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A Journal of Education

Anwesa

RAMAKRISHNA MISSION
BRAHMANANDA COLLEGE OF EDUCATION

ABOUT OUR COLLEGE

Inspired by the life and teaching of his illustrious Master, Shri Ramakrishna Paramahansa Deva, the prophet of Love and Peace, Swami Vivekananda, the Patriot-Saint of India, deeply felt that man is the best manifestation of God on earth, and therefore, service to mankind is the best form of God-worship. With a view to propagating this glorious message to the world and demonstrating its truth in practical life he founded the Ramakrishna Mission in May 1897.

In course of time the Mission developed into an organization of international fame and importance, and extended its activities all over the world through a large number of Branch Centres. The Ramakrishna Mission Boys' Home, Rahara, is one such Branch Centre which was established on the 1st September, 1944 as an orphanage with 37 boys rendered orphan by the great Bengal Famine of 1942-43. The Home also extended its activities to the field of education and built a big educational complex round it with a number of institutions for general, technical, vocational as well as teacher education.

Brahmananda Post-Graduate Basic Training College was an integral part of this educational complex. The college was established on the 17th February, 1961 after the holy name of Swami Brahmananda, the first President of Ramakrishna Math & Mission.

The college has already made its distinguished mark in the teacher-training programme of the state. The college plan comprises a well-equipped library, a play-ground and a three storied hostel building. Laboratory facilities for the study of Physical Science, Life Science and Geography, workshop facilities for Work Education projects, efficient teaching staff, exceptionally good result year after year and good discipline have all combined to earn reputation for the college. Facilities of Computer, Internet, Generator, Xeorx machine, Educational Kits, Projectors, T.V., V.C.R., D.V.D., Epidiascope and for Physical Education Multi-Gym. are also available.

Since the Session 1999-2000 this college has been renamed Ramakrishna Mission Brahmananda College of Education (A unit of Ramakrishna Mission Boys' Home, Rahara) after being affiliated to Calcutta University to introduce B. Ed. Course in place of P. G. B. T. course. From 2008-09 the College is affiliated to West Bengal State University, Barasat. The college is fully residential and recognized by the NCTE.

The longest night seems to be passing away, the sorest trouble seems to be coming to an end at last, the seeming coupes appears to be awakening, and a voice is coming to us, - like a breeze from the Himalayas, it is bringing life into the almost dead bones and muscles, the lethargy is passing away, and only the blind cannot see, or the perverted will not see, that she is awakening, this motherland of ours, from her deep long sleep.

– Swami Vivekananda

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Emblem of the Ramakrishna Mission

The wavy waters in the picture are symbolic of karma; and lotus, of Bhakti; and the rising-sun, of Jnana. The encircling serpent is indicative of Yoga and the awakened Kundalini Shakti, while the swan in the picture stands for the Paramatman (Supreme Self). Therefore the idea of the picture is that by the union of Karama, Jnana, Bhakti and Yoga, the vision of the Paramatman is obtained.

– Swami Vivekananda

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FOREWORD

There is no doubt that after independence a large number of people have become highly qualified and successful in their professional life. In the 21st century knowledge-based education has become a commodity. A commodity cannot be a panacea for all round development of the pupils. It is undeniable that in spite of the spectacular progress in various fields of our material life a section of our society is being swept by the storm of western hedonism due to globalization. People of this category are alienated from the rest of the people of our country. Rampant corruption in the society is denying the basic needs to the downtrodden people.

It is true that owing to some lacunas in the field of education these maladies are over flooding our country. To put the society on the right track we are badly in need of, as Swami Vivekananda said, "Man making and character building education".

Educated people cannot deny their accountability to the society. The mission of our journal is to sensitize the educated people, specially the in-service and pre-service teachers so that they can cope with the various problems in the field of education without disowning our heritage.

The Anwesa has tried to explore different aspects of education in an innovative way. We hope its endeavour will be the fountain of inspiration to those who are concerned with education.

August, 2016 **Swami Kedaratmananda**

From the Editor's Desk

Dear readers,

We are happy to bring out the 11th volume of *Anwesa : A Journal of Education* in 2016. The present volume contains fourteen articles on different topics. On environmental education, we have a case study by Dr. Madhumala Sengupta and Dr. Pintu Kumar Majhi. Aditi Mukhopadhyay also deals with environment and she points out the relevance of Tagore as an environmentalist. On value education, there are two articles; one by Dr. Abhijit Kumar Pal who studies the relevance of Swami Vivekananda's 'man making education' and the other by Piyali Ghosh who discusses the role of personal and professional values of teachers in the field of education.

We have two articles on parental role in education. Ripa Majumder and Dr. Bishnupada Nanda make a survey on the parental attitude towards inclusion of children with special needs while Barnali Mondal discusses parental readiness for digital children in the incoming digital age. In this volume, Bishnupada Nanda also makes a survey of the higher education research in India and abroad.

Dr. Sudip Chaudhuri and Arpita Goswami have studied the effectiveness of instruction type on science learning. In her article, Sunita Mondal has critically dealt with the Right to Education Act, 2009. Dr. Sanjoy Mitra brings a change in the contents of the journal by presenting a paper on physical education. In this paper he makes a comparative study of the prescribed exercises programme on agility of rural and urban school boys.

This volume contains one article on second language learning by Dr. Pradip Debnath. He discusses the learning of English as a second language at school stage in the perspective of language learning. There is one article on the relationship between language and communication by Malayendu Dinda. Arpita Nathak looks at the peer attitude towards special needs children in mainstream classroom. Partha Sarathi Mallik studies the emotional intelligence of scheduled caste students in relation to their gender and locality. Barsha Banerjee has clarified Philosophical Motives for Practicing Values in Teaching Learning System in her article.

On behalf of the editorial board I would like to thank them all who have contributed well thought-out articles for our journal. I would also like to convey my gratitude to all the members of the editorial board and my heart felt appreciation to the reviewers. Lastly, I acknowledge the assistance of the Principal of our college and my colleagues for their all-out support in bringing out this volume of *Anwesa*.

Rahara

August, 2016 **Malayendu Dinda**

Anwesa

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Content

Anwesa, Vol. 11 : 1-9 (August, 2016)

AVAILABILITY OF INFRASTRUCTURAL FACILITIES FOR EFFECTIVE TRANSACTION OF CURRICULUM OF ENVIRONMENTAL EDUCATION IN SECONDARY SCHOOLS IN THE SUNDARBAN AREAS : A CASE STUDY

*Dr. (Prof) Madhumala Sengupta**
*Dr. Pintu Kumar Maji***

ABSTRACT

The objective of the study was to find out nature of Infrastructural Facilities for effective transaction of curriculum of environmental education in secondary schools in the Sundarban areas. The sampling frame in this project is the secondary schools situated in the Sundarban areas, affiliated to the West Bengal Board of Secondary Education. The method of stratified random sampling was followed to collect data. The twenty blocks within the geographical location of the Sundarbans were selected and schools from each block schools were randomly included in the sample (number of school 50). The respondents from these schools comprised heads of the institution/ teacher-in-charge/science teachers. The tool of data collection is a semi-structured interview schedule from which information about various issues related to environmental education were obtained. The interview schedule was constructed on the basis of the inputs given by five experts. The result showed that environmental education as an important subject only received cursory attention in the school. There is in urgent need to transfer environmental education as an integral part of school curriculum.

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Key words : Environmental education programme, Sundarban and Secondary school.

INTRODUCTION

Environmental education as a compulsory subject was introduced in school curriculum subsequent to the land mark judgment of the honorable Supreme Court in the year 2003. But the teaching of this important subject needs a shift in paradigm in the context of methodology. The research findings have established the fact that traditional method rarely help in developing the action skill or competence of the students for the protection of environment although the level of environmental awareness may increase. The government of India has introduced several schemes for the promotion of environmental education. But there is a need to assess how far the introduction of environmental education has been effective in developing the dedicated and committed future citizens of the country, who will act as the custodians of nature.

Another important scheme in this regard was launched by Ministry of Environment and Forest; Government of India entitled National Green Corps, Eco Club. The objectives of NGC scheme are to increase the environmental awareness of the school children, to impart knowledge about eco system, their inter dependence and need for survival. It further envisages the development of spirit of scientific inquiry into environmental problems and eventually involving them in preservation of environment. The project intends to find out the impact of such efforts.

Apart from the vital role, which all the students must play in future, there are some areas of our country which are ecologically more fragile in comparison to other areas. These vulnerable parts of country need more care and protection to safeguard them from total annihilation. One such area is the Sundarban in the southern part of the state of West Bengal. Although a number of researches have been done on ecological and environmental conditions of the Sundarban areas but empirical work regarding environmental awareness of the students living and studying in the schools situated in these areas or the conditions of the schools in the context of teaching environmental education has not been found. This paper, thus, was conceived to survey the infrastructural facilities regarding environmental education with special reference to the Sundarban areas.

The Sundarbans has been chosen as a special area of study under this project because of its ecological importance. It has been designated as the UNESCO's World Network of International Biosphere Reserve since 2001. The Sundarbans are the largest estuarine forest and considered to be protective and productive to economy. It is the largest mangrove forest of the world covering an area of 10,000 square km. 62% of its area is under the Government of Bangladesh with the rest in India. There is no denying of the fact that it is under severe threat and the ecological quality of the original mangrove forest is declining (*Sengupta,* 2014).

Large areas of the Sundarban mangroves have been converted into paddy fields over the past two centuries, and more recently into shrimp farms. The Sundarban has been extensively exploited for timber, fish, prawns and fodder. The regulation of river flows by a series of dams, barrages and embankments for diverting water upstream for various human needs and for flood control has caused large reduction in freshwater inflow and seriously affected the biodiversity because of an increase in salinity and changes in sedimentation (*Brij Gopal and Chauhan,* 2006).

Between Bangladesh and India several hundred thousand people directly depend for their livelihood on the Sundarbans (*Patil,* 1996). Later on the FAO report in 2003 declared that increased population with few alternative livelihood opportunities poses serious threat to the Sundarbans as it is the main cause of mangrove destruction. The dependence of local people on forest is high and FAO report cautioned that this dependence will increase causing more stock depletion. It is difficult to quantify the economic impact large scale exploitation of the resources and its effect on climate, soil, air, and water regimes and of course endangered flora and fauna. However it is to be accepted that natural variability or dynamics may be responsible for the degradation the Sundarbans' eco-system. But nevertheless anthropogenic causes are no less significant. Separating the impact of two and taking appropriate decisions are challenges we confront.

The quantum of teachers' knowledge is no longer adequate to help students develop as independent problem solvers which essentially are the objective of environmental education. The teacher must motivate students to ask question and instill in their mind a sense of curiosity. The students are to learn to think critically and solve the environmental problems creatively. Their dependence on teacher must gradually be reduced. As *Marzano* (1997) said the process of acquiring understanding, knowledge skills and attitude through practical applied activities is the essence of developing action competence. The knowledge should be used meaningfully by decision making, problem solving, invention, experimental inquiry and systematic analysis. To attain these goals project, scientific experimentations and observation strategies for learning are to be used. This is why the project seeks to find out whether the environment related activities have any impact on the thought processes or behaviour of the school children. The Sundarban areas , being vulnerable to ecological degradation need to be studied not only from the point of view of ecological management but also finding out whether the present school students who will one day develop as the custodians of this sensitive area are taught about environment effectively. Thus the objective of the study is to find out availability of infrastructural facilities for effective transaction of curriculum of environmental education in secondary schools in the Sundarban areas.

RESEARCH QUESTIONS OF THE STUDY

The study sought to find out the necessary information as the objectives of the

study on the basis of the following research questions**.** What are the observations and perceptions of the school teachers regarding-

a) Availability of infrastructural facilities in schools situated in the Sundarban areas for teaching environmental education?
b) The impediments, if any, in carrying out teacher learning programmes of this subject?
c) Organization of time table and out of class room activities in the context of teaching it.
d) Connectedness of the schools with external social community in respect of environmental issues.
e) Whether the school is recognized as the institution interested in the protection of environment?
f) The attitude of the teachers regarding the introduction of environmental education as an integral part of environmental education.

SAMPLE OF THE STUDY

The sampling frame in this project is the secondary schools affiliated to the West Bengal Board of Secondary Education. The method of stratified random sampling was followed to collect data. The twenty blocks within the geographical location of the Sundarbans were selected and schools from each block schools were randomly included in the sample (number of school 50). The respondents from these schools comprised heads of the institution/ teacher-in-charge/science teachers.

Instrument

The tool of data collection was a semi-structured interview schedule from which information about various issues related to environmental education are obtained. The interview schedule was constructed on the basis of the inputs given by five experts who are either teacher educators or heads of the secondary schools.

RESULTS AND DISCUSSION

The data obtained by semi structured interview schedules from the head of the institutions or the assistant head teachers were analysed on the basis of the protocol of qualitative data analysis. The information was read and it was observed that the data were rich and of great value. The analysis was focused on the key issues related to efficacy of teaching environmental education. The focus of the study was secondary schools in Sundarban areas vis-a-vis the teaching of environmental education. Once themes were identified descriptive label or names for each category were chosen. The researchers had selected a few preset categories but at the same time they were also on the lookout for emergent categories. Relatively important categories and larger categories were identified. Thus the obtained data were interpreted by means of the identified categories and inter relationships among them.

Table No.-01: Percentages of responses regarding availability of infrastructural facilities effective transaction of curriculum of environmental education

Sl. No.	Item	Responses	Percentages
1	Whether the School organizes Eco Club / Globe Program	Yes	54%
		No	46%
2	The teachers who teach Environmental Educations are	Science teacher	40%
		Geography teacher	27%
		Humanities teacher	12%
		more than one teacher	19%
		Environmental Studies	02%
3	Whether separate classes are Allotted for Environmental Education	Class in a week	19%
		two classes in a week	00%
		more than classes in week	00%
		No class allotted in time table	77%
4	The number of Environment related Projects organized by school	One	67%
		two	13%
		four	09%
		not a single one	11%
5	The teachers are hard pressed for time to teach Environmental Education after teaching their own subjects	Always	41%
		sometimes	42%
		never	13%
6	The school receives financial help from The government for organizing Environment related activities	never	87%
		sometimes	13%
		regularly	00%
7	The school receives financial help from The private/NGOs for organizing Environment related activities	never	78%
		sometimes	22%
		often	00%
8	Parents encourage the teachers to teach Environmental Education	never	17%
		sometimes/	60%
		often	23%
9	The school does not have adequate Resources to teach Environmental Education	True	66%
		cannot say	06%
		false	28%
10	There is no need for Environmental Education	True	07%
		cannot say	03%
		false	90%

Sl. No.	Item	Responses	Percentages
11	Please tick the type/types of Environmental Education related activities undertaken in your school. (Put more than one tick if your school organizes more than one types of activity)	Plantation programmed inside the school premise or outside or both the places	45%
		Field trip or camping in important natural sites	11%
		Planting medicinal plants	64%
		Cleanliness drive	68%
		Anti-plastic drive	24%
		Organizing seminar on Environmental issues awareness	2%
		Campaign on health, nutrition, safe drinking water, arsenic contamination, fluoride contamination, effect of soap water etc.	2%
		Taking part in Environmental rallies Celebrating Environment related	5%
		important dates	74%
		Writing reports on Eco-club	53%
		Sit and draw or poster competition	5%
12	Which type/types of Environmental activities you consider to be effective ? Please tick, if necessary tick as many as you feels appropriate.	Plantation programmed inside the school premise or outside or both the places	82%
		Field trip or camping in important natural sites	71%
		Planting medicinal plants	84%
		Cleanliness drive	58%
		Anti-plastic drive	44%
		Organizing seminar on Environmental issues awareness	45%
		Campaign on health, nutrition, safe drinking water, arsenic contamination, fluoride contamination, effect of soap water etc	40%
		Taking part in Environmental rallies	67%
		Celebrating Environment related important dates	82%
		Waiting reports on Eco-club	66%
		Sit and draw or poster competition	12%
13	The Environmental Education programmes are organized in group or individually	group activity	77%
		the students individually conduct	00%
		Both types of activities	23%

Sl. No.	Item	Responses	Percen-tages
14	Do you consider the textbook adequate for teaching Environmental Education	Yes	57%
		No	43%
15	How far these projects are successful	Yes projects are effective	35%
		Cannot say	13%
		projects are Problematic	52%
16	Does your school take up follow-up activates once the projects are Completed ?	yes	51%
		cannot say/	18%
		no	31%
17	How your school received any Certificate for organizing Environmental Education programmes?	more than once	10%
		once/	03%
		never	87%
18	The types/types of Environmental Pollution adjacent to your school is/are	air pollution	06%
		water pollution	73%
		sound pollution	16%
		others please Specify	06%
19	The number of trees inside your school building premise	Below 10	23%
		11 to 19	22%
		Above 20	38%
		No Tree	11%
20	Drinking water facilities in you school	pure drinking water available	72%
		Sometime available	00%
		not available	28%
21	Does your school publish or wall up Environment related journal/ booklet/ Wall magazine	never	37%
		sometimes	55%
		often	08%
22	Do you have garbage box/ use-me box in each class of your school?	in every class room	36%
		in some class rooms	35%
23	What is the overall Environmental Condition of your school	not in any class room	29%
		very good	13%
		so-so	78%
		not good enough	09%
24	The Environmental projects activities organized in your school are selected On the basis of types of Environmental Problems that plague your neighborhood locality	yes projects are selected on the basis of local problem	34%
		sometimes local problems are taken into consideration	34%
		no, only those projects are selected, Which are mentioned in the Projects book	32%

DISCUSSION AND CONCLUSION

The findings were reported on the basis of the percentages :

The major findings include that most of the schools have not introduced ECO club programmes or any such activity programmes. In many of the schools science and geography teachers teach EE. The number of classes for EE and number of project undertaken is one each in most of the schools. The financial help from government or non-government organizations is far from adequate.

Most popular environmental activity in school is celebrating environmental day, cleanliness programme followed by plantation programme. Most of the schools do not have wall papers or magazine with reference to environmental issues.

Many respondents agreed that there are problems with environmental project. Most of the schools carry out both individual and group project. Water pollution is reported to be the most common type of pollution in the adjoining areas of the schools. A few schools also reported problem of pure drinking water. The waste bins are also not provided in many schools. The responses were almost equally divided regarding follow up programmes of projects or selecting projects on the basis of local issues. The schools rarely received any certificate of recognition for environment related work. However, most of the teachers agreed that environmental education (EE) is a very important subject but time constraint is a problem to disseminate it properly.

On the basis of important findings from this project it is suggested that the authorities, policy makers and the school administration should take environmental education more seriously instead of giving only half hearted endeavour in this regard. There is also a need to make the stake holders aware of environmental issues in the context of fragile ecosystem of the Sundarban which is perilously close to environmental disaster.

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RELEVANCE OF MAN MAKING EDUCATION

Dr. Abhijit Kumar Pal *

ABSTRACT

Swami Vivekananda is known to us as a modern prophet in India. He was not only a spiritual leader or a man of national feeling but a great philosopher as well as a great educationist. His concept of man making education gave a new idea at that time. He always insisted that education should give emphasis on making a man, a comprehensive man which will ensure him to be a good citizen in future. For man making education Vivekananda gave special stress on aims of education, curriculum, method of teaching, discipline, role of teacher, women education, vocational education mass education etc. In this article a vivid discussion of man making education as directed by Swami Vivekananda was presented in a lucid form. At the same time the relevance or importance of man- making education was critically analyzed so that the readers can get a holistic idea about education.

Key Words : Prophet, man-making education, comprehensive man, mass-education , holistic idea.

INTRODUCTION

" We must have life-building, man-making ,character making assimilation of ideas."- Swami Vivekananda

Vivekananda wanted to give a new idea on education. According to him ;'Education is the manifestation of the perfection already in man. Like fire in a piece of flint, knowledge exists in the mind.' At the same time he wanted to introduce man-making education. He strongly believed that education is an instrument of human betterment. He wanted a thorough reorientation of the existing education system. Swamiji believed that man-making education is inherent in character development. It is a comprehensive concept which will enable a man to become a good citizen.

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* ***Dr. Abhijit Kumar Pal,*** Associate Prof. & Head of Dept. of Education, W.B. State University, Barasat.

OBJECTIVES OF THE STUDY

After going through this article, the following objectives will be fulfilled-

* To get a holistic idea on man making education.
* To know the aims of man-making education.
* To understand the curriculum on man making education.
* To know the various methods of teaching in man-making education.
* To realize the concept of mass-education in man-making education.
* To understand the role of teacher in man-making education.
* To justify the utility of health education in man-making education.
* To get an idea on vocational education.
* To analyze the various concepts of man making education and their relevance in present context.

MAIN CHARACTERISTICS OF MAN-MAKING EDUCATION

There are so many characteristics of man making education of which the main characteristics are discussed below –

1. The ultimate goal of human life is to attain unity with the creator.
2. Man must follow an attitude to respect all religions.
3. As god resides in every human , service to god is equal to devotion to god.
4. Every man should imbibe love for all and hatred for none.
5. A man must develop a rational attitude in his / her life.
6. A synthesis between science and spirituality should enrich the knowledge of human.

AIMS OF MAN MAKING EDUCATION

According to Swami Vivekananda, the aims of man making education are as follows –

1. Development of Character: In man making education, emphasis was given on development of character. He gave stresses on character building in man-making process through education. So he stated, "we want that education by which one can stand on one's feet." He believed that education would be an instrument of human betterment. So he boldly said, "We must have life-building, man-making, character – making assimilation of ideas." He further said , " If you really want to judge the character of man, look not at his performances, watch a man do his most common actions. Those are indeed the things which will tell you about the real character of other great men."

2. Development of Rationality – One of the aims of man – making education is to develop the rationality. Rational development helps a man to believe in the unity of all religions.

3. Development of Mind- The aim of man making education is to develop a strong mind. Swamiji always gave stresses on development of mind.

4. Development of spirit of social service- The aim of man making education is to develop the spirit of social service. He was very much worried about the poverty and backwardness of the people. The most important aim of man making education is to inculcate the spirit of selfless service in man.

5. Curriculum of man-making education- Swamiji believed that the curriculum should synthesize the knowledge and wisdom of the East and the west. He thought that physical education should be an integral part of the curriculum.

METHODS OF TEACHING IN MAN-MAKING EDUCATION

For the purpose of man-making education Swamiji suggested following methods of teaching –

1. The method of teaching should be changed according to the interests and needs of the students.
2. The method of teaching should be such that the students can utilize their organs and senses.
3. The method of teaching should be done by concentration of mind, not the collecting of facts.
4. Observing 'Brahmacharya' is essential for developing the concentration of mind.
5. Control of internal and external sense organs should be the method of teaching.
6. Through teaching, students can acquire purity of thoughts, speech and action.
7. Travel should be given importance in method of teaching.
8. Frank and open discussion on all topics should be done to make method of teaching effective.

ROLE OF TEACHER IN MAN-MAKING EDUCATION

Vivekananda wanted to give an important role to the teachers. He thought that personal contact with teacher might enrich the students . so he said, "My idea of education is personal contact with the teacher, gurugrihavasa, without the personal life of a teacher there would be no education." For the purpose of man-making education, the teacher

should come down to the level of the students and transfer his soul to the student's soul. At the same time teacher will try to create proper environment for the development of the children.

MASS EDUCATION IN MAN-MAKING

Swamiji always advocated for education of the masses. He insisted that education must reach every home. In his words, " If a poor boy cannot come to education, education must go to him." For the spreading of mass education he boldly stated, "No amount of politics will be of any avail until the masses in india are once more well-educated, well-fed and well cared for. If we want to regenerate India, we must work for them through free and compulsory mass education."

HEALTH EDCUATION IN MAN-MAKING

For the betterment of human life, Swamiji insisted on health education for man-making. He always wanted to pay greater attention to the proper and healthy development of human body. He advised the youth properly to be strong and produce healthy youngsters to build a powerful nation. He wanted to give special stress on health education particularly physical exercise. So he said, "You will be nearer to heaven through football than through the Gita."

VOCATIONAL EDUCATION IN MAN MAKING

Swamiji realizes the necessities of vocational education at that time. Without the spreading and development of vocational education, there will be no progress of a country or a nation. So he said, " It would be better if the people get technical education so that they might find work and earn their livelihood." To increase the vocational efficiency he recommended the study of western science and technology.

VARIOUS CONCEPTS OF MAN-MAKING EDUCATION AND ITS RELEVANCE

After going through the above paragraphs, it will be easier to get a clear conception on man-making education. Vivekananda travelled many states of India by walking. He realized the causes of sorrow of our countryman at that time were poverty, lack of education and British rule. So he wanted to free India from British rule. At the same time eradication of poverty and illiteracy are also essential. For this purpose, man making education can lead to mass-education.

In present context man-making education is also important. The main motto of present education is to make overall or comprehensive development of the students more precisely to build the future citizen of our country. The state, the family, the school, the community etc. are all responsible for making education fruitful. We find that character-building, mass education, health education, vocational education, religious education etc. all are essential for the holistic development of the students which were already mentioned by Swami Vivekananda. Even if we consider the four pillars of education i.e Learning to do, Learning to know, Learning to work together and Learning to be as mentioned by Delor,s Commission (1996), were influenced by the concept of Swami Vivekananda i.e man-making education.

CONCLUSION

Swami Vivekananda was a great spiritual leader, a pioneer of national movement, an expert in Indian philosophy viz, Vedanta philosophy but we should remember him as a great educationist. In the field of education his contributions were incalculable. Swamiji believed that man making education must develop the individuals who are physically strong, intellectually sharp, ethically sound, socially efficient, religiously liberal, vocationally self-sufficient and spiritually enlightened.

To make man-making education successful Vivekananda founded Ramkrishna Mission. This mission is engaged in various activities like general education, woman education, technical and vocational education, medical education, social service etc. not only in different parts of India but also in many countries throughout the world. The monks, nuns and a large numbers of followers of Ramkrishna Mission are still serving for the upliftment of the common people.

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EMOTIONAL INTELLIGENCE OF SCHEDULED CASTE STUDENTS IN RELATION TO THEIR GENDER AND LOCALITY

Partha Sarathi Mallik *

ABSTRACT

In the present study an attempt is made to explore the possession of Emotional intelligence trait among SC students and to find out significant difference in emotional intelligence among Boys-Girls and Rural-Urban Students. To meet the objectives data were collected from 638 11th grade HS Scheduled caste students (308 boys and 330 girls) in different schools of South 24 pgs(rural students317) and Kolkata district (Urban students321) by culturally adopted Emotional intelligence Inventory originally developed by S.K.Mangal and Subhra Mangal. It was found that 15.51% students are highly emotional intelligent, 71.31% are moderate emotionally intelligent and 13.16% have low E.Q. and no significant gender and location wise variation was noticed among SC students.

Key Words : Emotional Intelligence, gender, locality.

In the recent few years the variable Emotional Intelligence is the focus are of researchers in different fields due to its multifarious role and impact on the human life. Emotional Intelligence is a cognitive-affective ability or capacity of individual which is concerned with recognizing and regulating the inter and intra emotional situation in a purposeful way. It is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer & Salovey, 1997). Researchers have found that even more than I.Q., our emotional awareness and ability to handle feelings will determine success and happiness in all walks of life, including family relations (Goleman,1995;Bar On,2001; Palmer, Walls,Berges & Stough,2002 as cited by Sharma Anju and Sahni, Madhu,2013). Emotional intelligence is as powerful & at time more powerful then I.Q. ,while I.Q. contributes only to about 20 % of success in life, Emotional intelligence, luck and social class are among other forces, which contribute the rest (Chauhan,V,2014).

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Rational of the Study: Child's emotional life has an impact on cognitive and social success (Gardner, 1993; Pekrun, 1992).This ability can be developed by appropriate training and different types of interventional strategies which can bring success to the life of students. So prior to initiating instructional designing it is necessary to have a thorough idea/picture about the presence of this ability among the students. In recent times researchers have suggested that Emotional intelligence is a necessary component of any educational community(Elias, 2004). It has found that promoting students' social and emotional skills plays a critical role in improving their academic performance and that EI competencies may provide an important link to academic achievement through allowing students greater opportunities to interact with academic material in the social setting of the classroom (Bencivenga & Elias, 2003; Durlak & Weissberg, 2005; Elias, Wang, Weissberg, Zins, & Walberg, 2002; Izard, Fine, Schultz, Mostow, & Ackerman, 2001; Olweus, 2003; Parker, 2004; Payton et al., 2000; Zins, Elias, Greenberg, & Weissberg, 2000) as cited by Barbara. A., Fatum,2008. A lots of researches are found showing separately about the distribution of E.I. among school students or as a correlates with academic achievement (Sharma Anju and Sahni, Madhu,2013 ; Chauhan,V,2014.). Lam et al (2001) found a greater effect of Emotional Intelligence than Intelligence on individual performances. Jaeger (2003) studied the effects of emotional intelligence instruction on academic performance and found out that a greater correlation exists between the emotional intelligence and academic performance. Likewise, Abisamra (2000) reported that there is a positive relationship between emotional intelligence and academic achievement. He therefore canvassed for inclusion of emotional intelligence in the schools' curricula as cited by Arockia Maraichelvi and Sangeetha Rajan,2013. So it is a fact realized from theoretical and empirical research findings that emotional intelligence is positively related with academic success. Regarding differential possession of magnitude of Emotional intelligence constructs among male and female diversified opinions exists. Daniel Goleman (1998) asserts that no gender differences exists in E.I. admitting that while men and women may have different profiles of strengths and weaknesses in different areas of emotional intelligence, their overall levels of E.I. are equivalent. However, studies by Mayer and Geher (1996), Mayer, Caruso, and Salovey (1999), and more recently Mandell and Pherwani (2003) have found that women are more likely to score higher on measures of emotional intelligence than men, both in professional and personal settings. Both biological and social explanations have received support from a diverse range of empirical studies of emotion, which show greater emotional abilities in women. These studies conclude that women have greater emotional knowledge, they express positive and negative emotions more fluently and more frequently, they have more interpersonal competencies, and they are more socially adept (Brody & Hall, 2000; Ciarrochi, Hynes, & Crittenden, 2005; Hall, 1978; Hall & Mast, 2008; Hargie, Saunders, & Dickson, 1995) as cited by Pablo Fernández-Berrocal, Rosario Cabello, Ruth Castillo, and Natalio Extremera,2013.

In reference to location wise variation in emotional intelligence the study conducted by Panda Sumanta Kumar (2009) found no significant difference between male and female, rural and urban in emotional intelligence but the study conducted by

Muhammad Akbar, Asghar Ali Shah, Ejaz Ahmad Khan, Masud Akhter (2011) gives a different result where it is found that students from urban areas scored high as compared to students from rural areas in E.Q. Female students scored high as compared to male students. The study conducted by Annakodi,R. (2013) also support the previous one i.e. urban students are more emotionally intelligent that rural one.

But maximum research are conducted on the general students and comparatively less number of research are conducted on the emotional intelligence of SC students. In this study an attempt is made to find out the Emotional intelligence of SC students

OBJECTIVES OF THE STUDY :

1. To explore the Emotional intelligence of SC higher secondary students.
2. To find out the difference among SC students in emotional intelligence due to Gender.
3. To find out the difference among SC students in emotional intelligence due to Locality.

HYPOTHESIS :

1. HO1 : There is no significant difference of Emotional Intelligence among Boys and Girls SC students.
2. HO2. . There is no significant difference of Emotional Intelligence among rural and urban SC students.

METHODOLOGY :

The researcher adopted a survey methodology to conduct the study.

Sample and Sampling Design: six hundred thirty 11th grade students from Kolkata and South 24 pgs districts of West Bengal are e selected as sample by stratified purposive sampling method (Rural-317, Urban-321 and Male 308 and Female 330).

Procedure of study: The data were collected from the selected samples by culturally adopted Emotional Intelligence Scale S.K. Mangal and Subhra Mangal as independent variable Then the collected data are analyzed by Z score, descriptive statistics (Mean and S.D) to represent their Emotional Intelligence. To test the hypothesis based on gender and location effect on independent variable two ways ANOVA was used.

Table -1. Distribution of E.I. for Total Sample (Z score Summary)

E.Q Score range	Description	Range	N	Percentage
Above +1 ó	High E.I.	163-186	99	15.51%
-1 ó to +1 ó	Moderate	118-162	455	71.31%
Below -1 ó	Low E.I.	99-117	84	13.16%

Figure 1 : Pie graph for Emotional Intelligence distribution.

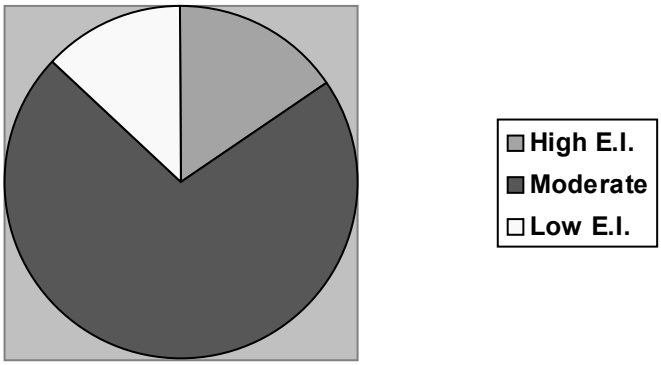


Table-2. Sub sample wise Mean and S.D in E.I

Rural (317)						Urban (321)						Total (638					
Boys (153)		Girls (164)		Total (317)		Boys (155)		Girls 166		Total (321)		Boys Total (308)		Girls Total (330)		Grand Total	
Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
144.89	16.31	147.89	14.05	146.22	15.24	148.50	14.36	142.20	10.40	145.25	12.84	146.47	15.46	145.05	12.67	145.73	14.08

Fig. 2- Gender wise Emotional Intelligence Intelligence

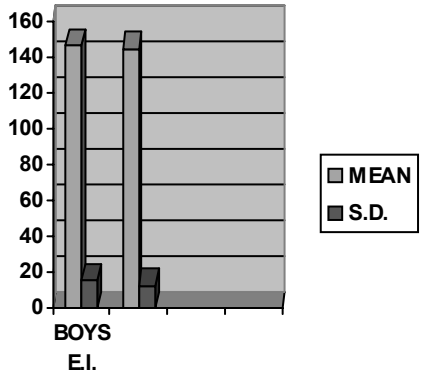
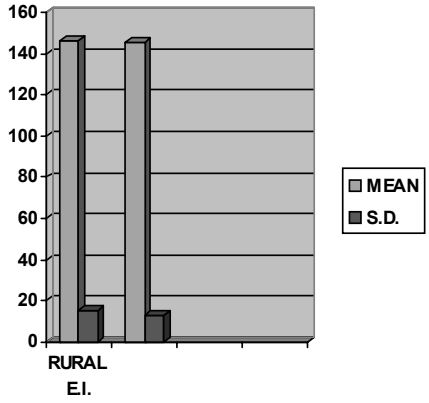


Fig.-3. Location wise Emotional



Interpritatation : In reference to Emotional Intelligence of SC Adolescent students it is found that 15.15% have high E.Q. whereas 13.16% students have low E.Q. and the lower group show a better consistency than higher group in terms of E.Q. In terms of total sample value and gender and locality wise sub variable value is same as norm value. Boys (Mean-146.47 & S.D. 15.46). The rural sub samples are also more Emotionally intelligent (Mean-146.22 &S.D 15.24) than Urban (Mean-145.25 & S.D. 12.84). Rural Girls (147.89) are more Emotionally Intelligent than Rural Boys (144.89) but Urban Boys(148.89) are more

Emotionally Intelligent than Urban Girls (142.20). It is further noticed that only 15 students out of 100 are highly emotionally intelligent among SC population and 12 students out of 100 are low emotionally intelligent among SC population and 71% students are moderately Emotionally intelligent.

HO1: *There is no significant difference of Emotional Intelligence among Boys and Girls SC students*

HO2. . There is no significant difference of Emotional Intelligence among rural and urban SC students

HO2. . There is no significant interaction effect of Gender and Locality on Emotional Intelligence of SC students

Two Way ANOVA results of Emotional Intelligence —Gender and Locality

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4306.773[a]	3	1435.591	7.452	.000
Intercept	13528299.252	1	13528299.252	70228.361	.000
LOCALITY	96.995	1	96.995	.504	.478
GENDER	308.588	1	308.588	1.602	.206
LOCAL * GENDER	3832.645	1	3832.645	19.896	.000
Error	122129.316	634	192.633		
Total	13675575.000	638			
Corrected Total	126436.089	637			

From the above table data it is evident that both the null hypothesis 1 is not rejected as the calculated F value is less than .05 significance level. So it is found that Gender has a insignificant effect on E.I. The null hypothesis 2 was about Location wise significant difference due to E.I. It is found that the calculated F value is smaller than .05 significance level. So the null hypothesis is retained. It is concluded that whatever difference is noticed it is due to sampling error. The null hypothesis 3 was about testing the interaction effect of Gender and locality on E.I. which is rejected as the calculated F value is greater than .01 significance level.

Discussion : In the present study the results found from empirical data is corroborated with the theoretical framework of Goleman(1995) and research findings of Sumanta Kumar (2009) but differed from the empirical research findings of Mayer and Geher (1996), Mayer, Caruso, and Salovey (1999), Mandell and Pherwani (2003), Brody & Hall, 2000; Ciarrochi, Hynes, & Crittenden, 2005; Hall, 1978; Hall & Mast, 2008; Hargie, Saunders, & Dickson, 1995. So it can be told that from gender wise differentiation of possession of emotional intelligence trait, ethnic consideration or caste has no significant impact. In terms of habitation wise study of emotional intelligence, the result of present

study is same as Sumanta Kumar (2009) but different from the results found by Muhammad Akbar, Asghar Ali Shah, Ejaz Ahmad Khan, Masud Akhter (2011) and by Annakodi,R. (2013) who had found a significant difference among rural urban students E.Q. So it can be stated that Caste has significant impact on E.Q. variation in terms of habitation.

Implication : During instructional management and guidance programmes initiated by school the Gender and habitation wise passion of emotional intelligence construct can help a lot for taking appropriate decisions and another thing can be considered why locality wise E.Q. difference is not noticed for general students but on SC students.

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EFFECT OF INSTRUCTION TYPE ON SCIENCE LEARNING

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Abstract

Piaget believes that as the child grows and his brain experiences intellectual development and he/she starts to construct mental structures through his interaction with the environment which would weigh heavily upon the technique of discovery. An inquiry based curriculum would facilitate this type of discovery. It involves three basic components: exploration, invention, and discovery. Dewey believed that inquiry-based scientific approach could improve learning. However, Vygotsky supposed that the teacher can set the stage but he/she should also have the greater control as to what and how the activities should be done. Study indicted that using inquiry activities as a supplement to a curriculum based on a traditional direct method the improvement to students achievement could be greatly enhanced. Although many studies have investigated the effects of types of instruction on learning and motivation, in our country its benefits on science learning have scarcely been systematically demonstrated. In the present study, a detailed investigation has been conducted to explore the effect of teaching science to children at the secondary level, using a curriculum that merges both the inquiry and direct instruction methods. Over a six week period, sixty class VII students received three different instructional approaches (*direct instruction, inquiry-based, and both methods*), three times per week for fourty minutes intervals on 'Air', and the group receiving both methods yielded the highest results as measured by the achievement test on science. The research was conducted with the use of a quasi-experimental design where there is a pretest, a treatment and a post-test, (the new treatment being given to two of the three groups). There is one control group; three groups are pre-tested at the beginning of the research. Later two groups were exposed to the treatment. After the intervention of six weeks period, three groups were post-tested. Results suggest that the group that was instructed using both methods – the inquiry and the direct methods, experienced favorable results.

Key Words : Direct instruction; Inquiry-based instruction; Science learning; Discovery learning; Critical Thinking.

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INTRODUCTION

A number of conditions for optimal learning and improvement of performance have been uncovered through research on learning and skill acquisition (Bower & Hilgard, 1981; Gagne, 1970). The most cited condition concerns the pupils' motivation to attend to the task and exert effort to improve their performance. In addition, the design of the task should take into account the preexisting knowledge of the learners so that the task can be correctly understood after a brief period of instruction. The pupils should receive immediate informative feedback and knowledge of results of their performance. Besides, the pupils should repeatedly perform the same or similar tasks. When these conditions are met, practice improves accuracy and speed of performance on cognitive, perceptual, and motor tasks (Fitts & Posner, 1967; Gibson, 1969; Welford, 1968).

Science education encompasses a significant part of a child's formal and informal education. In order to solve everyday problems, children consciously or unconsciously engage in scientific thinking and analysis of situations. This scientific approach to solving everyday problems needs to be encouraged and developed in a formal educational setting where teachers continuously change and organize curriculum and instruction to meet the needs of their children (Poon, Tan & Tan, 2009). There are two familiar methods of teaching science in the classrooms of secondary schools: the inquiry and the direct instruction methods of teaching. In the inquiry method of teaching the teachers follow the general principle of providing materials and setting the environment for the children to experiment, discover, ask questions and give answers and also receive positive feedback from the teacher. On the other hand in the direct teaching of the science lesson, the teachers provide the materials, give instructions pertaining to any experiments to be conducted, guide the experiments, ask leading questions and also give out relevant facts for the topic to be discussed. Although many studies have investigated the effects of types of instruction on learning and motivation, in our country its benefits on science learning have scarcely been systematically demonstrated. In the present study, a detailed investigation has been conducted to explore the effect of teaching science to children at the secondary level, using a curriculum that merges both the inquiry and direct instruction methods.

STATEMENT OF THE PROBLEM

There exists research done by professional educators and theorists who posit statements and provide evidence in support of both the inquiry method and direct instruction method of teaching science.

In the inquiry method of teaching science at the secondary level, the general principle involves providing materials and setting the environment for the children to perform experiment, discover, ask questions and give answers and also receive positive feedback from the teacher. On the other hand the method of direct teaching is practiced in many public schools at the secondary level involves giving instructions pertaining to any experiment to be conducted, guiding the experiments, asking leading questions and also giving out relevant facts for the topic to be discussed. The use of each of these methods for teaching – almost independent of the other – has intrigued me to the point where I have decided to conduct an investigation into the effect of teaching science to children at the secondary level, using a curriculum that merges both the inquiry and direct instruction methods. In this regard I have turned our focus on Government aided School X at Habra, North 24-Parganas, West Bengal.

School X has been implementing the direct method of teaching science for years. This method has not resulted in significant improvement in the children's Terminal Examination science test scores. It was noted that the children also become teacher dependent. I strongly feel that merging an inquiry-based curriculum with the direct instruction strategy should help to improve the student's performance and foster an independent learning style.

REVIEW OF LITERATURE

Many of the researchers see benefits of using inquiry-based method of teaching. Moreover, the curriculum and instructions should be changed to include more hands-on activities to promote inquiry-based teaching (Poon, Tan & Tan, 2009). Students learn best when they take an active role and practice what they have learned (Smart & Csapo, 2007). It's very important that in order to facilitate inquiry-based learning, the teacher make simple changes and organize the classroom in a way so she could manage transition and gain attention as the children use hands-on investigative activities, use of science journals, use of group-based activities, and guided students to reflect on their learning process. It is also very important that teachers have the knowledge of how to provide and sustain enquiry-based learning environment. Some researchers also suggest that before teaching, the pre-service teachers should be exposed to inquiry-based method at college level. It is suggested that the pre-service teachers who are taught using inquiry-based method are more likely to develop hands-on activities for their science classroom (Hohloch, Grove & Bretz, 2007). Teachers who are exposed to inquiry-based learning are more likely to link science experiments to everyday life. Theorists such as John Dewey believed that inquiry-based scientific approach could improve education. Dewey advocated that teachers should always let children use their natural activity and curiosity when learning about a new concept (Vandervoort, 1983; Dewey, 2008). Dewey also believed that the child should be given an opportunity where he/she can follow their interest. Some researchers believe that science should be introduced to a child as an integral part of life and not an isolated problem. They make this claim based on Dewey's approach to the teaching process which requires taking into consideration the psychological needs of the child rather than introducing science as a logical coherent subject (Eshach, 1997; Henderson & David, 2007). Piaget, another theorist believes that as the child grows and his brain experiences intellectual development and he/she starts to construct mental structures through his interaction with the environment which would weigh heavily upon the technique of discovery (Lawson, & Renner, 1975). An inquiry based curriculum would facilitate this type of discovery. It involves three basic components: exploration, invention, and discovery. It is a learning cycle in which students move from one phase to the next as they learn and developmental structures through their interaction with the environment (Lawson, & Renner, 1975).

However, there are some advantages of direct instruction method. Many teachers prefer to use direct instruction method because it is structured and can be assessed with validity. Many researchers advocate direct instructions so children can have planned experience in science rather than incidental experiences as with inquiry method (Mason, 1963). Teachers prefer to use direct instructions because this is the most organized way of teaching (Qablan, et al, 2009). Teachers find it hard to keep students motivating as they are left by themselves to acquire knowledge through inquiry-based learning (Bencze, 2009). It is easier for teachers to assist students with a step by step guide to acquire content rather

than letting them do the activity on their own and get confused. Since it is teacher centered there are no confusions for students as to consider which activity is important to acquire content knowledge. Teachers also have more control as to the flow of the lesson. They can rearrange the activities and decide when they should move on to teach the next topic. Children receive more guidance as teachers make sure that students have understood the step before moving on to the next (Skinner, 1987). It is also considered the best teaching method for learning content and new skills. Robertson made a very important point in his article that not every science topic can be taught using the inquiry method (Robertson, 2007). There are some subjects such as astronomy and other natural sciences that can only be taught with charts and visual graphs.

For the direct instruction method, it is possible for students to forget scientific facts given as rote memorization which is sometimes used as method of imparting information. Dewey was disturbed to see rote memorization and mechanical routine practices in science classroom. The danger with this practice is that students' process skills and abilities to make judgment would not have been significantly developed (Wang & Wen, 2010; Vandervoort, 1983). With direct instruction, the teacher poses the problem and then solves it without giving the child an opportunity to discover. Therefore the child is not given an opportunity to use the necessary process skills. Many teachers are under the false impression that slow learners learn best when the method of direct instruction is used. However, researchers have found that the best method for obtaining satisfactory results is through discovery learning (Ray, 1961).

Based on a research it has been established that using inquiry activities as a supplement to a curriculum based on a traditional lecture method the improvement to students achievement could be greatly enhanced (Marshal & Dorward, 2000). Dewey believes that the child can learn best through inquiry-based teaching where he/she can follow his/her own interest. However, Vygotsky believed that the teacher can set the stage but he/she should also have the greater control as to what and how the activities should be done (Glassman, 2001). It has been noted that teachers can use several methods of teaching science. The use of the inquiry method can provide students with 'hands on experience' and to give students adequate content information, the teacher can replace inquiry learning with direct instruction (Robertson, 2007). Some teachers advocate past method of using memorization. It is generally felt that when individuals forget memorized knowledge there is no critical thinking skill from which they can use to resolve problems. It is therefore felt that for science learning, in addition to content knowledge which is taught through direct instruction teachers should help students to develop process skill which is gained by learning through inquiry activities (Wang & Wen, 2010). Improvement in critical thinking can occur as a result of three instructional variables which are student discussion, explicit emphasis on problem-solving procedures, and an explicit emphasis on methods to encourage critical thinking and self expression (Bangert-Drowns & Bankert, 1990). Some researchers posit the view that using a combination of principles of Dewey and Thorndike educators can find similarities in the work of these theorists to build a curriculum which utilizes inquiry and direct instructions (Soltis, 1988). This method could then be used to enhance the academic achievement of the child.

STATEMENT OF THE HYPOTHESIS

Over a six week period, sixty class VII students in School X will receive three

different instructional approaches (*direct instruction, inquiry-based, and both methods*), three times per week for fourty minutes intervals on 'Air', and the group receiving both methods will yield the highest results as measured by the Science Post-test.

METHODS

PARTICIPANTS :

The participants were selected from class VII students from the School X. The students comprised of sixty girls. They are between the ages of thirteen and fourteen years. Many of them originate from different socio-economic backgrounds.

Although all of the students were born in West Bengal, some parents or grandparents had immigrated from Bangladesh as a result of partition of India.

The School X operates on a Day and provides services for the children from approximately 10:45 am to 04:15 pm daily. It therefore means that the majority of the children are at school for approximately five hours daily.

INSTRUMENTS :

Parent Consent Form
Principal Consent Form
Student Survey
Science Pre-test and Science Post-test

EXPERIMENTAL DESIGN :

Quasi-Experimental Design: Nonequivalent Control Group Design

The research was conducted with the use of a quasi-experimental design where there is a pretest, a treatment and a post-test, (the new treatment being given to two of the three groups). There is one control group; three groups are pre-tested at the beginning of the research. Later two groups were exposed to the treatment. After the intervention of six weeks period, three groups were post-tested. The Symbolic Design for this action research is: OX1O, OX2O, and OX3O.

The possible threats to internal validity were history, maturation, mortality, statistical regression, differential Selection of Subjects, and selection-maturation interaction. There are a few threats to external validity as well. It is believed that generalizable conditions, pretest-treatment, selection-treatment interaction, experimenter effects could be possible threats to external validity.

PROCEDURE :

A six week curriculum of Physical Science, was administered to the children, three days per week for fourty minutes intervals. The children were divided into three groups (Section-A, Section-B and Section-C). Group one was used as the control group and those children were taught by their class teacher, using the original direct instruction method. Group two was taught by the action researcher, using the inquiry method of teaching. Group three was also taught by the action researcher and both the inquiry and direct instruction methods were used. At the commencement of the research, students were given a survey which asked questions to determine the level of parental or adult support existing in each child's home; the child's exposure to nature and their preference of discovering things, either by themselves or by being given the information.

RESULTS

Figure 1 together with Table 1 and Table 2 compare the Pre-test and Post-test Scores of Group-1, Group-2 and Group-3. The groups (Group-2 and Group-3) that were exposed to the inquiry method and the inquiry and direct instruction used together has seen an increase in their post test scores. Group-2 has the highest maximum score.

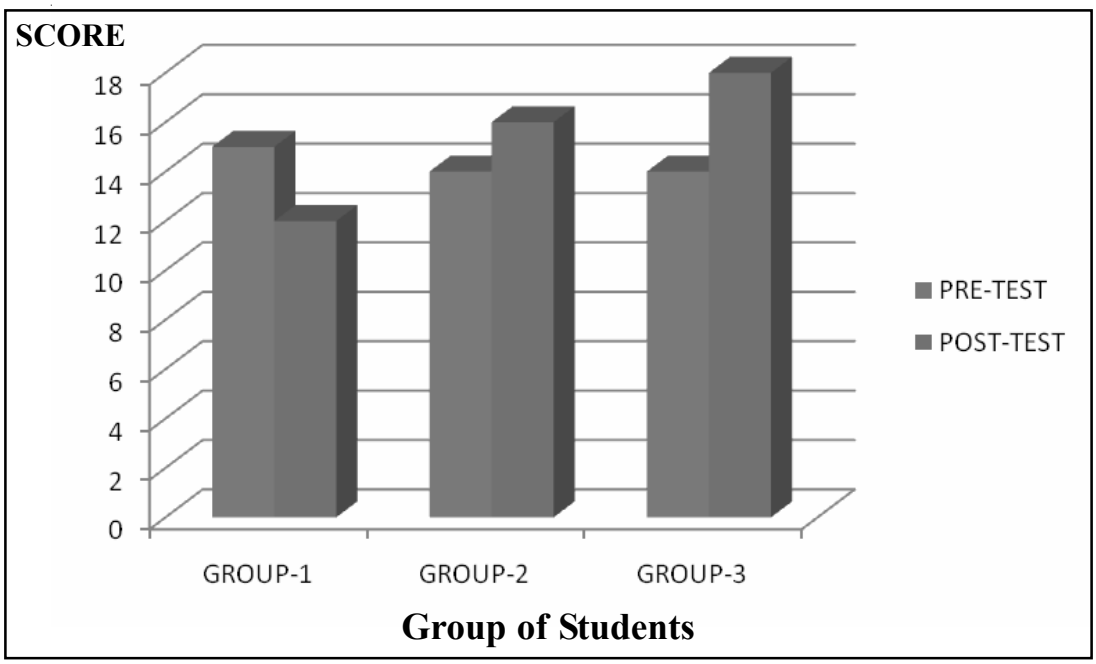

Figure 1 : Comparison of Groups' Pre-test and Post-test Scores; Left bars indicate Pre-Test Score whereas the right bars are for Post-test Scores.

Table 1: Pre-test Data

	PRE-TEST			
	AVE	**MAX**	**MIN**	**RANGE**
Group 1 (VII-A)	15	18	13	05
Group 2 (VII-B)	14	20	11	09
Group 3 (VII-C)	14	19	11	08

Table 2 : Post-test Data

POST-TEST				
	AVE	**MAX**	**MIN**	**RANGE**
Group 1 (VII-A)	12	20	08	12
Group 2 (VII-B)	16	22	12	10
Group 3 (VII-C)	18	21	15	06

However, group two's range was more than that of group three, suggesting that group three's scores were more homogenous and this could have been as a result of the methods used. Even though there has been an increase in the post test average for group two, the range has increased. This gives rise to the notion that using the inquiry method of teaching may not have been ideal for some children who may have been exposed to the direct instruction method for months. On the other hand there has been a decrease in the post-test average of group one students. The range has also increased. According to the pre survey done, the child with the highest score in this group lives with an extended family and enjoys self discovery. I cannot conclusively link her success to these facts simply because less successful children in that group also shared some of the same demographics.

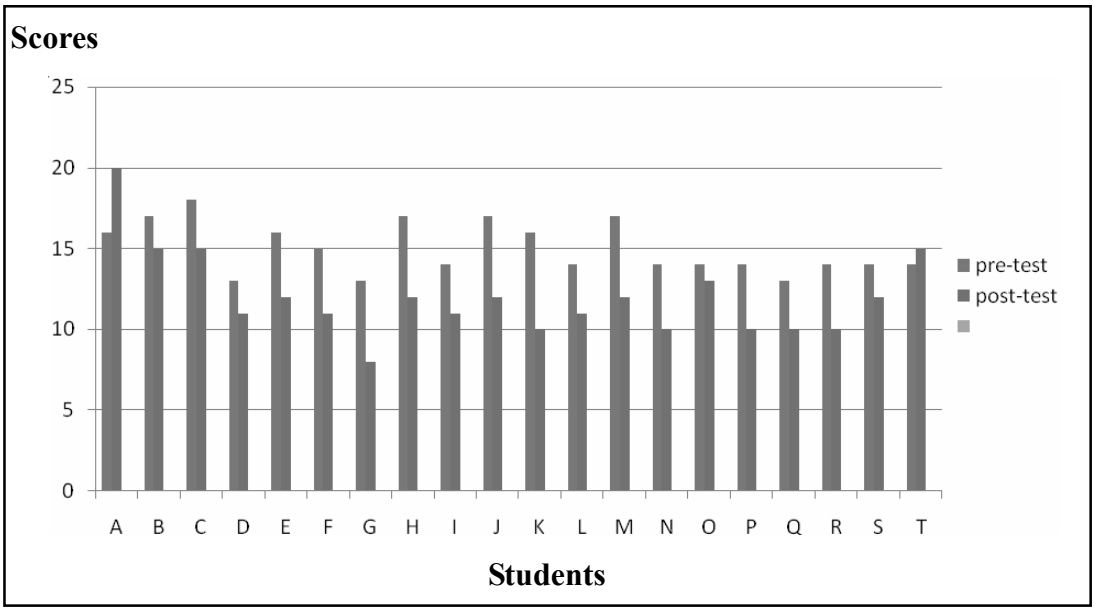

Figure 2 : Comparison of Individual Pre-test and Post-test Scores of Group 1 (VII-A).

[Left bars indicate the Pre-Test Scores while the right bars are for Post-Test Scores.

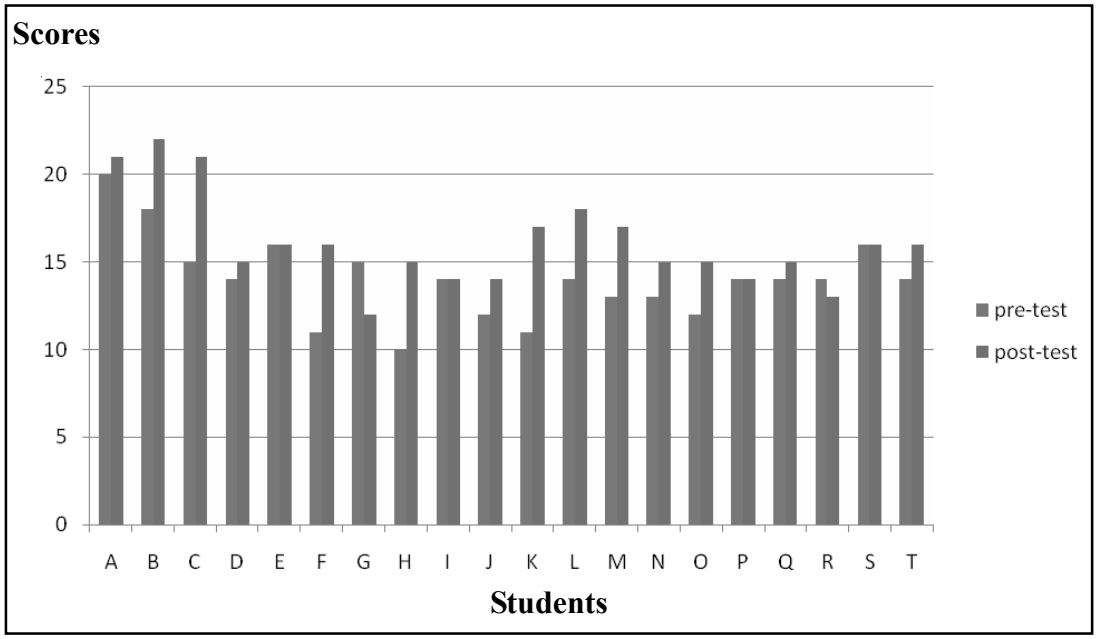

Figure 3: Comparison of Individual Pre-test and Post-test Scores of Group 2 (VII-B).

[Left bars indicate the Pre-Test Scores while the right bars are for Post-Test Scores.

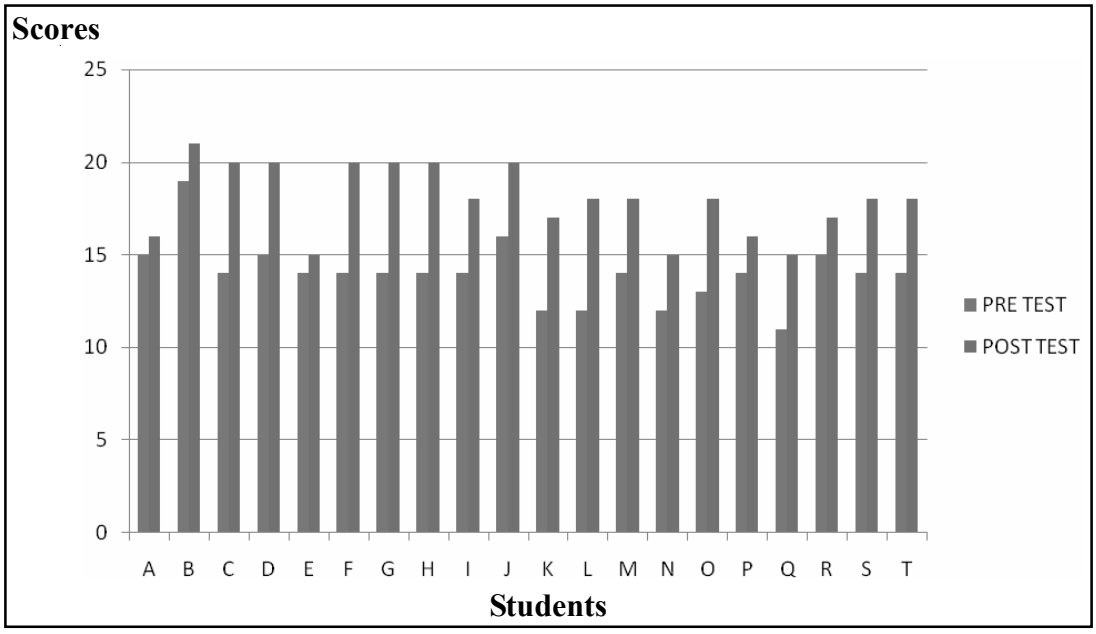

Figure 4: Comparison of Individual Pre-test and Post-test Scores of Group 3 (VII-C).

[Left bars indicate the Pre-Test Scores while the right bars are for Post-Test Scores.

Analysis of Individual Scores:

Figure 2, Figure 3 and Figure 4 together with Table 3 depict the individual scores for each group. In group one, scores of most students were reduced. In group two, except four students others improved. In group three, each student's average showed significant improvement.

Table 3: Comparison of Individual Pre-test and Post-test Scores

NO. OF GROUP	STUDENTS	PRE-TEST	POST-TEST	% +/-
VII-A	A	16	20	+16%
	B	17	15	-8%
	C	18	15	-12%
	D	13	11	-8%
	E	16	12	-16%
	F	15	11	-16%
	G	13	08	-20%
	H	17	12	-20%
	I	14	11	-12%
	J	17	12	-20%
	K	16	10	-24%
	L	14	11	-12%
	M	17	12	-20%
	N	14	10	-16%
	O	14	13	-4%
	P	14	10	-16%
	Q	13	10	-12%
	R	14	10	-16%
	S	14	12	-8%
	T	14	15	-4%

NO. OF GROUP	STUDENTS	PRE TEST	POST TEST	% +/-
VII-B	A	20	21	+4%
	B	18	22	+16%
	C	15	21	+24%
	D	14	15	+4%
	E	16	15	-4%
	F	11	16	+20%
	G	15	12	-12%
	H	10	15	+20%
	I	14	13	-4%
	J	12	14	+8%
	K	11	17	+24%
	L	14	18	+16%
	M	13	17	+16%
	N	13	15	+8%
	O	12	15	+12%
	P	14	14	0%
	Q	14	15	+4%
	R	14	13	-4%
	S	16	16	0%
	T	14	16	+8%

NO. OF GROUP	STUDENTS	PRE TEST	POST TEST	% +/-
VII-C	A	15	16	+4%
	B	19	21	+8%
	C	14	20	+24%
	D	15	20	+20%
	E	14	15	+4%
	F	14	20	+24%
	G	14	20	+24%
	H	14	20	+24%
	I	14	18	+16%
	J	16	20	+16%
	K	12	17	+20%
	L	12	18	+24%
	M	14	18	+16%
	N	12	15	+12%
	O	13	18	+20%
	P	14	16	+8%
	Q	11	15	+16%
	R	15	17	+8%
	S	14	18	+16%
	T	14	18	+16%

Analysis of variance (ANOVA) is a sensitive monitor for comparing more than two groups on a single variable (Chaudhuri, 2013). The result of one way ANOVA (Table 4) has indicated that students exhibit significant differences in their scientific achievement depending on the type(s) of instruction used. However, closer analysis using t-test (Table 5) reveals that the differences in post-test scores are due to Group-1. The difference in post-test scores disappears completely when Group-2 and Group-3 are considered as revealed from the t-test (Table 5). Furthermore, Group 3, the group which receives both direct and inquiry based instructional methods, exhibits highest post-test score.

Table 4 : One-Way ANOVA results of Post Test Scores

	N	Mean	Variance	F	P
Group 1	20	12	6.95		
Group 2	20	16	7.37	31.11	P < 0.001*
Group 3	20	18	3.68		

*** At the 0.001 level, the means are significantly different.**

Table 5: t-test results for differences based on Post-Test Scores

	N	Mean	Std Dev	t	df	P
Group 1	20	12	2.64	4.73	18	P < 0.001*
Group 2	20	16	2.71			
Group 1	20	12	2.64	8.22	18	P < 0.001*
Group 3	20	18	1.92			
Group 2	20	16	2.71	2.69	18	P > 0.001
Group 3	20	18	1.92			NS

NS= Not significant, *= significant at 0.001 level

CONCLUSIONS AND FUTURE DIRECTIONS

It is interesting to note therefore that no theorist (Erickson, Piaget, Dewy, Vigotsky, Thorndyke, Skinner and Gardner) has condemned or totally disagreed with any of these methods. They have identified the strengths and weaknesses in both of these methods of instruction. However, the inquiry method seems to be the one that is more highly favored, especially by advocates of the child centered curriculum. It was difficult to find research that totally favored and supported the direct instruction approach, except in research done by Skinner, (1987) where he advocates that all of science was not meant to be rediscovered and some concepts cannot be taught using the inquiry method of instruction. Some researchers seem to be fearful that this type of support would contradict early childhood educators' beliefs that the early childhood education classroom is based on learning through discovery where the child can follow his/her own interest which, according to Dewey, is supported through inquiry-based teaching (Glassman, 2001).

The results of the present study indicate that the group that was instructed using of both methods – the inquiry and the direct methods, experienced favorable results. Group-3 showed improvement in the post test and also a narrowing of the range. This indicates that at the end of the treatment period they had become a more homogenous group. On the other hand, the underperformance of group-1, a post discussion with the students reveals that they were not enjoying their old method of having information disseminated by their teacher. They indicated their preference of working with group two whose instructional method revolved around the inquiry based curriculum.

However, a larger research group would have been more representative of the data gathered. The different rates of maturation also seemed to play a role in the students' abilities to focus on their specific task. Hence, there is need for more research in order to validate these findings. Further extension of the present research to encompass comparative studies of the effect of types of instruction on learning science, humanities and languages should be of considerable interest in relation to studies on improvement on teaching-learning situations, including its applications in classroom teaching.

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PEER ATTITUDE TOWARDS SPECIAL NEEDS CHILDREN IN MAINSTREAM CLASSROOM

Arpita Nathak *

ABSTRACT :

This study was conducted to measure the attitude of peers towards his/ her special needs friends of two districts, North 24 parganas and Birbhum, West Bengal. A total 300 samples were purposively taken from different secondary schools in North 24 parganas and Birbhum districts. Attitude base questionnaire developed by **Chedoke-Mc Master** (1995(CATCH) was used for collection of relevant data. The questionnaire consists of 36 items under three components (viz behavioral component, affective component and cognitive components). Scoring key of CATCH item was developed according to Likert 4 points scale. Results indicate that girls' attitude was more favorable towards special needs children than the attitude of boys. Students in the age group 9 to 13 years and students from Hindu religion possess more favorable attitudes towards their challenged peers. In this study it was again found that family income of the non- challenged students' also important criteria for acceptance of children with special needs as a peer in mainstream classroom.

Key Words **:** social participation, peer attitude, social inclusion, special educational needs.

INTRODUCTION :

Many schools are committed to inclusive classrooms for students with severe disabilities. But, numerous observational studies of inclusive classrooms draw the same conclusion that social interactions among students with severe disabilities and their nondisabled classmates remain fairly infrequent (Aiken, Arampatzi., Mouratidou & Evaggelinou, 2002). Recent study on Children with special needs describes the use of peer support arrangements to increase social interactions in high school classrooms between

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students with severe disabilities and their classmates and teachers. The study on Children with special needs describes how the peer support program worked and examined the kinds of social support students with severe disabilities received from their peers and compared it with the support they receive from the paraprofessionals individually assigned to them (Peter,Rosenbaum, Robert, Armstrong, Susanne & King, 1986). Peer support means physical, social, as well as the emotional support from a friend to another friend. Peer support is mutually offered among persons having some mental health status. It is necessary to bring about a desired peer. Again peers support is e4ssential improve attitudes of the non- disabled students towards their disabled peers. It will increase the chances of social success for the disabled child. Peer support is "a system of giving and receiving help founded on key principles of respect, shared responsibility, and mutual agreement of what is helpful" (Vignes,Coley, Grandjean, Godeau & Arnaud, 2008).Through the process of offering "support, companionship, empathy, sharing, and assistance," "feelings of loneliness, rejection, discrimination, and frustration" frequently encountered by persons who have a severe psychiatric disorder are countered.

Researchers studied on peer support on the basis of gender. Most research supported that girl express more positive attitude towards disabled peers than the boys. (Jaffe, 1966; Rapier et. al., 1972; Sipersteil et.al., 1977; Voeltz, 1980,1982; Krajewski & Hide, (2000); Krajewski et. al. (2002). Although there are a few exceptions (Sipersteil & Gottlieb, 1977; Mc Conkey et. al., 1983) also found that compared to women, men tend to have more negative attitudes towards people with disability. The reason for difference could be the empathic and caring nature of girls. Tirosh et. al. (1997) also demonstrated the effect of the gender of their study. Pettigrew & Tropp (2006) observed in their study that in an ideal inclusive setting atmosphere student's attitude towards peers with disability would be positive.

Rimmeren et. al. (2000), Manetti et. al. (2001) concluded that the different levels of social contact were expected to influence the level of acceptance of students with disability by their non- impaired peers. Voeltz, (1980) found that positive attitude of the peers towards disabled learners mainly depends upon the amount of interaction and actual contact between challenged and non challenged peers. Jaffe (1966) reported that high schools students who interact regularly with retarded peers ascribed a greater number of favorable traits to the retarded stimulus than people without contact experience.

Cronk, (1979), Mc Hale & Simenssom, (1980) found that the non- disabled children who volunteer to participated in a buddy program showed significant favorable attitude towards their challenged friends. Friedman, (1975) also reported that a peer- peer play intervention improved positive attitude among disabled & non disabled peers.

Tirosh et. al. (1997) & Gaad, (2004) found that peer attitude towards disabled learners is culture dependent. In a recent study Lupua et. al. (2011) found that most peers are willing to except a child with disability as a desk-mate.Worldwide, an estimated 650 million people live with disability and about a quarter of them are younger than 18 to 19

years (World Health Organization, 2011). While inclusive education has been proposed as a means of promoting integration among children with his/ her disabilities and their peers, its implementation is still a matter of conflict in many countries in world (Christensen, 1996; Garuba, 2003; Rousso, 2003; Ajuwon, 2008).

Without peer support the challenged learners are unable to get physical, cognitive, instructional and socio- emotional support in the mainstream inclusive classroom and thereby their integration will be hampered. Though peer support is considered as an important factor for educational and social inclusion sufficient studies was not done or are not available to the present researcher even after a long survey of related literature.

OBJECTIVES :

1. To investigate the attitude of peers towards their friends with special needs.
2. To study the attitude of peers towards their special needs friends on the basis of some selective variables (viz. sex, age, religion, caste etc).

METHODOLOGY :

Sample :

A total of 300 samples were taken purposively from secondary mainstreaming schools. The samples were taken from classes' v-xii. Those samples were taken into consideration who have one or more special needs friends in their class. Table show the demographic features of the respondents.

Table No. – 1

Independent variables		Total no.
Age	9-13	157
	14-19	143
Gender	Boys	124
	Girls	176
Religion	Hindu	267
	Muslim	33
Caste	General	204
	Schedule caste	59
	Schedule tribe	11
	Others back ward class	26
Family income	Below 20,000/-	242
	20,001/- and above	58
Habitat	Urban	102
	Semi urban	129
	Rural	69

Independent variables		Total no.
Family structure	Nuclear	191
	Joint	67
	Broken	42
Number of siblings	0	65
	1	88
	2	107
	3 and above	40
Number of challenged children in class	1	131
	2	127
	3 and above	42
Types of disability	Physically	160
	Mentally	89
	Physically and mentally	51

TOOLS :

Questionnaire and demographic data sheets were used for collection of data. The questionnaire was formulated by "**Chedoke-Mc Master." "Chedoke-Mc Master Attitudes towards Children with Handicaps (CATCH) Scale."** was used for collection of data. The questionnaire consists of 36 Likert's type (four point scale) items. (e.g.: strongly agree, agree, disagree and strongly disagree). Out of 36 items 15 items are negative and 21 items are positive. Scoring key for all positive items are 4, 3, 2, 1 and for negative items are 1, 2, 3, 4. Highest possible score is 144 and lowest possible score is 36. The CATCH scale contains 36 items, with 12 items for each of the three components covering the affective, behavioral and cognitive component.

COLLECTION OF DATA :

For collection of data the investigator helped the respondents to answer in the questionnaire as needed. The response sheets were collected personally by the investigator. The investigator then cleaned and quantified the response sheets as much as possible and tabulated systematically for further statistical analysis.

RESULT :

Following table shows the result of the study on the basis of certain demographic features.

Table No. – 2

Independent variables		Total no.	Total score	Mean	Standard deviation	Degree of freedom	F-test/ T- test	
Age	9-13	157	15986	101.82	69.79	298	2.45	Significant at 0.05 &0.01
	14-19	143	12548	87.75	94.67			
Gender	Boys	124	10757	86.75	53.22	298	2.04	Significant at 0.05 &0.01
	Girls	176	17380	98.75	45.48			
Religion	Hindu	267	25715	96.31	134.89	298	2.49	Significant at 0.05 &0.01
	Muslim	33	3044	92.42	58.89			
Caste	General	204	19833	97.22	152.58	298	0.0002	Not Significance at 0.05 &0.01
	Schedule caste	59	5532	93.76	24.25			
	Schedule tribe	11	1009	91.73	34.12			
	Others back warded class	26	2435	93.65	18.03			
Family income (monthly)	Below 20,000/-	242	23401	96.70	69.79	298	3.52	Significant at 0.05 &0.01
	20,001/- and above	58	4377	75.47	30.64			
Habitat	Urban	102	9950	97.55	98.04	298	0.0003	Not Significance at 0.05 &0.01
	Semi urban	129	12184	94.45	101.01			
	Rural	69	6713	97.29	31.81			
Family structure	Nuclear	191	18127	94.91	150.54	298	0.0008	Not Significance at 0.05 &0.01
	Joint	67	6761	100.91	84.07			
	Broken	42	3951	94.07	101.69			
Number of siblings	0	65	6189	95.22	143.15	298	0.004	Not Significance at 0.05 &0.01
	1	88	8532	96.95	84.50			
	2	107	9185	85.84	99.90			

FINDINGS :

From the analysis of the study it is observed that the peer group attitude towards special needs children;

1. When the ages of the samples were considered it was found that 9-13 years students possesses more positive attitude towards their challenged friends. The mean difference is significant.

2. When genders of the samples were considered it was found that the girls possess more positive attitude towards their challenged friends. The mean difference is significant.

3. When religions of the samples were considered it was found that Hindu's were more positive attitude towards their special needs friend and the mean difference is significant.

4. When castes of the samples were considered it was found that the general caste learners possess more positive attitude towards their challenged friends though this result is not significant.

5. When family income of the samples were considered it was found that the children having monthly income 20,000/- possess more positive attitude towards their challenged friends and here mean difference is significant.

6. When habitats of the samples were considered it was found that the children living at semi-urban areas possess more positive attitude towards their challenged friends.

7. When the family structure of the samples were considered it was found that the samples from joint family possess more positive attitude towards their challenged friends.

8. When the numbers of siblings of the samples were considered it was found that the samples having one brother or sister they possess more positive attitude towards their challenged friends.

9. When the numbers of challenged children in class of the samples were considered it was found that who has 3 and above challenged friends in class possess more positive attitude towards their challenged friends.

10. When the types of disability of challenged friends of the samples were considered it was found that who has physically and mentally both challenged friends in class possess more positive attitude towards their challenged friends.

DISCUSSION :

In India and in West Bengal the concept of inclusive education was started since 1996 to make inclusive education for the challenged a grand success peer support is

essential in India research on peer support is almost negligible area as most researchers in the field of inclusive education are reluctant to study in the field of peer support services.

In the present study it was found that the general attitude of children towards their disabled peers is good though it is not totally favorable. There is a significant relationship between the age and the general attitudes of peers towards their challenged friends. The present investigator did not found any research works which establish a relationship between the age and the general attitudes of peers towards their non disabled friends.

A significant positive relationship also found between the gender and the general attitude of peers. In the present study the investigator found that girls possess more favorable attitude towards their disabled peers than boys and this result is again significant. This result is in the line of most of the researchers studied in these particular variables.

Again religion of the students is also an important factor for accepting the non disabled peers. In the present study it is found that the peers from Hindu faith possess more favorable attitude towards their challenged friends than the students' from Muslim faith.

Family income is also an important factor for peer acceptance. In the present study it was found that present study it was found that children which monthly family income is below 20,000/- possess more favorable attitude towards their disabled peer. This result is significant.

The lack of an individual education plan is another factor that has the non disabled peers' impact on children's attitudes towards their disabled classmates.

According to right to education act (2009) disabled children to be educated in the mainstream school and not be discriminated. To educate challenge learners in the mainstream schools, according to RTI Act, peer attitude must be favorable. It means that the school must create a scope of making aware to all the children of the school regarding the importance of peer attitude as well as how to develop a positive attitude.

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COMPARATIVE STUDY OF PRESCRIBED EXERCISES PROGRAMME ON AGILITY OF RURAL AND URBAN SCHOOL BOYS

Dr. Sanjoy Mitra *

ABSTRACT

Agility is an essential component of physical fitness. The purpose of the study is to test improvement of the endurance of rural and urban school boys after 8 weeks selected exercise treatment. The subject was randomly selected, age group ranging below 13 years and below 16 years school boys. Total subjects were 160 and they were divided into two groups. One is controlled (80) and another one is experimental (80). Agility was measured by standard protocol of Boomerang Test. For statistical analysis 't' test was used and level of significance was determined at 0.05 level and 0.01 level.

Key words : Agility, selected exercise treatment, below 13 years and below 16 years rural and urban school boys.

Introduction :

Play is a very old method of performing spontaneous and random muscular movement from a smaller creature to well developed animals. Such a spontaneous and natural muscular actions comprise fun, recreation and satisfaction. Play is involved with physical exercises and physical fitness components. Human being of all ages need exercise in order to enjoy a full measure of health. Along with balanced diet, physical exercise plays a vital role in achieving a long disease-free life.

Physical exercise means bodily exertion for health. Exercise is a sort of food to the body without exercise an effective improvement and maintenance of performance prevent capacity can not take place. Exercises are used to prevent injury to improve performance and as a psychological preparation for any kind of physical activity. Fitness can be described as a condition that helps us for better look, pleasant feel and do our best. According to 'Nixon' – "Physical fitness refers to the organic capacity of the individual to perform the normal task of daily living without undue tiredness or fatigue having reserves of strength and energy available to meet satisfactorily any emergency demands suddenly placed upon him".

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Agility of movement seems to be a rather general quality present in both arm and leg movements which is of course, necessary in a number of skilled acts, and at the same time, apparently highly trainable. The relative independence of strength and speed, however suggests that if some kind of weight training is given preparatory to athletic performances which require rapid movements, training should include movement which although "overloaded" could be rapid and similar in quality to those desired in the sports skill.

Studies on age-related changes in balance control have shown changes in the neuro-muscular response characteristics including decreased muscle strength, a slowing of response latencies, occasional disruption in response organization, and an increased co-activation of agonist and antagonist muscles when responding to threats to balance. In addition, older adults show more problems than young adults when balancing under conditions in which sensory inputs were reduced in walking speed and in stride length, with an increased double support phase. This was accompanied by increases in co-activation of muscles around the ankle joint. Older adults show less power generated by the planter flexor muscles at push, which could cause the reduced stride length. The reason for the weaker push-off could be reduced muscle strength (Woolacott, 1996).

METHODOLOGY

The total subjects of this study were 160 on rural and urban school boys, age ranging below 13 years and below 16 years groups. In the below 13 years age group 40 boys from rural school and same from urban schools. In the below 16 years age group 40 boys from rural school and same from urban schools had been randomly selected of the study.

a) Practice Schedule

Period of treatments were 8 weeks and each group practiced three days in a week and duration was one hour per day from 3.30 p. m. to 4.30 p. m.

Chart 1 : Weekly Training Schedule

Day	Time	Duration	Procedure
Monday	3.30 pm.–3.45 p.m.	15 min.	Warm up with jogging, loosening exercises, striding, stretching, exercises, wind sprint.
	3.45 p.m.– 4.15 p.m.	30 min.	**Sprint (For Agility)** **Start from different position :** 1) Start from standing position – 10 m. × 5 2) Crouch start – 10 m. × 5 3) Starting from sitting position– 10 m. × 5 4) Starting from lying position – 10 m. × 5 5) Starting with tactical signal – 10 m. × 3 6) Shuttle run – 15 m. × 5
	4.15 p.m.– 4.30 p.m.	15 min.	Cooling down.

Day	Time	Duration	Procedure
Wednesday	3.30 pm.– 3.45 p.m.	15 min.	Warm up with jogging, loosening exercise, striding stretching exercises, wind sprint
	3.45 p.m.– 4.15 p.m.	30 min.	1) Running with change of direction indicated by whistle – 100 m. × 3 2) Zigzag running – 50 m. × 5 3) Shuttle run – 15 m. × 5
	4.15 p.m.– 4.30 p.m.	15 min.	Cooling down.
Friday	3.30 pm.– 3.45 p.m.	15 min.	Warm up with jogging, loosening exercise, striding stretching exercises, wind sprint
	3.45 p.m.– 4.15 p.m.	30 min.	1) Shuttle run – 15 m. × 6 2) Zigzag running – 50 m. × 5 3) Start of sitting position – 10 m. × 5 4) Crouch start – 10 m. × 5
	4.15 p.m.– 4.30 p.m.	15 min.	Cooling down

b) Criteria Measured :

The personal data, age (year), height (cm.) and weight (kg) were measured by date of birth certificate, stadiometer, and weighing machine. Agility measured by standard protocol of Boomerang Test. For statistical analysis 't' test was used and level of significant was determined at 0.05 level and 0.01 level.

RESULT AND DISCUSSION :

Table –1 : Comparison of Agility Below 13 years and Below 16 years Experimental Pre and Control Pre Rural and Urban Boys

Variable	Expt. Pre test Mean ± SD	Control Pre test Mean ± SD	SE_D	Obtained t value
Below 13 years				
Rural Boys	12.22 ± 0.19	12.53 ± 0.86	0.20	1.57 NS
Urban Boys	12.42 ± 0.42	12.02 ± 0.20	0.10	3.93**
Below 16 years				
Rural Boys	12.09 ± 0.12	12.37 ± 0.32	0.08	3.67**
Urban Boys	11.85 ± 0.46	12.48 ± 0.41	0.14	4.51**

** Sig. at 0.01 level, NS is Not Significant.

Table –1 reveals that the mean score of agility below 13 years the expt. pre test and control pre test of rural boys were 12.22 ± 0.19, 12.53 ± 0.86 respectively and t value was 1.57 (Not significant). On the other hand the expt. pre test and control pre test mean score of urban boys were 12.42 ± 0.42, 12.02 ± 0.20 respectively and t value was 3.93 (Significant at 0.01 level). The table shows that the mean score of agility below 16 years the expt. pre and control pre test of rural boys were 12.09 ± 0.12, 12.37 ± 0.32 respectively and the t value was 3.67 (Significant at 0.01 level). On the other hand the expt. pre and control pre test mean score of urban boys were 11.85 ± 0.46, 12.48 ± 0.41 respectively and t value was 4.51 (Significant at 0.01 level).

Table – 2 : Comparison of Agility Below 13 years and Below 16 years Experimental Pre and Experimental Post Rural and Urban Boys.

	Variables	Expt. Pre test	Expt. Post test	SE_D	Obtained t value	Improvement occurred
		Mean ± SD	Mean ± SD			
Below 13 years						
Rural	Boys	12.22 ± 0.19	12.08 ± 0.11	0.05	6.34**	1.14%
Urban	Boys	12.42 ± 0.42	12.12 ± 0.24	0.11	4.94**	2.41%
Below 16 years						
Rural	Boys	12.09 ± 0.12	12.03 ± 0.08	0.03	5.20**	0.49%
Urban	Boys	11.85 ± 0.46	11.62 ± 0.41	0.14	3.30**	1.94%

**Sig. at 0.01 level.

Table–2 indicates that the means score of agility below 13 years the Expt. pre test and Expt. post test of rural boys were 12.22 ± 0.19, 12.08 ± 0.11 respectively and the t-value was 6.34. It was significant at the 0.01 level. It was also observed that the mean score of agility below 13 years Expt. pre test and Expt. post test of urban boys were 12.42 ± 0.42, 12.12 ± 0.24 respectively and the t-value was 4.94. It was also significant at the 0.01 level. From table it was observed that the mean scores of below 13 years post test of experimental groups for rural and urban subjects increased their agility after participating eight weeks exercise programme lower the score better the result so exercise programmes influenced the performance. The exercise treatment had positive effect. It was observed that the mean scores of agility of below 13 years rural boys improved by 1.14% and that of below 13 years urban boys improved by 2.41% after 8 weeks of exercise programme.

The table shows that the mean score of agility below 16 years Expt. pre and Expt. post of rural boys were 12.09 ± 0.12, 12.03 ± 0.08 respectively and the t-value was 5.20. It was significant at 0.01 level. On the other hand it was also indicated that the mean score of agility below 16 years expt. pre and expt. post of urban boys were 11.85 ± 0.46, 11.62 ± 0.41 respectively and t-value was 3.30. It was significant at 0.01 level. The means scores of below 16 years of experimental post test groups for rural and urban boys increased their agility, i.e. the lower the mean scores better the result. So exercise programme of eight weeks influenced on performance. It had positive effect.

Barrik and Banerjee (1990) observed that after 6 weeks conditioning programme speed, strength, increased significantly.

According to Espenschade (1947) both boys and girls increased in agility performance up to 14 years of age after which girls seemed, to decline while boys rapidly gained in agility performance.

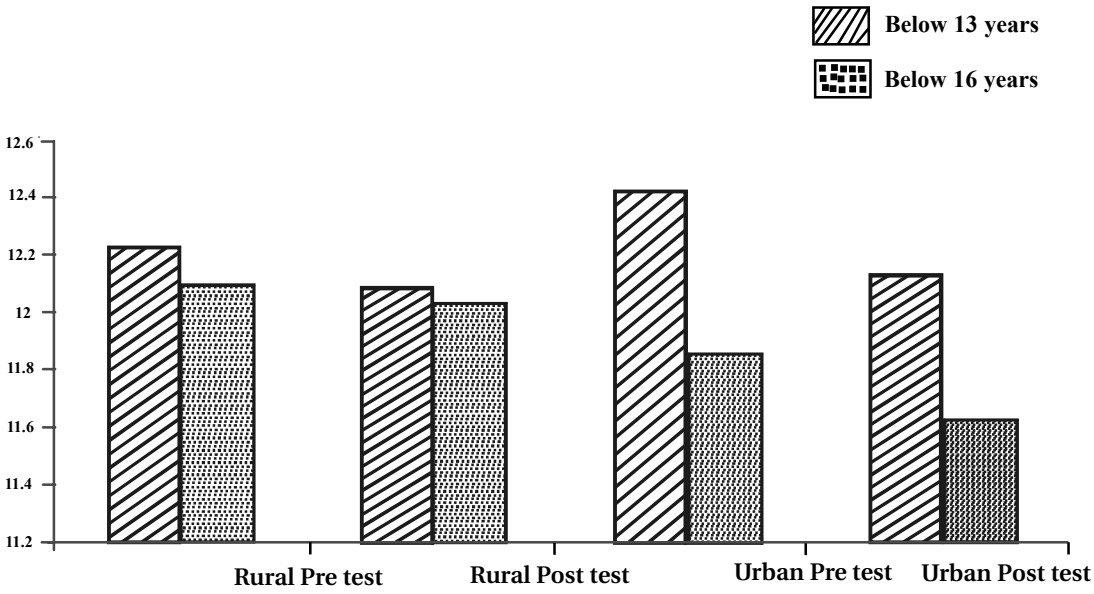

Fig. 1 : Mean and SD of Agility below 13 years and below 16 years Expt. Pre and Expt. Post of rural and urban boys group

Table – 3 : Comparison of Agility Below 13 years and Below 16 years Experimental Post Test Rural and Urban Boys

Variables	Age Group	Experimental Post Test (Mean ± SD)	SE_D	Obtained t value
Rural Boys	Below 13 years	12.08 ± 0.11	0.06	0.78 NS
Urban Boys		12.12 ± 0.24		
Rural Boys	Below 16 years	12.03 ± 0.08	0.09	4.41**
Urban Boys		11.62 ± 0.41		

*Sig. at 0.05 level, NS is Not Significant.

Table–3 shows that the mean score of agility below 13 years Expt. post test of rural and urban boys were 12.08 ± 0.11 & 12.12 ± 0.24 respectively and it was not significant. This table also shows that the mean scores of agility below 16 years Expt. post of rural and urban boys were 12.03 ± 0.08 & 11.62 ± 0.41 respectively and it was significant at 0.01 level.

CONCLUSION

1. The agility of below 13 years and below 16 years rural and urban boys were improved through the participation in exercise programme.

2. It was observed from the experimental post test mean scores that the agility of below 13 years rural boys was better than that of urban boys.

3. The agility of experimental post test mean scores of below 16 years urban boys was better than that of rural boys.

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PARENTAL READINESS FOR DIGITAL CHILD

***Barnali Mandal* ***

ABSTRACT :

Our little kids are blossoming in digital world, so technology is sprinkling everywhere in their lives. They play with digital toys, laptops, and mobile phones etc. which are available for children to search and integrate their cognition. They may notice cameras, DVDs, electronic keyboards, CDs, computers, iPads, TV and mobile phones in use around them and because young children are curious and want to make sense of their world, they are keen to become involved. While there are some sorts of disciplinary mechanism in educational institutions for safe and efficient use of digital technology, but whether in home parents are involved during their children's digital technology use? This paper focuses on what parent can do to help their young learner to ride out the digital world and how they can connect with their child for right digital explorations.

Key Words : Digital technology, digital literacy, Parental readiness, cognitive development, social development, technological development.

INTRODUCTION :

Once Radio was the latest technology in our homes, and then came television, videos and computers one by one. The children of this generation are growing up in a rapidly changing digital age that is far different from that of their parents and grandparents. Parents and educators have many questions about young children's play with computers and other technologies. They cannot decide that what the best is for their children because these toys and products weren't around them when they were young. There are different views about the use of digital technology. Some of them say that children have affection for technology that will be valuable in their future lives. Others think that children should not be playing with technology when they could be playing outside.

DIGITAL TECHNOLOGY :

Digital technology refers to describe the use of digital resources like electronic tools, systems, devices and resources that generate store or process data in a digital context. These encompass the use of social media, online games and applications, multimedia, productivity applications, cloud computing, interoperable systems and mobile devices.

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DIGITAL LITERACY :

Digital literacy covers finding and choosing suitable information, critically examining and re-contextualizing knowledge. In short, digital literacy allows young people to participate meaningfully and safely as digital technology becomes ever more general in society. Schools are increasingly encouraged to use of ICT in all subject areas across both the primary and secondary curricula. Considering how digital literacy supports subject knowledge can help to ensure that technology-use enhances teaching and learning rather than simply becoming an 'add-on.'

Now, the point is that, if digital technology is used wisely through its literacy, it can support a child's learning. It engages in sharing experiences that raise the potential for children's learning and development that can support children's relationships both with adults and their peers.

SPROUTING OF A CHILD IN DIGITAL WORLD AND PARENTAL READINESS :

The first big question that what is the right age for the kids to dip into the digital sea. The answer is that there's really no 'right' age. We have started living in the world of Internet of Thing (IOT). Hence parents need to understand the benchmarking of technology use in their child's daily life.

Usually the pre-school kids cannot use a computer without anyone's participation. Here parent can encourage children to become familiar with children's websites, stories and games where meaning is enhanced by sound, movement and colour. These interactive activities are fun, give children control with support from an adult. Always accompanying your child online from the very beginning to make a habit that internet use is a shared activity. And make sure that the laptop, tablet or computer is in a family room when your child is using it.

There are some technological work that parents and child can also do together like taking photographs, finding websites on a laptop, experimenting with electronic keyboards, trying out the functions on mobile phones can be fun activities that give children a sense of the positive possibilities in the digital world, which is the key to developing children's understanding of the role of these technologies in their everyday life and supporting their confidence as users.

All round development of a child through right digital technology explorations

COGNITIVE DEVELOPMENT :

As one of the digital technologies, the computer has several advantages that can grow children's cognitive development. Learning on computer is fun for the children, so they give more time for their homework. Computers allow children to work by their own creativity. Software programs often provide the frame of learning. The computer presents the largest information bank that may upgrade learning.

SOCIAL DEVELOPMENT

There is common conception among us that computers might reduce

socialization, but it can help the children to put on in different social interactions when using the computer like asking for help; directing others' actions; providing information, assistance, and instruction. As the children were only allowed to play at the computer with a friend, it helps to find a friend, by which they can discuss, share the information etc.

TECHNOLOGICAL DEVELOPMENT

Through the use of digital technology the children may have the opportunity to meet the future ready technological needs and may become conversant with keyboard, mouse, printer, touch screen with software Apps., internet browsing etc.

CONCLUSION :

This article has shown that, the parental digital readiness is an important tool to know the pros and cons of the digital technology and their efficient use among their children for all round development.

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RABINDRANATH TAGORE – AS AN ENVIRONMENTALIST

Aditi Mukhopadhyay *

ABSTRACT :

Many international organizations like UNESCO, UNEP, UNDP etc. have enlighted "environmental Degradation" as one of the most major threads facing the planet today. But the Nobel Laureate poet Rabindranath Tagore felt it from his heart more than a hundred years ago. This paper makes a attempt to analyse Rabindranath Tagore's immortal literacy creation on environment and also his role as an environmentalist to worn the threatens human existence and also the universe as a whole. His love of nature and feeling oneness with nature make his belief that man and nature are interdependent and can't be separated. His novels, plays etc. proofs his love of nature and also his scientific approach towards nature. He celebrated his love, thinking, philosophy and proximity to nature through different festivals in Shantiniketan and Sriniketan e.g. Basantasav, Barsabaran, Banamahatsav, Brikharopan, Hala Karshan etc. He spread his message of universal love through his poems in the Gitanjali and also saving humanity from total annihilation. Through out his life he wanted to create a bridge of harmony between progress and preservation. Now a days it is well known as Sustainable Development.

Key Words : Viswakabi, universe, Sustainable Development, festivals, afforestation, progress, preservation, anthropogenic, oil spill, deforestation, ecological balance.

INTRODUCTION :

Rabindranath is known as 'Viswakabi', the poet of the universe, this title is just and appropriate for a versatile genius like him. In terms of literary creation it is absolutely true because of the fact that all branches of literature – poetry, songs, novels, drama, short story, essay, letters etc. have been enriched and enlighted by the golden touch of his immortal pen. The Nobel Laureate poet depicted his intense affection for the nature and its beauty in his literacy works. In his creation man and nature were inevitable part, he can't separate them.

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HIS LITERATURE AND THE ENVIRONMENT :

From the very beginning of his literacy career, which started at a very early age, he started writing about men and environment around him. If only we concentrate upon his love of nature and environment, around him, we cannot but feel astonished at the receptive quality of his universal mind. He wrote –

চাঁদের হাসি বাঁধ ভেঙেছে উছলে পড়ে আলো,
ও রজনীগন্ধা তোমার গন্ধ সুধা ঢালো।

"chander haashi baandh bhengechhe, uchhle allo / O rajanigandha tomar gandha shudha dhalo" means the laughter of the moon has surpassed all its limitits / bindings, with its lights overflowing in all possible directions and requesting the tuberose to pour in all its fragrance all around.

As, according to the custom of the then Tagore family, he was not allowed to move out of their big mansion at Jorasanko his communion with nature took place through the windows or girls of the upper storey's. How nicely did he express these feelings in later life in his autobiographical writing 'jibansmriti'. He wrote about a banyan tree which he would watch from his house –

নিশিদিন দাঁড়িয়ে আছো মাথায় লয়ে জট
ছোট ছেলেটি মনে কি পড়ে ওগো প্রাচীন বট।

'Oh ancient banyan, standing with matter hair on your head through days and night, do you remember the little child ?'

In fact, at that period of his childhood, his communication with nature was through these small holes or through the small garden within their building compound. The clouds seen through coconut leaves of their garden floating across the sky filled his mind with joy and wonder.

These childhood memories of his love for nature found place in his autobiography. But comp aired with his vast creation these are but a few drops of water in the vast ocean.

His love for nature, his feeling of oneness with nature and his intimate relationship with nature have been exposed in all his writings. His songs which are more than two thousand in number have depicted nature in all her beauty, grandeur and sublimity. He found himself fortunate to occupy a place in the midst of this vast Universe.

আকাশ ভরা সূর্য তারা বিশ্ব ভরা প্রাণ,
তাহারি মাঝখানে আমি পেয়েছি মোর স্থান।

While walking over the grass with the fragrance of flowers being inhaled his mind is full with the magical ambience. In recent years this song is declared as international anthem of Environment.

He wrote poems on all seasons. The spring and the Rains had special attraction for him. The dance drama Falguni sings of many aspects of the spring with flowers all along the branches attracting his mind –

ডালে ডালে ফুলে ফুলে পাতায় পাতায় রে আড়ালে আড়ালে কোনে কোণে।

Greenery around him in nature and the clouds floating in the sky were the fountain head of many of his poems and songs.

His mind losses itself in the limitless sky with he cloud as his companion –

মন মোর মেঘের সঙ্গী, উড়ে চলে দিক দিগন্তের পানে, নিঃসীম শূন্যে।

In the short story 'Balai', kobi had portrayed a character who becomes another entity of the tree he had nurtured and loved form when it was a sapling only.

The same feeling of oneness with nature is observed in his poem as also in the pages of, the letters written by him to his niece. In the poem Samndraer Prati he writes –

মনে হয়, যেন মনে পড়ে, যেদিন বিলীনভাবে ছিনু ঔ বিরাট জঠরে ঐ তব লক্ষকোটি
কলতাল অন্তরে অন্তরে মুদ্রিত হইয়া গেছে।

In a letter in Chhinapatra he writes when the mother earth came out of the sea having had her bath, I blossomed as a small flower in some corner on a small grass –

তরুণী পৃথিবী যেদিন প্রথম সমুদ্রস্নান করে উঠলো, আমি ছোটো একটা বুকে ফুল হয়ে ফুটেছিলাম।

His novels and playes also hear ample proof of his love of nature. His novel 'Malancha' proves, how scientific was his knowledge about floriculture and horticulture.

In his allegorical play 'রক্তকরবী' the king pines behind the iron network for a touch of nature. He declares before Nandini –

তোমার মতো ছোট একটা ঘাসের দিকে হাত বাড়িয়ে বলছি, আমি তপ্ত, আমি রিক্ত, আমি ক্লান্ত।

He feels unhappy to think that in spite of his vast wealth, he has not the power to feed the life that exists within a small blade of grass –

ঐ ছোট্ট একটু ঘাসের মধ্যে যে প্রাণ আছে তাকে আপন করতে পারলুম না,

In fact there are numerous occasions in his writing of all kinds where this love, admiration and worship of Nature have found expression in different ways. He enjoyed the nearness and proximity of nature all through his life in different times of his life-while on a travel in the Himalayas with his father at the tender age of twelve, during his days on the boat on the river Padma at Shilaidaha and of course in the sylvan ambience of Shantiniketan.

POET RABINDRANATH TAGORE, THE ENVIRONMENTALIST :

He celebrated this love of nature through different festivals in Shantiniketan – Basantsav, Barsabaran, banamahatsav. In fact Banomohotsava in Shantiniketan may be regarded as an eye-opener to the people of the world. How Rabindranath, long before today's campaign for afforestation all over the world, thought of saving trees and forests and creating more and more of them loke a devine inspiration. It would not be an exaggeration to say – Rabindranath's birth came to the people of the earth as a divine blessing who spread the message of universal love through his poems in the Getanjali as also

saving humanity from utter destruction through his adoration of nature and keeping close to her –

দাও ফিরে সে অরণ্য লহ এ নগর।

Rabindranath was also an environmental pioneer and wanted to create bridge of harmony between progress and preservation. He was very much aware about the exploitation of environment even a century ago. He was frightened about anthropogenic impact on the environment when he noticed oil spills at sea in his voyage to Japan in 1916. he focused his deep sensitivities for the environment and tried to make solutions through his writings. In his songs "Prakriti Parjaay" he gave emphasise to protect nature and make strong sensible relationship with man and environment.

His thinking and philosophy were reflected in his Santiniketan's architecture and Sriniketan's resident's welfare. There he started the festival Brikharopan (planting of trees, 1927), Hala Karshan (tilling the land, July 1927), Barsha Mongol (annual celebration of the arrival of the monsoon at the end of the dry season) etc. to give very positive image of environmental campaign and perhaps there were the first scientific movement in the world to build up mass environmental awareness. He introduced 'Basanta Utsab' celebrating the spring was one of the festivals during his life time, and this festival takes place with joy and enthusiasm even now every year. The classes of Santiniketan were in the shade of trees or in open nature, not simply as a romantic idea but as a deliberate way of bringing students to close proximity to nature so that they would unconsciously learn to respect it, love it, think about it and protect it. Even a century ago he was conscious about river erision, deforestation, environmental exploitation very much. He wrote 'Muktodhara' (The waterfall) on the basis of that. The story told man's limitless greed and the balcklash from nature. The plot revels around a monstrous machine created by a king of block the natural flow of a huge river and how a prince joins commoners to protect nature by revolting against the almighty king. In recent years this idea is reflected in Silent Valley Movement in Kerela. In his lecture in 1922 on agricultural matters in Sriniketan said that it was impossible to achieve overall development without rural development. In his essay 'Aranyadebata' (The God of the forest) he showed how limit less greed of human beings destroy forest resources as well as nature and ecological balance.

CONCLUSION :

It is now acknowledge universally that neglect and disregard for the environment will boomerang on us. This has led to the relation that the only way for the mankind to survive is to adopt the path of Sustainable development (Brundtland Commission, Johnsberg Conference, 2002), so that the equilibrium among the different components of nature is preserved. Being unaware of the priceless importance of the resources we misuse them and responsible for resource depletion. So Rabindranath Tagore gave emphasis not to spoil nature and scientifically use it for our own existence.

"Let this consciousness wake up in our entire person and thrill the pores of the skin, let this consciousness resonate on the waves of the light of day, and permeate the

darkness of the black night-may it not disintegrate in domestic thoughts at the corner of domestic rooms and so remain an untruth to the broad world……., O consciousness, where are you ! O Arise, Awake." – R. N. Tagore

He said Arise, Awake from ignorance and step into the real, sustainable world.

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VALUE BASED EDUCATION AND THE PERSONAL AND PROFESSIONAL VALUES OF THE TEACHERS

Piyali Ghosh *

ABSTRACT :

Value Based Education is very important in the modern world of complex values. young generation is confused to adopt proper values. They are needed to be enlightened with value education in both formal and informal set up. Influenced by the notion that effective teaching is as much about relationship as it is about 'technical' proficiency, the author examines the values of teachers that inform classroom relationships and poses one question as to whether there are particular teacher value that are necessary for quality value education. This question is addressed by focusing on the teaching strategies involved in the major approach to value education and by deducing the teacher value necessary for effective teaching. The implications for the pedagogy of the value education are briefly discussed.

Key Words : esthatics, ethics, values, volue-based education

Introduction :

Education opens up our mind but value based education (VBE) gives us purity of heart too; education provides us with skill but VBE provides us sincerity too, education extends our relationships with the world but VBE links us with our own family members too. Education makes our life as a good professional, but VBE makes us a whole human beings too. Education gives us 'Anna' but VBE provides us 'Ananda too'.

VBE is highly needed in our modern society because our lives have become more miserable. The quantity of education has considerably increased, but the quality has decreased. Why ? The number of educated people has reached a high level, but murder, hatred and selfishness have spread out like wildfire every where. Many books are written, many professional achievements are attained but humanity is threatened. That is why we need VBE. The rate of suicide is going up in our society. One of the common factors responsible for this is over pressure on students to get the high marks in exams. It is for

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sure a very unhealthy and unethical competition. It is not only limited to school level education, several suicide cases happen even at top level of academic institutions worldwide. The highest purpose of education is either disregarded or may be forgotten. The Vedas say "Atat Desh Prasytasta Sakasat Agrajanman, Swam Swam Charitram Shikheran Prithivyam Sarva Manava...." It means that people who are born in this part of the earth should, enlighten the entire world by presenting the example of their own character.

Education is not only for news but also for views. It is not only educating but also enlightening. Education should make every individual capable physically, mentally, intellectually, emotionally and spiritually. Therefore, some universal ideals like "love, peace, respect, tolerance, forgiveness, co-existence and non-violence" should be accepted by all the educators world-wide. These values are truly indispensable, devoid of which our society cannot sustain itself and people will forget humanity.

One should recognize one's nation and culture. Knowing about the world is quite good, but knowing about our own culture, history and traditions is more important. Through VBE we can flourish the eternal truth like "Sarba Dharma Sambal". Equal respect towards all the great world religions and faith is the dire need of the today's world.

There are five basic values which can be classified in a hierarchical order as:

Matrerial Value, Aesthetic Value, Educational Value, Ethical Value ,Spiritual Value.

Material Value refers to the basic needs of human beings such as food, shelter and security.

Aesthetic Value : with this value life becomes stale.This is the artistic sense in life.

Educational Value refers to value of knowledge.

Ethical Value : The first three values refers to the individual.The fourth value refers to individual's relationship with society. Moral issues of human beings are part of ethical values.

Spiritual Values : It refers to outside the physical frame of our personality.

To impart Value Education teacher's role is very important.

However the consistently overlooked factor in the value education debate is the impact of the teacher's own personal values and the way these values are expressed in class teaching.

The question arises as whether to education should focus almost exclusively on the technical skills of the teaching at the expense of teaching about relationship. Such a task is certainly problematic as it implies provisions for a teacher's personal as well as professional development and involves a consideration of the values that inform the teacher's practice.

Addressing the problem of determining the impact of the values on teaching in general and value education in particular involves seeking answers to the related questions :

Is effective teaching the expression of a general set of teacher personal values that inform teacher behaviors and relationship with students ?

Are there specific teacher values that inform quality value education ?

Before focusing on these questions it is necessary to establish that teaching is values laden. In sense there are inevitably social and moral educators. Whatever institutional restraints exist within a school, teachers are faced with taking positions on a variety of social and emotional issues, and are developing values that are informed by there challenges. More generally, a teacher selection of subject content and his choice of strategies and structures to impart that content are value laden. For instance, deciding between a transmission model of teaching involving teacher's presentation and a collaborative approach involving students proactively, both reflects the values and sends significant messages about the teacher's values to students. The research of Halstead & Xiao (2010) in impact of the hidden values currently on value education, underlines the student's constant learning of values that may not be those that are explicitly taught. The authors give the examples of students learning when it is appropriate to disobey certain rules and how tolerance may be learned after reflection on teacher's dominating behavior.

Just as teachers bring and develop a variety of professional and personal value to classroom relationship, the students also bring a variety of values from the home. There will include varying expressions of tolerance, respect for others, social consciousness and personal responsibility. So relationship is a dynamic process this is informed by values of both teacher and student.

Desirable teacher's values that influence teaching –

There are certain teacher qualities that are desirable for an ideal teacher and human being as emotionally and psychologically stable. They are as follows

Realness : this involves the teacher being herself / himself without pretence are assuring different persona .

Prizing, Accepting, Trust – this involves the teacher acknowledging individual students and caring for them in such a way that their feelings and opinions are affirmed.

Empathetic, understanding : this involves the teacher's sensitive understanding of how the students thinks and feels about leaning.

The fully functioning Person : this involves teachers in the process of being and becoming themselves by being open to their feelings and evidence from all sources, and by discovering that they are 'soundly and realistically social'.

In the age of globalization teaching value education the teacher has to face many

challenges. The solution to the challenges is to focus on the need for teachers to create warm and supportive classroom environment in which students feel free to express their thoughts and feelings or even experience catharsis and to be tolerant of different student opinions.

There are certain approaches to impart value education. They are the Trait approach value the clarification, the cognitive Developmental approach , Role playing.

THE TRAIT APPROACH :

The trait approach is based on the view that value education should comprise predetermined traits/qualities that can be taught. The approach is based on values absolutism : Certain prescribed values are deemed more worthy than other. The indirect expression that utilities moral biography is the typical expression of the trait approach. Biography provides the raw data for discussion, and the learning principle is that of transfer : if students are impressed by the values by which eminent people lived their lives, they will adopt the values as their own.

VALUES CLARIFICATION :

The approach involves students identifying their values and beliefs in an effort to enable them to be more self-directing in life's confusions. This reflection process to clarify the confusion, makes the students more purposeful and productive, less vulnerable, a better critical thinker and more socially aware.

Values clarification is based on the notion of value-relativity, that is in contrast to the trait approach for which values are prescribed (value absolutism) students are encouraged to adopt their own values, providing they are personally meaningful. The approach does not focus on imposition of a set of prescribed values but the process of acquiring them.

The strategies may include ranking or rating value statement in particular areas(students ranking or rating on a five point scale),creating a Value Shield (students representing what is meaningful to them by drawing symbols on a cardboard), conducting SWOT analysis (students identifying the relevant Strengths, Weakness, Opportunities, and Threats relating to a situation),completing unfinished sentences (students finishing a sentence structured by the teacher to elicit a feeling, opinion, or values),utilizing discussion card(students discussing issues written by themselves on cards) and The variety of possible strategies are there. They can be performed in small groups or as a whole class. While the students perform these activities the teacher will facilitate by asking questions related the process.

COGNITIVE DEVELOPMENTAL APPROACH :

This approach equates value education as intellectual education. It is based on active thinking of students about values. It is 'developmental' because it views value education at the movement through stages. These stages define 'what a person find valuable ...how he defines value, and why he finds it valuable. (Kohlberg1975,672). Kohlberg claims the means of development is through the provision of conflict. The classroom strategy

involves the presentation of a moral dilemma story, incomplete, open ended or conflict story. This strategy of value education is very student-centred. Teachers facilitate the process by asking questions. Teacher should avoid imposing their personal views because that will diminish moral growth of the students. While summarizing the teacher may suggest solutions but no particular solution is endorsed as 'right'.

ROLE-PLAY :

Shaftel(1967,84)provides an early definition of role-play as a opportunity to explore through spontaneous improvisation in problem situation in which individual is helped to become more sensitive to the feeling of the people involved. In assuming the role of another person , students step out of their accustomed role and adopt the role of another person. In this way the students become less egocentric and develop insights into them and others. The indirect expression that utilizes moral biography is the typical expression of the trait approval. Biography provides the raw data for discussion, and the learning principle is that of transfer : if students are impressed by the value by which eminent people lived their lives, they will adopt the values as their own.

There are six steps for role play :

1) Solving confrontation :- the teacher identifies the roles as to be played for a solution clarifying the names of characters and the sequence of events.

2) Briefing :- The teacher assists students to enter the hole of the character they are to play by questioning the players and class about what each character in turn might be thinking or feeling. Alternatively the briefing may comprise a statement by the teacher describing the gamut of thoughts and feelings each character might be experiencing to sensitize the players and audience. The teacher should remain neutral as much as possible.

3) Role Play (enactment) - Fully sensitized to the feelings of the character involved, the players react spontaneously to each other in dialogue. The exchange is unrehearsed so that the reactions of the players remain unpredictable to each other and this spontaneity of role play of ten hands to the solutions that are not same what was initially anticipated by the class or by the player themselves.

4) Deleriefing :- This is an optional stem that is only implemented if the teacher feels a player needs to be extracted from the role-play. It may take the form of a simple statement (Remember Seema you're not Lucy any more….her problems aren't really yours') or the teacher may use the nametag technique removing the nametag of the character's name when the role play is complete, and throwing it in the bin (psychologically disowning the role).

5) Reflection / transaction :- Once the role-play is over, the teacher asks the 2 players to comment on the transactional nature of the exchange by analyzing the thoughts and feelings that the other player evolved, how these shaped their own reactions. The class may also contribute its perceptions of the reaction and 'test' them by asking the players questions.

6) Further enactment :- The discussion prompts further enactments sometimes involving same 2 children, but with different players, or involving an exchange between one of the original children and a 3rd. In the case of the former, a new player may be chosen on the basis of that he/she thought an original player was not sufficiently real (too harsh / too lenient).

Following are the necessary teacher qualities / values that may be inferred from a collective implementation of the above mentioned approaches :

Challenging ecocentrism : It is difficult to overcome ecocentrism because teachers and students tend to reason from their own perspective, and exaggerate the extent to which others share their beliefs (the false consensus effect), theachers need to understand, and lead their students to appreciate that not all communicated views are shared. All of the approaches involve students in adopting multiple perspectives. In role-play, students are forced in spontaneous unrehearsed dialogue to react to responses that may be contrary to their own; moral dilemmas may challenge students with different moral reasoning or opposing moral solutions; moral biographies may produce different interpretations of identified values; and values clarification may involve confronting inter or intra-group opinions. So teachers need to be committed in promoting the ability to assume multiple perspectives, and observing it in their own practice.

Demonstrating sensitivity : the affective area involving values educations arguably more emotionally charged that the cognitive domain because it invloves students' feelings and values, both of which are informed by often highly variable life experiences. Teachers need to be aware of the potentially confronting nature of some 'moral' content (moral dilemmas, values clarification tasks and role-play).

Practising tolerance : All four approaches involve students in suggesting different opinions and solution, and some of these may challenge conventional wisdom as students test their unformed or half-formed views against those of others. It is essential that teachers are not dudgmental about 'dubious' or simplistic opinions but use judicious questioning to direct scrutiny at student reasoning. It is equally important that teachers promote tolerance between students and even encourage them to accept a diversity of opinions.

Observing neutrality : Teacher neutrality is closely aligned with tolerance, and involves teaches in not betraying their own views lest they'colour' the views of students. In the discussion of amoral dilemma, it is anathema for teachers to present their own solution, as the effectiveness of the approach depnds upon the student experiencing conflict, and the forceful expression of a teacher opinion might be automatically accepted by the student, thereby negating conflict, the very agent of moral growth. In briefing the players who are about to role-play, the teacher needs to explore through questioning or state what the characters might be thinking or feeling by suggesting all possible responses, rather that push students towards a particular solution. So teachers need to understand the importance of process rather that product (imdividual solutions) in values education approaches, and to be wary of whether their own opinions might be adopted by students without sufficient consideration.

Scaffolding learning : Teachers need to engage in contingent scaffolding by questioning students about their evolving views. For instance, teachers may facilitate the process of values clarification by asking questions about choosing, affirming and acting upon vlaues; they might ask students how values deduced from moral biography might be transferred or acted upon in their own lives and they might expose students to higher stage moral reasoning about a moral dilemma and question them about the merits of that reasoning. So teachers need to be committed to a dynamic form of learning in which students are equally as active as the teacher, and operate as co-constuctors of knowledge.

Encouraging student expression : All four approaches are language-rich in that they rely on both teacher questioning, and either full call or small group discussion in resolving or sharing insights. The discussion of moral dilemmas and moral biographies, and the use of role-play are totally based in student talk; and vlues clarification typically involves minimal written responses prior to discussion. The approaches are also highly emotionally engaging for students. So teachers need to be committed to promoting learning that is participative, collaborative and verbally rich.

Promoting a supportive context of learning : As all of the approaches invlove students in expressing their opinions, some of which are only evolving, it is essential that tey can do so in a classroom culgture that accepts diversity of views, and that is free from threat and the risk of censure and reprisal. Role-play probably involves the most self-disclosure of the approaches, so students need palpable support. Teachers need to be committed to the Roges (1969) notion that warm, supportive contexts are essential to optimise learning.

Sustaining relationship : While realtionship is the result of the above factors (tolerance, sensitivity, student expression, supportive context), it is also sustained by questioning (Brady 2006), the halmark of all four approaches. Teachers question to help students deduce and interpret values from moral biograpies; to reflect on the process of acquiring vlaues in values clarification; and to promote moral reasoning in moral dilemmas. Questioning demostratiates individual and collective caring for students. So teachers need to be committed both to distributing questions among students and sustaining individual responses as necessary.

CONCLUSION

While many of the eight identified qualities or teacher values may be desirable for teaching in all areas, they are essential for teaching values education. It may of course be simplistiv to identify only two areas: values education and 'the rest.' Curriculum specialists would claim that each discipline has its own procedures of investigation and teaching strategies, and therefore its own requisite teacher values that inform teacher-student relationships.

The eight vlues for teaching values eduction mitht be taught to prospective teachers in the professional studies or education strands of teacher education courses in all subjects that involve promoting an understanding of the strategies necessary to teach vlues to school students. While subjects involving the social bases of education would

seem to be natural 'home,' a brooad specturm of professional studies subjects lends itself to investigating the pedagogy necessary for developing student vlues. Apart from explicit 'content' coverage of the requisite values into the assessments required from cooperating teachers, and ideally, in student teaching self-appraisal.

Apart from certain select values that may relate more specifically to a particular discipline, several of the eight values are particularly important for the teaching of all curriculum areas, and may be taught directly and/or modelled. For instance, contemporary classroom approaches to teaching and learing view knowledge as co-constucted by students and the teacher in all equally active and dialogic relationship that involves the teacher scaffolding by planning activities, and engaging in the more spontaneous contingent interactions with students in collaborative dialogue. This scaffolding is facilitated by strategies that include sustaining student responses, asking open questions, allowing wait time, fostering verbal interaction between students and engaging them in substantive conversation. The teacher educator, in both demonstrating and practising this model, and teaching discipline-specific content, is scaffolding learning, pormoting student expression, and sustaining relationship through questioning. Such a model of teaching and learning also requirs the demostration of a supportive context and appropriate sensitivity to student needs.

The more general teacher values that ideally underpin relationship and inform the teaching of values can also be addressed in teacher education. While it may prove difficult to teach all the qualities prized by Rogers (1969) and Freire (1998), other proposals make a contribution toi promoting relationshipo in both schools and teacher education institutions through either a specific focus on pedagogy or a more general accent on teacher development. An example of the former is the work of Shor (1992) who linksa pedagogy to empowerment and democracy in claiming that the values that guide deucation should be participatory, affective (emotional as well as intellectual), problem-posing, situated, multicultural, dialogic, activist,democratic, and 'desocializing' (challenging both existing knowledge, and the experiences that make us what we are).

Gallel (2010) provides a broader progran than that involving the eight indentified factors, or the pedagogical values rported by Shor (1998). He argues for a more inclusive ,teacher fornation' programme to address the affective dimension os teaching. Its is however consistent with that outlined by the author. The proposed program focuses on :

- Nurturing an appreciation of the teacher's self, including self-esteem,initiative and care for others.
- Encouraging an understanding of the teacher's role and relationships in society, particularly with the local community and parents.
- Focusing on the valuing of people and a commitment to their betterment.
- Fostering a respect for the uniqueness of individuals.
- Promoting an awareness and responsibility for the teacher's role in 'touching' the live of students.

- Creating a passion for knowledge and an appreciation that such knowledge is not neutral.
- Attachment an increased importance to relationships.
- Developing arespect for the autonomyof individual students. While implementing the 'programs' advocated by Gellel (2010) and Shor (1998) may require some pedagogical and even structural change to existing teacher education course, the answer to the two initially posed questions as to whether effective teaching in general, and should ideally be expressions of particular sets of values, is an unequivocal yes.

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REVISITING HIGHER EDUCATION RESEARCH

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ABSTRACT :

The study of higher education is most important for development of a country though in most developing countries very less amount of money is spent for this purpose. In most cases higher education research is done not only for policy making but also for intellectual cause. The present study discusses different aspects of higher education research strictly from academic interests.

Key Words : Higher education research, Policy, Practice.

The Indian higher education system is one of the largest such system in the world. Since XthFive year plan (2002-07) there is a tremendous pressure of large number of students interested for admission in higher education institutions in the country. To fulfill the admission demand of students in higher education, Govt permitted for the establishment of private Universities, post-graduate colleges and under graduate colleges in the states. The Central Govt. as well as the State Govt. is responsible to provide good quality higher education at reasonable cost so that "no talented person shall be denied access to higher education opportunities on the grounds of economic and social backwardness". There should be sufficient provision of scholarships and educational loans to students based on the criteria of talent and financial and social backwardness. There should be ample scope of research on the different aspects of higher education.

Particularly in the area of higher education research on purely academic ground is less and policy makers depends much on personal experience and 'arm-chair' analyses in air-conditioned room (Scott, 2000; Teichler, 2000C; Shattock, 2003). The low level of investment in education research and more particularly in higher education research reflects policy makers' and practitioners' doubts about its efficacy though policy and practice would be improved by research .

According to Scott(2000), in higher education the main gap appears to be between policy and practice in one hand and on the other hand the research . Even the practitioners who are related to policy framing should be involved more in research related to their accepted policy and practice.

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Higher education research has become fragmented and the knowledge originated through research is rarely accumulated in a systematic way. Higher education research may be of three types – academic research, Policy-related research and practice related institutional research (El- Khawas, 2000a, 2000b). Academic researchers again are of two types- those who regard higher education as their main field of study and those from traditional academic disciplines who study higher education as an occasional endeavour (Teichler, 2000a). According to Maassen (2000), due to this fragmentation and detachment, higher education research has not yet developed a paradigm of its own. Scott (2000) observed that, due to this fragmented and detached character, higher education research lacks coherent theoretical and methodological frameworks. Teichler (2000C) observed that it is eclectic in mixing systematic information and impressionistic interpretation. But some others believed that higher education research is anti-intellectual, value-laden and philistine (Locke, 2009). Because, higher education research is weakly institutionalized, lacks stability and quality and the level of investment is low (Scott, 2000; Teichler, 2000C; Schwarz & Teichler, 2000). It is driven more by political debate than by the agendas developed from within the field of higher education as well as education from the broadest sense. It also lacks stability and quality as well as funding and even if funding is available it is small-scale consultancy-style. Scott (2000) observed that "The result is to encourage reductionist, even myopic, research into higher education. Because the context is lacking, difficulties of definition (and consequently interpretation) accumulate". Due to its fragmented nature it does not help to think of a systematic and longitudinal study but it is policy and practice oriented as driven by the political leaders and officers. Therefore, it changes over time and vary between different countries". In higher education research a historical and comperative approach can be very illuminating and specific policy initiatives need to be carefully analysed in their particularity (Locke, 2009).

Now higher education research is more relevant to policy planners and decision makers than the academicians. Therefore, higher education research is rarely published in prestigious journals. Current issues of discussion in higher education research include equity, relevance, ownership and international networking. An ever growing number of Countries have now given priority in higher education research.

The cost of research is rising constantly, with many countries attempting to devote between 1 and 3 % of GDP. The tendency of increasing research budget is found in all the nations throughout the world. Research in higher education is not only expensive, but often carries many hidden financial burdens. Adequate amount of public funding for higher education research is also not available. Though demand is growing for new knowledge but funding and devoted quality research in higher education research is a valid question. As a result, a rather complex picture of higher education provision is emerging (Knight, 2007).

In higher education research again debate and discussion raises over four rather controversial trends- Commercialization, Privatization, Marketization and Liberalization. The private sector should procede to fund in higher education research for research as well as infrastructure development.

The university is responsible for generating knowledge as well as its dissemination for the betterment of the society. Development of a country depends much upon research in higher education. India is a fast developing country and, therefore, India seeks research in higher education. Both the Government as well as the universities are liable for development in higher education research. As peter Scott has written, "The challenge for higher education researchers is to quieten the complaints from policy makers and practitioners about the quality and relevance of higher education research. Perhaps their best strategy is to be bold and seek to establish the study of higher education itself as the central discipline of the twenty-first century university. To do so they may need to engage larger intellectual issues, to establish the connections between higher education policy and practice and wider social and scientific change".

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LEARNING OF ENGLISH AS SECOND LANGUAGE AT SCHOOL STAGE IN PERSPECTIVE OF LANGUAGE LEARNING

Dr. Pradip Debnath *

ABSTRACT

The paper treats language as a boon to human beings. It seeks to present the functions of language. It shows the tremendous importance of language along with the steps of language learning. It presents how English as second language is learnt at school stage. The paper also presents the major aims of learning English as second language. At the same time, it also presents some of the identified difficulties in teaching ESL.

Key Words : Learning, English as a 2nd language, language.

INTRODUCTION

Every living being has its language; but all beings cannot communicate like human beings. Human language has some specific features giving linguistic meaning to their communication. It uses vocal sounds to speak, and so, man is rightly called "talking animal". We can talk about the past, the present and the future with the help of language. Man is considered superior to animal due to his language. With the growth of civilization the language has also developed a lot. Through language we are able to express our feelings, ideas and sentiments before others and grasp those of others. In fact, language is the means of communication between men in society. Communication may be made through the other means like writing, drawings, gestures, signs, etc. Actually, the usage of language—both verbal and non-verbal is universal and central to human existence.

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OBJECTIVES OF THE STUDY

The author had the following objectives in mind while undertaking the study :—

(i) To know about the impotance and functions of language learning along with its steps;

(ii) To study the aims and purpose of learning English as second language at school stage;

(iii) To know some of the identified difficulties in teaching ESL in schools.

FUNCTIONS OF LANGUAGE

Language functions as a means of communication, as a means of reflecting on and reorganizing experience, and as a way to receive and transform the accumulated knowledge and values. Michael Halliday (1975) identifies seven functions that language has for children in their early years. Children are motivated to acquire language because it serves certain purposes or functions for them. The functions are illustrated by him as below :

(1) **Instrumental :** This is when the individual satisfies the need by asking for something.

(2) **Regulatory :** This is where language is used to tell others what to do.

(3) **Interactional :** Here language is used to form relationships with others.

(4) **Personal :** Here language is used to express feelings , opinions and individual identity.

(5) **Heuristic :** This is when language is used to gain knowledge about the environment.

(6) **Imaginative :** Here language is used to tell stories and jokes, and to create an imaginatory environment.

(7) **Informational :** Here language is used to seek and give varied types of information.

IMPORTANCE OF LANGUAGE

Broadly speaking, the tools of communication may be categorized under two heads—signs and symbols. Signs are unique to human beings. At the time of the birth, the child does not possess the power of language. But, after birth, the child learns to communicate. Babies learn quickly how to get their needs met by cooing, crying and making eye contact with their primary caretakers. By and by this power develops in him. Later on, with the help of this power, he is able to fulfill all his needs and necessities.

Language is considered to be the main tool by which a child is able to develop its thought process. It is with the help of the language that our culture has been preserved. Only owing to this language, process of education has achieved its height. Without this power men would have been deprived of the power of knowledge, literature and propagation of his ideas.

STEPS OF LANGUAGE LEARNING

The steps in language development are —sounds, words and sentences. Crow and Crow (1962) point out the sequential steps of progress in language in the following way:—(i) feeble gestures and sounds,(ii) babbling,(iii)use of simple spoken vocabulary,(iv) one word sentence, (v) combination of words into sentences, (vi) development of skill in reading, and (vii) improved mastery of the tools of communication.

MOTHER TONGUE PLUS L_2

Though there are at least 5000 living languages in the world, it is quite natural that one feels his mother tongue the most important one. It can safely be said that for wider communicative and educative purpose one needs to learn another language. A variety of languages exists in India, and her development in the academic, industrial and technological fields at the international level is linked to a developed language like English. It is found that people who know more than one language make use more of their brain than monolinguals do. Moreover, bilinguals have better auditory memory than monolinguals. So, it is clear that learning another language is always advantageous. But it should be kept in mind that the aim of learning another language is to acquire the same linguistic competence as the native speaker of that language possesses. Learning another language opens up access to other value systems and ways of interpreting the world, encouraging inter-cultural understanding and helping reduce xenophobia .This applies equally to minority and majority language speakers.

LEARNING ESL AT SCHOOL STAGE

English, as a language, can be studied from two distinct and different points of view–as a language and as a medium for the study of literature. So the study of English has two different aims–practical and cultural. To compose business like letter, to converse freely and fluently, to write a number of lines on a given topic correctly–are some of the practical aims of learning English. The cultural aim of English is different. Language in its literature is a mirror of the way of life of the people speaking that language.

At the school stage the aim of learning a foreign language should be practical, not cultural. As to the reason, Thompson and Wyatt rightly say, "To aim at literature is to miss the language. To aim at language is to pave the way to literature". It is now universally agreed that at the school level the aim of learning English will be the acquisition of linguistic skills and not the development of literary appreciation.

The communication through English is found to this time to be carried in four ways–listening, speaking, reading and writing which constitute the practical command of the language. The understanding of English when written or spoken is easier to the learner than the writing or speaking of it, because in the former only a passive knowledge of English is essential whereas in the latter an active command of the language is required. Again, understanding written English is easier than the understanding of spoken English, and the speaking of English is easier than the writing of it.

AIMS OF ESL AT SCHOOL STAGE

The four-fold skills which are the major aims of learning English language at school stage are stated below in order of their difficulty:—

1. **Reading:** - Here the aim is the purely linguistic side of the approach to literature through the mastery of ordinary commonplace English. Understanding English when written is important here. Unless the students appreciate commonplace English first, they will never be able to appreciate literary English afterwards.

2. **Listening:** Here the aim is understanding ordinary English speech of an untechnical nature. The pupils will recognize English sounds in isolation and combination. .This is actually understanding English when spoken at a normal speed of five syllables per second.

3. **Speaking:** Here the aim is speaking English with the production of correct sounds with ease and accuracy through ordinary conversation. The students should be able to speak in correct sentences with correct usage of idioms and phrases.

4. **Writing:** Here the aim is to master the commonest forms of correspondence like official letters, business letters and private letters to friends and relatives. The students should be able to write correct sentences with correct usage of words.

DIFFICULTIES IN TEACHING ESL

As per the study of Jayashree, S. (1989) on identification of the difficulties in teaching and learning English as a second language among the high school students the teachers of English face difficulties including children's improper listening nature and inattentiveness, that the teachers experience great difficulty in making students understand English, that the students do not show any interest in learning English, that the teachers feel that eliciting responses from students take too much time, that students' vocabulary is very poor and that the students' understanding capacity is not normal, and their participation in English class is not good.

CONCLUSION

Learning a language which is not one's own provides a double set of challenges. There is not only the challenge of learning a new language but also that of learning new knowledge contained in that language .These challenges may be further exacerbated in the case of certain groups which are already in the situations of educational risk or stress such as illiterates, minorities and refugees. Gender considerations cross cut the situations of educational risk, for girls and women may be in a particularly disadvantaged position. In most traditional societies, it is the girls and women who tend to be monolingual, being less exposed either through schooling, salaried labour, or migration to the national language, than their sons, brothers or husbands. Studies have shown that, in many cases, instruction in the mother tongue is beneficial to language competencies in the first language, achievement in other subject areas, and second language learning. In language learning, the grammar, the vocabulary, and the written and the oral forms of a language constitute a specific curriculum for the acquisition of a second language other than the mother tongue.

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Right of Children to Free and Compulsory Education Act, 2009- A Critical Analysis

*Sunita Mondal**

ABSTRACT

For any democratic country education must be a fundamental right that would be available, accessible, acceptable and affordable. These four A-s form an extremely useful way of explaining the right to education. These four A-s are to be respected, protected and fullfilled by both the state Govt. and Central Govt. Because Govt. is mainly responsible for carrying these four prime duties in education. The education should be free, compulsory, Govt. funded, nondiscriminatory and accessible to all including the children with special needs. It is the duty of Govt. to provide sufficient infrastructure, adequate resources and trained professional teachers to make education as a right to all. The education authority will be responsible to provide quality education where the content of education will be relevant, non-discriminatory, and culturally appropriate as well as will be able to fulfil the changing needs of society and contribute to face the challenging inequalities such as social , racial and gender discrimination. In the present paper, the investigators critically analyse all these different aspects of "Right To Education Act" (2009).

Key Words : Right to Education, Children, Free and Compulsory education.

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A child's right to education is an integral human right. Therefore, if the right to education is not delivered in a reasonable and competent manner, it will have significant negative effects on learners and Nations.

The Constitution of India gives many fundamental Rights to the Indian Citizens. The Right to Education Act, 2009 received the cocent of the president on 26th August 2009 and was officially published in the Gazette of India on 27th August 2009. This Act is applicable in the whole of India except the state of Jammu & Kashmir.

SOME CORE FEATURES OF THIS ACT ARE :

1) Right of child to free and compulsory education is for the children of the age 6 to 14 years.

2) If in a school there is no provision for completion of elementary education, a child shall have a right to seek transfer to any other school.

3) Appropriate government and local authority are bound by the duty to establish school.

4) Both the Central Govt. and State Govt. shall have concurrent responsibility for providing funds for carrying out the provision of this Act.

5) The appropriate Govt. shall provide free and compulsory elementary education to every child and ensure that one primary school is available within one Km. and one secondary school is available within three km. of the learner's habitat.

6) For providing free and compulsory education every local authority shall provide sufficient infrastructure facilities.

7) It is the duty of the guardians to get every child admitted in school.

8) Pre-school education will be provided by the appropriate government.

9) No capitation fee can be charged. No school can deny the admission of any child-whatever it may be the cause. School Management Committee shall manage and monitor day to day activities of the school.

10) Pupil teacher ratio will be 30:1.

11) Vacant teacher's posts shall be filled up immediately.

12) As per the needs of the society curriculum can be revised.

13) Physical punishment and mental harassment as well as expulsion of a child shall be prohibited.

14) Curriculum evaluation procedure and examination procedure is there. Certificate of completion of education will be given by the school.

15) In this Act there is provision of protection of Right of Children and redress of grievances.

16) The Act also provides for National Advisory Council and State Advisory Council.

SOME CHALLENGES IN IMPLEMENTATION OF RTE ACT, 2009

a) Due to financial constraints both the Central and State Govts. have limited budgets provision which restrains to apply this act within three years. To solve the financial constraints, outside the budget allocation sources may be collected from non-govt. sectors.

b) Severe financial constraints of at least 40% parents who are living below poverty line, i.e., whose income Rs. 30/- or below per day . Such 40% people are unable to send their children in the schools.

c) Lack of sufficient infrastructure to admit all the children up to elementary standard and to provide them quality services.

d) Inaccessibility of the schools in Himachal Pradesh, Bihar, hilly areas and tribal areas.

e) Social backwardness and lack of awareness about education in seven North-Eastern states, and tribal areas of M.P., Bihar and Orissa resists the 100% enrolment and retention.

f) Gender discrimination in rural and slum areas particularly where people living below poverty level (BPL) are maximum. In Punjab also gender discrimination is severe though Punjab is a prosperous state.

g) Pupil-teacher ratio of 30:1 is not maintained anywhere. Now average pupil-teacher ratio is 60:1. To solve this problem 7 lacks new schools are needed to be established as per DISE (2010).12.26% primary schools have only one teacher.

h) Lack of awareness about this constitutional right (RTE Act, 2009)in parents and children.

i) Reluctance of private schools about reservation of seats for SC., ST., PD, OBC and children from below poverty level.

j) Students-teachers awareness about RTE Act is also not very satisfactory. Dubey (2011) in his study observed that 88.73% students- teachers have heard about RTE Act, 11.27% know that the RTE Act came into force on 1st April, 2010 and 52.11 % were aware of the basic provision of RTE Act, i.e., free and compulsory education to all children between 6-14 years.

k) Near about 50% of the total enrolled children do not remain present at a given point of time in any day in the school as indicated by DISC (2010). Over 81.5 lakh children including 34.12 % challenged children still remain out of school (MHRD, 2010).

l) In spite of no detention policy the schools faced with high drop out rates.

DISCUSSION :

Jain and Dholkia (2009) in their article "Feasibility of Implementation of RTE" suggested that the only way to meet the Right To Education obligation is to rely on low cost private schools as a significant instrument of the government education policy. But the present RTE Act is opposeed by low cost private schools. Therefore, RTE Act needs further modification. Mehta and Kapoor (2010) in their article "Implementing Right to Education" suggest that this Act should be implemented through PPP (Public Private Partnership) model to invite the private sector to start primary middle schools in areas where schools are not- located. These private schools will be responsible to admit children from weaker sections in at least 25% reserved seats for them.

Agarwal and Agarwal (2013) concluded that only 100% enrolment and 100 % retention is not sufficient indicator for success of this Act; rather high quality and

meaningful learning experience is more important. High quality teaching and meaningful teaching – learning atmosphere is almost a dream in the mainstream schools due to allotment of over workloads (pulse polio programme, election duties, census duty, household surveys etc) upon teachers. No detention policy is also a cause against quality achievement. Deficit of sufficient infrastructure facilities are also one of the major cause against success of RTE Act. According to DISC (2010) report 14.25 lakhs additional classrooms are needed to meet the Act norms. In hilly areas and jungle belt access to schools is still a challenge in many locations. As per the survey report of NUEPA on "Elementary Education in India" it has been reported that half of the recognized elementary schools in the country do not have separate toilet for girls. A good number of schools are still facing the problems of safe drinking water, proper urinals and toilets, electricity, smart classroom facilities etc.

In most areas mid-day meal scheme failed to draw attention of learners towards education.

There is still no planning and mechanism to provide quality services to the challenged learners for their inclusion in mainstream schools. Teachers' training on inclusive education (5 days) and RTE Act (4 days) in circle Level Resource Centers (CLRC) are very much pathetic, biased and mechanical. In fact for the trainers and trainees it is like a picnic and for trainers and Block level education officers it is another source of easy income.

The dearth of finding good and quality teachers is one of the most crucial challenges faced in implementing this Act. Ministry of HRD has acknowledged that there is a shortage of five lakh teachers in the country. Majority of the teachers are unable to do full justice to their profession due to different reasons. Training in B.Ed. / D.Ed. and its practice in the classroom are still a dream. Most of the teachers are reluctant to provide more time to the academically backward children.

Barrier (physical, attitudinal, social, economic, information, institutional, cognitive and instructional barriers) free environment in the schools are a dream even in this 1st quarter of 21st Century. Only in 40% schools ramps and handrails are present. Play ground for all children is still a dream. Teachers and administrators are reluctant to reduce all the different types of barriers by using local resources. In most cases teachers are not aware about resource mobilization technique and its utilization.

Most of the backward, underprivileged poor and illiterate parents do not know anything about this right. To make the parents aware this Act, community involvement is essential.

All the private elementary school authorities must be oriented by the government about this Act so that they can filled up their seats in the schools 25% from poor and backward children. Supreme Court of India has also adjudicated on this issue. "The biggest challenge in this issue is going to be the definition of weaker sections. This is where malpractices can creep in. A monitoring mechanism will also have to be set up to ensure its fair implementation"(Agarwal & Agarwal, 2013).

Challenge to bring child labours to schools is also a biggest challenge to this Act. Unless and until a special provision is made in the Act, it would be a challenge to bring back about 12 million child labour in the mainstream schools.

"Steps must be taken to support the capacity building of personal responsible for implementation of this Act. MHRD should constitute a 'Right to Education Cell' that has the technical resources to mentor and support the states and the centre must develop a Manual for implementation of the Act as a guide to states, which are currently struggling to develop a roadmap and need immediate support"(Agarwal & Agarwal, 2013).

To raise quality of elementary education, standards of Govt. schools must be raised particularly in under- performing states. Finally, the Act must be made popular among the masses.

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PARENTS ATTITUDE TOWARDS INCLUSION OF CHILDREN WITH SPECIAL NEEDS : A SURVEY

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ABSTRACT

It is a study on Parental attitude towards inclusive education of the challenged children. A 28 items Likert-type questionnaire was developed and used in the study. 50 parents having one or more challenged children and to enrol their child in the mainstream school were purposively taken as the sample of the study. Results reported that the parents' attitude towards inclusive education of their challenged children is positive but at the same time they require support services as well as the rapeutic interventions service. Parents viewed that inclusion will increase the acceptance of their challenged children in the mainstream school as well as in the mainstream society.

Key Words : Inclusion, Parental attitude, Mainstreaming, Challenged learner, Inclusion Policy.

INTRODUCTION

The term' Inclusive Education 'is now a day's broadly conceptualised to include students on different backgrounds, languages, ethnic characters and students with disabilities (Ashman, 2002). The term inclusion is defined as partial or full inclusion in regular classroom. A challenged learners inclusion of different categories of disability as well as their range is remarkable (Fuchs &Fuchs ,1994 , cited in McNeally , Cole & Waugh, 2001, p. 258).

Since Salamanca conference the idea of inclusion of the disabled in the mainstream schools increased .It means that students with disabilities will be educated in mainstream schools under the guidance of subject teachers in a variety of situations (Odem &Diamond,1998;Rizzo, Davis & Toussaint, 1994).Now a days inclusive education of the disabled has become the most important topic in the field of special education.

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Inclusive education is important because it advocate that separate special education programme is not equal to that of the mainstream education. Therefore in almost all countries inclusive education is practised and is taken as a policy. Inclusion programmes typically assumed the ability of the educator to use developmentally appropriate practices (Auxter , Pyfer&Huettig ,2001).For inclusion in education all the different types of needed support services must be available for the students with disabilities in the mainstream education programme (Sherrill , 1998 ; Houseton- Wilson , Dunn , vander Mars & Mac Cueein, 1997 ; Black and Zeman, 1996; Black, 1994).

To make inclusive education successful different types of barriers should be overcome. These barriers may be of physical barrier,mental and emotional barriers, institutional and social barriers, cognitive and information barriers. Teacher's attitude towards the challenged, peer group's attitude towards their disabled friends, educational administrators attitude toward education of challenged in mainstream class as well as the social attitude is very much considerable. Now a day's parental attitude towards education of the challenged in a mainstream class for academic progress of their child as well as their social integration is also considered as an important factor for inclusion (Leyser& Kirk .2004 ; Palmer , Fuller ,Arora& Nelson, 2001 ; Seery ,Davis &Johnson, 2000 ; Fox and Ysseldyke, 1997)

Parents specially have to have confidence in the capacity of schools to understand and effectively educate their children with special needs. Parents have a major role in the challenging and dynamic inclusion process that starts with the parent's decision to place their child in a mainstream setting. Over the last two decades a good volume of research studies were done regarding parental attitude towards inclusion of children with disabilities. Several studies have done about attitude of parents toward education of their mild and moderately disabled childs (Leyser& Kirk , 2004 ; Seery , Davis ,and Johnson , 2000 ; Bennett , Deluca ,& Burns 1997 ; simpson& Myles , 1989) and with severely disabled children (palmer , Borthwick- Duffy &widaman , 1998; ryndak , Downing , Jacqueline , and Morrison , 1995 ; Hanline and Halvorsen ,1989). From different researches it was established that parent's attitude towards inclusion of their disabled is more or less positive. In a few studies it was established that parents attitudes in this regard negative also (Palmer , Fuller , Arora& Nelson, 2001 ; Fox &Ysseldyke, 1997 ; Green and shinn,1994).

Parents perceptions towards inclusion of the challenged learner was studied on the basis of parental age , education level, marital status , number of children etc (Kasari , Freeman , Baunninger&Alkin, 1999 ; Stoiber , Gettinger& Goetz ,1998). In the USA,Canada, and England and in Greece and other countries there are laws that promote inclusive education in mainstream schools. In India also PWD act (1995) clearly defined the importance of inclusive education in the mainstream schools. Only laws or acts will not be sufficient to make inclusive education successful. Parental attitude of the challenged learners is an important factor to make inclusion programme a success. Therefore parents' attitudes need to be addressed in order to bridge the gap between the theory of inclusion and its application.

OBJECTIVES :

1) To study the attitude of parentsof challenged children towards inclusion;
2) To study the attitude of parents of challenged children towards inclusion on the basis of their age;
3) To study the attitude of parents of challenged children towards inclusion on the basis of their gender;
4) To study the attitude of parents of challenged children towards inclusion on the basis of their education;
5) To study the attitude of parents of challenged children towards inclusion on the basis of their occupation;
6) To study the attitude of parents of challenged children towards inclusion on the basis of their income;
7) To study the attitude of parents of challenged children towards inclusion on the basis of their family structure;
8) To study the attitude of parents of challenged children towards inclusion on the basis of their family history of disability;
9) To investigate the attitude of parents of challenged children towards inclusion on the basis of their challenged children's birth order;
10) To investigate the attitude of parents of challenged children towards inclusion on the basis of their challenged children's types of disability;
11) To investigate the attitude of parents of challenged children towards inclusion on the basis of their challenged children's range of disability;

SAMPLE :

The sample for the present study consisted of 50 parents of special need children. Purposive sampling technique was used for selection of sample. 50 participants were involved in the survey. Gender wise the sample consisted of 15 males and 35 females.The age of the participants ranging from 28 years to above 48 years. The educational levels of all the participating parents were from class IV to above graduation. Their occupations were from service to home duty, business, daily labours, pensioners etc. Most of the participants considered themselves from middle income class family (ranging from 1500-30,000 & above). Most of the participants belongs to nuclear family, rest were joint family and broken family. The types of disability were mentally retarded, mentally retarded with associated problem. The ranges of disabilities weremild, moderate and severe and most of the children's family history showed no disability.

TOOL : The questionnaire was developed by the investigator on the basis of the questionnaire constructed by Lyser and Kirk (2004). The questionnaire consists of 28 items. The 28 items were classified in to six dimensions – Ability and support, satisfaction, rights, transport concerns and other concerns. All the items have 4 probable answers- Strongly agree, agree, disagree, strongly disagree. The questionnaire consists of 22 positive items and 6 negative items. For positive items the scoring key will be 4, 3, 2,1 and for negative items it will be 1, 2, 3, 4. The maximum possible score of this questionnaire is 112 and the minimum score will be 28.

RESULTS :

Table 1 : Attitudes of fathers and mothers

Gender	Total number	Total score	Mean	SD	df	t	Significant at 0.05 level
Male	15	1277	85.13	3.38	48	0.30	Not significant.
Female	35	2966	84.74	5.56			

From this table it is observed that the attitude of fathers was more positive than the attitude of mothers of the challenged, though the difference is not significant.

Table 2 : Attitudes of parents on the basis of their age

SL. No.	Age (Years)	Total Number	Total Score	Mean	SD	df	f-Test	Significant at 0.05 level.
1.	28-37	17	1425	83.82	4.31	47	0.95	Not significan
2.	38-47	23	1977	85.95	5.19			
3.	48 & above	10	831	83.10	4.84			

From this table it is observed that the attitude of parents in the age group 38-47 years was more positive than the attitude of parents in the age group 28-37 years and 48 and above years , though the differences is not significant.

Table 3 : Parental attitude on the basis of their education.

Education	Total number	Total score	Mean	SD	df	f- test	Significant at 0.05 level.
IV-VIII	9	742	82.44	6.13	47	1.25	Not significant
IX-XII	21	1797	85.57	4.32			
BA & above	20	1694	84.7	3.69			

From this table it is observed that the attitudes of parents' with education level of class (IX-XII) was more positive than the attitude of other parents with education level class IV-VIII and BA & above , though the difference is not significant.

Table 4 : Parental attitudes on the basis of their occupations.

SL. No.	Occupation	Total no.	Total score	Mean	SD	df	f- test.	Significance at 0.05 level.
1.	Service	9	777	86.33	2.84	47	2.93	Not significant.
2.	Business	4	337	84.25	4.70			
3.	Labours	6	483	80.5	4.23			
4.	Home duties	25	2120	84.80	5.20			
5.	Pensions & others.	6	507	84.5	4.5			

From this table it is observed that the attitudes of parents from service group was more positive than the other parents group ,though the difference is not significant.

Table 5 : Attitudes of parents on the basis of their Income.

SL.No.	Income	Total number	Total score	Mean	SD	df	f- test	Significant at 0.05 level
1.	1500-5000	18	1488	82.66	5.3	47	7.39	Quite significant. There arises a need for further testing to determine which of the differences between means are significant.
2.	6000-12000	19	1631	85.84	4.05			
3.	13000 & above	13	1113	85.61	3.87			

t=0.31 that is not significant at 0.05 level .From this table it is observed that attitudes of parents of income ranging from 6000- 12000 was more positive than the other parents of challenged, though the differences is not significant in f-test and t- test.

Table 6 : Parental attitude on the basis of their family structure.

SL.No.	Family structure	Total number	Total score	mean	SD	df	f-Test	Significance at 0.05 level.
1.	Joint family	8	680	85	3.6	47	.074	Not significant
2.	Nuclear family	37	3060	82.70	5.07			
3.	Broken family	5	406	81.20	8.14			

From this table it is observed that attitudes of parents of joint family were more positive than the other parents from nuclear and broken family, though the difference is not significant.

Table 7 : Parental attitude on the basis of their challenged children's birth order.

Birth order of child	**Total number**	**Total score**	**Mean**	**SD**	**df**	**t-test**	**Significant at 0.05 level**
1^{st} 2^{nd}	**44**	**3721**	**84.56**	**4.95**	**48**	**0.33**	**Not significant.**
3^{rd}& above	**6**	**512**	**85.33**	**5.31**			

From this table it was noticed that the parental attitude towards their challenged children is positive when Childs birth order is 3 or above.

Table 8 : Parental attitude on the basis of their challenged children's types of Disability.

SL. No.	Disability type	Total number	Total Score	Mean	SD	df	f-test	Significant at 0.05 level
1.	Mental Retardation (MR)	22	1956	80.90	6.62	47	1.40	Not significant.
2.	MR with associated problem	21	1770	84.28	4.64			
3.	Physically challenged	7	593	84.71	4.92			

From this table it was found that the parental attitude is positive if the challenged child is physically disabled.

Table 9 : Parental attitude on the basis of their challenged children's range of Disability.

SL. No.	Range of disability	Total number	Total score	Mean	SD	df	f-test	Significant at 0.05 level
1.	Mild	13	1112	85.53	3.67	47	0.26	Not significant
2.	Moderate	21	1756	83.61	5.84			
3.	severe	16	1352	84.50	5.39			

From this table it was noticed that parental attitude towards their mildly challenged Children is Positive.

Table 10: Parental attitude on the basis of their family history of disability.

SL No.	Family history	Total number	Total score	Mean	SD	df	t-test	Significant at 0.05 level
1.	Yes	7	582	83.14	7.81	48	0.60	Not significant.
2.	No	43	3654	84.97	4.48			

From this table it was noticed that the family history of disability has no significant effect on parental attitude formation towards their challenged child.

DISCUSSION :

In India" Zero rejection policy adopted in PWD act in 1995". Now PWD act is mandatory as well as the inclusive education. For a successful inclusive education programme, parental involvement, parental support and positive parental attitudes are crucial. In the present study it it is observed that parents attitudes towards their challenged childrens inclusion is positive that is the parents are in favour of educating their child in the mainstream schools. Some results was established in the study of Bower et. a., (2010), Elzein (2009) &Elkins et. al.(2013). From philosophical as well as social and emotional stand point inclusive education for the challenged is strongly accepted by the parents (Leyser& Kirk,(2004).

According to the Fathers the major benefits' of inclusive education is that the child is socially accepted in the mainstream schools and the non- disabled peers are likely to be sensitive and accepting the children. As the childs welfare as well as academic performance is important for the parents, therefore the parents are ready to accept inclusive education for their challenged children. Wong et. al. (2015) reported that parental perspective on inclusive education is not only about classroom support but about social acceptance of their child.

In the Special schools support is sufficient, children are segregated and quality of education is not beyond the questions. Therefore, the parents are not interested about educating their Child in the special schools but in the mainstream. Parents viewed that when challenged children were admitted in the special schools they imitate the problem behaviours of other disabled peers. Education is not age appropriate. Students graduated from special schools were not readily accepted by the family and society. Therefore the present parents are in favour of inclusive education and Inclusion policy as well. But at the same time they need all the needed essential support services including the therapeutic interventions. If this facility is available in the mainstreams schools than inclusive education will be ideally appropriate for all categories of mildly and moderately disabled learner.

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LANGUAGE AND COMMUNICATION

Malayendu Dinda *

ABSTRACT

'Communication' is defined in several ways. It is an information process going on between at least two human communicators embedded in a context and a situation. Message is the most important component of the communication process. A message has two parts: Sign-vehicle, and meaning. Communication process is studied under several models of communication like Linear model, Circular model, Interaction model, Autopoesis model. This article also deals with the relationship between language and communication and discusses the contradictory views of this relationship.

Key Words : Communication, language, message, models of communication

INTRODUCTION :

It is very difficult to define 'communication' and the word 'communication' is used in an ambiguous way. However, a very simple, general and uncontroversial way to view 'communication' is : It is " an information process going on between at least two human communicators (not necessarily two persons as one can communicate with himself) embedded in a context and a situation." More specifically, communication is also defined as: "all messages uttered in different contexts and situations." Message is the most important component of the communication process. A message can be divided into two parts: (i) Sign-vehicle, and (ii) meaning. The sign-vehicle covers all possible variants on the expression plane of linguistic utterances. Meaning covers all possible variants on the content-plane. Thus, communication can be thought of as inherent in the linguistic message. The situation, the context, and the communicators make their mark on the content and expression planes of the message. In this way communication is used as a sociological term, and language is viewed as a primarily social fact. And when language is viewed as a social fact, it is divided into two complementary components : (i) langue or system, and (ii) parole or behaviour (cf. Saussure)

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COMMUNICATION : DIFFERENT MODELS

First of all, we have to understand that the term communication is used in information processing science. Then this term is applied in other fields, for example, linguistics. There are several approaches to the study of communication in linguistics. These approaches or trends can be classified according to the basic models of communication adopted in linguistics.

THE LINEAR, CONDUIT MODEL

Its underlying assumption is that language functions as a sort of channel or tool for transferring a linguistic message from a source (or sender) to a destination (or hearer). This idea of communication has some of its roots in information theory. The idea is that the addresser (sender) intends that the message (utterance) will cause what is called an effect in the addressee (receiver). The only necessary condition is that the addressee recognize this intention.

THE CIRCULAR, DIALOGIC MODEL

The basic idea of this model is that for communication to take place, it is not sufficient that an addresser manifests his intension in a message which results in an effect in the addressee. It is also necessary to give the addressee a more active role in communication.

First, the active part is the more or less conscious interpretation process that the addressee must be involved in for the intended message to get through.

Second, a more or less expressed manifestation of the intended effect in the form of a response, answer, action, etc. from the addressee is necessary for the addresser to understand that his message has been received.

The interpretation requirement is not restricted to the addressee alone. The addresser too has to identify some sort of signal in the addressee's message which can be interpreted as a response or reaction to the intended message.

THE FEEDBACK, INTERACTION MODEL

This model is different from Dialogic Model by doing away with the notion of intention altogether. In this model communication is viewed in a much more general way than in the previous two models. Here communication includes all those processes by which human beings influence one another.

In its extreme form, this model entails that all behavior can be said to be communicative. The interaction of human beings is characterized by the necessity to communicate . This necessity is superior to the notion of intention, which is based not only on the will to communicate, but also the will to interpret. Communication is thus part of perception.

The distinguishing features of this model are the principles of mutuality and reciprocity as basic requirement for communication to take place. Communication in this model is not characterized by a search for what could be called 'mutual knowledge' or 'consensus' or 'intersubjective understanding'. Rather, the opposite is the case. To communicate is to experience such principles as ideal goals: one cannot share other people's experiences or mental worlds or cannot understand other's intention truly. The reason is that these principles of reciprocity and mutuality are subject to societal power relations. Such relations are neither intended to be recognized in the message nor even intended to be a part of the meaning of the message.

THE SELF-REGULATORY (AUTOPOESIS) MODEL

It is a radical version of Feedback Model in the sense that it seems to have done away with the principles of reciprocity and mutuality. In this model the communicators (here they are called 'emitters' and 'receivers')do not communicate in order to transfer and create a message (as in Conduit or Dialogic Model) or even to create some information but simply to integrate elements from the communicative situation (the environment) which can contribute to the communicators' so-called self-regulation and self-creation (hence the term 'autopoetic).

This self-regulation and self-creation is an individual, idiosyncratic version of an interaction input.

A basic goal of this autopoesis (self-regulation) is to create a difference with respect to all other (real or potential) communicators. In this sense, communication is necessary for the individual in order to be an individual.

The communicators are seen as closed systems, in so far as nothing can be integrated which is not specified in the system's own structure. It is not a static structure, but rather a process. So according to this model, communication is self-regulation, characterized as an unceasing search for functional substitutes.

Interestingly, this model allows for another, more advanced view of linguistic

messages, such as written text. Instead of being viewed as inferior reproduction of the prototypical or natural communication, i.e. verbal communication, written messages are viewed as more communicative and creative. Oral dialogue is thus reduced to one type of communication among others.

RELATION BETWEEN COMMUNICATION AND LANGUAGE

Linguistics takes language to be its only object of study. But the relation of language and communication is a matter of controversy. In fact, it is not even clear that the phenomenon of communication is at all relevant for the study of language or linguistics. Most linguists believe in a division of the phenomenon of language. On one hand, it is a signification system, and on the other, there are associated 'utterances'. The opposition between 'signification system' and its associated 'utterances' has several names such as: langue – parole (Saussure), schema-usage (Hjelmslev), code-behaviour (Halliday), competence-performance(Chomsky), etc.

The relation of language and communication is viewed from two perspectives: (i) The Abstract Objectivist View, and (ii) The Skepticist View.

THE ABSTRACT OBJECTIVIST VIEW : It is the traditional way of seeing things. It sees language as a relatively stable, finite, and invariant system of signification. The learning of this signification system is a goal of socialization. **In this view, language is something that precedes communication. In this view language is seen as a precondition to communication.**

The Skepticist View : This view consists of the views of behaviourists, empiricists, nominalists, sociolinguists, etc. The skepticists challenge this opposition of signification system and its associated utterances. They challenge this opposition mainly in three ways:

(i) Language as communicative behavior,
(ii) Communication that determines language, and
(iii) Communication and language as complementary phenomena.

(i) Language as communicative behavior : The skepticists get rid of the opposition altogether and for them signification system is nothing but a mentalistic abstraction from a heterogeneous mass of data. To this group, language is a generic term for communicative behaviour.

(ii) Communication that determines language : It turns the abstract objectivist view upside down. It claims that communication (as a set of messages, not utterances)

precedes, and is a precondition of the signification system, and not the other way round. Communication is viewed as determining language.

(iii) Communication and language as complementary phenomena : It claims that the elements(signification system and associated utterances) in opposition are complementary to each other. Language is both a signification system and communication (understood as a set of messages). Therefore, language phenomenon is a simultaneous combination of process (i.e. communication of messages) and a product (i.e. signification system).

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PHILOSOPHICAL MOTIVES FOR PRACTICING VALUES IN TEACHING LEARNING SYSTEM

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ABSTRACT

Society can be well judged in the reflection of values by means of exercising philosophical motives. Social crisis is generated within the society. It is the individuality that is also to be manifested. It requires inner development of human being. It is like a circle. At the centre of the circle we may consider individual values in terms of philosophical sense and the circumference is the society. It is the Individual philosophy which multiplies in the form of society. We are trying to develop social values, Woman empowerment and other such kind of values without giving concentration of individual philosophical motives lead to nowhere. The present paper is designated to focus on how philosophical motives can enable learners for the upliftment of their quality in education and life too.

Keywords : Inclusion, Philosophical Motives, Development of Values, Teaching Learning System.

Introduction :

Philosophical crisis is a global problem of human society. Educational world has no crisis of information but in future it will have to face the philosophical crisis for their self development. Education has updated its field with the help of concepts from philosophy.

What is shocking is that our education system and teaching learning system gradually is guided by only information rather than the concept of life. Naturally education system is guided by mostly quantitative side of evaluation system. This type of quantitative development of life isolates students from their qualitative aspect of life and actually affects their attitude, personality, social interaction and other developmental aspect.

Without philosophical motives teaching learning system can never be fulfilled. Philosophical motives motivate students to the higher level of academic field. Actually what we say 'devaluation' is specially caused by crisis of philosophical concept among learners. As a result, different learning styles have not upgraded into highest level.

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In education system this crisis effects differently for their developmental progrmame. They are grouped as –

1. Student-Teacher relationship
2. Parental relationship
3. Behavioral aspect of student
4. Cultural activity of institution
5. Motivational factors for higher education
6. Development of attitude
7. Development of value
8. Development of social interaction

Therefore inclusion of philosophical motives is an urgent need in our teaching-learning system. Education could not be fulfilled without the application of philosophical motives. A student with motives has no barrier for spontaneous development in any way.

What are Philosophical Motives ?

Philosophical motives are highly complex processes that involve a wide range of variety of learning processes :

These are :

1. Ability to perceive.
2. Understanding.
3. Appreciation.
4. Sensitivity.
5. Willingness.
6. Commitment to Action.
7. Development of Concept.
8. Enlightenment.

A philosophical motive is therefore a programmed method of teaching process to a particular goal for the attainment of those qualities. Actually Philosophical motives means to develop an insight through which we can realize or internalize education.

Significance of Philosophical Motives :

Philosophical motives are highly related to the developmental aspects of students. Philosophy helps us to structure students' belief and enable them to develop their inner movements. We classify different developmental programmes, which are affected by philosophical crisis. The classification may be rearranged in the following dimension:

1. **Philosophical Dimension**
   - I. Development of inner values.
   - II. Integration of Philosophical motives and social values.
2. **Social Dimension**
   - I. Student teacher relationship
   - II. Parental relationship
   - III. social interaction
3. **Psychological Dimension**
   - I. Motivational factors.
   - II. Development of attitude.
   - III. Behavior aspects of student.

Philosophy determines the way of life. It affects us philosophically, socially and psychologically too. Our values, culture actually come from philosophy. What we say devaluation actually comes from philosophical crisis and even different psychological crises

actually have resulted from philosophical crisis. Structure of mind can never be up to the mark unless philosophy is there as mind is well structured by philosophy.

Similarly different social values are also affected by philosophical motives. Student-teacher relationship, parental relationship actually based on some basic values come from philosophy. In ancient time parents and teachers are well respected and transfer of different values, ideas is cultured in society and education system very smoothly. Development of attitude and different motivational factors are developed from different philosophical practices. Psychology is the science of mind and its inner senses are developed through philosophical motives.

The National Policy on Education 1986 and the National Curriculum Framework for elementary and secondary education have referred to these as the components of value education.

These are :

1. Our Cultural Heritage
2. The Democratic Way of Life
3. Social Equality
4. Scientific Temper
5. Secularism
6. Our Environment
7. Gender Equality
8. Social Cohesion
9. National Unity
10. Work Culture
11. Population and Quality of Life

The purpose of the intellectual analysis of these values is to raise the consciousness and the betterment of Quality of life & society.

Sometimes value is reflected through the national interest of country. Like in a democratic country, democratic rights and responsibilities are the desired values. In 1994 from the Declaration of Human Rights of United Nations Values of life are :

1. Liberty
2. Equality
3. Property
4. Well-being
5. Peace
6. Tolerance
7. Reason

In education system to develop these values we should have a democratic set up so that there should be a balance between rights & responsibilities as being prescribed in our constitution.

According to the classical Indian philosophical thought, attainment of Purushartha is the ultimate value. Purushartha signifies the right way of living. Literally Purusartha means, “object of human pursuit” i.e. i) Moral Values, ii) Prosperity, iii) Pleasure, iv) Liberation and that attainment is the highest value of life.

Methodology of Philosophical Motives :

Methodology I

Learning based on activities and discussion. Roles play Model. – Inner learning.

Methodology II

Learning based on Creative Thinking – Reflecting learning.

Methodology III

Learning based on "Artistic faculty" of mind – Selective learning.

Role of the Teacher :

The teacher in relation to the student could develop philosophical motives in different ways. The teacher shall-

1. Treat all students with love and affection and be just and impartial to all, irrespective of caste, creed, sex, status, religion, language and place of birth.

2. Help the student in their intellectual, physical, social, emotional development and intrinsic values and character.

3. Promote scientific temper and a spirit of inquiry, creative-self expression and aesthetic sense, leadership qualities right concepts and right attitudes towards environment among the students and encourage them to ask questions to satisfy their curiosity.

4. Develop in the students love for creative work.

5. Enable the students to appreciate our rich cultural heritage and unity in its diversity.

Conclusion :

Now the world has been suffering tremendously from value crisis. Only value-oriented education can resist it. The ways are:

1. Enhancement of quality of life.
2. Betterment of Societal interaction and communication.
3. Development of insight within the individual.
4. A journey towards perfection
5. Enlightenment of inner senses.
6. Development of democratic personality.
7. Awareness and understanding.
8. Education as an instrument to attain the qualities of life.

Therefore education is a means which leads ourselves towards perfection in context to individual & social stand point. It is true, ultimately philosophical orientation should result in the transformation of individual personality based on the internalization of value education and their application in life and society.

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