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FROM THE EDITOR'S DESK

Pandemic and Double Divide

After an unprecedented series of events following the COVID – 19 crisis, we are returning to the educational institutions with freshness, enthusiasm and zeal just like the birds who have freed themselves from a state of captivity. The pandemic has posed numerous challenges to people around the world. Surveys show a major increase in cases related to stress, anxiety, depression and insomnia. The SARS-CoV-2 pandemic has shown different trends in suicidal behavior as well. The impact of the pandemic has been so intense in our day to day lives that people felt lost. We revived again just like Phoenix, the Greek mythological bird. While these pandemic years have been difficult and scary, citizens smell a fresh world which is gradually reviving itself and are shifting toward a normal life. We are learning to live with the virus. We are back to our work again and the feelings are overwhelming. The pandemic has gifted us a new world though it has divided the world into two binaries – for some it has gifted sorrows and pathos of life whereas some are gifted with joy, free time, prosperity. Few have faced the condition of hands to mouth whereas few have become the billionaire like the sanitizer and mask producing companies. These binaries are too found in various social aspects of our day to day lives. When old generations are staggering to cope up with technology, younger people are learning technology with fun. When the old generations are missing gossips with their friends, the younger generations have kept themselves engaged in virtual games and dating apps. The pandemic has also introduced a new education system. School closures due to COVID-19 brought significant disruptions to the education system, but many people have learnt new technologies. To combat the noxious effect of pandemic in our education system, the people are embracing virtual mode of learning which is both feasible and flexible to the learners. Top notch schools and universities of the world are designing courses to address this current changing scenario and offering various courses through online mode. Many students are getting benefited from these online courses. The people from the privileged class who have time are doing multiple online courses together and enhancing their professional competencies and skills. But, a certain disadvantaged section of society does not have the required means to continue their education in this digital age. According to a report by International Monetary Fund (2022), “8 percent of children in rural areas and 24 percent in urban areas had access to regular online education”. Therefore, the rest of the students have no regular access to schooling for two years. When the schools were reopened after a long time, we found the rise of dropout rates significantly among the students. In rural area, many

children are employed as child labor and girls are getting married before their legal age. Therefore, our society is heading towards a complex situation which will produce a large number of uneducated youth. Surely, this situation is alarming and will negatively affect the GDP growth in our country. The system of online education has provided many advantages to a certain share of our population. But the heavy reliance on online learning to deliver education exacerbated learning inequalities particularly for children living in, or near, poverty, whose families cannot afford tuition or indirect expenses. The modern technology which is upgrading itself so fast, few people can cope up with this changing scenario whereas a large section of society have to be dependent on others. It has brought a great paradigm shift in every aspects of society, especially in the field of education. Accordingly, the researchers are also trying to capture this changing scenario. I hope the journal “Anwesa” will capture this changing scenario of the society and will inspire the research community to research on the current topics.

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Rahara
August, 2022

Samrat Bisai
Assistant Professor

LEADERSHIP BEHAVIOUR AS PREFERRED BY MALE ATHLETES

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ABSTRACT

Coach's leadership behavior is a composite and diversified behavior; it guides player to reach the goal through direct or indirect ways. An outstanding coach should possess training basics and abilities to improve player's body and mind, and also make much of using skills, strategy, and procedure to encourage player, to work willingly toward his goal. The purpose of the present study was to investigate the leadership behavior as preferred by male Football players. Thirty (n=30) male football players, representing Murshidabad districts of West Bengal in Government level state collegiate competitions held at Salt Lake Stadium, Kolkata, West Bengal; were selected randomly to serve as subjects for this study. Leadership Scale for Sports developed by P. Chelladurai (1980) was selected as a criterion tool to measure behaviour preferences of male players. To find out the significant differences among means of male players on various determined factors of preferred leadership behaviour, the means, standard deviations, analysis of variance and post-hoc test were computed. The results of the study revealed the significant difference among state level male football players in their actual leader behaviour. Male player preferred greater amount of positive feedback and lesser of autocratic behaviour from their coaches.

Keywords: Leadership behaviour, Male football players, Preferences, LSS

INTRODUCTION

Sport and exercise psychology research has largely studied the interpersonal dynamics between leadership behavior preferred by the athletes. Since the late 1970s, the multidimensional model (Chelladurai, 1993) and the meditational model (Smoll & Smith, 1989) of coach leadership have been the main frameworks for studying the behaviors. Emphasis is placed on how behaviors are perceived by the male ball players, themselves and their relative impact on outcomes such as

satisfaction, self-esteem, and performance. This approach may be limited especially if one considers coach leadership as a function that can be shared. A coach cannot do it alone (Jowett & Chaundy, 2004). Ultimately, a focus on what one person does to another may not accurately reflect what goes on between the football players. Since the leaders for skill and personal development of different ball players for pursuing player objectives, coaching leadership received increasing attention during the past twenty years. In the sports, research literature leadership has been studied primarily in terms of coaching leadership and its effects on player performance (Chelladurai & Carron, 1983; Chelladurai, 1984; Horne & Carron, 1985; Weiss & Friedrichs, 1986; Schliesman, 1987; Chelladurai, Imamura, Yamaguchi, Oinuma, & Miyauchi, 1988; Dwyer & Fischer, 1990; Riemer & Chelladurai, 1995; Jambor & Zhang, 1997; Zhang & Jensen, 1997; Ipinmoroti, 2002). Research suggests that leadership behaviors may affect performance in sport. However, there is limited research relating leadership behavior styles to performance outcomes beyond wins and losses. Research also indicates that gender may play a role in leadership behaviors styles and their effectiveness. Specific coaching behaviors are related to increase the performance, especially when the actual and preferred coaching behaviors are congruent (Weinberg & Gould, 2003). But, the frequent social support behaviors were related to poorer team performance i.e., win-loss record (Weiss and Freidrichs, 1986). Leadership style is considered by many coaches to be an important factor in athlete's success. Most coaches use different leadership styles at one time or another to different situations. Some styles are more suitable in certain situations than others. For this reason, it is beneficial for the coach to know which leadership behaviors will facilitate performance. Coaches play an integral role in the success of their athletes and athletic teams, influencing factors such as their players' self-esteem (Barnett, Smoll, & Smith, 1992), skill learning (Chelladurai, 1984), mental development (Gould, Dieffenbach, & Moffett, 2002), sport performance satisfaction (Horn, 2002), as well as performance outcomes (Horne & Carron, 1985, Schliesman, 1987). Player interactions immediately prior to performance are focused on the optimal mental and physical preparation, player mental readiness and game focus, positive reinforcement of team plan/strategies, team cohesion, and coach preparation. Coach-player interactions were focused on motivation, confidence, positive reinforcement, and game focus. Importantly, coaches needed to be aware of all aspects of their players' behavior and personality in order to be an effective coach. The physical power to gather the emotional strength needed to perform well inevitably changes the hearts and the minds of coaches and players alike. In the present study, the researcher took the topic of "Leadership Behavior as Preferred by Male Football Players" to find out the leadership preference of lower

level football players in social situation.

2. METHODOLOGY

To achieve the purpose of the study, Quantitative Research has been conducted by the researcher.

2.1 Subjects

Thirty (n=30) male football players, representing Murshidabad districts of West Bengal in Government level state collegiate competitions held at Salt Lake Stadium, Kolkata, and West Bengal; were selected randomly to serve as subjects for this study. The age range of subjects was 25 to 35 years. The subjects were selected amongst the male players of Football representing their district in Inter-College Football Games from 2014 to 2017.

2.2 Criterion measure

Leadership Scale for Sports developed by P. Chelladurai (1980) was selected as a criterion tool to measure preferred behavior preferences of inter-university level Football athletes. The Leadership Scale for Sports (L.S.S.) is a valid and reliable instrument. The scale consists of 40 items for athlete's perception of coach's behavior and 40 items for preference version representing five dimensions of leadership behavior i.e. training and instruction, democratic behavior, autocratic behavior, social supports and positive feedback (Rewarding behavior). The five response categories were always (100% of the time), often (75%), occasionally (50%), seldom (25%) and never (0.0%). The scale had test-retest reliability 0.72 for training behavior, 0.82 for democratic behavior, 0.76 for autocratic behavior, 0.71 for social supports, and 0.79 for positive feedback. The scale consisted of 40 items for five dimensions in which training and instruction (13 items), democratic behavior (9 items), autocratic behavior (5 items), social support (8 items), and positive feedback (Rewarding behavior) had 5 items on which there were no negative responses. The scoring of the leadership items were as follows: - Always - 5; Often - 4; Occasionally - 3; Seldom - 2; Never- 1. Each question had five responses namely 1. Always, 2 Often, 3 Occasionally, 4 Seldom, 5 Never. According to above stated responses, scoring was carried out for preferred leader behavior of Judo athletes. The score tabulated for all the items under dimensions of leadership behavior were averaged out to get score for each dimension.

2.3 Research Design

The LSS questionnaire containing 40 items were supplied to 30 subjects and their responses

were collected independently and then analyzed by using the appropriate statistic.

2.4 Statistical Design

To find out the significant differences among means of male football players on various determined factors of preferred leadership behavior, the means, standard deviations, Analysis of variance and post-hoc analysis was done.

3. RESULTS AND DISCUSSION

3.1 Results

To assess the preferred leadership behavior of state college level male players, means and standard deviations were computed and data pertaining to this have been presented in Table 1.

Table 1: Descriptive Statistics of Preferences on Five Dimensions of Leader Behavior of Male Players belong to Football

Sl. No.	Leader Behavior Dimensions	Mean	SD
1.	Training & Instruction (TI)	3.975 (T_1)	0.4103
2.	Autocratic Behavior (AB)	3.66 (T_2)	0.8681
3.	Democratic Behavior (DB)	4.0343 (T_3)	0.6931
4.	Social Support (SS)	4.1263 (T_4)	0.5132
5.	Positive Feedback (PF)	4.2333 (T_5)	0.6127

The mean scores of five dimensions of leader behavior as preferred by male football players of state college level have been presented in this above table. To find out the significant of differences among means of male football players on various determined factors of preferred leadership behavior, the Analysis of Variance was computed and data pertaining to this have presented in Table 2.

Table 2: Analysis of Variance for Preferred Leadership of State College Level Male Football Players

Source	SS	df	MS	F	p value
Between-treatments	5.6292	4	1.4073	3.44749	0.01006
Within-treatments	59.1904	145	0.4082		
Total	64.8197	149			

*** Significant at 0.05 level**

From Table 2, it is evident that the statistically significant difference existed among state college level male football players on preferred leadership, as the obtained F-value of 3.44749 was higher than the required $F_{.05}(4, 145) = 2.42$ as well as p value $0.01006 < 0.05$ showed the existence of significant differences.

As the F-ratio was found to be significant, Tukey's HSD Test of Post-hoc comparison was applied to study the significance differences among state college level male players on five dimensions of leader behavior of preferred leadership and the data pertaining to this have been presented in Table 3.

Table 3: Significance of Differences among State College Level Male Football Players between Ordered Paired Means on Five Dimensions of Preferred Leadership

<i>Pair wise Comparisons</i>		$HSD_{.05} = 0.4557$ $HSD_{.01} = 0.5471$	$Q_{.05} = 3.9066$ $Q_{.01} = 4.6900$
$T_1:T_2$	$M_1 = 3.98$ $M_2 = 3.66$	0.31	$Q = 2.70 (p = .31698)$
$T_1:T_3$	$M_1 = 3.98$ $M_3 = 4.03$	0.06	$Q = 0.51 (p = .99639)$
$T_1:T_4$	$M_1 = 3.98$ $M_4 = 4.13$	0.15	$Q = 1.30 (p = .88991)$
$T_1:T_5$	$M_1 = 3.98$ $M_5 = 4.23$	0.26	$Q = 2.21 (p = .52173)$
$T_2:T_3$	$M_2 = 3.66$ $M_3 = 4.03$	0.37	$Q = 3.21 (p = .16105)$
$T_2:T_4$	$M_2 = 3.66$ $M_4 = 4.13$	0.47	$Q = 4.00 (p = .04213)^*$
$T_2:T_5$	$M_2 = 3.66$ $M_5 = 4.23$	0.57	$Q = 4.91 (p = .00598)^*$
$T_3:T_4$	$M_3 = 4.03$ $M_4 = 4.13$	0.09	$Q = 0.79 (p = .98082)$
$T_3:T_5$	$M_3 = 4.03$ $M_5 = 4.23$	0.20	$Q = 1.71 (p = .74774)$
$T_4:T_5$	$M_4 = 4.13$ $M_5 = 4.23$	0.11	$Q = 0.92 (p = .96666)$

*** Significant at 0.05 level**

It is quite evident from the table 3, that there were no significant differences in all dimensions on preferred leadership among State level male Football players between TI–AB, TI-DB, TI-SS, TI-PF; AB-DB, DB-SS, DB-PF and so on. The significant difference found in the cases of AB-SS and AB-PF only. Therefore, the differences exist between Authoritarian Behavior (AB) and Social Support (SS) as well as between Authoritarian Behavior (AB) and Positive Feedback (PF).

3.2. Discussion

The results of this study revealed the significant differences among state level male football players as the F-ratio was found higher than the required value to be significant. Male athletes of football games in this study gave higher ratings and positive feedback to leadership behavior dimension from their coaches appear to support the path-goal theory. Terry (1984) suggested that preferences for positive feedback behavior might represent fulfillment of the individual student-athletes' need for recognition and reward in a group environment where interpersonal needs might go unfulfilled. Chelladurai (1990) and Chelladurai and Saleh (1980) suggested positive feedback behavior reflected coaches reinforcing proper performance through encouraging, recognizing, and correcting student-athletes. The male players indicated the autocratic behaviour in lesser amount from their coaches in comparison to other dimensions of preferred leadership behaviour. This leadership scale used in our study i.e. LSS has been extensively validated in studies on various sports (e.g., football and ice hockey) and different cultural contexts (e.g., the United States, Canada, Japan, and Singapore) (Chia, Pyun, & Kwon, 2015; Chittle, Horton, Weir, & Dixon, 2015; Kwon, Pyun, Han, & Ogasawara, 2011; Riemer, & Chelladurai, 1995). Most of these studies revealed small to medium effect size in the comparison between different groups (e.g., Chittle et al., 2015; Kwon et al., 2010; Riemer & Chelladurai, 1995). Our result is very much concerned with the study conducted by Shrivatava, Y & Sharma, R (2015).

4. CONCLUSIONS

1. Significant difference was observed among state level male football players in their actual leadership behaviour.
2. State level male football players preferred more of positive feedback from their coaches.
3. State level male football player demanded less amount of autocratic behaviour from their coaches.
4. Players, who wanted authoritarian behavior had denied preferring social support and positive feedback from their respective leaders or coaches.

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**COMPARISON OF HEALTH RELATED FITNESS VARIABLES
BETWEEN SEDENTARY GIRLS AND FEMALE
KATHAK DANCERS**

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ABSTRACT

Dance is an expression of feelings through body movements and is a part of culture of human society. Dance may be of various types like military, religious, festive and so on. Dance may also be classified as folk, classical etc. In India, dance is a cultural heritage continuing through ages. Dance is a wonderful fitness work out which human body rejuvenates and refurbishes with vigor, fitness and endurance. Dance not only promotes physical fitness; it has a wide range of positive impact on behavioral set up too. The author being a physical educationist by profession and passionate for dance made up her mind to conduct a research on dance and fitness and very specifically premeditated to compare the health related fitness of sedentary girls and girls involved in regular Kathak dance practice. Kathak is a classical dance form of India involving numerous body movements. It involves turns, twists, rotations and several other body movements converging to sound fitness. The Findings ascertained that the Kathak females are better in fitness variable Cardio respiratory endurance, muscular endurance and body composition than the sedentary girls.

Keywords : Fitness, sedentary, Kathak.

INTRODUCTION

Dance is an expression of feelings through body movements and it is an integral part of our culture and society. Dance may be of various types like military, religious, festive and so on. Dance may also be classified as folk, classical etc. In India dance is a cultural heritage continuing through ages. Dance is a wonderful fitness work out which rejuvenates and refurbishes human body with vigor, fitness and good health. Dance not only promotes physical fitness; it has a wide range of positive impact on behavioral setup too. Keeping in view the concept of dance as a platform for development of fitness and considering Indian dance as a cultural heritage, the scholar premeditates to conduct a research to explore the difference between fitness of sedentary girls and girls regularly involved in Indian classical dance Kathak.

LITERATURE REVIEW

- Scientific research proved that males and females dance practice and physical activity can have a positive effect on physical fitness and it also increases lung function, lung capacity, flexibility and aerobic capacity (Blair, Cheng & Holder, 2001).
- As a physical activity and a creative art form, it is believed that dance can make a significant contribution to the healthy-living agenda (Marshall, Sarkin, Sallis & McKenzie, 1998).
- Alpert et al. (2009) showed progressive balance enhancement in the sensory organization test (SOT) in their study for 13 women aged 52–88 years performing jazz dance that lasted 15 weeks.
- Keogh et al. (2009) reported that dancing is a type of physical activity that indicates that this particular activity might improve older adults' lower body bone-mineral content and muscle strength, as well as reduce the prevalence of falls and cardiovascular health risks.
- Hui et al. (2009) have explored that after 24 sessions for 52 adults aged 68 on average and trained in low-impact aerobic dancing, the dancers had improved their dynamic balance in Time Up-and-Go test, but not their static balance.
- Tsimaras et al. (2012) investigated the impact of a Greek dance program in 13 adults with hearing problems in their aerobic capacity and muscle tone. After 12 weeks of dance program observed significant progress in physiological peak parameters such as oxygen consumption and exhaustion time.
- Kaltsatou et al., (2011) explored that Greek traditional dance was performed by people with breast cancer. It showed improvement in their physical functioning, reduced their symptoms of depression.
- Lehri and Mokha (2006) found significant reduction in percent body fat of females after 6 weeks of aerobic training.
- Vatansev and Cakmakci (2010) found significant effect of 8 weeks' step aerobics on percentage body fat of the experimental group.
- Arslan (2011) found that regular aerobics exercise improves cardiorespiratory endurance (ability of the heart, lungs, blood vessels and associated tissues since it helps to use oxygen and to produce energy needed for activity and thus burn off excess body fat).
- Najafnia et.al. (2013) in his study confirmed that step aerobic exercises lead to a significant decrease in fat percentage ($p=0/02$) among active and inactive women in Kermanshah Province Iran.

- Cakmakci Arslan, Taskin, and Cakmackci (2011) found a significant decrease of percentage of body fat of obese women after 12 weeks of aerobic dance.

PURPOSE

The scholar planned to compare the health related fitness of sedentary girls with those of kathak dancers to establish the fact that Indian classical dance has a positive impact on fitness of the dancers.

SIGNIFICANCE

The author feels that the findings of her study will benefit the women folk with respect to development of sustainable health related physical fitness.

METHODOLOGY

The study is a status study. For accomplishment of the research, the scholar collected 30 girls regularly involved in Kathak dance practice from renowned dance academy of Kalyani, and also involved 30 sedentary girls from the lady's hostels of University of Kalyani as volunteers of the study. The scholar initially collected personal data like age height and weight of the subjects thereafter collected data on health related fitness variables and analyzed the data for drawing inferences.

Fitness variables	Name of tests
Cardio respiratory endurance	Step test
Muscular endurance	Ab curl
Muscular Strength	Gripe dynamometer test
Flexibility	Sit and reach test

Apart from the fitness tests mentioned the scholar assessed body fat percent fat mass and lean mass as measures of body composition. Four sites of skin folds were estimated and the variables were calculated with the help of software.

RESULT AND DISCUSSION

Descriptive Statistics of fitness variables of sedentary girls are presented in the table given below.

Table 1. Descriptive Statistics of fitness variables of sedentary girls

Fitness variables	N	Minimum	Maximum	Mean	Std. Deviation
Step test beats/min	30	116	172	148.40	±13.548
Ab curl nos.	30	3	30	23.80	±5.261
Sit and reach cms.	30	7	35	22.47	±6.469
Dynamometer test cms.	30	2	54	32.53	±10.415
Valid N (list wise)	30				

From table 1 it is clear that the mean of fitness tests step test, Ab Curl, Sit and reach test, and Dynamometer test for sedentary girls are 148.40, 23.80, 22.47 and 32.53 and their Sd are ±13.54, ±5.26, ±6.46 and ±10.41 respectively.

In the table 2 the descriptive Statistics of fitness variables of Kathak girls are given.

Table 2. Descriptive Statistics fitness variables of Kathak girls

Fitness variables	N	Minimum	Maximum	Mean	Std. Deviation
Step test beats/min	30	92	168	126.13	±23.276
Ab curl nos.	30	30	42	33.13	±2.862
Sit and reach cms.		12	36	23.63	±5.696
Dynamometer test cms.	30	20	51	31.03	±5.762
Valid N (listwise)	30				

From table 2, it is clear that the mean of fitness tests step test, Ab Curl, Sit and reach test, and Dynamometer test for Kathak girls are 126.13, 33.13, 23.63 and 31.03 and their Sd are ±23.27, ±2.86, ±5.69 and ±5.76 respectively.

From the data presented in tables 1 and 2, it is clear that there are differences with respect to means of the scores. To establish the degree of difference between the means inferential statistics were computed with the help of SPSS 16.0 software.

Table 4. Independent samples statistics on fitness between sedentary and Kathak girls

Fitness test		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
STEP TEST	Equal variances assumed	17.862	.000	4.528	58	.000
	Equal variances not assumed			4.528	46.627	.000
AB CURL assumed	Equal variances	2.330	.132	-8.535	58	.000
	Equal variances not assumed			-8.535	44.776	.000
SIT AND REACH	Equal variances assumed	.012	.913	-.741	58	.461
	Equal variances not assumed			-.741	57.087	.462
DYANAMOM ETRE TEST	Equal variances assumed	6.499	.013	.690	58	.493
	Equal variances not assumed			.690	45.235	.494

From T test result presented in table 4, it is revealed that there exists significant difference on fitness variables of cardio respiratory endurance and muscular endurance. The kathak girls are significantly better than the sedentary girls with respect to the fitness variables, cardio respiratory endurance and muscular endurance.

Table 5. Descriptive statistics on body composition of sedentary and Kathak girls.

Body composition variables in mm.		Sedentary	Kathak
BF %	Mean	27.70	19.27
	S.D.	4.669	5.132
Fat Mass in kg	Mean	16.70	11.23
	S.D.	5.700	4.651
Lean Mass in kg	Mean	40.90	39.10
	S.D.	6.718	8.531

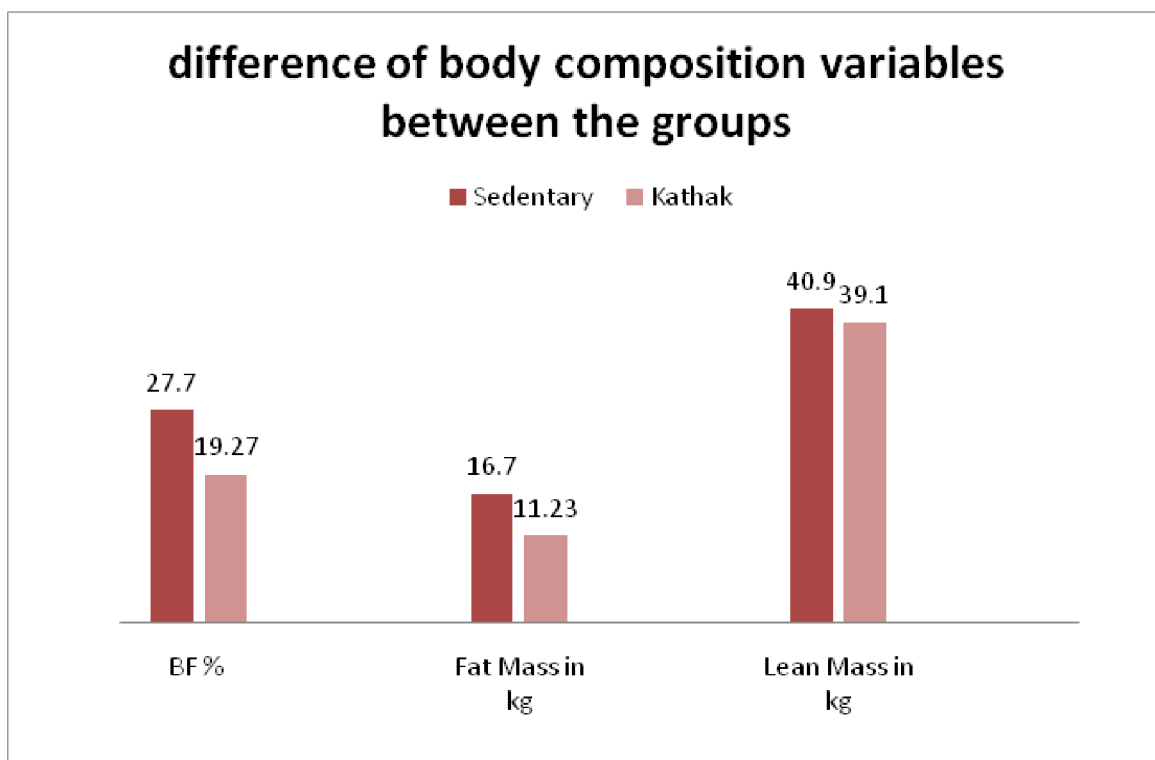


Figure 1: Difference of lean mass fat mass and BF %between Sedentary and Kathak girls

According to descriptive statistics data on body composition presented in table 5 and column chart presented in fig. 1, it is clear that mean for BF % and fat mass of dancer girls are lower in comparison to those of sedentary. In order to establish the degree of difference between the means independent samples, ‘t’ test was computed.

Table 6. Independent samples statistics on body composition between sedentary and Kathak girls

Body composition variables in mm		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
BF %	Equal variances assumed	.477	.493	6.657	58	.000
	Equal variances not assumed			6.657	57.489	.000
Fat Mass in kg	Equal variances assumed	.632	.430	4.070	58	.000
	Equal variances not assumed			4.070	55.756	.000
Lean Mass in kg	Equal variances assumed	.013	.908	.908	58	.368
	Equal variances not assumed			.908	54.976	.368

From 't' test result presented in table 6, it is revealed that there exists significant difference on body fat % and fat mass. More clearly speaking the kathak girls are significantly better than the sedentary girls with respect to the body composition variables Body fat % and fat mass.

CONCLUSION

It can be concluded from that the dancer females are better than the sedentary girls with respect to most of the crucial fitness parameters. At last, the author wish to proclaim that Indian classical dance Kathak is a wonderful means of fitness workout which can play a determining role in maintenance and promotion of sustainable good health of people.

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EFFECT OF HATHA YOGA AND AEROBIC DANCE PRACTICE ON REACTION TIME OF ADOLESCENT BOYS

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ABSTRACT

Yoga is an ancient Indian Philosophy. The purpose of the study was to evaluate psychological response and to find out the changes in reaction time, following the Yoga and aerobic dance practices. The total subjects were 120 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). Pretest 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 selected psychological potentialities.

Keywords : Yoga, Aerobic dance, Reaction time

INTRODUCTION

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. There are four basic forms of yoga: Karma Yoga : The Yoga of action Bhakti Yoga : Hatha Yoga, (Sanskrit: “Discipline of Force”) the school of Yoga that stresses mastery of the body as a way of attaining a state of spiritual perfection in which the mind is withdrawn from external objects. Hatha Yoga traces its origins especially to Gorakhnath, the legendary 11th-century founder of the Kanphata Yogis, but it grew out of yogic traditions dating back at least as far as Patanjali (2nd century BCE or 5th century CE), author of the Hindu classics the *Yoga-sutras* and the *Mahabhasya* (Great Commentary).

Hatha Yoga places great importance on diet, purificatory processes, regulation of breathing (*Pranayama*), and the adoption of bodily postures called *asanas*, which structure a program of physical exertion. A common *asana* is the *padmasana* (lotus posture), in which the crossed feet rest on the opposite thighs. This is the position in which many Hindu and Buddhist gods are often depicted, but it is only one of dozens described in Hatha Yoga treatises. The “salute to the sun” is a well-known sequence of 12 *asanas* performed in a fluid movement.

Hatha Yoga has grown in popularity in the West as a form of exercise that develops strength, flexibility, bodily relaxation, and mental concentration. Its true object, however, is to awaken the dormant energy (*shakti*) of Shiva that animates the subtle body but is concealed behind the gross human frame. The subtle anatomy containing it is usually described as a series of lotiform *chakras* (“wheels”) rising from the anal or genital area to the top of the head. Through the forceful suppression of physical and mental activity, the female *shakti* is enabled to rise along the *chakras* and unite with the male Shiva in the uppermost *chakra*, a union indistinguishable from enlightenment and even immortality. Yoga has a great antiquity, long tradition and is a result of thousands of years of careful and systematic exploration by the longtime of sages and Yogis on the basis of their meticulous observations and personal experiences. 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 yoga of devotion. Dynana Yoga: 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 Yoga, Mantra yog and Laya Yoga (Telang 1999). Hatha Yoga is thought to be the creation of the Lord Shiva and sage Patanjali is credited with propounding Hatha Yoga (Wikipedia). There are further more forms of yoga as indicated in various Texts and practiced. 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 the 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 Origin of Yoga is in the ancient East; Yoga has gained massive popularity in the modern western world. Its image has evolved from those photos we may have seen of the extraordinary practice of unbelievably flexible cotton-clad ascetics in India, or the seventies hobby of hippy types! Yoga has become a part of the chosen lifestyle of thousands of westerners seeking some real balance, health and well-being in their lives.

Experiences of Yoga can be close to nature, out of doors or on bumpy ground in large tents with slightly slippery carpets on summer retreats or at festivals. However, it is also common now to see the wonderfully tranquil and well-equipped yoga studios in the towns and cities too.

Yoga teachers seem to be possibly even happier than DJs these days : They are making their own tracks with their bicycle, scooter, or nippy and travelling through city streets from one

class to another, taking life at their own chosen pace, spending their holidays in stunning places, teaching the much-appreciated techniques and principles of yoga to the enthusiastic city dwellers.

There are yoga magazines, gorgeous yoga holidays and a rainbow of great yoga kit one can buy. But, when it comes down to it, all you really need to get benefit from the ancient wisdom of yoga — one need to improve their own body, mind and spirit, some self-discipline, and a decent teacher to get you started.

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. Hatha Yoga is meant to join together sun (masculine, active) energy with the moon (feminine, receptive) energy, thus producing balance and greater power to an individual. 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 by promoting balance and flexibility. Aerobic exercises such as aerobic dance, is a fun and a tool to make one fit. It reduces fat of a person. In this article, an attempt has been made to observe the improvement of the psychological variables by aerobic and Yoga practices among the adolescent. Aerobic dance and Hatha yoga have to produce improvements in psychological wellbeing. All ages can get benefit from aerobic dance. Aerobic dance is a popular exercise among adolescent pupils.

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, 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 used yoga practices in four different ways: Personality development, stress management, complete health, disease prevention and cure. On the other hand, we should know that Reaction time may be defined simply as the time between a stimulus and a response and it has a lot of benefits on various type of activity. Here, I will discuss some important aspects of reaction time that is very important for our everyday lives. Reaction time is a good indicator of sensorimotor, coordination and performance of an individual.

There are many studies on 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). According to Mitra (2020), Hatha Yoga has positive effect on vital capacity.

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 boys.
- ii) To find out the changes if any in reaction time following the yoga and aerobic practices.

METHODOLOGY

The total subjects of my study were one hundred and twenty (120). The data has been selected from the school of Rabindra Vidyapith High School (H.S) The students who have participated in the study belongs to age group 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. The 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. Reaction time was measured by Nelson Hand Reaction Test (1965) accordingly. Experimental subjects completed a 6-week supervised exercise program. Control subjects continued usual activity. The subjects were practicing 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 in 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.

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 ± SD) of Yoga, aerobic dance, combined and control group variables

	Yoga Gr. Mean ± SD	Aerobic Dance Gr. Mean ± SD	Combined Gr. Mean ± SD	Control Gr. Mean ± SD
Personal Data				
Age	13.77 ± 1.25	13.8 ± 0.81	14.67 ± 0.99	14.90 ± 0.92
Height	141.70 ± 6.10	149.37 ± 4.43	151.3 ± 9.08	150.30 ± 8.54
Weight	38.67 ± 5.96	42.23 ± 4.72	42.70 ± 7.00	40.77 ± 5.1

Psychological variable

Reaction Time	0.1998 ± 0.04	0.216567 ± 0.02	0.214333 ± 0.02	0.2146 ± 0.02
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Table – 1(b)

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

	Yoga Gr. Mean ± SD	Aerobic Dance Gr. Mean ± SD	Combined Gr. Mean ± SD	Control Gr. Mean ± SD
Personal Data				
Weight	37.13 ± 5.48	40.20 ± 4.24	41.70 ± 6.22	41.33 ± 5.40
Psychological variable				
Reaction Time	0.177967 ± 0.03	0.188533 ± 0.02	0.1826 ± 0.02	0.1949 ± 0.03

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 have decreased slightly.

Psychological Variable: Reaction Time

In my study the psychological variable was reaction time.

Table – 2

Analysis of Variance (ANOVA) for reaction time among the four groups

Sources of Variation		Ss	df	Ms	F
Pre Test	Between groups	0.005	3	0.002	2.358
	Within groups	0.089	116	0.001	
	Total	0.094	119		
Post Test	Between groups	0.005	3	0.002	2.131
	Within groups	0.088	116	0.001	
	Total	0.093	119		

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

F is significant at both levels.

Table –3

Analysis of Covariance (ANCOVA) for reaction time among the groups

Source of Variation	df	SS _{XY}	SS _{YX}	MS _{YX} (V _{YX})	F _{YX}	SD _{YX}
Among Gr. Means	3	0.004	0.002	0.001	1.51	0.02
Within Gr. SS	115	0.051	0.059	0.001		
Total	118	0.054	0.062			

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

F is significant at both levels.

Table – 4

Significance of difference among adjusted Y Means of reaction time

Variables	SE _d	df	Diff. Adjusted Mean	Sig. at 0.05 or 0.01
Yoga vs. Aerobic dance Gr.	0.01	115	0.001	NS
Yoga vs. Combined Gr.	0.01	115	0.004	NS
Yoga vs. Control Gr.	0.01	115	0.008	NS
Aerobic dance vs. Combined Gr.	0.01	115	0.005	NS
Aerobic dance vs. Control Gr.	0.01	115	0.007	NS
Combined vs. Control Gr.	0.01	115	0.12*	0.05

*Sig. at 0.05 level, NS is Not Significant

From the Table No. 1(a) & 1(b), it was found that mean \pm SD scores of reaction time before training of all the groups were 0.1998 ± 0.04 , 0.216567 ± 0.02 , 0.214333 ± 0.02 , 0.2146 ± 0.02 and after training were 0.177967 ± 0.03 , 0.188533 ± 0.02 , 0.1826 ± 0.02 , 0.1949 ± 0.03 respectively. Participating in yoga and aerobic dance programme all the experimental groups decreased (Table 1(a) & 1(b)) their reaction time. Since all the mean scores of reaction time were not equal, analysis of variance Table No. 2 was computed to find the significant differences among the four means. It was observed that the F value was not significant at both levels. ANCOVA (Table No. 3) was done to find out not significant effect after participating exercise programme among the groups. Lower the score better the result. It was observed that combined group increased at 0.05 level of confidence as compared to control group.

CONCLUSIONS

On the basis of the results and discussions, some specific conclusions may be drawn.

- i) Reaction time has been decreased in all groups.
- ii) No significant result was found in all the groups except combined group.
- iii) Combined group has been significantly decreased 0.05 level as compared to control group.

The organized Yoga and aerobic dance program has definitely improved their performance and psychological potentialities.

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EFFECT OF STRUCTURED YOGIC PROTOCOL INTERVENTION ON BODY COMPOSITION OF OBESE SCHOOL CHILDREN

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ABSTRACT

Yoga is a cultural heritage of India. It is the path of systematic life style. Yoga has its origin in India during the pre-historic era. Yoga is based on its spiritual philosophy and it has a wide range of positive impact on health and wellness of an individual. During the ancient day, practice of yoga was somehow religious in nature. With the evolution of humankind, the concept of yoga got modified and become much more applied as well as therapeutic in nature. Modern yoga focuses towards health and wellness of an individual. It helps in attaining amiable harmony between human body and mind. In this world of globalization, people are getting more and more vulnerable to diseases and susceptibilities; even if the children are no exception and getting prey to numerous health problems in their tender ages. Yoga is the best mode of practice which can give human being a holistic health. Among the health problems obesity is a serious issue which is curbing the children. Keeping in view the problems of obesity in children, the scholars have conducted this study. For the purpose of the study, the author randomly selected 60 boys (30 control and 30 experimental) from the high schools of West Bengal as subjects of his study and recorded their personal data like are height and weight and involved them in a 12 weeks' yogic intervention. He estimates selected skin folds like biceps, triceps, suprailiac and subscapularis and thereafter calculated their body composition before and after the treatment. With the help of data analysis, the scholar arrived at the conclusion that the yogic intervention improved the body composition status of the obese school children.

Key words: Yogic, Protocol, Intervention.

INTRODUCTION

Yoga is a traditional art of India. It is a cultural heritage of our nation. Yoga has been disseminating the premise of wellbeing and blissful living. Regular and systematic practice of yoga can lead human being to a state of ultimate self-realization. The therapeutic yoga more prevalent in the present society has wide range of positive impact on holistic health of an individual. Following

the laws and principles of yoga and application of those in day to day life can help human being in overcoming all distress. Yoga is for all – People of any age, gender, caste, sect and religious belief can take part in yogic practices and derive wholesome health benefits.

BACKGROUND

In this era of globalization men are involved in a vibrant life full of stress strain and anxiety. Unwarranted stress and frenetic life style is making human beings prone to numerous diseases. In this world of hi-tech technology, the children are also getting affected by numerous psychosomatic and hypo kinetic diseases. Obesity among school children is a challenge before the developed as well as developing nations. Considering the therapeutic and wellness benefits of Yoga and to manage the problem of childhood obesity, the scholar made up his mind to conduct a research study to assess an expert designed yogic protocol intervention on the body composition of school boys.

METHODOLOGY

To accomplish the study, the author randomly selected 60 boys (30 control and 30 experimental) from the high schools of West Bengal as subjects of his study. He adopted pre test and post test random design. The variables age, height weight as personal data are taken into consideration and selected skin folds like biceps, triceps, suprailiac and subscapularis from which the body composition variables % body fat, Lean mass and fat mass were estimated. The experimental group boys were involved in a 12 weeks' yogic protocol intervention and changes with respect body composition were analyzed for comparison with the control group students.

THE TRAINING PROTOCOL DEVELOPED IS AS FOLLOWS

Prior to the intervention of training program, a medical check-up of the subjects was made by the medical practitioner. The following yogic practices were performed by the subjects of the experimental group for one and half hour four days (per week) for a period of twelve weeks. Consents of the head of the institute were taken for the intervention of training program. The training is as follows....

Table - 1
List of Asanas & Pranayama

Sl. No.	POSITION	NAME OF THE ASANAS
1.	Standing	Prayer & Omkar Recitation Stretching & Surya Namaskar Tadasana Trikonasana Utkatasana
2.	Long Sitting	Paschimottanasana Ardha Matsyendrasana
3.	Kneeling	Ustrasana
4.	Prone	Bhujangasana Dhanurasana Shalabhasana
5.	Supine	Halasana Naukasana Shavasana
6.	Pranayama	Kapalavhati Anulumbilum Bhastrika Bhramari

Table - 2

Asanas Prescribed for Yogic Practice for 1st to 4th Week

Asanas Position	Repetition	Rest between Asanas	Weekly
Prayer & Omkar Recitation	5 Minutes		4 Days
Stretching & Surya Namaskar	15 Minutes		
Standing	2	1 Minute	
Long Sitting	2	1 Minute	
Kneeling	2	1 Minute	
Prone	2	1 Minute	
Supine	2	1 Minute	
Pranayama	5-15 Minutes		

Table - 3

Asanas Prescribed for Yogic Practice for 5th to 8th Weeks

Asanas Position	Repetition	Rest between Asanas	Weekly
Prayer & Omkar Recitation	5 Minutes		4 Days
Stretching & Surya Namaskar	15 Minutes		
Standing	3	30 Seconds	
Long Sitting	3	30 Seconds	
Kneeling	3	30 Seconds	
Prone	3	30 Seconds	
Supine	3	30 Seconds	
Pranayama	5-20 Minutes		

Table - 4
Asanas Prescribed for Yogic Practice for 9th to 12th Weeks

Asanas Position	Repetition	Rest between Asanas	Weekly
Prayer & Omkar Recitation	5 Minutes		4 Days
Stretching & Surya Namaskar	15 Minutes		
Standing	4	15 Seconds	
Long Sitting	4	15 Seconds	
Kneeling	4	15 Seconds	
Prone	4	15 Seconds	
Supine	4	15 Seconds	
Pranayama	5-20 Minutes		

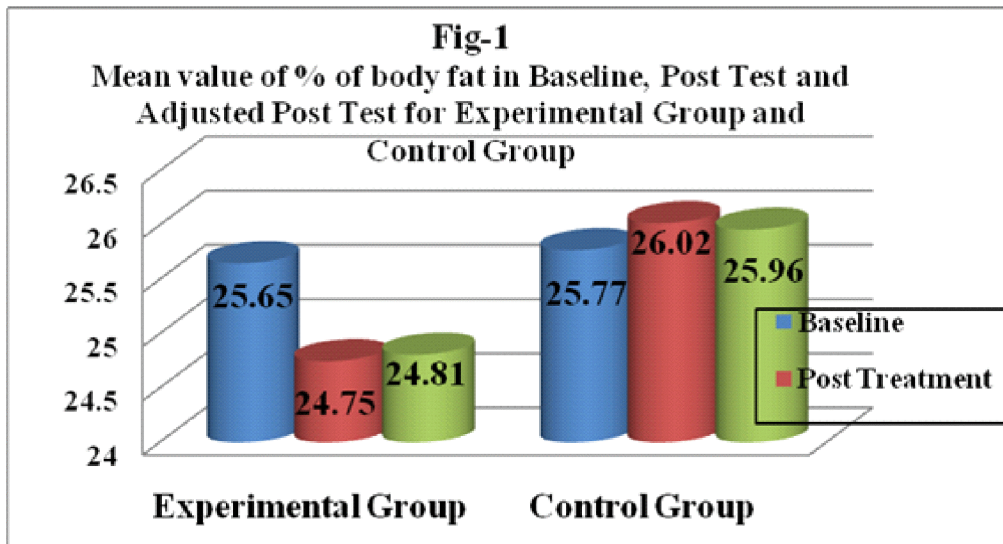
RESULT AND DISCUSSION

For data analysis ANCOVA were computed, the results are presented as follows:

Table-5
Analysis of Covariance of % of Body Fat for Experimental Group and Control Group

Name of the variables	Test	Experimental Group	Control Group	Source of variance	Sum of squares	Df	Mean squares	'F' Ratio	
% OF Body Fat	Baseline	Mean	25.65	25.77	Between	0.20	1	0.20	0.036
		± SD	± 2.50	± 2.21	Within	322	58	5.56	
	Post Treatment	Mean	24.75	26.02	Between	23.99	1	23.99	4.176
		± SD	± 2.38	± 2.41	Within	333.244	58	5.75	
	Adjusted post test	Mean	24.81	25.96	Between	19.77	1	19.77	86.393
					Within	13.04	57	0.23	

$F(0.05) (1, 58 \text{ and } 1, 57) = 4.01$, *Significant at 0.05 level of confidence.



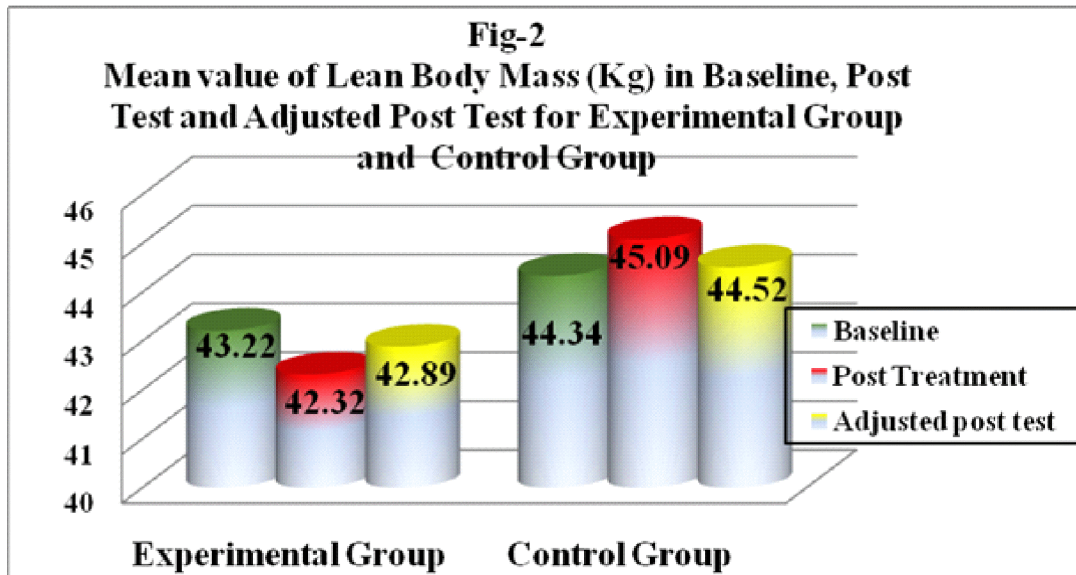
From the data analysis presented in Table 5 and cylindrical bar diagram presented in Fig 1 it is clear that % body fat reduced significantly due to the yogic intervention.

Table -6

Analysis of Covariance of Lean Body Mass for Experimental Group and Control Group

Name the variables	Test		Experimental at Group	Control Group	Source of variance	Sum of squares	Df	Mean squares	'F' Ratio
Lean Body Mass (Kg)	Baseline	Mean	43.22	44.34	Between	18.70	1	18.70	0.487
		± SD	± 6.21	± 6.18	Within	2224	58	38.34	
	Post Treatment	Mean	42.32	45.09	Between	114.77	1	114.77	2.869
		± SD	± 6.05	± 6.59	Within	2320.27	58	40.00	
Adjusted post test	Mean		42.89	44.52	Between	39.74	1	39.74	64.089
					Within	35.34	57	0.62	

$F(0.05) (1, 58 \text{ and } 1, 57) = 4.01$, *Significant at 0.05 level of confidence.



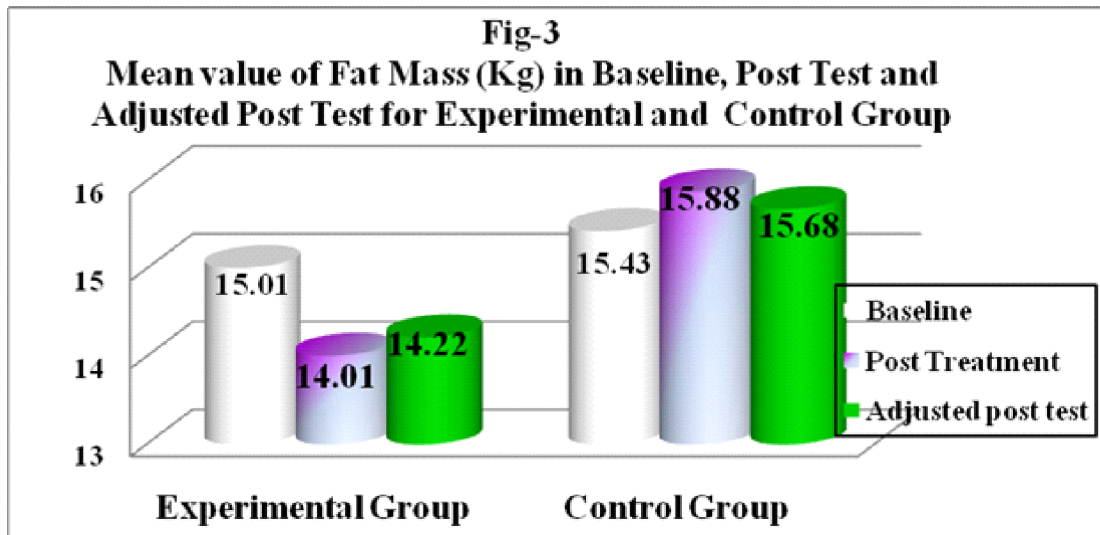
From the data analysis presented in Table 6 and cylindrical bar diagram presented in Fig 2, it is clear that lean body mass reduced significantly due to the yogic intervention.

Table-7

Analysis of Covariance of Fat Mass for Experimental Group and Control Group

Name of the variables	Test		Experimental Group	Control Group	Source of variance	Sum of squares	df	Mean square	'F' Ratio
Fat Mass (Kg)	Baseline	Mean	15.01	15.43	Between	2.61	1	2.61	0.295
		± SD	± 3.20	± 2.72	Within	512	58	8.82	
	Post Treatment	Mean	14.01	15.88	Between	52.29	1	52.29	6.079
		± SD	± 2.99	± 2.88	Within	498.94	58	8.60	
	Adjusted post test	Mean	14.22	15.68	Between	31.76	1	31.76	229.918
		± SD	± 2.99	± 2.88	Within	7.87	57	0.14	

$F(0.05) (1, 58 \text{ and } 1, 57) = 4.01$, *Significant at 0.05 level of confidence.



From the data analysis presented in Table 7 and cylindrical bar diagram presented in Fig 3, it is clear that fat mass reduced significantly due to the yogic intervention.

CONCLUSION

From the findings of the present study, it is clear that Yogic Intervention as employed in the study helped in reduction of the body composition variables % Body Fat and Fat Mass which is a pro health perspective and may benefit human folk with respect to health and wellness. The findings of the present study will also help children to overcome the problem of obesity through participation in regular systematic yogic program.

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SURYA NAMASKARA: AN INVALUABLE CONTRIBUTION OF INDIAN CULTURE

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ABSTRACT

Surya Namaskara is a novel and invaluable contribution of Indian culture to mankind. Surya Namaskara practices help us to achieve mental, emotional and physical balance. It improves physical as well as mental fitness, promotes relaxation, and reduces stress, anxiety, depression or many negative feelings. Surya Namaskara consists of twelve yogic postures with breathing practice. The regular practice of Surya Namaskara in the time of sun rise or sun set might be free from different diseases. In ancient time, Indian sage or rishi practiced Surya Namaskara after they took bath. They believed that Surya Namaskara is not only the exercise, but also it has divine nature. The study propagates that the practice of Surya Namaskara during sun rise or sun set is extremely important. We get cosmic energy from sun. It helps us to be more energetic and to do more or hard creative work for society. This energy also develops our spirituality. The series of yogic postures in Surya Namaskara helps us to develop our posture and it makes sound condition of our physiological and psychological systems.

Keywords: Surya Namaskara, physiological, psychological, stress

INTRODUCTION

Surya Namaskara is a novel and invaluable contribution of Indian culture to mankind. Surya Namaskar is an ancient Indian method of offering prayers to the rising Sun in the morning along with a series of physical postures with regulated breathing aiming at range of physical, mental and spiritual benefits. Facing east, in the early hours of morning, one standing with serene mind offers prayer to Lord Sun (Surya in sanskrit) with Surya namaskar. Along with physical postures, Surya Namaskar has specific spiritual connotations attached to it. Surya Namaskar is a graceful combined sequence of twelve positions along with regulated breathing and relaxation. Surya Namaskara consists of twelve yogic postures with breathing practice. Regular practice of Surya Namaskara in the time of sun rise or sun set might be free from different diseases. In ancient time, Indian sage or rishi practiced

Surya Namaskara after taking bath. They believed that Surya Namaskara is not only an exercise but also it has a divine aspect. During the practice of sun rise or sun set, we get cosmic energy from sun and it helps us to be more energetic and to do more and hard creative work for society. This energy also develops our spirituality and awakens our internal plexus or chakra. The series of yogic postures in Surya Namaskara helps us to develop our posture and sound condition of our physical, physiological and psychological systems.

THE PURPOSE OF SURYA NAMASKARA

The purpose of the Study 'Surya Namaskara' helps us to achieve mental, emotional and Physical balance. It improves physical as well as mental fitness, promotes relaxation, and reduces stress, anxiety, depression and makes us free from all negative feelings. It also helps one to develop spirituality and inner power.

IMPORTANCE OF SURYA NAMASKARA

Surya Namaskara or sun salutation literally means 'salute the sun'. It finds its roots from the worship of Surya, the god surya Narayan. According to Indian old scriptures, Lord Krishna had given jnana to Arjun and Surya Narayana, Surya Narayana gave it to Manu, Ikaskhu and Bharat accordingly. So, through Surya Namaskara, a series of activities and poses can be practiced as a physical exercise or a complete sadhana which incorporates exercise postures, breathing exercises, mantra chanting and profound meditation. When we expend little bit time and looking for a single mantra to stay fit, then the only answer: a sequence of 12 powerful yoga asanas (postures) that provide a good cardiovascular workout in the form of Surya Namaskar. Surya Namaskars are a good way to keep the body in shape and keep the mind calm and healthy. It improves our concentration and reduces all negative feelings. Regular practice of Surya Namaskara makes the spine and waist more flexible and strengthens and toning the muscles of different parts of the body. It improves all physiological system of regular practitioners.

Surya Namaskar is best done in early morning during the sun rise with an empty stomach. Each round of Sun Salutation consists of two sets, and each set is composed of 12 yoga poses. You might find several versions from several books on how to practice Sun Salutation. But I think, it is best to stick to one particular version and practice it regularly for best results.

PROCEDURES OF SURYA NAMASKARA

Besides good health, Surya Namaskar also provides an opportunity to express gratitude

to the sun for sustaining life on this planet. For the next 10 days, one can start his day with a feeling of grace and gratitude towards the sun energy. *12 rounds of Sun Salutation*, followed by other yoga poses and then rest deeply in *yoga nidra*. You might just find that this could be your mantra to stay fit, happy and peaceful throughout the day.

PRAYER FOR SURYA NAMASKARA

At first we stand erect and fold the hand with namaskara mudra, and prayer for God Surya Narayan:

“Hiranmayena Patrena Satya-Syapi-Hitam Mukham
Tattvam-Pusanna-Pavru Satya-Dharmaya Drastave”

- Ishopanishad

That means,

“Truth lies concealed by golden vessel.

Do thou o Sun

Open the entrance of that cover

So as the Truth you so concealed

Be visible to me,

A devotee, who by nature is truthful,

In the light of your illuminating grace.”

Then we should practice twelve postures of Surya Namaskara one by one and before practice every posture, we salute different name to God Surya with chants (mantras) following:

1. Om Hram Mitraaya namahaa
2. Om Hrim Ravaye namahaa
3. Om Hrum Suryaaya namaha
4. Om Hraim Bhaanave namahaa
5. Om Hraum Khagaaya namahaa
6. Om Hrah Pushane namahaa
7. Om Hram Hiranyagarbhaaya namahaa

8. Om Hrim Marichye namahaa
9. Om Hrum Aadityaaya namahaa
10. Om Hraim Savitre namahaa
11. Om Hraum Akaarye namahaa
12. Om Hrah Bhaaskaraaya namahaa

BREATHING PRACTICE (RESPIRATION) SHOULD BE DONE DURING A SURYA NAMASKAR

1. Purak – Taking in a long breath.
2. Rechak – Leaving out a long breath.
3. Kumbhak – Holding the breath.
4. Aantar Kumbhak – Holding the breath after breathing in.
5. Bahir Kumbhak – Holding the breath after breathing out.

During every step we have to do the ‘purak’ and rechak breathing steps alternately. E.g. Step 2- purak, Step 3- rechak- Step 4 – purak and so on.

PRACTICE: TWELVE POSTURES OF SURYA NAMASKARA

Start the Surya Namaskaras by standing at the edge of your mat. Keep your feet together, and make sure your weight is equally balanced on both the feet. You must now relax your shoulders and expand your chest. Inhale and lift both your arms up. Then, exhale and bring your palms in front of your chest in a prayer position. There are twelve steps or positions that make a Surya Namaskar. Every step in Surya Namaskar is a different yoga position. To get the maximum benefit of Surya Namaskar hold yourself stable in every position for at least 10 to 15 seconds. Try to practice it for twelve times in each schedule. Twelve steps or postures are following:

Posture- 1

Prarthanasan or Pranamasana or Namaskara Mudra: Both feet touching each other, both hands joined at the centre of the chest as in prayer position back and neck straight and look straight.

Breathing : Kumbhak

Benefit: Helps maintain the physical and mental balance of the body.

Posture- 2

Hastauttanasana : Continuing from the first position take your hands straight up above your head and bend slightly backwards to stretch your back. Keep your hands in prayer position (without bending your elbows). Keep your neck between your arms and looking upwards bending slightly backwards from the waist.

Breathing: Purak (While going from Position 1 to 2 slowly, start taking long breaths)

Benefit: Strengthens chest muscles which in turn help in breathing.

Posture- 3

Hasta Padasana (Hand to Foot pose) : Continuing from 2nd position take your hands from above your head bending in the front and place your hands beside your feet on both sides. Keep your knees straight and try to touch the head to your knees.

Breathing: Rechak (Leave your breath slowly while going from Position 2 to 3)

Benefit: Makes the waist and spine flexible. It strengthens the muscles and is beneficial for the functioning of the liver.

Posture- 4

Ashwa Sanchalanasana (Equestrian pose): From the 3rd position start sitting down and take one leg backwards in full stretching position, your hands resting on the ground on either sides of the front leg. The other leg should be bent at the knee. Put the chest weight on the front knee, your eyes should be looking slightly upwards.

Breathing: Purak

Benefit: Strengthens the leg muscles and makes the spine and neck muscles flexible.

Posture- 5

Chaturang Dandasana(Stick pose): Now slowly take the second leg back and beside the first. Keep the legs in line with the knees. The whole body weight should rest on the palms and toes. The foot, waist and head should be in a straight line. One should look ahead towards the ground (This is also called Chaturang Dandasan because the body rests on the toes and palms)

Breathing: Rechak

Benefit: Strengthens the arms and maintains body posture.

Posture- 6

Ashtanga Namaskara (Salute with Eight Parts or Points) : Lower the chest towards the

ground bending both arms at the elbows. The following eight organs should touch the ground, forehead, chest, both palms, both knees and both toes. (Because eight body parts touch the ground it is called Ashtangasan)

Breathing: Kumbhak (Bahirkumbak)

Benefit: Makes the spine and waist flexible and strengthens the muscles.

Posture- 7

Bhujangasan: Now lift your body above the waist, bending it slightly backwards and looking backwards. Make sure your legs and thighs are touching the ground and your back is in a semi-circular position.

Breathing: Purak

Benefit: Makes the spine and waist flexible and strengthens the muscles. (Positions 5, 6 and 7 together, strengthen the arms and reduce the fat around the abdomen and waist.)

Posture- 8

AdhoMukha Svanasana (Downward Facing Dog pose): Now lift your waist upwards and arms fully stretched with hands and legs resting on the ground, try to touch the chin to the chest.

Breathing: Rechak

Benefit: Beneficial for spine and waist muscles.

Posture- 9

Ashwa Sanchalanasana (Equestrian pose): Same as the 4th position with the opposite leg behind.

Breathing: Purak

Posture- 10

Hasta Padasana (Hand to Foot pose): Same as that in the 3rd position.

Breathing: Rechak

Posture -11

Hastauttanasana: Same as that in the 2nd position.

Breathing: Purak

Posture-12

Prarthanasan or Pranamasana or Namaskara Mudra: After that slowly come back to Position 1. Now one Surya Namaskar is over.

BENEFITS OF SURYA NAMASKARA

1. Benefit of Surya Namaskar is that it strengthens the entire body. It improves endurance. Bhavanani and Rabindra (2011) found that the experimental groups significantly increased Isometric hand grip strength and endurance. Singh et.al. (2010) observed that surya namaskara improved abdominal muscles endurance significantly.
2. It relieves constipation and promotes healthy digestion.
3. It stimulates the nervous system including the brain, lower plexus, spinal cord, etc. Surya Namaskar Yoga strongly aids in preventing memory loss, builds focus and concentration, improves the functioning of the brain, activates Brain cells in the body.
4. It is highly beneficial for improving blood circulation. It is a well-known remedy to cure blood pressure and strengthens heart muscles. It also cures irregular heartbeat. Sasikumar (2011) found that after given treatment, surya namaskara practitioners group increased FVC and Systolic blood pressure and decrease heart rate and diastolic blood pressure significantly. Bhavanani and Rabindra (2011) found that the both experimental groups significantly improved pulmonary and slow surya namaskara group was decreased diastolic pressure. Singh (2011) observed that the vital capacity increased significantly through the practice of surya namaskara. Yadav and Kumar (2014) also revealed that Surya Namaskara can be an effective training programme to increase the cardio respiratory endurance of male soccer players.
5. It improves the capacity of the lungs, stimulates oxygen supply and regulates it to all the vital organs in the body. Sasikumar (2011) observed that the experimental group who practiced Surya Namaskara regularly have increased Peak expiratory flow rate and decreased Respiratory rate. Bhavanani and Rabindra (2011) found that the both experimental groups significantly increased Maximum inspiratory and expiratory pressure.
6. It also provides beautiful glow to the skin.
7. Regular Practice of Surya Namaskara promotes weight loss and activates basal metabolic rate of a person's body. Nautiyal (2016) revealed that the study of regular practice of surya namaskara for 30 days significantly reduced body weight of the experimental group. Monga and Trivedi (2018) showed that surya namaskara decrease body weight and abdominal growth.

8. It helps for managing menstrual cramps and, also helpful in managing menopause stage. Due to its empowering effects on the uterus of a woman, Surya Namaskar also helps in making child birth comparatively easier.

9. Surya Namaskara improves sexual functions of the body. Eradicates any internal flaws related to malfunctioning of sexual glands. Also, promotes healthy sexual appetite in a person.

10. It reduces strained joints problems. Lubricates sore muscles and joints and promotes their healthy functioning. It is highly beneficial in managing arthritis, sciatica, other joint related ailments etc.

11. It improves mental and physical balance of the person's body. Develops patience and builds stamina by increasing the mental capacity of the brain and the body.

12. It Improves flexibility of the body and releases stiffness. It removes low back pain. Most of all, it fills you up with magnanimous positive energy. One feel rejuvenated and alive. Singh et al. (2010) observed that the experimental group improved trunk flexibility significantly by the regular practice of surya namaskara.

13. Suryanamaskar helps to develop physical relaxation, mental calmness and peace. It also brings joy and happiness and reduces sleepiness, somatic stress, worry and negative emotion. Godse, Shejwal and Godse (2015) studied and found the same results.

14. It reduces anxiety and restlessness and enhances our strength and vitality.

Surya Namaskar Yoga comes with numerous benefits. The above mentioned ones are a mere fraction of its long list of prerogatives. We should imbibe Surya Namaskar into your daily life and live a healthy life.

CONCLUSION

Surya Namaskars are a good way to keep the body in shape and the mind calm and healthy. A healthy and strong body is like an ornament. If we are healthy, we will be able to gain lots of knowledge, can do hard and creative work or can participate in healthy competitions. Due to the gift of Yoagasan given by ancient Sages, we remain healthy and lead a long life.

Regular practice of Surya Namaskara connects our mind, body, and soul, and brings out the best in us. It helps us to imbibe good habit and helps us to lead a harmonious life. The solar plexus (located behind the navel, which is the central point of the human body), also known as the second brain, is said to be connected to the sun. This is the main reason why the

ancient *sages* recommended the practice of Surya Namaskar, because the regular practice of this technique enhances the solar plexus, which increases one's creativity and intuitive abilities.

If we practice the Surya Namaskara regularly, we notice some exceptional benefits all over our body. The intense and powerful asanas in the practice have an incredible impact on the stomach, liver, heart, intestines, chest, throat, and legs, which means the whole body from head to toe is benefited. The Sun Salutation also improves and enhances blood circulation throughout the body, and this ensures the proper functioning of the bowels, the stomach, and the nerve centres. When we practice this routine every day, the *Vata*, *Pitta*, and *Kapha* are also balanced.

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**THE CHALLENGE OF RETURNING TO FACE-TO-FACE
TEACHING PROCESS IN PRESENT EDUCATIONAL SCENARIO
WITH RESPECT TOPSYCHOLOGICAL WELLBEING OF
SCHOOL TEACHERS**

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ABSTRACT

Teaching is considered to be a highly stressful career, and teachers' wellbeing play an important role in the educational scenario with respect to teacher burnout, teacher satisfaction and achievement. The nature of teacher wellbeing is complex and is largely theoretical, but there are some universal factors that may contribute to the psychological functioning of teachers. The aim of the present article is to discuss the theoretical foundations of wellbeing and issues associated with it in the teaching profession. The article also highlights the preventive activities which can be carried out to support the wellbeing of people working in the face-to-face teaching process.

Keywords: School Teachers, Psychological wellbeing, Teaching Process.

INTRODUCTION

Teachers are regarded as competent when they are not only the effective tutors but also they display a high level of personal maturity and possess expertise on multidisciplinary subjects. These demands begat the stress level of the practicing teachers. Those within the teaching profession are burdened with high level of social responsibility, and teaching itself is associated with a high risk of loss of both physical and mental health. In addition, tension in schools can interfere with the teaching and educational processes, thus undermining the efforts of both students and teachers. Other risk factors such as physical condition, personality and intelligence or temperament, as well as several contextual factors such as time pressure, discipline problems, lack of resources, lack of professional recognition, lack of support and the diversity of tasks which are associated to the work-life balance and individual characteristics have also been noted (Kokkinos, 2007). Although

positive teacher-student relationships are an important factor in student learning, behaviour and achievement in the modern school environment are also another important factor (Roorda, Koomen, Spilt, & Oort, 2011). Teacher wellbeing has a strong influence on a number of educational aspects, and it is an important factor in the teacher-student relationship for the wellbeing of the environment.

The quality of relationships in a school has a strong influence on the wellbeing of teachers and their ability to cope with the many and varied stresses that are the hallmarks of the profession. Teacher attitudes have been found to make a difference to their ability to respond effectively to the challenges they face (Roffey, 2012). However, the concept of general teacher wellbeing is quite atypical. The present study investigates the significance of this wellbeing and how it relates to the teaching profession. The study also examines how wellbeing can be enhanced.

TEACHERS WELLBEING WITH RESPECT TO PSYCHOLOGICAL SCHOOL, AND PEDAGOGICAL ASPECTS

A new field of Psychology which is known as positive psychology has emerged and the aim of this field is to define the characteristics associated with a good life, or a life of optimum quality; the name wellbeing has been given to these characteristics. The theoretical model of psychological wellbeing established by Ryff (1989) presents it as positive psychological health, including positive evaluations of oneself and one's past life, a sense of continued growth and development as a person, and the belief that one's life is purposeful and meaningful. Wellbeing is also influenced by the quality of relationships with other people, the capacity to manage one's life and world, and one's sense of self-determination.

The term subjective wellbeing refers to one's affective and cognitive self-assessment of life in terms of emotional reactions and cognitive judgements of satisfaction. Developing socio-psychological wellbeing within schools can be seen as an active, collaborative process in which the relationship between individuals and their environment is constantly constructed and modified.

Accordingly, pedagogical wellbeing is formed in the core processes of the work of the teacher, i.e., the performance and development of the teaching-learning process, manifested as planning classroom activities, interacting with pupils, performing evaluations, and choosing and developing instructional tools. The degree of pedagogical wellbeing attained by the teacher may either hinder or promote the attainment of pedagogical goals, and therefore serves as a regulator. Wellbeing is an important factor in quality, performance and productivity. Higher levels of teacher wellbeing are associated with less sick leave and lower supply teacher costs. Teacher happiness

levels have a knock-on effect on students: Emotionally-exhausted teachers may use reactive and punitive responses that contribute to foster negative classroom climates and student-teacher relationships.

THE DETERMINANTS OF PSYCHOLOGICAL WELLBEING

Teacher wellbeing is influenced by environmental, biological and social factors, as well as psychological factors and those related to the activity itself. Of these, the psychological factors appear to play the most important role, and these are described below.

The factors determining teachers' wellbeing can be divided into risk factors and protective factors. Occupational stress and burnout can play an important role as risk factors. The work of a teacher demands the performance of many duties which can influence stress level. Work activities, place in the hierarchy, career path, relations between employees or general organization in the workplace and the level of work-life balance can all act as potential work stressors. Stress has a strong influence on various work outcomes, including workplace engagement, job satisfaction and attrition. Teacher stress can also have personal consequences including absence, burnout, physical and emotional distress, reduced self confidence and self-esteem, damaged personal relationships and even suicide.

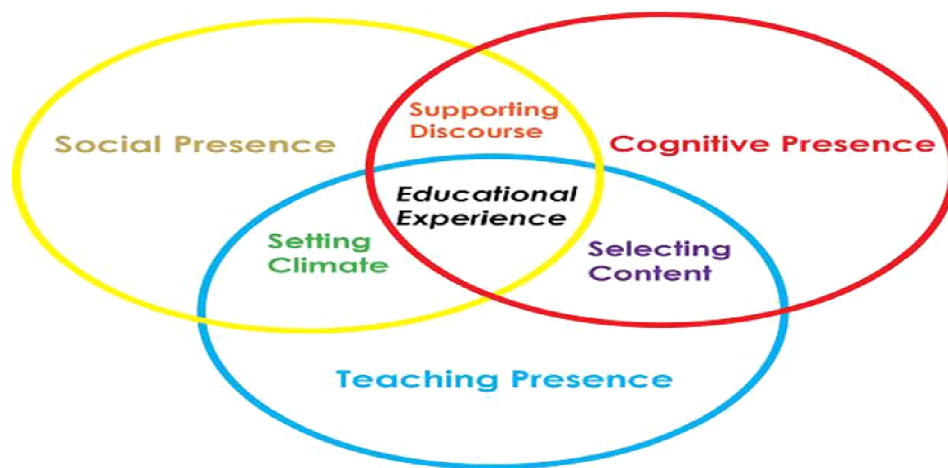


Fig. 1 Educational experience is a core factor of good teaching process.

One of the most neglected aspects of teacher training is the need for thorough preparation in the interpersonal skills that are needed by teachers in modern schools. Interpersonal skills in the teaching profession include communication, positive motivation, effective and positive body language and humour. Effective communication between teachers

and students needs to be performed at the level of understanding of the student, which can be difficult if each student has a different level of learning and understanding. Effective and positive body language employs to make a long-lasting impression in the minds of students and to draw them into a discussion in education typically produce positive learning. According to Jennings and Greenberg (2009), another essential social-emotional skill for teachers is empathy, not only for the personal wellbeing of the teacher but also to improve student learning. Empathetic teachers have a more positive self-image, are more self-disclosing to their students and respond more to students feelings. Thus, empathy serves as a way to understand the diverse perspectives or the complex emotions of others. It also helps a teacher to improve teaching strategies and encourage more effective work practices.

Another important factor influencing the psychological wellbeing of teachers is self-efficacy. Studies show that a belief in one's self-efficacy negatively correlates with psychological tension, burnout and depression, and positively with pro-health behaviors. Another important aspect concerned with maintaining good psychological health as a teacher is respecting work-life balance.

DIFFERENT WAYS FOR PSYCHOLOGICAL WELLBEING OF TEACHERS

Improve the Planning system

As schools reopen, there could be a million things on our mind on how to engage with students and help them with the transition. Make a list of all our tasks and activities for the day or week early on. Use a day planner or notebook to plan our week. Set small goals and take appropriate breaks. It will help us to manage our time properly and alleviate the stress of having too many unplanned things to do.

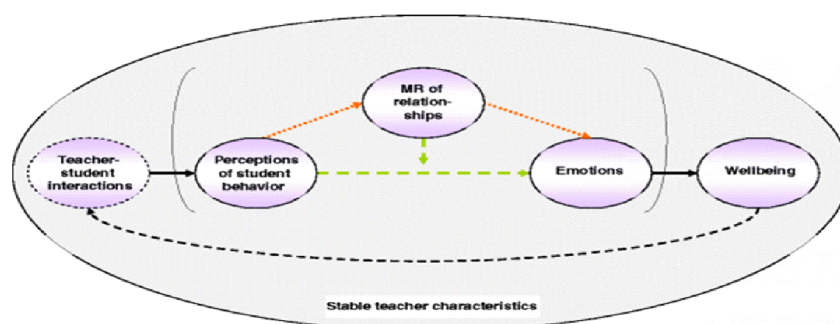


Fig.2. Face to face relationship develops wellbeing.

Limitation of our work

The COVID-19 pandemic has enhanced the stress levels in the lives of many teachers since they had to adopt a new way of teaching; They also had to cope up with personal health and family issues. Whether we are teaching online or in the classroom, we are continuously taking care of students' needs throughout the day. Make sure to set boundaries to have 'me' time, be with family, or enjoy what we like to do. One easy way to create boundaries is by paying attention to how we feel during our daily activities and listen to cues that may tell us that something is not working for us. We can manage some dedicated time in which we prepare for our teaching and other time when we are not. If we feel that others are not respecting these boundaries, think of ways that we can gently and respectfully have a conversation with them, sharing what we know about the importance of protecting one's mental health and how our boundaries help me to do that.

All are vaccinated

Get vaccinated when it's our turn. Getting vaccinated will protect us from severe COVID-19 infections, hospitalizations and death can alleviate the safety concerns of being back in schools. It will also protect our family, our students and their families. One should also take precautions after vaccination.

Awareness regarding expectations

This is a crucial time when one should do the adjustment with the changing circumstances and one should learn to manage the things properly. One should never pressurise oneself to provide the same learning experiences which one was practicing before the pre-lockdown period. The teaching professionals should learn to accept the changes carefully. As we move on, the school community will learn and adapt the changing circumstances.

Acquire new skills and adaptation of present situation

Teachers, across the globe, were largely unprepared to support the continuity of learning mostly because of limited digital skills. Acquiring and mastering new skills will help me in the professional journey and will provide greater confidence and comfort in work. We can sign up for online courses, virtual workshops, webinars, or watch videos to enhance our digital skills and adapt to alternative teaching methods. Remember to appreciate the skills that we already have.

Be kind to ourselves

If one feels overwhelmed in the teaching process, one should share his/her feelings with

another teacher, friend or family member. Having a conversation with our supervisor or senior school leader will help them understand and offer support. Remember, a healthy relationship will have a positive influence on the children we are teaching.



Fig. Different dimensions which related to wellbeing of the education system.

Stay socially connected

We can keep ourselves physically apart to limit the spread of the virus, but it is important that we stay emotionally and socially connected with our friends, family and colleagues. Celebrate happy occasions over video calls, engage in virtual working groups or join online book clubs. When seeing others, prefer outdoor activities, and use masks when required by our local health authorities.

Get our body moving

Physical activity is proven to be a powerful fighter to navigate stress and anxiety. With regular exercise, we can feel more energetic throughout the day, sleep better at night, have sharper memories and feel more relaxed and positive about ourselves. Even a short 10 minutes brisk walking boosts our mood and can give an enormous sense of well-being. Hence, we should engage ourselves in various physical activities.

Mental health support

Take care of our mental health and well-being and seek mental health support if the signs of depression, anxiety, and burnouts are found. Feeling tired and unhappy is not the same as being depressed. The major signs of depression, anxiety, burnout, and other mental health problems that

need specialized mental health attention include fatigue and sleep problems, rapid heart rate and breathing, feeling of danger, changes in appetite and weight loss, hopelessness, persistent headaches and pain, and digestive problems that do not get better. These symptoms, if not treated, can prevent us from having a joyful and active life. Recognizing these signs and seeking medical or psychological support is the first step to help us feel better and even prevent other serious medical conditions.

CONCLUSION

It is worth mentioning some preventive initiatives that encourage a positive approach in the field of education, and that focus on the teacher as well as on the student. Positive Education is defined as education for both traditional skills and for happiness. The preventive program focuses on how teachers can use personal skills in their personal and professional lives. Another approach to fostering more positive teacher practice is visible wellbeing described as an instructional leadership that integrates the three separate fields of positive education, visible thinking and visible learning. It provides a way for instructional leaders to help teachers adopt pedagogical practices that enhance the wellbeing of students. The wellbeing of the teacher can be seen as a necessary element of general wellbeing in education.

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PROTECTION OF CHILDREN'S HUMAN RIGHTS IN INDIA: AN OVERVIEW

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ABSTRACT

Children and childhood across the world have broadly been construed in terms of a 'golden age' that is synonymous with innocence, freedom, joy, play and the like. It is the time when, spared the rigours of adult life, one hardly shoulders any kind of responsibility or obligations. But, then, it is also true that children are vulnerable, especially when they are very young. In the history of human rights, the rights of children are the most ratified. The United Nations Convention on the Rights of the Child (UNCRC) defines *Child Rights* as the minimum entitlements and freedoms that should be afforded to every citizen below the age of 18 regardless of race, national origin, colour, gender, language, religion, opinions, origin, wealth, birth status, disability, or other characteristics. These rights encompass freedom of children and their civil rights, family environment, necessary healthcare and welfare, education, leisure and cultural activities and special protection measures. The UN General Assembly adopted the Convention on the Rights of the Child which is the first international treaty that defines the basic rights of the children. A Safe Childhood is a human right. They are recruited into armed forces. They are subjected to the death penalty, are disappeared, are punished by cruel and inhuman methods and suffer many other forms of violence. The aim of this study is to critically evaluate how effectively the violation of child right can be prevented and the needed directions can be provided to the parents and Government about their responsibilities to guarantee the rights of the child and also to reduce the vulnerability of children in harmful situations.

Keywords : Children, Rights, Constitution of India

INTRODUCTION

The term 'human rights' is defined as (The Protection of Human Right Act -1993 in Sec 2 (d)) "the means, the rights relating to life, liberty, equality, and dignity of individual guaranteed by the constitution or embodied in the international covenants and enforced by courts in India. Nature has

provided some inherent rights to every human being including children. These fundamental rights bestowed in human being from the very inception. Human being is endowed with rights since the stage of foetus. Foetus in the mother womb is the starting point; since then human being is guaranteed certain basic rights. These rights are intrinsic in every one. State cannot give or nullify these rights, which are inherent. State has to recognize and guarantee these rights. Canada played a key role in the negotiations that led to the adoption of the United Nations Convention on the Rights of Child in 1989. The United Nations has designated November 20 as Universal Children's day.

Even with the advent of human rights era, the needs of children were not specifically addressed and they continue to be vulnerable to various forms of exploitation, both in domestic and social spheres. Children have been working at home and outside; their working hours have not been limited and their wages have not been tendered. Although child abuse is a heinous social evil for years, till recently the societies have not allowed open discussion of the problem. Children have become mere commodities and child trafficking and exploitation are the growing global trends. Child pornography ranks the third most lucrative business in the world after drugs and arms, involving millions of children.

Poverty and economic instability deny the fundamental needs of nutrition and education to millions of children. Children who are thrown out to the street because of many reasons like extreme poverty, illegitimacy, neglect, disability fall victims of social evils of drug addiction, mafia-forced begging etc.

OBJECTIVE:

The objectives of this paper are enunciated below:

- To discuss about the issues of child protection in India.
- To about the issues related to the child rights and human rights.
- To discuss on the responsibilities of parents and Government regarding child rights.

METHODOLOGY

The methodology of this paper is descriptive and analytical. The required information is collected from different secondary sources like books, magazines, research articles and Google search.

Who a Child is?

A child is an individual who is not yet an adult. In the 1959 Declaration, it is asserted that the child by reason of his physical and mental immaturity needs special safeguards and care, including

appropriate legal protection, before as well as after birth. The issue of childhood thus becomes crucial as the international community recognizes that childhood begins from the moment of conception. Again this raises the question whether the child's 'inherent right to life' is enjoyable from the moment of conception. States hold conflicting views in this regard; the international community does not preclude any state's discretion to provide under a definition of its municipal law at what time the childhood begins. That is why the 1989 Convention provides only this much that a child means every human being below the age of eighteen years unless under the law applicable to him majority is attained earlier.

Various Rights of the Children

According to the United Nations Convention on the Rights of the Children – that India ratified in 1992 – all children are born with fundamental rights.

- *Right to Survival* – to life, health, nutrition, name, nationality
- *Right to Development* – to education, care, leisure, recreation, cultural activities
- *Right to Protection* – from exploitation, abuse, neglect
- *Right to Participation* – to expression, information, thought, religion

And a right to achieve these dreams. Even though India's children account for more than one-third of its population, their interests have never been given priority and their rights have been violated every single day.

CONSTITUTIONAL PROVISIONS REGARDING RIGHTS OF CHILDREN

The Constitution in its Part III (Fundamental Rights) and Part IV (Directive Principles of State Policy) guarantees under the articles mentioned below, rights to the children of India:

Part III:

Article 14 : Citizens of India, including children, must be treated equally before law and must be given equal protection by the law without any discrimination or arbitrariness.

Article 15(3) : Discrimination is prohibited by the constitution. However, it shall not hold a ground to prevent the state from making special provisions for women and children for their benefit.

Article 21 : No person shall be deprived of his life or personal liberty without due process of law. A person has the right to adequate food, shelter, clothing, etc. Such life shall not mean mere animal existence.

Article 21A : The State shall provide free and compulsory education to all the children falling in the age group of six to fourteen years in such manner as the State may, by law, determine.

Article 23: Prohibits trafficking in human beings and beggar or any other form of forced labour.

Article 24: Prohibits employment of children under the age of fourteen years in a factory, mine or in any other hazardous employment.

Part IV :

Article 39 (e): The state shall thrive to ensure that the tender age of children is not abused and that citizens are not forced by economic necessity to enter avocations unsuited to their age or strength.

Article 39 (f): The state shall ensure children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity. It must also be ensured that childhood and youth are protected against exploitation and against moral and material abandonment.

Article 41: The state is obliged to, within its economic capacity and development, secure provisions for educational opportunities and facilities.

Article 44: The state shall make all possible efforts to secure a Uniform Civil Code for all the citizens, thereby implying a uniform code for the adoption of children.

Article 45: The state shall endeavor to provide free and compulsory education to children until they attain the age of fourteen years.

Article 46: It is the duty of the state to promote the educational and economic interests of weaker sections of the society with special care and therefore, the children therein.

Article 47: The state is duty-bound to raise the level of nutrition and the standard of living and to improve public health, including that of children.

Article 51 (c): International laws and treaties shall be respected by the state to every possible extent, including the CRC and its optional protocols, Optional Protocol to CRC on Sale of Children, Child Prostitution and Child Pornography and Optional Protocol to CRC on the Involvement of Children in Armed Conflict.

Article 51 A (k): It shall be the duty of every citizen of India who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Article 243 G provides for the institutionalization of child care by seeking to entrust programs of Women and Child Development to Panchayat (Item 25 of Schedule 11).

HUMAN RIGHT OF CHILD CONTAINS IN ARTICLE 21 OF INDIAN CONSTITUTION

Equality before law and equal protection of laws are acknowledged as the most essential column of human rights of the universe of freedom that is where ever freedom to assert human rights is recognized, under Indian Constitution. India is the main democracy in the world, a sovereign, socialist, secular democratic and republic with a inclusive charter of rights written into its constitution.

It is true that Art. 21 is worded in negative terms but it is now well settled that Art. 21 has both negative and affirmative dimension. 'Positive rights are very well conferred under Art. 21 of the Constitution. The following rights are held to be covered under Art. 21:

- Right to live with human dignity.
- Right to livelihood.
- No compulsion to wife to live with her husband whom she hates.
- Right to shelter.
- Right to privacy.
- Right to privacy available to a woman of easy virtues.
- Right to privacy not an absolute right.
- Virginty Test violates Right to privacy under Article 21.
- Right to privacy and surveillance.
- Divorce Petition: Husband tapping conversation of his wife with others seeking to produce in Court, violates her right to privacy under Article 21.
- Telephone-Tapping: an Invasion on Right to privacy.
- Personal liberty includes right of women to produce child or refuse to participate in sexual act.

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- Denial of permission to detente to get his book published.
 - Right to health and Medical Assistance.
 - Right to sleep.
 - Arrest and detention of a judgment debtor.
 - Bonded labour system.
 - Right to members of protective homes.
 - Right to die—Not a fundamental Right under Art. 21
 - Right to get pollution free water and air.
 - Protection of Ecology and Environmental Pollution.
 - Mining in Aravalli hills range banned.
 - Noise Pollution: Article 21 includes freedom from Noise.
 - In the name of Urban Development Environment cannot be destroyed.
 - Disposal of hazardous and toxic substance.
 - Right to education.
 - Right to Imams to emoluments.
 - Abuse of children in circus.
 - Second FIR for the offence committed in the same transaction – unconstitutional.
 - Second FIR for the offence committed in the same transaction – unconstitutional.
 - Anticipatory bail— Denial
 - Prisoner's right under Article 21.
 - Right to free legal aid.
 - Free Legal Aid—Availability both at trial and appellate stage.
 - Right against solitary confinement.
 - Right to Fair Trial.

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- Right to speedy trial.
 - Speedy Justice—Delay violates Article 21.
 - Speedy Trial—No outer limit can be fixed for speedy trial.
 - Mere lapse of several years since the commencement of prosecution does not justify the discontinuance of prosecution or dismissal of indictment.
 - Speedy Trial and fair Trial—A qualitative difference.
 - Precedence of trial for an offence under an Act in preference to the Trial of other offence.
 - Compensation for denial of speedy trial.
 - Calling any person by the caste falling in the category of S.C. or S.T., providing different tumblers etc. in restaurants and honour killings etc.
 - Right against handcuffing.
 - Humiliation by the Police on Independence Day.
 - Right against inhuman treatment.
 - Interference in conjugal life by the Police.
 - Membership of a banned organization not sufficient to brand criminal.
 - Right of detente to socialise with his family-members, friends and to have interview with his lawyer.
 - Fair trial includes fair investigation.
 - Non-citizens also entitled to right to life (Chakmas Migrants case).
 - Compulsory Blood Test to Determine Paternity Violates Art. 21.
 - Right to food-starvation Death: State to provide free food.
 - Ban on Smoking in Public Places.
 - Sentence of death—Constitutionality.
 - Hanging by rope.
 - Public hanging.

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- Right against delayed execution.
 - Protection against illegal arrest, detentions and Custodial Death.
 - Compensation for violation of Art. 21.
 - The Court would not examine vicariously through NHRC the matters relating to the violation of Personal liberty.
 - Homo-sexuality.
 - Compensation to Rape victims.
 - Interim Compensation to Rape victim.
 - Prevention of sexual harassment of working women.
 - Eve-teasing.
 - Children living in jail with prisoner mother: Directions for safeguarding their welfare.
 - Overloading School bus .
 - Donation of organ by husband to his ailing father .
 - Right to Electricity is right to life.
 - Compensation for medical negligence: Child born despite sterilization.

RESPONSIBILITIES OF PARENTS AND GOVERNMENT:

The *International Convention on the Rights of the Child* gives all children the right to a family. The right to a family allows children to be connected to their history, and it offers a protective perimeter against violation of their rights. Children separated from their families become easy victims of *violence, exploitation, trafficking, discrimination* and all other types of abuse. Even so, it is sometimes the case that the family which should in principle be protecting the child is in fact inflicting the abuse.

Responsibilities of Parents about child Rights:

Establishing the residence of the child:

The child has an obligation to live with his or her parents, since they have a duty to “safeguard” them from all kinds of harm. Parents watch over their child by controlling his or her comings and goings, relationships (with members of the family, but also with friends and acquaintances),

correspondence (see CRC, article 16), and, more generally, all of his or her communications (letters, phone calls).

Schooling and education of the child :

Parents play a key role in their child's education. This mission is not limited to registration in a school establishment. It also includes moral, civic, religious and sex education—the goal being to give the child all the knowledge and training necessary for living in a society and acquiring sufficient autonomy for the day he or she becomes an adult.

Decision making in health matters for the child :

Parents decide on the care to give their child, treatments he or she will undergo, authorizations for hospital admission, consent for operations... Except in emergencies, no medical action may be carried out on a minor without the consent of the parents.

Maintenance for the child

Parents must nourish their child and maintain them in proportion to their resources and the needs of the child. This applies to cases in which the father and mother live together or apart. It clearly covers the need to feed the child. Parents must also assume general school and instruction costs, vacations, health coverage, etc.

Abuse inflicted upon the child

Abuse inflicted upon a child by one or both of the parents may take many forms and constitutes the most common cause of death among young children two years of age and under.

Sexual violence

Estimates of sexual violence committed by parents vary considerably as to the definitions used and the methods by which information was gathered. The conclusions from international studies conducted since 1980 reveal an average prevalence rate of sexual violence over a certain period of 20% for women during their childhood and between 5% and 10% for men.

Responsibilities of Government about Child Rights:

I. Furthering the vision of the UNCRC, the Juvenile Justice (Care and Protection of Children) Act, 2015 is India's fundamental law in dealing with children in need of care and protection. It caters to their needs through care, protection, development, treatment, social reintegration, through its child-friendly approach by addressing matters in the best interest of children.

II. The Protection of Children from Sexual Offences Act (POCSO), 2012 is one of the Indian

government's most progressive laws, to combat sexual violence against children. POCSO qualifies penetrative sexual assault on a child below the age of 12 as aggravated penetrative sexual assault, a crime punishable with a fine and a minimum term of rigorous imprisonment for 10 years, which can be extended to life imprisonment.

III. The Criminal Law (Amendment) Act, 2013's introduction of several new sexual offences under the Indian Penal Act, such as Section 376(2)(i), IPC, which punishes rape of a female under 16 years is considered an aggravated form of rape punishable with a fine and a minimum term of rigorous imprisonment for 10 years, which can be extended to life imprisonment.

CONCLUSION

The great poet Milton said, "Child Shows the man as morning shows the day." So, it is the duty of the society to look after every child with a view to assuring full development of its personality. Children are the potential beneficiaries of all the gains of sustainable development in any field. Therefore, urgent steps must be taken by the government, society and private sector to ensure the well-being of children. What still more important is to strengthen the national legal frame work in order to protect the rights of children.

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THOUGHTS OF SWAMI VIVEKANANDA ON TEACHER AND TEACHING METHOD: AN ANALYTICAL STUDY

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ABSTRACT

Swami Vivekananda's ideas on education are extremely relevant in the present educational context and it can bring positive transformations in Indian education system. He is well aware about the fact that education plays a crucial role in curing the evil of the society and in moulding the future of a nation. Therefore, it should be given utmost importance. The present paper will attempt to explore the role of teachers in the present scenario with regard to the thoughts of Swami Vivekananda and to find out the method of teaching as proposed by Swami Vivekananda. Qualitative research approach has been adopted for the purpose of the study. Data have been collected from both the primary and secondary sources. Findings suggest that a teacher should be a friend, philosopher, guide and he should adopt a teaching method where a child will try to find his inner-self through education. A teacher should be moral, his life will be based on the ideal of renunciation and service, his professional ethics will be very strong and above all he will be a role model to the students so that vicarious learning can be possible.

Keywords: Swami Vivekananda, Role of Teacher, Method of Teaching

INTRODUCTION

Swami Vivekananda's ideas on education are extremely relevant in the present scenario since his education puts special emphasis on 'man-making' and 'character building'. Once, he claimed, "The true education however is not yet conceived of amongst us" and our society should propose an education system which will cure the evils of the society and will protect and mould the destiny of our nation. He defines education as the manifestation of the perfection already in man. Religion is the manifestation of the Divinity already in man. Therefore the only duty of the teacher in both cases is to remove all obstructions from the way" (1970 : 438). Therefore, a teacher should work as a mediator in the classroom whose primary duty will be to remove the obstacles and to help the students to explore their inner-self. So, according to Vivekananda, Guru (teacher) shows a bright path for future life. He teaches to live in a new way through the internal prosperity of a

student. By citing man-making education, Swami Vivekananda called, "Education is not the amount of information that is put into your brain and runs riot there undigested all your life." He said, "We must have life-building, man-making, character-making assimilation of ideas." So according to him, we want that education by which character is formed, the strength of mind is amplified, the intellect is stretched out and by which one can stand on one's own feet. He was also highly critical of the educational system itself with its western bias and its lack of attention to the development of mental ability and moral character in its students. He wanted a thorough reorientation of the educational system to make it an integrated man-making and character-building system, with emphasis on pride in national heritage, love for the masses, self-confidence, strength and willpower, and cultivation of the mind rather than mere memory. In this context, he said, "The end of all education, all training, should be man-making." Democratic outlook is another important constituent of his philosophical teachings where complete freedom for self-actualization is defined as an inseparable part. As the teacher is the torch-bearer of any nation and helps us to move from darkness to light, thus, the present study attempts to analyse the thoughts and ideas of Swami Vivekananda on the role of teacher and method of teaching.

OBJECTIVES OF THE STUDY

This paper attempts to address the following objectives:

- I) To analyse the role of teachers in the present scenario with regard to the thoughts of Swami Vivekananda.
- II) To explore the method of teaching as proposed by Swami Vivekananda.

METHODOLOGY OF THE STUDY

The information and data for this study have been collected from two sources i.e., Primary sources and Secondary sources. Primary sources of data include the writings of Swami Vivekananda. Secondary sources of data include the writings of several erudite scholars on Swami Vivekananda. Various books, journals and articles were analysed thoroughly for the purpose of the study.

FINDINGS AND DISCUSSIONS

The objective wise findings with discussions of this study have been given below:

I) ROLE OF TEACHER

The teacher played a crucial role in the optimal development of society. The teacher plays a role as an architect of our future generations. Vivekananda believed that there is no education

without a teacher and the students will learn significant things from the life of teacher. He said,

“My idea of education is Gurugriha. Without the personal life of the teacher, there would be no education. One should live from his very boyhood with one whose character is a blazing fire and should have before him a living example of the highest teaching. In our country the imparting of the knowledge has always been through men of renunciation. The charge of imparting knowledge should again fall upon the shoulders of tyagis”.

Therefore, the teachers should be like ‘tyagis’ who will renounce all the evil desires from his life and will lead a transparent life. This kind of lives will be the blazing example to the students. A teacher should be empathetic to his students and he should dedicate his whole force. Without real empathy, one teacher can never teach properly and a teacher should not disturb the faith of any man. Teacher should play the role of a transformer and a transmitter who can transform the lives of the students and transmit good thoughts and positive vibration in them. He also criticizes the role of traditional teacher. He argued,

“No one can teach anybody. The teacher spoils everything by thinking that he is teaching. Thus Vedanta says that within man is all knowledge—even in a boy it is so—and it requires only an awakening, and that much is the work of a teacher.”

Therefore, the teacher should not think that he is helping the child to grow. He will work just as an assistant in the entire process. He will help the students to develop their thoughts, consciousness and true spirit. The teacher must be pure by her/his heart. He should be free from all kinds of motif whether it be money, name or fame. His work must be simply out of love, out of pure love for mankind at large. The only medium through which spiritual force can be transmitted is love. Any selfish motive, such as the desire to gain name or fame, might destroy the purity of mind. Vivekananda also emphasised the importance of the teacher winning his pupil through personal interest and affection and building up his self-confidence. According to him,

“The only true teacher is he who can convert himself, as it were, into a thousand persons at a moment’s notice. The only true teacher is he who can immediately come down to the level of the student, and transfer his soul to the student’s soul and see through the student’s eyes and hear through his ears and understand through his mind. Such a teacher can really teach and none else. All these negative, breaking-down, destructive teachers that are in the world can never do any good.”

To sum up the idea of Swami Vivekananda on teachers :

- The teacher should come down to the level of the students and transfer her/his soul to the student's soul.
- A teacher must have a missionary zeal and angelic motive behind the act of teaching.
- The teacher provides the proper environment to her/his classroom for the child to grow naturally.
- The teacher should be a Friend, Philosopher, Guide and a Tyagi for moulding her/his student into a good human being full of love and dedication for serving mankind.
- A teacher must be dedicated to the teaching profession to render selfless service like an ancient Guru.
- The teacher must give positive attitudes to her/his students so that they will grow up to be good human beings and learn to stand on their own feet.
- The teacher should inspire her/his students to discover their own abilities, potentials, and talents.
- The teacher should motivate her/his students to acquire scientific temperament, secular outlook and serving attitude to mankind.

Thus, according to Swami Vivekananda a person with an attitude of renunciation have the capability to influence his students. He can remove all the difficulties in learning though his love and compassion.

II) METHOD OF TEACHING

The philosophy of education as expressed by Swami Vivekananda is the outcome of his analytical and interpretative approach to ancient Indian Vedantic School of philosophy along with western schools of philosophy such as idealism, naturalism, pragmatism and to some extent touching the ingredients of existentialism and transcendentalism. As regards the method and means of Bhakti Yoga, Vivekananda quoted from the statement made by Sri Ramanuja on the Vedanta Sutras,

“The attaining of that comes from discrimination, controlling the passions, practice, sacrificial work, purity, strength and suppression of excessive joy.”

He insisted on the importance of concentration and affirmed, according to him,

“To me, the very essence of education is the concentration of mind, not the collection of facts. If I had to do my education once again, I would not study facts at all. I would develop the power of concentration and detachment, and then, with a perfect instrument collect facts at will.”

Swami Vivekananda also laid great emphasis on education through the heart. He said,

“We may be the most intellectual people the world ever saw and yet we may not come to God at all. It is the heart that takes one to the highest plane, which intellect can never reach. Always cultivate the heart. Through the heart, the Lord speaks.”

He knew that self-confidence was more than half the secret of success in life and it required careful and sympathetic nurturing at an early age. Hence, his emphasis on the need for the methodology of teaching is to cultivate the students' self-confidence rather than just load them with bookish knowledge. Amongst his offered methods, yoga, meditation, lecture method, discussion method, constructive debate, heuristic or enquiry based learning, self-study, question-answer technique and illustration and so on are some important instructional methods to educate students. Being an advocate of integrated philosophy he urged all those methods of teaching which help teachers to come down to the level of students and assist them for their self-actualization and character-building. Thus, according to Swami Vivekananda, a teacher, in its truest senses is a friend, philosopher and guide capable of providing proper and right direction and guidance to his pupils and awakening their power of self-learning capabilities. The teacher has to understand the needs, desires, internal tendencies, and read the mind of the students and guide their learning and activities accordingly.

CONCLUSION

In this paper, I have tried to discuss the role of an ideal teacher and method of teaching in the light of Swami Vivekananda's thought. In conclusion, it may be said that teacher should be pure-minded from the core of her/his heart and brain and he will assist the student to make their spiritual progress. Through this process, the teacher can transmit some metaphysical energy to students' minds which seems quite similar to the works of Alexander who once remarked on students, “I am indebted to my father for living, but to my teacher for living well”. Swami Vivekananda very rightly said,

“The only true teacher is he who can convert himself, as it were, into a thousand persons at a moment's notice. The only true teacher is he who can immediately come down to the level of the student, and transfer his soul to the student's soul and see through the student's eyes and hear through his ears and understand through his mind. Such a teacher can really teach and none else.”

His attempt of commingling Vedantic spiritual, moral and ethical education and the western material concept of education has greater relevance to our modern Indian society for the holistic overall progressive development of child's embryonic potentialities. His concept of self-education and

man-making education and education for character and nation-building are the essences for founding the bedrock of the present system of education at different levels and for different courses.

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SWAMI VIVEKANANDA'S THOUGHT ON WOMEN EDUCATION IN INDIA

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ABSTRACT

It is not possible for a bird to fly on one wing. So for the development of a nation women should be educated properly. Among the modern Indian religion reformers, Swami Vivekananda, a cyclonic monk and the man of positive identity argued for equality of men and women. He said that there is no chance of the welfare of the world unless the condition of women is improved. He identified that the ignorance of women was the main hindrance for the progress of India. He declared that the western ideal of womanhood is wife, while the eastern ideal is mother. He was empathetic on women since they can transform the next generation and hence the destiny of the country. His objectives of education is man making and character building – these principles are also applied in field of women education. His educational perspective is based on applied Vedanta and western culture. He prepared different curriculum for women belonging to different social status. He also pointed out that mother tongue is the best medium for the social and mass education. He emphasized that women will study science, religion, art, housekeeping, cooking, sewing, hygiene etc. along with japa, worship and meditation. He said, “Ideal characters must always be presented before the girls to imbue them with a devotion to principles of selflessness”. Today we feel vividly the importance of women education. That’s why various women universities, colleges are opening which will help to make them strong and completely independent.

Keywords: Women Education, Women empowerment, Equality

INTRODUCTION

Swami Vivekananda (1863-1902), a cyclonic monk and the man of positive identity defines education as the manifestation of perfection already in man. He felt that education should be man-making, life giving and character-building. He represented India as a country which is potentially divine. He opined that women must be educated who can transform the next generation. Singh

(2014) in her study has pointed out the opinion of Swami Vivekananda that it is impossible to get back India's lost pride and honor unless they try to make the condition of women better. Till now gender gap in literacy rate in India exists (female illiteracy rate is 35%, as per the data given by census of India 2011) although it is gradually decreasing through the implementation of different policies and programmes. According to educational psychology, mother is the first school for the children. So, for the development of children, education and ideal culture take an important role. Mandal (2015) in his study mentioned Swamiji's vision for women education and contemporary issues related to women education which need to be addressed especially inaugurating women colleges and institution of higher learning. He also mentioned that Ramakrishna Mission is the institution where the monks are engaged in mobilizing and enhancing the capacity of the young people. According to Pt. Jawaharlal Nehru if you educate a man, you educate an individual, however, if you educate a woman you educate a whole family. When women are empowered, India is empowered. Gender discrimination still exists in India and lot more needs to be done in the field of women's education in India. Bhat (2015) in his study mentioned that for dilution of gender bias schools, colleges and universities even exclusively for women should be established in the state. The education develops the idea of participation in public matters, panchayats and government etc. In this paper, an attempt has been made to reflect whether Swami Vivekananda's vision is implemented by the government to promote the growth of women education in India.

CONCEPT OF WOMEN EDUCATION

In India mainly the women are engaged as domestic workers or as workers in agriculture field. They are also unable to find out their power, role and status in society due to illiteracy. They always think themselves very weak and poor. As a result, they are exploited mostly until they are properly educated. "Just as boys acquire sound knowledge and education by the practice of Brahmacharya, so should girls." - Atharva Veda, XI/6i (Basu, 1970, p. 203). The position and status of women was very low in 18th and 19th century in India. It has risen incredibly in the 20th century. Proper education helps women to realize their ability, power, potentiality. It makes them strong and potential soul and they can play proper role of an ideal mother. It would give them economic power and also enable them to contribute quota to the economic growth of the nation. Education can bring about a positive attitudinal change of women which is crucial for the socioeconomic and political progress of India. So, there cannot be an educated people without educated women. If general education had to be limited to men or to women, that opportunity should be given to women, for them it would more surely be passed on to the next generation (Siddiqui, 1993, p. 2).

SWAMIJI'S THOUGHT ABOUT WOMEN EDUCATION

Swami Vivekananda explains the point about how female illiteracy retards the progress of a society.

“There is no chance for the welfare of the world unless the condition of woman is improved. It is not possible for a bird to fly on only one wing”

“Our right of interference is limited entirely to giving education. Women must be put in a position to solve their own problems in their own way. No one can or ought to do this for them. And our Indian women are capable of doing it as any in the world”

“There is no hope of rise for that family or country where there is no estimation of women, where they live in sadness.”

Swami Vivekananda well understood the importance of women education. Before Swamiji, Raja Ram Mohan, Vidyasagar were also engaged in empowering the women and by eradicating the social practices such as child marriage, polygamy, Sati Dahan pratha etc. which have victimized the women. According to him, women education is needed to make them strong, fearless and conscious of their dignity. He realized that right type of education is essential for women so that they could solve their problems in their own way. According to Swamiji, mother tongue is the best medium of social and mass education. Taking into consideration the different social status and works of women, he arranged different curriculum for them which includes moral value, literature and Sanskrit, grammar, craft, sewing, nursing, culinary art, cooking, home science along with japa, worship, meditation. He defended the marginalization of women and empowering women by establishing girls' school. Influenced by Vivekananda's teaching, Margaret Elizabeth Noble, an Irish lady started a school for girls, allowing them to receive basic education. The school is today known as Ramakrishna Sarada Mission Sister Nivedita Girls' School, situated in Baghbazari of North Kolkata.

WOMEN EDUCATION IN INDIA AFTER INDEPENDENCE

After independence many committees and commissions were framed for empowerment of women. They suggested many recommendations for girls' schooling, quality education, eradication of early marriage etc. University Education Commission (1948-49) has recommended that if a mother is open minded, inquisitive, and practical, the children will imbibe these qualities from her. According to the recommendations of National Committee on Women Education (1958-59), the government of India has appointed a national committee for women education under the chairmanship of Smt.

Durgabai Deshmukh. This Committee recommended few programme for empowering women like provision of school uniforms for students, provision of free transport especially for the students from remote area, construction of sanitary blocks, awareness campaign towards the need of women education etc. On the other hand, committee indicated that provision for an adequate number of scholarships should be there to encourage the girls to continue their education (Karan, 2017). A staunch feminist, Hansa Jivraj Mehta drafted the Indian Women's Charter of Rights and Duties in Hyderabad in 1946 during the 18th All India Women's Conference (AIWC) session. As a reformist, Hansa Mehta played an integral role as a part of a strong women's movement that pushed for abolition of the devdasi system, abolition of child marriage (Sarada Act., 1930), insistence of better educational opportunities for women (Ravichandran, 2016). National Council for Women Education appointed Bhaktavatsalam committee in 1963 under the chairmanship of Shri M. Bhaktavatsalam, the then Chief Minister of Madras. Major recommendations of this committee were the establishment of private organization for women education along with the cooperation of public effort, books and hostel facilities for the girls, clothes at free of cost for the girls, free and compulsory women education up to a certain stage, etc. Reservation of seats for women in training institutions, living accommodation and conveyance charge etc. should be incorporated for empowerment of women (Kaur, 2016). Kothari Commission (1964-66) suggested two ways to develop the education of girls and women. The first one is to emphasize the special programme recommended by the National committee on Women Education and the second one is to give attention to the education of girl students at all stages. According to the suggestion of National committee, commission recommended that women education should be regarded as the major programme to close the gap between the education of men and women in as short a time as possible by preparing the special scheme, providing required funds on priority basis. (Report on Education commission; 1964-1966). Redesigning the curricula, text-books, training and orientation of teachers and the active involvement of educational institutions the National Policy on Education (1986) played a positive, interventionist role for women empowerment. The policy of non-discrimination on sex ratio should be pursued vigorously in professional and vocational courses (Singh, 1992). Thus Government of India had been taken several steps for all round development and harmonious growth of nation through women empowerment and by implementing the recommendations of various committees and commissions since independence.

PRESENT POSITION OF WOMEN IN INDIA

In India, education system acquired a special significance which has been supported by the government from time to time through different policies and programmes. But till now a large number of women are in dark position. Let's see the literacy rate of female.

Table 1: Female literacy rates of census 2011 with National Sample Survey (64th round)

States of India	Female literacy rate (%)
Jammu & Kashmir	58.01
Himachal Pradesh	76.60
Panjab	71.34
Chandigarh	81.83
Uttarakhand	70.70
Harayana	66.77
NCT of Delhi	80.93
Rajasthan	52.66
Uttar Pradesh	59.26
Bihar	53.33
Sikkim	76.43
Arunachal Pradedsh	59.57
Nagaland	76.69
Manipur	73.17
Mioram	89.40
Tripura	83.15
Meghalaya	73.78
Assam	67.27
West Bengal	71.16
Jharkhand	56.21
Orissa	64.36
Chhattisgarh	60.59
Madhya Pradesh	60.02
Gujarat	70.73
Daman & Diu	79.59
Dadra & Nagar Haveli	65.93
Maharashtra	75.48
Andhra Pradesh	59.74
Karnataka	68.13
Goa	81.84
Lakshadweep	88.25
Kerala	91.98
Puducherry	81.22
Andaman & Nicobar Island	81.84
All India	65.46

Source: Census of India-2011

Data from Census of India - 2011 as mentioned in table 1 indicates that in Kerala female literacy rate (91.98%) is highest and least literacy rate of female (52.66%) is found in the state of Rajasthan. Average female literacy rate in India is 65.46%.

Table 2: Female literacy rates of census 2011 with National Sample Survey (64th round) in rural and urban area

Year	Rural	Urban
2011	57.93 %	79.11%

Source: Census of India-2011

Table 2 indicates that female literacy rate in urban area (79.11%) is higher than rural area (57.93%). Thus, female literacy rate specially in rural area is worrisome.

FACTORS RESPONSIBLE FOR LOW LITERACY RATE

In spite of taking various measures to educate girl child by Indian government, the literacy rate is not satisfactory. Factors responsible for low literacy rate are identified and listed below:

- Defected curriculum (no separate curriculum for boys and girls).
- Child marriage (dropout rate increased).
- Economic exploitation.
- Parental attitude (girls born only for domestic chore and nourish children).
- Inadequate school facilities (such as sanitary facilities etc).
- Shortage of female teacher.
- Lack of employment.

DISCUSSION

Swami Vivekananda rightly pointed out that the progress of a nation depends on its treatment of women. He suggested to frame separate curriculum for both boys and girls. But, till now government follow same curriculum for both. Therefore, many girls are deprived of higher education. At present, the enrolment rate of female candidate in the field of education is gradually increasing. In spite of it the dropout rate is significantly higher among female candidate. The effective literacy rate for Indian female is 65.46 %. Thus, two out of every three females in the country are literate. Child marriage and economic condition of family are the crucial factor behind this phenomenon. Swami Vivekananda's Vision on women education and today's mission of eradicating gender gap in literacy

rate both indicate one goal, the progress of women and thereby the progress of entire nation. –

“Many paths, one goal”

“Arise, Awake & Stop not still the goal is reached”

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ATTITUDE OF SECONDARY STUDENTS TOWARDS SOCIAL VALUE

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ABSTRACT

The study aims to investigate the relationship between a person's social values and his attitudes towards the institution of advertising. Value is a measure of the importance a person attaches to something or someone; our value is often reflected in the way we live. An attitude is a way a person expresses or applies their beliefs and values, and is expressed through words and behaviour. The present study is a survey on the psychological sphere of school students who are expected to possess motivation in the form of attitude towards social value it seeks to explore, in particular. In the present study, the investigator tried his best to study the development of social values of secondary students. This study uses descriptive survey research to describe, explain and interpret what existed on that time concerning with the research problem. The findings of the study proves that there is no significant difference between Boys but there is a significant difference between Rural Girls and urban Girl Students' attitudes towards social values.

Keywords: Attitude, Value Education, Secondary Students, Social Values

INTRODUCTION

Attitudes are formed concerning situations, persons or groups with which an individual comes in contact in course of the growth and development of his personality. Social value is the quantification of the relative importance that people place on the changes they experience in their lives. It is important to consider and measure this social value from the perspective of those affected by an organisation's work. The study measures social values or social orientation, an attitude scale which is made up of a series of statements about various effects of advertising, and a series of

descriptions of the situation in which the possibility of conflict occurs through the higher secondary students of male and female, & rural and urban area. A value is a measure of the importance a person attaches to something or someone. Our value is often reflected in the way we live. Social value is essentially related to education. The prime purpose of education is to develop the social value in young generation, who are important in the field of natural reconstruction of any country or any Nation social value. An attitude is a way a person expresses or applies their beliefs and values, and is expressed through words and behaviour. We believe that social value has a huge potential to help us and to change the way we understand the world around us, and make decisions about where to invest resources. So, it is very important to develop social value among adolescents, mainly among high school children.

DEFINE OF OPERATIONAL TERMS

The definitions of various technical terms have been given below :

Attitude: Attitudes are formed concerning situations, persons or groups with which an individual comes in contact in course of the growth and development of his personality. Four major components of attitude are (1) Affective: emotions or feelings. (2) Cognitive: belief or opinions held consciously. (3) Conative: inclination for action. (4) Evaluative: positive or negative response to stimuli.

Secondary students: A secondary school institution for students during the period from ages 11 to 18. Read on to learn more about secondary schools. Secondary education covers children aged 14 to 18, a group comprising 8.85 crore children according to the 2001 Census of India. The final two years of secondary schooling are often called higher secondary (H.S), senior secondary, or simply the “+2” stage.

Social value: Social values form the main part of the culture of the society. Social Values such as politics, religion, love, peace, friendship, economics, aesthetics, rationality, sacrifice, individuality, equality, democracy etc. We believe that social value has a huge potential to help us change the way we understand the world around us, and make decisions about where to invest the resources. By changing the way, we account for value since we believe that we will end up with a world with more equality and a more sustainable environment. Examples of social value might be the value we experience from increasing our confidence, or from living next to a community park.

OBJECTIVES OF THE STUDY

The objectives of this research work are stated below: -

- To examine the difference between Secondary Level boys’ and girls students’ attitudes

toward social values.

- To investigate the difference of social values between secondary level rural and urban male students.
- To study investigate the difference of social values between secondary level rural boys and urban boys' students.
- To explore the difference of social values between secondary level rural girls and rural girls' students.
- To the difference between secondary rural boys and urban girls' students.
- To investigate the difference of social values between secondary rural girls and urban boys' students.

THE REVIEW OF RELATED LITERATURE:

Ghosh (2017) have studied the development of social values of secularism among school children through a planned programme of teaching. She used the standardized text of Ghosh (77) by taking an experimental project for three months with the students of class VIII. The following hypothesis was tested; Value score one secularism the high achievers will be significantly different from that of the low achievers concerning their general academic achievement.

Bhattacharya (2016) worked on "A study of values of girls of secondary school in Chakdaha" zone of Kalyani sub-Division. The school were selected from an urban area and the investigation intended to study the value of girls. The class selected for applying tools were classes VI, VIII, and X and tools were applied to two hundred students. Values tests for girls and value tests for adults were used as a tool.

Kuley (2013) in her study on values shows that the investigator constructed and standardised two value tests. A test of value for the school students of West Bengal, and A test values for adult population values under the study where honesty, respect to senior, co-operation, conformity to school rules, locality sincerity and doubtfulness. The existing standard of value in high school boys is lower than what is expected of them in a country like India which has a very high tradition in regard to values. Values differ significantly between the high school boys of rural industrial and urban area.

Singh (2015) in a study on the impact of student attitude towards social media uses education on their academic performance. The primary focus of the paper is to examine the relationship between

students' beliefs and attitudes toward social media use in education on their academic performance. By focusing on development a positive attitude towards the usage of social media among students and faculty, management institutions can help in improving the academic performance of the students. This likely occurs because students develop holistic learning by sharing their knowledge over social media due to which their academic performance improves.

STATEMENT OF THE PROBLEM

A child, from birth to death interacts with the many other members of his school environment, home environment and social environment. This interaction helps to form the social value system of children. So, the inside or outside school environment is very important to discuss with regards to the social value of adolescents mainly high school children, for this reason, the researcher considering his problem stated as: "Attitudes of Secondary Students towards Social Value".

HYPOTHESIS OF THE STUDY

Following the research, the hypothesis is prepared to conduct the research study

H₁: There is no significant difference in the attitude between boys' and girls' students towards social values.

H₂: There is no significant difference in the attitude between rural and urban students towards social values.

H₃: There is no significant difference in the attitude between rural boys and urban boys towards social values.

H₄: There is no significant difference in the attitude between rural girls and urban girls towards social values.

H₅: There is no significant difference in the attitude between rural boys and urban girls towards social values.

H₆: There is no significant difference in the attitude between rural girls and urban boys towards social values.

METHODOLOGY

Method : Education research involves the fundamental of observation, description, analysis and explain what happened under a certain circumstances and situations stated by koul (2010, p. 78). This study uses of descriptive survey research to describe, explain and interpret what existed on that time concerning with the research problem.

Sample design : For this study, the sample size consists of 193 students which were randomly and accidental/incidentals sampled from Murshidabad District in West Bengal. The process of selecting an individual from a population is known as sampling. These two methods of sampling random and accidental/ incidental sampling is selected by the investigator.

Table-1: A Study of Sample Size:

Rural Areas	Boys	44	96
	Girls	52	
Urban areas	Boys	49	97
	Girls	48	
Total			193

Variables of the study: There are two types of variables, On the one hand, is an independent variable, and on the other hand, is a dependent variable.

The independent categorical variables were considered in the study:

Areas (Rural and Urban),

Gender (Male and Female)

The dependent variables were considered for the study:

The social values of the students.

The intervening variables were considered in the study:

- Learner characteristics
- Type of School
- Home environment

Tools development: Having completed the construction of (the questionnaire) the process of sampling is administered on the form 22th April 2021. To develop any kind of tools, the investigator has to emphasize the two-dimension are Reliability and Validity. Investigator considers here the construct validity & face validity of the test validation and this was done by an expert. The value of the coefficient correlation is 0.67.

Scoring procedures:

The scoring is made with the help of the scoring key – For positive statements, a five-point of Likert scale is followed in scoring the responses of the students to each item. The Investigator answered the response as follows:

I) For a response - strongly agree with award 5.

II) For a response - agree to award 4.

III) For a response - undecided award 3.

IV) For a response - disagree award 2.

V) For a response - strongly disagree award 1.

ANALYSIS AND INTERPRETATION

In this study, the data were analyzed by employing Descriptive statistics. This part presents the analysis and interpretation through descriptive statistics by taking into consideration the score of the variable.

Table-2: Mean (M) and standard deviation (SD) of students' scores:

Sample	No of student	Mean (M)	SD
Boys	93	188.08	24.55
Girls	100	193.56	30.21
Rural	96	194.18	32.18
Urban	97	187.69	22.09
Rural Boys	44	187.43	28.35
Rural Girls	52	199.90	34.07
Urban Boys	49	188.67	20.53
Urban Girls	48	186.68	25.53
Total students	193	190.92	27.76

Inferential statistics: This part presents the analysis and interpretation of inferential statistics by taking into consideration the score of the variable.

Table-3: 't-test' of students' scores:

Groups	SEd	Degree of freedom	't-value'
Boys (93) and Girls (100)	4.00	191	1.37
Rural (96) and Urban (97)	3.99	191	1.62
Rural Boys (44) and Urban Boys ((49)	5.15	91	0.24
Rural Girls (52) and Urban Girls (48)	5.96	98	2.22
Rural Boys (44) and Urban Girls (48)	5.48	90	0.14
Rural Girls (52) and Urban Boys (49)	5.70	99	1.97

TESTING OF HYPOTHESIS

HYPOTHESIS-1 (H_{01}): There is no significant mean difference between boys' and girls' students towards social value.

Table No-4

Groups	Mean score	Standard Deviation	Mean difference	SEd	df	't' value
Boys (93)	188.08	24.55	5.48	4.00	191	1.37*
Girls (100)	193.56	30.22				

*Not Significant. (0.05)

Analysis: The findings of the t-value have revealed here statistical not a significant difference ($t=1.37$) between boy and girl students' attitudes towards social value. This is not significant and the 't' value

indicates that there is no remarkable difference between these two groups under the study.

Interpretation: Based on the above analysis of the 1st null hypothesis (H_{01}) is not rejected. It means that there are no significant differences between boys and girls student's attitudes towards social values.

Hypothesis-2 (H_{02}): There is no significant difference between rural and urban students towards social value.

Table No-5

Groups	Mean score	Standard Deviation	Mean difference	SEd	df	t' value
Rural (96)	194.18	32.18	6.49	3.99	191	1.62*
Urban (97)	187.69	22.08				

*Not Significant. (0.05)

Analysis: The findings of the t-value have revealed here statistical no significant difference ($t=1.62$) between rural and urban student's attitudes towards social value. The 't' value indicates that there is no remarkable difference between these two groups under the study.

Interpretation: Based on the above analysis of the 2nd null hypothesis (H_{02}) is not rejected. It means that there are no significant differences between rural and urban student attitudes towards social values.

Hypothesis-3 (H_{03}): There is no significant difference between rural boys and urban boys students towards

Table No-6

Groups	Mean score	Standard Deviation	Mean difference	SEd	df	t' value
Rural boys (44)	187.43	28.35	1.24	5.15	91	0.24*
Urban Boys (49)	188.67	20.53				

*Not Significant. (0.05)

Analysis: The findings of the t-value have revealed here statistical not a significant difference ($t=0.24$) between rural boys and urban boys students' attitudes towards social value. The 't' value indicates that there is no remarkable difference between these two Groups under the study.

Interpretation: Based on the above analysis of the 3rd null hypothesis (H_{03}) is rejected. It means that there are no significant differences between rural boys and urban boys' attitudes towards social values.

Hypothesis-4 (H_{04}): There is no significant difference between rural girls and urban girls students towards social Value.

Table No-7

Groups	Mean score	Standard Deviation	Mean difference	SEd	df	't' value
Rural girls (52)	199.90	34.07	13.22	5.96	98	2.22*
Urban Girls (48)	186.68	23.53				

*Significant. (0.05)

Analysis: The findings of the 't'-value have revealed here statistically significant difference ($t=2.22$) between rural girls' and urban girls' student attitudes towards social value. This is significant and the 't' value indicates that there is no remarkable difference between these two groups under the study.

Interpretation: Based on the above analysis of the 4th null hypothesis (H_{04}) is rejected. It means that there is a significant difference between rural girls' and urban girls' students' attitudes towards social values.

Hypothesis-5 (H_{05}): There is no significant difference between rural boys and urban girls students in social value.

Table No-8

Groups	Mean score	Standard Deviation	Mean difference	SEd	df	't' value
Rural Boys (44)	187.43	28.35	0.75	5.47	90	0.14*
Urban Girls (48)	186.68	23.53				

*Not Significant. (0.05)

Analysis: The findings of the t-value have revealed here statistical no significant difference ($t=0.14$)

between rural boys and urban girls students' attitudes towards social value. The 't' value indicates that there is no remarkable difference between these two Groups under the study.

Interpretation: Based on the above analysis of the 5th null hypothesis (H_{05}) is not rejected. It means that there is no significant difference between rural boys and urban girls student attitudes towards social values.

Hypothesis-6 (H_{06}): There is no significant difference between rural girls and urban boys students in social value.

Table No-9

Groups	Mean score	Standard Deviation	Mean difference	SEd	df	't' value
Rural Girls (52)	199.90	34.07	11.23	5.70	99	1.97*
Urban Boys (49)	188.67	20.53				

*Significant. (0.05)

Analysis: The findings of the 't'-value have revealed here statistically significant difference ($t=1.97$) Between Rural girls' and urban boys' student attitudes towards social value. This is Significant and the 't' value indicates that there is a remarkable difference between these two Groups under the study.

Interpretation: Based on the above analysis of the 6th null hypothesis (H_{06}) is rejected. It means that there is a significant difference between rural girls' and urban boys' student attitudes towards social values.

FINDINGS OF THE STUDY

The findings of the study are taken from the above analysis portion, there is no significant difference between Boys and Girls Students' attitudes toward secondary Students towards Social Value and similarly there are no significant differences between rural and urban Student attitudes towards social values. But there is a significant difference between Rural Girls' and urban Girls Students' attitudes towards social values and similarly there is a significant difference between Rural girls and Urban boys students' attitudes towards social value.

CONCLUSION

We believe anyone can start to account for their social value, no matter the size of the organization or the number of resources available. Value education must include same acquisitions

independently from gender and local towards all students and aim to gain fundamental values of the society. Individuals lay the foundations of values education in family via what they see from parents and siblings.

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**INTERNET USAGE AND ACHIEVEMENT IN GEOGRAPHY OF
THE SCHOOL STUDENTS FROM THE PERSPECTIVE OF
GENDER & HABITAT**

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ABSTRACT

This study examined the nature of internet use of school students and its relation to their learning achievement in geography subject only. This study was guided by three main questions: 1) Is there any significant difference in terms of internet usage and achievement in geography between rural and urban higher secondary students? 2) Is there any significant difference in terms of internet usage and achievement in geography between male and female higher secondary students? 3) Is there any significant relationship between internet usage and achievement in geography of higher secondary students? This was survey study with 300 Bengali medium higher secondary school students (Class - XI) who were selected randomly from Purba Medinipur District of West Bengal. A Self-made questionnaire was used to collect information regarding internet usage in daily life and an achievement test on geography subject also conducted by the researchers. Independent sample 't' test and Pearson correlation co-efficient were used to analyze the data. Study explored that male and female students were same in respect of their internet usage and achievement in geography subject. Similarly, no difference was found between rural and urban school students with respect to their internet usage ability and achievement in geography subject. Study also revealed the positive and significant relationship between internet usage and achievement in geography of the higher secondary students.

Keywords: Internet usage, Achievement in Geography, Gender, Habitat.

INTRODUCTION

We are living in an era where technological revolution is greatly influencing our lives. Even technology has left its immense footprints in the educational sectors also. The teaching-learning process gradually shifts from traditional to technology based approach. Jain & Getis (2003) explored that Geographers are using internet as an instructional means in college and university level. The effect of internet-based instruction on learning, however, is basically unknown at school level. Asdaque, Khan & Rizvi (2010) revealed that the use of internet is playing the significant role in the academic performance and social life of the university students of Pakistan. Online Media usage for Education also helps students in improving their academic performance in Malaysia (Shahibi & Rusli, 2017). Their findings exhibited that the internet can be a possible alternative instructional tool compared to traditional classroom methods.

West Bengal is improving day by day in terms of its school education system and ICT is playing a significant factor in this regard. We usually know that pupil feel much better when they learn through the use of ICT. Use of information and communication technology is now not confined only the by the teachers and within class room situation. Kiptalam & Rodrigues (2010) stated that the use of internet and its integration in the teaching and learning in secondary education is getting more widespread in Kenya and its use are extending among students and teachers as a means of communication and for information searching.

It is now also a wide spread practice by the learners at school level, specifically to the higher secondary student of West Bengal. Matlala (2015) revealed that the majority of the learners use internet via their cell phones. Most of the higher secondary students in Bengali medium could avail smart phone and they are very familiar with this device. They and their parents agree on the issue of using smart phone at school level because it is very helpful for communication. They spent their time in messages and information through Facebook, Twitter, WhatsApp, Telegram, Messenger, and Skype also. Parallel to these facilities there have a huge scope to extend learners' subject knowledge. Despite of having positive effect of internet, students' mental health is getting disturbed by the excessive use of internet. They are performing badly in their academic disciplines (Kakkar, et. al, 2015). But guardians have not understood the usefulness of internet since they think that this is a time killing device which deprived the students from their studies. They think that text book is the all clarification of their subjective quarries. According to the Tarimo & Kavishe (2017), the vehicle of clarifying discouragement by the parents from using and accessing internet is the challenge

for the students. Ahmad & Rafiq (2018) stated that male students are more experienced than female students in internet use.

After considering the existing situation of Bengali medium school students in West Bengal particularly in Purba Medinipur district, present researchers tried to explain these events of internet use in terms of usage of time, internet for social media, to learn & seek information, academic browsing, watch YouTube, to keep up with technology (Puspita & Rohedi, 2017). Basically researchers focused on the nature of Usage of internet in the daily life of higher secondary students and is there any relationship between internet use and academic achievement, basically in the subject of geography. Similarly, they were trying to study the internet use of the students and achievement in geography from the perspective of their gender and habitat. Most of the study about internet use and its relation to academic achievement done on the English medium schools, there was a gap realized by the present researchers and study conducted on Bengali medium schools of West Bengal.

OBJECTIVES

- To compare the internet usage in daily life of school students with respect to their gender and locale variations.
- To study the academic achievement of the students with respect to their gender and locale variations.
- To find out the relationship between internet usage and achievement of school students.

HYPOTHESES

To fulfil the above objectives researchers have frame the following hypotheses:

H₀1: There is no significant difference between male and female students with respect to their internet usage.

H₀2: There is no significant difference between rural and urban students with respect to their internet usage.

H₀3: There is no significant difference between male and female students with respect to their achievement in Geography.

H₀4: There is no significant difference between rural and urban students with respect to their achievement in Geography.

H₀5: There is no significant correlation ship between internet usage and achievement in Geography.

METHODOLOGY

Descriptive survey approach is adopted by the researchers in this study. Randomly three hundred Bengali medium school students (Rural-127, Urban-173, & Male-184, Female- 116) were selected from the Purba Medinipur districts of West Bengal. Information has been collected by the use of two separate tools. First tool comprises of 23 items, having five point likert type response areas which describe the use of internet. Secondly, an achievement test was developed and administered on the students (Grade-XI). Both the tools were developed by the researchers and also checked by the experts of the related fields. Data were analyzed through descriptive statistics, inferential statistics t-test and correlation co-efficient also measured.

OBJECTIVE-WISE RESULTS

O₁: To compare the internet usage in daily life of school students with respect to their gender and locale variations.

Testing H₀1: There is no significant difference between male and female students with respect to their internet usage.

Table 1. Descriptive & Inferential Statistics of Gender wise Students’ Internet Use

Gender	N	Mean	Std. Deviation	df	t	P
Male	184	37.45	3.84	298	0.19*	0.85
Female	116	37.53	4.18			

* Not Significant at 0.05 level

From the Table 1, it is clear that there is a little difference in the mean score of internet usage of male students (N=184, M=37.45, SD=3.84) and female students (N=116, M=37.53, SD=4.18). Table also shows that in case of comparing the mean score of internet usage between male and female students with df= 298, the calculated t value is 0.19 and the obtained p value is 0.85 ($p > 0.05$). Hence this not significant at 0.05 level. Therefore, H₀1 is not rejected and it can be inferred that the mean score of male students is not significantly different from the mean score of female students regarding their internet usage. Researchers also obtained very small effect size ($d = 0.02$) between male and female higher secondary students in respect of their internet usage through Cohen’s standard (McLeod, 2019).

Testing H_02 : There is no significant difference between rural and urban students with respect to their internet usage.

Table 2. Descriptive & Inferential Statistics of Location wise Students' Internet Use

Location	N	Mean	Std. Deviation	df	t	P
Rural	127	37.67	4.25	298	0.71*	0.48
Urban	173	37.34	3.75			

* Not Significant at 0.05 level

Analysis in the table 2 shows that there is a difference in the mean score in internet usage of rural students (N=127, M=37.67, SD=4.25) and urban student (N=173, M=37.34, SD=3.75). Analysis in table 2, also shows that in case of comparing the mean score of internet usage between rural and urban students with df= 298, the calculated t-value is 0.71 and the calculated p-value is 0.48 ($p > 0.05$, the level of significance). Hence 't' value is not significant at 0.05 levels. So H_02 is not rejected and it can be inferred that the mean score of rural students is not significantly different from the mean score of urban students regarding their internet usage. Researchers also obtained very small effect size ($d = 0.08$) between rural and urban higher secondary students in respect of their internet usage through Cohen's standard (McLeod, 2019).

O₂: To study the academic achievement of the students with respect to their gender and locale variations.

Testing H_03 : There is no significant difference between male and female students with respect to their achievement in Geography.

Table 3. Descriptive & Inferential Statistics of Gender wise Students' Achievement in Geography

Gender	N	Mean	Std. Deviation	df	t	P
Male	184	24.18	2.36	298	0.87*	0.39
Female	116	23.94	2.27			

* Not Significant at 0.05 level

In the Table 3, there is a difference in the mean scores in achievement in geography of male students (N = 184, M = 24.18, SD = 2.36) and female students (N = 116, M = 23.94, SD = 2.27). In case of comparing the mean score of achievement in geography between male and female students, with

df = 298, the calculated t-value is 0.87 and the calculated p-value is 0.39 ($p > 0.05$). Hence, t is not significant at 0.05 levels. Therefore, H_{03} is not rejected and it can be inferred that the mean score of male students is not significantly different from the mean score of female students regarding achievement in geography. Researchers also obtained small effect size ($d = 0.10$) between male and female higher secondary students with respect to their achievement in geography through Cohen's standard (McLeod, 2019).

Testing H_{04} : There is no significant difference between rural and urban students with respect to their achievement in Geography.

Table 4. Descriptive & Inferential Statistics of Location wise Students' Achievement in Geography

Location	N	Mean	Std. Deviation	df	t	P
Rural	127	24.41	2.11	298	2.07*	0.04
Urban	173	23.85	2.45			

* Significant at 0.05 level

The table shows that there is a difference in the mean scores in achievement of geography of rural students (N = 127, M = 24.41, SD = 2.11) and urban students (N = 173, M = 23.85, SD = 2.45). Analysis of the Table 4, also shows that, in case of comparing the mean score of achievement in geography between rural students and urban students, with df = 298, the calculated t-value is 2.07 and the obtained p-value is 0.04 ($p < 0.05$). Hence, t-is significant at 0.05 levels. So, H_{04} is rejected and it can be inferred that the mean score of rural students is significantly different from the mean score of urban students in respect of achievement in geography at higher secondary level. Researchers also obtained small effect size ($d = 0.24$) between rural and urban higher secondary students with respect to their achievement in geography through Cohen's standard (McLeod, 2019).

O_3 : To find out the relationship between internet usage and achievement of school students.

Testing H_{05} : There is no significant correlation between internet usage and achievement in Geography.

Table 5. Correlation between Students' Internet Usage & Achievement in Geography

		Achievement in geography
Internet usage	Pearson correlation coefficient	0.168*
	Significance (2 level)	.000
	N	300

* Significant (2-tailed) at 0.05 level

Table 5 shows that the correlation of coefficient (r) between internet use and achievement in geography is 0.168. This indicates a positive correlation existed between these variables. The p value is .000 ($p < 0.05$) which is significant at 0.05 level. Hence H_0 is rejected. Therefore, it can be said that, there exists positive and significant co-relationship between score of internet usage and score of achievement in geography at higher secondary level. Researchers also obtained very small effect size ($r^2 = 0.03$) between internet usage and achievement in geography of the Higher secondary students (McLeod, 2019).

FINDINGS & DISCUSSION

The study revealed that the frequency of internet usage of the higher secondary student male and female were same. The result is similar to the findings of Dufour et. al. (2016) where they found Gender is not a significant factor in determining the internet addiction problem comparing the intensity of the time spent on internet activities. On the other hand, according to the study of Noor-Ul-Amin (2016) male and female senior secondary school students were differed in internet use for academic purpose in Kashmir. Male students are better than female students with respect to internet usage in Pakistan stated by Ahmad & Rafiq (2018). Students of rural and urban schools were not different with respect to their internet usage. But, Wang (2013) found difference in technology availability between rural and urban schools in Taiwan.

In the perspective of achievement in Geography subject, higher secondary male students were not different from female students. But difference was found between rural and urban students with respect to academic achievement of geography in Bengali medium student of Purba Medinipur. Therefore, the location of the school students is a determinant factor for achievement in geography subject at higher secondary level. This is much unexpected from the angle of contemporary situations of our modern society.

The study also found that a positive and significant correlation between internet usage and achievement in geography among the higher secondary students of Bengali medium schools in Purba Medinipur. In the earlier study conducted by Suphaswat et. al. (2016) proved that academic purposes internet usage was found negatively correlated to math achievement in Bangkok. The result also supported by the earlier study conducted by Jehopio, Wesonga & Candia (2017). They found strong co-relationship between those variables at University level in Uganda. People, who perform interactive activities with peers and teachers or use a balanced way by using different internet tools,

tend to have more academic success at University level explored by the previous study conducted by Torres-Diaz et. al. (2016). Internet illiteracy is another area of concern among high school learners (Matlala, 2015).

CONCLUSION

Government needs to establish computer labs in schools with internet connectivity because the lack of access to the internet is a major problem opposing internet usage amongst the learners and the internet is the most essential educational tool for learners at all schools. From the above study researchers concluded that internet usage of the students (class-XI) is not changeable with respect to their location, and gender of students. In case of achievement in geography subject, gender variation has no influence but location has an effect on their achievement in geography. Use of internet and achievement in geography subject of the students has a strong and positive correlation in Bengali medium schools, affiliated by WBCHSE. Here, it is suggested that, subject teacher have to take such initiatives or approaches to increase in internet usage for the understanding of content materials of several subjects. As a result, achievement of the students will be higher. Finally, researchers concluded that this study will play a role in developing new understandings about the modern technologies and its application.

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THE IMPACT OF ELECTRONIC GADGETS ON ACADEMIC PERFORMANCE IN POSTGRADUATE STUDENTS

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ABSTRACT

Technology has played a crucial role in 21st century in stimulating educational exercises. Contrary to this fact, technology becomes a major cause of distraction for learners, adversely affecting their academic performance. Therefore, this study examines strategies that can be adapted to control the online gadgets that will improve students' academic performance in the 21st century. This study investigated the impact of using electronic gadgets on the academic performance of postgraduate students in West Bengal. To determine the impact, this study deployed quantitative research approach to collect data (n=100) from postgraduate students. The questionnaire has been adopted as a tool for the research. It was found that using electronic gadgets distracts students from their studies in certain aspects. The findings also exhibits that electronic gadgets affect the academic lives of the postgraduate students at various universities in West Bengal. It can be concluded that using electronic gadgets made an impact on students both positively and negatively.

Keywords: Academic performance; Electronic Gadgets; Postgraduate students; Learning;

INTRODUCTION

Technology and innovations embedded in the current educational system needed to meet global challenges and should open up many opportunities in these fields. Thus, from the conceptual point of view, the adoption of new technologies such as IT, ICT and educational technology constitute the pillar of process innovations for the actual utilization of the new system. Educational innovations have been benefitted greatly from technological advances, providing teachers and students with more options in their teaching and learning practices. The usage of technology has become an

integral part of our daily lives. From the last two decades, there is a rapid utilization of electronic gadgets namely mobile phones, tablets, video games, television, and computers etc. Technology introduced many new gadgets with several new features and people are relying on these gadget heavily. On one side technology usage has positive role in our life, but on the other side it has many negative impacts as well. One of the most existing environmental factors that influence adolescent's behavior is "electronic gadget". In recent years, electronic gadgets play an important role for all. People are using electronic gadgets for better communication, research, employment etc. Currently educational institutions have updated themselves with digitalization. The students are also using laptops, tablets and computers instead of books.

Digital technology has brought along with it various new challenges and benefits. Education landscape has changed dramatically as a result of the array of devices, software and programs that are available and the services that are available. Students have experienced both positive and negative effects from gadgets, but for the most part, gadgets have made learning fun. Students seem to thrive in classrooms that use technology. One of the biggest contributors to their success must be the influence of social media. With the internet and social media, the classroom has become a global stage where students can interact and share ideas with students from various parts of the world. The new generation of students grew up in a world in which geographical borders are no longer a barrier. Nowadays, students have access to a myriad of gadgets for use in class, but smartphone is the most popular.

Technological advancements as well as the use of devices for education are making schools more focused on the positive impact of gadgets on students. The affordability and capabilities of modern technology have narrowed the divide among people and more people have now access to the tools that were previously reserved for the privileged. As technology becomes more affordable, the gap will inevitably shrink, and innovative ideas will begin to flow from all over.

REVIEW OF THE RELATED LITERATURE

Al Sagr et. al (2020) conducted a study on the effect of electronics on the growth and development of young children. This research aimed to synthesize and appraise the published literature on the effects of electronics on growth and development of children. These study findings from both quantitative and qualitative studies were reviewed and included. Study findings on the effect of electronic gadgets on child development and growth are mixed. Studies show that using gadgets might be beneficial for children, however, the use of gadgets might negatively impact their growth and development.

The study by Bayanova et. al (2019) in their study has determined the relationship between student performance and the use of gadgets in class. The study of this problem is the methods of questioning and testing, allowing to make a qualitative analysis of the leading type's characteristics of students' attitude to the study. Researchers found that technology has a positive impact on academic performance and it permits students to share knowledge, prepare for classes, record lectures, and views their textbooks online. Negative impact on academic performance manifests itself in peeping answers and solutions to tasks on the test and on independent work; sitting in social networks during classes; distraction of students from educational material. Researchers in this study report both positive and negative effects of gadgets used by students in the classroom, as well as the motivations for the use of gadgets in the educational process by teachers and students.

The study by Hegde et. al. (2019) was carried out to explore the usage of electronic gadgets and its impact on the overall behavior, academic performance, and health of school children. The descriptive analysis of the data revealed that 69% of the students use gadgets before sleeping, and 59% complained of frequent headaches in the morning, along with some difficulty seeing the blackboard from last benches of the classroom. The majority of children reported difficulties concentrating during classes or at home while studying, resulting in an overall drop in grades. Chinomona et. al. (2013) conducted a study to discuss the impact of product quality on perceived value, trust and students' intention to purchase electronic gadgets. This study focuses on increasing attention on the role played by product quality on desirable customer behavioral outcomes. Though there are still a number of issues to be addressed, one of which is the impact of the quality of electronic gadgets on the perception of value, trust, and intention to purchase students. The article discussed the managerial implications of the findings and identifies future research directions.

OBJECTIVES OF THE STUDY

The researcher has considered the following objectives for the study:

- To find out the positive impacts of electronic gadgets usage on the academic performance of postgraduate students.
- To find out the negative impacts of electronic gadgets usage on the academic performance of postgraduate students.
- To find out the effects of electronic gadgets on postgraduate students' academic capabilities.

RESEARCH METHOD

The present study focuses on the impact of using Electronic Gadgets on the academic performance of Postgraduate students. Hence, this study systematically assesses the number of related components and issues covered through the subject matter of the study. Considering the demand and nature of the proposed study, descriptive Survey method has been used. The data have been collected from five universities in West Bengal. A total of 100 students have been selected for the study by using purposive sampling method. Data collection methods included a survey method using a questionnaire. Required data will be gathered by a self-made questionnaire from the students. The questionnaire has been conceived as a systematic compilation of questions logically related to the problem under study. Bearing the study objectives in mind and equipped with an extensive literature review. The questionnaire was made of 20 items, excluding the background information about the respondents.

DATA ANALYSIS PROCEDURE

After collecting the data, an analysis has been done to explore the impact of using electronic gadgets on the academic performance. Descriptive statistics has been used to analyze the data. The analysis of findings in this study is a result of the collected questionnaires on the empirical investigation of the impact of using Electronic Gadgets on the academic performance of Postgraduate students. The data analysis is arranged into four parts. Part 1 deals with the demographics; part 2 focuses on the positive impact of using Electronic Gadgets on the academic performance of Postgraduate students; part 3 deals with the negative impact of using Electronic Gadgets on the academic performance of Postgraduate students; while part 4 deals with the effects of using Electronic Gadgets on the academic performance of Postgraduate students.

DATA ANALYSIS & INTERPRETATION

Demographic information

In the demographic section of the questionnaire, students were asked questions such as their gender, age range, and academic level. The reason behind including demographic questions is to determine or to find the basic personal information of the respondents.

It has been found from the study that more of the respondents were female. The respondents who filled out the questionnaire were among the age group of 21 to 30 years. This implies that the overall population was dominated by young students. This is an indication that most respondents come from the final-year postgraduate's students who are more exposed to the digital world such as using electronic gadgets.

Positive impact of using electronic gadgets on the academic performance of postgraduate's students

A cross-tabulation was performed between the genders of the students using electronic gadgets distracting students from learning in general; it has been explored that 50 of the male respondents found using electronic gadgets distracting and 43 were female students who suggest that electronic gadget usage is not distractive in general. Furthermore, a cross-tabulation was done between student faculty and the question: "Do you have internet access in your classroom venues?" The results show that Commerce students have more classroom venues that have internet access and the faculty with the least internet access is Human and Social Sciences, with eight of the students from the faculty saying that they have internet access in their classroom venue, and students were asked whether their academic performance has increased with the use of electronic gadgets; the results showed that 76.% of the students stated that it has partially increased, 5% said that it has not increased and the other 4% suggested that their academic performance has definitely increased. Furthermore, 15% of the respondents get help from their classmates when seeking assistance. It was found that the use of electronic gadgets by students increases collaborative activities, information sharing, academic assistance, and support from one another. It shows that 'sometimes' (52%) and 'frequently' (38%) using electronic gadgets assists respondents academically. That positively highlights the use of electronic gadgets to assists students in many ways, including doing research (42%), doing assignments (19%), accessing lecture slides (10%) and many more. Furthermore, proves that sometimes respondents reach out to their lecturers via electronic gadgets. In all cases, electronic gadgets are found to to be beneficial undergraduates academically since it improves their academic performance.

Negative impacts of electronic gadgets usage on the academic performance of postgraduates students

There are negative impacts of electronic gadgets on the academic performance of students the correlation that was found displayed that relationships exist between the age range of the students and how often they use their electronic gadgets in the class. The finding shows a positive relationship between the two variables, which means that the ages of the students have a significant impact on how often they use their electronic gadgets in a classroom. In the descriptive statistics, question 1 proves that sometimes (71%) suggests that they are distracted using electronic gadgets use in general, while a higher percentage of the students indicated that they sometimes (61%) use while in class, with 18% going with the 'always' option and 18% of the students never use on their electronic

gadgets and 33% of the students 'sometimes' used. Cross-tabulations indicate, however, that the use of electronic gadgets has a greater effect on the sleeping patterns of female students than on those of male students. Because of these mentioned distractions, some schools have restricted the use of electronic gadgets or Smartphone in classes or during lectures. Electronic gadgets usage consumes participants' time, with 29% of the students in support. Overall, the use of electronic gadgets decreases academic performance, as 43% suggested. This implies that many of the participants are negatively affected by electronic gadgets usage because they are mostly distracted in one way or the other while using electronic gadgets. The findings show that Electronic gadgets improve lives and improve activities of its users and encourage collaboration, support, and information sharing.

Effects of using electronic gadgets on academic capabilities of postgraduates' students

The descriptive analysis for the questions under this part showed that a greater number of students find it convenient to access their academic materials on their electronic gadgets. One of the most important features of the ever-evolving features of the electronic gadgets is its small or rather portable size and its ability to be used not only in the classroom, but also outside the classroom. Furthermore, the final year students have the largest number of students who find it convenient to access their academic materials on their electronic gadgets, with 17 of the final-year students saying that they do not find it convenient while 63 sometimes find it convenient.

In addition, it showed that the student's year of study has a significant impact on the electronic gadgets instilling academic knowledge in the students. The finding is also backed by data analysis, which shows that 68% of the students believed that electronic gadgets usage instilled academic knowledge in them. Based on this, 61% of the respondents believe that electronic gadgets usage should be encouraged at postgraduate level. The encouragement should come from fellow students, lecturers, parents, educational institutions, sponsors and many more. The findings show that electronic gadgets usage by postgraduate students offers positive capabilities to the users. The capabilities listed above are sets of factors that encourage postgraduate students to use electronic devices for academic purposes. However, the invention of mobile phone/ electronic gadgets technology thrives and brings in attitudinal changes among university students and most of them are affected, including postgraduate students.

RECOMMENDATIONS

In the literature review, important ideas were raised, which pointed out the positive and the

negative impacts of the use of electronic gadgets on the academic performance of postgraduate students. This is a clear indication that university level students now turn to electronic gadgets to help them carry out academic activities. Even as the use of electronic gadgets is common among higher education level students or, in this case, postgraduate students, there lie with it some factors that are detrimental to the increase of the academic performance of students who use them. However, the positive aspects of electronic gadgets can improve the performance of postgraduate students if used well. The finding on the effect of electronic gadgets on the academic performance found out all respondents, regardless of differences in sex, age, grade level, length of years and exposure were “very effective.” However, postgraduate students were “extremely effective” in the awareness of the ill effect of these useful devices. As per the findings that have been discussed above, there are a few recommendations that are made for consideration. They are as follows:

- Students said that they find electronic gadgets helpful in keeping in contact with their lecturers. Furthermore, a higher percentage of the students found electronic gadgets convenient in accessing their academic materials. In light of this, it is recommended that lecturers should communicate more with the students through this medium. This could be achieved by creating chat groups that can help every one of the students and lecturers stay connected in order to share information.
- Electronic gadgets they claim to be extremely helpful for their development as individuals and academics. Thus, electronic gadgets are very effective for the development of knowledge, skills, and attitude of students toward their academic performance in higher education.
- Academic institutions should also implement programmes that can restrict students from using electronic gadgets and applications while attending lectures.

Lastly, even though a higher percentage of the students said that they do not use while in class, it is recommended that the students are only allowed to use their electronic gadgets when the lecturer tells or recommends them to do so; for example, to access their academic materials or something of the sort.

CONCLUSION

In conclusion, the findings show that there are many ways that electronic gadgets affect the academic lives of the postgraduate students in West Bengal. In literature studies, there were arguments made for and against the impacts that electronic gadgets have on the academic performance of students. This study can conclude with the fact that using electronic gadgets made an impact on

students both positively and negatively. Then, it will be highly beneficial if there could be more research carried out in developing countries on how students use electronic gadgets to increase their academic performance, how low-income families or communities have impacts on students' usage of electronic gadgets and the impact of electronic gadgets on students attending classes and other academic related activities. This study presents an in-depth understanding on the effects of electronic gadgets on postgraduate students in a developing country. The findings show that postgraduate students, in general, need to understand that electronic gadgets improve their social and academic lives and it can also cause decreased performance in academic studies. However, the effective use of electronic gadgets brings more advantages than disadvantages to postgraduate students' lives. The results of this study will enlighten the postgraduate students on the effects of using electronic gadgets for multiple aspects.

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GLOBALIZATION AND ROLE OF ICT IN ENHANCING THE EDUCATIONAL PRODUCTIVITY IN MODERN AGE

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ABSTRACT

Globalization is a process of interaction and integration among the people, companies and governments of different nations. It is a process driven by international trade and investment and also aided by Information Technology. This process effects on environment, culture, political system, economic development and prosperity, human physical well-being and on educational system in societies across the world. Globalization has underlined the need for reforms in the educational system with particular reference to the wider implementation of Information and Communication Technology (ICT) which ignites productivity in the educational system, research and development. The growing impact of ICT on globalization can be evidenced by the fact that it has led to a rapid application of recent scientific advances and innovation across various countries in the field of education. Thus, ICT plays a vital role in bringing about qualitative change in every aspects of educational system. The main goal of this paper is to examine the role of ICT in the field of education enhancing the process of globalization

Keywords : Globalization, Information and Communication Technology, Enhancement, Educational Productivity

INTRODUCTION

According to Plato the purpose of education is “Not to fill an empty vessel but to turn the eye of the soul towards light”. The progress of a nation in the world of today is more than ever dependent upon the quantity and quality of modern education received by people. From the point of view of education, as a human need, emphasis has to be placed on the technological development. Globalization of education leads to sharing of ‘knowledge’. For a nation like India sharing of

knowledge is very important because knowledge is universal and its creation and dissemination cannot be confined to national boundaries. The three dimensions of Globalization are the economic and financial dimension, the scientific & technological dimension and the cultural dimension.

In this 21st century, technological development is touching all the aspects of human life in the society. Teaching and learning have moved from instructive to constructivism. Constructivism demands the more effective use of Information and Communication Technology. Information and Communication Technology is basically an electronic based system of information transmission, reception, processing and retrieval, which has drastically changed the way we think, the way we live and the environment in which we live. According to Khan and his collaborators (Khan et al, 2015), ICT is defined as “diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information”. Information and Communication Technology (ICT) is an umbrella term that includes any communication device, encompassing radio, television, cell phones, computer and network hardware, satellite systems and so on, as well as the various services and appliance with them such as video conferencing and distance learning. Information and Communication Technology (ICT) plays a major role in strengthening the three traditional branches making the mission of higher education i.e. teaching, research and service to the society. ICT has changed the style of functioning of educational system and its governance with the help of digital data, its storage, retrieval, manipulation and transmission. Generally, ICT works in three ways, as (i) communication and decision implementation, (ii) automating tedious task and (iii) supporting new and existing tasks and processes. The use of ICT in education can bring about an increase in productivity and efficiency in terms of global educational service delivery among nations of the world (Wordu, Woryi & Charley, 2021). But present 21st century’s education is student centric education. Students learn from multi sources and for this reason the use of ICT & Multimedia is very much essential in educational field and simultaneously teacher’s knowledge of ICT and Multimedia also are required.

Thus, nowadays the role of ICTs in education is becoming more and more important and it plays an important role in the process of globalization. ICT is defined as new information processing and information transmitting technologies that include computer related commodities and technologies such as broadcasting and wireless mobile telecommunications etc. Personal Computer (PC) that connects Internet has become a vital role for communication during the past few decades since its proliferation among the masses. In modern world, social networking websites like WhatsApp,

Twitter, and Facebook are some of the common examples of using instant messaging and video-conferencing (Jolly, 2019). It is observed that penetration of ICT is faster in developed nations rather than developing nations. Information and Communication Technology (ICT) seems to assume an explanatory role in energizing the coming together of world societies. More so, it aids in the acceleration of the interdependence of institutions, organs, processes and values. The ICT tools have been observed as a great influential tool in global educational system amidst the spread of the COVID-19 pandemic. The outbreak of COVID-19 brought about some attendant changes in teaching and learning in the global educational spectrum (Wordu, et. al., 2021).

Globalization has a multidimensional impact in the system of education. It has underlined the need for reforms in the educational system with particular reference to the wider implementation of ICT giving productivity dimension to the educational system and emphasis on research and development. Productivity is an economic concept and it is considered as the comparative analysis of input and outputs. In educational system the inputs are teachers, students, classroom materials, equipment of teaching, methods of teaching and outputs are quantity and quality of student learning. The proper integration of ICT with teaching-learning environment increases education as well as productivity.

The growing impact of ICT on globalization can be evidenced by the fact that it has led to a rapid application of recent scientific advances in products and processes, a high rate of innovation across various countries in the field of education. ICT has enabled us to monitor and evaluate what is learned, how it is learned, and when & where learning takes place. ICT provides internet based education to the students anytime and anywhere and these internet technologies enables innovative way of education. Thus, ICT plays a vital role in bringing about qualitative change in every aspects of education. But amidst the observable merits of ICT in global education, it is very regrettable to assert that the effective enforcement of ICT is still being confronted by some avoidable challenges which range from inadequate funding, lack of basic education, epileptic power supply, poor maintenance culture to the deployment of sub-standard ICT facilities. This, however, has become a major concern for many stakeholders in relation to the use of ICT in global education (Wordu, et. al., 2021). This article is therefore set to explore a symbiotic linkage and explain the nexus between ICT and globalization. To achieve this goal, ICT is used as a framework for analysing global interdependence through effective communication.

OBJECTIVES OF THE PRESENT STUDY

The objectives of the present study are as follows:

- (i) To study the concept of globalization and ICT
- (ii) To study of the impact of ICT on globalization
- (iii) To study the impact of globalization on education
- (iv) To investigate the innovative applications of ICT in education
- (v) To find out the techniques for which ICT promote educational productivity

METHODOLOGY

The study is descriptive in nature and therefore the information presented is based on secondary data. Secondary information has been collected from various documents such as books, newsletters, reports, magazines, journals, daily newspaper, WWW, as well as from existing literature to understand the role of ICT in enhancing educational productivity.

REVIEW OF LITERATURE

Samari and Atashak (2011) have explored the impact of ICT and e-learning on educational output using a sample of students from Peyam-e-Noor University from Iran and revealed a positive impact of ICT on educational output. Nisar et al. (2011) has explored the effect of ICT on education in Pakistan based on a sample of 429 respondents from five universities and colleges and revealed that ICT had a positive contribution to educational efficiency. Aristovnik (2012), focused on the effect of ICT on educational output in selected European Union (EU) and Organization for Economic Co-operation and Development (OECD) members through the data envelopment analysis technique and reached the conclusion that a significant impact of ICT on educational output exists in countries such as Finland, Norway, Belgium, and Korea. Anka (2019), explored the effect of globalization on education outcome in Nigeria and Pakistan and revealed that globalization positively affected school enrolment and learning opportunities in these countries. Kalsoom et al. (2020) explored the impact of globalization on higher education using a sample of 200 university teachers from Lahore universities and reached the conclusion that globalization raised competition in education, introduced high quality material for teaching and learning, increased collaboration etc. Wordu, et. al. (2021) have studied on Global Influence of Information and Communication Technology (ICT) on Education

Amidst Covid-19 Pandemic. They have adopted a literature survey to x-ray views of many authors on global influence of ICT on education on a wider scale. Thus, the study recommended that; heads of governments should come up with harmonized educational policies and legal frameworks for nation and states that will be predicated on increasing the level of accessibility and integration of educational practices among countries. Sart et. al. (2022) have performed a research work on the influence of information and communication technology (ICT), proxied by the ICT index and globalization index on educational attainment in the new EU Member States over the term of 2000–2018 by means of the causality and cointegration test. They found causality test points out a unilateral causality from ICT to educational attainment and a bidirectional causality between ICT and globalization. In other words, ICT has a significant effect on educational attainment, but globalization influences educational attainment by way of ICT in the short term. On the other hand, the cointegration test uncovers a positive effect of ICT on educational attainment at panel level and in Croatia, Czechia, Poland and Slovakia in the long term, while globalization had a positive effect on educational attainment in Bulgaria, Hungary, Lithuania and Poland. They found that cointegration test also supported those of the causality test and denoted that both ICT and globalization could be effective instruments for improving educational attainment, depending on countries' current human and physical capital and educational policies. Bhattacharjee and Deb (2016) have discussed in brief about the role of ICT in 21st Century's Teacher Education. They have mentioned that the knowledge of ICT very much important for pre-service teacher during their training programme. They have highlighted that Continuous and Comprehensive Evaluation (CCE) helps students as well as teachers to use more technology for making teaching learning more attractive for the betterment of our future generation. They suggested that every teacher must know the use of ICT in their subject areas to help the learners for learning more effectively. Fu (2013) has performed a critical literature review and their implications on ICT in Education. His review summarized the relevant research on the use of information and communication technology (ICT) in education. Specifically, it reviewed studies that have touched upon the merits of ICT integration in schools, barriers or challenges encountered in the use of ICT, factors influencing successful ICT integration, in-service and pre-service teachers' attitudes, perceptions, and confidence in using ICT as well as the importance of school culture in the use of ICT. His review discussed the gaps in the literature and the directions that future studies should be continued for further development.

APPLICATIONS OF ICT IN GLOBALIZING EDUCATION

i) Use of ICT in Teaching

With the present infrastructure, class size, availability of teachers, quality of teachers, training of teachers, etc., it is difficult to achieve all the objectives of teaching at school as well as higher education. The ICT can fill this gap because it can provide access to different sources of information as comprehensive as possible in different formats with different examples. ICT provides online interaction facility. Students and teachers can exchange their ideas and views, and get clarification on any topic from different experts, practitioners; etc. ICT provides variety in the presentation of content which helps learners in concentration, better understanding and long retention of information which is not possible otherwise.

ii) Use of ICT in Diagnostic Testing

The computer based diagnostic test helps the teacher as well as students in identifying the gray area of each and every student. Sansalwal (2005) developed computer based diagnostic testing in Mathematics and Sansalwal and Lulla (2007) developed Computer Based Diagnostic testing in chemistry. Both these were tried out in CBSE affiliated schools Indore. These can be put on the school website of the school and student can access it from home also. The student's progress can be monitored and his/her performance can be improved.

iii) Use of ICT in Remedial Teaching

Once the ICT is used for diagnosis purpose, the next step is to organize Remedial Teaching program. At this point, the ICT can be used for individual remedial teaching program. It may be in both online and offline.

iv) Use of ICT in Evaluation

ICT may be used in the evaluation. One such attempt was made by Sansanwal and Dahiya (2006) who developed computer based test in research methodology and statistics titled as Test your understanding: Research Methods and statistics. This type of test can be uploaded on the website of the institution for wider use. Both students and teachers can use it to assess their understanding of the subject. Student can instantaneously get the feedback about the status of their understanding.

v) Use of ICT in Psychological Testing

School and college teachers rarely use the research evidences regarding some correlates of

academic achievement. Many of them even do not know about such researches. Again school and colleges does not have a trained psychologist who can assess the students on some of the correlates of academic achievement. In this age of digital technology, different psychological test are available on the web site and students and teachers can use them whenever required.

vi) Use of ICT in Developing Virtual Laboratory

Laboratory helps in developing scientific temper. Virtual Laboratory can provide lots of freedom to students. The students can manipulate any attribute or variable related to the experiment and can see how it affects the outcome. Suppose a student wants to study the factors that can affect the focal length of a mirror. In real laboratory, the students cannot manipulate many variables that he thinks might be related. But virtual laboratory can provide lots of freedom to the student. Virtual laboratory can be developed using ICT.

vii) Use of ICT in Online Tutoring

It is a well-known fact that every student does not understand all subjects to the same extent. Some students find subjects, like, Mathematics, English, and Chemistry etc. difficult. Consequently, students do feel the need of academic support out of the school. In the digital technology the need of the students can be fulfilled through online tutoring. In online tutoring the students stay at home. He logs his tutors through the use of internet and software. Students ask the question and teacher replies it by writing on soft board or using power point presentation.

viii) Use of ICT in Developing Reasoning and Thinking

Web Based Instruction (WBI) can be developed with the help of ICT. WBI presents content in a structure format that allowing self-directed, self-paced instruction on any topic. WBI is media rich learning fully capable of evaluation, adaptation and remediation, all independent of computer platform. Sansanwal and Nawayot (2001) defined Web Based Instruction as a hypermedia based instructional programme that utilizes the attributes and resources of the WWW to create a meaningful leaning environment where learning is fostered and supported.

ix) Use of ICT in Developing Instructional Material

There are many teachers who are well known for the specific subjects. Their lectures should be digitalized and made available to all the users. It will enhance the quality of instruction in the class rooms. The teacher can use them in the class rooms and organize discussion after it. Sansanwal (2006) has developed digitalized lectures on research methodology and statistics and has used it for

teaching this subject at master's level.

INNOVATIVE APPLICATIONS OF ICT IN PROMOTING CREATIVE EDUCATIVE ENVIRONMENT

1. Web-Based Instruction

Web-based instruction refers to providing a learning environment that is mediated and supported via internet/intranet and connected to a computer with hyperlinks to resources outside the instructional domain. The instruction is designed so that the computer displays lesson in response to learner interactions. This instruction allows learners to view, retrieve and store information “any place, any time”. This instruction is a major sub-component of the term ‘e-learning’ with which instruction is delivered. Web based instruction provides the following advantages

- i) It moves from knowledge transmission to learner-controlled system.
- ii) Encourages active participation, knowledge construction.
- iii) Based on higher level thinking skills-analysis, synthesis and evaluation.
- iv) Promotes active learning.
- v) Allows group collaboration and cooperative learning.
- vi) Abstract concepts can be easily explained with the help of animation and graphics.
- vii) More effective at higher education and research level.
- viii) It reduces the barriers of time and space to learning.

2. Multimedia

Multimedia is a form of communication that combines different content forms such as text, audio, images, animations, or video into a single interactive presentation, in contrast to traditional mass media which features little to no interaction from users, such as printed material or audio recordings. Popular multimedia includes video podcasts, audio slideshows and animated videos. Multimedia can be recorded for playback on computers, laptops, smart phones, and other electronic devices, either on demand or in real time (streaming). In the early years of multimedia, the term “rich media” was synonymous with interactive multimedia. Over time, hypermedia extensions brought multimedia to the World Wide Web. Multimedia provides the following advantages.

- i) It enables students to represent information using several different media.
- ii) Hypermedia links allow students to organize information in meaningful ways.
- iii) It can take into account different learning styles.
- iv) It allows for self-pacing and discovery.
- v) It helps in development of higher order thinking skills.
- vi) It provides the students the flexibility of learning 'any-where,' 'any time'.
- vii) It helps in developing group and interpersonal skills.
- viii) It can bridge language barriers since audio is not the only means of communications.
- ix) It can simulate the student's mind and encourage learning through all senses because it can combine so many media.
- x) It saves time.
- xi) Multimedia database is most useful for narrating encyclopedia available in CD-ROM packs.

3. Facebook

Facebook is a social network which aims to enable people communicates with friends and exchange information. Facebook was founded by Mark Zuckerberg, a student at Harvard University, on 4th February, 2004. It enhances the ICT skills. Effective use of features and opportunities of Facebook supports instructors empowering the educational process with active learning, creativity, problem-solving, cooperation, and multifaceted interactions as well as students using and improving their academic performance, inquiry and alternative thinking skills in higher education. Facebook enhances the following advantages

- i) Teachers can upload their class notes, presentation, pictures in their class page.
- ii) Teachers can post announcements, instruction, notifications about assignments, tests, practical exams etc.
- iii) Teachers may arrange discussion session in Facebook page.
- iv) Teachers can link the learning website addresses and articles.
- v) Teachers may create a powerful network cycle with students, former students, professors and academic group.

4. Blended Learning

Blended Learning is an approach to learning and teaching which combines and aligns learning undertaken in face to face sessions with learning opportunities created online. Blended learning has the following advantages.

- i) Students usually receive more feedback, and more frequent feedback, from their instructors.
- ii) Students can acquire useful skills from using the Internet and computer technology.
- iii) A Blended approach can increase learning retention and greater retention leads to skills transfer and greater performance.
- iv) Learners also can take the responsibility for managing self-paced learning, encouraging them to take full ownership of building their knowledge and skills.

5. Flip Teaching

Flip teaching is a form of blended learning in which students learn new content online by watching video lectures usually at home and what used to be a homework is now done in class with teachers offering more personalized guidance and interaction with students, instead of lecturing. Flipped teaching often involves students watching lecture videos as homework. Flipped teaching is also known as flip teaching, reverse teaching and the inverted classroom. Flip teaching has the following advantages

- i) Students take more responsibility for their own learning and study core content either individually or in groups before class and then apply knowledge and skills to a range of activities using higher order thinking skills.
- ii) Teaching 'one-to-many' focuses more on facilitation and moderation than lecturing, though lecturing is still more important. Significant learning opportunities can be gained through facilitated active learning, engaging students, correcting misunderstandings, and providing timely feedback using a variety of pedagogical strategies.
- iii) There is a greater focus on concept exploration, meaning making and demonstration or application of knowledge in the 'face-to-face' sitting likely discussions or debates.

6. Teleconferencing

The word 'tele' means distance. The word conference means consultations, discussions. Through teleconferencing two or more places at a distance are connected so that they can hear or both see

and hear from each other. The interactions occur in real time. This means that the learners and the resource persons are present at the same time in different locations and are able to communicate with each other. Teleconferencing has the following advantages.

- i) Delivery of full courses tutoring, interaction with experts, project work and training can be provided to the students.
- ii) Introduction of short and new courses in screen development, vocational training, professional development and to address problems related to introduction of new curriculum and lack of teachers and facilities.
- iii) Remedial learning and off- hours can be provided.

3. Cloud Computing

Cloud computing is a type of computing that relies on sharing computing resources rather than having local servers or personal devices to handle application. The word Cloud is used as a metaphor for “the internet”, so the phrase cloud computing means “a type of internet, based computing”, where different services –such as servers, storage and applications are delivered to an organizations’ computers and devices through the internet. The term became popular after Amazon.com introduced the Elastic Compute Cloud in 2006. During teaching, teacher can store the materials in a cloud. It zaps the barriers in education by which everyone can have an equal education. Cloud computing has the following advantages

- i) Prints selection – it prints only the content what you need with one click.
- ii) Sound note for iPad is great for classes and meetings-lets you take notes, record audio, and share both via email.
- iii) Too noisy- an application to control the noise levels in the class.
- iv) Drop box- help teachers keep track of notes and plans by synching with their cloud.
- v) Class dojo – is a tool which help teachers to improve students’ behavior.
- vi) Edmodo- helps teachers to collaborate with their students outside of the classroom.
- vii) Ever note- it is an effective way to make lesson plan.
- viii) Teacher kit- an application that covers most teachers’ classroom management.

ix) Zoho meeting – parents can contact the institution members to know about their wards in the school.

8. Mobile Learning

Mobile learning (m-learning) is education via the Internet or network using personal mobile devices, such as tablets and smartphones to obtain learning materials through mobile apps, social interactions and online educational hubs. It is flexible, allowing students to access education anywhere, anytime.

Unlike other learning technologies, mobile learning is unique in that it can accommodate both formal and informal learning in collaborative or individual learning modes. With this technology learner would be able to provide problem-solving, guided instruction with analytical thinking, active participation and self-pacing in flexible learning environment. The advantages are as follows

- i) Students can learn anywhere, anytime leading to better course completion rates
- ii) Bite-Sized delivery leading to Faster Learning
- iii) Improves knowledge retention and Information Recall
- iv) Personalization leading to a Higher Rate of Engagement
- v) Responsive design leading to easy adoption and future proofing the content
- vi) Availability

CHALLENGES IN THE FIELD OF GLOBALIZING TECHNOLOGICAL EDUCATION

The challenges in the field of globalizing technological education for both teachers and students are as follows:

(A) For Teachers

- i) Insufficiency in the number of computer appliances or softwares.
- ii) inadequate ICT literacy and skills, the difficulty for integrating ICT into instruction and insufficient time for teachers.
- iii) lack of confidence, shortage of time for retraining and resistance to change for the instructors and students.
- iv) lack of effective training in solving technical problems and lack of access to resources for the students.

v) Lack of access, time, administrative support, resources and training.

vi) lackadaisical attitudes, pessimism, and such beliefs and practices that promote resistance to change.

(B) For Students

i) A major distraction

ii) The cyber bullying Trap

iii) A disconnected youth

iv) Low income group

v) Always changing the technology, which is difficult to learn

vi) Lack of motivation of using computer

vii) Language problem

viii) Limits of critical thinking and analytical thinking

ix) Limits of learning habit, oral skills and imaginations

x) Superficial understanding of the information

ROLES OF ICT IN GLOBALIZATION PROCESS

i) ICT reflects the convergence of communications – ability to deliver a variety of media and communication services

ii) ICT eroded the constraints of time and space.

iii) ICT allow people to share information and to communicate with each other at any time in any place, extend human interaction, allowing people who are dispersed in space and time to act in response to events taking place in distant locales.

CONCLUSION

Good teaching is not simply adding technology to the existing teaching and content domain. Rather the instruction of ICT causes the representation of new concept and requires developing sensitivity to the dynamic transaction relationship between content, pedagogy and technology. The modern world is not only confined to modern science and technology, but it is also marching towards the process of liberalization, privatization and globalization. As a consequence, relations have been established among science and liberalization.

As a result of globalization, we could achieve international standards in education. Thus, the era of globalization has tremendous concomitant implications for knowledge, education and learning.

ICT can be viewed as an effective vehicle to transform classroom learning into learning communities with students, teachers and community members since all of them play a vital role in this education system.

This is intended to help policymakers in developing countries to define a framework for the appropriate and effective use of ICTs in their educational systems by first providing a brief overview of the potential benefits of ICT use in education and the ways by which different ICTs have been used in Education. Moreover, it addresses the four broad issues in the use of ICTs in education, effectiveness, cost, equity and the sustainability.

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A SOCIO-CULTURAL STUDY OF OPEN AND DISTANCE EDUCATION IN INDIA

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ABSTRACT

Open and Distance Education (ODE) is a significant medium of knowledge development. India is known for its biggest and largest democracy worldwide. India has tried to develop its education system for all communities so that there is no hindrance and everybody can access it easily. The country is now coping with all the challenges of knowledge upgrading through ODE system. It was 1985 since the Government of India established IGNOU at a national level. Open and Distance Education has now attained to a pride of place in the world. This mode of learning in today's world is not only an alternative to formal education but also a cost and time-effective way of getting knowledge too. A large number of students can acquire degrees like diplomas, under and post-graduation in various fields of education. In this paper, researchers have analyzed how this open distance education has become an investable and important part of our life and how to develop open and distance education programmes in India.

Keywords: Open and Distance Education, IGNOU, Blended learning, Synchronous, and Asynchronous.

INTRODUCTION

The pioneering effort was made by UK to start this Open University; soon this became an important model of education in India (Sharples et al., 2016). After IGNOU, in 1985 India established 14 state open universities and one national institute of open schooling. The open distance education method was used to empower rural masses and functionaries (Ambe-Uva, 2007).

Today the whole world is stressed on the agenda of learning for development. Professor

Amartya Sen also expressed that development will be possible with a goal of education for all (Stiglitz, Sen, & Fitoussi, 2009). Expanding the opportunities for human learning is very much needed for a highly populated country like India. Only the conventional teaching-learning methods cannot come up with the scale of educational challenges.

The rapid development and diffusion of information and computer technology (ICT) provided advancement in this field. In reality, families with low socio-economic status are less likely to have financial resources and availability of time to provide their children full academic support (Livingstone, 2012). ODE has reduced that stress by providing opportunities to all to get an education anywhere anytime, even while they are working. Some customs and traditions of the country do not allow the female population to attend the regular classes. This injustice is feeling an educational gap that can be filled with distance mode of education.

Nowadays education is not only the mode of acquiring bookish knowledge. It is a life-long process of self-development. ODE provides the learner that opportunity.

Also, elderly people usually hesitate to study with the younger students in a formal model of education. The open distance learning (ODL) mode provides them the enormity; it reduces the mental pressure and biasness of religion, custom, age, etc.

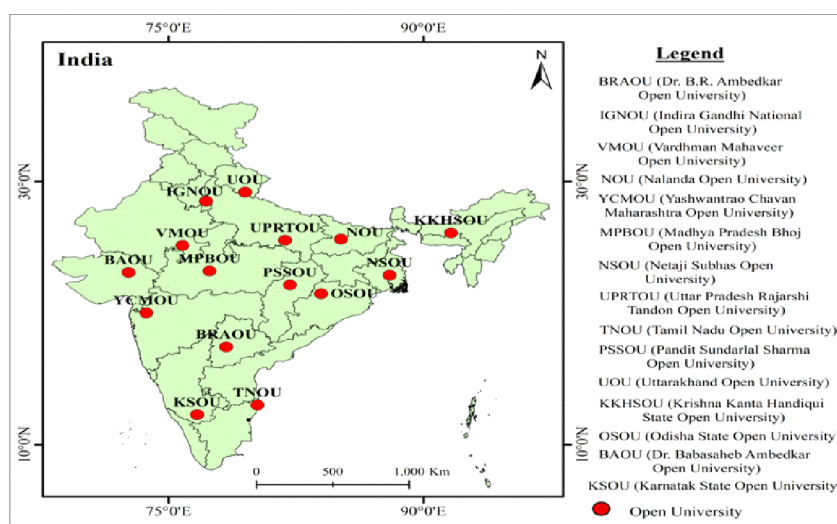
OVERVIEW OF ODE IN INDIA

In 1982 a committee under the chairmanship of Dr. Madhuri R. Shah, former University Grants Commission (UGC) Chairperson recommended that steps should be taken in establishing open universities at the national level. In 1982 the first Open University at the state level was developed on the recommendations of a committee, under the chairmanship of Prof. G Ram Reddy, (1991-1995) former UGC Chairman, and the legislature of Andhra Pradesh through the enactment of the “Andhra Pradesh Open University Act”. The university is now called Dr. B.R. Ambedkar Open University (BRAOU). Then 1998 eight more state open universities, namely Kota Open University (KOU), Rajasthan, in 1987; Nalanda Open University (NOU), Bihar, in 1987, Yashantrao Chavan Maharashtra Open University (YCMOU), Maharashtra, in 1989; Madhya Pradesh Bhoj Open University (MPBOU), Madhya Pradesh, in 1991; Dr. Babasaheb Ambedkar Open University (BAOU), Gujarat, in 1994; Karnataka State Open University (KSOU), Karnataka, in 1996; Netaji Subhas Open University (NSOU), West Bengal, in 1997; and U.P. Rajarshi Tandon Open University (UPRTOU), Uttar Pradesh, in 1998 were established (DEB & M. B. Buch (Ed.), 1988-1992).

The Indira Gandhi National Open University is a pioneer in India. It has been ranked 17th among the Universities of the Indian subcontinent by web metrics ranking of world universities

(Jeysankar, & Rao, 2010). Further, the Distance Education Council (DEC), a unit of the IGNOU, formulates guidelines and frames for state open universities (SOUs). In 1990, audio-video courses were first broadcasted by IGNOU via radio and television. Today, IGNOU is one of the most popular distance mode universities in India. It developed synchronous, asynchronous, and blended learning systems. Following that all the other state open universities also developed online modes and blended learning.

The State Open Universities in India (Made by researcher through Geographic Information System (GIS) Environment



Nowadays there are different types of online learning systems, synchronous (teachers and learners meet usually online), asynchronous (can study with recorded video), and also blended mode learning. Another type of distance education is Massive Open Online Courses (MOOCs), (Irvine, Code, & Richards, 2013). This format was introduced in 2006 and offers open online courses, available without any cost (Mester, 2016). It offers the distribution of knowledge freely through the internet where materials are being provided digitally, and students can complete course work at their own pace when they feel free. An educational opportunity by MOOC is also in demand for training and education (Alcorn, Christensen, & Kapur, 2015). Although in all these types of platforms, there are deadlines for submitting assignments. It seems that many ODE systems are simply expanding the existing traditional classroom system. Thus, virtual classrooms are reaching the marginalized sections of society very easily.

Total-2: Dual Mode/ Single Mode Open Universities in India from (1962 to 2020)

Year	Dual Mode (Universities or Institutes)	Single Mode OUs	Distance Education Institutions
1962	1	-	1
1975	22	-	22
1982	34	1	35
1985	38	2	40
1990	46	5	51
2000	70	9	79
2005	106	13	119
2010	242	14	256
2015	98	14	112
2020	110	15	126

Source: - Growth of ODL system-UGC (<https://www.ugc.ac.in/deb/pdf/growthDEB.pdf>), AISHE.

STATUS AND DEVELOPMENT OF OER AND MOOCS

Open Universities (OUs) have established the policies for systematically placing their content as Open Educational Resources (OERs). They have developed standards for ensuring the interoperability, accessibility, and reusability of Open Educational Resources through the use of LMS. OER through the public domain will certainly raise awareness and will make a qualitative difference in the provision of all kinds of education at all levels (Srivastava and Ramadevi, 2012, p. 9).

MOOCs are also required to make policies. They are developed with local needs and requirements keeping in mind. Prioritization has been given here in the use of the local and native languages with free access to all the resources. One can choose any course from a variety of courses offered at MOOC.

The incredible India campaign has come in handy by requiring the institution to identify

processes that can attract domestic and international customers. Also, local agencies and national agencies are established to identify such processes depending on the needs of the rural population or specific target groups residing in the hinterland. This is to meet the socio-economic needs of each Lord and different populations. These policies have provided a global perspective by emphasizing the actual need to focus the global market on certain areas. OERs and MOOCs are all about creating enormous educational opportunities that can meet the knowledge and technical needs of different communities, a group of learners who are unable to use more traditional teaching methods.

OER and MOOC allow professionals to use senior citizens and other underprivileged groups in home-based research for learning and training. This is a special educational tool that promises to qualitatively change our educational system. This distance learning is a complete readjustment of the learning process that can take the open universities in a new direction.

Education will be implemented with the successful use of OERs and MOOCs to seamlessly integrate the learning processes. It is necessary to develop a mechanism to authenticate students, based on what they have learned in OERs and MOOCs (Srivastava, 2014, p. 12).

NEW TECHNOLOGY AND ITS ADAPTATION

All institution units should provide services for three types of students-

- i) Digital system
- ii) Digital immigrants and
- iii) Digital illiteracy

The great challenge before them is to deliberately deal with all three groups of students. This digital literacy levels up very greatly. Nowadays, students should not only simply receive and memorize the information in the text, but need to be educated and trained with the application of more attractive new technologies.

Prensky (2001) correctly pointed out that today's students are no longer students in our existing education systems. They also believe in technology. According to Prensky, "They have been surrounded and used by computers, video games, digital music players, video cameras, mobile phones, the Internet, email, and instant messaging for their entire lives" (Prensky, 2001, p. 1).

Nowadays neither lectures nor texts alone are efficient to give students a real "feel" about the topic. Electronic content, delivered from a digital platform and supported by audio, video, and animation, gives students a multi-sensory perspective. They can experience the subject in a vivid

way, which is undoubtedly richer and more beneficial for teaching-learning. With the help of social media tools, teens and even children can immerse themselves in the digital environment at any time, any place. These new digital platforms allow a high degree of interaction and users can control the content. Learning is now more effective, collaborative, and informative. Also, with the digital delivery process, it takes some time to send and receive content.

Therefore, the learning packages provided by open universities should be both in online and offline mode for the advantage of learner. Open University needs to rethink and reshape the way it operates to provide contemporary students with a rich and successful learning experience. They need to create an enabling environment for the learner and adopt appropriate technologies to support it. To ensure success, Open University must make extensive and powerful use of Internet technology in addition to traditional technologies (print, face-to-face consultation, and audio, video, radio and CD, TV). Every Open University must have its unique website and provide dedicated LMS and LCMS for every course.

LEARNER SUPPORT SERVICES FOR ALL TIME

Learner Support Services not only promises, but it also delivers high quality customer service on a scale and level, aiming for full customer satisfaction and a fairly high pass rate. All support services should actively encourage the use of technical solutions. These solutions need to be driven by the wide range of access. The support service network must be available to all types of learners registered in the process (rural and urban). There is a need for a mechanism for proficient student tracking and literacy improvement. The services should provide a network of several learner support centres, like regional centres and learning centres.

All open universities should develop a strong, skill-based option to provide learners with fast, accurate, and expeditious service. In addition, this technology-based education facilitates, two-way communication have facilitated the essential learner-teacher interaction to stay motivated, provide feedback, diagnose difficulties, and find solutions. However, spontaneous learners can maintain their commitment to education and ethics to improve their level of will and outcomes. Interactions between learners are equally important, and really successful teamwork skills are recognised as essential in functioning of today's business environment. The interaction of peer groups, both synchronous and asynchronous, encourages development. It also improves motivation. The activation platform for peer interaction is a very necessary feature and common operation. ICT can help open universities to provide this facility in most of the programs.

NEW-PATH OF E-GATEWAY

Open universities in which total work - teaching as well as learning is running through the ICT and also evaluations of science subjects are being taken through LMS, few courses are conducted through Web-TV, Web-Radio, MOOCs and also SWAYAM. Even the Ph.D. course work and distribution of certificates are done through the SWAYAM platform. The e-Gateway is currently equalised with the National Vision for Ministry of Human Resource Development (MHRD) Education through ICT (MHRD 2009). India has vast resources for ODE. They are scattered now in the form of paper, books and journal published in magazines, minutes of meetings, newspapers or magazines, mimeo reports, manuals, etc. The idea behind e-Gateway is to consolidate, filter, organize, and systematically gather all information. It's about making it available for use and reuse by policymakers, administrators, researchers, teachers, and anyone else who wants to know about it. It also exists in India.

Today, all knowledge resources and skills based intellectual capital generated by the open Universities are available worldwide now. It is managed totally by the central government agency, state government agency and an independent autonomous body. That's why, it is the backbone of the country. This also provides an advanced network to reform India's Open and Distance Learning (ODL) system. It can also be connected to OERs around the world and provide all the intellectual resources available worldwide to the Indian population and vice versa. The building of an e-Gateway will help bring about major qualitative changes in the education system, which is one of the key social institutions. It is an area that develops an essential global perspective in the era of globalisation and internationalisation of higher education, and through this, teachers and learners will gain wider exposure.

DISCUSSION

We all know about the deadly views of COVID-19 quite well. Now, we are in a good position and imagine we will get back to our previous days. But in these lock-down days, ODE was like a boon. Through mobile and laptop-education, we overcame the academic challenges during the pandemic. However, the disparity in access to technology and the internet is always there. We can say, however, that we shared Ivan Illich's De-Schooling society during our pandemic days (Zaldvar, 2015). Ivan Illich argued that Deschooling society has a good education system, which has many purposes, like wanting to learn with access to resources at any time in their lives. We really need to make it possible for all who want to share knowledge to do so. Ivan Illich intends to promote flexible learning. He emphasised over any time with available resources for study. We

realised home-schooling with distance learning with the help of ICT and also the Government of India has to formulate such as NPE (National policy on Education) where will be mention of making managements there all students from all over India can access the internet. The digital scope in distance education needs to be further enhanced. The government of India will provide the necessary electronic gadgets for these students. Thus, our country when is it possible to say students and teachers like online lesson? And open & distance education will be more increased on a global scale that one Illich is talking about in his De-schooling society.

Online Collaborative Learning (OCL) is composed of individuals with different levels of expertise. Interactions with more capable peers can facilitate individual cognitive growth. As an example, blog activities take individual cultural perspectives and make them a part of larger social interactions. Socio-cultural theory came from the work of the famous social cognitive psychologist Lev Vygotsky, who believed that family, parents, friends, and neighbours, as well as culture at large, were responsible for growing higher-order functions. According to social cognitive psychologist Vygotsky, “learning has its basis in interacting with other people.” Once this has occurred, the information is then integrated on an individual level”. As Lev Vygotsky said, the basic biological constraints will be developed with community interaction (Baerveldt, Cresswell, & Vygotsky, 2014). For example, the teacher can organise the class into groups where less skilled and highly skilled children will be paired up with each other for interactions.

CONCLUSION AND SUGGESTION

The country is suffering from its long-term social problem of child labour. Open and ODE is a programme that can deliver literacy at home also. We need contributions from a number of different disciplines in different areas to ensure duality. ODE can be delivered with the help of local NGOs as well. Distance education programmes should be adopted with high competencies, local languages, and contextualisation, and with better ICT. Through the use of modern electronic technologies and to equip them with learning experiences, the students of the ODE system will be assumed to be prepared for the challenges of life in the same way as students of regular mode.

Disadvantages are also here, like isolating feelings and not getting immediate feedback. But these courses offer flexibility to accommodate both work and education. Against all backdrops, ODE provides the space for lifelong learning.

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REVOKING DISABILITIES AND INVOKING INCLUSION: A CRITICAL STUDY ON SELECT INDIAN FILMS

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ABSTRACT

Cinema is considered to be a powerful medium that reflects the happenings in a society. While it is caught up between the real and reel life. Disability is an important issue that is widely misunderstood even today in India. The concerns of physically disabled (differently abled) group of the society have also attracted the filmmakers throughout the world including many from Indian film industry. Many mainstream Bollywood (the film industry which produces Hindi films) movies have depicted the experiences of differently-abled people either as a part of the plot or as the main subject of the story while exploring varied ways of fascination with the topic. This paper is an attempt to discuss on how Bollywood mainstream cinema incorporates the idea of disability in their movies, what the level of sensitivity is when it deals with issues of disability and whether the idea of disability has been romanticized or patronized in Bollywood movies. It is an attempt to present a progressive outlook towards disability in cinemas.

Keywords : *Disability, Bollywood, Education, Impairment, Cinema*

INTRODUCTION

The term '*Disability*' means an individual who has different capabilities to the average person. It is an umbrella term, and can be used to describe a wide spectrum of disabilities, from blind people to amputees, to wheelchair users. It is an alternative description for a disabled person. A specially abled is also known as differently abled. In this case study, we will focus on specially abled children as portrayed in the Indian Cinema. Specially-abled children need 'special care'. Dedicated attention, both physically and mentally, is crucial for their well-being. Though families play a big part, yet the support from a trained system of care cannot be denied. Apart from health, such children also need special facilities at schools, colleges and workplaces.

Cinema is a motion picture usually played in movie theatres but in present day and age also played in 'Over the top' also known as OTT platforms. Cinema is considered to be a powerful medium that reflects the happenings in a society. While it is caught up between the real and

reel life, it still serves as an important medium of entertaining people, educating them and bringing a behavioural change in their practices and attitudes. Given the reach of the Indian film industry in India and across the world, it has been particularly effective in changing people's perception and uprooting societal stereotypes.

Given the lack of awareness and direct experience with disabled children, media representations such as film representations can provide powerful and memorable definitions for the public. In films that depict a character with a disability, the character rises to the occasion in order to exemplify people with that particular disability showing to the audience how individuals with that disability behave, feel, communicate, exhibit symptoms and experience life. It, thus, becomes important that children who are disabled are represented responsibly. The idea of disability is not something new to Bollywood either. Old movies like *Koshish* (1972), *Sparsh* (1980), *Sadma* (1983) and *Khamoshi* (1996) have sensitively explored the life and problems of the disabled people. With movies like *Koi Mil Gaya* (2003), disability even started featuring in the so called "masala" or entertainment movies.

In this study the researcher will focus on five movies in Indian Cinema (Black, February 2005, *Main Aisa Hi Hoon*, May 2005, *Taare Zameen Par*, December 2007, *Paa*, December 2009 and *Hichki*, March 2018) which have played very important roles in describing the issues of inclusivity in society as well as the education system and a sense of awareness amongst people regarding the specially abled and the challenges they face in life.

OBJECTIVES

- To study the different disabilities affecting the main characters of the movie.
- To discuss the main reasons behind the disabilities and the challenges faced by the disabled in the movies.
- To understand and evaluate how these movies have brought about an inclusivity in society with focus on education.
- To analyse the general perception of these movies in the Indian Society.

RESEARCH QUESTIONS

- What are the different disabilities affecting the main characters of the movie?

- Why does the disabled person in the movie face challenges and what are the main reasons behind it?
- How have these movies have brought about an inclusivity in society with focus on education?
- What is the impact of these movies in Indian society?

METHODOLOGY

The method central to and used for the data collection pertaining to this research was the qualitative method of study. The procedure which was used for carrying out the study was watching the respective movies, which were produced during time span from 2005 to 2018 has been taken into consideration. Five films have been taken into consideration for the purpose of the study and these films revolve around the theme on disabled person. Reading different articles also have been studied while making critical analysis of the films. Each movie is studied independently. The present observer has followed documentary analysis to develop the study. A notebook is coded to record the data in various categories related to the nature of representation of the disabled characters in terms of gender, profession, nature of the disability, characterization, social positioning, peer-group responses etc. Researchers collected data after repetitive and intensive watching of the movies on the computer.

ANALYSIS & INTERPRETATION

The analysis and interpretation of the data is carried out in accordance with the respective research questions and keeping in mind the objectives of the case study: -

R 1- What are the different disabilities affecting the main characters of the movie?

In the movie *Black*, Rani Mukherjee is the protagonist of the story as the adult girl called Michelle McNally, who lives in Shimla with her parents Paul and Catherine McNally. Whereas Ayesha Kapur plays the role of young Michelle. At the age of two, Michelle loses her ability to see as well as hear. So, she is blind and deaf. Her world is black and her parents are lost on how to bring her up, with time as she grows, she becomes a violent and uncontrollable child with full of anger and this continues till the age of 8. During this time her mother becomes helpless and her father frustrated. They tie bell around her to know her movements and whereabouts around the house. Until Mr Debraj Sahay the character portrayed by Amitabh Bachan enters into her life, the first alphabet he teaches the insolent Michelle McNally was the word BLACK and not A, B, C, D. He struggles a lot to teach a blind, deaf and dumb girl. His determination is to see his student as a graduate holder. He gives his utmost support to her in every possible way. Finally, the blind girl achieves what she

desired. She becomes a graduate. The climax speech by blind girl is heart-winning

In the movie *Main Aisa Hi Hoon*, the role of a protagonist in the story is played by Ajay Devgn, a man who has autism, works as a waiter in a coffee shop, even though he has a body of a grown man he has a mind of a seven-year-old. One day while closing the café, a young woman named Maya Trivedi, asks for his assistance as she has missed the last bus. Indraneel (Ajay Devgn) assists her, takes her home, finds out that she is pregnant, helps her to give birth, agrees to take care of the child, Gungun, and thereafter Maya leaves, never to return. Years later, Gungun has grown up, attends school, and believes that Indraneel is her dad. Then their world is changed upside down when Maya's dad, Dayanath Trivedi, arrives from London, Britain, to take custody of his grandchild, if necessary, through the courts. Indraneel refuses to depart from Gungun, and as a result a case is filed in Court when Gungun disappears. It is Niti Khanna a role played by Sushmita Sen who is also Ajay Devgn's lawyer who helps her to get custody of the child. The idea of autism is integrated into a more generalized experience of parenthood, while addressing the doubts regarding heteronormative experiences of the disabled people. The optimistic views of the movie would present a positive scenario, but the way they achieve it is worth analysing as certain pertinent social issues are also laid bare in the process.

In the movie, *Taare Zameen Par*, Ishan Awasthi is a child who is portrayed as someone who dislikes studying overall. He suffers from Dyslexia. He cannot read or write properly and is overshadowed by his over accomplished brother. His parents do not understand his problem rather they belittle him. They are so much annoyed with him that they send him to boarding school. Even, they wanted to get rid of his excuses of study and he can continue his study under strict guidance. It is his teacher in the boarding school Mr Ram Shankar Nikumbh who comes to his rescue and understands him.

In the movie, *Paa*, Mr Amitabh Bachan played a lead role of a boy who is 13 years old and is called Auro. He is the illegitimate son of Vidya Balan and Abhishek Bachan who suffers from a rare disease called Progeria. This story focuses on a father and son relationship and narrates how a son tries his best to find his father and accept his own identity.

In the movie *Hichki*, Rani Mukherjee played the role of Naina Mathur. Naina Mathur, the protagonist of the story has completed Bachelor of Education and Master of Science, wants to be a teacher, but is repeatedly rejected as she suffers from Tourette syndrome, which causes her to make uncontrollable sounds likened to hiccups. Despite failing for five years, she is supported by her mother Sudha and her younger brother Vinay, while her father Prabhakar sees little potential in

the idea and wants her to take a banking job. Naina eventually receives an offer at the St. Notker's School to teach the class 9F. Once, she is inducted as a teacher, however, she realizes that the school was desperate to find a new teacher for 9F, as all other teachers had failed to control the class. Naina finds that the students are unruly, misbehaved, and visibly different. Shyamlal, the school's peon, tells her that the 9F students come from a nearby slum and were admitted to fill the government-prescribed quota for the underprivileged after a previous municipality school on the St. Notker's football ground was closed due to mounting maintenance costs.

R 2- Why does the specially abled person in the movie face challenges and what are the main reasons behind?

The disabled person/ child in the above mentioned movies face several challenges, most of these challenges coincide or are similar to each other. The researcher will highlight few examples from the movie.

- i. Lack of understanding:** The very first challenge faced by the children in the movies is a lack of understanding by none other than their respective parents, siblings or peers. In the movie *Black*, we see how Michelle McNully was treated by her parents with a bell around her waist like a cow to know where she is or Ishan Awasthi in the movie *Taare Zamene Par* where he tries to tell his mother that he can't read properly since the words get jumbled up. The parents instead of trying to understand his problem send him to boarding school. In the movie *Hichki*, Naina Mathur's father never really believed on her daughter. He feels so much embraced for her daughter that he left home and could never believe that she could bag a teaching job due to her Tourette syndrome. In *Paa*, Vidya Balan never understands the need of Auro trying to get in touch with his father even though she raised him with all the love and care.
- ii. Education facilities:** Education is a basic right of all human. In this world, education should be free and available to everyone, as dreamed by Gurudev Rabindranath Tagore, but the reality is far from it. A large number of children with disabilities remain out of school and thus they are deprived of basic education. We can see this in the movie *Black*, where a special teacher had to be called for the blind and deaf child instead of sending the child to regular school. In the movie *Main Aisa Hi Hoon*, Ajay Devgn was autistic. He worked as a waiter and faced several hardships. If he was educated, he could have got a better job. In *Hichki*, we see how a child with the Tourette syndrome has been asked to leave school because she makes noises during class which aren't under her control. In *Taare Zamene*

Par, Ishan Awasthi is made fun in class when he tells his teacher that he cannot understand the alphabets or number since they fly in front of him. He is thrown out of class and is sent to the principal. Lack of educational facilities for people with disability is one of the major challenges faced by them.

- iii. **Being teased and bullied:** Often people find satisfaction in putting others down. They find superiority in bullying the weak and underprivileged. Specially abled people often find themselves at the receiving end of such violent and disgusting actions. In *Black* we see how a string of cans has been tied to the hip of a deaf and blind child who is struggling to get it out from the staircase where she has got stuck. In *Paa*, we see that despite Auro having a very good friend circle other people look at him and judge him because according to them he is not normal. We see in *Main Aisa Hi Hoon*, how a powerful man, Dayanath Trivedi tries to bully Ajay Devgn into giving up the custody of his granddaughter, in *Taare Zamen Par*, Ishan is bullied by his school friends and made fun off since he cannot read and is always acquiring low scores. He is bullied so much that in his new school he goes into depression, anxiety and isolation.
- iv. **Feeling of being discouraged:** A specially abled child is always looked down upon with sympathy and they gain support with a lot of difficulty. Very few people actually understand what these special children go through. When we see Ishan in *Taare Zamen Par*, his father refused to accept that his child has dyslexia even though his teacher Mr Ram Shankar Nikhum tries to convince him otherwise. He just says his son is lazy and is mentally retarded. In *Black*, we noticed how Michelles' dad was ready to send her to the mental asylum since her presence was dangerous for her younger sister. In *Main Aisa hi Hoon*, we see Mr Dayanath Trivedi fighting on the grounds that Ajay Devgn has autism and he cannot take care of himself nor of anyone else. What he failed to see is that he had been taking care of his granddaughter since the last 7 years. In *Hichki*, Naina's school authority has thrown her out of class. Her father is so much ashamed with her that he left house. When she expressed her dream that she wanted to be a teacher, her friends made fun of her.
- v. **A sense of isolation:** Children who are specially abled, they always face the problem of being isolated by the rest of the class since they are not considered normal by the society. This injects in them a sense of isolation and they are only dependent on themselves. They are also compelled to question their existence and wonder why they are born like this. They feel less loved and valued. In *Hichki*, all of Nainas classmates made fun of her during Hindi

classes so much so when she got the leaving certificate from school. In *Paa*, we observe that Auro is isolating himself from others and he prefer to communicate with his friend over internet. In *Main Aisa Hi Hoon*, no one was willing to take up Ajay Devgn legal affairs, since they didn't believe he had scope. It was only after Nita Khanna's son Rahul became friends with Ajay Devgn and his friend convinced his mother to take up the case. In *Taare Zamme Par*, Ishan is very lonely and he has no friends, he is bullied so much that he despises going to schools and one fine day he runs away from school.

R 3- How have these movies introduced inclusivity in society with focus on education?

Cinema is considered as one of the most powerful mediums when it comes to influencing the audience. India is the largest producer of feature films in the world with global reach and Bollywood industry contributes largest numbers of films in Indian cinema; hence portrayal of any issue in Indian cinema becomes quite noteworthy. These movies have brought about inclusivity in society with focus on education.

- i. ***Black (2005)*** made the educational institutions aware of the fact that there is the lack of infrastructure present in our country even today even after many years after independence. There are lack of schools and study materials for the blind as well as the deaf. No inclusivity in society can exist without including these specially abled people. Everyone has to be included, nurtured and given equally importance. That is why one of the major Millennium Developmental Goals focus is on inclusive education.
- ii. ***Main Aisa Hi Hoon (2005)*** is based on the life of a mentally challenged father (Ajay Devgan) who raises his daughter (Rucha Vaidya) as a single parent. Everything is ideal in their life, until Vaidya's maternal grandfather returns to India to take her back with him to the UK, thinking Devgan to be irresponsible. A legal battle ensues where Sushmita Sen not only defends his case, but also raises important questions about society's perception of the specially abled. One such instance is about the use of appropriate terminology, particularly the issues with using such words as "retard", "paagal", "handicapped" and "bichare". It is indeed noteworthy for a Indian Cinema to take cognizance of something as subtle as this. The mention of international legislation goes to show the team's sincerity and research. Interestingly, many of the points (including terminology) raised in the movie have been incorporated in the draft of India's new disability law, which is slated to be introduced in the Parliament and made into a law. This will give protection to the specially abled people and it will make them more inclusive towards society.

- iii. **Tare Zameen Par (2007)** directed by Aamir Khan, revolves around the life of a 10-year-old dyslexic boy, played by Darsheel Safary. The movie was not only a super hit, but also was widely appreciated by disability groups across the world. The movie leads to a greater appreciation for the limitations faced by people with intellectual disabilities, and resulted in several educational institution and authorities across the country taking action to include these students in the mainstream. On December 31, ten days after the movie was released, the Central Board of Secondary Education issued a circular granting students with disabilities extra compensatory time to complete their exam. The movie also had a spill over effect on Chandigarh. The education administration started a course for teachers to deal with children with learning disabilities in early years of their schooling and screen the movie as the first *sensitization lesson*. Besides new provisions in favour of people with disabilities, the movie also helped the existing disability advocacy across the country. According to a social activist working for the empowerment of people with intellectual challenges in Delhi, "*Funding increased substantially and, more than that, we had so many more organizations wanting to support us in empowering these children. The Government officials were also far more cooperative and understanding than before*". The movie also had some very specific effects. Since the release of the movie, fashion shows have become organized as one of the primary sources of raising funds for disability organizations across the country, especially those working for people with intellectual challenges.
- iv. **Paa (2009)** has brought into light a very rare disease called Progeria which was unknown to a large section of the population. This movie transacts a social message that a person can be specially abled in his physical appearance but can be highly intelligent like Auro, and being specially abled doesn't make him/her mentally specially abled. Auro, was technologically savvy. We can observe from the movie that Auro was talking to his friends via video conference as well as through emails. Alok (his father) tells him that how much he hates him because of the media attention.
- v. **Hichki (2018)** has brought to light the Tourette Syndrome, the inclusivity in education is brought about by the fictional character Mr Khan who was also the Principal of St. Nroke School when he calls upon Naina Mathur and asks her about her condition, telling her that she will be treated equally like any other student in class. She doesn't have to thank him, rather he has to thank her, since everyone got to learn something from her. He told her this is a school and everyone comes here to learn so do you and so will you. The movie helped

in changing the mindset of people who didn't know why some people keep making hiccup noises.

R 4 - What is the impact of these movies in Indian society?

Studying the cinematic narratives of specially abled is important because it affects the way people understand, visualize and stereotype about physically challenged people in the real life. The Indian cinema is considered to be the major source of entertainment for the common people which is responsible for bringing change in their practices and attitudes. The ways in which individuals and groups are portrayed in popular media can have a reflective effect on how they are viewed by society at large. This is significant because much of the common people get a lot of its information from the media (films) and is strongly influenced by what is shown. People with disabilities are often seen as “different” from “normal” people in society and are frequently attributed stereotypical characteristics. The portrayal of disability can change attitudes or reinforce them. The impact of these movies in Indian society is as follows:

- **Increase in awareness:** These movies increased the awareness on the people who are living in the society with multiple disabilities, the challenges that they face in everyday life and how life is not fair to them. They also need to work 10 times harder than an average individual.
- **Lack of employment:** Employment of any citizen is based upon his education and skills he has picked up along the way. When the specially abled people are deprived of basic education, they are bound to fall behind other candidates for that job. Even though the government has introduced schemes which should guarantee jobs for specially abled people, it has not yet reached its target.
- **Empathy and understanding:** It has made people understand that all five fingers are not the same. But that doesn't make an individual any less capable. Everyone has their own timeline of tasting success. For Michelle McNully it took her 12 years to taste the success.
- **Opening of more specially abled institutes:** More specially abled institutes have been opened up by the government, schools have started hiring teachers who can work with specially abled children aiming towards the inclusive education.
- **Disability Movement:** It has become stronger in India when the Indian Parliament passed the act the Right of Persons with Disability Act, 2016. It strengthens their movement. Also preserving the fundamental structure of the Constitution by maintaining equality under Article 14.

FINDINGS

- After a thorough understanding of the five movies, the researcher came up with the following observation: -
- Specially abled children are as capable as normal average children, sometimes even more brilliant. They just need a proper teacher like Debraj Sahay or a Ram Shankar Nikumbh to show them the path to light.
- The major problem is in the mind-set of the parents, they are always concerned about what the society will say, rather than addressing the situation at hand in a non-biased manner. Example- Ishan's Father who sent him to boarding school.
- Schools which are inclusive can give a proper foundation to the children suffering from diseases which are not within their control and expand the horizon of the other students by bringing in diversity. Teaching them how to be more empathetic towards each other. Example- St Notker's School.
- Specially disabled children are capable of being caring as well as being responsible adults when they grow up. Example- Naina has become a headmistress and Ajay Devgn in *Main Aisa Hi Hoon* was looking after a small baby girl even though he has autistic syndrom.
- Lack of proper accessible facilities for children with disabilities in a huge country like India.
- Children who are specially abled have clear goals in mind. Naina in *Hichki* wanted to become a teacher. Auro in *Paa* wanted to be acknowledged as well as meet his father. Ishan wanted to excel in anything other than studies. Michelle wanted to complete her graduation at any cost and Ajay Devgn in *Main Aisa Hi Hoon* wanted his daughter's custody at any cost.

Summary of this study

Movie	Nature of disabilities	Message
Black (2005)	Deaf, Blind	A teacher can be a friend, philosopher and guide and can transform the life of a student
Main Aisa Hi Hoon (2005)	Autism	Differently abled doesn't make an individual incapable of fulfilling their responsibility. They can do everything. They just need more time as compared to the other.
Tare Zameen Par (2007)	Dyslexia	All children are special and they all of have their own way of expressing and learning. They should be given time to flourish.
Paa (2009)	Progeria	It brings into light the disease called progeria and how they are perceived wrong by our society though they have intelligence.
Hichki (2018)	Tourette syndrome	The audience came to know about the Tourette Syndrome. It sent across a message that if you have a will, you will always have a way.

CONCLUSION

While there seems to be an increasing understanding of people with disabilities in the industry, it is important to portray if the medium is playing any role in furthering the disability movement in the country. This section attempts to do so by using five case studies- *Black (2005)*, *Tare Zameen Par (2007)*, *Main Aisa Hi Hoon (2005)*, *Paa (2009)* and *Hichki (2018)*. It is gratifying to see that many of these films are indeed moving closer to an inclusive view of disability as part and parcel of society. In this movement, we can see disabilities have been portrayed sometimes as a punishment and maladjustment, sometimes comic interlude or romantic way.

From a pitiable to an independent and self-reliant person with disability, Indian Cinema has come a long way in depicting disabilities. While disability has often been represented as dependence and punishment, several recent films have dealt with the issue very sensitively, and have had significant impact on the disability movement in the country. Observing the current trends, one can be hopeful of the appropriate and effective utilization of the powerful medium of films. However,

there have still been some movies that have presented disability in the stereotypical conventional light or for comical effect (the controversy regarding Golmaal 3 poking fun at people who stammer is one such example).

Thus, festivals such as the international disability film festival must be continued and promoted to ensure that the Indian film fraternity is even more sensitized and the disability sector is able to make full use of Indian cinema for getting its message across to the public and have a huge impact around the globe. It only when this will happen can we truly say that we as citizens have taken part in the disability movement. Helping that section of the society which needs it the most. One should always give back to society and keep in mind the everyday struggles faced by them in their daily lives. Kyunki 'Kho Naa Jaye Yeh Taare Zameen Par.'

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BOOK REVIEW

IMPLEMENTING CHANGE THROUGH LEARNING: CONCERNS-BASED CONCEPTS, TOOLS, AND STRATEGIES FOR GUIDING CHANGE

Authored by Shirley M. Hord and James L. Roussin, Sage I AdvantEDGE, Los Angeles, London, New Delhi, etc, 2013, pp.143. Rs. 750, ISBN 978-93-860-6227-7 (Paperback).

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As a teacher and teacher-educator with a focus on qualitative change in schools and training colleges, I am fortunate enough to get hold of a book by Shirley Hord and James Roussin on school leadership or, to be more precise, change leadership based on the Concerns-Based Adoption Model (CBAM). As many of us know, CBAM is a conceptual framework that describes, explains, and predicts probable teacher concerns and behaviours throughout the school change process. It has three principal diagnostic dimensions: i) Stages of Concern—Seven different stages of feelings and perceptions that educators experience when they implement a new programme or practice (SoC); ii) Levels of Use—Eight behavioural profiles that describe a different set of actions and behaviours that educators engage in as they become more familiar with and more skilled in using an innovation or adopting a change (LoU); and iii) Innovation Configurations—In different ways an innovation may be implemented, shown along a continuum from ideal implementation or practice to least desirable practice (IC). CBAM is a perspective for understanding change that was first proposed as a framework by Hall, Wallace, and Dossett in 1973. Instead of beginning with viewing change at the level of system, CBAM starts with understanding of how change is experienced by individual implementers, i.e. Headmasters/Headmistresses (school leaders), Assistant teachers, etc. Their perceptions, feelings and emotions (Stages of Concern), their gradual development of expertise (Levels of Use), and the extent to which they use innovation with strong belief (Innovation Configurations) are the three primary constructs for assessing implementation. From this foundation, the CBAM perspectives set off to address the importance of leadership and system.

The book begins with a foreword by Gene E. Hall who is one of the exponents of the said

CBAM beside Shirley Hord (CBAM: Hall & Hord, 2011). At the outset he conjectures the reasons of picking up the unusual and special book by the readers. He clearly states: those who are engaged with a programme implementation, innovation, system change or facilitating change processes by using research verified constructs and tools will find this book very useful. In his preface, Gene goes on to explain the primary purpose of the authors, i.e. making an awareness of the professional learning community (PLC) among the school leaders throughout the globe. As a matter of fact, the success of employing CBAM depends on construction of an ideal PLC for which the present writers have started a movement called “PLC Movement” in the West. To put in simple terms, PLC means a particular configuration of organization culture; and this culture is not shaped as a result of the policy makers, principals or headmasters but how the participants of the organization (i.e. school) give meaning to the actions and policy of the organizational leaders. It entails a construction of a community of adult learners (i.e. teachers) where they exchange their ideas, concepts, practices and beliefs; and lastly reflect on what they are learning and also what their students are learning. PLC, in the words of Peter Senge (1990), is a ‘learning organization’ where ideas are exchanged, openly discussed, and disagreements are not taken personally.

After a brief discussion on PLC, Gene has written elaborately about ‘the author team’ consisting of Shirley Hord and James Roussin. He has mentioned that Shirley has been working over a long period of time on CBAM and crisscrossing the globe as a champion of the PLC Movement. James too is a longtime collaborator of CBAM project and he provides ample examples and innovative suggestions for CBAM construction and tools to facilitate implementation. This section ends with the two cents of Gene; whose career-long focus of scholarship happens to be CBAM. According to him, the content of the book can be best expressed with the help of a symbol of “Implementation Bridge”. Change, for Gene, is a process, not an event. It has to be sustained. More often than not, once something is implemented, the leadership tends to lose interest in it; and top level leaders have already shifted their attention to ‘what comes next’. If the attention and supports for implementation move away from the emerging change, it is likely that the movement will decline and die down soon. It is for this reason he reminds us: “Sustaining use of the new way requires that there be ongoing built-in system and leader supports.”

In the Preface (sub-titled as: What you will find in this book) the authors first state the purpose of this book in clear terms, i.e. “to guide educational change leaders through a concise, step-by-step process of change implementation over time in order to ensure success and, as a

result, build professional capacity through that effort” (p. xi). They explicate at the very outset that this book is not about new theories (of change) or recent researches (on the theory of change). It identifies the available, tested, research-based best practices in bringing forth any endeavour of change toward an end that is result-oriented and guided by human interaction and vision. We know a lot about change but that knowledge is not applied in many, if not most, change initiatives. Answering to the most pertinent question of “why change in education system?” they reiterate “Our current education system has been built around learning conducted mostly in classrooms, from textbooks, and from individual teachers. The future will look much different . . . The challenge for our [American] education system is to leverage technology to create relevant learning experiences that mirror students’ daily lives and the reality of their futures. We live in a highly mobile, globally connected society . . . Learning can no longer be confined to the years we spend in school or the hours we spend in the classroom: It must be life-long, life-wide, and available on demand. All of this change is going to require that educational leaders at every level become highly proficient and savvy as change leaders!” (p.xi).

Having discussed the rationale of the book in Chapter 1, the authors give the theory in a nutshell, specially highlighting the components of CBAM. Following chapters appended with “Learning Maps” are just extensions and applications of their stated model. For example, Chapter 2 focusses on the six strategies that are important parts of the CBAM to be implemented. These strategies are needed in order to move from “Adoption” to “full implementation”. It will not be out of context or useless to mention these six strategies. They are as follows:

1. Creating a shared vision of the change;
2. Planning and identifying resources necessary for the change;
3. Investing in professional development/ professional learning;
4. Checking or assessing progress;
5. Providing assistance;
6. Creating a context conducive to change.

The Learning Maps in Chapter 2 show what the strategies are for change and how to use them productively. Chapter 3 describes the tools for consideration of change implementation. It is here the authors take up “Innovation Configurations” as the first of the tools for change initiative. CBAM

provides significant tools that inform us about the implementing individual and how he or she constructs and conducts the strategic works of the change drive. The Learning Maps in Chapter 3 help us understand how to create a vision of the change. Additionally, this chapter presents “Interviewer Protocol”, “Reports of three teachers”, and a detailed discussion on PLC with its history, attributes of PLC, and outcomes of PLC for staff and students. Chapter 4 is devoted to discuss the “Stages of Concern” (SoC) meant for “understanding individuals”. The authors believe that: when individuals feel that their reaction and feelings are seen and heard, and that individual is valued, their enthusiasm and energy committed to implementation escalates (p.83). The contention of the authors regarding perceptions of individuals are further supported by the results of Kennedy (2012), and *The MetLife Survey of the American Teacher* (2011). They refer to Daniel Pink’s (2010) three key elements of motivation that address internal drive and increased job satisfaction are: i) Autonomy (Individuals want control over their work), ii) Mastery (Individuals want to improve at what they do), and iii) Purpose (Individuals want to be part of something bigger than they are). This chapter also deals with the Open-Ended Statement Process for collecting data when planning for professional learning sessions about innovation.

Chapter 5 takes up “Levels of Use” (LoU) that observes profiles of behavior exhibited by implementers. This is a second concept and tool for understanding the individuals in the process of change. Like other Learning Maps, the ones given in Chapter 5 focus on helping the change leaders understand more precisely how the implementer is interacting with the innovation. Appropriate support based on this understanding enhances the possibility of its success. In this chapter there is a mention of the guiding beliefs during a change. I cannot resist the temptation to repeat the list here for the benefits of the readers as the book is not easily available:

1. All change is based on learning, and improvement is based on change.
2. Implementing a change has greater success when it is guided through social interaction.
3. Individuals have to change before the school can change.
4. Change has an effect on the emotional and behavioural dimensions of humans.
5. People will more readily choose to change when they foresee how an innovation will enhance their work.

6. A role of change leaders is to facilitate the conversations that invite others in owning the

desired change. (p.127)

In a separate section of the 5th Chapter entitled “Finale” the authors bring forth an obvious dichotomous concept: Implementing vs. Sustaining (p.130). In this context, the authors explain how to follow the three principal diagnostic dimensions of CBAM, i.e. SoC, LoU, and IC in order to sustain the change initiative to success. In conclusion, they re-state their overall purpose of writing this book: to offer constructs, tools, and strategies that can be used to increase the likelihood of reaching implementation success.

Following the Chapter-wise discussion, references, additional resources for CBAM and lastly index are presented which are very helpful for the ones who are not quite aware of the CBAM before. The book features a number of elements that add to the overall quality of the book and the reading experience: an attractive cover and its design, appropriate foreword, acknowledgements by authors and publisher, authors’ bios with pictures, a series of effective charts, diagrams, graphs, research results, and embedded hints, footnotes, disclaimer from the authors, etc. The book is written in a simple yet engaging style, with occasional light humour adding to its appeal. The text is without typographical and grammatical errors; but it contains some phrases and idiomatic expressions typical in American English which some Indian readers may find a little difficult to understand the text. Overall, *Implementing Change through Learning* is an excellent book full of profound insights regarding change leadership. It is my firm belief : this is a very authoritative research-based resource book on educational leadership and management. It will definitely serve well as a guide for any reader to be acquainted with the change leadership concept, especially the CBAM and apply it in his or her organization.

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