

ISSN : 0973 – 5895

A Journal of Education
(Peer-Reviewed)



RAMAKRISHNA MISSION
BRAHMANANDA COLLEGE OF EDUCATION

(A unit of Ramakrishana Mission Boys' Home)
Rahara, Kolkata - 700118
West bengal, India

Editor-in-Chief	
Swami Nirishananda	Principal (Actg.), Ramakrishna Mission Brahmananda College of Education, Rahara, Kolkata -700118, West Bengal, India.
Executive Editor	
Prof. Samrat Bisai	Assistant Professor, Ramakrishna Mission Brahmananda College of Education, Rahara, Kolkata - 700118, West Bengal, India.
Associate Editor	
Prof. Tusher Kanti Halder	Assistant Professor, Ramakrishna Mission Brahmananda College of Education, Rahara, Kolkata -700118, West Bengal, India.
Peer-Review Board	
Prof. Blli Phu Hung	Professor & Dean, Faculty of Foreign Language Studies, Van Hien University, Vietnam.
Prof. Sanat Kumar Ghosh	Professor, Netaji Subhas Open University, Kolkata, West Bengal, India.
Prof. Kaberi Saha	Professor, Department of Education, Gauhati University, Assam, India.
Prof. Muktipada Sinha	Professor & HOD, Department of Education, Jadavpur University, Kolkata, West Bengal, India.
Prof. Bishnupada Nanda	Professor, Department of Education, Jadavpur University, Kolkata, West Bengal, India.
Prof. Bijan Sarkar	Professor, Department of Education, Kalyani University, Kalyani, West Bengal, India
Prof. Abhijit Kumar Pal	Professor & HOD, Department of Education, West Bengal State University, West Bengal, India.
Prof. Projit Kumar Palit	Professor & Director, Centre for Indo-Logical Studies, Dept. of History, Assam University, Silchar -788011, Assam, India.
Swami Tattwasarananda	Professor, Ramakrishana Mission Sikshanamandira, Belur Math, Howrah - 711202, West Bengal, India.
Advisory Board	
Prof. Swapan Kumar Dutta	Associate Professor, Department of Education, Assam University, Silchar, India.
Prof. Rita Sinha Dasgupta	Professor, Formar Dean of Calcutta University & Former Faculty of Education Department, University of Calcutta, Kolkata, West Bengal, India.
Prof. Malayendu Dinda	Assistant Professor, Ramakrishna Mission Brahmananda College of Education, Rahara, Kolkata - 700118, West Bengal, India.

Anwesa

A Journal of Education

(Peer-Reviewed)

Volume - 13, August - 2021

ISSN 0973-5895



Ramakrishna Mission Brahmananda College of Education

(A unit of Ramakrishna Mission Boys' Home)

Rahara, Kolkata - 700 118

West Bengal, India

Anwesa
A Journal of Education

Published by
Swami Jayananda
The Secretary,
Ramakrishna Mission Boys' Home
Rahara, Kolkata - 700 118
West Bengal, India

All Correspondence should be addressed to:
The Principal
Ramakrishna Mission Brahmananda College of Education
(A unit of Ramakrishna Mission Boys' Home)
Rahara, Kolkata - 700 118
e-mail : rkmbc2021@dataone.in
 : rkmbcrahara@gmail.com
Phone : +91-33-2568-2021

Price : 200/-

Printed by:
Unique Printing
Phone : +91 90384 53449

A n w e s a
A Journal of Education

C O N T E N T S

Aggressive and Self-injurious Behaviors of Intellectually Challenged Adults : Two Case Studies Pritam Biswas	6
Mental Health of Rural Adolescent School Students in South 24 Pargana District Chattu Mondal	16
Effect of Hatha Yoga and Aerobic Dance Practice on Memory of Adolescent Girls Dr. Sanjoy Mitra	24
Improving Reading Comprehension Skill Using Mind Mapping Technique Souravi Ata	32
Student's Attitudes and Satisfaction Towards Online Teaching (E-learning) During Covid-19 Lockdown Pitam Samanta	42
A Study on Listening Skills among the Students at Higher Education Level Avishek Khanra	56
Quality Education from the Perspective of Environmental Sustainability Sujan Das	73
A History of Prejudice: Sexual Harassment & Abuse of Domestic Workers During Covid-19 Amal Kumar Das	81
Education-an Important Tool for Women Empowerment Dr. Subrata Biswas, Shuchismita Biswas, Dr. Debashis Dhar	91
Vision of Begum Rokeya and Present Educational Status of Muslim Women in West Bengal : A Textual Analysis Payel Giri	105

From the Editor's Desk

Dear Readers,

I am delighted to bring forth the 13th volume of *Anwesa: A Journal of Education*. My journey has started three years ago in this college and so, as an editor of the journal. But surely this short journey as an editor of the journal has enriched me with tremendous experiences. The support and the efforts of my earlier principal Swami Kedaratmananda has helped me to overcome all the barriers while publishing this journal. I am really thankful to him for his support, love and dedication for the college. I am really grateful to Dr. Malayendu Dinda, my extremely beloved colleague, who was associated with the journal from its dawn.

This journal *Anwesa: A Journal of Education* attempts to explore recent educational trends, various changing educational scenarios in India as well as world and the new possibilities in the field of education. This edition contains ten papers which will excavate various dimensions in the field of education.

The research article of Pritam Biswas and Prof Bishnupada Nanda have worked on the aggressive and self-injurious behavior of the intellectually challenged adults. They have conducted case studies among two intellectually challenged adults. They explored that two intellectually challenged adults exhibit higher level of self-injurious and aggressive behavior.

Chattu Mondal in his study aims to find out the level of mental health of rural adolescent school students in south 24 Pargana District of West Bengal. He explored that there is no significant difference between mean scores of boys and girls adolescents students on the basis of overall demographic dimensions.

Professor Sanjoy Mitra in his study has talked about Hatha yoga. He found that Hatha yoga improved students' memories and enhanced their psychological potentials.

Souravi Ata in her study aims to examine the effectiveness of mind maps in empowering comprehension and learning. She found out that 1) The English reading comprehension post-test mean score of students was higher than the pre-test mean score at the 0.05 level of significance; 2) most students were satisfied with their own reading comprehension ability.

Pitam Samanta in his empirical research has attempted to explore students' attitude and satisfaction level during COVID -19. The result indicates that the student's satisfaction level and attitudes towards e-learning and virtual classes are strong and it enhances their various skills.

Avishek Khanra has explored the listening skills among 70 students from a University in West Bengal, India. He observed that urban students have higher level of listening skills than the rural counterpart. Students from science background have low level of listening skills than students from arts background. He also explored that the stream of study plays an important role in developing the listening skills of students.

Sujan Das in his paper has suggested few designs that could help to provide quality education in such a way that it can produce a responsible future generation who can fully understand and support notion of sustainable development and practice it in day to day life.

Amal Kumar in his research paper has discussed the issues of sexual harassment on domestic workers during COVID-19 situation and how it has generated plight and fear among those workers. He also discussed that our society need to develop gender-sensitive social protection policies for protecting the rights of women workers in the informal sector.

Dr. Biswas and his colleagues in their paper have proved that women education is important for their emancipation in the twenty-first century and various initiatives should be taken from all level of society to protect their rights.

Payel Giri on her study on feminist thinker Begum Rokeya has discussed her unique contribution to the Muslim women and how it developed their status in West Bengal.

Every journey in life gives us some new and innovative experience. I hope this journey of reading will help you to enrich your knowledge and to explore new dimensions in the field of education.

Rahara,
August, 2021

Samrat Bisai
Assistant Professor

AGGRESSIVE AND SELF-INJURIOUS BEHAVIORS OF INTELLECTUALLY CHALLENGED ADULTS: TWO CASE STUDIES

Pritam Biswas

M. Phil scholar, Department of Education, Jadavpur University, West Bengal, India

Dr. Bishnupada Nanda

Professor, Department of Education, Jadavpur University, West Bengal, India

ABSTRACT

This study endeavors to explore the aggressive and self-injurious behaviors of intellectually challenged adults. Case study method has been adopted and BASIC-MR (Part-B) was used for collection of relevant data from the subjects. Results show that female client shows more aggressive behaviors and male client shows more self-injurious behaviors. Results of the data have been analyzed and presented on the basis of international research studies. A strong theoretical discussion has been done on the basis of established research worker's views. Further in-depth qualitative and quantitative research with a strong theoretical discussion is recommended.

Keywords: Intellectually challenged, Aggressive behaviors, Self-injurious behaviors.

INTRODUCTION

With increasing population in India, the numbers of intellectually challenged individuals are also growing. The prevalence of intellectually challenged individuals in the overall population of India is 10.5 cases/1000, with 10.08/1000 in rural and 11/1000 in the urban population (Lakhan, Ekundayo & Shahbazi, 2015). Challenging behaviors are very common among the people with intellectually challenged individuals. Usually, challenged children show more behavioral problems than non-disabled children (Farth, Platt & Parson, 2017), particularly who are intellectually challenged/visually challenged/autistic/hyperactive/multiple challenged children. The major causes of problem behaviors among those developmentally challenged children are different but, in most cases, they show such type of behaviours as they are unable to draw stimulations from the external environment. So, they become habituated in different types of self-stimulatory behaviours, among the ten different dimensions of problem behaviors as prescribed and published by NIMH (Secunderabad) and developed by Peshawaria and Venkatesan

(1992). Among the problem behaviours the most dangerous behaviours are self-injurious and aggressive behaviours. Aggressive and self-injurious behaviours are most harmful for both, to the child as well as the family.

In the study of Crocker and Others (2006), it was noted that intellectually challenged adults showed different types of aggressive behaviors. Davies and Oliver (2015) found that intellectually challenged people are habituated in aggressive behaviors. They also noted that range of aggressive behaviors are not same among all the intellectually challenged individuals. Bowring, Totsika, Hastings, Toogood and Griffith (2016) also found that individuals' with severe intellectually challenged show different types of aggressive behaviors.

McClintock, Holl and Oliver (2003) reported that self-injurious behaviours are more common among severe and profound intellectually challenged individuals. Children with autism spectrum disorder also show both aggressive as well as self-injurious behaviours other than noncompliance and stereotyped behaviors (Maston & Marie, 2007). Dev, Thomas and Bright (2001) concluded that severe intellectually challenged individuals are unable to make successful communication which causes their behavioral problems, like self-injurious behaviors. Eyman and Call (1977) from their survey concluded that aggressive behaviors are common among intellectually challenged individuals. Studies of Jacobson (1982), Harris (1993), Tyres (2006), Kishore, Nizamie and Nizamie (2005) and Lundqvist (2013), supported the study of Eymen and Call (1977).

From a series of study conducted by Nanda (1995, 1998, 1999, 2004), Nanda and Das (2005), Nanda and Mitra (2006), it was found that intellectually challenged and visually challenged individuals showed different types of behavioral problems such as aggressive and self-injurious behaviors.

Therefore, the present investigations after a long review of related literatures selected the present research question, whether aggressive and self-injurious behaviours are present among the center based intellectually challenged adults?

METHODOLOGY

This is a case study method, in which the researchers have studied two adults (The age of the male participant is 23 and the age of female participant is 32) with intellectually challenged who are living in a residential care home for intellectually challenged, which is located at Sonarpur, West Bengal, India. The researchers observed them on daily basis

(except national holidays and Sundays) for three months (from January to March, 2020) and they also have taken written consent from their caretakers of the home.

Subjects

The researcher has selected two subjects (case 1 and case 2) purposively for the present study.

Tool

Behavioral Assessment Scales for Indian Children with Mental Retardation (BASIC-MR) Part-B was used in this study to assess the problem behaviors among the adults with intellectually challenged. This scale is suitable for intellectually challenged between the age of 3-16 (18) years. But it can be used for adult individuals with intellectually challenged. This scale has total 75 items grouped under 10 domains: violent and destructive behaviors, temper tantrums, misbehaves with others, self-injurious behaviors, repetitive behaviors, odd behaviors, hyperactivity, rebellious behaviors, antisocial behaviors and fears. Each item of the scale has three-point rating scale, viz, never (n), occasionally (o), and frequently (f). If the stated problem behavior presently does not occur in the subject, mark 'never' and give a score of 'zero'. If the stated problem behaviour presently occurs once in a while or now and then, it is marked 'occasionally' and give a score of 'one'. If the stated problem behavior presently occurs quite often or habitually, is marked 'frequently' and give a score of 'two'. The maximum possible score for subject on this scale is 150 (Peshawaria & Venkatesan, 1992).

A demographic data sheet was also used to cover queries on personal details, type and degree of disability, family background etc.

Case studies

Case - 1

The first client is a woman having aggressive behaviors of different degree. The client is 32 years old and is a resident of a home for the intellectually challenged persons. During birth, she had low birth weight and pre-mature baby in eight months of pregnancy. She was kept in an incubator in a govt. hospital. During her childhood, it was recognized by her parents that she had developmental problems. She never went to a special school nor to any early intervention center. When her age was 15, she got admission in the present home and for last 17 years, she has been staying in this home. She never went to her

original residence. Her parents are less interested about this client and do not bear any responsibility of their daughter. She is speechless and shows different types of aggressive behaviors to other home mates as well as to her care giver. In every month during her menstruation, she become more aggressive. She is interested to touch and hug when she found any male individuals in her close contact. Except biting others and attacking and pocking others with weapons, she occasionally shows different types of violent and destructive behaviors. She never got any supports such as speech therapy, occupational therapy and behaviour therapy. She lives alone in her own world.

Case -2

The second case is a severe intellectually challenged man. He is 23 years old. He has one brother, who is intellectually normal. During his birth, he had late birth cry and the body was bluish in color. From his birth, he had shown a feeding problem. The parents were not educated and therefore, they thought that he will develop normally when he will be grown up. In about 3-4 years of age, they first detect that their child is not normal. They visited a special school and came to know that their child is not normal. After 8-9 years of training in the special school, they admitted their baby in the present home for the intellectually challenged and mentally ill people. The client is unable to engage himself in any kind of productive and creative work. The institution has no facilities of behavior therapy, occupational therapy and speech rehabilitation. The client shows different types of self-injurious behaviors whose apparent reason is unknown to the present investigator as well as the institution authority. For day and night, he remains alone and shows problem behaviors.

RESULT

The results are presented in the following table

Dimensions	Items	Frequency of problems behaviours	
		Case:1	Case:2
Violent and destructive behaviours	1Kicks others	o	n
	2. Pushes others	o	n
	3Pinches others	o	n
	4. Pulls hair, ear, body parts of others	o	n
	5. Slaps others	o	n
	6. Hits others	o	n

	7. Spites on others	o	n
	8. Bangs objects	o	o
	9. Slams doors	o	o
	10. Bites others	n	n
	11. Attacks or pokes others with weapon (blade, stick, pencil)	n	n
	12. Throws objects at others	o	n
	13. Tears/pulls threads from own or others clothing	o	n
	14. Tears up own or others books, papers, magazines	o	n
	15. Breaks objects/glass/toys	n	o
	16. Damages furniture	o	o
Self-injurious behaviours	1. Bangs head	n	f
	2. Bites self	n	n
	3. Cuts or mutilates self	n	f
	4. Pulls own hair	n	n
	5. Scratches self	n	f
	6. Hits self	n	f
	7. Puts objects into eyes/nose/ear	n	n
	8. Eats inedible things	n	n
	9. Peels skin/wounds	f	f
	10. Bites nails	n	n

(0= Occasionally, n= Never, f= Frequently)

DISCUSSION

According to BASIC-MR (Part-B) aggressive behaviors that are violent and destructive behaviors are of 16 types that is why in this scale 16 items of violent and destructive behaviors are included. Case - 1 is a women client with intellectual impairment and shows all the 13 items of violent and destructive behaviors out of 16 items. All these 13 items of problem behaviors, she shows occasionally.

In the study of Bouras and Drummond (1992), it was found that out of all different types of problem behaviors, violent and destructive behaviors were present among 33.3% clients. According to them, aggressive behaviors towards others were more common

among the intellectually challenged individuals. They also noted that aggressive behaviors were more common among severely and profoundly intellectually challenged. This finding is consistent with the previous studies of Easton and Menolascino (1982). It was noted that (Bouras and Drummond, 1992) aggressive behaviors found occasionally among mild intellectually challenged persons but Benson (1985), Menolascino (1988), Iverson and Fox (1989) found higher level of aggressive behaviors more often among severely intellectually challenged individuals. According to Eaton and Menolascino (1982), presence of aggressive behaviors among intellectually challenged is highly individualistic, and might be present as behavioral problems (Reiss, 1985). According to Gold and others (1989), aggressive behaviors can be included under the group of psychiatric disorder. Due to the presence of problematic behaviors like aggression among the intellectually challenged individuals, their integration in the home, family, local community is problematic as well as they cannot develop a relationship with people without disability (Mansell et. al., 1987). Therefore, they need skill development and rehabilitation practitioners must emphasis on it. So, support staff, therapist and professionals must be capable of meeting the social and educational needs of people with intellectual disability.

In the present study, the client never bites others even when she became violent and destructive. On the other hand, Bowring, Totsika, Hastings, Toogood and Griffith (2016). noticed that 2.3% intellectually challenged sample shows biting behaviors to others. In their study, 8.3% sample possess aggressive and destructive behaviours.

Case - 2 is a male individual having severe intellectual disability. He shows self-injurious behaviors like, head banging, self-cutting, self-scratching, self-hitting and peeling his skin or wounded himself and he showed all these problematic behaviors frequently. He never bites himself or shows other self-injurious behaviors like, hair pulling, putting objects into eyes, nose, ear, never eat inedible things and never showed nail biting behaviors. Bouras and Drummond (1992) on the other hand noticed that, self-injurious behaviors are more common in women, not in men. In the study of Bowring et. al. (2016), it was noted that 7.5% sample shows different types of self-injurious behaviors and those self-injurious behaviors have a significant negative impact on quality of life. They noticed that a strong association is present between lack of day time engagement and self-injurious behaviors. The challenged individual who engages himself in self-injurious behaviors, they cannot engage themselves in other day time activities. The same view was established in the study of Lowe, Allen, Jones, Brophy, Moore (2007).

In the study of Emerson and Bromley (1995), it was noted that most severe group of intellectually challenged shows either self-injurious behaviors or aggression (43%) as

their main challenging behaviors. Sometimes, self-injurious behaviors noticed to occur together with biting, head hitting, scratching, pinching, body hitting and hair pulling. They also found that the occurrence of self-injurious behaviors tends not to be related to other types of problem behaviors. It means that self-injurious behaviors may not coexist with other types of problem behaviors. Therefore, these people have no greater risk than other people with other types of challenging behaviors which coexist together.

In the study of Holden and Gitlisen (2003), it was found that self-injurious behaviors shown by 55% of intellectually challenged learners. They noticed that severely and profoundly retarded shows more self-injurious behaviors compared to mild and moderately challenged individuals. They noticed that food refusal is more common in person with severe and profound intellectually challenged and the individual showing self-injurious behaviors demonstrate increased appetite.

CONCLUSION

Problem behaviors like, aggressive and destructive behaviors, self-injurious behaviors are common among the severe intellectually individuals. It is more common in the individual who is unable to communicate with others. Speech therapy and behavior therapy are very much important for this group of people. Family, Community and the State should know the problems of the intellectually challenged, its etiologies and probable mode of interventions. Maintaining a good mental health for this group of people is most important. Regular sensitization training program is needed for the family of this group of people.

REFERENCES

- Benson, B.A. (1985). Behaviour disorders and mental retardation: associations with age, sex and level of functioning in an outpatient clinic sample. *Applied Research in Mental Retardation*, 6, 79-85.
- Bouras, N., & Drummond, C. (1992). Behaviour and psychiatric disorders of people with mental handicaps living in the community. *Journal of Intellectual Disability Research*, 36, 349-357.
- Bowring, D.L., Totsika, V., Hestings, R.P., Toogood, S., & Griffith, G.H. (2016). Challenging behaviours in adults with an intellectual disability: A total population study and exploration of risk indices. *British Journal of Clinical Psychology*.

- Crocker, A.G., Mercier, C., Lachapelle, Y., Morin, D., & Roy, M.E. (2006). Prevalence and types of aggressive behaviours among adults with intellectual disabilities. *Journal of Intellectual Disability Research*, 50(9), 652-661.
- Davies, L.E., & Oliver, C. (2015). Self-injury, aggression and destruction in children with severe intellectual disability: incidence, persistence and novel, predictive behavioural risk markers. *Research in Developmental Disabilities*, 49(50), 291-301.
- Deb, S., Thomas, M., & Bright, C. (2001). Mental disorder in adults with intellectual disability. 2: the rate of behavior disorder among a community-based population aged between 16 and 64 years. *Journal of Intellectual Disability Research*, 46(6), 506-514.
- Eaton, L. F., & Menolascino, F.J. (1982). Psychiatric disorders in the mentally retarded: types, problems and challenges. *American Journal of Psychiatry*, 139, 1297-1303.
- Emerson, E., & Bromley, J. (1995). The form and function of challenging behaviours. *Journal of Intellectual Disability Research*, 39(5), 388-398.
- Eyman, R. K., & Call, T. (1977). Maladaptive behaviour and community placement of mentally retarded persons. *American Journal of Mental Deficiency*, 82, 137-44.
- Farth, R.C., Platt, L., & Parson, S. (2017). The development of behaviour problems among disabled and non-disabled children in England. *Journal of Applied Developmental psychology*, 52, 46-58.
- Gold, I.M., Wolfson, E.S., Lester, C.M., Ratey, J.J., & Chmielinski, H.E. (1989). Developing a limit for mentally retarded-mentally ill patients on the grounds of a state hospital. *Hospital and Community Psychiatry*, 40, 836-840.
- Harris, P. (1993). The nature and extent of aggressive behaviour amongst people with learning difficulties (mental handicap) in a single health district. *Journal of Intellectual Disability Research*, 37, 221-242.
- Holden, B., & Gitleson, J.P. (2003). Prevalence of psychiatric symptoms in adults with mental retardation and challenging behaviours. *Research in Developmental Disabilities*, 24, 323-332.

- Iverson, J.C., & Fox, R.A. (1989). Prevalence of psychopathology among mentally retarded adults. *Research in Developmental Disability*, 10, 77-83.
- Jacobson, J.W. (1982). Problem behavior and psychiatric impairment within a developmentally disabled population. I: behavior frequency. *Applied Research in Mental Retardation*, 3, 121-139.
- Kishore, M.T., Nizamie, S.H., & Nizamie, A. (2005). The behavioural profile of psychiatric disorders in persons with intellectual disability. *Journal of Intellectual Disability Research*, 49(11), 852-857.
- Lakhan, R., Ekundayo, O., & Shahbazi, M. (2015). An estimation of the prevalence of intellectual disabilities and its association with age in rural urban populations in India. *Journal of Neurosciences in Rural Practice*, 6(4), 523-528.
- Lowe, K., Allen, D., Jones, E., Brophy, S., Moore, K., & Jones, W. (2007). Challenging behaviours: Prevalence and topographies. *Journal of Intellectual Disability Research*, 51, 625-636.
- Lundqvist, L.O. (2013). Prevalence and risk markers of behaviour problems among adults with intellectual disabilities: A total population study in Orebro country, Sweden. *Research in developmental Disabilities*, 36, 1346-1356.
- Mansell, J., Felce, D., Jenkins, J., de Kock, U., & Toogood, S. (1987). *Developing Staffed Housing for People with Mental Handicaps*. Costello, Tunbridge Wells, Kent.
- Matson, J.L., & Marie, N.S. (2007). Assessing challenging behaviours in children with autism spectrum disorder, *A review research in developmental disabilities*, 28, 567-579.
- McClintock, K., Hall, S., & Oliver, C. (2003). Risk markers associated with challenging behaviours in people with intellectual disabilities: a meta-analytic study. *Journal of Intellectual Disability Research*, 47(6), 405-416.
- Menolascino, F.J. (1988). Mental illness in the mentally retarded: diagnostic and treatment issues in mental retardation and mental health. In: *Mental Retardation and*

Mental Health: Classification, Diagnosis, Treatment, Services, J.A. Start, F.J. Menolascino, M. H. Albarelli, & V. C. Gray (eds), pp. 109 -24. Springer-Verlag, Berlin.

Nanda, B.P. (1995). Effects of Differential Reinforcement on Self-Directed Aggression of a Retarded Boy. *New Perspectives of social Sciences*, 3, 55-63.

Nanda, B.P. (1998). Maladaptive behaviours and their causes in congenital rubella syndrome (CRS) subject- A research review. *Disabilities and impairments*, 12(2),88-100.

Nanda, B.P. (1999). Reducing Self-Stimulatory Stereotyped Body Rocking of a Retarded Boy by Differential Reinforcement Technique and Environmental Manipulation. *Indian Journal of Clinical Psychology*, 26(2), 209-214.

Nanda, B.P. (2004). Use of Environmental manipulation, Praise and Positive Forms of Teachers Attention as Reinforcers in Modification of Maladaptive Classroom Behaviour of a Mildly Retarded Boy. *Journal of Education*, RBU, 7(1), 29-36.

Nanda, B.P., & Das, C. (2005). A study on the effects of reinforcer on out of seat behaviours of a child with mental retardation. Paper presented at Manovikash Kendra, 19th January, 2005.

Nanda, B.P., & Mitra, M. (2006). Use of primary reinforcement technique in the modification of aggressive and hyperactive behaviours of child with mental retardation. *Journal of Education*, RBU, 9(1), 89-97.

Peshawaria, R., & Venkatesan, S. (1992). Behavioural Assessment Scales for Indian Children with Mental Retardation. National Institute for the Mentally Handicapped.

Reiss S. (1985) The mentally retarded, emotionally disturbed adult. In: *Children with Emotional Disorders and Developmental Disabilities*, G. Sigman (ed.), pp. 220-35. Grune and Stratton, New York, N.Y.

Tyrer, F., McGrother, C.W., Thorp, C. F., Donaldson, M., Bhaumik, S., Watson J. M. et al. (2006). Physical aggression towards others in adults with learning disabilities: prevalence and associated factors. *Journal of Intellectual Disability Research*, 50, 295– 304.

MENTAL HEALTH OF RURAL ADOLESCENT SCHOOL STUDENTS IN SOUTH 24 PARGANA DISTRICT

Chattu Mondal

Ph.D. Scholar, Department of Education, Jadavpur University, West Bengal.

ABSTRACT

The present study aims to find out the level of mental health of rural adolescent school students in South 24 Pargana District of West Bengal. The data were collected from 140 samples (70 Boys & 70 Girls). The researcher used the standardized Mental Health Inventory (MHI) with six dimensions developed by Jagdish & Srivastava (1986), through purposive sampling technique. Mean, S.D, and t-test statistical techniques were employed to analysis and interpret the results. The major findings of the study is that there is no significant difference between mean scores of boys and girls adolescents students.

Keywords: Mental Health, Rural Adolescent, South 24 Pargana District.

INTRODUCTION

Mental health is the emotional and spiritual resilience that allows one to enjoy life and to survive pain, suffering and disappoint (Panchal, 2013). It is a positive sense of well-being and an underlying belief in one's own and others' dignity and worth. Mental health is about how a person thinks, feels, and acts when faced with life's situations. Mental health is how people look at themselves, their lives, and the other people in their lives; evaluate their challenges and problems; and explores choices. This includes handling stress, relating to other people, and making decisions (Panchal, 2013). Pramod kumar (1991) states that mental health is an indicator which shows a person's ability to meet social, emotional, physical, psychological demands.

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

Recent studies have identified 'Depression' as a mental problem among various problems of adolescents (WHO). World health organization (WHO) is also strengthening the mental health services provisions by implementing the Mental Health Gap Action Programme (MHGAP). Adolescents face internal conflicts which directly affects their mental health and adjustment in the society. Mental health is major area of attention development (WHO, 2010). It is perceived as an asset to develop individually, socially as well as economically (WHO, 2004). The increase in mental health issues is a growing concern for the educators in recent time. Research has exhibited that there is an increase in the case of depression and other mental health issues among adolescents (WHO, 2012).

Srivastava et al. (1999) studied on 'A study of Mental Health of Hindi and English medium students' the mental health of 80 students studying 11th and 12th standard from English medium and Hindi medium schools located at Haridwar. The result showed that Hindi medium student had better mental health in comparison to English medium students. The authors also reported that symptoms of egocentrism and emotional instability in English medium students were high in comparison to Hindi medium students. They suggested that parents and teachers should cooperate each-other in solving the problems.

Arulkumar & William (2017) in their paper entitled 'A study of mental health of high school students in Thiruvavur District'. The data were collected from Thiruvavur educational district. The investigator used the Mental Health Inventory, developed by Jagadish and Srivastava (Revised 1996). Around 10% of the students have high level of mental health and 1/3 of total students have average mental health. No significant differences have been found in the mean score of the mental health among the subgroup of students based on their gender, residence and type of schools in which they were studying.

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

Shokeen (2017) in his research article entitled, 'A study of mental health and social adjustment of Senior Secondary students' attempts to explore the mental health and social adjustment of the senior secondary students of Delhi. He also made an attempt to elaborate the relationship between mental health and social adjustment of adolescents. The researcher used Mental Health Battery of Arun Kumar Singh and Alpna Sen Gupta's and Social Adjustment Inventory of Dr. R.C. Deva for the sample subjects. The findings

reveal a positive and significant relationship between the Mental Health and Social Adjustment among the adolescents.

Lal, Sharma & kumar (2013) in their research paper entitled, 'A study of Mental Health and Socio Economic Status among Youth'; made an attempt to explore the mental health and socio economic status of the youth in Chandigarh. The participants were well informed about the purpose of the study and also assured about their confidentiality. The Mental Health Inventory (Jagdish and Srivastava, 1983) has been used to quantify the study and their socioeconomic status was measured with the help of family income. The statistically analyzed result corroborates that subjects of high income family possess good mental health as compared to the low income participants.

OBJECTIVES OF THE STUDY

The researcher has taken into consideration the following objectives:

- To study the significant difference between mean scores of rural adolescent school students on the basis of age.
- To study the significant difference between mean scores of rural adolescent school students on the basis of religion.
- To study the significant difference between mean scores of rural adolescent school students on the basis of birth order.
- To study the significant difference between mean scores of rural adolescent school students on the basis of father occupation status.
- To study the significant difference between mean scores of rural adolescent school students on the basis of family monthly income.

HYPOTHESES

- Ho1: There is no significant mean difference of mental health among rural adolescent school students on the basis of age.
- Ho2: There is no significant mean difference of mental health among rural adolescent school students on the basis of religion.
- Ho3: There is no significant mean difference of mental health among rural adolescent school students on the basis of birth order.
- Ho4: There is no significant mean difference of mental health among rural adolescent school students on the basis of father occupation status.
- Ho5: There is no significant mean difference of mental health among rural adolescent school students on the basis of family monthly income.

METHODOLOGY

Local of the Study

The study was conducted in a rural area in South 24 Parganas District.

Sample and sampling technique:

The target population of this study was all the rural adolescent school students. The researcher investigated 140 school students (70 boys & 70 girls). Purposive sampling technique has been used for data collection. In this sampling technique, the investigator select the all sample based on his own judgment and experience. A purposive sample is the one arbitrarily selected because there is good evidence that it is very representative of the total population (Guilford). The purposive sampling technique is the deliberate choice of an informant due the qualities the informant possesses. It is a nonrandom technique that does not need underlying theories or a set number of informants. The researcher decides what needs to be known and sets out to fine people who can and are willing to provide the information by virtue of knowledge or experience (Bernard, 2002).

Table 1: Variables & Sample Distribution

Variables	Standard	Number	Mean	Percentage
Age	14-16 Year	60	136.04	42.85
	17-19 Year	80	137.44	57.14
Religion	Hindu	70	138.88	50.00
	Muslim	70	137.09	50.00
Birth Order	1 st -2 nd	67	136.56	47.85
	3 rd and Above	73	135.43	52.14
Father Occupation Status	Farmer	90	139.77	64.28
	Labor	50	136.03	35.71
Family Monthly Income	Below 8000	87	138.36	62.14
	9000 and Above	53	135.79	37.85

Tool/ instrument used:

It is descriptive survey study. The data were collected from the 140 samples (70 Boys & 70 Girls) by using tool/ instrument like Mental Health Inventory (MHI), (Jagadish and Srivastava, 1986). The inventory consisted of 56 items and each item was rated on 4-point rating scale ranging from always to never, with 4 score to Always; 3 score to Often; 2 score to Rarely; and 1 score to Never marked response as to be assigned for true keyed (positive) statement where as 1, 2, 3, and 4 scores, for Always to Never respectively in case of false keyed (negative) statements. Inventory comprises of six dimensions such as, Positive Self-Evaluation (PSE), Perception of Reality (PR), Integration of Personality (IP), Autonomy (A), Group Oriented Attitude (GOA), and Environmental Mastery (EM). The split-half reliability of the scale was found to be .73 and the construct validity of the

scale was found to be. 54. High score obtained by subject is indicative of good mental health and low score indicated of poor mental health.

Statistical Techniques

Based on the nature of data collection through Mental Health Inventory (MHI), mean, SD, and 't'-test statistical techniques were employed to analysis and interpret the results. The data were analyzed by the investigator through SPSS.

RESULT & INTERPRETATION OF THE DATA

Table 2: The Data Analyze on The Basis of Age

Variables	Standard	Number	Mean	SD	df	t-value	Remark
Age	14-16 year	60	136.04	12.20	59	2.08	Sig
	17-19 year	80	137.44	13.76	79		

Interpretation: The result in table 2 indicates that the calculate 't' value 2.08 is larger than the table value (1.96) at 0.05 level of significant in 59 & 79 degree of freedom, so the hypotheses is accepted. Hence the result revealed that there were significant differences between the age group of 14-16 year and 17-19 in rural adolescent learners.

Table 3: The Data Analyze on the Basis of Religion

Variables	Standard	Number	Mean	SD	df	t-value	Remark
Religion	Hindu	70	138.88	13.04	69	1.73	Not sig
	Muslim	70	137.09	13.86	69		

Interpretation: The result from the table 3 indicates that the calculate 't' value 1.73 is less than the table value (1.96) at 0.05 level of significant in 69 & 69 degree of freedom, so the hypotheses is not accepted. It shows that there is significant difference in mean score but this is not high, of rural adolescent learner's mental health on the basis of religion.

Table 4: The Data Analyze on the Basis of Birth Order

Variables	Standard	Number	Mean	SD	df	t-value	Remark
Birth order	1 st -2 nd	67	136.56	11.41	66	0.97	Not sig
	3 rd and above	73	135.43	10.84	72		

Interpretation: The result in table 4 indicates that the calculate 't' value 0.97 is less than the table value (1.96) at 0.05 level of significant in 66 & 72 degree of freedom, so the hypotheses is not accepted. Hence the result revealed that there were significant mean differences between the rural adolescent learners according to their birth order.

Table 5: The Data Analyze on The Basis of Father Occupation Status

Variables	Standard	Number	Mean	SD	df	t-value	Remark
Father Occupation Status	Farmer	90	139.77	14.01	89	2.09	Sig
	Labor	50	136.03	12.55	49		

Interpretation: The result in table 5, shows that the calculate 't' value 2.09 is larger than the table value (1.96) at 0.05 level of significant in 89 & 49 degree of freedom, so the hypotheses is accepted. It has been observed that there is significant difference in mean score of rural adolescent learner's mental health on the basis of their father's occupational status.

Table 6: the data analyze on the basis of their family monthly income

Variables	Standard	Number	Mean	SD	df	t-value	Remark
Family Monthly Income	Below 8000	87	138.36	15.05	86	1.47	Not sig
	9000 and above	53	135.79	12.47	52		

Interpretation: As above mentioned in table 6, indicates that the calculate 't' value 1.47 is less than the table value (1.96) at 0.05 level of significant in 86 & 52 degree of freedom, so the hypotheses is rejected. Hence, the result revealed that there are significant differences in mean score of rural adolescent learners on the basis of their family monthly income.

DISCUSSION & FINDINGS

From the result we get some important points that post adolescent (17-19 years) rural students were better in mental health status than pre adolescent (14-16) rural students. Although mean score are not highly significantly different, according to their age. On the basis of religion, we found that the students who belong to Hindu families are better in psychological wellbeing than the Islam students, but this difference is not significant. Gajjar & Ksaji (2015) found no significant differences in the mental health of the Hindu and Muslim people. In the light of birth order, we observed significant difference between 1st-2nd & 3rd and above rural students and the result is not significant. Father's occupational status is very important factor in the field of psychological wellbeing. Farmer family's adolescent learners (M=139.77) are better in mental health than the adolescent students (136.03) whose father is labor. Another important effective variable is monthly income. In the present study, we show that the family whose monthly income is within 8000 rupees (Indian), they successfully controlled their psychological needs than the family with high income (9000 Rupees & above).

CONCLUSION

In the present circumstances, youth are facing difficulties in life. These difficulties are ascending to many psycho-somatic problems such as mental illness, anxiety, tension, frustration and emotional upset in day to day life. It is evident that the rural adolescent school students have different level of mental health. There is no age, birth order, occupation status, monthly income, exist in the mental health among school students, and all do not have the same level of mental health. These students have low level of mental health, who are continuously being ignore by the family members, school and community. So, it is very needful to conduct various effective programme to develop mental health to those students.

REFERENCES

- Arulkumar, G., & William, R.C. (2017). A Study of Mental Health of High School Students in Thiruvavur District. *International Journal of Informative & Futuristic Research*. Volume 4(10), 7841-7845.
- Bernard, H. R. (2002). *Research Methods in Anthropology: Qualitative and Quantitative Methods*. 3rd Edition. AltaMira Press, Walnut, California.
- Jagdish & Srivastava, A.K. (1886). *Mental Health Inventory*. Mano Vaigyanik Parikshan, Varanasi.
- Kessler, R. C., Berglund, P., et. al. (2005). Lifetime Prevalence and Age of Onset Distributions of DSM IV in the National Comorbidity Survey Replication. *Arch Gen Psychiatry*, Vol - 62(6), 593-602.
- Lal, R., Sharma, S., & Kumar, R. (2013). A Study of Mental Health and Socio Economic Status Among Youth. *Research Journal of Social Science & Management*. Vol -3(6), Pp 65-72.
- Gajjar, M., & Kaji, S. M. (2015). Mental Health of Hindu and Muslim people in Ahmedabad. *The International Journal of Indian Psychology*, Volume 2(3), 119-123.
- Panchal, D.R. (2013). Mental Health and Psychological Well-Being Among Adolescent of Joint and Nuclear Family. *International Journal for Technological Research in Engineering*, Volume 1(4).
- Roul, S.K., & Bihari, S. (2015). Mental Health of School Going Boys and Girls Adolescents in Secondary Schools of Delhi. *Indian Journal of Research*, Volume 4(6), 23-26.

Shokeen, A. (2017). A Study of Mental Health and Social Adjustment of Senior Secondary Students. *An International Journal of Education and Applied Science*, Vol 8(1), Pp 33-36.

World Health Organization. (2004). *Promoting Mental Health: Concepts, Emerging Evidence, Practice (Summary Report)*. Geneva, Switzerland : Department of Mental Health and Substance Abuse, Author.

EFFECT OF HATHA YOGA AND AEROBIC DANCE PRACTICE ON MEMORY OF ADOLESCENT GIRLS

Dr. Sanjoy Mitra

Asst. Professor, Ramakrishna Mission Brahmananda College of Education,
Rahara, Kol-118.

ABSTRACT

Yoga is an ancient Indian Philosophy. The purpose of the study was to evaluate psychological response, to find out the changes in memory through the Yoga and aerobic dance practices. The total subjects 120 were divided into four groups and their age ranges from 12–16 years. The duration of total practice period were 6 weeks (3 days in a week for 30 minutes). Pre test and post test data were analyzed by paired 't' test method. For obtaining the significant differences ANCOVA method was adopted (Garrett, 1981). The organised Yoga and aerobic dance program definitely improved their performance in memory which is selected for psychological potentialities.

Key words: Yoga, Aerobic dance, Combined and Control group, Memory.

INTRODUCTION

Yoga has a great antiquity, long tradition and is a result of thousand of years of careful and systematic exploration by the long time of sages and Yogis on the basis of their meticulous observations and personal experiences. Description of yoga is found in Rig Veda and ancient Hindu epic, Bagwat Gita. It is meant as balance and harmony of the mind and body also as skill in work. There are four basic forms of yoga: Karma yog: The yoga of action Bhakti yog: The yoga of devotion. Dynana yog: The yoga of knowledge. Raja yog: This is a system for control of the mind. The first three forms trace their origin in Bhagwat Gita. Components of Raja yog are Hatha yog, Mantra yog and Laya yog (Telang 1999). Hatha yog is thought to be the creation of the Lord Shiva and sage Patanjali is credited with propounding Hatha Yog (Wikepedia). There are further more forms of yoga as indicated in various scriptures. There are eight basic elements of yog hence also called ashtangs. They are Yam, Niyam, Asana, (Yogasan), Pranayam, Pratyahar, Dharana, Dhyan and Samadhi. Hatha Yoga Pradipika mentions Adinaath and his disciples Matsyendranath, Gorakhanath. Yoga is science of life which helps man to attain his highest potential and highest state or consciousness. It has various psychological techniques involving asanas, Pranayamas etc. The term Yoga is applied to the attainment

of highest aim, i.e. integration of personality as well as the various methods and techniques used for the fulfilment of that aim.

The ground for its introduction to the western world was laid in 1893, with the visit of Swami Vivekanand to United State of America. He gained recognition when he represented Hinduism at the world Parliament of religions in Chicago. Soon after this, the world's awareness of Indian philosophy began to grow through the work of groups such as the Theosophical Society arranged for the most of the ancient Indian philosophical texts available at that time to be translated, including the yoga sutras of Patanjali, which was interpreted by English novelist and Christopher Isherwood. Over the next few decades, the west's interest in Indian philosophy continued to grow. The teachings of J. Krishnamurty considerably widened the appeal and understanding of Vedic philosophy. With an increasing awareness of the philosophy grew an interest in the physical practice with which it was so closely linked 'yoga'. In 1935, the eminent Swiss psychologist Carl Jung described yoga as, 'one of the greatest things the human mind has ever created'.

The origin of hatha yoga developed in India. In Sanskrit, 'Ha' means 'Sun' and 'Tha' means Moon. 'Hatha' means 'forceful' implying that powerful work must be done to purify the body. Yoga means to yoke, or to join two things together, hence hatha yoga is meant to join together sun (masculine, active) energy with the moon (feminine, receptive) energy, thus producing balance and greater power in an individual. It is the branch of Yoga which concentrates on physical health and mental well being. Hatha Yoga uses bodily postures (asanas) with the goal of bringing about a sound healthy body clear, and peaceful mind.

According to physiotherapist and yoga teacher, Patel (2008), there should be no adverse effects and pain relief is possible by practice of yogasanas by various mechanisms such as relaxation of muscles or release of muscular tension; regulation of breath to increase pain tolerance; increased lubrication of joints reducing painful stiffness; improving pliability of soft tissues around joints and strengthening of antigravity mechanism for erect posture. She had applied yogas in four areas or ways: personality development, stress management, complete health, disease prevention and cure. She had presented an integrated approach of yoga which she refers as Physio-Yoga.

There are many study found increased physical function, slightly better levels of social functioning, and lower levels of sleep dysfunction and fatigue giving indications that yogasanas practice had positive effect on quality of life in this adverse and life threatening condition (Anderson, 2006). Mitra (2020) argued that hatha yoga has positive effect on vital capacity. It works to make the spine supple and to promote circulation of all organs, glands and tissues. Hatha yoga postures also stretch and align the body promoting balance and flexibility. Aerobic exercises such as aerobic dance is a fun way to get fit. It helps an individual to burn body fat. In this article, an attempt has been made to observe the improvement which occurs in the psychological health following aerobic and Yoga

practices among the adolescent. Aerobic dance and Hatha yoga have to produce improvements in psychological well being. People from all ages can be benefitted from the aerobic dance. Aerobic dance is a popular exercise among adolescent pupils.

PURPOSE OF THE STUDY

The purpose of the study was as follows :

- i) To observe the impact of hatha yoga and aerobic dance practice of adolescent girls.
- ii) To find out the changes if any in memory through the following yoga and aerobic practices.

METHODOLOGY

The total subjects were one hundred and twenty (120) selected from the school of Rabindra Vidyapith High School (H.S) and age ranging from 12–16 years. All the subjects possessed sound physique. All the subjects were divided into four groups i.e. Hatha Yoga, aerobic dance, combined and control groups.

Practice Schedule

The total period of treatments was 6 weeks and each group practiced three days in a week and duration was 30 minutes which supervised exercise program for experimental subjects and control group continued usual activity. The subjects practiced the Asanas and Pranayamas.

Criteria measured

Age, height and weight were measured by school record, stadiometer and weighing machine accordingly. Memory was measured by Questionnaire method, (Shulmon,1972). Experimental subjects completed a 6-week supervised exercise program. Control subjects continued usual activity. The subjects practiced the Asanas & pranayama for 30 minutes / day & thrice a week Asanas were Tadasana, Tratayaka Chakrasana, Surja namaskar, Sarbagasana, Halasana etc. and Pranayamas were Bhastrika, Kapal bhati, Bhamari etc. Aerobic dance with music also were practiced thrice a week and 30 mins. / day. For statistical analysis, standard procedures have been adapted. Mean and SD were first computed. Then, pretest and post test data were analyzed by paired 't' test method (Garrett, 1981). For obtaining the significant differences ANCOVA method (Garrett, 1981) was adopted.

RESULT AND DISCUSSION

For testing the differences between mean scores selected psychological variables of Hatha Yoga Group, Aerobic Dance Group, Combined Group (Hatha Yoga and Aerobic

Dance) as Control Group of subjects. The level of significance were at 0.05 and 0.01 of confidence. The mean and SD of their personal data (age, height and weight) were recorded on table 1(a) & 1(b).

Table – 1(a)

Pre-test : (Mean \pm SD) of Yoga, aerobic dance, combined and control group variables

Yoga Gr. Mean \pm SD	Aerobic Dance Gr. Mean \pm SD	Combined Gr. Mean \pm SD	Control Gr. Mean \pm SD	
13.77 \pm 1.25	13.8 \pm 0.81	14.67 \pm 0.99	14.90 \pm 0.92	
141.70 \pm 6.10	149.37 \pm 4.43	151.3 \pm 9.08	150.30 \pm 8.54	
38.67 \pm 5.96	42.23 \pm 4.72	42.70 \pm 7.00	40.77 \pm 5.16	
Memory	27.80 \pm 4.78	29.70 \pm 4.45	27.03 \pm 5.65	27.10 \pm 4.88

Table – 1(b)

Post-test : (Mean \pm SD) of Yoga, aerobic dance, combined and control group variables

	Yoga Gr. Mean \pm SD	Aerobic Dance Gr. Mean \pm SD	Combined Gr. Mean \pm SD	Control Gr. Mean \pm SD
Personal Data				
Weight	37.13 \pm 5.48	40.20 \pm 4.24	41.70 \pm 6.22	41.33 \pm 5.40
Psychological variable				
Memory	31.40 \pm 5.16	32.67 \pm 4.73	30.17 \pm 4.29	27.53 \pm 4.73

Personal Data

The age, height and weight of the subjects had been considered as personal variable.

Age : Mean scores and standard deviation of four groups of age were 13.77 ± 1.25 , 13.8 ± 0.81 , 14.67 ± 0.99 and 14.90 ± 0.92 years respectively in Table – 1(a).

Height : Mean scores and standard deviation of four groups of height were 141.70 ± 6.10 , 149.37 ± 4.43 , 151.37 ± 9.08 and 150.30 ± 8.54 cm. respectively in Table–1(a).

Weight : Mean scores and standard deviation of four groups of weight in pre-test were 38.67 ± 5.96 , 42.23 ± 4.72 , 42.70 ± 7.00 and 40.77 ± 5.16 kg respectively in Table–1(a) and Fig. No. 1. Post test weights mean and SD were 37.13 ± 5.48 , 40.20 ± 4.24 , 41.70 ± 6.22 and 41.33 ± 5.40 kg respectively in Table No.–1(b) and Fig. 1. After completion of the training programme mean scores of weight of all experimental groups were decreased slightly.

Psychological Variable

In my study the psychological variable was memory.

Table – 2

Analysis of Variance (ANOVA) for memory among the four groups

	Sources of Variation	Ss	df	Ms	F
Pre Test	Between groups	139.22	3	46.41	2.07
	Within groups	2604.77	116	22.45	
	Total	2743.99	119		
Post Test	Between groups	432.09	3	144.03	5.82
	Within groups	2869.50	116		
	Total	3301.59	119		

$$F_{0.05} = 2.68, F_{0.01} = 3.96$$

F is significant at both levels in post test

Table – 3

Analysis of Covariance (ANCOVA) for memory among the groups

Source Variation	of	df	SS _{X.Y}	SS _{Y.X}	MS _{Y.X} (V _{Y.X})	F _{Y.X}	SD _{Y.X}
------------------	----	----	-------------------	-------------------	---------------------------------------	------------------	-------------------

Among Gr. Means	3	194.23	187.40	62.47	13.75	2.13
Within Gr. SS	115	2472.63	522.30	4.54		
Total	118	2666.86	709.70			

$$F_{0.05} = 2.68, F_{0.01} = 3.96$$

F is significant at both levels ($F_{0.05} = 2.68$ & $F_{0.01} = 3.96$).

Table –4

Significance of difference among adjusted Y Means of memory

Variables	SE _d	df	Diff. Adjusted Mean	Sig. at 0.05 or 0.01
Yoga vs. Aerobic dance Gr.	0.55	115	0.54	NS
Yoga vs. Combined Gr.	0.55	115	0.51	NS
Yoga vs. Control Gr.	0.55	115	3.20**	0.01
Aerobic dance vs. Combined Gr.	0.55	115	0.03	NS
Aerobic dance vs. Control Gr.	0.55	115	2.67**	0.01
Combined vs. Control Gr.	0.55	115	2.70**	0.01

*Sig. at 0.05 level, **Sig. at 0.01 level, NS is Non-significant.

From the Table No. 1(a) & 1(b) it was found that mean \pm SD of memory before training of all the groups were 27.80 ± 4.78 , 29.70 ± 4.45 , 27.03 ± 5.65 , 27.10 ± 4.88 and after training were 31.40 ± 5.16 , 32.67 ± 4.73 , 30.17 ± 4.29 , 27.53 ± 4.73 respectively.

Participating in Yoga and aerobic dance programme all the groups increased their memory [(Table No. 1(a) & 1(b))]. Since all the mean scores of memory were not equal, analysis of variance was computed (Table No. 2) to find the significant difference among the four means ANCOVA (Table No. 3) was done to find out the significant effect after participating the exercise programme groups. It is observed that the F value was significant at 0.01 level. So, treatment had positive effect on the groups. After six weeks exercise programme memory was increased (Table No. 4) in all experimental groups in compare to control group at 0.01 level of significance. In this study yoga group was better than the other groups.

CONCLUSION

On the basis of above-mentioned discussion, it can be concluded that the Hatha yoga provides evidences to indicate the importance of the connection that exists among the mind, body and spirit. More importantly, this review has revealed the significance of the mind-body-spirit connection in overall individual health status. Over time and steadfast research, yoga will continue to be assimilated with other aerobic exercise forms. Future accomplishments in yoga research would greatly influence the global community to embrace hatha yoga for its various health benefits. On the other hand, hatayoga has increased experimental group's memory significantly in comparison to other control and combined group. I can come to a conclusion that hatayoga along with aerobic dance can increase a person's memory and can enhance their various psychological potentials.

REFERENCES

- Asthana, B. B. (1971). Manual for Human Memory and Experimental Procedure on Long Term Memory (LTM) and Short Term Memory (STM), National Psychological Corporation, pp. 18 – 20.
- Atkinson, R. C. and Shiffrin, R. M. (1968). Human Memory : A proposed system and its control processes. In K. W. Spence (Eds.). The psychology of learning and motivation. Advances in research and theory. Vol. 11, New York, Academic Press, 89 – 195.
- Broadbent, D. E. (1958). Perception and Communication, New York Program on Press.
- Cooper, K. H. et al. "An aerobic conditioning programme for the forth texax school". Research Quarterly. 46 : 345.
- Debnath Sikha (2005). "A study on Reaction Time with respect to Age and Sex". Ph. D. Thesis, Kalyani University.
- Garrett, H., E. and Woodworth, R. S. (1981). Statistics in Psychology and Education. Vakils, Feiffer and Simon Limited, Bombay.
- Kamlesh, M. L. & Kamla, Intelligence and Achievement Motivation in relation to Physical Fitness Status of Female College Athletes. Ind. J. Sports Sc. Physical Education, 3(2): 49 – 55, 1991.
- Nelson, Fred B., "The Nelson Reaction Timer", "Instruction Leaflet, P. O. Box 51987, Latayette, La.
- Norrie, Mary Lou (1974) "Effect of movement complexity on choice Reaction and Movement Times". Research Quarterly, 45 : 154 – 162, May, 1974.

- Ravey, J. C. (1938), “Progressive matrices sets A, B, C, D & E” , H. E. Lewis & Co. Ltd., London.
- Raven, J. C. (1943). “The Mill Hill Vocabulary Scale” (H. E. Lewis & Co. Ltd., London).
- Shulman, H. G. (1970). Encoding and retention of semantic and phonemic information in short term memory. *J. Verb Learn and Beha.* 9. 499 – 508.

IMPROVING READING COMPREHENSION SKILL USING MIND MAPPING TECHNIQUE

Souravi Ata

Ph.D. Scholar, Department of Education, Jadavpur University, Kolkata

ABSTRACT

Mind maps are visual frameworks such as figures, diagrams, or charts used to present structural knowledge spatially with the intention of empowering comprehension and learning. Mind maps are effective since it clarifies complex concepts into simple, meaningful displays so that learners can develop a holistic understanding of the content to be learnt. Teachers may use mind mapping technique at different stages of instruction i.e. during instruction to prepare students to approach new information and clarify complex ideas and after instruction to assess and reinforce learning and instruction. This article reports on an investigation into the use of mind mapping technique whether it can improve reading comprehension ability and the students' opinions towards the use of mind mapping technique. The research design used in this study was one-group pre-test and post-test design. The study employed quantitative data analyses from pre-and post-tests, a questionnaire. The results suggested that 1) The English reading comprehension post test mean score of students was higher than the pre-test mean score at the 0.05 level of significance; 2) most students were satisfied with their own reading comprehension ability.

Key words: Mind mapping technique, Reading comprehension, Educational process.

INTRODUCTION

Reading is one of the most important skills a student must possess. It is considered the basis of all language skills. Reading is interrelated with the total educational process so that educational success requires successful reading. Experience has taught us that those who fail in school usually have failed first in reading. So, reading is very important in teaching and learning process. It depends on most several processes; the most important of which is reading comprehension. Ortlieb (2013) observed that reading comprehension as the ultimate goal of the reading process. It is a cognitive skill that is connected with the learning process and it directly affects the academic achievement and success in the different academic subjects. So, reading comprehension has become a field of study for different educational and psycho-educational researchers.

Psychologists and educators have different definitions of reading comprehension. Smith (1997) defined reading comprehension as an active process in which learner's interprets the text and modifies it in a manner that suits his ability and his prior knowledge. Grellet (1995) defined it as the ability to comprehend the meaning of the written text and the ability to extract the main ideas efficiently. Lakshmi and Rao (2006) defined reading comprehension as understanding words and sentences in addition to the author's intend meaning regardless of the goal of reading, whether it is for professional knowledge, general information, or fun. Reading comprehension could finally be defined as using the prior knowledge to build the meaning of a text (Lipson & Wixcon, 2009).

Reading comprehension depends on mental perception rather than sensory perception. It begins with the sensory perception of the written word, and it requires concentration, attention, analysis of all elements as an integrated unit, (Al-Tal, 1992). Durkin and Dolores (1995) mentioned that reading comprehension consisted of three main components:

1. ***Understanding vocabulary:*** The reader must understand the vocabulary of the text and use his prior knowledge in extracting its meaning and explaining it.
2. ***Understanding the sentence:*** The reader must understand the sentence and its relation to the preceding sentence. Of course, the learner's grammatical knowledge has a key role in understanding sentences.
3. ***Understanding the paragraph:*** the reader must understand the sentences and their sequence and understand the relationship between them so that he can understand the text.

Reading comprehension includes a number of levels which follow hierarchy. Several researchers classify reading comprehension levels in terms of their number and names. One classification was the one introduced by Burns and Roe (2002) who classified reading comprehension to three levels:

1. ***Reading lines:*** It is the simplest level of comprehension achieved by the reader, where he understands the information and ideas of the text. This level is achieved when the reader understands what the author means in general even if he does not understand what the author wants in specific.
2. ***Reading between the lines:*** At this level, the reader shows that he understands what the author specifically wants, and even goes beyond that by extracting meanings and relationships between ideas in the text and even explaining the meanings related to the theme of the text.
3. ***Reading behind the lines:*** At this level, the reader uses the information included in the text and applies what he understands in similar situations to get new meanings and ideas.

It is not easy for the learner to acquire reading comprehension. On the contrary, it is a challenge for the teacher and costs him a lot of effort. Several researchers found that the use of mind maps in learning English as a foreign language is a very effective strategy in improving the level of reading comprehension among students (Siriphanich & Laohawiryanan, 2010; Christodoulou, 2010; Liu, Chen & Chang, 2010; Kim & Kim, 2012; Hofland, 2007).

Tony Buzan (2006) established the mind map strategy to enable learners arrange and classify ideas and tasks, and to improve reading, problem solving and decision-making skills. Buzan's mind map was awareness of the educational systems which mainly focus on the left side of the brain. The left side of the brain is responsible for the use of logic, language, arithmetic, sequencing and details of any topic and there was a complete negligence to the right side which is responsible for using colors, images, imagination, emotions and creative (Murley, 2007). Words, images and colors are the primary factor for these maps. Title is placed in center and sub-ideas radiate different branches. This is also called radiant thinking. This concept describes how the brain treats on different ideas and information (Buzan & Buzan, 1996; Siriphanic & Laohawiriyano, 2010; Al-Jarf, 2009). This concept relate to different colors and images that refer to the ideas and using keywords for each concept and all lines are thicker and curvilinear.

Tucker, Armstrong and Massad (2010) found that mind mapping is an important and useful learning strategy as it helps learners to learn and write their notes, organize these notes effectively, and how they can be easily retrieved. Mind map is also an effective tool for slow learners to develop their level of achievement (Holzman, 2004). It also helps to improve our cognitive thinking and long-term memory of facts. Farr and, Hussain and Hennessey (2002) noticed that it encourages deeper level of factual process and better reorganizing the memory.

Earlier researches have proved the impact of the mind map on reading comprehension. Many researchers believed that mind maps have positive effect on reading comprehension. Stankovic, Besic, Papic and Aleksic (2011) found that the mind map was the most powerful tool that used to improve reading comprehension as it enabled the learners to see the relations and links between the main ideas and sub-ideas in addition to the details and notes related to these ideas. Peng (2011) established that mind map increased the level of reading comprehension because it combined the two parts of the brain. It connects among language, words, logical operations and analysis from one side with creativity, Images, construction and imagination from the other. Benavidas, Rivera and Rubio (2010) found that mind map increased the reading comprehension level, increased achievement among the learners and learners change his/her learning style easily and choose an appropriate path for learning.

Siriphanich and Laohawirynan (2010); Liu, Chen and Chang (2010); Kim and Kim (2012); and Hofland (2007) found that the mind map was an effective strategy in

improving the learners' reading comprehension skill. The study of Siriphanich and Laohawirynan (2010) also argaed in the same way and opinad that mind maps improved their reading skills. They learn to find out the appropriate relationships between images and drawings. The findings of Gomez's and King (2014) revealed that images, symbols and links in the mind maps helped the learners to connect between the vocabulary in the texts with these images and symbols. These factors were very helpful for learner to understand the texts and recall the information better.

The problem of this low achievement lies in some aspects: (a) students do not know the meaning of the new vocabulary, (b) students could not summarize the content correctly, and (c) they do not use efficient strategies that help to them understand and comprehend the reading texts. Teachers focus on grammar and neglect the teaching of reading comprehension. This has a negative impact on students' ability in reading comprehension (Al-Jamal, Al-Hawamleh & Al-Jamal, 2013). Based on the advantages of the mind map and its positive effects on reading comprehension and the different aspects related to this process, this study was conducted by the researcher to explore the impact of the mind map on improving students' reading comprehension.

OBJECTIVES OF THE STUDY

1. This study aimed at finding out the effect of mind maps on the development of students' reading comprehension skill in English language.
2. Investigates the students' attitude towards the use of mind mapping technique.

Framework of the study

In this study the three of main theories were used in teaching procedure as shown in Table 1.

Table1: Three main theories using in teaching procedure

Theories	Teaching procedure
1. Mind mapping	-Teaching vocabularies in pre –reading stage -Represent understanding in reading comprehension in post reading stage
2. Constructivism	-Brain storming to activate vocabularies schema in pre-reading stage - Constructing mind maps and present it to class.
3. Schema theory	-Activate vocabularies' schema in pre-reading stage.

Table 1. shows that in pre-reading stage, the teacher asked the students to construct mind maps to present their background knowledge about vocabularies related to the reading topic.

In while-reading stage, constructivism theory was used because after reading each section the students had to work in group to answer comprehension questions asked by the teacher.

In post-reading stage mind mapping technique and constructivism theory were used because after answering comprehension questions, the students had to work in groups to construct the mind maps to show the relation of each part of a reading passage

RESEARCH METHODOLOGY

Sample

In the present study, the investigator selected 31 students from different colleges under Sidho – Kanho – Birsha university (West Bengal) as sample. The investigator adopted purposive sampling technique for sample selection.

Pre-and Post-Tests

To assess the progress of reading comprehension the pre- and post- test were used. The tests were designed to assess understanding or reading comprehension rather than vocabularies. The test have 30 items with 4 multiple choices. The tests lasted 1 hour.

Data Collection

The experiment was carried out with one class of 1st year students at J. K. College. During the experiment, the students received a total of 24 periods (50 minutes for each) of English language. The teaching process was conducted by the researcher. The overall data collection procedure consisted of the following 1. Administration of the pre-test, 2. Administration of post-test and 3. Questionnaire.

Data analysis

The data analyzed with the SPSS software. Researcher used IBM SPSS statistics v19. Mean scores on the pre-test and post-test were calculated to identify the progress in reading comprehension. T -test was determining significant differences between the mean scores on the pre-and post-test.

FINDINGS

Table 2: Score of reading comprehension before and after using mind mapping technique

Test	N	Mean	S.D.	t	Maximum	Minimum
Pre -test	31	10.17	2.59	2.36*	17	7
Post-test	31	11.25	2.88		21	7

*0.05 level of significance (t=1.69)

By using mind mapping technique, students' English reading comprehension was measured. The pre-test mean score was 10.17, SD was 2.59 while the post-test score was 11.25 and SD was 2.88 which was represented through Table 1. The English reading comprehension post-test mean score of the students was higher than that of the pre-test at the 0.05 level of significance.

Table 3. The learners' satisfaction on reading comprehension after using mind mapping technique

Questions	Strongly agree percentage	Agree Percentage	Disagree Percentage	Strongly disagree Percentage
The satisfaction of reading ability both in speed and accuracy	11.3	71.4	13.3	0
Enthusiasm for group work activities.	31	45.7	9.4	1.9
The importance of mind mapping in practicing post reading activities.	32.3	57.1	8.6	1
The problems that the students had from writing mind mapping	7.6	39	42.9	7.6
The mind mapping teaching process was clear and helpful for mind mapping writing process.	34.4	60	3.4	0
The application of mind mapping for other subjects.	25.7	52.3	15.1	1

Table 3 proves that the majorities (71.4%) of the students were satisfied with their reading ability both in speed and accuracy, while 60% of them agreed that the mind mapping teaching process was clear and helped them to construct a mind map. Also, slightly more

than half (57.1%) found mind mapping was a useful post reading activity. As for working in groups, almost half (45.7%) agreed that they were enthusiastic to technique in work in groups, and 42.9% had no problems in writing mind mapping.

DISCUSSION AND CONCLUSION

The study shows that after teaching mind mapping techniques, the majority of the students improved their reading ability and their post-test mean score was 11.25 compared to the pre-test mean score which was 10.17. The finding of the study was similar to Alomari (2019) that conducted a study focused on using mind mapping techniques to improve the reading comprehension ability of fourth-grade Arabic language students in Jordan. Furthermore, utilization of mind mapping techniques in teaching and learning aids, students in thinking skills, establishing relationships, analyzing, focusing and showing creativity. Siriphanic and Laohawiriyano (2010) who found that the mind-map involves students to think and communicate information to become a simple one. It also leads students to conduct semantic mapping and helps students to activate their prior knowledge before doing reading activities (Zahedi & Abdi, 2012).

Khatimah and Rachman (2018) state the mind mapping technique can improve students' reading and writing skills because before reading students are asked to do writing exercises. The results of this study are in agreement with those seen from previous researches which demonstrated that mind mapping technique can enhance the students' reading ability. (Maestas & Croll, 1985; Deesri, 2002; Singtui, 2008). Trevino (2005), Al-Jarf, (2009) and Hourani (2011) discussed the use of mental maps as an educational technique in many school subjects and found that the use of these maps created positive attitudes towards learning these subjects, especially the use of electronic mental maps is simple. They also added that working on these maps in the computer lab created a competitive atmosphere among students, who showed their skills in making these mind maps. Designing these maps, showing the ideas in the given texts indicated a better understanding of these texts. The study findings were consistent with the results of the Moi and Lian (2007) who proved that students were able to retrieve answers effectively from the mental map, understand reading texts better and recall information and thus understand texts better and faster.

Despite the fact that the teaching process was considered helpful, it can be improved. Time and the amount of practice, for instance, can be spent more effectively. During pre-reading stage, the teacher should take more time to teach both vocabularies and provide them with activities that they can draw on their prior knowledge to activate the schema. As for extracting main ideas and summarizing stories, the teacher can encourage the students by providing them with shorter reading passages to practice. To solve such a problem, the teacher should assign a specific role for each of them rather than leaving them in groups and doing the task without any clear guidance.

REFERENCES

- Al-Jamal, D., Al-Hawamleh, M., & Al-Jamal, G., (2013). An Assessment of Reading Comprehension Practice in Jordan. *Jordan Journal of Educational Sciences*, 9(3), 335-344.
- Al-Jarf, R. (2009). Enhancing Freshman Students' Writing Skills with a Mind Mapping software. Paper presented at the 5th International Scientific Conference, *eLearning and Software for Education* (9-10 April 2009). Bucharest.
- Alomari, Akram M. (2019). Using mind mapping technique to improve reading comprehension ability of fourth-grade Arabic language students in Jordan. *IOSR Journal of Humanities And Social Science (IOSR-JHSS)*, 24(1), 53-58.
- Al-Tal, S. (1992). Athar El Surah Al Qiraiya Wa Mustawa El Maqroiya Wal Jins fi Elisteaab ElQirai' Li Talbat El Saf El Thamin. *Abhath El Yarmuk, Silsilat Al Ulum El Insania*, 8(4), 9-44.
- Benavides, S., Rivera, F., & Rubio, M., (2010). Improving reading comprehension skills by using mind -mapping software with students of bachelor's degree in English attending reading and writing in English II course. (Master thesis) Universidad de Oriente UNIVO. San Miguel, El Salvador.
- Burns P., & Roe. B. (2002). Informal reading inventory. Boston: Houghton Mifflin.
- Buzan, T. (2006). Mind Maps for Kids: An Introduction. Harper Thorsons, Hammersmith, London.
- Buzan, T., & Buzan, B. (1996). The mind mapping book: How to use Radiant Thinking to maximize your brain's untapped potential. London: BBC.
- Christodoulou, K. (2010). Collaborative on-line concept mapping. (Master's thesis). University of Manchester. UK
- Durkin, A., & Dolores. (1995). Teaching them to Read. New York: Allyn Bacon Company.
- Farrand, S., Hussain, F. & Hennessy, E. (2002). The efficacy of the mind map study technique. *Journal of Medical Educational*, 36(5), 426-431.

- Gómez, M., & King, G. (2014). Using mind mapping as a method to help ESL/EFL students connect vocabulary and concepts in different contexts. *TRILOGÍA. Ciencia, Tecnología y Sociedad*, 10, 69-85.
- Grellet, F. (1995). *Developing reading skills: A practical guide to reading comprehension exercises*. London: CUP.
- Hofland, C. (2007). *Mind-mapping in the EFL classroom*. Fontys Hogescholen: Fontys Teacher Training College Sittard.
- Holzman, S. (2004). *Thinking maps: Strategy-based learning for English language learner*. Annual Administrator Conference 13th Closing the Achievement Gap for Education Learner Student, Sonoma County Office of Education, California Department of Education.
- Hourani, H. (2011). *Athar Istikhdam Al-Khara'et Al-Thihniyyah fi Tahseel Talabat Al-saff Al-tase' fi maddat Al-Uloun wa fi Etijatihim nahwa al-uloun fi Al-madares Al-hokoumiyyah fi Madinat Qalqeelyah*, Nablus. Al-Najah National University.
- Khatimah, K. & Rachman, D. (2018). Mind mapping vs semantic mapping: Which technique gives EFL learners more benefits in reading comprehension?. *JEES (Journal of English Educators Society)*, 3 (2), 165-176.
- Kim, S. Y., & Kim, M. R. (2012). Kolb's Learning Styles and Educational Outcome: Using Digital Mind Map as a Study Tool in Elementary English Class. *International Journal for Educational Media and Technology*, 6(1), 4-13.
- Kim, S. Y., & Kim, M. R. (2012). Kolb's Learning Styles and Educational Outcome: Using Digital Mind Map as a Study Tool in Elementary English Class. *International Journal for Educational Media and Technology*, 6(1), 4-13.
- Lakshmi, L., & Rao, D. (2006). *Reading and Comprehension*. New Delhi: Discovery Publishing House.
- Lipson, M., & Wixson, K. (2009). *Assessment and instruction of reading and writing difficulties, an interactive approach* (4th Edition) Pearson Boston.
- Liu, P. L., Chen, C. J., & Chang, Y. J. (2010). Effects of a computer -assisted concept mapping learning strategy on EFL college students' English Reading Comprehension. *Computers & Education*, 54(2), 436-445.

- Moi, W., & Lian, O. (2007). Introducing Mind Map in Comprehension. Educational Research Association, Singapore. Retrieved October 7, 2017, from <http://conference.nie.edu.sg/2007/paper/papers/LAN469.pdf>
- Ortlieb, E. (2013). Using Anticipatory Reading Guides to Improve Elementary Students' Comprehension. *International Journal of Instruction*, 6(2), 145-162.
- Peng, S. (2011). The effect of combining mind map and electronic picture-books on fourth-graders' reading comprehension ability and reading motivation. (Master's thesis). Taiwan: National Pingtung University of Education.
- Siriphanich, P., & Laohawiriyano, C. (2010). Using mind mapping technique to improve reading comprehension ability of Thai EFL university students. In the 2nd International Conference on Humanities and Social Sciences (pp. 1–13).
- Smith, C. B. (1997). Vocabulary instruction and reading comprehension. *ERIC Digest*, ED 412506.
- Stankovic, N., Basic, C., Papic, M., & Aleksic, V. (2011). The evaluation of using mind maps in teaching. *Technics Technologies Education Management* , 6(2), 337-343.
- Trevino, C. (2005). Mind-mapping and outlining: Comparing two types of graphic organizers for learning seventh-grade life science. (Unpublished Ph.D. thesis). USA: Texas Tech University.
- Tucker, J. M., Armstrong, G. R., & Massad, V. J. (2010). Profiling the mind map user: A descriptive appraisal. *Journal of Instructional Pedagogies*, 2(4), 1-13.
- Zahedi, Y., & Abdi, M. (2012). The semantic mapping strategy on EFL learners' vocabulary learning. *Procedia - Social and Behavioral Sciences*, 69, 2273–2280.

STUDENT'S ATTITUDES AND SATISFACTION TOWARDS ONLINE TEACHING (E -LEARNING) DURING COVID -19

Pitam Samanta

Research Scholar

Ramakrishna Mission Shikshanamandira, Belur Math

Howrah -711202

ABSTRACT

To control the spread of corona virus outbreak in India, nationwide lockdown had been started in India since 25th March 2020. All educational institutes have been closed since March 16 in west Bengal. The 2020 academic year is a period of darkness in the lives of students due to lockdown. West Bengal Education Minister urges stakeholders to consider alternative plans to complete the syllabus during the long shutdown. Therefore, many schools started resuming their sessions through e-learning portals. The researchers adopted and implemented a questionnaire where its validity and reliability for collecting data have been verified. Mean, standard deviations, and one-way ANOVA tests were conducted. The results indicate that the student's satisfaction level and attitudes towards e-learning and virtual classes are strong in general with varying degrees between items. The results did not show any significant difference at the level ($\alpha=0.05$) for the independent variables: student's gender, residential location, college, and GPA. However, the results imply that there is a statistically significant difference in student's satisfaction level and attitudes towards e-learning and virtual classes for the independent variable of educational level. The study concluded with few recommendations; supporting the current efforts of the university to provide all the requirements of education via e-learning and virtual classes such as suitable infrastructure and technical support.

Keywords: Undergraduate student's satisfaction, Student's attitude, E -learning, Virtual classes, COVID-19

INTRODUCTION

The impact of COVID 19, particularly on education, work opportunity, economy, and governance is immense and unprecedented worldwide (papapicco, 2020). In education, the crisis has affected students' learning environment on short notice at international scale. According to UNESCO (2020), the closure of teaching institutions are believed to be a necessary precautionary measure to influence the spread of pandemic (viner,

et. al., 2020). Closure of teaching institutions and sudden reliance on distance learning have completely erupted the normal teaching practice and led to innovative learning and teaching methods in supporting students' learning amidst the pandemic crisis. The impact on teaching and learning practices and outcomes provides a rich field for investigation and research (Iyer, Aziz, & ojcius, 2020). Data on the implication of closure and learning practices could be generated from surveys and interviews related more specifically to COVID-19 impact on student learning and teaching experience. The work we present aims at evaluating the attitude and satisfaction level of undergraduate students in regard to the adopted measures of e-learning and virtual classes.

Keller and cernerud (2002) have identified variables such as age, gender, previous experience of computers, technology acceptance and individual learning styles as major predictive factors when discussing acceptance of technology by students. Usually, teachers use their smart phone for executing teaching-learning activities. It has also become affordable to students due to the reduction in the cost of both hardware and high-speed internet connection. Students wanted learning materials that are accessible through online mode in mobile phones and computers (Radha et al., 2020). But before lockdown, this technology is not to be used in our education system. The nationwide lockdown has created a scope to the school teachers to maximize the utilization of virtual platforms for the teaching-learning purposes. For maintaining the new norm of social distancing because of Covid-19, the e-learning platform has emerged as the only available way of teaching. E-learning has become quite popular among the students across the world particularly, the lockdown period due to the COVID-19 pandemic (Radha et al., 2020).

SIGNIFICANCE OF THE STUDY

The word 'Lockdown' has been familiarized all over the world during the Covid-19 pandemic outbreak. A fair assessment of students' perception in e-learning may grant a good precedent in the implementation of full online learning due to physical isolation caused by the COVID-19 pandemic (Krishnapatria, k.2020). The entire education system has become stagnant as the lockdown has been tightened to prevent the spread of the virus. In this case, educational institutions across the country had to shut down immediately, even at a time when academic sessions were held quite effectively. To minimize the lockdown effect, the teachers started taking online classes. The educational institutions took the necessary steps to continue the teaching process from home. As a result, e-learning strategies have gained momentum as well as become an important contemporary trend in education during the lockdown. To find out the impact of this online classes, the researcher aims to find out the following research questions:

1. To Measure the student's satisfaction level and attitudes of students toward e-learning and virtual classes during the COVID-19.

2. To disclose the presence of statistically significant differences in students satisfaction difference in students satisfaction level and attitudes in the e-learning and virtual classes.

METHOD

Population

The population of the current study comprised the students studying in colleges (Govt. and Govt. Aided) of West Bengal.

SAMPLE & SAMPLING TECHNIQUE

B.A / B.SC./B.COM. student of general degree college (Govt. & Govt. Aided) in different district of west Bengal has been considered as sample group for the present study. The online questionnaire through Google Forms has been prepared for collecting data. Among the student, only 175 samples are scrutinized based on the stratified sampling method. The period of study in the month of April 2020.

ANALYSIS

Willingness toward the E-learning

The revolution of information of technology has a major impact on contemporary education. It is playing a major role in all new pedagogical skills in education at all levels. Digital devices and gadgets not only provide students to engage in entertainment, but also make more opportunities for them to engage in learning activities. In this context, student's willingness toward e-learning is presented in table-1

Table-1: student's willingness towards e-learning

Classification	Respondents	Percentage
Yes	144	82.29
No	9	5.14
Maybe	22	12.57
Total	175	100

Among 175 respondents, around 82.86 percent of students have reported that their self-study skills have improved because of e-learning. Around 12.57 % of them have opined that they are somehow learning from e-sources because there are no other alternatives.

Most of the students have participated in the e-learning process in those organizations and only 5.14 % students are not able to participate in the e-learning process due to the lack of poor internet connections. It is evident from the Table-1 that a maximum number of respondents are engaged in the e-learning process.

Improvement of student's self-study skill through E-learning

Now a day learner's expectation is very different from the past. After globalization, education has integrated itself with digital technology. The nature of learning material has changed. Students want learning materials that are accessible through online mode in mobile phones and computers. The main reason for e-learning is that the students can learn at their comfort and requirement. In this context, the improvement of student's self-study skills through e-learning is presented in table-2

Table-2: E-learning improves your self-study skill

Classification	Respondents	Percentage
Yes	145	82.86
No	8	4.57
Maybe	22	12.57
Total	175	100

Among 175 respondents, around 82.86 percent of students have reported that their self-study skills have improved because of e-learning. Around 12.57 percent of them have opined in somewhat they are learning from online resources because there are no other alternatives. Since the classes and education institutions are closed during pandemic situation, they have to depend on e-learning. Even majority of the institutions are encouraging their students to learn through technology. Among all the students, only 5.14 percent were not willing to learn through technology because of lack of connectivity. It is evident from the Table-2. It has been observed that a maximum number of respondents have improved their self-study skills through e-learning.

Satisfaction level of the students on online test

Student assessment is one of the most important components of the evaluation process in our education system. Various methods have been adopted to understand the students learning capacity. The online assessment test is a prompt method which is a highly acceptable one. It is even more important during the quarantine time. Moreover, the mock test is a more effective and systematic method to extract student's abilities and understand their respective lessons, in this context, the satisfaction level of the students on online mock test is presented through table-3.

Table 3: satisfaction level of the students on the online mock test

Classification	Respondents	Percentage
Yes	128	73.14
No	18	10.29
Maybe	29	16.57
Total	175	100

Among 175 respondents, around 73.14 percent of students are satisfied with web-based mock test participation. They asserted that it is more convenient and aptitude based. Around 16.57 percent of them have opined that it may be useful since the students are pursuing online competitive examinations. Only 10.29 percent of them are certain that the web-based mock test is not sufficient as per their expectation level. It is evident from the table-3 that a maximum number of respondents is keen to participate in the mock test.

The usefulness of e-learning at quarantine Time

During this time of medical emergency, many educational institutions have tried their best to function properly. They have tried to provide students various online materials for their upcoming semester examination. Even from government level initiatives have been taken to promote e-learning and it was embraced by most of the stakeholders of education. In this context; the usefulness of the e-learning at quarantine time is presented in table-4:

Table -4: The usefulness of the e-learning at quarantine time

Classification	Respondents	Percentage
Yes	141	80.57
No	9	5.14
Maybe	25	14.29
Total	175	100

Among 175 respondents, around 80.57 percent of students have asserted that e-learning is very useful during the quarantine time. Around 14.29 percent of them have shown their positive attitude towards the usefulness of online teaching. Only 5.14 percent of them have not shown their positive attitude towards e-learning during quarantine time. It is evident from the table-4 that maximum numbers of respondents have expressed that e-learning is useful and more satisfactory.

Comparison between e-learning and traditional learning

E-learning allows educationalists to get a higher degree of coverage to communicate the message reliably for their target listeners. This ensures that all learners receive the same type of training with this learning mode. However, despite the popularity of online

education, vast groups of people intentionally stay away from such methods, mostly due to a false impression. At the same time, despite the rising popularity of online courses, traditional classroom training is the choice of the majority. Unlike online learning, the classroom learning method is more real and students have an opportunity to debate, deliberate, and discuss with their class teachers and friends. In this context, a comparison between e-learning and traditional learning on students knowledge improvement is presented in table-5.

Table-5: Comparison between e-learning and traditional learning

Classification	Respondents	Percentage
Yes	74	42.29
No	51	29.14
Maybe	50	28.57
Total	175	100

Among 175 respondents, around 42.29 percent of students have preferred highly e-learning because they are learning more advanced technical courses through online. Since soft skills are highly essential for present job market, students are keen to learn from e-learning. But at the same time, more than 28.57 percent of the students have considered that classroom learning is better than e-learning. It is evident from table-5 that maximum numbers of respondents have expressed that e-learning is useful and more satisfactory.

Face-to-face teaching is important for practical learning

In e-learning pedagogy, theoretical concepts are carried over through various application tools which make the student more convenient. But it lacks in practical teaching.

Table-6: Face-to-face teaching is important for practical learning

Classification	Respondents	Percentage
Yes	47	80
No	13	7.43
Maybe	22	12.57
Total	175	100

Among 175 respondents, 80 percent of students are the supporter of conventional teaching for the practical session. Around 12.57 percent of them have opted it as it may be conventional teaching is important for the practical session. And only 7.43 percent of

them are not positive on e-learning for the practical session. It is evident from table-6; a maximum number of respondent are favouring conventional teaching for practical learning.

Technical Issues of e-learning

E-learning always depends on a strong internet connection with the high band. It often become unsuccessful because of a lack of connectivity and an acute power shortage. The condition of E-learning is even worse in rural areas compared to urban due to the lack of infrastucture that online courses require, and thus fail to attend with their virtual classes. In this context , technical issues of e-learning are presented in table -7.

Table-7: Technical Issues of e-learning

Classification	Respondents	Percentage
Yes	47	26.86
No	94	53.71
Maybe	34	19.43
Total	175	100

Among 175 respondents, around 53.71 percent of students have experienced no such technical issues while learing through online mode. Around 26.86 percent of them have experienced technical issues. Nearly 19.34 percent of them expressed that sometimes it is difficult to follow the classes due to poor internet connection. Especially, video lectures from Zoom and other applications are containing a lot of technical configuration which is highly difficult to handle since the listener is new to this techonology. It is evident from the table -7; maximum number of respondents have adjusted them selves with the technological isseses of e-learning.

Positivity toward e-learning

E-learning is an innovative method to communicate with the society. It is an effective way of teaching to bring out the best among students.

Table-8: positivity towards e-learning

Classification	Respondent	Percentage
Yes	133	76
No	12	6.86
May be	30	17.14
Total	175	100

Among 175 respondent, around 76 percent of the students are in favor of e-learning. Around 17.14 percent of them have exhibited their positive attitude towards e-learning. And only 6.86 percent of the students have not shown positive towards e-learning. From the table-8, it is noted that the maximum number of respondents have positive toward e-learning.

E-Learning makes knowledge wider

E-Learning provides maximum benefits from minimum requirements. Does it work in the students to enhance their knowledge ? This is illustrated in the bellow table.

Table-9: E-learning makes knowledge wider

Classification	Respondents	Percentage
Yes	124	70.86
NO	12	8
May be	30	21.14
Total	175	100

Among 175 respondents, nearly 70.86 percent students have reported that e-learning makes their knowledge extensive. Nearly 21.14 respondents are in a dilemma. And only 8 percent have disagreed with the statement. From table-9, it is noted that the maximum number of the respondents states that e-learning enhances their knowldge.

Importance of web-based Teaching

The use of the internet to teach and to learn is unavoidable for both teachers and students. Online courses are becoming an important component for enhancing the students skills. Students are benefited through web-based teaching.

Table-10: Importance of web-based teaching

Classificaton	Respondents	Percentage
Yes	126	72
No	10	5.71
Maybe	39	22.29
Total	175	100

Among 175 respondents, 72 percent of them have understood the importance of web-based learning for their career skills. Around 22.29 percent of them have shown that it may be useful and nearly 5.71 of them donot value the importance of web-based learning. From the above table-10, it has been clearly understood that many of them know the importance of web-based learning.

Preference of learning Environment

Learning is a process of acquiring knowledge, enhancing the skills, helps in improving of their career. In this pandemic situation, there is no way of teaching in the classroom. The table -11 illustrates the students attitude toward the preference of the learning environment.

Table-11: preference of Learning Environment

Classification	Respondents	Percentage
Classroom learning	136	77.71
e-learning	39	22.29
Total	175	100

Among 175 respondents, only 22.29 percent prefer e-learning. Nearly 77.71 percent of them prefer classroom learning. From this evidence, it is noted that most of the students prefer to classroom learning environment rather than e-learning.

E-learning bring social change in India

The contemporary education system has created a new demand by adopting new technologies in all possible fields. All the developed and developing nations have concentrated more on research and development. As a result, technology has become an essential embodiment at all level of education. A country like India is keen to introduce more new web-based courses for the students to fit them into the global job market. The present learners are highly motivated by international exposures. Technological innovations are highly influential in this society. Technology allowed us to learn many things and it provided an opportunity to utilize the technology without any discrimination. In this context, it is important to understand that e-learning brings a social change in India.

Table-12: can e-learning bring a social change in India

Classification	Respondent	Percentage
Strongly disagree	13	7.43
Disagree	7	4.00
Neutral	72	41.14
Agree	63	36.00
Strongly agree	20	11.43
Total	175	100

Among 175 respondents, around 90 percent of students have opined that e-learning is significantly playing a major role in the social change in India. They have categorically explained that e-learning can provide inclusive education. It gives learners freedom of knowledge sharing. It is evident from table-12 that the maximum number of respondents are optimistic about social change.

Types of application tools preferred to use for e-learning

Table-13: Types of device, prefer to use for e-learning

Classification	Respondent	Percentage
Laptop	53	30.29
Mobile	94	53.71
Desktop	5	2.86
Laptop & Mobile	13	7.43
Laptop & Desktop	5	2.86
Laptop, Mobile & Desktop	5	2.86
Total	175	100

Among 175 respondents, around 53.71 percent of students have preferred mobile phones for e-learning, followed by Laptop 30.29 percent, and remaining students prefer Laptop & Mobile (7.43%), Laptop, Mobile and Desktop (2.86%) respectively.

Types of application tools preferred to use for e-learning

Table-14: Types of application tools prefer to use for e-learning

Classification	Respondents	Percentage
Zoom	67	38.29
Google classroom	44	25.14
Whatsapp	18	10.29
YOU tube	41	23.43
Mail	5	2.86
Total	175	100

Among 175 respondents, around 38.29 percent of students are learning through Zoom. Nearly 25 percent of students are accessing learning materials through Google classroom and 23.43 percent are learning through YouTube. Remaining students prefer whatsapp (2.86%), and Mail (2.86%) respectively for the purpose of study.

DISCUSSION

To realize the perception of students on the subject of e-learning implementation during the time of Covid-19 Pandemic, we need to answer the following questions:

Description of Questions

1. Are you interested in e-learning?
2. Does e-learning improve your study skill?
3. Are you satisfied with Google Form mock test?
4. Does e-learning make your quarantine time a useful one?
5. Do you believe that improving knowledge through e-learning is better than traditional learning?
6. Do you think Face to face learning is important for practical teaching?
7. Did you face any issues during e-learning?
8. Are you positive towards e-learning?
9. Does e-learning make your knowledge wider?
10. Do you think web-based teaching is important for a student?
11. Which one do you prefer? Classroom learning/ e-learning
12. Can e-learning bring a social change in India?
13. The device you prefer to use for e-learning. Laptop/Mobile/Desktop
14. Which application tool do you prefer for e-learning? Zoom/ Google Classroom/ WhatsApp/ YouTube/ Mail

Overall Analysis of e-learning answers

	Yes	NO	May be
Q.1	81.66%	5.32%	13.01%
Q.2	83.43%	4.73%	11.83%
Q.3	73.96%	10.65%	15.38%
Q.4	79.88%	5.32%	14.79%
Q.5	43.19%	29.59%	27.21%

Q.6	79.88%	7.10%	13.01%
Q.7	27.21%	53.25%	19.52%
Q.8	76.33%	6.50%	17.15%
Q.9	69.82%	8.28%	21.89%
Q.10	72.19%	5.91%	21.89%

Q11. Classroom learning can be as good or even better than in-person e-learning. Research has shown that students in classroom learning [78.10%] is better than e-learning 21.89%.

Q12 .E-learning has changed the way students think about education and pursue there degrees. strongly disagree-7.10 %, Disagree-4.14%, Neutral-41.42%, Agree-35.50%, Strongly agree-11.13%.

13. Some electronic devices used for e-learning are laptop-30.17%, mobile-55.62%, Desktop-1.77%, laptop & mobile-7.10%,laptop & desktop-2.36%, laptop, mobile & desktop-2.95%.

Q14. In the covid-19 work from home scenario, most of the educational institutes have adopted online education mode. This mode is heavily dependent on e-learning Zoom 38.46%, google classroom 25.44%, whatsapp-10.65%, youtube-23.07%, Mail-2.36%.

Overall Data Analysis for E-learning

Question No	Students' Willing (in %)	Remarks
Q1	81.66	Interested
Q2	83.43	Improves self study
Q3	73.96	Satisfied with Google Form
Q4	79.88	E-learning is a useful one
Q5	43.99	Improving Knowledge
Q6	79.88	Face to face learning is important
Q7	27.21	Issues in e-learning
Q8	76.33	Positive toward e-learning
Q9	69.82	E-learning makes your knowledge wider
Q10	72.19	Web-based teaching is important for a student
Q11	78.10	Prefer classroom learning/e-learning
Q12	11.83	E-learning brings a social change

FINDINGS

The findings of this study are based on the collection of primary data which reflects its impact on e-learning

The findings revealed the contribution of e-learning resources or facilities for the students' performance.

In our study, we found that there is a generally positive thought among students about e-learning. There is also a great interest and increasing use of these e-learning programmes for academic use.

But, many of them do not want for e-learning. They only like face to face learning or traditional learning.

In the future, this e-learning module made unavoidable options in higher education.

CONCLUSION

E-learning is gradually becoming a trend to future generation. With its increasing popularity, new generations are embracing the technology faster. Depending on its availability and comfort, many people have chosen to learn through it. enables the learner to access updated content whenever they want it to be the forthcoming trend. The online method of learning is best suited for everyone. Depending on their availability and comfort, many people have chosen to learn at a convenient time. Due to the wide set of benefits, it gives to students. The findings of the study reflect the impact of E-learning, students' interest in using E-learning resources, and their performance. In conclusion, this study have shown that E-learning has become quite popular among the students across the world, particularly at the lockdown period.

REFERENCES

- Akyol, Z., & Garrison, D. R.(2011).“Understanding cognitive presence in an online and blended community of inquiry: Assessing outcomes and processes for deep approaches to learning”. *British Journal of Educational Technology*, 42(2): 233-250.
- A.M.Jazeel, & Dr. AR. Saravanakumar,(2016). Role of ICT in transforming Sri Lankan Higher Education. *International Journal of Advanced Research Trends in Engineering and Technology*.3(20).
- Mahalakshmi, K & Radha, (2020). COVID 19: A massive exposure towards web based learning. *Journal of Xidian University*, 14(4), <https://doi.org/10.37896/jxu14.4/266>.
- Saravanakumar, AR., & Padmini Devi, KR. (2020). Indian Higher Education: Issues and Opportunities, *Journal of Critical Review*. 7(2): 542-545.

- Saravanakumar, AR., Paavizhi, K., & Palanisamy, P. (2019). 'Effectiveness of Video Assisted Learning Module'. *International Journal of Control and Automation*. 12(06): 268-275.
- Sivakumar, I., & Anitha, M. (2012). Education and Girl Children in Puducherry Region: Problems and Perspective. *International Journal of Social Science & Interdisciplinary Research*.1:175-184.
- Hair, F.J., Hult, M. T. G., Ringle, C. and Sarstedt, M. (2016). *A Primer on Partial Least Squares Structural Equation Modeling* (PLS-SEM). New York: sage publication.
- Hartono, J. And Abdillah, W. (2009). Concept and Application of PLS (Partial Least Square) for Empirical Research in Indonesia. Yogyakarta: Bpfe .

A STUDY ON LISTENING SKILLS AMONG THE STUDENTS AT HIGHER EDUCATION LEVEL

Avishek Khanra

Ex-M.Phil. Scholar, Department of Education, Jadavpur University, West Bengal, India

ABSTRACT

In the process of communication, listening is the ability where messages are to be received accurately and interpreted properly (Vaughn-Furlow, 2018). If there is no effective listening capability in someone, the messages are always misunderstood by them. As a result, the entire communication process is cut off and the sender of the messages also easily become frustrated or irritated. There are always two important things of listening regardless of the any language: first one is focus and other one is attention. The people, who could not comprehend the meaning while listening are the real poor listeners. Listening skills is such a skill that some people have to work harder to achieve it. At the time of listening, the most important thing is that he will be able to listen to a variety of voices at minimum time.

The present study has been conducted to measure the listening skills among 70 students from a University in West Bengal, India. The cross sectional survey method has been adopted for this present study and simple random sampling technique has been used for selecting the samples. A questionnaire developed by Dr. Muktipada Sinha (2017) has been used to collect primary data. The result revealed that the maximum number of students have shown high level of competencies in listening skills. It has also been observed that urban students have higher level of listening skills than the rural counterpart. Students from Science background have low level of Listening skills than students from Arts background. Therefore, the stream of study plays an important role in developing the listening skills. It has been also noticed that the students from English medium has performed a little better than the students from Bengali medium. These results are also statistically significant.

Keywords: Listening skills, Higher Education, Habitat, Stream of study, Medium of study.

INTRODUCTION

“The most basis and powerful way to connect to another person is to listen. Just listen. Perhaps the most important things we ever give each other are our attention.”

----- *Dr. Rachel Naomi Remen.*

Listening is a process where a message is received through ears. It involves identifying the sounds, then processing them into specific words and sentences. When someone listens, he/she listens to different individual sounds using his/her ears and then they convert these sounds as messages through their brain, which becomes meaningful to them.

In the process of communication, listening is the ability where messages are to be received accurately and interpreted properly. If there is no effective listening capability in someone, the sending of messages is always misunderstood by them. As a result, the entire communication process is cut off and the sender of the messages become frustrated easily or irritated. So, the effective listening skill is the key things to all effective communication.

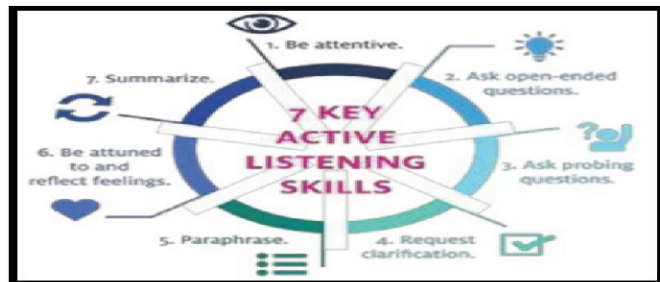
“Nobody learned anything by hearing themselves speak. Wherever I go, I try to spend as much time as possible listening to the people I meet” (Richard Branson, 2015). He also frequently quotes that listening as one of the main factors behind the success of a person. Many successful leaders and entrepreneurs feel their efficient listening ability is behind their success that is very important. To be a good manager or leader, one must listen actively and empathetically, and also pay attention to the feedback receive (Gray & Robertson, 2005).

Bolton’s research (1986) claimed that 60-75% of oral communication has been ignored, misunderstood or quickly forgotten.

Following seven tips to help one to develop effective Listening skills:-

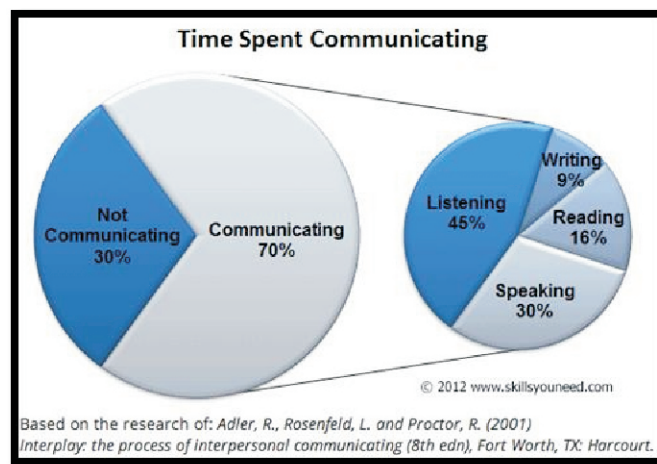
- i. Be attentive, maintain eye contact, but relaxed.
- ii. Keep an open mind and asked open-ended questions.
- iii. Ask probing questions only to ensure understanding.
- iv. Wait for the speaker to pause to ask clarifying questions.
- v. Listen to the words and try to picture what the speaker is saying.
- vi. Try to feel what the speaker is feeling.
- vii. Summarize the message and to give the speaker regular feedback.

➤ **Seven key of active Listening skills:**



***Source: Center for Creative Leadership (2016). All rights reserved**

Listening is one of the most important activities that maintain and build relationship between one another. Research shows that 45% of our time is spent on listening, 30% for speaking, 16% for reading, and 9% for writing (Feyten, 1991; Burley-Allen, 1995; Nunan, 1998; Flowerdew & Millar, 2005).



Listening it is not currently a part of the literature that examines the building and maintaining of organizational relationship (Brunner, 2008). Listening is the act of hearing attentively. In general someone listen more than speak. Listening skills can be defined as an act of hearing attentively. Active listening, which is very important for effective communication (Tomlinson, 1984).

Listening skills bring success to a person in his family, society and also his workplace. If someone wants to get into a good profession, then there must be good

communication skills, management ability, planning and knowledge about sales; they need good Listening skills. Good Listening skills include understanding ability. Body language (Gestures) is also an important part of Listening skills. Eye contact with the speaker, sitting upright and being alert for all time are the good symptom of a good listener.

Simply telling a student with poor listening skills to “pay attention” is not sufficient to solve the problem (Dr. Kenneth Shore, 2005). Teacher can promote advanced Listening skills for the learners by varying the way they communicate and making some subtle changes in the classroom setting. This strategy may help and also foster to effective communication. If it is planned properly, the result will be positive.

STATEMENT OF THE PROBLEM

The earlier researches mainly focus on developing Listening skills among children. This study will focus on measuring competencies in Listening skills among the students of Higher Education level. In the present research study, the researcher will focus on the following research questions:

- i. What is the existing status of Listening skills among the students at Higher Education level of in a University in West Bengal?
- ii. What are the prevalence rates of listening skills among the students at Higher Education level with respect to different socio-economic parameters?

To find out the answers of the above identified research questions, the problem of the present study was specified and stated as, *“A study on Listening Skills among the Students at Higher Education level”*.

OBJECTIVES OF THE STUDY

In the basis of these research questions and delimitations, the researcher identified the following objectives:-

- i. To find out the rate of prevalence of Listening skills among the students at Higher Education level of a University in West Bengal.
- ii. To find out the variation of impact caused by Listening skills among the students at Higher Education level in respect of different socio-economic parameters like; habitat, stream of study and medium of study.

HYPOTHESES OF THE STUDY

In view of the basic research questions, delimitations and objectives of the study, following null hypotheses were formulated:-

- ⁰**H₁:** There is no significant dependency in between type of habitat and listening skills among the students at Higher Education level of a University in West Bengal.
- ⁰**H₂:** Stream of study does not play a significant role in variation of Listening skills among the students at Higher Education level of a University in West Bengal.
- ⁰**H₃:** Medium of study does not seem to be a significant factor for variation of listening skills among the students at Higher Education level of a University in West Bengal.

METHODOLOGY

The present study followed quantitative research design. Cross sectional survey method has been adopted to assess the listening skills of the students at Higher Education level. The survey was conducted in a University of Paschim Medinipur district in West Bengal in India.

- **Population:** Students at undergraduate level (B.A. 1st, 2nd & 3rd year) in a University of Paschim Medinipur district in the present year were considered as population of the study.
- **Sample:** As the survey research requires a good number of participants which represent the whole population to collect relevant information from the target group. The present study was conducted among 70 undergraduate students who were randomly selected from a University of Paschim Medinipur district in West Bengal.

The summary of sample distribution was shown in table no. 1

Table no. 1: Distribution of sample according to different socio-economic parameters

Variables		Total Number	Percentage
Habitat	Rural	41	58.57%
	Urban	29	41.43%
Stream of study	Arts	46	65.71%
	Science	24	34.29%
Medium of study	Bengali	63	90%
	English	7	10%

Tools: The researcher has devised a well designed questionnaire as a tool for primary data collection from the students of undergraduate level; which was developed by Dr. Muktipada Sinha (Associate Professor and HOD, Department of Education, Jadavpur University, Kolkata, West Bengal, India). The questionnaire contains seventeen statements; against each one response i.e., 'Yes' or 'No' were to be made. There were six statements, of which if 'Yes' be the answer then it indicate negative response and rest eleven statements were of reverse order. The researcher has termed the former type questions as 'negative questions' (2, 4, 5, 14, 15 & 17) and the later types as 'positive questions' (1, 3, 6, 7, 8, 9, 10, 11, 12, 13 & 16). The scores are divided into two categories i.e. High Listening Skills and Low Listening Skills. Those who scores bellow 11 are in Low Listening Skills category and those who score 11 & above are in High Listening Skills category.

<u>Types of Question</u>	<u>Yes</u>	<u>No</u>
1. Negative Question	0	1
2. Positive Question	1	0

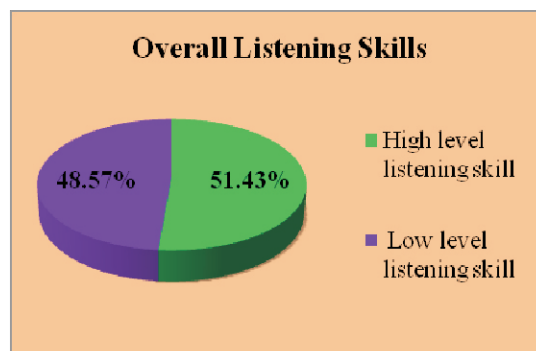
ANALYSIS AND RESULT

- **Descriptive statistics:** Assessment of the overall Listening skills among the students at undergraduate level. Here out of the total 70 students; 34 i.e. 48.57% students exhibited low level of Listening skills and 36 i.e. 51.43% students showed high level of listening skills among the students at undergraduate level. The illustration was given in table no. 2 and figure no. 1.

Table no 2: Represent the overall listening skills among the students at Higher Education level.

Overall Listening Skills			Total
Listening Skills	Low level of Listening skills	Count	34
		% of total	48.57%
	High level of Listening skills	Count	36
		% of total	51.43%
		Count	70

Total	% of total	100%
--------------	-------------------	-------------

Figure no. 1:

Habitat wise comparison of the Listening skills among the students at Higher Education level:

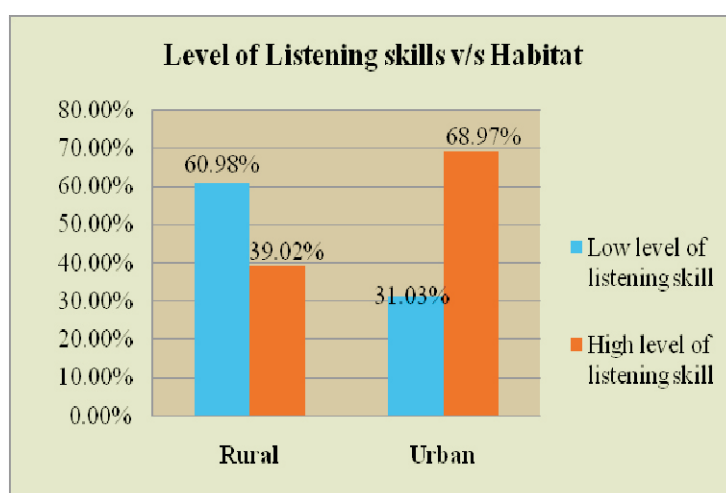
Habitat wise analysis of the listening skills among the students at Higher Education level; scoring is given in the following table no. 3 and figure no. 2.

Overall Listening Skills			Habitat		Total
			Rural	Urban	
Listening Skills	Low level of Listening skills	Count	25	9	34
		% within habitat	68.98%	31.03%	48.57%
	High level of Listening skills	Count	16	20	36
		% within habitat	39.02%	68.97%	51.43%
		Count	41	29	70
		% within	100%	100%	100%

Total	habitat			
	% of total	58.57%	41.43%	100%

Table no. 3: Conditional distribution of Listening skills level by Habitat among the students at Higher Education:

Figure no. 2:



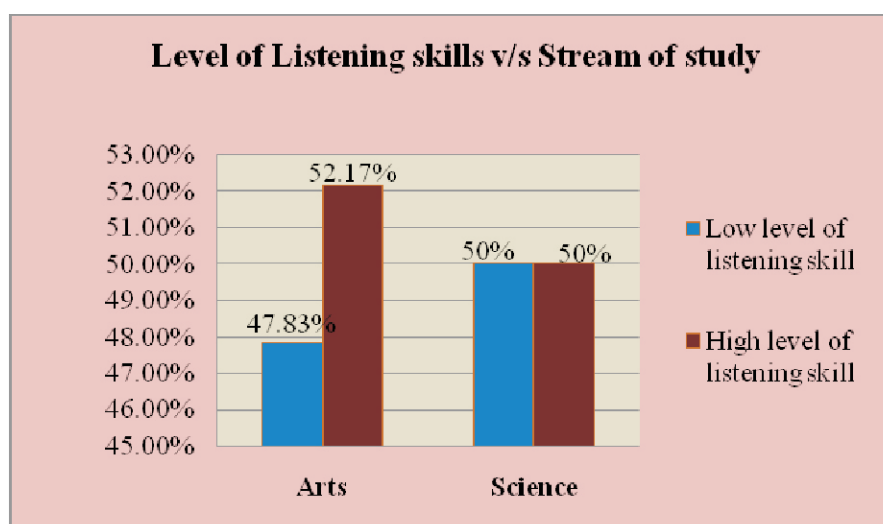
Stream of study wise comparison of the Listening skills among the students at Higher Education level:

Stream of study wise analysis of the Listening skills among the students at Higher Education level; scoring is given in the following table no. 4 and figure no. 3.

Table no. 4: Conditional distribution of listening skills level by Stream of study among the students at Higher Education:

Overall Listening Skills			Stream of study		Total
			Arts	Science	
Listening	Low level of Listening skills	Count	22	12	34
		% within stream	47.83%	50%	48.57%

Skills	High level of Listening skills	Count	24	12	36
		% within stream	52.17%	50%	51.43%
Total		Count	46	24	70
		% within stream	100%	100%	100%
		% of total	65.71%	34.29%	100%

Figure no. 3:

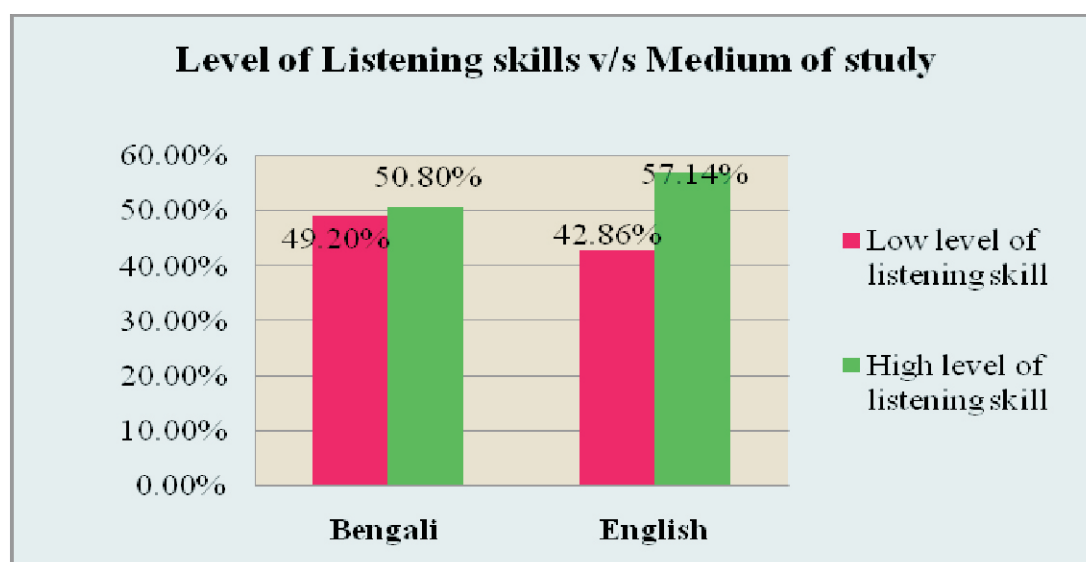
Medium of study wise comparison of the Listening skills among the students at Higher Education level:

Medium of study wise analysis of the Listening skills among the students at Higher Education level; scoring is given in the following table no. 5 and figure no. 4.

Table no. 5: Conditional distribution of Listening skills level by Medium of study among the students at Higher Education:

Figure no 4:

Overall Listening Skills			Medium of study		Total
			Bengali	English	
Listening Skills	Low level of Listening skills	Count	31	3	34
		% within medium	49.20%	42.86%	48.57%
	High level of Listening skills	Count	32	4	36
		% within medium	50.80%	57.14%	51.43%
Total		Count	63	7	70
		% within medium	100%	100%	100%
		% of total	90%	10%	100%



- **Inferential statistics:** This part of the chapter deals with inferential statistics. In the present study, the nature of population from which sample have been chosen were not known to be normal. The different types of socio-economic variables were in normal form which is classified in categories and represented by frequency counts. So, it was decided to analyze the collected data by non-parametric test, more especially Chi-square test (χ^2).

- **Hypotheses testing:**

Table no. 6: Chi-square test (χ^2) has showing different variable wise Listening skills level among the students at Higher Education level:

Chi-square Test (Pearson Chi-square)					
Sl. No.	Variables	Value	df	Asymptotic Significant (2-Sided) [p-value]	Remarks
1.	Habitat	6.096 ^a	1	0.014	S** (p<0.05)
2.	Stream of study	0.030 ^a	1	0.863	NS* (p>0.05)
3.	Medium of study	0.102 ^a	1	0.750	NS* (p>0.05)

df- Degree of Freedom, S**-Significant, NS*- Not Significant.

⁰H₁: There is no significant dependency in between type of habitat and Listening skills among the students at Higher Education level of the University in West Bengal.

- The analysis in the above table revealed that the value of χ^2 of ⁰H₁ is 6.096^a and p = 0.014. The critical values of χ^2 at 0.05 and 0.01 level of significant with 1 *df* = 3.841 and 6.635 respectively. It has been observed that the value of χ^2 is far lower than the critical value of χ^2 at 0.05 level but less than 0.01 level. So, the null hypothesis can be rejected as p>0.05. However, it can be concluded that the difference which was found in level of Listening skills among the students at Higher Education level on the basis of their habitat is significant which means habitat significantly affects on student's Listening skills.

⁰H₂: Stream of study does not play a significant role in variation of Listening skills among the students at Higher Education level of the University in West Bengal.

- The analysis in the above table revealed that the value of χ^2 of ⁰H₂ is 0.030^a and $p = 0.863$. The critical values of χ^2 at 0.05 and 0.01 level of significant with 1 $df = 3.841$ and 6.635 respectively. It has been observed that the calculate value of χ^2 is far lower than the critical value of χ^2 at both levels. So, the null hypothesis can be accepted as $p > 0.05$. Hence, it can be safely concluded that the difference which was found in level of listening skills among the students at Higher Education level on the basis of their stream of study is not significant and it can be attributed to any chance factors.

⁰H₃: Medium of study does not seem to be a significant factor for variation of Listening skills among the students at Higher Education level of Vidyasagar University in West Bengal.

- The analysis in the above table revealed that the value of χ^2 of ⁰H₃ is 0.102^a and $p = 0.750$. The critical values of χ^2 at 0.05 and 0.01 level of significant with 1 $df = 3.841$ and 6.635 respectively. It has been observed that the value of χ^2 is far lower than the critical value of χ^2 at both levels. So, the null hypothesis can be accepted as $p > 0.05$. Hence, it can be safely concluded that the found difference in level of listening skills among the students at Higher Education level on the basis of their medium of study is not significant and it can be attributed to any chance factors.

FINDINGS WITH REGARD TO THE RESEARCH QUESTIONS

The major findings emerged from the present study would contribute to improvement of Listening skills among the students at Higher Education level of a University in West Bengal.

- ***Prevalence rate of Listening skills among the students at Higher Education level of the University in West Bengal.***

It has been revealed from the present study that average number of students (51.43%) have high level of listening skills at Higher Education level.

- ***The rate of prevalence of Listening skills among the students at Higher Education level on the basis of their Habitat:***

It has been revealed from the study that the high level of listening skills was more in urban students (68.97%) than the rural students (39.02%) and on the other hand level of listening skills was lower in rural students (68.98%) than the urban students (31.03%).

Through the findings of the study, the rate of prevalence of Listening skills was found much higher among the students from urban area as compared to the rural area. Inferential statistically the difference was found to be significant ($p < 0.05$).

➤ **The rate of prevalence of Listening skills among the students at Higher Education level on the basis of their Stream of study:**

It has been revealed from the study that the high level of Listening skills was more in Arts stream of students (52.17%) than Science stream of students (50%) and on the other hand low level of Listening skills was more in the students from Science stream (50%) than the students from Arts stream (47.83%).

Through the findings of the study, the rate of prevalence of Listening skills was found little higher among the students from Arts stream as compared to the Science stream. Inferential statistically the difference was found to be not significant ($p > 0.05$).

➤ **The rate of prevalence of Listening skills among the students at Higher Education level on the basis of their Medium of study:**

It has been revealed from the study that the high level of listening skills was more in the students from English medium (57.14%) than the students from Bengali medium (50.80%) and on the other hand, low level of listening skills was more in the students from Bengali medium (49.20%) than the students from English medium (42.86%).

Through the findings of the study, the rate of prevalence of listening skills was found little higher among the students from English medium as compared to the students from Bengali medium. Inferential statistically the difference was found to be not significant ($p > 0.05$).

DISCUSSION AND CONCLUSION

The major findings emerged from the present study would be important contributions for improvement of our understanding about listening skills of the students at Higher Education level. The study investigated the rate of listening skills with respect to different socio-economic parameters viz. habitat, stream of study and medium of study.

In the present study the result revealed that, the rate of listening skills was found higher among the students from urban area as compared to the rural counterpart, It was also significant by Inferential Statistics ($p < 0.05$). The reason for the outcome of such

result was that urban students mainly grow up in a quiet natural environment, messages transmitted during the communication process are usually not distorted. Therefore, students from the urban area have to develop the ability to listen attentively to overcome all barriers of noise.

The students from Arts stream showed better listening skills than Science stream of students at Higher Education level. The results was not significant by Inferential statistics ($p>0.05$). It is now found that most of the subjects in Science stream developed bases on the practical, but the subject matter of the Arts stream is based on theory. As a result, the students of the Arts stream listen to theories (Subject matter) carefully while teaching in the classroom, as they have no opportunity for practical issues. For this reason, the students of the Arts stream show greater Listening skills than the students in the Science stream.

It has been noticed that the prevalence rate of Listening skills was more among the students from English medium than the students from Bengali medium. Inferential statistically the difference was found to be not significant ($p>0.05$). This may be considered to be the reason for such a result, in many cases, fear of the English language is noticed in Bengali speaking students. They have to work hard to learn English as English is not their mother tongue. Learning something requires first focusing, as well as Listening skills. That's why those who want to learn English, they should listen carefully Later on, those who study through English medium have the same listening skills and grow more.

In the communication process, listening is the ability to receive messages accurately and to interpret it properly. The effective listening skill is a skill that underpins all kinds of positive human relationships. In the system of education, the importance of listening skills is immeasurable. In addition to classroom situation, it has considerable impact on the administration of education as well. Despite the impact of listening skills on the overall communication system, the research paper only mentions its special importance in education, because education is the backbone of society; it plays an impactful role in the formation of a nation. In the case, if messages are misinterpreted due to a lack of careful listening skills, the communication process fails this is applicable for any communication process. If there is a lack of proper listening skills in the classroom, it can affect teaching-learning situation, which is not desirable. In present day situation, the lack of proper listening skills of students in the classroom is reducing their success rate by hindering them from their learning. As a result, the number of quality student is declining, as well as education losing its aristocracy.

The policy makers administrators, teachers, teacher-educators, intellectual persons and educationists may adopt some realistic strategies and technique which will enhance

the listening skills of the students in the light of present study. Finally, it is necessary to remove the barriers behind the development of students' listening skills as soon as possible.

LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Further studies can address the following issues to have more insights on the subject. The present study on "*A Study on Listening Skills among the Students at Higher Education level*" is not an end in itself, rather it is an on-going journey to reveal the scenario of listening among the students at Higher Education level this study opens up new grounds for further researches. Looking at the overall research study, it can be observed that there is still further scope for research in the following areas:

- a. The present study is restricted to undergraduate students only. A similar study may be conducted on Secondary or Higher secondary school students and Post-graduate students also.
- b. The present study is restricted to only Paschim Medinipur district. A similar research may also be conducted in other districts of West Bengal.
- c. The present study is a quantitative research design. It can be studied by applying qualitative research design also.
- d. The study is restricted to rural and urban areas students.
- e. The study is restricted to only three socio-economic parameters. It can be studied by applying any other socio-economic parameters.
- f. A similar study may be conducted on students with special needs and gifted children.

Therefore, numerous further studies can be conducted by the researchers to measure the multiple dimension of listening skills with the help of several statistical analysis. That's why the researcher thinks that the present study is very important in the present scenario.

REFERENCES

- Anderson, E. S., Ford, D. and Thorpe, L. (2011). "Listening to listen: Improving students' communication with disabled people", *Medical Teacher*, Vol. 33, Issue 1, pp. 44-52.
- Anderson, P. (1972). "*Language Skill in Elementary Education*", 2nd edition, New York: Macmillan; London: Collier-Macmillan.

- Barr, L., Dittmar, M., Roberts, E. and Sheraden, M. (2002). "Enhancing Student Achievement Through the Improvement of Listening Skill", *Educational Resources Information Center*, ED- 465 999.
- Best, J. W. and Kahn, J. V. (2014). "*Research in Education*", 10th edition, Pearson, PHI Learning Pvt. Ltd, Delhi- 110092.
- Bond, D. C. (2012). "An Overview of Best Practices to Teach Listening Skills", *International Journal of Listening*, Vol. 26, Issue 2, pp. 61 -63.
- Bozorgian, H. (2014). "The Role of Metacognition in the Development of EFL Learners' Listening Skill", *International Journal of Listening*, Vol. 28, Issue 3, pp. 149 -161.
- Dias, N., Monteil, J. M. and Seabra, A. G. (2015). "Development and interactions among academic, word recognition, listening and reading comprehension", *Psychology/Psicologia Reflexao e Critica*, Vol. 28, No. 2, pp. 404 -415.
- Dr. Kutlu, O. and Dr. Aslanoglu, A. E. (2009). "Factor affecting the listening skill", *Procedia- Social and Behavioral Sciences*, Vol. 1, pp. 2013 -2022.
- Feyten, M. C. (1971). "The Power of Listening Ability: An Overlooked Dimension in Language Acquisition", *The Modern Language Journal*, Vol. 75, No. 2 (Summer), pp. 173-180.
- Friedman, P. (1978). "*Listening process: Attention, Understanding, Evaluation*", 2nd edition, National Educational Association, Washington DC.
- Garrett, H. E. (2011). "*Statistic in Psychology and Education*", 6th edition, Indian Reprint:2011, Paragon International Publishers, 5, Ansari Road, Daryaganj, New Delhi- 110002.
- Gulec, S. and Durmus, N. (2015). "A Study Aiming To Develop Listening Skills Elementary Second Grade Students", *Procedia- Social and Behavioral Sciences*, Vol. 191, pp. 103-109.
- Hudson, M. E. and Browder, D. M. (2014). "Improving Listening Comprehension Responses for Students with Moderate Intellectual Disability During Literacy Class", *Research and Practice for Persons with Severe Disabilities*, Vol. 39, pp. 11-29.
- Hyslop, N. B. and Tone, B. (1988). "Listening: Are We Teaching It, and If So, How?",

ERIC Clearinghouse on Reading and Communication Skills, ED295132.

Koul, L. (2009). “*Methodology of Educational Research*”, 4th edition, First Reprint: 2014, Vikas Publishing House Pvt.

Mangrum, C. W. (1993). “The Effect on Listening Skills Instruction on Students Academic Performance”, *The Graduate Council of the University of North Texas*.

Mangal, S. K. (2004). “*Statistic in Psychology and Education*”, 2nd edition (October, 2014), PHI Learning Pvt. Ltd, Delhi- 110092.

Patricia, L. B. (2006). “Development of Listening Skills in Students in Special Education Setting”, *International Journal of Disability, Development and Education*, Vol. 41, pp. 51-60.

Serraj, S. and Noordin, N. (2013). “Relationship among Iranian EFL Students’ Foreign Language Anxiety, Foreign Language Listening Anxiety and Their Listening Comprehension”, *English Language Teaching*, Vol. 6, No. 5.

Ulum, O. G. (2015). “Listening: The Ignored Skill in EFL Context”, *International Journal of Humanities Social Sciences and Education (IJHSSE)*, Vol. 2, Issue 5, pp. 72 - 80.

Ward, W. C. (2005). “Johnny Never Listen! Helping Students with Listening Comprehension Learning Disabilities”, *Super Duper Publication*, Number: 85.

Weger, H. Jr., Gina, R. C. and Melissa, C. E. (2010). “Active Listening in Peer Interviews: The Influence of Message Paraphrasing on Perceptions of Listening Skill”, *The Intl. Journal of Listening*, Vol. 24, Issue 1, pp. 34 -49.

Yayli, D. (2009). “Reflective practices of pre-services teachers in a listening skill course in an ELT department”, *Procedia- Social and Behavioral Sciences*, Vol. 1, pp. 1820-1824.

QUALITY EDUCATION FROM THE PERSPECTIVE OF ENVIRONMENTAL SUSTAINABILITY

Sujan Das

Independent Researcher, Kolkata, West Bengal

ABSTRACT

The term 'sustainable development' is now a decade old, but in action its applicability is still not up to the mark. One reason of this failure is its superficial understanding of the concept of sustainable concept and thus there is less awareness and practice among human being. The paper tried to pull out the importance of quality education in schools for preaching, understanding, learning and obviously using the concept of sustainable development from the grassroots level i.e. childhood. The paper suggested few designs that can help providing quality education in such a way that it can produce a responsible future generation who can fully understand and support notion of sustainable development and practice it in reality.

Keywords: Sustainable Development, education, human being.

*"Education is the most powerful weapon which
you can use to change the world."*

Nelson Mandela

INTRODUCTION

In the changing scenario of globalization, the highest aim and objective of human life is fulfilling the individual needs instead of thinking about others. Profit maximization leads to rapid industrialization which causes serious harm to the nature. Over exploitation of resources triggered the environmental degradation and thus environmental sustainability is a matter of concern. Destruction of forests and slashing of greeneries leads to the concretization. As a result, the future generations of both human and animal life will be facing so many difficulties in adopting the critical situation. Thus, these considerations need to be addressed as soon as possible. Keeping the environmental sustainability into considerations, environmental awareness needs to be spread all over the world. Improving the quality of education is the main pathways toward environmental sustainability.

In the UNESCO report, 2015, the concept of sustainable development has been discussed in the light of the four proposed goals such as reduction of poverty, improvement of nutrition, health gains, ensuring equal education, gender equality, water

and energy sustainability, economic growth, reduction of inequality, urban development, environmental protection, peaceful societies. These goals are very much important in understanding the sustainable development in the education system.

SUSTAINABLE DEVELOPMENT AND EDUCATION

Education plays the key role in understanding the importance of environmental sustainability. That's why the quality of education needs to be improved for the proper implementation of the ethical perspective in attaining the sustainable world. Proper education to help us to take right decision. Environmental education in the school curriculum played a major role in the developmental perspective of child from the grassroots level. If they are well educated in the light of environmental awareness, they can surely built an ethical perspective in their character. As we all are concerned about our own house to keep it clean and healthy, at the same time, we should be aware enough to the preserve the surrounding environment and keep its sustainability intact.

SUSTAINABILITY AND ENVIRONMENT

The two terms Sustainability and environment are inextricably related to each other. To define the word environmental sustainability, we must first identify the concept of sustainability. As defined by the Brundtland Commission, "Sustainable development is development that meets the needs of present without compromising the ability of future generation to meet their own needs". Sustainability is the ability to continue a defined behavior indefinitely. It is basically the ability to be sustained. In the environmental science perspective, it is the quality of not harming the environment and not doing depletion of the natural resources, keeping the ecological balance intact. Environmental sustainability is defined as the ability to maintain the rates of renewable source harvest, pollution creation and renewable resource depletion that can be continued indefinitely.

UNDERSTANDING OF EDUCATION QUALITY IN RESPECT TO ENVIRONMENTAL SUSTAINABILITY

Educational quality has a serious concern for learning about your surrounding and more precisely the environmental characteristics. The aim of the Universal Primary Education (UPE) is to provide the compulsory education for all, but still in most of the cases, the quality of education is under questionable (UNESCO, 2005). The understanding of the global challenges regarding environmental sustainability and finding its main cause has evolved the concept and practice of environmental education (EE) in the school level. The equality in terms of education, providing student all the needs and free education under the section of Universal Elementary Education (UEE) can be considered as Education for Sustainability (EfS) or Educational sustainability.

Both UEE and EfS are serious concerns regarding the implementation of environmental sustainability. Students need to be aware of this very concept from their school level. Both refers to education which provides contextual and meaningful learning; encourages the students in critical thinking and builds a environmental ethics and values among the learners (WWF-India).

Education for sustainable development (ESD) is considered as the subfield of education and it is associated with the educational policy regarding the challenges of environment, society and economy. According to the report UNESCO, all types and levels of learning are associated with the very concept of ESD. Those learning are:

- Learning to know
- Learning to be
- Learning to live together
- Learning to do and
- Learning to transfer oneself and society.

The major reasons for the implementation of ESD in the school level is being noted by State of the World Report, (2010) where they stated as human actions needs to be taken into consideration regarding the addressing issues of ecological and environmental impacts. That's why, it is very necessary to have a concept of ESD.

PROBLEMS REGARDING ENVIRONMENTAL SUSTAINABILITY

The major considerations of environmental sustainability are the natural resources depletion, occurring due to the adverse affects of human interaction. Many of such are exacerbated by the poor industrial practices. If those environmental problems remain unchecked, that can cause serious harms to our future generations and disrupting the sustainable nature of the environment. Following are some of the environmental problems that need to be addressed properly:

- **Pollution:** It is one of the serious environmental problems regarding the loss of sustainability, as it tends to be the byproduct of modern life. Pollutions can be noticed in various types, broadly categorized as water, air, soil and sound pollution. But the most important and most noticeable pollution is air pollution, which is the result of fossil fuel combustion, various toxic gas released by industries and factories. The major gases associated in air pollution are Ozone, Carbon monoxide, Nitrogen dioxide, Suspended particulate matter, Sulfur dioxide, Lead. The costs of pollution go beyond medical bills and loss of productivity.

- **Water disposal:** Increasing population can lead to the growth of number of industries, so does the problems of water disposal. Communities increasing volume of garbage create huge difficulties in proper disposal at particular place. Decomposing of garbage may harm the vitamin, give a nasty smell. Burning those garbage can lead to further air pollution.
- **Climate change:** It is a serious threat to the environment, society, economy, political and for the distribution of goods. If the present situation trends continue, it can create a huge environmental destruction and it can destroy both the ecosystem of animal and plant community. The problems of shoreline switching causes significant changes to coastal property and infrastructure which is also associated with climate change. The rapid climate change can trigger the higher electricity consumption. Climate change is also associated with the seasonal variations which further has damaged the cropping pattern of an agricultural field.
- **Drought:** According to the WHO and UNICEF joint monitoring programme for water supply and sanitation, (UNICEF, 2012) 2.5 billion people (roughly 36% of the world's population) still do not have the access of improved sanitation facilities. 748 million people continued to get their water from unpurified sources. World Wildlife Fund has assumed that the problem of water scarcity will affect the two third of the world's population by 2025 (Grooten et al., 2012)

CHALLENGES AND BARRIERS OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (EfSD):

The addressing issues regarding the sustainability is gaining its importance from 1992 after the Earth summit held at Rio de Janeiro, Brazil. Later the very concept was taught in the school level as educational measures which lead the understanding of education for sustainable development (EfSD). Due to the inadequate government initiatives, various NGOs have taken the responsibilities mainly aiming at the comprising support in the training and awareness generations and concerning the advocacy and lobbying for the change of policies (Spring, 2008).

Developed countries can easily acquire the ideas of EfSD and implementation is also possible because of their proper skill management and technological advancement in the educational organizations. But the developing and underdeveloped countries have limited success regarding the implementation of the EfSD. Some of the major concerns for the embodiment of EfSD are as follows:

- Lack of progress stems from many sources.
- Lack of vision or awareness have back pedaled the progress.

- Lack of policy funding
- Lack of education
- Lack of quality school curriculum (McKeown et al., 2002).

Addressing these issues in the planning stage is very important, thus government needs to take proper actions for the implementation of ESD. The highest aim and objective is to attain the sustainability (McKeown et al., 2002). To maintain the environmental sustainability, government needs to form a body in which school governors and teachers union must be active.

QUALITY EDUCATION IN ACHIEVING THE ENVIRONMENTAL SUSTAINABILITY

Having over seven billion people living on the earth, we must know how to live united and how to use natural resources so that it doesn't get exploited and resources could be saved for the future generations. We all need to understand the benefit of living sustainably. Thus, we keep one thing in mind that its education which can solve the problem regarding the maintenance of sustainability. Education can provide the sufficient learning about the idea of our surrounding environment and how it is functioning. ESD can help people to think in an eco friendly way.

According to the UNESCO, quality of education is the key to success for the attainment of environmental sustainability. The United Nations declaration of Quality education (Goal -4) gave the concept about the insurance of inclusive and quality education for all and promotes lifelong learning. The improvement of people's life and the environmental sustainability depends on the foundations of the quality education provided by the school.

The major factors affecting the ESD are mentioned bellow:

- i. Health
- ii. Water
- iii. Indigenous knowledge
- iv. Cultural diversity
- v. Curriculum for excellence
- vi. Gender equality
- vii. Poverty
- viii. Sustainable life style (Kirbassov, 2014).

These factors are very important for implementation quality of education regarding sustainable development.

SUGGESTIONS

In addressing the problems regarding the education for sustainable development, various plans, policies and measures have been taken by different agencies throughout the world. But the implementations are not same everywhere. Countries like India still facing some serious concern in case of ESD. Since various challenges and barriers are creating so many difficulties in execution of ESD, few important recommendations can be given:

- **Awareness should be increased** since getting the better results of ESD program among educational community and common mass is very important and it is also important to achieve the highest success on sustainability (McKeown et al., 2002).
- **Structuring the curriculum** in respect to ESD for the betterment of understanding the environmental education in the school level is important. From the early stage of the learning, students should be aware of their surrounding environment, thus they can know about the dos and don'ts related to the environment.
- **Quality school education** helps in acquiring knowledge of environment, The eco-friendly character can be built among the students. Teacher-student ratio is another concern which needs to be addressed properly so that teaching-learning relationship can be built (QEC, 2010).
- **Educational reforms and economic viability** helps in advancement of ESD. The effectiveness educational systems should be adopted on the basis of societal needs. One of the major importance of education is to provide employment opportunities. Successful ESD creates the economic stability which is also a step towards maintaining environmental sustainability (McKeown et al., 2002).
- **Sharing the responsibilities** is another step towards environmental sustainability. Quality of education helps in building a sustainable thinking, these gives the responsibilities among students and thus beneficial for generating responsibility. The successful implementation of new educational trend will require responsibilities in developing the better ESD.
- **Education policies** helps in strengthening the teaching learning relationship. The reality of any educational reforms is dependent on the 'top down' and 'bottom up' approaches of learning. In framing an educational policy, a team of administration, school governing body, and teacher's panel and community people should actively be involved (McKeown et al., 2002).

CONCLUSION

Education can bring acceptable and desired outcomes in understanding the sustainable development. It is the excellence of education that sows the seeds of ethics that leads us to a sustainable world. Environmental education in school leads to the development of value system to decide what is sustainable and what not from the very beginning. The study highlighted how environmental sustainability and its problems can be understood in the light of quality education. It can also be pointed out the challenges and obstructions of education for sustainable development and suggested few designs to overcome those hurdles. The limitation of this paper may lie in its superficially suggestive and theoretical nature, but this work should be marked as the beginning of new ideas about how quality education and environmental sustainability can work out together to introduce a responsible generation.

REFERENCES

- Adams, D. (1993). Defining educational quality. Biennial Report. Arlington, VA: Institute for International Research.
- Grooten, M., Almond, R. and McLellan, R. (2012) *Living planet report 2012: Biodiversity, biocapacity and better choices*. World Wide Fund for Nature.
- Ki-moon (2012) 'Global Education First Initiative: The UN Secretary-General's Global Initiative on Education', *UNESCO* <http://www.unesco.org/new/en/education/globaleducation-first-initiative-gefi/> accessed January, 30, pp.2014.
- Kirbassov (2014) 'Education as a Bridge Factor of All Dimensions of the Sustainable development Goals', UN EcoSoc General Consultative Status, Peace Island Institute, Columbia University.
- Laurie, R., Nonoyama-Tarumi, Y., McKeown, R. and Hopkins, C. (2016) 'Contributions of Education for Sustainable Development (ESD) to Quality Education: A Synthesis of Research', *Journal of Education for Sustainable Development*, 10(2), pp. 226-242.
- McKeown, R., Hopkins, C. A., Rizi, R. and Chrystalbridge, M. (2002) *Education for sustainable development toolkit*. Energy, Environment and Resources Center, University of Tennessee Knoxville.
- QEC, 'Final Report on Quality in School Education' (2010), Institute for Studies in Industrial Development, 4, Institutional Area, Vasant Kunj, New Delhi.
- Spring, Ú. O. (2008) 'Peace and Environment: Towards a Sustainable Peace as Seen from the South', *Globalization and Environmental Challenges*, pp. 113-126.

UNESCO, E. F. (2005) 'Global Monitoring Report', *table, 2*, pp. 50.

UNICEF, I. and UNICEF 'Defining quality in education'. *A paper presented by UNICEF at the meeting of The International Working Group on Education Florence, Italy June .*

UNICEF, W. (2012) 'WHO Joint Monitoring Programme for Water Supply and Sanitation', *Progress on drinking water and sanitation .*

World, S. o. t. (2010) *State of the World: Transforming Cultures: From Consumerism to Sustainability*: WW Norton & Company.

A HISTORY OF PREJUDICE: SEXUAL HARASSMENT & ABUSE OF DOMESTIC WORKERS DURING COVID -19

Amal Kumar Das

Ex-M.Phil Scholar, Department of Education, Jadavpur University, Kolkata

ABSTRACT

The COVID-19 has affected a wide range of people, but the risk and consequences of contracting the virus have not been evenly known: workers in the informal economy have been disproportionately affected. Economic support and protective equipment provided by governments and employers to formal economy workers have not consistently reached those in the informal economy. Many had to (attempt to) continue to work in unsafe conditions. Evictions, police brutality and confiscation against informal traders and market vendors. The pandemic has had a gendered impact on women in informal employment, particularly due to their significant representation in care and domestic work. COVID-19 also exacerbated sexual and gender-based violence against women migrant workers' in irregular situations. The perpetrators who are aware of this group is unlikely to report the violence, due to their specific experiences of discrimination and fear of arrest or deportation.

Keywords: Sexual harassment, Domestic Workers, Informal Economy, Pandemic Situation

INTRODUCTION

The ILO (The International Labour Organization) defines domestic work as “work performed in or for a household or households”. A domestic worker is “any person engaged in domestic work within an employment relationship”, excluding those who perform domestic work only occasionally or sporadically and not on an occupational basis”. Almost 75% of domestic workers globally were estimated by the ILO to be in informal employment in 2013 (50 million out of 67 million) (King-Dejardin, 2016). Estimates are that the number of domestic workers worldwide more than doubled between the 1990s and 2013, rising from 33 million to 67.1 million (WIEGO). Reasons behind this growth include the increase of women working outside the home, a decline in the public provision of care services and reduction of the support previously provided by extended family (International Labour Office, 2015). Domestic workers are overwhelmingly female (80%) and concentrated in cleaning and care services. Men generally gain higher pay in

occupations in domestic employment in which they predominate, for example, as gardeners, drivers, or security guards.

There are 11.8 million Women with disabilities which were domestic workers in India who experience considerable difficulties in the everyday lives. With high poverty levels, poor health conditions, lower incomes, lower education and a patriarchal system, they face further dangers in COVID-19. To take up the challenge immediate steps would have to be taken in the context of food and medicines. It was soon realized that some women were getting left out as information by governments which had universal reach, was not accessible. There was, thus, strong fear that women would be affected by the novel coronavirus and not be able to reach medical help and access treatment.

Recent years have seen the emergence of gig-based domestic work (ODI, 2016) where workers are engaged “on demand” via e-platforms. There is potential for employers to shop around for the cheapest workers whenever they need it. This type of fragmentation and gig-based approach together has been called the “Urbanisation” of domestic work. It poses challenges in organising and can heighten the burden of risk carried by the workers and lessen the risk to employers.

Despite being called “the work that makes possible all other work” (Poo, 2019), domestic work is not regarded by many as “real” work and remains undervalued and underpaid. The association of femininity, hence women, with the private sphere of the home and with the work that occurs in it results from the unpaid reproductive and caring roles women have been assigned and have performed in the house and the family across space and throughout history (Zhen, 1907). Domestic work in the homes of others is generally performed by disadvantaged women from lower socio-economic positions and racial or ethnic groups or castes with little or no access to education, in systems with class inequalities (Ribeiro Corossacz, 2019).

In countries with a history of colonialism, domestic work is often carried out by black or indigenous women or by women from the lowest castes and class. In America, for example, domestic work has roots in the legacy of slavery and colonialism. For centuries, it was performed by black enslaved women, who were routinely and legally permitted to be sexually violated by white male “owners” (Poo, 2018). In wealthy countries, domestic work is often carried out by women migrant workers, forming the global care chain by moving from poorer to wealthier states. They tend to leave their own families and homes in the global south to care for those in countries that are historically colonised. Racial inequalities that structure social hierarchies in the latter, marginalise these workers and deny them the enjoyment of their rights (Benería, et.al., 2012).

Another gross violation concerning women informal sector workers is sexual harassment at the workplace. The matter is commonplace yet invisible because of the nature of work and their workplaces. Safe working environment is something that is

missing at many informal workspaces. Cases of sexual abuse and harassment at the workplace has not received enough mainstream social attention or put to legal scrutiny. The incidences of sexual harassment of women workers in workplaces, such as construction sites, informal vendor markets, domestic workers at residences, agricultural fields and small-sized factories, go mostly unnoticed. The available legal provisions protecting some of the women workers in the informal sector are the Building and Other Construction Workers (Regulation of Employment and Conditions of Service) Act, 1996, The Inter-State Migrant Workmen (Regulation of Employment and Conditions of Service) Act, 1979, The Unorganized Workers' Social Security Act, 2008.

Research has thoroughly documented the human rights violations and the verbal, psychological, physical and sexual violence to which domestic workers are routinely the subject without relief. These include: sexual abuse, exploitation and harassment, trafficking, forced labour, imprisonment in the employer's house, control of food consumption, wage theft, non-payment of health care in cases of work accidents, absence of maternity leave, psychological coercion and extortion (Figueiredo, et.al., 2018) Workers and live-in domestic workers are the most vulnerable as the risk of deportation limits their ability and willingness to seek help. Undocumented migrant women choose domestic work in part because they associate private spaces with lower risk of being found by authorities compared to a factory or other less secluded workplaces, yet they bring other dangers. Immigrant domestic workers face challenges in escaping abusive households, as exemplified by the story of a Mexican victim-survivor working for a chiropractor in the USA: "She was afraid that the doctor would kill her (and no one would even notice she was missing); she had no money, identification, or knowledge of English; she did not think that the police would believe her word against that of a doctor; and she felt that she would be blamed." (Vellos, 1997).

A HISTORY OF PREJUDICE

The vulnerability of domestic workers that has come to light during this lockdown in fact has a long history. This sector remains deeply steeped in a culture of servitude across South Asia, rather than employment of a contractual nature.

Most jobs that entail domestic work do not in practice involve formal employment contracts. This essentially leaves domestic workers outside the sphere of most regulatory frameworks of the sort that govern the organised sector. The 2008, Unorganised Workers Social Security Act which was intended to provide welfare and social security to unorganised workers has been found insufficient in terms of design, government implementation, and so on.

Currently, regulation is from the perspective of monitoring the domestic worker—such as police verification—and not necessarily to guarantee the workers his/her rights and protections. Some may be in possession of Aadhar Cards, but there is no clear

data available on whether this is a significant number. A section of this workforce is migrants who moved from rural to urban areas in search of employment; some may be entirely undocumented. A majority live in rented premises without court registered leases, and thus lack valid residence proof, which is crucial for the issuance of almost every identity document, including ration cards.

Domestic work takes place in an unconventional setting, i.e. the household, unlike most other forms of labour market activities. Thus, the implementation of legalities that otherwise inform any kind of contractual employment poses an additional challenge. As a result, domestic workers often have to rely on the generosity of the employer. These circumstances can directly or indirectly, make them vulnerable to poor working conditions, extended work hours, lack of job security, sexual or physical abuse, etc.

Another serious challenge for the promotion and protection of domestic worker rights is the historic and economic devaluation of their work. Simply domestic work is not viewed as ‘real’ work. Instead, it is largely perceived as an extension of household chores that are not accounted for as contributors to a country’s economic growth.

Domestic workers have always been in a uniquely disadvantaged position in India, and South Asia. They continue to face hardships stemming not only from the informal nature of their employment, but the cultural prejudice towards this kind of work, and the subservience expected of those who undertake it. These issues predate COVID-19—the lockdown guidelines only served to exacerbate them, and bring them into greater focus. But, while there may be no villain in this specific case, there is a clear victim.

AMBIGUOUS GUIDELINES

In the lockdown period, anecdotal evidence reveals that many domestic workers have been abruptly dismissed, received pay cuts, have faced harassment or eviction from their rented accommodation due to the inability to pay rent, and have subsequently lost their livelihood sustenance.

However, even with the lockdown, relaxations on physical movement now underway; many domestic workers continue to confront an uncertain future. This is largely because the lockdown guidelines issued by the central government did not clearly mention whether domestic workers could resume work or did they disallow it explicitly.

Admittedly, the government's focus—at both the central and state levels—is, as it ought to be, on containing the spread of the virus, and addressing the severity of a crisis that has been compounded by resource scarcity. They are not expected to outline all specificities, and in a federal structure such as India's decision-making on secondary issues, in this, case domestic work, must be delegated. At the same time, it is important to

acknowledge that it is precisely this lack of clarity that disproportionately disadvantages domestic workers. The guidance that anything not explicitly prohibited can be considered permissible leaves too much room for interpretation by local authorities to undertake their own measures.

As a result of the ambiguity, Residents Welfare Associations (RWAs) in several cities have been undertaking their own decisions regarding resumption of work for domestic workers. This pandemic is a unique situation, and once again, most of these RWAs are prioritising their own personal safety. They are acting within their right to interpret the guidelines as per their understanding. However, this can't be said that all their measures are reasonable, in keeping with governmental guidance.

Some RWAs have imposed a ban on the entry of domestic workers into their localities even if all precautionary protocols are being followed. Others are allowing only those domestic workers travelling from green zones. In some cases, domestic workers are not allowed in the house unless they have downloaded the Aarogya Setu app in their phones, which fails to take cognisance of the fact that those currently not even making daily wages can ill-afford to purchase or own smart phones.

SEXUAL HARASSMENT OF DOMESTIC WORKERS

Many studies have documented widespread sexual harassment of domestic workers (Ribeiro Corossacz, 2019; DeSouza, 2009; Vellos, 1997; Figueiredo, et. al., 2018).

A 2018 survey conducted in India of 291 domestic workers found that over 29% of them experienced sexual harassment at work: 19% ignored the incident, 15% spoke with their friends about it, and 20% of them complained to the police, without results (The New Indian Express, 2018).

It has been argued that sexual harassment of domestic workers is used as a tool "to inscribe shame onto the workers' bodies to justify their exploitation" (Saldaña - Tejada, 2014). Sexual harassment in most cases is perpetrated by male employers and younger male members of the house. Female employers also accuse the worker of instigating the behaviour and retaliate against them (Vox, 2018). While generally it proves difficult to challenge a perpetrator of sexual harassment directly, for some migrant domestic workers it may also be completely at odds with cultural norms that mitigate against confronting men (Vellos, 1997). Domestic workers have described their work as a journey to find the right jobs in good homes where they can work safely, by learning how to identify potential aggressors (Saldaña-Tejada, 2014). The informal nature of domestic work contributes to perpetrators seeing such workers as ideal targets for sexual harassment.

Domestic work is conducive to sexual harassment in part because of the privacy of the workplace. Work is conducted in isolation and behind closed doors. Private households are not universally considered to be workplaces, contrary to international standards. This is the reason why domestic work is largely informal and the employers are unwilling to declare the employment status of those workers to social security departments (Figueiredo, et. al., 2018). Workplaces that employ a number of staff often have codes of conduct that can be applied to all, at least in theory; this is not so for domestic workers, not are there human resource colleagues, welfare staff – any third person to whom workers can turn if they are targeted for sexual harassment. Verbal agreements create job insecurity and enable employers to dismiss workers at any time.

The relationship between domestic workers and their employers is generally characterised by subordination, power inequalities, as well as proximity and direct dependency of the worker on the employer. These factors enable sexual harassment perpetrators to feel confident of an absence of risk of accountability and may cause confusion for the workers on whether compliance with sexual demands are an inevitable part of their job as domestic workers (Ip, Fish, 2020).

Domestic workers tend to be poorly paid and unlikely to have no significant savings. So, they are highly dependent on income which is earned from the domestic work to cover basic needs (Gallotti, 2015). They are likely to have financial insecurities which force them to depend on works. They are scattered across households, making connections and networking difficult: sharing information or supporting each other and organising is challenging. Migrant domestic workers with irregular terms of engagement are more likely than others to continue working for abusive employers, due to fear of being reported by the employers.

The dangers of sexual harassment can vary between ‘live-in’ and ‘live-out’ domestic workers, and between local and migrant domestic workers. ‘Live-in’ domestic workers’ risk of sexual harassment is constantly increasing. They are dependent on their employers for accommodation, which can often lack privacy, they have little freedom or mobility (in some situations and in certain regions, there are no days off work) and some are prohibited from using phones (Ip, Fish, 2020). These factors reduce their ability to build a social network which is important for the support it can provide, and this situation restricts their ability to make reports.

COVID – 19 AND SEXUAL HARASSMENT OF DOMESTIC WORKERS:

The COVID -19 pandemic affected domestic work with the ILO estimating that in June 2020, over 55 of 67 million (75%) domestic workers were at significant risk of losing their jobs due to lockdowns and no or poor social security coverage.

While there is no yet statistical data available on sexual harassment of domestic workers during the pandemic, accounts provided by domestic workers' organisations indicate that sexual harassment unsurprisingly did not stop during this time and that fear of job losses inhibited their responses. During the lockdown, it has been observed that the 'live-in' domestic workers confined with their employer who may also be the perpetrators of sexual harassment. Past epidemics such as Ebola evidenced that women and girls, including migrants, were at heightened risk of gender-based violence and of sexual exploitation and abuse, a pattern that may well be mirrored in the 2020 pandemic.

RECOMMENDATIONS CONCERNING SEXUAL HARASSMENT IN DOMESTIC WORK

- States to develop mass public campaigns on sexual harassment to include the specifics of domestic work and the private household. Such campaigns to be developed with the guidance and support of domestic workers organisations.
- Women domestic workers' organisations and NGOs shall develop and offer training on sexual harassment that upholds UN Women's standards open to all domestic workers, including those in informal employment and not affiliated to workers' organisations.
- Extend legal protection from sexual harassment in the world of work to all farm workers, including those in informal and non-standard (casual, short term, seasonal) employment.
- Ensure legal avenues of entry through immigration for agricultural workers to perform seasonal and temporary labour and ensure these workers have equal protections to others.
- Ensure undocumented migrant farm workers have legal and social protections.
- Reinforce labour inspections in farms, fields and plantations, and ensure that they include monitoring of sex discrimination, including sexual harassment.

Further, the issues of violence and harassment at the workplace has taken a new dimension altogether during the crisis, which calls upon governments to revisit the existing legislative mechanism and develop adequate response mechanisms for addressing

new forms of harassment that affect workers well-being. The international labour standards can provide guidelines for informed policy action in this direction. There is also a need to develop gender-sensitive social protection policies for protecting the rights of women workers in the informal sector.

REFERENCES

- Benería, L., Diana Deere, C., & Kabeer, N. (2012). Gender and international migration: Globalization, development, and governance. *Feminist Economics*, 18(2), 7.
- DeSouza, E. R., & Cerqueira, E. (2009). From the kitchen to the bedroom: Frequency rates and consequences of sexual harassment among female domestic workers in Brazil. *Journal of Interpersonal Violence*, 24(8).
- Figueiredo, M. D. C., Suleman, F., & Botelho, M. D. C. (2018). Workplace abuse and harassment: The vulnerability of informal and migrant domestic workers in Portugal. *Social Policy and Society*, 17(1), 67.
- Gallotti, M. (2015). Making decent work a reality for migrant domestic workers. International Labour Office, 1.
- Human Rights Watch (2011). They deceived us at every step: Abuse of Cambodian domestic workers migrating to Malaysia.
- Human Rights Watch (2014). Hidden Away: Abuses Against Migrant Domestic Workers in the UK.
- Human Rights Watch (2014). I Already Bought You: Abuse and exploitation of female migrant domestic workers in the United Arab Emirates. Ibid, 420.
- ILO (2011). Domestic Workers Convention No. 189.
- ILO (n.d.). Domestic Workers. <https://www.ilo.org/global/topics/care-economy/domestic-workers/lang--en/index.htm> .
- International Labour Organization (2019). Violence and Harassment Convention No.190, Art. 2.
- Ip, Fish (2020). Personal communication with representative of International Domestic Workers Federation.

- King-Dejardin, A. (2016). Formalizing Domestic Work. International Labour Office, 9. Marta Farrell Foundation (n.d.). *Sexual Harassment of Domestic Workplaces Workers at their Workplaces*, 16.
- ODI (2016). A good gig? The rise of on-demand domestic work.
- Poo, A. (2018, March). Domestic Workers, Too. The New Republic March Issue: *Sex & Power in Washington*, 32–33.
- Poo, A. (2019). The work that makes all other work possible. TedX. <https://www.youtube.com/watch?v=JqcDzptviFw>
- Ribeiro Corossacz, V. (2019). Sexual Harassment and Assault in Domestic Work: An Exploration of Domestic Workers and Union Organizers in Brazil, *Journal of Latin American and Caribbean Anthropology*, 24(2), 391.
- Ribeiro Corossacz, V. (2019). Sexual Harassment and Assault in Domestic Work: An Exploration of Domestic Workers and Union Organizers in Brazil. *Journal of Latin American and Caribbean Anthropology*, 24(2). <https://doi.org/10.1111/jlca.12348>
- Saldaña-Tejeda, A. (2014). Tlazolteotl: “The Filth Deity” and the sexualization of paid domestic workers in Mexico. *Sexualities*, 17(1–2), 201.
- The New Indian Express (2018). Over 29 per cent of domestic workers reported sexual harassment at work: Survey.
- Tsikata, Dzodzi (2009). Domestic Work and Domestic Workers in Ghana: An Overview of the Legal Regime and Practice. Geneva: International Labour Office, 29.
- UN Women (2020). Guidance Note: Addressing the Impacts of the COVID-19 Pandemic on Women Migrant Workers, 3–4.
- Universal Declaration of Human Rights, adopted Dec. 10, 1948, art. 25, G.A. Res. 217A (III), U.N.
- Doc. A/810 at 71 (1948); International Covenant on Economic, *Social and Cultural Rights*.
- Vellos, D. (1997). Immigrant Latina Domestic Workers and Sexual Harassment. *Journal of Gender, Social Policy & the Law*, 5.

Vellos, D. (1997). Immigrant Latina Domestic Workers and Sexual Harassment. *Journal of Gender, Social Policy & the Law*, 425-426.

Vox (2018). Housekeepers and nannies have no protection from sexual harassment under federal law.

WIEGO (2020). Impact of public health measures on informal workers livelihoods and health, 3.

WIEGO (n.d.) Domestic Workers. <https://www.wiego.org/informaleconomy/occupational-groups/domestic-workers>.

Zhen, H.-Y. (1907). *On the Question of Women's Liberation*. In L. H. Liu, R. E. Karl, & D. Ko (Eds.), *The Birth of Chinese Feminism*. Columbia University Press, 54.

EDUCATION - AN IMPORTANT TOOL FOR WOMEN EMPOWERMENT

Dr. Subrata Biswas

*Assistant Professor, Ramakrishna Mission Brahmananda College of Education
Rahara, Kolkata-700118*

Shuchismita Biswas (Corresponding Author)

Assistant Professor, Viharilal College of Education, Kolkata

Dr. Debashis Dhar

Principal, Sanjoy College of Education, Purba Medinipur

ABSTRACT

According to Pandit Jawaharlal Neheru, "If you educate a man you educate an individual, however, if you educate a woman you educate a whole family". In various ways, women were not treated properly for the last centuries. Now-a-days, empowerment of women is the most important concerns of 21st century. And in reality women empowerment is still an illusion in practical field. Various factors such as age, family, social status, educational status, economic status, geographical location etc. are responsible for women empowerment. Education is the key for unlocking the golden doors of freedom for all round development. Education is considered to be a fundamental right for all and is considered to be the milestone for women empowerment as it enables them to achieve their goals, can respond their challenges and change their lifestyle. Educated women can play an important role in eradicating poverty and accelerates the development process. The stability, peace and prosperity of a family depends upon the proper education of females. Women have huge amount of unexplored potential which has never been justified. In this paper, the investigators have discussed about the educational status of women, problems faced by women, women empowerment through education, constitutional and legal provisions for women, Governmental initiatives for women empowerment and some valuable suggestions for women empowerment.

Keywords: Education, Important Tool, Women and Empowerment

INTRODUCTION

Empowerment is defined as "The enhancement of assets and capabilities of diverse individuals and groups to engage, influence and hold accountable the institutions which

affect them". Women in India do not have equal access to autonomy, social freedom, mobility to outside the home, etc. than men. According to Swami Vivekananda, "There is no chance for the welfare of the world unless the situation of women is improved" [Zaveri & Shah, 2016]. The concept of women empowerment was introduced at the International Women Conference at NAROIBI in 1985. In a specific sense, women empowerment refers to enhancing their position in the power structure of the society [Orissa Review, 2006]. Empowerment of women is the prerequisite to transform a developing country into a developed country. Empowerment of women is essentially the process of upliftment of economic, social and political status of women, the traditionally underprivileged ones, in the society. Women Empowerment means the full control over intelligent assets, material resources, and even over their philosophies [Zaveri and Shah, 2016].

At the social Summit in Copenhagen in 1993 and the International Conference on Population and Development in Cairo 1994, Governments committed themselves to the empowerment of women [2nd International Conference, IETE, 2018]. As per the United National Development Fund for Women (UNIFEM), the term women's empowerment means [Mir & Tiwari, 2017]: a) Acquiring knowledge and understanding of gender relations and their ways of change, b) Developing a sense of self-worth and right to control one's life, c) Gaining the ability to generate choices, and d) Developing the ability to organize and influence the direction of social change. There are six ways of women empowerment [Nandhini, 2017], such as Individual Women Rights, Social Women Empowerment, Educational Women Empowerment, Economic and Professional Women Empowerment, Legal Women Empowerment and Political Women Empowerment.

Educational attainment and economic participation are the key constituents in ensuring the empowerment of women. The principle of gender equality is enshrined in the Indian Constitution in its preamble, fundamental rights, fundamental duties and directive principles [Orissa Review, 2006]. Empowering women enhances their ability to influence changes and to create a better society. The Women rights are the means by which a dignified living is ensured thereby safeguarding her privileges. Empowerment of women could only be achieved by adopting definite social and economic policies with a view of total development of women and to make them realize that they have the potential to be strong human beings. Women have proved themselves as equals in many professions as well as proved themselves even better suited than men in some. Education has given women enlightenment and a vision. Empowerment is an active and multidimensional process which enables women to realize their full identity and powers in all sphere of life [Paachaiyappan, 2014].

Women have realized that they are not mere puppets in the society but a pillar without which the foundation of society is incomplete. Women Empowerment is most vital system to strengthen the future of women in India. It is a systematic approach which needs to develop more seriously in India. The Government of India came up in the new

millennium by declaring the year 2001 as Women's Empowerment Year to focus on a vision, where women are equal partners like men. Empowerment would become more relevant if women are educated, better informed and can take rational decisions by overcoming challenges of equality. Very few numbers of women have been able to establish their potentialities, so everyone should be very much careful for promoting the statuses. India should become a developed nation only if women contribute to the best of her capacity and ability which is possible when they are properly educated and empowered [Singh, 2016].

OBJECTIVES

This study aims to explore the following objectives:

- i) To know the status of Women Education
- ii) To analyze the problems facing Indian women
- iii) To know the justification of Education for Women Empowerment
- iv) To know the Constitutional and Legal Provisions for Women
- v) To know the Governmental Initiatives for Women Empowerment
- vi) To offer useful suggestions on the basis of findings

METHODS OF STUDY

The investigators have presented the study through theoretical basis. The study is based on the secondary data sources. The necessary information's related to women have been collected from various books, journals, magazines, published & unpublished research articles and also from internet sources.

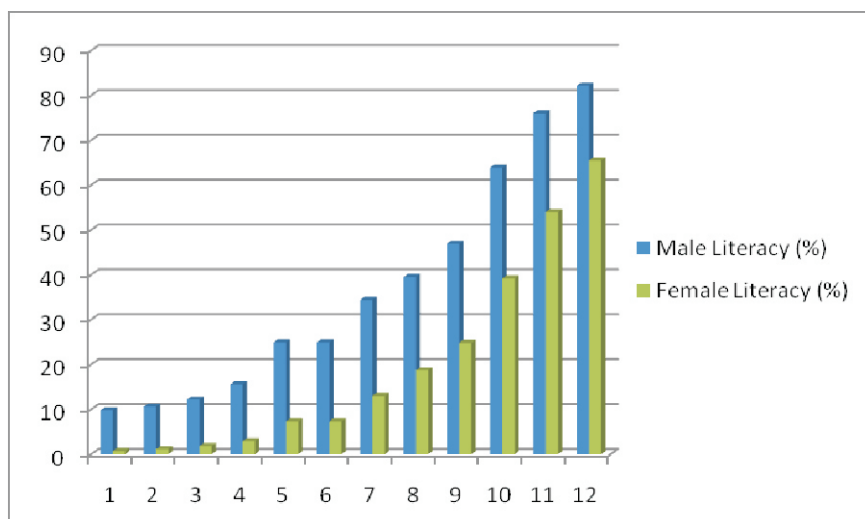
Status of Women Education

Education helps women not only for gaining knowledge but also they can transform their knowledge into application mode through skill development and vocational training. Amartya Sen makes a compelling case for the nation that societies need to see women less as passive recipients of help, and more as dynamic promoters of social transformation, suggesting that the education, employment and ownership rights of women have a powerful influence on their ability to control their environment and contribute to economic development [Sen, 1999]. As the Indian society is very much conservative in nature, the women education has been always neglected from pre-independence to post-independence.

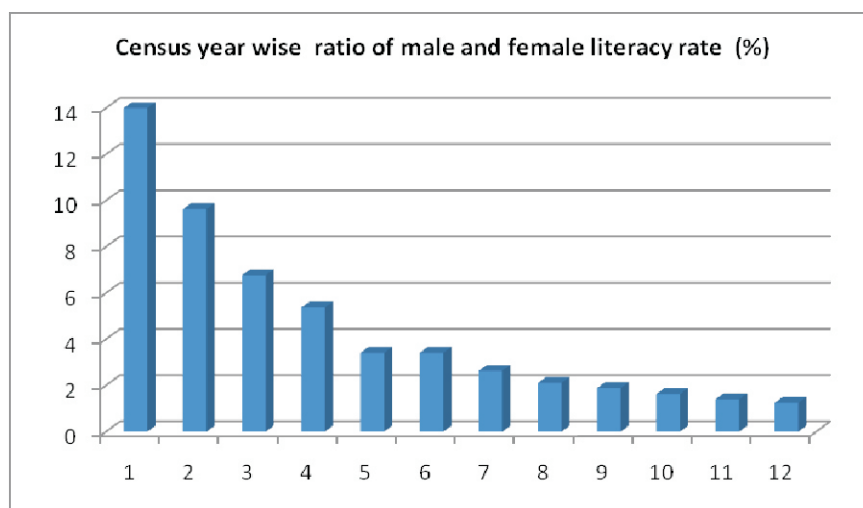
Table 1: Literacy Rate of India

Year	Persons (%)	Male (%)	Female (%)	Male/Female (%)
1901	5.3	9.8	0.7	14.00
1911	5.9	10.6	1.1	9.63
1921	7.2	12.2	1.8	6.77
1931	9.5	15.6	2.9	5.37
1941	16.1	24.9	7.3	3.41
1951	16.7	24.9	7.3	3.41
1961	24.0	34.4	13.0	2.64
1971	29.5	39.5	18.7	2.11
1981	36.2	46.9	24.8	1.89
1991	52.1	63.9	39.2	1.63
2001	65.38	76.0	54.0	1.40
2011	74.04	82.14	65.46	1.25

Source: Census of India Report (2011)

Fig. 1: Census Year wise plot of Male and Female literacy rate

Source: Census of India Report (2011)

Fig. 2: Census Year wise plot of Male and Female literacy rate ratio

Source: Census of India Report (2011)

Table-1 represents the literacy rate (%) of Indian male and female since 2001 to 2011. In the year 1901, the female literacy rate was 0.7 % but the male literacy rate was 9.8 %, indicating fourteen (14) time higher for male literacy than female. During pre-independence period (1901-1941) the female literacy rate has raised from 0.7 % to 7.3 % while the literacy rate of male has risen from 9.8% to 24.9%. During post independence period (1951-2001), the female literacy rate has raised from 7.3% to 54.0 % which is more than seven (7) times, while the male literacy rate has raised from 24.9 % to 76.0 % which is almost three (3) times. During the period 1981-2001, the female literacy rate has increased at a faster rate than male literacy rate. After 2001, Government has implemented various policies and educational opportunities for Indian women but still there is a gap between male and female literacy rate. In 2011, the educated persons were 74.04 % of which female was 65.46 % and male was 82.14 %. From the Figure-1, it is evident that according to census report year male and female literacy rate has gradually increases.

The ratio of Male and Female literacy rate has also been tabulated in Table-1. In the year 1901, the ratio index was 14.00 whereas in the year 2011 the ratio index has decreased to 1.25, indicating female literacy rate has increased gradually from pre independence to till 2011. It is also clear from the Table that both male literacy rate and female literacy rate are in increasing manner, but in some years female literacy rate is slightly more than male literacy rate. If we get the recent Census Report (2021), the ratio index is expended to be lower than that of previous years.

From the Figure-1, it is evident that according to census report year (2011) male and female literacy rate has gradually increases. Figure-2 represents the plot of census year against ratio of male and female literacy rate. The nature of the plot is asymptomatic in nature indicating ratio (%) of male and female literacy rate gradually decreases. The ratio of male and female literacy rate according to the census report of 2021 must follow the asymptomatic nature indicating that female literacy rate (%) is in upward direction.

Among the Indian states, Kerala shows highest literacy rate (more than 90%) and Bihar shows the lowest literacy rate (less than 50%). Even after 65 years of independence, women occupy a secondary position in social hierarchy according to census report 2011. Therefore, women's empowerment can't be effected unless we persuade the importance of women's education [Shindu, 2012].

PROBLEMS FACED BY INDIAN WOMEN:

There are various issues and problems which Indian women generally face in the society. Some of the problems are as follows:

Disparity in Education: The level of women education is less than men still in the modern age. Female illiteracy is higher in the rural areas because they are discouraged for higher education like professional and technical education.

Problems Related to Unemployment & Employment: Women are facing more problems in search of in searching their suitable work. They become more prone to the exploitation and harassment in the work places. Intentionally they are given more work and hard tasks by their boss. Sometimes, they have to prove their devotion, seriousness and sincerity towards their work.

Sexual Harassment: It is the form of sexual exploitation of a girl child at home, streets, schools, public places, transports, offices, etc. by the family members, neighbours, friends, bosses or relatives.

Poverty: Currently poverty is the World's greatest threat to international peace. So, poverty should be abolished as a national goal for the development and success of women.

Selective Abortion and Female Infanticide: It is the most common practice for years in India. In this case abortion of female foetus is performed in the mother's womb after the foetal sex determination and sex selective abortion by the medical professionals.

Domestic Violence: It is the abuse or violence against women. It is like endemic and widespread disease affecting almost 70% of Indian women according to the Women and

Child Development Official. This violence is performed by the husband, relatives or other family members.

Dowry & Bride Burning: It is another major problem generally faced by women of low or middle class family during or after the marriage. Parents of boys demand a lot of money from the bride's family to be rich in one time. It causes degradation of women status to a great extent.

Child Marriage: Child marriage or early marriage of the girls by their parents is in major problem and it is highly practiced in India.

Inadequate Nutrition: Insufficient or Inadequate nutrition in the childhood affects women in their later life, especially women belonging to the lower middle class and poor families.

Fear of Separation or Divorce: Indian women who are uneducated or illiterate faces problems related to divorce and desertion by their husbands at any stage of life. They have to live whole life with fear of divorce. In some cases women have to finish their life because of unbearable conditions or situations.

JUSTIFICATION OF EDUCATION FOR WOMEN EMPOWERMENT

Today Indian women are missing chances in various fields of employment and are also segregated for being women. The urban elite class women have been benefitted by the

process of women empowerment but the women of rural areas are very much deprived and exploited due to lack of education. Women are deprived of having decision making power, freedom of movement, access to education, access to employment, exposure to media, domestic violence etc.

Although various attempts have been taken by the Government after independence and even during British rule, the women have not been fully empowered. Women contribute just 8% to 10% in the state assemblies and Parliament respectively.

Hence, there is a need of social, political, economical and cultural empowerment of women irrespective of sex, religion, caste, creed and colour simultaneously through proper education for removal of their entrapped condition. Role of education is very much justified through the following points for Women Empowerment of 21st century not only nationally but also internationally.

i) *Education Promotes Economic Empowerment:* Education helps in Women's Economic Empowerment through self dependent. Educated women are able to apply in

different Govt. and Non-Govt jobs and they can compete with men. Economically, Empowered women may be Ideal or role model for all other women in society and produces long term benefit for country. Education prevents women from falling into poverty.

ii) Education Empowered Women for Next Generation: Education provides a brief knowledge to women for their next generation. They can take care of their children and family members. The more education the women received, they can share their educative perspective to their children from early age and their motivational level increases. Educated women provide a better starting point for the next generation.

iii) Education Empowered Women in Health Issues: Educated women are more health conscious for not only them but also for other family members. Educated women are aware of their children's health and nutrition. Women education reduces the rate of maternal mortality. Education provides women to overcome their depression or other mental health issues.

iv) Education Empowers Women as First Teacher: Children spend more time with their mother and other family members during childhood, and educated mother behaves as the first teacher. When women are educated they tend to encourage and advice their children for becoming educated as well.

v) Education Enhances Women as Decision Maker: Education provides self confidence to women and they can take decision independently without the male counterpart. Education provides women to act as decision maker not only for her family but also for her society and nation. The higher the level of education for female, the more opportunity for participation in decision making.

vi) Education Empowers Female Rights: Education provides female to be conscious and aware about their fundamental rights & duties and powers them in protecting their rights. Proper education helps women to fight against assaults, eve-teasing, harassment, exploitation etc. When educated female lead in Governmental level, then women push for more equitable systems of governance.

vii) Education Eliminates Malnutrition: Malnutrition is responsible for global child deaths. Educated women are more likely to ensure that their children receive the best nutrients to prevent from ill health and hygiene practice.

viii) Education Empowers Women for Social Awareness: Educated women can fight against all kinds of social evils and make them social awareness. Most of the social evils are occurring against women rights and their dignity decreases in the society. So, education plays a vital role for empowering women through social awareness.

ix) Education Reduces Terrorism & Extremism: Female education reduces the extremism and terrorism and increases security. Educated women are involved in society and the economy. Educated women are less likely to support terrorism and militancy than men of same educational level.

x) Education Empowers Women as Good for Communities: An educated woman with economic empowerment returns a lot to the community than male counterparts. Education empowers women to pay value for compassion, empathy and community engagement.

xi) Education Enhances Women in Balancing Sex Ratio: Educated women can improve and balance the sex ratio and they are capable of controlling population. They can share their views to other women for the development of society.

xii) Education Encourages Women: Education encourages women both in rural and urban to take the advantages of various schemes like Operation Black Board, Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Various Literacy Programmes etc. for their development and enrichment. Educated women can encourage other female to accept all kinds of educational plans and programmes.

IMPORTANT CONSTITUTIONAL & LEGAL PROVISIONS FOR WOMEN

A. Constitutional Provisions

The Constitution not only grants equality to women, but also empowers the State to adopt measures of positive discrimination in favour of women for neutralizing the socio economic status, education, decision making and politically disadvantages faced by them. These are as follows:

- (i) Equality before law for women (Article 14)**
- (ii) The State not to discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them (Article 15 (i))**
- (iii) The State to make any special provision in favour of women and children (Article 15 (3))**
- (iv) Equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State (Article 16)**
- (v) The State to direct its policy towards securing for men and women equally the right to an adequate means of livelihood (Article 39(a)); and equal pay for equal work for both men and women (Article 39(d))**
- (vi) To promote justice, on a basis of equal opportunity and to provide free legal aid by suitable legislation or scheme or in any other way to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities (Article 39 A)**

(vii) The State to make provision for securing just and humane conditions of work and for maternity relief **(Article 42)**

(viii) The State to promote with special care the educational and economic interests of the weaker sections of the people and to protect them from social injustice and all forms of exploitation **(Article 46)**

(ix) The State to raise the level of nutrition and the standard of living of its people **(Article 47)**

(x) To promote harmony and the spirit of common brotherhood amongst all the people of India and to renounce practices derogatory to the dignity of women **(Article 51(A) (e))**

(xi) Not less than one-third (including the number of seats reserved for women belonging to the Scheduled Castes (S.C.) and the Scheduled Tribes (S.T.)) of the total number of seats to be filled by direct election in every Panchayat to be reserved for women and such seats to be allotted by rotation to different constituencies in a Panchayat **(Article 243 D(3))**

(xii) Not less than one-third of the total number of offices of Chairpersons in the Panchayats at each level to be reserved for women **(Article 243 D(4))**

(xiii) Not less than one-third (including the number of seats reserved for women belonging to the Scheduled Castes (S.C.) and the Scheduled Tribes (S.T.)) of the total number of seats to be filled by direct election in every Municipality to be reserved for women and such seats to be allotted by rotation to different constituencies in a Municipality **(Article 243 T(3))**

(xiv) Reservation of offices of Chairpersons in Municipalities for the Scheduled Castes, Scheduled Tribes and women in such manner as the legislature of a State may by provision of law **(Article 243 T(4))**

B. Legal Provisions:

Women may be victims of any of the crimes such as 'Murder', 'Robbery', 'Cheating' etc, and it is known as 'Crime against Women'. These are broadly classified under two categories.

(a) *The Crimes Identified Under the Indian Penal Code (IPC)*

(i) Rape (Sec. 376 IPC)

(ii) Kidnapping & Abduction for different purposes (Sec. 363-373)

(iii) Homicide for Dowry, Dowry Deaths or their attempts (Sec. 302/304-B IPC)

(iv) Torture, both mental and physical (Sec. 498-A IPC)

- (v) Molestation (**Sec. 354 IPC**)
- (vi) Sexual Harassment (**Sec. 509 IPC**)
- (vii) Importation of girls (up to 21 years of age)
- (b) *The Crimes Identified under the Special Laws (SLL)*

- (i) The Employees State Insurance Act, (**1948**)
- (ii) The Plantation Labour Act, (**1951**)
- (iii) The Family Courts Act, (**1954**)
- (iv) The Special Marriage Act, (**1954**)
- (v) The Hindu Marriage Act, (**1955**)
- (vi) The Hindu Succession Act, (1956) with amendment in (**2005**)
- (vii) Immoral Traffic (Prevention) Act, (**1956**)
- (viii) The Maternity Benefit Act, (1961) (Amended in (**1995**))
- (ix) Dowry Prohibition Act, (**1961**)
- (x) The Medical Termination of Pregnancy Act, (**1971**)
- (xi) The Contract Labour (Regulation and Abolition) Act, (**1976**)
- (xii) The Equal Remuneration Act, (**1976**)
- (xiii) The Prohibition of Child Marriage Act, (**2006**)
- (xiv) The Criminal Law (Amendment) Act, (**1983**)
- (xv) The Factories (Amendment) Act, (**1986**)
- (xvi) Indecent Representation of Women (Prohibition) Act, (**1986**)
- (xvii) Commission of Sati (Prevention) Act, (**1987**)
- (xviii) The Protection of Women from Domestic Violence Act, (**2005**)

GOVERNMENTAL INITIATIVES FOR WOMEN EMPOWERMENT

Government took initiatives in four (4) ways for women empowerment and those are as follows:

- (i) *National Commission for Women:* In January 1992, the Government set-up this statutory body with a specific mandate to study and monitor all matters relating to the constitutional and legal safeguards provided for women, review the existing legislation to suggest amendments wherever necessary, etc.

(ii) *Reservation for Women in Local Self-Government:* The 73rd Constitutional Amendment Acts passed in 1992 by Parliament ensure one-third of the total seats for women in all elected offices in local bodies whether in rural areas or urban areas.

(iii) *The National Plan of Action for the Girl Child (1991-2000):* The plan of Action is to ensure survival, protection and development of the girl child with the ultimate objective of building up a better future for the girl child.

(iv) *National Policy for the Empowerment of Women, 2001:* The Department of Women & Child Development in the Ministry of Human Resource Development has prepared a “*National Policy for the Empowerment of Women*” in the year 2001. The goal of this policy is to bring about the advancement, development and empowerment of women.

SUGGESTIONS FOR WOMEN EMPOWERMENT THROUGH EDUCATION

Education plays a vital role for women empowerment. The picture of female education in the society is not up to the mark. When an woman is empowered, whole family is empowered and thus, the society is also empowered. Education for the women has to pay a greater care and special attention. All though there are constitutional & legal provisions, Governmental initiatives for women empowerment but the problems are still in vogue. The suggestive measures are as follows:

- i) Awareness for women education is very much essential. For this print media, press media, social media etc. should have to play a vital role for broadcasting, telecasting and circulating the effective benefit of women education for their empowerment in society.
- ii) The level of confidence within female have to be raised to some extent to fight for their rights.
- iii) Have to change the approaches towards women based sex discrimination.
- iv) Encourage the women for actively participation in social and political issues.
- v) To develop the feelings of self dependence among women.
- vi) Encourage the women to participate in income generating activities for their self dependent.
- vii) Removal of gender based inequality.
- viii) Child bearing at young ages should be prevented by preventing and protesting early marriages.

- ix) Motivate all the female of rural areas and provide them training programme to foster or nurture their creativity.
- x) Arrangement of various types of training, workshop and courses for grooming of female to enhance their self esteem, self respect, self reliance and self confidence.
- xi) Peoples mentality for ignoring and neglecting women should have to change. Women talent should be emphasised on employment.
- xii) Any kind of discrimination, priority and biasness in employment should be eliminated.
- xiii) There should not exist any kind of wage difference between men and women in Government, Non-government and Private organisations.
- xiv) For working women, safety and support system should be up to the mark in the workplace.
- xv) If any woman faces any kind of problem and goes to depressed mood, there should be provision for psychological counselling.
- xvi) Use of computer, internet and ICT tools should be increased for women education.
- xvii) Women should be motivated towards higher education and engaged in research oriented activities.
- xviii) Large number of night school, integrated school, satellite school etc. should be set up in remote areas for empowering women.
- xix) Parents, those who think that education for their daughter is extra burden and misuse of money, their mentality have to changed.
- xx) Government should provide various schemes for women in their education like free schooling, mid-day meal, dresses, hostel facility, scholarships, train and bus travelling concession etc.

CONCLUSION

India's journey for women empowerment and gender equality started when it became a sovereign state in 1947. Investment for education to empower women indicates a high return investment for socio economic development of a society as well as for the nation. Education reduces inequality and raises the status of women in her family as well as in society and nation.

Top priority should be given in our developmental plans for improving female literacy and creating skills and capability among women for enabling them to stand on their own feet. Education motivates, guides and trains in every level for improving and enhancing their qualities, potentialities and capabilities. The first and foremost priority should be given to the education of women, which is the grass root problem. Women should be empowered in both qualitatively and quantitatively through formal, non-formal and informal approaches.

REFERENCES

- Bhuyan, D., January (2006), Empowerment of Indian Women: A Challenge of 21st Century, *Orissa Review*, PP 60 -63.
- Mir, K. A. and Tiwari A. (2017), Women Empowerment: A Challenge of 21st Century, *JETIR*, Volume 04, Issue 03, PP 123 -126.
- Zaveri M. N. and Shah N. P., (2016), Women Empowerment in 21st Century: Why and How? *International Journal of advanced Research in Engineering, Science and Management*, PP 01-05.
- Pachaiyappan P., (2014), Education: A Tool for Empowerment of Women, *Journal of Education and Practice*, Vol. 5, No. 30, PP 187 -190.
- Singh K., (2016), Importance of Education in Empowerment of Women in India, Motherhood, *International Journal of Multidisciplinary Research and Development*, Vol. 1, Issue 1, PP 39-48.
- Nandhini N., (2017), Impact of Education in Women Empowerment, *International Research Journal of management Sociology and Humanity (IRJMSH)*, Vol. 8, Issue 12, PP 185-191.
- Sen A., (1999), *Women's agency and Social Change, Development as Freedom*, Oxford University Press, New York.
- Shindu J., (2012), Women's empowerment through Education, *Abhinav Journal*, Vol. 1, issue 11, PP 3.

VISION OF BEGUM ROKEYA AND PRESENT EDUCATIONAL STATUS OF MUSLIM WOMEN IN WEST BENGAL : A TEXTUAL ANALYSIS

Payel Giri

Ph.D. Scholar, Jadavpur University, West Bengal, India

ABSTRACT

Begum Rokeya was Bengal's first Muslim feminist thinker, writer and educationist. She has a great contribution on women's independence and education. She confessed that the women specially the Muslim women are deprived and they don't have the minimum courageous attitude to face the challenges of daily life. For the lack of proper education, they have lost their self-confidence. She tried to educate the women so that they can use it as a weapon to rejuvenate themselves in the modern society. In Islam, women hold a prestigious place but in practice, it is not very common in the current world due to the discrimination and patriarchal attitude. She realized that women have been suffering a lot but no voices are arising against it. Rokeya tried to make people understand about the rights and freedom of women. Her one and only vision was to educate the women so that they would reach their fullest potentials as a human being and do the necessary things according to their own interest without depending on men. She mainly focused on expansion of female education in the Bengali Muslim society. She strongly believed that proper education would enlighten women and liberate their selves from the barriers of rigid patriarchal and sexist norms. She always raised her voice against discrimination and any type of torturing of women. Her main target was to emancipate the women of Bengal. She has a lot of activities for empowering women but the real fact is that she did not have any formal education or training. This paper seeks to analyze the vision of Begum Rokeya and educational status of Muslim women in West Bengal. The observer tries to explore it using various primary and secondary sources like documents analysis, research articles, books, newspapers etc.

Keywords: Feminist thinker, Freedom of women, Patriarchal attitude, Social discrimination, Rational beings.

INTRODUCTION

In the History of women education in undivided India, Begum Rokeya (1880-1932) was a great personality for guiding the Muslim women and showing the right way in which they can go ahead towards the modernity denying all the social and religious obstacles. Her tireless efforts and struggle opened the door of education among the Muslim women. So, she

is considered as the pioneer of women education in Muslim society of undivided Bengal. She was born in 1880 at Pairabondh village in the Rangpur district of undivided Bengal. She belongs to an Islamic religious family and lived behind the curtain from the age of five like all female members of her family. She was crazy for her study in the early days of her life. At that time, when women education was neglected and less important, Rokeya's brother helped him secretly to learn Bengali and English. In the year 1896, she got married by force when she was sixteen years old. She got married with a widower named Khan Bahadur Syed Sakhawat Hossain who was nearly forty years old. But, fortunately Sakhawat Hossain was a liberal and progressive minded man. He helped Rokeya every moment in studies and made all the arrangements for her studies. He also helped her to publish her writings in Indian periodicals at that time. After her husband's sudden death in 1909, she went into the great sea of misery. But she did not break down. She accepted the challenges with full of confidence and continued her further activities. She struggled hard and devoted her life for emancipation of Bengali Muslim women. She felt the need of women education and founded a girl's school for that purpose. She died of heart problem on 9th December 1932. She was really a pathfinder for the upliftment of women education in Bengal. She worked hard till the last day of her life. She wrote so many books, essays, novels, utopias, poems, humor and satirical articles on the rights of women and other social issues of that time in both the language Bengali and also English. Her husband was the main inspiration in this regard. She established a school for Muslim girls in Kolkata and tried to enshrine her ideologies among the students. She started her literary career with a story Pipasa (The Thirst) in 1902 and also wrote two famous essays named 'Motichur-I' and 'Motichur-II'. In 1924, she wrote a novel named 'Padmarag'. She had few works in English also. Sultan's Dream (1908) is one of them. Through all her activities, she tried to educate and liberate the Muslim women in Bengal.

BEGUM ROKEYA: PIONEER OF WOMEN EDUCATION AND LIBERATION

Rokeya was a modern, self-educated woman with progressive thoughts and ideas. She observed the miseries of women and how they were deprived of education. She realized that awakening of women was a must to set them free from their miseries. She used her pen as a weapon of women education and wrote against the inhuman position of women in the society. She tried to make women aware of themselves. The women were not given freedom in the conservative society at Rokeya's time. The women could not live freely in the society. They were not so aware about their education and rights. Sometimes women themselves did not want to educate themselves and they were against female education. So, their awakening was not possible without removing the religious orthodoxy and social obstacles. Rokeya strongly believed that through education, a woman can be self-reliant and confident. For the fulfilment of that goal, she established a school (Sakhawat Memorial Girls School) and organization for women (Anjuman-e-Khawatin-e-Islam). She wrote several books, essays, poems in both Bengali and English. Through different activities, she has depicted the wretched condition of women in the family and in the society as well.

STATUS OF MUSLIM WOMEN IN BENGAL

Total number of Muslim women in West Bengal is approximately 12.16 % of total population. It cannot be neglected as they are also the part of Bengal. But their educational and socio-economic status are below then the average. Comparatively lower percentages of Muslim women literacy in West Bengal before 2001 and a little progress of Muslim women literacy in West Bengal after 2001 had been noticed. The literacy rate of Muslim women in West Bengal is lowest among all other persons in India and West Bengal, for the period from 1965 to 2015. There are several causes for lagging behind the Muslim women in West Bengal such as educational, social, economic, institutional, religious, cultural, and awareness related causes.

PRESENT EDUCATIONAL STATUS OF THE MUSLIM WOMEN IN WEST BENGAL

After passing seventy-three years of independence, a large number of Muslim women belong to the educationally backward, economically weak and politically marginalized section of the society. The least literacy rate is a common nature of the Muslim women in Bengal. They are lagging behind and not competing with other communities because of their attitude towards education. Among the 3.3 crore male literates, 74.56% are Hindus and 23.07% are Muslims and among the 2.77 crore female literates 73.89% are Hindus and 23.85% are Muslims (Times of India Report 31.12.2015). Muslim women were not educationally strong since the independence of India. The government of India tried to find out the reasons of educational and economical backwardness of Muslim Community through various committee and commissions. The Gopal Singh Committee was formed by the Government of India in 1983 and the committee recommended that the Muslims are a backward community in India as well as West Bengal. Sachar Committee report (2006) announced that 'Poverty is the main cause of poor education among the Muslim in India'. Ranganath Mishra Commission (2007) declared that "Muslims are socially, economically, educationally, politically and culturally underprivileged and are far behind the main stream of Indian society". According to the Sachar Committee report, only 4% Muslim children are enrolled in recognized school and 9% of this total attends some short of school recognized or unrecognized and remaining 91% do not have any school to attend. Those enrolled hardly complete school education and 90% of the enrolled get dropped out. The literacy rate and the levels of education of Muslim in West Bengal are so far from the national average rate. According to the Census 2011, the literacy rate in West Bengal is 77.08% which is significantly higher than national average rate of 74%. But the Muslim literacy rate is only 57.18% which is so far from the national average rate. In Bengal, Muslim literacy (57.18) is lower than Schedule Tribe literacy 57.92% (Census, 2011). In West Bengal, Muslim literacy rate are less than other socially disadvantaged community. It is terrible event that Muslim women literacy (49.75%) is less than the Muslim literacy (57.18%) in west Bengal. Muslim male literacy rate is 64.61 % whereas

female literacy rate is 49.75% (Ghosh & Kar, 2017). The situation of rural Muslim women is very worse in relation to their literacy. Only 47.87% rural Muslim women are literate and literacy in urban area is 59.23%.

CAUSES OF LAGGING BEHIND OF MUSLIM WOMEN

According to the study of Rahaman and Bhuiamali (2011), they mentioned that “among various reasons, the major reasons for educational backwardness among the Muslim community have poor economic condition. One of the important causes of lagging behind in education of Muslim women is socio-cultural perspective. Lack of true education and awareness among the parents of Muslim women is a big obstacle for having education among the Muslim women. According to the report of “National Education Survey”, Muslim women are seven times behind the Hindu women in high school education and they are nine times behind them in post high school. Most of the parents of Muslim girls believe that education of their girls is not so important due to wrong moral and cultural values. Primarily girls are enrolled in school education but before completion of a certain level, they are withdrawn and forced to get married at an early age. Some parents are not interested to send their girls to co-ed school because of parda system and some parents are interested to send their girls private Madrasha only for ritual education. They think that the purity of girls would have lost during the time of higher education or university education or travel abroad. This is why they did not support higher education for women.

CONTRIBUTION OF BEGUM ROKEYA FOR EDUCATING MUSLIM WOMEN IN BENGAL

Rokeya educated herself with her tireless self-effort and progressive ideas. She felt deeply the misery of Muslim women and their deprivation of education. She tried to make women feel that education is the only way for removing all the miseries of life. At a time, she was habituated with ‘Purdah’ system but always she was against conservative and Male dominated society. She said, “I worked and I wrote. I wrote about the evils of society. I wrote about the evils of Purdah, about the foolishness and cruelty of customs... I wrote about the laws that restrict women, and I wrote about the weakness of Bengalis. (Zaman 18-19)”. She wrote several books, short stories and articles like Sultan’s Dream (1908), Motichur- I (1904), Motichur-II (1922), Freedom Fables, Abarodh Basini (1931), Padmarag (novel-1924), God Gives Man Robs (essays-1927) etc. One of the great contributions of Begum Rokeya was “Sakhawat Memorial Girls School” in 1909. She tried to make a new era for the Muslim Community and worked as a real path finder through her various activities.

CONCLUSION

On basis of the above discussion, it can be concluded that Muslim women in West Bengal are lagging behind from the mainstream in various aspects of progress. There is no doubt that the education has the super power to build a progressive and liberal society. Though the Muslims are the part of the society, they should change their mind set and get involve in modern education system. Different researches show that Muslims specially the Muslim women of Bengal are in a backward position not only from educational status but also socio-economic situation, employment, health status, political awareness and political participation etc. Muslim women are very much deprived of the various opportunities due to cause of dominating power of male. It is a very common picture in the society that the education of Muslim women is very low, inadequate and negligible. The backwardness of any community in any part of the country is nothing but destroying of national resources and it is a big loss of a nation. To overcome all the problems of Muslim women, importance must be given to develop their self-awareness, self-reliance, self-corrections and self-realization. The over-all development of Muslim women is urgent need of the hour. For a holistic development and change of the Muslim society, they need to come out from their low level of aspiration, frustration, cultural retardation, societal depression. Begum Rokeya strongly realized the situation of Muslim women and tried to root out all the problems of them and shows a proper way of modern life.

REFERENCES

- Biswas, M. Z. (2015, Sep). Socio Economic Conditions of Muslims of West Bengal: An Enquiry to Their Social Exclusion. *International Journal of Humanities & Social Science Studies (IJHSSS)*, 2 (2), 259-266.
- Farzana Zaman., M. S. (2016, Feb). Women in Virginia Woolf and Begum Rokeya: A View from. *IOSR Journal Of Humanities And Social Science (IOSR -JHSS)*, 21(2), 31-38.
- FirdausBano. (2017). Educational Status of Muslim Women in India: An Overview. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 22(6), 10-13.
- Hazra, M. (2018). An Overview of Educational Status of Muslim Women in India. *International Journal of Innovative Studies in Sociology and Humanities*, 3(6).
- Islam, M. S. (2012). Emancipation of Women through Education and Economic. *SUST Journal of Social Sciences*, 11-19.
- Mahmud, R. (2016). Rokeya Sakhawat Hossain: Tireless Fighter of Female Education. *International Journal on Studies in English Language and Literature (IJSELL)*, (9), 40-48.

- Roy, A. K. (2019, March). Educational Thoughts Of Begum Rokeya And Her Contribution In The Upliftment Of Women Education In Bengal. *International Journal of Research in Social Sciences*, 9(3).
- Saha, S. (2020, January). Educational Status of Muslim Women in West Bengal: A Case Study of Chapra Block in Nadia District. *NSOU-OPEN JOURNAL*, 3 (1).
- Vishwakarma, S. K. (2015). *Feminism and Literature Text and Context*. Allahabad: Takhtotaaz.

Disclaimer :

The sole responsibility of the writing belong to the auther only

Call for Papers

Anwesa : A Journal of Education is an annual peer-reviewed Journal, published by Ramakrishna Mission Brahmananda College of Education, Rahara, Kolkata, West Bengal, India. It provides a forum to the researchers where they can express original and independent views and opinions. It encourages to submit unpublished and original research papers, articles, book reviews in the field of education. The length of an article should be of 3000-4000 words with an abstract of 200 words (approx), key words and reference. This limit includes figures, images, and tables etc. References should be written in APA 6th edition only. It publishes article in English language. The authors are requested to avoid plagiarism strictly. Article can be sent to anwesajournal@gmail.com with an attach copy to samratbisaai@gmail.com.

The researchers are requested to send articles in the following areas :

Inclusive education

Gender, Language and Education

Yoga Education, Aesthetics and Value Education

Library Science and Education

Psychology and Education

Philosophy and Education

English language Teaching and Education

Science and Education

Language and politics, multilingualism and Education

Education and Post Modernism

Technology, CLIL and Education

Digital Literacy and Digital Humanities

Discourse analysis and Education

ANWESA

A Journal of Education

VOLUME -13, August 2021

ISSN : 0973-5895



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 Karma, Jnana, Bhakti and Yoga, the vision of the Paramatman is obtained.

- Swami Vivekananda