST student in higher education.

Q 6) Do you think the cost of admission to the school is too high?

Interpretation: From this table presentation it is found that 13 out of 20 girls (65%) said that more money to get admission in good school, where as 5 girls (25%) are answered that low money to get admission in good school and 2 girls (10%) can't tell their more money to get admission in good school.

As per boys are answered that 9 out 20 boys (45%) said that more money to get admission in good school, where as 5 boys (25%) are answered that low money to get admission in good school and 6 boys (30%) can't tell their more money to get admission in good school.

Q 7) what prevents you from getting higher education due to lack of funds?

Interpretation: From this table presentation it is found that 3 out of 20 girls (15%) said that lack of money will prevent family members from pursuing higher education, where 8 girls (40%) answered that lack of money does not prevent family members from reciting higher education and 9 girls (45%) can't tell their economical condition in higher education from family member.

As per boys are answered that 5 out 20 boys (25%) said that lack of money will prevent family members from pursuing higher education, whereas 11 boys (55%) answered that lack of money does not prevent family members from reserving higher education and 4 boys (20%) can't tell their economical condition in higher education from family members.

RQ: Does linguistic uniqueness causes non-representation of Scheduled Tribes students in higher education?

PERCENTAGE IN LANGUAGE SPHEAR									
QUESTION NO.		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
GIRLS	YES	4	4	14	6	6	5	9	8
	%	20	20	70	30	30	25	45	40
	NO	15	8	1	8	7	9	7	8
	%	75	40	5	40	35	45	35	40
	CAN'T TELL	1	8	5	6	7	6	4	4
	%	5	40	25	30	35	30	20	20

Non-Representation of Scheduled Tribe Students in Higher Education of Hooghly District: an Analysis

BOYS	YES	5	3	15	11	5	4	14	12
	%	25	15	75	55	25	20	70	60
	NO	13	10	0	5	11	7	2	2
	%	65	50	0	25	55	35	10	10
	CAN'T TELL	2	7	5	4	4	9	4	6
	%	10	35	25	20	20	45	20	30
TOTAL	YES	9	7	29	17	11	9	23	20
	%	22.5	17.5	72.5	42.5	27.5	22.5	57.5	50
	NO	28	18	1	13	18	16	9	10
	%	70	45	2.5	32.57	45	40	22.5	25
	CAN'T TELL	3	15	10	10	11	15	8	10
	%	7.5	37.5	25	25	27.5	37.5	20	25

Q 1) Have you learned through mother tongue?

Interpretation: From this table presentation it is found that 15 out of 20 girls (75%) answered that I received education through mother tongue, whereas 4 girls (20%) answered that I did not get education through mother tongue and 1 girl (5%) can't say about education through mother tongue.

As per boys are 13 out of 20 boys (65%) answered that I received education through mother tongue, whereas 5 boys (25%) answered that I did not get education through mother tongue and 2 boys (10%) can't say about education through mother tongue.

Q 2) Do you have difficulty learning through other languages?

Interpretation: From this table presentation it is found that 4 out of 20 girls (20%) answered that difficulties in understanding education through other language, whereas 8 girls (40%) answered that there is no difficulty in understanding education through other language and 8 girls (40%) answered that I cannot speak about the difficulty of understanding education through other languages.

As per boys are 3 out of 20 boys (15%) answered that difficulties in understanding education through other language, whereas 10 boys (50%) answered that there is no difficulty in understanding education through other language and 7 boys (35%) answered that I cannot speak about the difficulty of understanding education through other languages.

Q 3) Can you communicate with the mother language?

Interpretation: From this table presentation it is found that 14 out of 20 girls (70%) answered that communication can be done through mother tongue, 1 girl (5%) answered that cannot communicate through mother tongue and 5 girls (25%) answered that can't talk about have to communicate through mother tongue.

As per boys are 15 out of 20 boys (75%) answered that communication can be done through mother tongue, whereas 5 boys (25%) answered that can't talk about have to communicate through mother tongue

Q 4) Do you think the mother tongue is being neglected?

Interpretation: From this table presentation it is found that 6 out of 20 girls (30%) answered that I think the mother tongue is being neglected, whereas 8 girls (40%) answered that I think the mother tongue is not neglected and 6 girls (30%) answered that can't talk about neglect of mother tongue.

As per boys are 11 out of 20 boys (55%) answered that I think the mother tongue is being neglected, whereas 5 boys (25%) answered that I think the mother tongue is not neglected and 4 boys (20%) answered that can't talk about neglect of mother tongue.

Q 5) Do you lack of communication with teachers in the education sector?

Interpretation: From this table presentation it is found that 6 out of 20 girls (30%) answered that there is a lack of communication with the teacher in the field of education, whereas 7 girls (35%) said that there is no lack of communication with the teacher in the field of education and 7 girls (35%) said that I can't say about the lack of communication with the teacher in the field of education.

As per boys are 5 out of 20 boys (25%) answered that there is a lack of communication with the teacher in the field of education, whereas 11 boys (55%) said that there is no lack of communication with the teacher in the field of education and 4 boys (20%) said that I can't say about the lack of communication with the teacher in the field of education.

Q 6) Is there a problem with adaptation through your mother tongue?

Interpretation: From this table presentation it is found that 5 out of 20 girls (25%) answered that there are problems with adaptation through mother tongue, whereas 9 girls (45%) answered that there are no problems with adaptation through mother tongue and 6 girls (30%) answered that can't talk about the problems of adaptation through mother tongue.

As per boys are 4 out of 20 boys (20%) answered that there are problems with adaptation through mother tongue, whereas 7 boys (35%) answered that there are no problems with adaptation through mother tongue and 7 boys (30%) answered that can't talk about the problems of adaptation through mother tongue.

Q 7) Is your mother tongue's importance decreasing?

Interpretation: From this table presentation it is found that 9 out of 20 girls (45%) answered that the importance of my mother tongue is diminishing, whereas 7 girls (35%) answered that that the importance of my mother tongue is not diminishing and 4 girls (20%) answered that I can't say enough about the importance of my mother tongue.

As per boys are 14 out of 20 boys (70%) answered that the importance of my mother tongue is diminishing, whereas 2 boys (10%) answered that that the importance of my mother tongue is not diminishing and 4 girls (20%) answered that I can't say enough about the importance of my mother tongue.

Q 8) Do you think there is a lack of proper infrastructure in higher education through mother tongue?

Interpretation: From this table presentation it is found that 8 out of 20 girls (40%) answered that there is a lack of suitable infrastructure for higher education through mother tongue, whereas 8 girls (40%) answered that there is no shortage of suitable infrastructure for higher education through mother tongue and 4 girls (20%) answered that I cannot speak about the lack of proper infrastructure in higher education through mother tongue.

As per boys are 12 out of 20 boys (60%) answered that there is a lack of suitable infrastructure for higher education through mother tongue, whereas 2 boys (10%) answered that there is no shortage of suitable infrastructure for higher education through mother tongue and 6 boys (30%) answered that I cannot speak about the lack of proper infrastructure in higher education through mother tongue.

DISCUSSION: In the study of Biswas and Krishnan (2017) it was established that the socio-economic status of the family has a significant effect on student dropout. Adivasi students living in lower socio-economic status. Therefore in most cases they are not supported by their parents/guardians.

According to Amartya Sen (2000), "Income may be the most prominent means for a good life without deprivation but it is not the only influence on the life we can lead." Economic deprivation is one of the causative factors for school dropout and non-representation in higher education among the Scheduled Tribes students.

Rani (2000) observed that due to the language barrier the tribal children are unable to establish communication link with their teachers and friends from upper caste and therefore,

So, the main causative factors for dropout of Scheduled Tribe students in higher education are the wrong policy of medium of instruction, lack of proper guide, lack of motivation, lack of education through mother tongue, lack of consciousness of parents, lack of Scheduled Tribes teachers in the Scheduled Tribe areas schools and communication gap between the teachers and taught.

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NEEDS OF FATHERS HAVING CHILDREN WITH INTELLECTUALLY CHALLENGED

Samir Ghosh,* Rita Sinha** & Santoshi Halder***

ABSTRACT: Reported is the study of needs of fathers having children with intellectually disability. For collection of data the investigator used survey method. Purposive sampling technique was used for sample selection. 90 fathers of intellectually disabled children were included as the sample of the study. The sample were collected from Kolkata and south 24 pagans district .NIMH FAMILY NEEDS SCHEDUL (Parents) (Developed by National Institute for the Mentally Handicapped), was used for data collection. Result sows that intellectually challenged children age, the range of disability as well as financial and family relationship needs possess significant difference among their father's needs. Farther in-depth study was prescribed.

KEYWORDS: Father's needs, intellectually challenged children, Demographic Variables

INTRODUCTION: Birth of a child is very happy moment of a family and also father of the child. But after some days when identify this newborn have some disability then come down a tormenting event in the family and father also fill distressful situation. When the child identify having intellectually challenged then in early time father and mother also try to moving some doctors or specialist for total cure. After the failure of total curing they try to manage their family life by the help of some therapist and to developing some daily living skill in their intellectually challenged children .Fathers try to associate their sever intellectually challenged children in the time of playing, nurturing, discipline and deciding on service. (Simerman et al, 2001) as cited by Panday and Fatima, 2016.Fathers comparatively face less problem than mothers because mothers as care giver and spending more time with their challenged children (Chouhan et al, 2016). Also he have lack of attachment to hygiene, dressing, feeding, teaching and therapy, and driving to appointments of their sever mentally challenged children (Simerman et al, 2001). The educational qualification of the parents influences to understand their challenged children, thoughts and feelings and accept them as they are (Ender et al, 2011). Simerman et al, (2001) finds out that the extent of father attachment in the lives of their young children with severe mentally challenged, as well as their satisfaction with that involvement. Mukherjee and Shignapure (2016) it was established that economical aspect affected by the presence of children with intellectually challenged. Ahmed (2015) in her study represents those parents of intellectually challenged children belonging to joint family feel relax because of family support in managing the childs care and household activities.

So to identify the needs of fathers having mentally challenged children are very essential. It supports the rehabilitation professionals and his family members to know the fathers' needs. If the intellectually challenged children spends few time in a day with their father but this time is very special for a fathers and also their child. Like playing, travelling in the park, talking about something etc. The needs are of

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fifteen types like Information condition, child management, facilitating interaction, service, vocational planning, sexuality, marriage, hostel, personal emotional, personal social, support physical, financial, family relationship, future planning, government benefits and legislation, education etc. The assessment and investigation of all these needs were very complex process and may not decline in the territory of this work. So the present investigator selected only three needs viz. service, financial and family relationship. The service needs is that the needs of doing something for someone which is purely elusive or service is a performance offered by one to another essentially intangible. Here service needs of fathers having mentally challenged children means to provide some service for mentally challenged children by his or her fathers. A financial need is that paying for basic expenses, paying for the therapy, day-care centre, paying for special equipment, paying for baby sitter etc (Sahay et al,2013). These types of expenditure mostly work out by the fathers of mentally challenged children. The family relationship needs is that needs of family members nature and support one another and they contribute to a sense of belonging and a feeling of security. On the basis of the above information the investigator formulated this present research problem.

OBJECTIVES OF THE STUDY:

1. To find out the fathers needs having intellectually challenged children.
2. To explore the nature of needs of fathers with intellectually challenged children due to variation of child age, gender, level of challenges i.e., level of child's disability.
3. To identify difference which needs of fathers are more on the basis of following demographic variable viz. habitant, family types, education level, family income, religion.

HYPOTHESIS OF THE STUDY:

H₀₁ There is no significant difference in needs of fathers of intellectually challenged children on the basis of child's age.

H₀₂ There is no significant difference in needs of fathers of intellectually challenged children on the basis of child's gender.

H₀₃ There is no significant difference in needs of fathers of intellectually challenged children on the basis of child level of challenges (disability).

H₀₄ There is no significant difference in needs of fathers of intellectually challenged children on the basis of fathers' habitant.

H₀₅ There is no significant difference in needs of fathers of intellectually challenged children on the basis of fathers' types of family.

H₀₆ There is no significant difference in needs of fathers of intellectually challenged children on the basis of fathers' level of education.

H₀₇ There is no significant difference in needs of fathers of intellectually challenged children on the basis of fathers' family income.

H₀₈ There is no significant difference in needs of fathers of intellectually challenged children on the basis of fathers' religion.

Variables studied:

1. Independent: (a) Gender of the child (Male and Female) (b) Child age (1 to 10 years, 11 to 20 years and 21 to 30 years) (c) Child level of challenges or disability (Mild, Moderate and Sever) (d) Father's habitant (rural and urban) (e) Family types of fathers (Nuclear family and Joint family) (f) Education level of fathers (Madhyamik, Higher Secondary and Graduation) (g) Fathers family income (Below 10000, 10000 to 20000 and Above 20000) (h) Religion of fathers (Hindu faith and Islamic faith).

2. Dependent: Fathers' needs (Service need, Financial need, Family relationship need).

Tool for Data Collection: For collection of relevant data the present investigator used NIMH FAMILY NEEDS SCHEDULE (parents).

Sample: For data collection the investigator selected 90 fathers of intellectually challenged from Kolkata and South 24 Parganas district. All the selected fathers have one or more intellectually challenged children. Sample selection was done by using purposive sampling technique.

DATA ANALYSIS AND INTERPRETATION:

Table – 1: Needs of fathers having intellectually challenged children in relation to their child related variable

Independent Variables (Intellectually challenged children)		Number	Dependent Variables Father Needs)	Means	Standard Deviation	t/F value	df	Sig. value
Gender	Male	62	service	13.50	1.647	-2.773	88	.007
	Female	28		14.43	.959			
	Male	62	Financial	8.31	1.478	.442	88	.660
	Female	28		8.14	1.919			
	Male	62	family relationship	12.11	2.049	.551	88	.583
	Female	28		11.86	2.013			
Age Range	1 to 10	40	service	13.90	1.780	.188	87/2	.829
	11 to 20	34		13.71	1.382			
	More than 20	16		13.69	1.138			
	1 to 10	40	Financial	8.30	1.488	.769	87/2	.467
	11 to 20	34		8.41	1.520			
	More than 20	16		7.81	2.105			
	1 to 10	40	Family relationship	12.20	1.937	1.278	87/2	.284
	11 to 20	34		11.62	2.104			
	More than 20	16		12.50	2.066			

Needs of Fathers Having Children with Intellectually Challenged

Level of challenges	Mild	20	service	13.15	1.348	14.444	87/2	.000
	Moderate	41		14.00	1.025			
	Sever	29		14.69	.541			
	Mild	20	Financial	7.95	.999	9.629	87/2	.000
	Moderate	41		7.80	1.382			
	Sever	29		8.90	.310			
	Mild	20	Family relationship	11.70	1.593	.575	87/2	.565
	Moderate	41		12.27	1.950			
	Sever	29		11.93	2.404			

From the above table no -1 it is observed that needs of fathers having mentally challenged children in relation to their child related variable that is gender of mentally challenged children have significant difference among their father's service needs but not at financial and family relationship needs. It is also found that level of challenges of mentally challenged children have significant difference among their father's service and financial needs but no difference found in family relationship needs. It is also observed that there is no significant difference among age range of mentally challenged children in related to these three types of fathers needs.

Table – 2: Needs of fathers having intellectually challenged children in relation to child fathers demography related variable

Independent Variables Intellectually Challenged Children Father's Demography)		Number	Dependent Variables (Fathers-Needs)	Means	Standard Deviation	t/F value	df	Sig. value
Habitant	Village	45	service	14.22	1.064	1.605	88	.112
	City	45		13.84	1.167			
	Village	45	Financial	8.49	.815	2.526	88	.013
	City	45		7.89	1.369			
	Village	45	family relationship	11.80	2.007	-1.091	88	.278
	City	45		12.27	2.049			
Family types	Joint family	55	service	14.13	1.171	.992	88	.324
	Nuclear family	35		13.89	1.051			
	Joint family	55	Financial	8.18	1.335	-.072	88	.943
	Nuclear family	35		8.20	.833			
	Joint family	55	Family relationship	12.20	1.985	.976	88	.332
	Nuclear family	35		11.77	2.102			

RENOVA

Education level	Madhyamik	48	service	13.81	1.214	2.095	87/2	.129
	Higher secondary	35		14.31	.963			
	Graduation	7		14.14	1.069			
	Madhyamik	48	Financial	8.38	.815	1.335	87/2	.268
	Higher secondary	35		7.97	1.485			
	Graduation	7		8.00	1.291			
	Madhyamik	48	Family relationship	11.94	1.972	.860	87/2	.427
	Higher secondary	35		12.31	1.997			
	Graduation	7		11.29	2.628			

Continuation of Table – 2: Needs of fathers having intellectually challenged children in relation to child fathers demography related variable

Independent Variables (Intellectually Challenged Children Father's Demography)		Number	Dependent Variables (FathersNeeds)	Means	Standard Deviation	t/F value	df	Sig. value
Monthly family income	Below 10000	43	service	14.00	1.195	1.560	87/2	.216
	10000 to 20000	21		14.38	.805			
	Above 20000	26		13.81	1.201			
	Below 10000	43	Financial	8.44	.796	4.237	87/2	.018
	10000 to 20000	21		8.33	.856			
	Above 20000	26		7.65	1.648			
	Below 10000	43	family relationship	11.93	2.109	.330	87/2	.720
	10000 to 20000	21		11.90	2.047			
	Above 20000	26		12.31	1.934			

Needs of Fathers Having Children with Intellectually Challenged

Religion	Hindu	75	service	14.04	1.120	.125	88	.901
	Muslim	15		14.00	1.195			
	Hindu	75	Financial	8.16	1.220	-.526	88	.600
	Muslim	15		8.33	.816			
	Hindu	75	Family relationship	12.08	2.005	.485	88	.629
	Muslim	15		11.80	2.210			

From table no – 2 it is found that needs of fathers having mentally challenged children in relation to their demography related variable that is habitant which is village and city, between these two groups have significant difference in related to financial needs but not at service needs and family relationship needs. It also observed that among three types of monthly family income group has significant difference in related to financial needs but not at service needs and family relationship needs. It is also observed that family types, education level and religion of fathers have no significant difference in relation to service, financial and family relationship needs.

FINDINGS: Fathers of female children possess more needs related to service where has financial and family relationship needs are more when fathers possess male children.

Fathers who possess younger aged intellectually challenged children have more need related to service where has financial needs are more when fathers possess middle age children and family relationship needs are more when fathers possess comparatively elder child.

Fathers of severely intellectually challenged children possess more needs in the area like service and financial but fathers of moderately intellectually challenged children possess more family relationship needs.

Fathers from rural habitat possess more needs in service and financial than fathers from urban habitat. Where fathers from urban habitat possess more family relationship needs than fathers from rural habitat.

Fathers from joint family possess more needs in service and family relationship where has fathers from nuclear family are more needs in financial.

More educated fathers possess more needs in the entire above mentioned sector.

Fathers from middle income group possess more need in service. Where have the fathers of low income families possess more financial needs. But fathers of high income families possess more family relationship needs.

Father's from Hindu faith possess more needs in service and family relationship. Where fathers from Muslim faith possess more have needs in financial.

DISCUSSION: Panday and Fatima (2016) in their study noted that parents of male intellectually challenged children possess good quality of life than parents of female intellectually challenged children. In this study shows that fathers of intellectually challenged female children possess more needs related to service. In the study of Mukherjee and Shignapure (2016) it was established that economical aspect affected by the presence of children with intellectually challenged. In this present study the result was established that fathers having male intellectually challenged children have more financial and family relationship needs. Ahmed (2015) in her study represents those parents of intellectually challenged children belonging to joint family feel relax because of family support. This study reveals that fathers from joint family possess more needs in service and family relationship as opposite result.

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PRACTICE OF EXCLUSION IN THE SCHOOL A THREAT OF EQUALITY AND IMPACT ON DROPOUT.

Somnath Roy*

ABSTRACT: *School is a microcosm of the society where we live in and it is the reflection of all values which practicing in the society. The education is not all about the reading and writing rather it is the process of preparing an individual for his/her life. The ability of every children are not uniform to access, participate, perform in learning progress hence, it makes several issues in front of school that need to be addressed. In that context inclusion and exclusion are more starkly to manage with the school campus. Exclusion in the school can make discrimination, unequal treatment for any child which force to the child to dropout. The paper based on secondary data source and systematic literature view. In this paper tried to make an attempt to understand the various forms or dimension of exclusion in the school and tried to make a link that shows as a threat to equality which impact on dropout of the child. After that the possible measure are addressed to tackle the obstacle of exclusion in the school.*

INTRODUCTION: Indeed our schooling system is dealing with pupils who are heterogeneous in nature and therefore, it promotes the diversity of the students. In the National Education Policy (1986) it is seeing that the policy itself give an importance to the equal opportunity and no discrimination in terms of any context. Further the Right to education Act (2009), tried to forward the guaranteeing of the compulsory education for 6 to 14 years of children by making a meaningful participation and with assurance of stress free school experience and child friendly curriculum environment. Even the right to education (RTE) has an important provision that the private schools must take in a quarter of their class strength from weaker sections and disadvantaged groups, sponsored by the government. Therefore, the educational policies are focusing on the equal participation of all the children or the equal access of the every child irrespective of special children, disadvantage or marginalized which make a sense of inclusion of all children who has different type of need from the general one. Booth (1996) who describes inclusion as “a process of increasing participation of students within and reducing their exclusion from school, the cultures curricula and communities of neighborhood centre’s of learning”. Inclusion is a social justice process that being with the comprehending the fact of how we exclusionary in the school and the society and how we are sanctioned to maintain the exclusion. The exclusionary pattern for exceptional children means to inclusiveness is an inclusion to sustain their involvement in the school. Therefore, inclusion has a close relation to the inclusive education. Armstrong (2005) point out, “an historical perspective in relation to the inclusion and exclusion of disabled students will be a timely reminder that current practices are neither natural nor inevitable or unchangeable”. Though the focus of this paper is not only on exceptional children rather it is a focus of those children who has need the extra support or special need like the minorities, disadvantage group, dalits or the marginalize sections child. Marginalize concept is related to the social exclusion means those people are being considered as different means not normal or not fit into the boundary. However, this all things are can be visualize as discrimination and the discrimination in the educational sector leads to the inequality. Discrimination could be seen as exclusion because it is such kind of practice where people or children are not able to get equal access or equal share of participation in any public sphere either it is education sector or anything else. Taking the view of our constitution it is clear that if the teacher, administrator and

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the community leaders are break the right to equality or the right to discrimination then it would be invite strict panel action for them. The education sector or the school is the place where the discrimination or exclusion is practicing. Exclusion is behavior or pattern where the children are excluded from the school with regard to their social status, gender, caste etc. secondary literature available on school in India reveals that inclusion/exclusion are serious issue and children from social group and communities experience discrimination in school. Children who experience discrimination and social exclusion will often have lower self esteem, poor self confidence and fewer opportunities for participation and consequently it has an impact on the development of their skill and strengths (Ramachandran, Vimala, Naorem & Taramani, 2012). This experience of exclusion are responsible for several issues like dropout, reduce the capability of the child specially those who are disabled. The Convention on the Rights of the Child also emphasizes that disabled children have the right to special support and effectively calls for equal capabilities (Klasen,S, 1995). Article 23 states: 'States parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community. Therefore no child should be discriminated or exclude from the school or any public sphere means protection from discrimination (Article-14).

The exclusion is a social as well as psychological phenomenon and of course it is mixed of socio-political process. The children are comes to the door of exclusion if they are exploited by abnormal behavior or the mental harassment means forcing to experiencing of low confident, not fit into the normality by their teacher or peers. Exclusion can be both obvious and hidden (Kearney.A,2011). A student may experiencing exclusion at school but what about those factor which are acting to exclude and student may be feel so ignored in some structure of the society and the culture of school are go to unnoticed it.

Practicing different forms of exclusion: The concept of exclusion is complex and somehow contradictory and some extent too difficult to pin down in specific manner because of that it is used in a range of different discipline and across the discipline, even it can be used in different way to define various things. In education exclusion is such a term which has been used to describe what happens if the students are exclude from the school due to many clumsy or irrelevant reasons. This often results in their academic exclusion. Given the link between school exclusion and long term social exclusion as well as criminality and social disengagement, there is significant risk for young people who are being excluded from school to end up being excluded from society, whether that be through criminal activity or lack of interest or ability to fit in socially (Hawkins.B,2011). The use of exclusion consistently in the school leads the permanent or long term effect on the society because the pupil who are at risk of exclusion they being often felt less interested in education and in the same time they are felt socially disruptive. Exclusion in education does not mean only out of school children as Kearney (2011) said in his book that the term exclusion is not just associated with physical presence at school. A student may be in school but still he is feel experiencing to severer internal and external reasons of exclusion which are associated with school or within school. Hence, the exclusion has many forms and expressions. Practicing of different forms exclusion are discussed below the following manner.

Exclusion from having the life prospect needed for Learning: Living in the condition of inadequate health and wellbeing means those pupils having a inadequate housing, food, clothing like the marginalize or disadvantage groups and disabled child. Traditionally understandings of disability have been dominated by the medical discourse, which interprets disability as an individual problem where others perceive a person as having has a deficit, an illness or problem that needs fixing or curing (Kearney,2011). This type of notion brings the negative mind set to the educator as well as the other people and the peer and being a result of this the students are experiencing excluded. Though the EWS children are not having enough cloth, food due to financial problem they are also felt exclusion.

Exclusion from entry into School: one of the most silent practices of exclusion is that the market economy force to prevent the child to have choice school according to their own interest. The market model system encourages competition among different schools with aim of increasing and improving standards of academic achievement. In view of Kearney(2011), the Market model education systems involve schools competing against each other to attract students. As a result of that the private school are not showing any interest to took admission from the disadvantage groups children because the socio

economic profile of that category children is not so good and the parents are not helping them to enhance their academic performance. UNICEF (1995) reports found that the socio-economic profile is a barrier to enrollment directly or indirectly and the learning environment and backstopping support from parents and the sheer economics of school participation for extremely poor/landless family, these all factors are acting to pushing children to back to school (cited in Ramachandran,2004,Pp-74). If this kind of picture is mostly taken into account then the children are excluded from equal access. For example

Searle (2001) reported that in Great Britain, during August of 1996, it was revealed that, in order to enhance their ranking in performance tables, some schools were refusing thousands of sixteen-year-olds their right to sit the General Certificate of Secondary Education (GCSE) examinations. (cited in Kearny,2011:Pp-13)

Language as form exclusion: language act as exclusion from meaningful learning experiences means if the teaching learning process are not meeting with the learners needs then they felt they are excluding to equal access to the learning material. Since, the language of instruction and the learning material are not comprehensible for them then they goes through the negative and discouraging experiences from school. Most of the children who are EWS were not able to understand instruction given by the teacher because instruction were in English but when teacher teach them or gave them instruction in Hindi or bilingual, they could understand it and did their work comfortably(Idnani.D,2017: Pp94. Therefore the language is a power to include and exclude the child form the school. And for the disabled child those can't speak then it again fall under the medical discourse.

Ill treatment of teacher and their fellow student: One of the backdoor pattern of exclusion are lies inside the classroom or in the campus that is the unequal treatment of the teacher and fellow students. This kind of ill practicing are often done in the private school in the urban sector where the dalit parents are wanted to send their child to the better school for example 'hum to jyada padh likh nahi paye par ab hamara bachcha toh kam se kam achche school me padh payega' (Idnani,ed. 2017,Pp-93). But the primary problem is accompanying with the payment of school free, transport charges, uniform, or many other stationary expenditure which forcing the child to feel different from their peers or not equal with them and the along with their teacher have a negative vision towards them. One of the teacher told that one can easily identify EWS children in the class because of their dressing sense, they don't iron their clothes and they put lot of oil in their hair, their white clothes seem either yellow or blue and the teacher was strongly against this inclusion policy (Idnani,ed. 2017,Pp-93). Practicing this kind of exclusionary pattern in the school is an threat to equality as well the RTE act and as a result the child are excluded from their school. For example, *Kusuma* was dropped out of a private school in the midst of 7th class because her parents were not able to pay her school fee and transport fee, and to buy uniform, the school shoes, and all the text books. Her parents also could not able to hire a private tuition for English and Mathematic subjects. In addition to that, she has also experienced ill-treatment of fellow students and teachers. As a result, she is now working as a housemaid in three households (Welsy Kumar. V S J, 2017).

Cast discrimination as a form of exclusion: Caste discrimination is most evil practice whether it is in the school or in the society. Most of the time it is found that the dalits, disadvantage children are still experiencing exclusion in some different sates shows by scholar literature of inclusion and exclusion field. No child should be excluded on the behalf of their caste during the time of admission in the school but what would happened if it is practice inside the school. It is found that the caste discrimination are still practicing in the school at the period of Mid-Day-Meal, maintaining a physical distance from non dalits child. headmistress at Primary School in *Shivarampally* shared her experience about caste-discrimination against Dalits in her previous private school in which a few upper caste children rejected the food prepared by the Dalit woman. Later, Dalit woman was replaced by another woman from Other Backward Community by intervention of *Sarpanch* who also belonged to OBC. In other incidents, the Upper Caste children avoided plates of Dalit children because of purity and pollution concept that had been taught to them by their parents from childhood (Welsy Kumar. V S J, 2017). Mid-Day-Meal inculcate some principle of equality or non discrimination notion within in school and given a space for strengthening the peer relation which brings a good vision about school. In Odisha and Rajesthan children are assign some work where the forward cast child are using the hand pump before and in one school the SC children are not allowed to touch the hand pump (Ramachandran, Vimala, Naorem & Taramani, 2012).

Gender as a form of exclusion: For gender equality in the context of universalisation of education specially from the section of marginalize, disadvantage, there are progressive policy to protect the girl child like 1986 policy put special emphasis on women education. But still gender has an issue of exclusion of girl child from the school in some different manner not like don't girls are getting less emphasis on their study and all. The picture of exclusion due to gender is something different like the girl children in the slum areas are preferring to sit back in the house and do their responsibilities towards their sibling in addition to avoid sexual harassment, eve-teasing etc. Padma a Dalit student discontinued her studies from a government school in the year of 2010, because of harassment of upper caste-children and Lakshmi a slum dweller of Premavathipet *Harijanawada*, was a 9th class student, had to walk quite far away distance of nearly 3 kilometres every day to attend classes. She said that some boys teased her by making of unwelcome gestures and comments while coming from school. Later, her mother did not allow her to continue schooling because of this incident (Welsy Kumar. V S J, 2017). Though the case was not inside the school but due to that the girl children are come into the door of exclusion.

Sitting arrangement as a form of exclusion. Sitting arrangement could be seen as a form of exclusion if it is done on the basis of their merit, active in the class or caste, socio-economic reason then the child can feel different of their from their peers which can impact their learning. In Assam, roll numbers were assigned according to their academic performance and children would sit accordingly to their roll numbers and in Andhrapradesh bright students or those who are active and regular sit in the front and others children are on the back, in Rajasthan the children from adivasi and dalit families sat in the back rows and remain passive and silent throughout the class and a girl Manjula in the AP school was made to sit separately in the last bench because she does not wear proper clothes due to her poor economic status (Ramachandran, Vimala, Naorem, Taramani, 2012). Even the most of the child who are not having good educated profile background of their family, they are afraid to sit in the first row because their teacher ask knowledgeable question. The sitting arrangement in terms of above mention criteria can force a student to experience that in a some context they are excluding along with it can arise a question to practice of inequality.

Others form of exclusion: The exclusionary pattern can be seen in the play ground and in cultural programmes. The child could see himself or herself as a different from others in regard of their financial condition or the social status of their status of their family. This can help to emerge a notion that they are not equal with them though they have not the opportunities which are other have. Whenever the school organizes games, sports, or cultural programs, the students have to contribute each a small amount of money toward the fund required for purchasing the prizes. But, financial contribution is a constraint for the Dalit students and Sometimes, it is observed that the Dalits do not mind if the non-Dalits play with them, and on the contrary, the non-Dalits do not allow the Dalits to play with them, as they cannot tolerate abuses hurled by the Dalits (Welsy Kumar. V S J, 2017).

Therefore, exclusion is a pattern through which the equality can come to door of threat or by practicing of these forms of exclusion can violet the right of equal access to participate in the teaching learning process. Further the sum total result of practicing exclusion leads to the result of drop out to the child. Govinda. R in 2011 made a study where he mention some Zones of exclusion among them the third Zone is the zone of silent exclusion where children enrolled at primary school but at risk of dropping out. They might attend in the school but often found them irregular or fail to learn at appropriate level of education. In the zone six there are included those children who complete the grade five and before completing the elementary cycle they leave the school, the reason of dropping out may differ greatly in this stage. The dropping rate among the disadvantage, dalits, disabled, marginalize or slum areas are very common due to certain situations which forcing them to do this. Dropout is often influence due to others children drop out and their friend of are influencing them to discontinue their studies and on the other hand the parents are not so much concern toward their child education as they are busy to getting livelihood opportunities to meet their daily lives. The many students are leaving their school because they did not find any interest of own and their parent as well. Some of the child specially, the disabled child are neglect by their parents, peer and the teacher in the school and they found themselves as different they can not equally participate in all the function being having a medical issue which developed a different kind sense among them which are still provoking

Practice of Exclusion in The School A Threat of Equality and Impact on Dropout.

to leave the school. Some of the reason are could not capture by the teacher and the school managing authority. Even if the child left from the school without any reason the teacher are did not intimate to their parents to find the cause of it. Given below the annual dropout rates are shown following the table.

Average Annual Drop-Out Rate in School Education: 2014-15 (In percentage)

Level	All			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	4.36	3.88	4.13	4.71	4.20	4.46	7.02	6.84	6.93
Upper Primary	3.49	4.60	4.03	5.00	6.03	5.51	8.48	8.71	8.59
Secondary	17.21	16.88	17.06	19.64	19.05	19.36	24.94	24.40	24.68
Senior Secondary	0.25	NA	NA	3.34	3.09	3.22	NA	NA	NA

Data Source: MHRD, Department of School Education & Literacy Statistic Division, 2018.

According this table most of the children are dropout in the stage of secondary in comparison to other stage. In the primary and upper primary stage the dropout rates are fluctuating but some extent to quite similar to each other. In the exclusion the idea of normal and different are important here which influence the to get feel experience of exclusion that they not able to participate equally and hence it gives a space for dropout either directly or indirectly.

Some Possible Measures: There are some possible measure are discuss which can have a positive result to prevent the practice exclusionary pattern and further it would help to ensure equality and help to abolish the dropout rate.

The first possible measure to recognize that problem is exist and has to cure it proper manner.

Teachers are the key to any change whether in the classroom directly or the society indirectly. They are the most crucial agent to ensure the inclusion policy, equality and for reducing the issues in the way of the school function. The effort from teacher side can be made like this.

Social adjustment: Social adjustment of the teacher is a domain which helps to identify their beliefs about the social acceptance and not reject or isolated any child in any context. This adjustment can help to develop the positive attitude among the teachers.

Teacher Positive attitude: The teacher positive attitude can help to the child for their meaningful study and this attitude can act like a signal towards sustain their healthy mind so that they can enjoy the teaching learning process in a stress free manner. This positive attitude can also be act as role model for others child who are misconduct with their disabled, disadvantage, dalit or marginalize peers. Therefore the ill treatment of the peer could be finish.

Making healthy academic climate: Conveying the notion that we all are equal inside and outside the classroom with healthy academic process can give taught to the student of not discriminating any one irrespective of their cast, class, gender. This can also help to those children who are sitting in the last bench due to the fear of asking the knowledgeable question by their teacher so that they can build a trust on their teacher and increase the interest to learn.

Making unstructured meeting with parents of the Child: The teacher take participation to reducing the exclusionary feeling of students as well as their parents. And by doing this they can intimate to their parents so that they can trace the uncovered reason for dropping out.

Promotion of children right through school based forums such as Bal sanads, children club, children newspaper. This kind of play has a contribution to minimize the exclusionary patterns.

For reducing the socio-economic barrier the little bit of incentive are has to provide except clothing and books like giving gamming or sporting shoes, dress and the cultural dresses so that no child felt that the economic is the main cause to participate equally in all the school function.

CONCLUSION: Based on examining the exclusionary practices in the school, one can conclude that the exclusion is such pattern where the children are lefted to their study. The forms of practices exclusion are clearly showing that the children are in the school are facing the difficulties to continue their course. The exclusion of disabled, disadvantage, dalits or marginalize children are having certain degree of issue from their parent as they are illiterate; hence they have low resources in home which compelling to fell low confidence among themselves. The issues of exclusion or discrimination are need to be tackled specially capture the silent zone of practicing the exclusion which ultimate result in dropping out or polling behind the functional numeracy of the child. Because the inclusion is placement of student where the child are equally accessing all the resources of school for their betterment so that they uplift their social status to being fit into the mainstream of the society.

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THE CAUSES OF SCHOOL DROP OUT: A CHALLENGING ISSUES IN THE EDUCATION OF SCHETURED TRIBES STUDENTS IN HOOGHLY DISTRICT

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ABSTRACT: *The Tribal population is identified as the aboriginal inhabitants of our country. There are numbers of tribes living all over India as well as various parts in the World. The present study makes an attempt to focus on the Causes of School Dropout of Scheduled Tribes Students in Hooghly district. The study done on 152 School Dropout Students from two Blocks in Hooghly district. Data have been collected by using a self-made questionnaire and used including unstructured interview technique. Data were collected by the researcher personally from each sample, analysis of collected data were done by using qualitative method.*

Key words: School Dropout, Scheduled Tribes, Aboriginal, Social exclusion.

INTRODUCTION: The 'Scheduled Tribes' or so called 'Adivasi' is a collective idiom for the Indigenous peoples in mainland India subcontinent. They also known as primitive peoples, 'aboriginal' or 'Adivasi' peoples are ethnic groups who are the original inhabitants of a given region, in contrast to groups that have settled, occupied or colonized the area more recently. In the World context of Asia, India is being the second largest Tribal-dominated country. According to Anthropological, India is one of the most fascinating Nations in the World. The 'Adivasi' or Scheduled Tribes construct up 9 percent of India's population or 104 million people. In our country 573 different types of ST's are found. The Adivasi or Scheduled Tribes societies are predominantly high-flowing in Andhra Pradesh, Bihar, Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Rajasthan, Orissa, West Bengal and some north-eastern states, Andaman and Nicobar Islands.

In West Bengal the literacy rate of Scheduled Tribes is 57.9 percent (Census, 2011). In rural areas 56.7 percent Scheduled Tribes and in urban areas 71.2 percent Scheduled Tribes are illiterate. Among all illiterate persons In West Bengal, the Scheduled Tribes or Adivasis, Muslims and Dalits constitute nearly two third. Maximum Scheduled Tribes in west Bengal including the Women's are engaged as the agricultural labourers. A large number of them do not even have the security of one full meal a day ("Sahay Prakriya O Karmasuchi: SangsodhitaNirdesika O ParichslanBidhi," Panchayat and rural Development Department, Govt. of West Bengal, Kolkata, 2008). Scheduled Tribes or Adivasi girls and womens either engaged in the daily labourer or engaged in household activities so they have to depend upon various manual works for their existence (Rana Kumar, 2009).

The Scheduled Tribes who have been historically out of the mainstream development initiatives partly due to the still continuing socio-economic barriers and partly due to the inadequacy of the government programmes in reaching these disadvantages groups, still find themselves in difficult to compete with other section of the society. The Scheduled Tribes are known as backward class, education of Scheduled

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Tribes children or students is important because it's crucial to provide input in the nation's strategy of total development of tribal communities. Due to some external as well as internal constraints, social-economic and cultural background as well as psychological problem of Scheduled Tribes learners in education.

The main problem of education of ST students in school is the problem of stagnation and dropout phenomenal. Education of any children or students open the door of life of Scheduled Tribes children or students as educational plays pivotal role in social change, and it brings perfections in human life, and upward mobility in social status, radical transformation in outlook and perceptions. The different external and internal constraints force them to dropout their education in very early stage and higher education will only be a dream.

The main causes of school dropout of scheduled tribe children is the poor economy of family income, unconsciousness of parents, illiterate of parents, lack of proper guide their children, more family members, sickness of parents, unavailable of facilities in school, lack of motivate and guide of teachers, negative attitude of non-tribal teachers to scheduled tribe children, misuse of students by teachers, lack of education through mother tongue, health reasons, lack of motivation to continue school, family circumstances, lack of understanding, lack of transport facilities etc.

According to Amartya sen (2000), "and yet-as the last argument itself suggest ultimately poverty must be seen in terms of poor living, rather than just as low-ness of incomes (and "nothing else"). Income may be the most prominent means for a good life without deprivation but it is not the only influence on the life we can lead".

Sometimes the teacher's rejection and lack of facilities also increases the dropout rates. In article 46 of Indian constitution it was stated that the state and central government will protect the ST people from all forms of social exclusion, denial, social injustice and exploitation. Inspire of that till date inequalities, injustices and exploitations prevails amongst Scheduled Tribes. They are still living at the bottom of the social laders. So to take them in mainstream of society, social exclusion, inequalities and exploitations must be eradicated. It is only possible through quality education of all the Scheduled Tribes people. It means that not enrolment of all the Scheduled Tribe children is sufficient but at the same time we must stop or at least review dropout rates in primary to higher education classes.

OBJECTIVES:

- To study the dropout rates of Scheduled Tribe boys and girls from Hooghly district.
- To study the dropout rates of Scheduled Tribe students on the basis of their age.
- To study the various causes of school dropout of Scheduled Tribes students.
- To study the educational facilities available for tribal students in primary and secondary standard.
- To study the constraints in making the inclusive education of tribal students in the different level of school education.
- To study the dropout rates of selected sample on the basis of their level of education.
- To study the dropout rates of Scheduled Tribe students of their no. of family member.

RESEARCH METHODOLOGY: In this study a qualitative approach was followed. To explore the problem of dropout among Scheduled Tribe students in Hooghly district of West Bengal descriptive survey method was adopted. The population of this study was dropout Scheduled Tribe students or children of Hooghly district. In Hooghly district there are 18 Block, out of which only 2 Blocks (Dhaniyakhali and Pandua) has been selected purposively. During selection of Blocks by investigator consider the density level of the Scheduled Tribes population. Both boys and girls Scheduled Tribe children in the age group 10-21 years were considered as the sample.

SAMPLES: For collection of data the investigator selected 152 Scheduled Tribes dropout students as sample in different villages (viz. Bhastara, Jolkul, Durgapur, Alipur, Basipur, Gopinathpur, Manipur, Majinan, Balidaha, Barul, Bhotor, Dhaniyakhali, Cheragram, Dulfo, Ghoshla, Gopalpur, Gurap, Uttar Fatepur, Uttar Abhirampur, Khanpur, Itachuna and Bosipur of Dhaniyakhali Block; and Rameswarpur,

The Causes of School Drop Out: A Challenging Issues in The Education of Schetuled Tribes Students in Hooghly District

Sibpur, Sonatikri, Alasin, Bainchi, Haral, Itachuna, Bilsara, Balarampur and Haraldaspur of Pandua Block) of Hooghly district, West Bengal. The investigator adopted purposive sampling technique for sample selection.

VARIABLES: Independent variables- Gender, Age, Student's level of education, No. of family members
Dependent variable - Dropout rates of Scheduled Tribe students.

TOOL: Data were collected by using an open ended questionnaire developed jointly by the investigator and his supervisor. For data collection investigator personally visited the school as well as the drop out children in their families.

DATA ANALYSIS: Collected data were cleaned and quantified as much as possible and tabulated systematically for further analysis and interpretations.

Analysis of Drop-out rate among Tribal students:

Table no.1: Showing number and percentage of Dropout children in the Scheduled Tribes areas.

GENDER	TOTAL NO.	PERCENTAGE
BOYS	83	54.60
GIRLS	69	45.40
TOTAL	152	

From this table it is noticed that the rate of dropout of boys are more (54.60%) than the girls (45.40%).

Table no.2: Showing number and percentage of Scheduled Tribes children on the basis of their age.

AGE	BOYS		GIRLS		TOTAL	
	TOTAL NO	%	TOTAL NO	%		%
Years 10-15	18	11.84	30	19.73	48	31.58
Years 16-21	65	42.77	39	25.66	104	68.42

From the above table it was found that children in the age group 16-21 years are more drop-out than the children in the age group 10-15 years. The same is applicable for both the boys and girls.

Table no. 3: Table (3a-3d) showing the constraints facing by the dropout Scheduled Tribes students.

Table No.3a: Economic and Health Reasons for being a dropout:

Economic and Health Reasons for being a drop-out							
		BOYS		GIRLS		TOTAL	
		TOTAL	%	TOTAL	%		%
A	Poverty	69	45.40	63	41.44	132	86.84
B	Maximum no. of siblings in the family	29	19.08	37	24.34	66	43.42
C	Illness	13	8.56	6	3.94	19	12.5
D	Low family income	67	44.08	62	40.79	129	84.87
E	Any other	31	20.40	20	13.16	51	33.56

From this table it is found that for 86.84% children causative factor is poverty, for 43.42% the same is maximum no. of siblings in the family, for 12.5% it is illness, for 84.87% low standard of family income and for 33.56% some other unknown factors were considered.

Table No. 3b: Reasons related to society and family Environment:

Reasons Related to Society and Family Environment							
		BOYS		GIRLS		TOTAL	
			%		%		%
A	Drunkard parents	37	24.34	26	17.10	63	41.44
B	Lack of Motivation to continue schooling	57	37.5	54	35.52	111	73.02
C	Personal interest to earn income	59	38.81	26	17.10	85	55.52
D	Disinterested in education	31	20.40	23	15.13	54	35.52
E	Failed number of times in the class last studied	63	41.44	39	25.66	102	67.10
F	Personal indiscipline	13	8.56	11	7.23	24	15.79
G	Family circumstances	66	43.52	58	38.16	124	81.58
H	Attitude of the society not to encourage female education	2	1.31	54	35.52	56	36.84
I	Parents separation	5	3.29	4	2.63	9	5.92
J	Sickness of parents	39	25.66	44	28.94	83	54.60
K	Immorality of parents	11	7.23	10	6.58	21	13.81
L	Parents not supportive	29	5.92	24	15.79	53	34.87
M	Mass media	11	7.23	3	1.98	14	9.21
N	Any other	33	21.71	32	21.05	65	42.77

From this table it is found that different types of social and environmental factors are the causes of dropout of which family environment and lack of motivation to continue schooling are the major causes of dropout.

School Related Reasons							
		BOYS		GIRLS		TOTAL	
			%		%		%
A	Differential treatment by teachers	19	12.5	26	17.10	45	29.60
B	Lack of understanding among students	19	12.5	18	11.84	37	24.34
C	Lack of understanding	45	29.60	38	25	83	54.60
D	Misuse of students by teachers	20	13.16	24	15.79	44	28.94
E	Sexual harassment by teaching and non-teaching staff	0	0	10	6.58	10	6.58
F	Any other	42	27.63	47	30.92	89	58.56

Table No. 3c: School Related Reasons: From this table it is noticed that school related factors like lack of understanding is the major cause of Drop-out among Scheduled Tribes children.

Table No. 3d: Transport Reasons:

Transport Reasons							
		BOYS		GIRLS		TOTAL	
			%		%		%
A	Lack of money	63	41.44	63	41.44	126	82.89
B	Preference to work and earn by seeing others	58	38.16	23	15.13	81	53.29
C	Lack of proper road and approach road facilities	35	23.02	45	29.60	80	52.63
D	Lack of transport facilities	58	38.15	54	35.52	112	73.68
E	Lack of frequency of buses	7	4.60	4	2.63	11	7.23
F	Unscheduled stoppages	0	0	2	1.31	2	1.31
G	Improper time schedule of buses	1	0.65	2	1.31	3	1.97
H	Congestion in buses	2	1.31	4	2.63	6	3.94
I	Buses not stopped at school-point	1	0.63	2	1.31	3	1.97
J	Ill health due to lack of good and cheap transport	48	31.57	45	29.60	93	61.18
K	Travelling in buses found difficult since the present day students have to shoulder heavy load of books, notebooks, and other accessories	8	5.26	8	5.26	16	10.52
L	Very high rates of accidents and breakdowns of buses in school zones	4	2.63	0	0	4	2.63
M	Any other	19	12.22	22	42.30	41	26.97

From this table it is noticed that lack of money and lack of are the major transport facilities is causes of school Dropout of Scheduled Tribes children.

Table no.4: showing the percentage of dropout of Scheduled Tribes children on the basis of their level of education.

LEVEL OF EDUCATION	BOYS		GIRLS		TOTAL	
	TOTAL NO	%	TOTAL NO	%	TOTAL NO	%
LOWER PRIMARY	13	8.56	23	15.13	36	23.69
ELEMENTARY	35	23.02	23	15.13	58	38.15
SECONDARY	14	9.21	16	10.52	30	19.73
HIGHER SECONDARY	21	13.81	7	4.60	28	18.42

From this table it is noticed that maximum percentage of drop-out children were from elementary standard followed by lower primary standard.

Table No. 4.3: Showing number and percentage of Scheduled Tribe children on the basis of their No. of Family Member.

No. of Family Member	BOYS		GIRLS		TOTAL	
	Total No.	%	Total No.	%	Total No	%
Below of 3	4	2.63	4	2.63	8	5.27
3-5	59	38.81	51	33.56	110	72.37
5-above	21	13.81	13	8.56	34	22.37

Interpretation: From the above table and graphical presentation, it was found that the maximum percentages (72.37%) of dropout children were no. of family member is 3-5 persons.

When personally asked to the school dropout samples regarding their social acceptance in the mainstream schools by the upper Caste Teachers and taught, they answered (100% sample) that, they feel that they are excluded in the class and school. Peer-group children showed a negative attitude towards them. Though they demand that they are socially excluded, but they do not fill that they drop out from the school merely not only for they are excluded. But exclusion may be a factor for school dropout.

The tribal societies are self-sufficient that is, they need not to interact with non-tribal for their cultural, social and physical existence. But at the same time they are not financially self-sufficient. This very isolated nature of tribal communities, Scheduled Tribes children kept themselves away from the mainstream school society. So it can be said that social exclusion of tribal students are a self-imposed criterion. Scheduled Tribes are excluded as they are not a part of greater traditional Hindu society. So they need a meaningful social integration and inclusion.

DISCUSSION: According to Amartya Sen (2000), "Income may be the most prominent means for a good life without deprivation but it is not the only influence on the life we can lead." Economic deprivation is one of the causative factors for school dropout among the Scheduled Tribes children.

The same was established in the study of Biswas & Krishnan (2017). In the study of balamurugan and Prabhudeva (2015) it was established that among several causative factors for dropout of Tribal student's economic problem is more important. The issue is more severe at secondary level. Biswas and Krishnan (2017) reported that in Hooghly district (in the year 2013-14) 78.09% of tribal student have enrolled their name in elementary level but only 60.03% have completed their secondary education. They also observed that among tribal communities in Hooghly district literacy rate is 61.9% which is less than the state literacy rate of tribals (77.08%). As most of the tribal people are living in below poverty level therefore it is almost impossible to continue the education for the children from the Scheduled Tribes community.

In the study of Biswas and Krishnan (2017) it was established that the socio-economic status of the family has a significant effect on student drop-out. Scheduled Tribes students are living in lower socio-economic status. Therefore, in most cases they are not supported by their parents/guardians. Most of the Scheduled Tribes or Adivasis students are first generation learners, which may be the influencing factor of their school dropout.

Another one cause of dropout of Scheduled Tribes children is their social exclusion inside and outside of the school, that's lack of transport facilities, lack of motivation of teachers, lack of school infrastructures, lack of student's scholarship etc. Access to schooling is a kind of barrier for the socially deprived communities. This exclusion extends into the classroom. Family illiteracy, poverty and lower family status have a negative impact upon children.

The internal problem of tribal education refer to the quality of school provision, suitable teachers, relevance of content and curriculum, medium of instruction, pedagogy, and special supervision. A majority of school

in scheduled tribe areas are without basic infrastructure facilities. Normally, school buildings in tribal areas have thatched roof, dilapidated walls, and non-plastered floors. Research evidence shows that a large number of tribal schools do not have teaching-learning materials, or even blackboards etc.

The cause of dropout is clearly defined by Prof. Amartya Sen in the following words: “The issue of home tasks and private tuition also relates to the question of class divisions. The need for “home tasks” is particularly difficult to meet for parents from disadvantaged classes-these children may be the first generation to receive school education. Parents with the disadvantage of having received little education find it especially difficult to do anything for their children in helping them with their assigned home tasks. It is not surprising that they long for the ability to engage private tutors for their children, but of course very often they cannot in fact afford to help their kinds in this way. The result is not only frustration and despair, but also continued transmission of education backwardness from one generation to the next”.

So the main causative factor for dropout of Scheduled Tribes children are the wrong policy of medium of instruction, lack of Scheduled Tribes teachers in the Adivasi or Scheduled Tribes areas schools and communication gap between the teachers and taught.

Rani (2000) observed that due to the language barrier the tribal children are unable to establish communication link with their teachers and friends from upper caste and therefore, they terminate their education in some point. Jha and Jhingran (2002) advocated that dropout rate among Scheduled Tribes can be reduced if their mother tongue can be used in their study. Sujatha (2002) on the other hand reported that for Adivasis education is not a critical demand, even now a day. The Pratichi Committee Report (2002) identifies cost of schooling, lack of motivation of teachers and the staff, lack of regular inspection, and the increasing dependence on private tutoring to be the main hurdles in path of education for tribal children.

In the study of Biswas and Krishnan (2017) it was noted that among dropout children 35% blamed for the low infrastructural facilities in the school, 55% blamed for their low socio-economic condition and rest 10% blamed for their low school adjustment. Parental negative or neutral attitude toward education of Adivasi or Scheduled Tribes children is also an important factor for their increased drop-out rate. Their low performance in the examination and day-to-day class work is also an important factor for their school dropout.

In the recent study done by Pratichi Trust (2018), it was established that though several facilities were available for the Scheduled Tribes learners, but these are not available to them. Pratichi Trust studied in Midnapur (East and West), Burdwan, Jolpaiguri, Purulia, Bankura, Darjeeling, Birbhum, Hooghly, North 24 Porganas and Maldah. Trust collected data 1000 Scheduled Tribes families. They observed that,

Like, upper Caste and SC people and Adivasis or scheduled Tribes also expect same level of education and health development but these are unavailable to them. Like, 9 percent of Scheduled Tribes children from the selected sample has to go to primary school in a distance more than 1 K.M. Inspired of that 94 percent children from the sample Scheduled Tribes families enrolled in schools.

The main problem of their continuing education is their poverty. One/fourth (1/4) of the sample Scheduled Tribes have no land and those who have land that is so minimum that they have to depend upon their labour work.

Therefore, the results of the present research study support the research findings of prof. Amartya Sen (report from Anandabazar Patrika, January 8, 2019).

So, all the issues are emerging in their primary and higher school levels. These constraints force them to dropout their education at very early levels and higher education will be only a dream for them.

Therefore, education for all and everyone has the right to education, so tribal education is important, that, they need quality education, quality teachers, quality school infrastructure, quality contents of curriculum, quality education environment, quality family life, social and peer-group acceptance as well as positive family attitude about their education.

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ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION

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ABSTRACT: Reported is the study of 60 Primary School teachers' attitude towards Inclusive education. For collection of data the investigator used Attitude Assessment Tool in Inclusive Education (NAT) developed by R.K. Verma and B.P. Nanda (2013). Result showed that the male teacher's attitude towards inclusive education is more favorable than the female teachers. 40-49 years aged teachers possess more positive attitude towards inclusive education. Further in-depth study is recommended.

KEY WORDS: Inclusive education, Attitude, Mainstream Primary Teachers, Children with special needs.

INTRODUCTION: In the education of children with special need either in the special school or in the mainstream school teachers knowledge and attitude is a vital point. Right type of teacher with right type of attitude can do better justice to the children with special needs.

Bothma (1997) studied primary teachers attitude towards inclusive education where he includes both cognitive and emotional components. In his qualitative research he found negative teachers attitude towards inclusive education. Thomas and Uthaman (2019) studied on the knowledge and attitude of primary school teachers towards children with specific learning disabilities. They found that a significant correlation exists between teachers knowledge and their attitude towards inclusive education. In the study of Nanda and Nanda (2007) it was observed that 2-3 days sensitization training help a lot in terms of capacity building in mainstream teachers and education officers at least in respect of knowledge about disabilities and attitude towards the disabled. Praisner (2003) observed that principals with more positive attitude and experiences were more likely to place students in less restrictive settings. Nayek (2008) observed that some teachers are interested to teach in inclusive environment and are ready to face the challenges.

In most of the research studies done in the field of special and inclusive education attitude of the teachers to inclusive education were conducted in western countries and in India there exist less evidence. Due to lack of sufficient knowledge and training, professional preparedness, available resources and infrastructure facilities, lack of sufficient orientation and special assistance there exists negative attitude from the both the mainstream teachers and special educators in our country. Professional knowledge and further in-service training increase teachers positive attitude and willingness to make a successful inclusion in education as well as in society. Teachers confidence level to work with all types of student irrespective of challenged and non-challenged as well as to work cordially with other professionals and para-professionals will increase when teachers are sufficiently equipped in knowledge and expertise in day-to-day activities.

Overall, better knowledge and attitude towards children with special needs developed a keen interest and positive views about children with special needs. In Indian subcontinent very less number of researches existed in this particular field and more less in West Bengal. In spite of RCI Act(1992),PWD Act(1995),RPWD Act(2016),Right to Education Act(2009) and new National policy of Education (2020)

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still there exists insufficient knowledge and unfavorable attitude towards special and inclusive education of the disabled in India and particularly in West Bengal because there is lack of teachers training, regular in-service training and lack of any incentives for this type of work.

In West Bengal DPEP (District Primary Education Program) started in 1998 in the field level and Sarva Shiksha Abhiyan in 2000 officially but from 2002 in functional level and now Rastriya Madhyamik Shiksha Abhiyan (RMSA) and Samagra Shiksha Abhiyan tried to expand the knowledge and positive attitude but failed to establish it in total.

Therefore, the present investigator selected her research problem as '**Attitude of Primary School Teachers Towards Inclusive Education**' after a long survey of related literature and a cordial discussion with her supervisor.

OBJECTIVES OF THE STUDY:

To study the attitude of primary school teachers on the basis of their Gender.

To investigate the primary teachers' attitude towards inclusive education of special need learners on the basis of their Age.

To study the primary teachers' attitude towards inclusive education on the basis of their Educational Qualification.

To investigate the mainstream primary school teachers' attitude towards inclusive education of special need learners on the basis of their Types of School they are serving.

To investigate the primary teachers' attitude towards inclusive education of special need learners on the basis of the Locality of the school.

To study the primary teachers' attitude towards inclusive education of special need learners on the basis of their teaching experiences.

HYPOTHESIS OF THE STUDY:

H₀1. There exists no significant mean difference between the male and female primary mainstream school teachers on their criteria of their respective scores on attitude of school teachers towards inclusive education.

H₀2. There exists no significant mean difference among the different age group teachers on their criteria of their respective scores on attitude of school teachers towards inclusive education.

H₀3. There exists no significant mean difference between the H.S and B.A/M.A passed primary school teachers on their criteria of their respective scores on attitude of school teachers towards inclusive education.

H₀4. There exists no significant mean difference between Govt. and Private primary school teachers on their criteria of their respective scores on attitude of school teachers towards inclusive education.

H₀5. There exists no significant mean difference between the rural and urban primary school teachers on their criteria of their respective scores on attitude of school teachers towards inclusive education.

H₀6. There exists no significant mean difference among the different teaching experience group primary school teachers on their criteria of their respective scores on attitude of school teachers towards inclusive education.

SAMPLE: For collection of data the investigator selected 60 primary school teachers of Howrah District as the sample of the study. The purposive sampling technique was used for sample selection. A total of 60 sample was selected of which 30 are male and 30 are female. Samples were taken from both the rural and urban areas as well as from government and private schools.

Attitude Of Primary School Teachers Towards Inclusive Education

Demographic characteristics of the respondents are shown in the following table:

Sample	Sub-Samples	Total No	(%) Percentage
Gender	Male	30	50
	Female	30	50
Age (in years)	30-39	16	26.67
	40-49	30	50
	Above & 50	14	23.33
Teacher's Education	H. S	35	58.33
	B.A/M. A	25	41.67
Type of School	.Govt	39	65
	Private	21	35
Habitat	Rural	27	45
	Urban	33	55
Teaching Experience	years 5-9	13	21.67
	years 10-14	35	58.33
	years & Above 15	12	20

Table No. 1

TOOL:

A. A specially designed **Demographic Datasheet** was used to collect the information about mainstream school teachers.

B. **Attitude Assessment Tool** in Inclusive Education –

This tool was developed by Verma and Nanda (2013) in Rabindra Bharati University. The tool has three major dimensions-

General attitude towards inclusive education of children with special needs.

Attitudes towards policy on inclusive education of children with special needs.

Attitudes towards management in inclusive education of children with special needs.

The tool consists of 30 items having Likert Five Points Scale. The scoring key is 1,2,3,4,5 that is for strongly disagree, disagree, uncertain, agree, strongly agree respectfully. The minimum possible score in this tool is 30 and the highest possible score is 150.

Both the content validity and reliability were established by the original authors. The reliability of the scale was established by Inter-Rater reliability method. The reliability co-efficient of the scale is 0.72 including internal reliability.

RENOVA

ANALYSIS AND INTERPRETATION:

Sample	Sub-Samples	Total No	Tota Score	Mean	S. D	t'' value	ANOVA	Sig. lev- el 0.05
Gender	Male	30	2771	92.37	7.36	0.983		N. S
	Female	30	2691	89.70	12.9			
Age(in- years)	30-39	16	1437	89.81	8.74		6.752	Sig*
	40-49	30	2659	95.07	9.51			
	Above & 50	14	1173	83.79	10.72			
Teacher's Education	H. S	35	3297	95.34	6.64	4.275		N. S
	B.A/M. A	25	2167	85.00	11.99			
Type Of School	.Govt	39	3591	92.08	9.42	1.049		N. S
	Private	21	1871	89.10	12.29			
Habitat	Rural	27	2293	84.93	9.43	-4.763		N. S
	Urban	33	3169	96.03	8.60			
Teaching Experience	years 5-9	13	1169	89.54	8.24		6.654	Sig*
	years 10-14	35	311	94.40	9.48			
	years & 15 Above	12	993	82.83	11.30			

*Significant at 0.05 level

Table No. 2

FINDINGS: Male teachers possess more favorable attitude than the female teachers but this difference is not significant at 0.05 level.

The mean difference among the different age group teachers is significant at 0.05 level. It is found that the teachers in the age group 40-49 possess more favorable attitude than the teachers in the age group 30-39 and 50 years above.

H.S trained teachers possess more favorable attitude than the graduate and post-graduate trained teachers but the mean difference is not significant at 0.05 level.

The teachers from Govt. and Govt. aided school possess more favorable attitude than the private school teachers but the difference is not significant at 0.05 level.

Urban teachers possess more favorable attitude than the rural teachers but the mean difference is not significant at 0.05 level.

The mean difference among the different teaching experience group teachers is significant at 0.05 level. It is also found that the teachers from the teaching experience group 10-14 years possess more favorable attitude than the experience group of 5-9 years and 15 years above.

Attitude Of Primary School Teachers Towards Inclusive Education

DISCUSSION: A large number of research studies established both the positive, as well as negative attitude of the teachers towards inclusive education a few of them are mentioned below—

In the study of Kalita (2017) it was noted that male primary school teachers possess more

Attitude towards inclusive education though the result is not significant at 0.05 level. The present investigator also found the same result. In the study of Chopra (2008) same result obtained that the male teachers possess more favorable attitude but the result is significant at 0.01 level. In the study of Astha, Sharma and Bhargav again it was noted that male teachers possess more positive than the female teacher and the results were significantly differs at 0.05 level. They found a miserable difference between the male and the female teachers attitude.

Horney and Timmons (2009) found that most teachers were in favor of inclusion of challenged children. Smitha and Sujata Acharya (2010) noted that teachers have unfavorable attitude towards inclusive education. Rekha Chavan found that majority of trainee teachers possess medium level of attitude towards inclusive education. She found a significant difference between male and female student teachers attitude. Female student teachers have favorable attitude towards inclusive education than the male trainee teachers. In the study of Shane and Christopher, it was found that there was no significant difference in the attitude of male and female secondary school teachers. Therefore, most of the researches study are in favor of findings of present investigator.

In the present study teachers having 10-14 years teaching experience possess more favorable attitude and this result is significant at 0.05 level with other experience group teachers. In the study of Kalita (2017) it was noted that experience teachers' attitude towards inclusive education is slightly higher than the less experience teachers but no significant difference between the attitude of more experience and less experience teachers exists. This finding of Kalita (2017) was not confirmative with the study of Shane and Christopher (2013). In the study of Chopra (2008) it was noted that less than 10 years of experience teachers possess more favorable attitude than the teachers who's teaching experience more than 10 years and this result is not significant at 0.05 level.

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TREATMENT OF AGGRESSIVE BEHAVIOR OF INTELLECTUALLY CHALLENGED LEARNER BY USING PRIMARY AND SOCIAL REINFORCERS

Pinki Mondal* & Prof. (Dr.) Bishnupada Nanda**

Abstract: Behavior Disorders are common in people with intellectual disability. Reported is the study of aggressive behavior of a 11 years intellectually challenged learner in the special class. Single case research design of ABC Model was used for behavior modification. Result showed that problem behavior like aggressive behavior of retarded learners can be modified by using primary and social reinforcers.

Keywords: Aggressive behavior, intellectually challenge learner, primary and social reinforcers.

Introduction: Intellectually challenged children shows different types of problem behaviors – aggressive behavior, destructive behavior, self-injurious behavior, stereotyped behavior etc. The aggressive behavior and self-injurious behavior lead to injury of the self or others or may destroy the property (Lowe et.al., 2007; Smith Matson,2010a). Problem behaviors create different types of problems in individual, family, institution. Intellectually challenged children may manifest multiple types of problem behaviors in the same period (Lowe et.al., 2007). About 10% of the intellectually challenged manifest major problem behaviors like self-injury, destructiveness, aggression and destructive behavior, as established in the study of Emerson et.al. (2001). Some of the intellectually challenged may show verbal aggression and temper-tantrums (Deb & Joyce, 1999; Cooper et.al. 2007). The challenging behaviors are more common among intellectually challenged children with epilepsy (Bowley & Kerr, 2000; Deb & Joyce 1999, Espie et.al. 2003). A different view was established by Arshad et.al. (2011) as they established that problem behaviors are less among intellectually challenged with epilepsy compared to only intellectually challenged children. Increased rates of behavioral disorders found among intellectually challenged with autism spectrum disorder (Smith & Matson 2010a ,2010b). In a good volume of research paper, it was established that problem behaviors are common among intellectually challenged children (Emerson, 2001; Von Tezchimer, 2003; Emerson et.al.,2010b). In the study of Holden and Gitlesen (2006) it was established that severe form of problem behaviors decreases with increase of age that is above 50 years. Higher or lower degree of aggressive behaviors were manifested in the intellectually challenged children and adult, as established by different researchers (Lowe et.al., 2007; Deb, Thomas & Bright, 2001b; Crocker et.al. 2006). In the study of Tyrer et.al. (2006) it was established that physical aggression is most common among people with more severe intellectual disability. They found that physical aggression is most common among men.

So aggressive behavior is very common among children with intellectual disability.

Method and Procedure:

Subject: 'X' is a moderately retarded boy of 11 years old. He born in 8 months age having low birth weight. At about one year he was infected by severe fever having high temperature. In about one and half years age he was diagnosed by Paediatrician that he has delayed developmental milestones. At about

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five years age he was diagnosed as moderately retarded boy having some maladaptive behaviors. His assessment was done jointly by a special educator (MR) and a clinical psychologist. As his age increased, he showed aggressive and destructive behaviors very frequently.

Observation: The present researcher observed that ‘X’ is admitted in a special class of a special school for the intellectually challenged, autistic, hyper-active and cerebral palsied children. His special school is well equipped having sufficiently trained special educators for each classes.

The investigator observed that ‘X’ showed frequent aggressive behavior as and when his class teacher gave him any kind of instruction. ‘X’ prefers to remain ideal in his classroom, performing no task. His speech is not clear and, in most cases, he was unable to express his feelings through speech. When he became severely aggressive, he showed destructive behaviors by throwing his bag, books, water-bottle, and even tiffin box towards his teacher as well as to his peers. The investigator also observed that when ‘X’ showed aggressive and destructive behaviors she cried and even sometime gave him corporal punishment by beating in his body, but without using any kind of behavior modification technique.

Selection of a Procedure: The researcher discussed in detail with his parents and other family members as well as with his class teacher regarding the preference of ‘X’. She found that ‘X’ prefers to get ‘salty nimkis’ and social reinforcer like ‘verbal praise’.

Therefore, the investigator tried to modify the aggressive behavior of ‘X’ by using primary reinforcer (e.g. salty nimkis) and social reinforcer (e.g. verbal praise) parallelly.

Results:

Baseline 1: Baseline data were collected in the same classroom where the client used to sit regularly. The baseline sessions were of five sessions of 15 minutes duration each. The researcher counted the frequency of showing aggressive and destructive behaviors of ‘X’ in 15 minutes session when he was given some task. Collected data are plotted in the following table-

Table : 1

Target behavior on baseline 1 : aggressive behavior (total period of each session is 15 minutes)

Condition	Days	Frequency (f) of Aggressive Behavior
B	On	
A	Baseline	
S	Day 1	3
E	Day 2	4
L	Day 3	2
I	Day 4	3
N	Day 5	3
E		
1		

Frequency mean (fm) of aggressive behavior is 3.0.

Intervention 1: Intervention sessions were started in the same class under the same class teacher. The intervention sessions were of 15 days duration. The investigator herself specified the target behavior (that is arranging the blocks according to alphabet order) at the beginning of each session and she remained fully attentive to the client to check whether he performed specified target behavior. The investigator used

Treatment Of Aggressive Behavior of Intellectually Challenged Learner by Using Primary And Social Reinforcers

both the primary and secondary reinforcer during the entire sessions. The investigator clearly described to the client at the beginning of each session regarding when and in what condition the client can receive the positive reinforcers (primary and social reinforcers). After 15 days of 15 sessions the investigator observed that there is remarkable decrease of aggressive behavior.

Table: 2

Target behavior after intervention: aggressive behavior (total period of each session is 30 minutes each).

Condition	Days	Interval Schedules	Frequency of aggressive behavior
I N T E R V E N T I O N 1	Day 1	FIS= 3 Minutes	4
	Day 2		3
	Day 3		4
	Day 4		3
	Day 5		3
	Day 6		2
	Day 7		3
	Day 8		3
	Day 9		3
	Day 10		2
	Day 11		2
	Day 12		3
	Day 13		2
	Day 14		2
	Day 15		1

FIS=Fixed ratio schedule

Frequency mean (fm) =2.8

Table: 3

Comparative Result of baseline 1 (table 1) and intervention 1 (table 2) of target behavior (aggressive behavior)

Condition	Frequency mean of aggressive behavior
Baseline 1	3.0
Intervention 1	2.8

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A comparative study of frequency mean of baseline 1 and intervention 1 showed in table 3 makes it clear that the client gradually showed less frequency of aggressive behavior during the intervention 1 session. Therefore, it can be said that the treatment procedure was helpful for the client and a second baseline session started.

Baseline 2 (Post Treatment): All the conditions of observations in this phase was identical to the first baseline phase. It was noted that during baseline 2 sessions the rate of problem behaviors conducted to remain within the range during the session withdrawal of treatment.

Condition	days	Frequency (f) of aggressive behavior
B		
A		
S		
E	1	4
L	2	5
I	3	2
N	4	3
E	5	4
2		

Table: 4

Target behavior on baseline 2 aggressive behavior (total period of each session is 15 minutes)

Condition	Days	Interval Schedules	Frequency of aggressive behavior
	1		3
I	2		1
N	3		2
T	4		2
E	5		1
R	6		1
V	7	FIS=3	2
E	8		1
N	9		1
T	10		2
I	11		1
O	12		1
N	13		1
2	14	VIS=3-8	2
	15		1

Frequency mean (fm) of aggressive behavior is 3.2.

Intervention 2: It was observed that during baseline 2 sessions there is increased frequency of target behavior (aggressive behavior) increased than the intervention 1 sessions and even baseline 2 sessions. Therefore, the investigator started invention 2 phase of 15 days in this phase also. All the treatment procedures remained same like the intervention 2 phase. Only change is first 10 days of the reinforcers were given by using fixed intervention schedule (FIS) and in the last five consecutive sessions variable interval schedules of 3-8 minutes were given.

Table : 5 Target behavior after invention 2: aggressive behavior (Total period of each session is 30 minutes)

Intervention 2 Result

Frequency mean (fm)=1.5

Comparative result of Baseline 2 (table 4) and Intervention 2(table 5) of target behavior (aggressive behavior)

Condition	Frequency mean of aggressive behavior
Baseline 2	2.6
Intervention 2	1.5

Maintenance: As the frequency mean of target behavior (aggressive behavior) reduced progressively but continued to remain at a very low level. Therefore, attempt was made by the researcher for generalization and maintenance in the client's original class for one week. The researcher trained the original class teacher and care giver regarding how to support the client so that the client can maintain his change. After one week the investigator again observed the class as well as the class teacher's treatment procedure.

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From this study it can be said that use of primary reinforcer (e.g. salty nimkis) and social reinforcer (e.g. verbal praise) are supportive in changing the aggressive behavior of intellectually challenged.

It can be recommended that in all this special school and inclusive school having intellectually challenged learners, there is need of trained, skilled and experienced special educators. They should have clear knowledge and training about problem behavior as well as their modification procedures.

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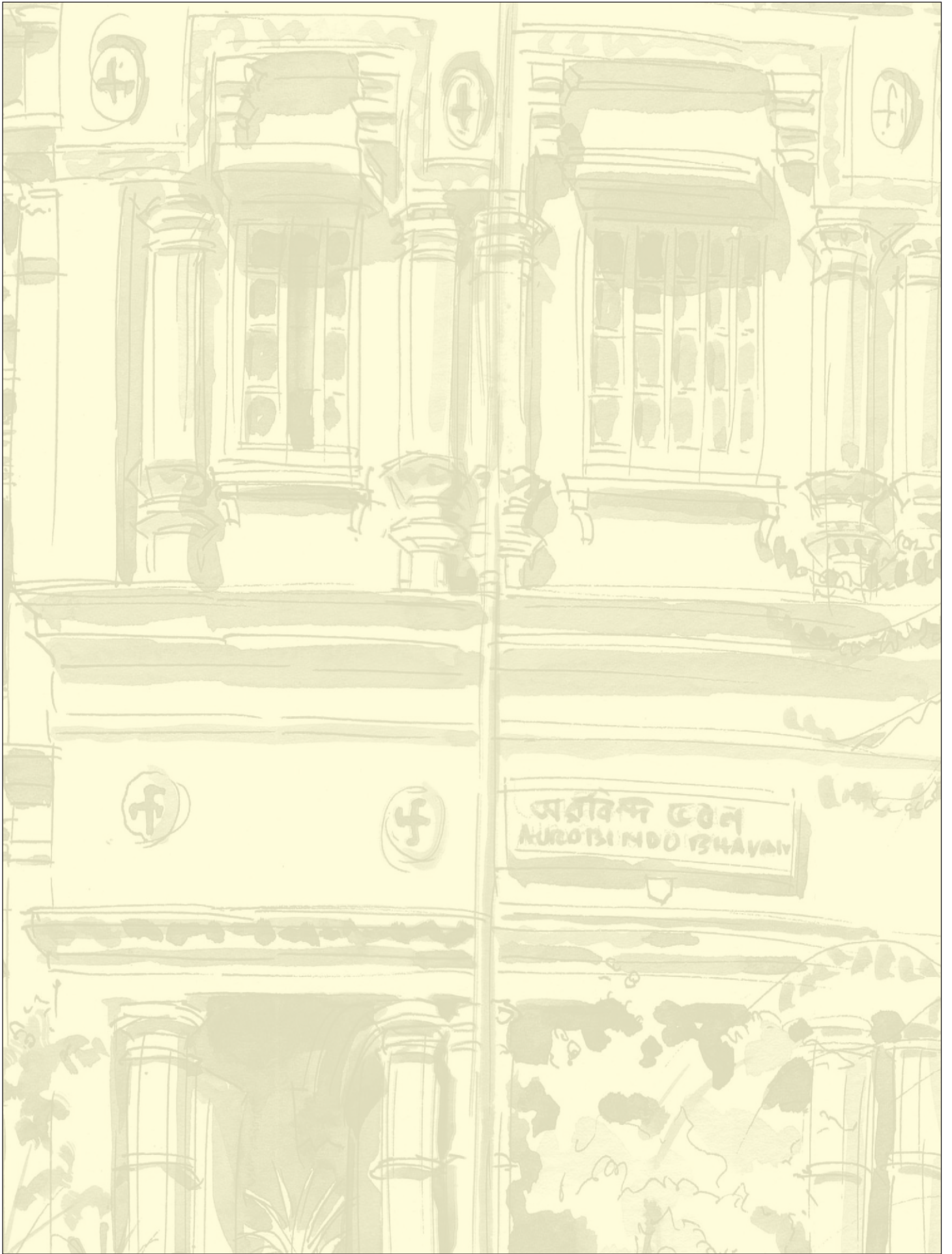
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