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FOREWORD

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

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

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

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

January, 2015

Swami Kedaratmananda

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From the Editor's Desk

Dear readers,

We are happy to bring out the 10th volume of *Anwesa : A Journal of Education* in 2015. The present volume contains eleven articles on different topics. In this volume we have concentrated on Inclusive Education. On this issue there are four articles; one by Dr. Bishnupada Nanda who studies the family life and parental stress of the challenged children. According to Dr. Nanda, family life of parents of challenged children has been a neglected area of research in India as well as abroad. In this paper he has surveyed the field and the aim of his study is to identify the causative factors of parents' stress, depression and family life. Dr. Mita Howladar has studied in detail the perspectives of higher education and the position of women in society. Dr. Sudip Chaudhuri has studied the present perception of Inclusive Education in India. He thinks that inclusive education reflects the values, ethos and culture of a public education system committed to excellence by enhancing educational opportunities for all students. It ensures that schools are supportive and engaging places for all students and teachers. Universal elementary education is essential for national, social and economic development of the country. In this context he studies the scenario of inclusive education, especially in primary and elementary stage, in India. In the fourth article, Shyamasree Sur and Pritha Biswas have dealt with evaluation of inclusion of differently abled children in regular-formal schools in the light of Right to Education Act, 2009. Dr. Subrata Kr. Sahoo also takes interest in Right to Education and he makes a Survey on RTE in the global perspective.

Acquisition of second language is an area that draws the attention of researchers, educators, applied linguists, and cognitive scientists. We have two articles on this broad. There is one article on the role of social media on second language acquisition by Dr. Piku chowdhury. In the other article, Dr. Malayendu Dinda has taken up an important issue of second language pedagogy of writing. He discusses the process approach to writing in the field of L2 teaching. He finds it important for teachers to evolve an integrated approach resulting from a fusion of product approach (traditional approach) and process approach (new approach) in the classroom situation.

Dr. Sutapa Thakur looks at the outreach programmes from the theoretical conceptual perspective. She discusses the history and influencing factors of outreach programme and the role of community therein. We have also a study on the textbook. Sri Saugata Basu and Dr. Debabrata Debnath have undertaken a study on the acceptance level of integrated text book introduced in Class I by WBBPE among the teachers of different Primary Schools of Hooghly District in West Bengal.

Dr. Mousumi Boral and Srimati Nandita Deb have deal with curriculum of teacher training programme. Dr. Boral focuses on Curriculum of Geography (Method) Practical in B.Ed. of West Bengal State University. A review of the existing syllabus of the said university suggests that the syllabus is based on WBCHSE syllabus of Geography, which is obviously a narrow and old prescription. She proposes a syllabus which is more inclusive and updated to cater the needs of almost all types of schools in India. On the other hand, Nandita Deb studies the infusion of social emotional learning into teacher education curriculum. This study is based on Grounded Theory.

On behalf of the editorial board I would like to regret that we do not receive articles on qualitative aspect of education, ethnographic case studies, historical and philosophical research. I think our journal will be enriched by scholars of these fields in the future years. In the end I can only hope that all the articles, comments and book review included in this volume of *Anwesa* will be helpful to the teachers, teacher trainers researchers and scholars. So I must thank them all who have contributed well thought-out articles for our journal. I would also like to convey my gratitude to all the members of the editorial board and my heart felt appreciation to the reviewers. Lastly, I acknowledge the assistance of the Principal of our college and my colleagues for their all-out support in bringing out this volume of *Anwesa*.

Rahara

January, 2015

Malayendu Dinda

Anwesa

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FAMILY LIFE AND PARENTAL STRESS OF CHALLENGED CHILDREN: SOME EXCERPTS

Dr. Bishnupada Nanda

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ABSTRACT

Few studies examined parental stress and depression of challenged children since mid 20th century in India and West. But family life's of parents of challenged children were not systematically studied in India or not known to the present investigator. There are limited findings exploring how parental family life causes stress and depression of parents and affects the challenged baby. The aim of this paper is to identify the causative factors of parents' stress and depression as well as their family life. This study has implications for increasing family and social support toward the parents of challenged children in order to prevent parents' mental, physical and emotional stress and depression, divorce and development of child emotional and behavioural difficulties.

Keywords: *Family life, Parental depression and stress, Parental divorce, Child emotional and behavioural problems.*

Birth of a "Challenged Child" in the family changes the family environment as well as parents' interaction with the child and within themselves. Berger and Cunningham(1983) observed that the mothers' are unable to maintain a good relationship with their Down's Syndrome baby. Same result was observed by Jones (1977). These parents are affected from stress, anxiety and depression. Sometimes their level of stress, anxiety and depression is severe and they required support from psychiatrists and rehabilitation psychologists. A large volume of research established that cause of parental stress and depression is the child's disability. Almost all the parents are unable to accept their child's disability and are affected from crisis(novelty crisis, value crisis and reality crisis). Parental crisis due to child's disability creates family problems, affects parental family life and even causes parental divorce.

Many challenged baby need increased attention that increases parental stress. According to Glendinning (1983), "In contrast to the rearing of most children, a disabled child's prolonged dependency gives rise to an essentially repetitive set of servicing functions, which can be physically taxing, mentally exhausting, and dispiritingly monotonous" (p.41).

Parents of challenged children exhausted due to their stress in child care, supervision, occupation and training of children (Dupont,1980). Many children also need

increased attention at night (Holt,1958; Wishart et.al.,1980; Gallagher, 1982; Glendinning, 1983; Dixon & Flanagan,1984; Wastberg, 1985) which creates extra stress to parents. Poor housing as well as financial stress exhausted parents of challenged children. These extra pressures should be bear by the parents equally. Other family members (like grand parents and siblings) should pay extra attention to support the parents.

Though the fathers are expected to take the increased workload but only over 50% of fathers of young Down's Syndrome children (Carr, 1975), hearing impaired children (Gregory,1976) and physically impaired children (Hewett, 1970) have been reported to have a 'high' level of participation in child-care. Some studies observed that fathers participation increases if the child's disability is more severe (Wilkin, 1979; Ayer & Alaszewski, 1984) or less severe (Markova et.al., 1980), but Carr (1975) did not found any relationship between child's range of disability and father's participation in child care. Regarding father's participation in child care and housework Oakley (1974) found that only 15% of fathers had a high level of participation in housework, and 25% in child care. Russell (1979a) noticed that father's role in child-care started after the baby stage, and being concerned primarily with discipline, play and spending time outside the home. Wilkin's observation is most significant here, "The inescapable conclusion is that most could have and should have done more to ease the burden on their wives. They were not very different from most ordinary fathers in the extent of their contribution, but the difficulties faced by their wives were much worse than those faced by most other mothers" (Wilkin, 1979, p.133). Thus in most cases the mother is under severe pressure and stress. Mothers' coping ability is strongly related to family resources and fathers' participation, than to the severity of the child's disability (Bristol, 1982). For caring the disabled child expenses increased. Therefore, to fulfil the financial stress mother's engagement in employment is essential. Employment is an important factor for women in the maintenance of good mental health (Brown & Harris, 1978).

In presence of a challenged child in the family parental and other family members psychological stress increases. Wing (1975) studied on the psychological disturbance of 100 families of severely intellectually challenged children. He observed that 57% mothers and 20% fathers of these children had mild or severe psychiatric symptoms at some time since the child was born. One important dimension that has been suggested as related to stress is increased age of the challenged child (Farber,1959; Gallagher et. al.,1983). When the child is severely or profoundly disabled (intellectual / physical) mothers emotional and physical problems is higher (Bradshaw & Lawton, 1975 Tew & Laurence, 1975; Butler et.al.,1978).

Mothers of young children who received some form of early intervention and rehabilitation counseling as well as support from family members, friends and neighbours, shown to have low level of stress (Nanda, 2011 &2012).In some cases birth of intellectually challenged, autistic, visually impaired and /or multiple challenged child causes marital

discord between the husband and wife (Nanda et.al.,2006; Nanda, 2011; Nanda & Zaman, 2002; Tew et.al., 1977; Beckman, 1983). Nanda (2011 &2012) in his survey study noticed that marital discord happened in 5% husband-wife and marital relationship of 24% husband-wife is not normal/ stable. McConachie (1986) concluded that birth of a challenged child in the family creates pressure in the marital life of new parents, causing divorce. Their marital and sexual life is severely affected. Friedrich and Friedrich (1981) found that marital satisfaction of the challenged children is very low. Gath (1978) and Farber (1959) supported Friedrich and Friedrich's findings. Tew et.al. observed that divorce rate of living Spina Bifida child is nine times more than the parents of normal children. Roesel and Lawlis (1983) noticed that divorce rate increases if the parents first child is intellectually impaired. "Conflicting statements have been made about whether challenged children's parents are more likely to divorce. Those who conclude so have often presented no evidence (Love, 1970). Other evidence is unsatisfactory" (Mc Conachie, 1986). Butler (2012) remarked that marital problems should be considered in future research. Nanda and Zaman observed that if marital conflict started before the birth of challenged child, then birth of challenged child become an issue for divorce. But when marital relationship is stable enough and cordial before the birth of challenged child and both the parent receive sexual satisfaction, than after the birth of challenged child marital relationship became strong. Kanny and Miller (1980) noticed that where in elder ages also the challenged child need regular care, in those cases divorce occur. According to Longo and Bond (1984) divorce is not influenced by disability of the child. Stoneman & Gavidia-Payne (2006) received mixed result.

Birth of a challenged child increases more mental stress and depression of mothers because of social stigma that mother's genetic or physical defect causes the birth of challenged child. Child's disability is the fate of her previous incarnation and she is cursed by the 'God'. Such parents, particularly the mothers are unable to take part in any social / religious functions neither can join in any leisure time programs. According to some scholars causes of parental stress and depression is not the child's disability, but the negative attitude of the society towards parents (Bristol,1982; Bradshaw & Lawton, 1975). Insufficient family resources are also considered as the causative factor of parental stress. Nanda (2011 &2012) studied on the stress level of mothers of autistic- intellectually challenged child and noticed that 96% mothers have physical problems and 86% of them have emotional problem. 100 % mothers are affected from financial stress, social stress, physical stress, inter and intra relational stress, anxiety and mental stress (Nanda, 2011 &2012; Datta et.al., 2002; Upadhyaya & Havalappanavar, 2006; Seth, 1994; Prabhu, 1989; Venkatesan & Das,1994). Mental stress increases if the challenged child is a girl (Tangri & Verma, 1992)/ boy (Waisbren,1980), but some noticed that gender of the baby is not a causative factor for parental stress (Minnes, 1988; Upadhyaya & Havalappanavar, 2006).

Whether the range of disability causes mental and emotional stress? Mothers stress increases if range of disability of the child is severe (Gosch,2001). Prabhu (1989) reported

that mild disability of the child causes more mental stress. But others do not found any co-relation between parental stress and range of child's disability (Pisula & Gorska, 2002; Bristol, 1982; Bradshaw & Lawton, 1975).

In spite of their mental stress these parents do not found any support from rehabilitation counselor or psychiatrist, nor from family and society (Frey et.al.,1989; Quine & Pahl, 1991; Essex et.al., 1999; Kim et.al., 2003) resulting increased value crisis of parents. Parental depression increases the risk of development of emotional and behavioural problems in children (Kane & Garber,2004; Phares et.al.,2002).Parents depression during children's early years has been associated with higher levels of behavioural problems in children (Dietz et.al.,2009; Ramchandani et.al.,2008b).Relationship exists between parental depression and child emotional and behavioural problems. It is suggested that depressed fathers contribute to child problems directly via maternal depression or via marital conflict (Ramachandani & Psychogiou, 2009).

This paper finally suggests that parental stress and depression of challenged children should be considered with due importance and support from family, neighbours and state must be provided to theses parents as and when child's disability identified.

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PERSPECTIVES OF HIGHER EDUCATION AND WOMEN IN SOCIETY.

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ABSTRACT

In the present scenario some Member States and other higher education stakeholders in their efforts to strengthen the role of women in this sector and their contribution to social development in general. In secondary education enrolments increase, the access of women to higher education has improved significantly with their participation in fields such as science and technology. But mass of women in the decision-making process remains vastly inadequate which seriously impedes their development as citizens and professionals. So for this purpose the next phase in the dynamic which will ensure full equity for women graduates and students. It should be necessary that women as citizens to full participation in all areas of social development, efforts to improve to higher education, strengthening their leadership capacities becomes vital. UNESCO (1990) has situated these issues in a wider arena of discussion notably the trends driving the development process but also the specific problems related to the renewal and reform of the higher education sector itself and the nature of social leadership in a multicultural world. National policy-makers must ensure that the access to and participation of women in education at all stages of their lives is safeguarded and facilitated. Higher education is traditionally where social and economic leaders, as well as experts in all fields, receive a significant part of their personal and professional training, it has special responsibilities for this task which concern men and women on an equal basis. Some principal barriers preventing the participation of women in the decision-making arena such as the stresses of dual family and professional roles, family attitudes, career interruptions; cultural stereotyping etc. Since development theory acknowledges that the gender dimension has become a key factor in any solutions proposed for global problems, and as many higher education institutions are now engaged in far-reaching curriculum innovation to keep abreast of social change, the omission of this aspect is no longer acceptable. Given the ongoing modernization and reform of this sector, the role of vice-chancellor or rector has undergone radical transformation in recent years. As the challenges facing higher education grow more complex, it is true that the governance of this sector requires even greater skills. These challenges come at a time when top leadership itself is under close scrutiny, cultural Diversity, to promote action research and training. extensive training sessions women, on feminine leadership with a view to creating a more human society. The principle of Lifelong Learning for women should be strongly supported and appropriate measures adopted to permit them to continue their studies, to re-enter the workforce and to harmonize their professional and personal responsibilities.

Keywords: Women, Higher Education, Issues, personal responsibilities, social development.

INTRODUCTION

The Global Strategy on Women and Higher Education is intended to facilitate the promotion of some goals. Since 1990, UNESCO has situated these issues in a wider arena of discussion in driving the development process. Women have had only a limited role in society with restricted opportunities (Vanderslice and Litsch 1998). Education that nowadays has been recognized by a number of international conventions as a human right and a development imperative, is one of the spheres that has suffered this women's issue. As pointed out by UNESCO (2012), the preference to males over females in education has been a marked feature since ancient societies, practice that has shaped today's gender disparities in this sector in virtually all countries. Relatedly, the importance of women's participation in education is critical (UNESCO, 1998c). Dundar and Haworth (1993) cited that "education of women is important not only from the angle of equal educational opportunity between the sexes, but also for the substantial social and economic returns to female education that can be achieved by raising women's productivity and income level, producing better educated and healthier children, and reducing fertility rates". Vanderslice and Litsch (1998), in turn, expressed that women who have increased education are more aware about opportunities for themselves. Taking into account these perspectives and context, Bonilla et al. (2005) concluded that women, through their participation in education, are becoming then agents of change.

PRINCIPLES OF WOMEN EDUCATION AND DEVELOPMENT

In the increasingly open global economy, countries with high rates of illiteracy and gender gaps in educational attainment tend to be less competitive, because foreign investors seek labor that is skilled as well as inexpensive. Various global trends pose special challenges to women who are illiterate or have limited education. Economies' export orientation and the growing importance of small and medium-sized enterprises create opportunities for women, but women need the appropriate education and training to take full advantage of these opportunities. Education's importance has been emphasized by a number of international conventions, including the Universal Declaration of Human Rights and the Programme of Action of the 1994 International Conference on Population and Development. The Fourth World Conference on Women, held in Beijing in 1995, recognized that women's literacy is key to empowering women's participation in decision making in society and to improving families' well-being.

Fig. 1

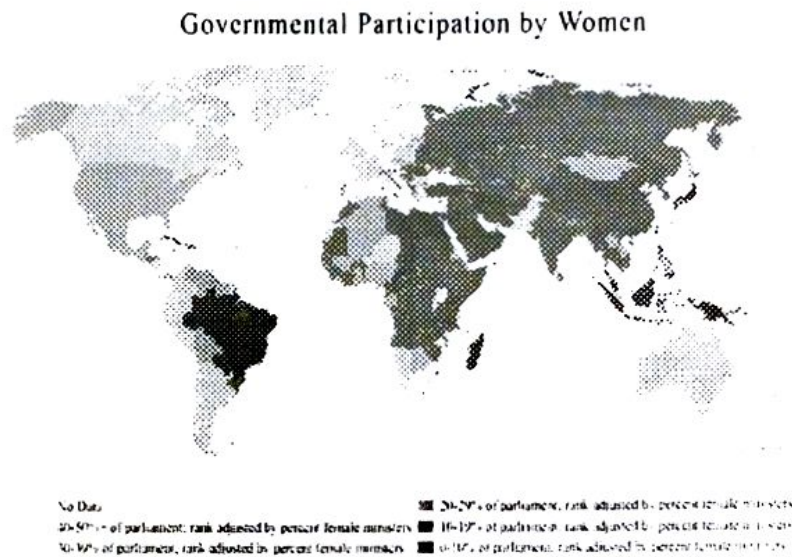
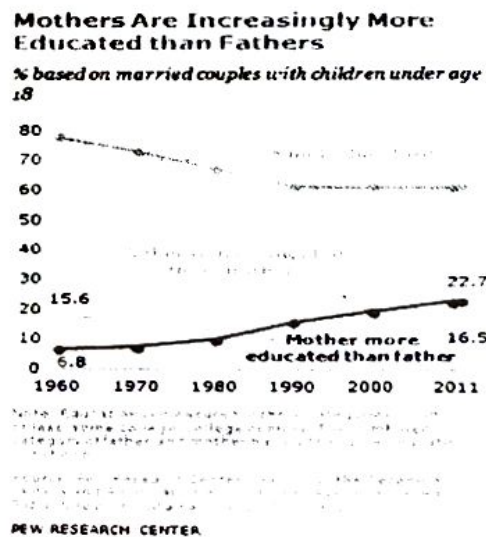


Fig.2

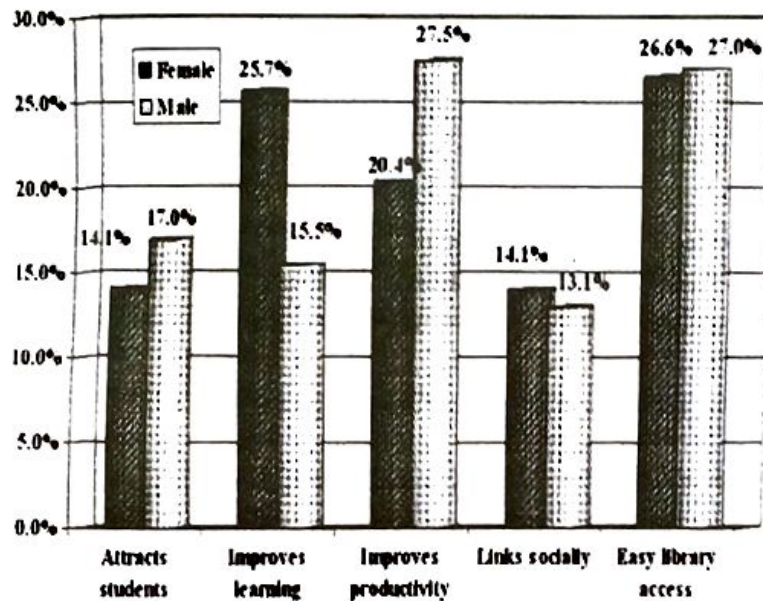


According to UNESCO aims, higher education promote sustainable human development and peace. The key dimensions of women education is empowerment, co-operation, equity, sustainability and security. The commitment to these goals by the family of world nations can only be possible if effective partnerships are formed to construct a more human society in order to realize the potential of investment in human capital and co-operative action. This emphasis on dialogue, on coalition and on collaboration forms the basis of the new approach to

development strategy and requires full participation from the relevant factors involved - that is to say, from men and women. The principle of gender equality must be related to the legal rights of women. In this regard the main normative instruments are:

- the Universal Declaration on Human Rights, 1948
- the Convention on the Elimination of All Forms of Discrimination against Women, 1979.
- the 4th World Conference on Women, Beijing 1995

Figure 3: Students' Views on the Effects of IT on Education, by Gender



KEY ASPECTS OF WOMEN AND HIGHER EDUCATION

There are different aspects of higher education such as-

-societal attitudes to women which discourage their participation in decision-making;

-their lower enrolments in higher education

-the absence of a gender dimension in the higher education curriculum.

Participation in Decision-making.

Education facilitates empowerment which is essential for the participation of women in all aspects of the development process. Furthermore, higher education provides the expertise usually required for the key posts which shape policy in all fields - hence its particular importance for women is obvious.

In the 1993, UNESCO/Commonwealth Secretariat study entitled *Women in Higher Education Management* identified the principal barriers preventing the participation of women in the decision-making arena:

- limited access to education, especially higher education;
- discriminatory appointment and promotion practices;
- the stresses of dual family and professional roles;
- family attitudes;
- career interruptions;
- cultural stereotyping;
- alienation from the male culture and continued resistance to women in management positions;
- absence of adequate policies and legislation to ensure the participation of women.

Given these obstacles, solutions to remedy the exclusion of women lie in a reversal of these trends by means of wider access to education, notably higher education, review of appointment and promotion procedures, provision of legislative and infra-structure support in all professions and of special programmes for women, affirmative action to favor women's access and participation while awaiting a genuine change in attitude towards full gender equality and institutional and governmental support through clear and effective policies which are actually enforced.

WOMEN'S ENROLMENT IN HIGHER EDUCATION

The past 20 years have witnessed significant - but not sufficient - enrolment of the female population in higher education. This progress has certainly been due in part to specific strategies which have focused attention on the inequalities to be redressed. This action has been effective in this regard as policy-makers have been sensitized to the rights of women and to the need to open all levels of education to their greater numbers.

A closer analysis of higher education statistics reveals the different nature of the problem in different socio-cultural and economic contexts. In general, women's

enrolments have improved and may even exceed those of men. Moreover, certain countries have clearly made a strong commitment to facilitating the access of women to higher education. As might be expected, the greatest disparities continue to be found in the developing world.

Women who do enter universities often tend to follow courses in arts and social sciences because they lack competence in scientific and technological fields.

Percentage of students by fields of study

	All students	% Women
Burundi		
•Education	11%	29%
•Law, Social Sciences	32%	35%
•Medical sciences/Nursing	8%	27%
Tunisia		
•Education	5%	42%
•Law, Social Sciences	30%	40%
•Medical Sciences/Nursing	10%	52%
Japan		
•Education	8%	73%
•Law, Social Sciences	39%	33%
•Medical Sciences/Nursing	6%	46%
United Kingdom		
•Education	6%	71%
•Law, Social Sciences	27%	50%
•Medical Sciences/Nursing	12%	76%
Hungary		
•Education	36%	65%
•Law, Social Sciences	17%	55%
•Medical Sciences/Nursing	9%	56%
Brazil		
•Education	13%	81%
•Law, Social Sciences	43%	50%
•Medical Sciences/Nursing	9%	64%

(Source: World Education Report, 1995)

Certain aspects of the access/ participation analysis require significant improvement, notably further analysis of the courses chosen by women, the fortunes of female graduates when they become predominant in a given profession yet fail to share in the decision-making process of that field, and the promotion of women in science at all levels of education so as to permit careers in this domain.

UNIVERSITY CURRICULUM AND HIGHER EDUCATION

In *Women and the University Curriculum*, produced to mark the 1995 Beijing Conference, the authors were in agreement that, today, the university curriculum must:

- offer stimulating role models for women students;
- encouragement and build their confidence
- present male-dominated careers in a light which is more attractive to women
- the need to tackle social problems at the grass-roots level
- Women who are appointed to executive posts in institutions where gender sensitivity is a reality may consequently find that their leadership

WOMEN AS LEADERS IN HIGHER EDUCATION

We are at a certain point in the process of social change where management models are being questioned and where the numbers of women in various professional fields are increasing steadily. To some extent, this can be seen as a crossroads and the new direction taken is very important since this will lead to governance patterns in the 21st century.

Current statistics from the world's principal associations of universities attest to the need to improve the presence of women at the top of higher education:

NGO women (numbers or %)	Members	Institutions led by
Association of African Universities	120	6
Association of Arab Universities	103	2
Association of Commonwealth Universities	463	371
Association of French-speaking Universities	270	5-7%
Association of European Universities	497	6-8%
Association of Universities of Asia and the Pacific	1402	5% -
Inter-American Organization for Higher Education	350	5%3
Union des Universidad de America Latina	177	47

While women continue to become more numerous posts such as deputy vice-chancellor and as academic HODs, some questions of prime importance emerge:

- reality of higher education governance today
- is feminine leadership a valid concept with applications to the higher education context -how does cultural diversity impact upon management practices and the role of women in this area:

HIGHER EDUCATION GOVERNANCE

As the challenges facing higher education grow more complex, it is true that the governance of this sector requires even greater skills. And, these challenges come at a time when top leadership itself is under close scrutiny. An ideal check-list of qualities and skills needed by the prospective VC might read as follows:

- strong record of academic leadership/excellence in research and teaching
- leadership skills, including visioning capacities
- management skills
- institutional experience
- international experience of higher education
- negotiating skills to deal with all stakeholders (internally, the management, the professoriate and students; externally, national policy-makers, the economic sector, community groups, regional and international peer groups)
- communication skills including, if possible, charisma.

For the education of women UNESCO, in co-operation with a number of NGOs promotes management capacities for higher education personnel - from VCs and rectors through the various echelons of the institutions. In particular, with the Association of Commonwealth Universities and the Commonwealth Secretariat, UNESCO has adopted a strategy to provide management training for women and research on the issues which can promote (or hinder) their advancement within the executive ranks.

Feminine Leadership in the Academy

In a world of increasing complexity the quality of leadership has certainly assumed new proportions which are essential to the survival and success of any enterprise or institution. This brings us to the notion of feminine leadership and a number of related issues notably whether this is a valid concept and whether women will be permitted to claim their right to participation in higher education decision-making at all levels and on their own terms.

The concept of academic leadership today, emphasizing that the increasing appointment of women indicates the reality of social change. Besides feminine leadership develop the different criteria of women such as-a commitment to power

sharing (which implies rejection of power by domination),an insistence on self-respect, service and the importance of merit a focus on concrete results in the professional context, recognition and accommodation of the pressures of managing personal and professional lives.

Cultural Diversity, Women and Higher Education

The reality of cultural diversity is a most problematic area in relation to women as leaders and managers both in higher education and in society at large. Many factors come into play - the historical roles of women in certain societies, the conflicts arising from their advanced education and exposure to other cultures, their own continued commitment to the values of their own race, religion and nation. For the cultural diversity for women there are several way to this such as:

- the Special Project Women, Higher Education and Development, by promoting the training and research modalities. higher education management, community health, social inclusion, poverty alleviation and science and development These Chairs and networks recognize cultural identity as a key variable in structuring the activities implemented;

- in certain countries and cultures, highly women have had access to power but often because of their family, marital or political connection,-management varies enormously amongst cultures - a fact which has gained even greater attention with the reality of internationalization; -paradoxically, management is - universally - about getting things done by other people. Culture ceases to be a barrier and, instead, becomes a bridge to building links with the other side.

TODAY THE CHALLENGES OF HIGHER EDUCATION OF WOMEN

The major challenges facing higher education in women are the following:

- ☆ The continued demand for access which has doubled and even tripled in some countries, necessitating a shift from elite to mass higher education;

- ☆ The continued reduction of financial resources and growing accountability measures imposed by governments;

- ☆ The maintenance of quality and relevance and the measures required for their assessment.

- ☆ The growing reality of internationalization in higher education teaching, training and research which deals with the mobility of both people and knowledge.

- ☆ The continuing development problems and donor insistence on basic education, has deflected attention from higher learning which, as the globalization phenomenon in any country .The gender issue in higher education has emerged as a top priority in this region.
- ☆ There is an urgent need to modernize systems and structures to meet the demand for higher education and to help shape a more stable society.
- ☆ Serious poverty persists in certain countries and an over-supply of academic graduates (notably in India) face problems of employment in rapidly changing job markets. Gender is approached in many different ways in this culturally diverse region - however, women as heads of institutions are few.
- ☆ The modernization of higher education in an effort to equip their populations with the capacities necessary for the management of the social and economic transition in progress.

Against this background, three specific aspects related to higher education and women emerge:

- ☆ In higher education itself where reform is the priority, there should be a strong commitment to equipping women with the necessary range of managerial skills to contribute to the overall renewal of this sector;
- ☆ The nature of power, as it is used in positions of leadership and management, may need to be conceived quite differently. Feminine leadership needs clearer analysis and definition and may be preferred as a model more suited to the needs of social development across all sectors including, higher education.
- ☆ Women graduates must be seen as part of the essential human resource base of each country. As such they have right to the same access and career opportunities as their male counterparts. Discriminatory practices are not only unjust but a flagrant wastage of valuable expertise which, today, is vital for all nations;

STRATEGIES FOR FUTURE ACTION

To promote advocacy concerning the access of women to higher education and their participation in this sector:

UNESCO should establish an international observatory on women and Higher

Education to monitor their access, participation, and presence in decision-making International NGOs should undertake a critical review of legal instruments to ascertain effectiveness with regard to higher education.

NGOs, specialized or interested in women and higher education, should pursue training to perfect their advocacy skills in the field of gender at international, regional, national and institutional levels Via NGOs specialized in higher education (e.g. regional rectors' associations and conferences), a Charter of Commitment to Gender Equality should be drawn up for signature by institutional leaders.

UNESCO should support initiatives to evaluate and follow-up the 4th World Conference on Women (Beijing 1995). These may include symposia and regional activities and a special meeting should be convened in 2000.

To promote the presence of women at the decision-making levels of higher education and their employment as graduates.

Equal Employment Opportunity Offices should be established in universities and higher education institutions to monitor the progress of women academics and administrators (e.g. appointment to chairs, HOD posts, senior management posts etc.)

Career orientation offices and graduate placement services should adopt special measures to ensure that women students are fully informed of opportunities and obstacles with regard to gender in different professions.

Higher education institutions and NGOs should make optimal use of role models and pathfinders as a means to inform and advise women students concerning their career choices. Special attention should be given to fields where women are underrepresented (e.g. sciences, engineering.)

TO PROMOTE ACTION RESEARCH AND TRAINING

UNESCO and other agencies to set up mobile teams of gender experts able to encourage endogenous capacity building at national and institutional levels In certain contexts and instances, quota systems may be considered desirable as a means of moving towards full gender equality.

A Code of Good Practice in each region should be elaborated to illustrate the promotion of gender equality across different cultural contexts. NGOs specialized

in higher education and women should run extensive training sessions for students and recent graduates, both men and women, on feminine leadership with a view to creating a more human society.

The principle of Lifelong Learning for women should be strongly supported and appropriate measures adopted to permit them to continue their studies, to re-enter the workforce and to harmonize their professional and personal responsibilities.

CONCLUSIONS

The world is moving towards greater democracy and market-oriented policies in an effort to improve human development. In this climate, more opportunities should be provided for women to obtain executive appointments. The efforts of specialized agencies, of women's groups and the resolutions of international conferences all contribute towards the recruitment of women for such positions.

Clear trends to strengthen the empowerment of highly qualified women are visible in the fields of research, training, advocacy and networking, and the decision-making process must be further strengthened. These operate both in the higher education domain itself and also in professional activities. The spin-off effects resulting from increased access and participation are life-long and have flow-on benefits for women in all social groups. It is now required is a common vision of social and human development shared by men and women alike. This vision is based on social justice and accords women their rightful place in decision-making. "According to this vision, all leaders - whether male or female - become key agents of change for the creation of a new society. Therefore, they are no longer adversaries but full and equal partners in this important endeavor. The World Conference on Higher Education must clearly articulate the profound desire of women to forge this new social partnership. The essential task of the 21st century may well be to forge a new partnership between men and women in dealing with the present and in shaping the future of our personal and public agendas.

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EVALUATING INCLUSION OF DIFFERENTLY ABLED CHILDREN IN NORMAL SCHOOL IN THE LIGHT OF RIGHT TO EDUCATION ACT 2009

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ABSTRACT

The decade of 1970s witnessed the emergence of a new concept of disability along with the advent of the concept of human right. It led to the idea of integration and mainstreaming in the 1980s. Conference in Salamanca (1994) and Dakar Framework Action (2000) popularized term 'inclusion' and inclusive education' in academic field. India has accepted the principle of inclusion in school, colleges and universities. It is further strengthened by RTE Act-2009. In this study the researchers have tried to evaluate the inclusion of differently abled children in normal regular schools keeping in view the RTE-2009. On the basis of their findings some suggestions are given for consideration to make an inclusive set up.

Keywords: Evaluation, Inclusion, Inclusive education, normal school, RTE Act-2009, teacher training.

INTRODUCTION

The concept of integration and normalization emerged from the womb of the Second World War, thereby reflecting a growing awareness of the strength and capabilities of persons with disabilities.

The decade of 1970s witnessed the emergence of a new approach to disability with the concept of Human Rights for the Disadvantaged Individuals' becoming more and more accepted globally. Until the late 1980s, integration was considered as the main vehicle for promoting the rights of the disabled persons to an appropriate education. In the 1990s, there was terminological shift in popularization of the phrase inclusive Education, which was endorsed by the world conference on special needs

Education in Salamanca in 1994 and further, reaffirmed in the Dakar framework of Action (2000). According to the UNESCO DOCUMENT, Inclusive Education.

- Challenges all exclusionary policies and practices in education.
- Is based on growing international consensus of the right of all leanness to a common education in their locality regardless of their background, attainment or disability..
- Aims at providing good quality education to leanness and community based education for all.

Thomas (1997) defines inclusion as the acceptance of all pupils within the mainstream education system and are taught within a common framework, thus identifying the responsibilities of teachers; he contrasts it with integration which he sees in location terms as an assimilation mainstream environment where they may not be accepted and play a full part in the general process of learning with the peers. Achieving inclusion then is a task that should be well defined. These conditions need to be established; otherwise schools will find themselves in a difficult situation, struggling to meet the needs of pupils with special educational needs in the mainstream environment.

Inclusion is an effort to make sure students with disabilities go to school along with their friends and neighbours' while also receiving whatever, "specially designed instruction and support" they need to achieve high standards and succeed as learners.

Inclusion is not the same as mainstreaming or integration. Mainstreaming attempts to move regular education classrooms only in situations where they are able to keep up with their typically developing peers without specially designed instruction or support. Integration provides only part "part-time" inclusion, which prevents the students from becoming full members of the classroom community.

In the "full inclusion" setting, the students with special needs are always educated alongside students without special needs. Some educators say this might

be more effective for the students with special needs. At the extreme, full inclusion is the integration of all students, even and behavioral disabilities, into regular education and the elimination of special education classes. However, this approach to full inclusion is controversial and it is not widely applied, much more commonly, local educational agencies provide a variety of settings, from special classrooms to mainstreaming to inclusion, and to assign students to the system that seems most likely to help the student achieve his or her individual educational goals students with mild or moderate disabilities, as well as disabilities that do not affect academic achievement, such as using wheelchair, are most likely to be fully included. Children with challenging behavior are sending adults the message that something is not right or that their needs are not being met. There could be many reasons for a single behavior, such as being hungry, scared, hurt, tired, bored, wet, sad or angry. Some children have a hard time knowing how to tell adults they are angry, so they act out in ways that get them into trouble.

Students with disabilities who are not included are typically either mainstreamed or segregated. a mainstreamed student attend some general education classes, typically for less than half the day, and often for less academically rigorous classes. For example, a young student with significant intellectual disabilities might be mainstreamed for physical education classes, art classes and story book time, but spends reading and mathematics classes with other students who have similar disabilities. They may have access to a resource room for remediation of course content. A segregated student attends no classed with non-disabled students. S/he might attend a special school that only enrolls other students with disabilities, or might be placed in a dedicated, self-contained classroom in a school that also enrolls general education students, some students may be confined to a hospital due to a medical condition and are these eligible for tutoring services. Development of a differently abled children in normal setting is only possible with better co operation from teachers, friends and all the members of the school. Human rights have provided both the inspiration and the foundation for the movement towards inclusion for children with disabilities. Inclusion requires the recognition of all children as full members of society and the respect of all of their rights,

regardless of age, gender, ethnicity, language, poverty or impairment. Inclusion involves the removal of barriers that might prevent the enjoyment of these rights, and requires the creation of appropriate supportive and protective environments.

RATIONALE

The genesis of special needs education in India can be traced back to pre-independent India. There are examples in Indian History that show that people with disabilities had educational opportunities, and that disabilities did not come in the way of learning. However, during the colonial period the government had no policy on the education of the children with disabilities, only extended grants to the private schools.

The wide spread belief that children with special needs could not be educated alongside others. They were allowed to cater the mainstream communities after completing their education. All children need love, encouragement, and support, and for kids with learning disabilities, such positive reinforcement can help ensure that they emerge with a strong sense of self-worth, confidence, and the determination to keep going even when things are tough.

After the independence, the Indian constitution directed the state to ensure provision of basic education up to the age of 14 years. The education provisions except for guaranteeing similar rights for people with disabilities as other members of society.

The education commission of 1966 (Kothari commission), drew attention to the education of children with disabilities in 1974, for the first time, the necessity of Integrated Education for Disabled Children (IEDC). In pursuit of the goal of providing basic education for all, the National policy on Education (1986) and its follow up actions have been major Education for All adopted in 1990 gave farther boost to the various processes already set in motion in the country.

The Rehabilitation council of India act 1992 initiated attaining programme for the

development of professionals to respond to the need of students with disabilities. The enactment of the people with Disability Act in 1996 provided legislative support. This act makes it mandatory to provide free education to children with disabilities in an appropriate environment until the age of 18 years. In 1999, the government passed the National trust for welfare of persons with Autism, Cerebral palsy, Mental Retardation and Multiple Disabilities Act for the economic rehabilitation of people with disabilities. These acts have been instrumental in bringing about the perceptive change / improvement in the attitude of government, NGO's and people with disabilities. In recent years, two major initiatives have been Launched by the government for achieving the goals of universalization of elementary education (UEE), The District primary Education programme (DPEP) in 1994 and the Sarva Siksha Abhiyan (SSA) in 2002. Programmes launched in the recent past have been able to make only limited impact in terms of increasing the participation of children with disabilities in formal education. This situation needs to changes; a focused effort is required. Keeping in view recent initiatives on inclusive education, a comprehensive review is necessary to help in better understanding the present inclusive education can be promoted,) "The Right of children to free and compulsory Education Act,2009. is introduced by the Ministry of law and justice to provide for free and compulsory education to all children of the age of 6 to 14 years According to the central Govt. Implementation of this Act each and every Institution have to take all the children from general to special needs. But, the problem is that the teacher to teach the special needs are not well trained, well equipped or having necessary accessories.

In a democratic country like India every child has fundamental right, i.e., Right to education – the right to receive help in learning to the limits of this capacity, whether the capacity be small or great. It is consistent with a democratic philosophy that all children be given equal opportunity to learn whether they are average, bright, dull, retarded, blind, deaf, crippled, delinquent, emotionally disturbed or otherwise limited of deviant in their capacity to learn Equality of opportunity denotes two things – equality of success in school.

Since, the role of teachers in imparting knowledge to children cannot be ignored. If the differently able children are included in a regular classroom, the duty and responsibility of a teacher definitely increases. So, in this respect, the attitude of teachers towards inclusion of differently abled children in normal schooling is very important.

STATEMENT OF THE PROBLEM

Evaluating inclusion of differently abled children in normal school in the light of right to education Act 2009.

OBJECTIVES

- To identify the opinion of the teachers on inclusion of disabled children in a regular classroom.
- To determine the sex-wise and strata-wise mean and significance of differences of opinions.
- To find out the remedial measures to modify and to upgrade the technique of inclusion of disabled in normal school setting.

HYPOTHESES

- H1:- The disabled children should be included in a regular classroom.
- H2: There is no significant difference in attitude between urban and rural teachers.
- H3: There is no significant difference in attitude between male and female teachers.
- H4 : The regular classroom should be modified, upgraded well-equipped to teach the differently abled students.

DELIMITATIONS

Sample:- 70 teachers from secondary and Higher Secondary under W.B. Syllabus

Class:- The teachers who deal with differently abled children were only selected.

Areas: - The Teachers were selected from the schools of both urban and rural areas.

Member of Teachers: - 70 teachers were selected from Boy's Girls' and Co-Ed. School.

Sex: - Out of 70 teachers 30 were male and 40 were female.

Strata: - Out of 70 teachers 38 were from urban schools and 32 were from rural schools.

Areas of content: - Various types of Statements were put to measure the attitude of teachers.

Tools used: - An opinionnaire containing 20 statements is used which was in a five point scale.

Analysis of the attitude: - Out of Several methods test retest method was prepared find reliability.

Population: - The researcher here intends to measure the attitude of teachers towards inclusion of differently abled children in normal school. Hence, the researcher chooses the teachers of secondary and higher secondary school under West Bengal syllabus who deal with disabled children in regular classroom setting.

SAMPLE

A sample of 70 teachers who deal with differently abled children in a regular classroom setting were only selected. They were selected from both urban and rural schools. Number of urban and rural schools teachers were 38 and 32 respectively. Similarly, total number of male teachers and female teachers were 30 and 40. All the teachers were taken from secondary and higher secondary schools under W.B. Board and Council.

METHODOLOGY OF THE STUDY

In order to obtain empirically Dependable answers to the research question and to test the formulated hypotheses, the researcher has developed an opinionnaire containing 20 statements which was in a five-point scale. Various types of statements on five major dimensions i.e. National Policy on inclusion of disabled children, Including disabled children towards the goal of achieving UEE, Attitude of normal children schooling and Need for changing curriculum with Teacher Education reform were put to measure the attitude of teachers. Out of several Methods that were followed for finding reliability of the tool test retest method was prepared.

DISCUSSION OF RESULTS

The content area selected for the present study was evaluating inclusion of differently abled children in normal school in the light of Right to education Act 2009. The area of content was analyzed in terms of five dimensions. These are as follows:

1. National Policy on inclusion of disabled children.
2. Including disabled children towards the goal of achieving Universalization of Elementary Ed. (UEE).
3. Adjustment of disabled children in normal schools.
4. Attitude of normal children towards disabled children and
5. Need for changing curriculum class-room with reform in Teacher Education programme.

The selected content area that is the opinionnaire were forwarded to experienced special educators of special education field for their judgment regarding the languages and the standard of the respective content areas. The investigator identified above mentioned five dimensions to measure the attitude of teachers who deal with special children. Different items of the opinionnaire aiming at different objectives were framed. Each and every item measured a definite and specific dimension which was identified by the researcher. Total number of items of the opinionnaire was 20 (Twenty).

The opinionnaire was sent to five resource persons to judge each item really measured the specific dimension identified by the researcher. The content validity

of the test was assured. Now, the opinionnaire was given its final form after necessary modifications.

The teachers of secondary and H.S. Schools, who deal with some special children, were the subject of the investigation. They were 70 (seventy) in number out of which 30 (Thirty) were male teachers and 40 (Fourth) were female teachers. Out of these seventy teachers 38 (Thirty Eight) teachers were from urban schools and 32 (Thirty Two) teachers were from rural schools. The Opinionnaire was given to the teachers at their schools and they allowed to fill up the opinionnaire in a calm and homely atmosphere. After filling up the opinionnaire they returned the papers to the researcher. After administering the test the scripts (opinionnaire) were examined with the help of a scoring key by the researcher.

To find out the reliability of test, the same opinionnaire was re-administered on the total sample (i.e. on the 70 teachers.).

The correlation @ between test – retest was found to be 0.92 which was highly significant at the 0.01 level, and hence reliability of the test was ascertained.

A test is said to have content validity if it appears to be an appropriate measure of some particular trait both because of the way. In which the test is developed and because of the way in which the test is developed and because of the make up of the test items themselves. So, in this present study, the test has content validity because the opinionnaire is tested and judged by the experts and the judges.

Distribution of score in the opinionnaire of the whole group of teacher, male, female, urban, rural were shown separately. The mean and standard deviations of the scores of those different categories of distribution in the opinionnaire test were 26.1 and 5.3, 7.7, 26.25 and 6.85, 25.68 and 3.75, 27.31 and 6.35 respectively.

From the above statement it was apparent that the male teachers' attitude was more positive than the female teachers and the rural teachers' attitude was more positive than the urban teachers.

A frequency polygon of the distribution of the scores obtained by the total teachers in the opinionnaire test had been drawn from the figure, it was seen that the curve was a leptokurtic one.

From this it could be concluded that the distribution was compact not scattered. The mean of the score was also shown in the figure.

The frequency polygons of the two distributions of scores of male teachers and female teachers had been drawn on the same axis. The means of the distributions of score also had been shown in the graphs. It was seen that the distributions were leptokurtic but the distributions drawn for the score of the male teachers was more scatter than that of female teachers.

From these curves it might be concluded that the result of the female teachers were better than that of male teachers. So female teacher's attitude towards the textbook was more positive one than that of male teachers.

Again, two frequency polygons of the distributions of the scores of teachers from urban and rural schools had been drawn on the same axis. The means of the distributions of scores also had been shown in the graphs. From the two curves, it was seen that the curve of the urban teachers was leptokurtic and that for the rural teachers was leptokurtic one.

From these, it was apparent that the urban teachers show more positive attitude towards the role of textbook in the opinionnaire than that of the rural teachers. The distribution of the urban teachers being homogenous, the curve showed leptokurtic properties and distribution of the rural teachers being heterogeneous the curve was leptokurtic.

The cumulative frequency percentage curves of the distribution of scores of male teachers and female teachers had been drawn on the same axis. The curve of the male teachers laid to the right side mostly to that of the female teachers.

The cumulative frequency percentage curves of the distribution of score of urban and rural teachers had been drawn on the same axis. The olive of the urban teachers laid along the right side to that of the rural teachers. This showed that the attitude of the urban teachers towards the role of the textbooks was always higher than that of the rural teachers.

This signified that the two groups (male and female teachers) differed very small in their attitude in the opinionnaire test.

From the figure it was apparent that 55% of the Scores of the male teachers were above the median of the female teachers, i.e.45% of the scores of the female teachers laid under 50% of the male teachers.

Again, from the figure it was also apparent that only 20% score of the rural teachers were above the median of the urban teachers.

For finding out the significance difference of mean score in the opinionnaire test of the teachers' T-test was made taking the whole sample into consideration.

TABLE NO. (A)

PARTICULARS (Strata wise) of the Measure of Test Scores in Opinionnaire of Teachers from Urban and Rural Schools.

	Urban	Rural
Number of teachers involved	38	32
Mean of Scores	25.684	27.313
Standard Deviation	3.75	6.35
Standard Error of mean	0.61	1.12
Difference between mean	2.6	
Standard error of the difference between means	1.28	

Value of 't' = 0.33

Not Significant at the 0.05 level.

TABLE NO. (A)

PARTICULARS (Sex wise) of the Measure of Test Scores in Opinionnaire of Male and Female Teacher.

	Male	Female
Number of teachers involved	30	40
Mean of Scores	26.83	26.25
Standard Deviation	7.7	6.85
Standard Error of mean	1.4058	1.0830
Difference between mean	0.58	
Standard error of the difference between means	1.7748	

Value of 't' = 0.33

Not Significant at the 0.05 level.

FINDING

1. The difference of mean scores of urban and rural teachers in the opinionnaire was found to be 2.03 which was significant at the 0.05 level. So, the hypothesis H2 was discarded. From the above statement it might be concluded that urban school teachers show more positive attitude towards inclusion of disabled children in normal school on an average than the rural teachers.
2. The difference of mean scores of male and female teachers in the opinionnaire was found to be 0.33 which was not significant at the 0.05 level. So the Hypothesis H3 was retained. On an average the male teachers and the female teachers did not differ significantly for inclusion.
3. Out of 70 teachers 38 teachers scored 26 or more than 26 (mean=26). From this statement it might be concluded that more than 50% teachers scored above the mean. So, Hypothesis H1 (that the disabled children should be included in a regular classroom) is retained.

4. All the 70 teachers agreed and strongly agreed with the fifth dimensional statements i.e. Need for changing curriculum and classroom with reform in Teacher Education programme. So the fourth Hypothesis H4 that the regular classroom equipped to teach the differently abled children, is retained.

SUGGESTIONS

It is a common experience that educational provision in ordinary schools, by and large, is confined to the educational needs of an average child. The educational needs of a good number of children at both ends of the continuum of scholastic potentialities remain unmet. The children with limited intellectual capacities face a series of learning problems resulting in learning deficits of varying dimensions and magnitude. Then there are children with sensory disabilities like visual and hearing impairment, neuromuscular disability and emotional disability.

These disabilities also results in a variety of learning problems resulting in learning deficits.

Education of children in all these groups requires special educational arrangements by way of modified curriculum, special instructional strategies, use of special aids and equipment and specialist support for optimum learning and achievement. Educational arrangements are to be made for effectively meeting special educational needs of these children. The specific educational arrangements for meeting their needs constitute special Education. Special education, therefore, can be defined as the process of making educational provision to meet special educational needs of children which cannot be met by the arrangements available in ordinary education. By implication, both education of the talented and education of the disabled come within the purview of special education. Education of children with special needs, particularly those relating to learning problems and learning deficits arising out of the provision. What can be the parameters for matching special educational needs and provision? What can be the conceptual frame for affecting the desired match?

The domain of deficits arising out of the disability, the degree of special education need and the nature of educational provision constitute the three parameters of educational services to children with special needs.

The domains of learning deficits can be cognitive (c), sensory (s), emotional (E), cognitive sensory (CS), sensory emotional (SE), cognitive-emotional (CE) and cognitive sensory emotional (CSE). The degree of the need can be conceptualized at three levels, namely, Mild (M), moderate (Md) and severe (SU). The range of educational provision can be in ordinary classroom without any support and adjustment (P1), ordinary classroom without any external academic support but adjustment of instruction in ordinary classroom (P2), ordinary classroom with some support and adjustment in institution (P3), ordinary classroom as the base but with support and adjustment in side and outside the classroom (P4), Special class as the base with limited participation in ordinary classroom with modified curriculum (P5), Special school only (P6) and in hospital and home (P7). The three dimension wise matching yields 147 combinations. Search needs to be initiated to identify functionally effective patterns of matching.

RECOMMENDATIONS

- **Early detection and Identification :** A Concerted drive to detect children with special needs at an early age should be undertaken through PHCs, ICDS, ECCE centres and other school readiness programmes. Identification of children with special needs should become an integral part of the micro-planning and household surveys. Functional and formal assessment of each identified child should be carried out. A team should be constituted at every block to carry out this assessment and recommend most. Appropriate placement for every child with special needs.
- **Educational Placement :** as far as possible, every child with special needs should be placed in regular schools with needed support service.

- **Aids and appliances :** All children requiring assistive devices should be provided with aids and appliances, obtained as far as possible through convergence with the Ministry of social justice and Empowerments, state welfare departments. National Institutions or NGOs.
- Support service like physical access, resource rooms at cluster level, special equipment, reading material, special educational techniques, remedial teaching strategies could be provided.
- **Teacher Training :** Intensive teacher training should be undertaken to sensitize regular teachers to effective classroom management of children with special needs. This training should be recurrent at block / cluster level and integrated with the on-going in-service teacher training schedules in SSA(Sarva Siksha Abhiyan). All training modules at SCERT, DIET and BRC level should include a suitable component on education of children with special needs.
- **Resource support :** Resource support should be given by teachers working in special schools. Where necessary, specially trained resource teachers should be appointed, particularly for teaching special skills to children with special needs. Wherever this option is not feasible, long-term training of regular teachers should be undertaken.
- **Individualized Educational Plan (IEP) :** An IEP should be prepared by the teacher for every child with special needs in consultation with parents and experts. Its implementation should be monitored from time to time. The programme should test the effectiveness of various strategies and models by measuring the learning achievement of children with special needs periodically, after developing indicators.
- **Parental training and community mobilization :** Parent of children with disabilities should receive counseling and training on how to bring them up and teach them basic survival skills. Strong advocacy and awareness

programmes should form a part of strategy to educate every child with special needs. Component on disability should be included in all the modules for parents, VEC and community.

- **Planning and Management :** Resource groups should be constituted at state and district levels to undertake effective planning and Management of the programmes in collaboration with PRIs and NGOs. An apex level resource group at the national level to provide guidance technical and academic support to children with special needs under SSA may be constituted.
- **Strengthening of Special Schools :** Wherever necessary, special schools may be strengthened to obtain their resource support in convergence with departments and agencies working in that area.
- **Monitoring and evaluation :** Ongoing Monitoring and evaluation should be carried out to refine the programme from time to time. For this, appropriate monitoring mechanisms should be devised at every level with field testing at regular intervals.
- **Girls with disabilities :** Special emphasis must be laid on education of girls with disabilities.

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CURRICULUM DEVELOPMENT OF B. ED. GEOGRAPHY (METHOD) PRACTICAL OF WEST BENGAL STATE UNIVERSITY (WBSU): REVIEW AND PROPOSAL

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ABSTRACT

Teacher education institutions (TEIs) shoulder a great responsibility to provide their trainee-teachers both cognitive and psychomotor skills. Curriculum is an important element in this regard. A rational curriculum designing of B. Ed. Geography (Method) Practical syllabus is necessary, and it demands due attention of the appropriate authority especially the teachers of the TEIs imparting the lessons. A review of the existing syllabus suggests that the syllabus is mainly based on WBCHSE syllabus of Geography, which is definitely a narrow and relatively old prescription. The proposed syllabus is more inclusive and updated to cater the needs of almost all types of schools in India.

Keywords : *Teacher Education Institutions (TEIs), Geography (Method) Practical, Curriculum development.*

INTRODUCTION

The social impacts of recent Liberalization, Globalization and Privatization (LPG) have now become irreversibly significant, and the role information-communication technology has been very important throughout the world, especially in the developing countries. All institutions, including educational establishments, of the society have been experiencing considerable changes with both opportunities and threats. The teacher education institutions (TEIs) play a crucial role by linking school education with higher education, and therefore, a qualitative improvement of these institutions is necessary through development of infrastructure and appropriate curriculum designing.

CURRICULUM DEVELOPMENT IN PRACTICAL GEOGRAPHY

An individual's approach to curriculum reflects the person's view of the world, including what the person perceives as reality, the values and knowledge s/he possesses. It also reflects the views and demands of the society. A curriculum must be organized, progressive and ultimately bear applicability. Students should not only appreciate the central concepts of the curriculum, but also know how to relate such knowledge and apply it for problem-solving at the times of need. The ways of dealing with the content matter/ items should comprise relevant elements of the information age.

In education, we need to apply a conception imbining active, creative, a self-proactive measure, so that its actions are supportive of human living. It requires curriculum evaluation which is a complex stage of making decisions about curriculum matters comprising series of intended learning outcomes. It is to examine the effects of an educational innovation and to judge the quality of effects produced. In D. Stufflebeam's CIPP model (Context, Input, Process, Product) the "product" evaluation provides evaluators with information that will enable them to decide whether to continue, terminate or modify the new curriculum keeping an open-door policy. Therefore, curriculum requires time to time revisions. After all, a rational curriculum is knitted with relationship of the past, present and future experiences which enables learners to confront with the dynamic character of the society. So, along with the theoretical part the practical section needs due attention.

Geography being an applied science integrates physical and human aspects of the earth's surface, and seeks to explain the nature of interaction between man and his environment at different spatio-temporal scales. Effective use of tools and techniques are necessary for understanding the nature of this interaction by various measurements, analysis of data and their appropriate representation through diagrams and maps. Trainee teachers of B. Ed. level should have adequate mastery over these practical items, so that they become able to draw the attention and appreciation of the young students of different classes of school geography. The practical geography, therefore, needs to be systematically practiced by the trainee teachers to make their learning oriented towards comprehensive understanding of various geographic problems.

A COMPARATIVE ANALYSIS OF GEOGRAPHY (METHOD) PRACTICAL SYLLABI OF WBSU, BARASAT

Since Geography is an important school subject it is offered as a method discipline in most of the TEIs. The subject consists of both theoretical and practical papers. In this exercise a comparative analysis of Geography practical paper of West Bengal Council of Higher Secondary Education (WBCHSE) and Bachelor of Education (B. Ed.) Examination of West Bengal State University (WBSU) Barasat for the period 1990 to 2014 has been done. It is to be noted that B. Ed. Method paper practical usually conforms to the Higher Secondary optional subjects/ papers in West Bengal (Table-1). This had been a usual practice in West Bengal universities because almost all of the trainee-teachers were associated with the schools affiliated to the educational boards/ councils of West Bengal. The syllabi of Geography, and also of other method disciplines, of school education of the state were framed mainly by the teachers of non-TEIs (college and university departments) and schools, and while incorporating these syllabi in B. Ed. curricula almost no attention was given to the needs of other boards/ councils. The teachers of TEIs had very little scope to frame the syllabi to suit the contemporary holistic demands. So, instead of following same the syllabus framed by the WBCHSE, the TEIs can experiment with little more innovative ideas on framing a rational syllabus which may cater to the needs of a variety of boards/ councils (like ICSE and CBSE) and schools which are often found to be more updated in terms of contemporary knowledge and methods of a particular discipline. For example, in Geography computer applications, Remote Sensing, Geographic Information System etc. have become essential tools and techniques, but unfortunately these have no inclusion in the WBCHSE syllabus of practical geography.

PROPOSED MODEL SYLLABUS

Curriculum designing requires careful planning, intense reflection and deliberate action to deal with the anticipated visions not only for job oriented requirements but also to appreciate their applicability. The socialization part of the curriculum enables students with opportunities to learn about problem-solving issues, aptness in life which are purposive and relevant in life, and acquire social intelligence and social competence. The health and the vitality of the society depend to a large extent on the framers of curricula who are entrusted to meet the challenge and create

programmes so that the students not only can work optimally but they are also capable to think better and move forward in the learning of the subject-matter or content more meaningfully. Thus, in this case the curriculum transactors of the trainee teachers should have referred the curricular items of other boards with the intention of serving the same age or cohort of the society.

Effective implementation of curriculum demands time, personal interaction and contacts with people-based supports. There is a need to nurture the development of ideals and ways of perceiving and thinking that obviously bears an educational value for the student and society. The content and experiences should be selected so that they suggest further avenues for enquiry and affects the emotional levels of the students to motivate them to engage in such scientific procedure of knowledge acquisition and efficient learning. Moreover, we need to focus on the children with special needs following the norms of Inclusive Education. So, a healthy curriculum design makes sure that all the parts of a curriculum are neatly organized in a document. The 'design' is definitely a complex phenomenon requiring educators' full attention to the curriculum that enables all its users to learn concepts, attitudes and skills considered worthwhile and essential. Keeping many of these aspects in mind a rational model curriculum for B. Ed. Geography (method) practical can be suggested, as follows.

1. **Scale, Direction and Distance:** Concept of Spatial scales (R. F.: Large, Medium and Small), Time scales (Historical, Geological); Graphical construction of map scale (Linear: cm to km); Use of Compass (Direction on Map: Explanation & Demonstration) and Rotameter (Distance on Map: Explanation & Demonstration)
2. **Map Projections:** Principle, graphical construction of graticules, properties and use of Simple Conical with One Standard Parallel, Cylindrical Equal Area, and Mercator's [Comparative grids for South Asia or India]
3. **Maps and Map Interpretation:** Classification of maps and their uses, Essential elements of maps, Conventional signs & colours; Concept of contour and drawing of relief profiles to show ridge & peak, valley, spur and escarpment;

- Identification and preparation of sketches of the types/ patterns of drainage, Vegetation, Transport & Communication, and Settlement; and Interpretation of Survey of India (Sol) Topographical Sheets (R.F. = 1: 50 000) to correlate between Physical and Human elements using Transect Chart; Principles of Numbering of Sol Topographical Sheet (Open Series)
4. **Isolines:** Concepts, uses, drawings and interpretation of Contours, Isotherms and Isohyets
 5. **Statistics and Statistical Diagrams:** Nature and method of collection of Primary and Secondary Data; Classification and Tabulation; Determination of frequency (Ungrouped, grouped, cumulative); Calculation of central tendency (Mean, Median, Mode); Measurement of dispersion (Standard Deviation, Coefficient of variation); Construction of Histogram, Frequency Polygon, Cumulative Frequency Polygons; Differentiation between polygons and curves
 6. **Cartograms and Thematic Maps:** Principles, use, construction and interpretation of: (A) Line Graphs, Bar Graphs, Pie Graph; (B) Dot Map, Choropleth Map, Flow Map
 7. **Principles and use of weather instruments** (Explanation & Demonstration of Thermometer (Maximum & Minimum), Barometer, Hygrometer, Wind Vane, Anemometer, Rain gauge [Recording of readings of the first three.]
 8. **Climatic Charts and Weather Maps:** (A) Concepts, construction and interpretation of Rainfall-Temperature Graphs: Equatorial, Tropical Monsoon, Hot Desert, Tropical Savanna, Mediterranean, and Tundra; (B) Generalized observation and reporting of spatial distribution of Temperature, Pressure, Wind, Cloud, and Precipitation from daily Weather Map of India (One each of Summer and Winter season) or Weather Bulletins issued by

India Meteorological Department (IMD, available from its website or from daily news papers).

9. ***Local Field Study/ Project Work*** (Group work on any one of the following):
 (1) Preparation of a map using Prismatic Compass and Tape of the school compound; (2) Preparation and interpretation of Rural/ urban Land Use of a Mouza/ Ward; (3) Preparation of weather data book on the basis of published daily weather reports, and interpretation of the weather trend; (4) Preparation of a report [within 1000 words, with the help of simple survey schedule, appropriate cartograms and photographs] on the basis of household survey on any socio-economic issue; (5) Preparation of People's Bio-diversity Register for a small area close to the institution/ home; (6) Any suitable problem to show man-environment interaction of a geographical area/ region, or school survey on teaching-learning process in geography.

10. ***Identification and collection of common specimens*** (at least five of each category) for the geography museum/ room: (A) Rocks and Minerals, (B) Crops, (C) Fibres.

11. ***Basic principles, components and uses of Computer in Geography, Remote Sensing and GIS*** [Demonstration of Air Photo and Geo-coded Satellite Imageries (FCC) along with corresponding Sol Topographical Sheets may be done to show the different physical and human aspects in them].

12. ***Laboratory Note Book and Viva Voce.***

CONCLUSIONS

It is not possible to impart lessons on all of the above mentioned topics immediately mainly due to infrastructural constraints. But, a determined effort of the concerned teachers can overcome the problems if interaction and cooperation is effected through meetings and workshops. Accordingly the proposed syllabus can be distributed into two semesters to suit the local condition of the TELs which should be allowed to evaluate the trainee-teachers adopting transparent and competent mechanisms.

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Table-1
Curricular Items of Geography Practical Papers of WBCHSE and B. Ed.
Examinations (WBSUB) Offered during 1992-2014

Topics in H. S. (1992)	Topics in B.Ed. (1992)	Topics in H.S. (2014)	Topics in B.Ed. (2014)
• Drawing of temperature & rainfall graph, and identification of climatic type of Equatorial rainforest, Tropical monsoon, Mediterranean, Hot desert • Drawing of isotherms, isohyets and contour from the given values • Study of contour line depicting valleys, spurs and scarps; and drawing of cross-sections • Study of conventional signs, Interpretation of topographical maps of the plain regions of India	• Statistical Diagrams-rainfall & temperature graphs-Equatorial, Tropical savanna, Tropical Monsoon, Mediterranean, China, Cool temperate, Cold arctic, Desert, Mountain • Isobar, isotherm and isohyets map of India Contour features • Meteorological instruments-Recording of readings: Fortin's Barometer, Six's Maximum & Minimum Thermometer, Hygrometer, Wind Vane, Rain gauge • Interpretation of Topographical map • Choropleth Map • Chain survey • Identification of rocks, Common food crops and fibres • Map projection-Cylindrical equal area, Simple conical with one standard parallel, Polar zenithal equal area • Field Report	• Maps & Scales: Types of maps and drawing of linear scale • Drawing of Cross sections to show topographical features like valley, escarpment, peak (hill top), drainage system, natural vegetation, transport and communication & settlement, correlation with different physical and cultural elements- transect chart • Cartograms-construction of line graph, bar graph, flow and star diagram, drawing of isolines, isohyets & contours, • Meteorological instruments-Recording of readings: Fortin's Barometer, Six's Maximum & Minimum Thermometer, Hygrometer • Statistics: Concept of data-primary & secondary grouped & ungrouped, Tabulation & classification of data, frequency Polygon & Ogives, Measures of central tendency, mean, median, mode (calculation & computation) standard deviation, coefficient of variation, Frequency distribution, Histogram, • Map Projection: Cylindrical equal Area, Simple Conical with one standard parallel • Project Work: People's Biodiversity Register • Earthquake & landslides Himalayan Region, Volcanic eruption-Japan, Drought-Bankura, Purulia, Flood-Sundarban	• Maps & Scales: Types of maps and drawing of linear scale • Interpretation of Topographical Maps: drawing of Cross sections to show topographical features like valley, escarpment, peak (hill top), drainage system, natural vegetation, transport and communication & settlement, correlation with different physical and cultural elements- transect chart • Cartograms-construction of line graph, bar graph, flow and star diagram, drawing of isolines, isohyets & contours • Meteorological instruments-Recording of readings: Fortin's Barometer, Six's Maximum & Minimum Thermometer, Hygrometer • Weather map interpretation, rainfall and of temperature graph • Statistics: Concept of data-primary & secondary grouped & ungrouped, Tabulation & classification of data, Frequency distribution, Histogram, Frequency Polygon & Ogives, Measures of central tendency, Mean, Median, Mode (calculation & computation), Standard deviation, Coefficient of variation • Map Projection: Cylindrical equal Area, Simple Conical with one standard parallel • Field study & viva: land use of any local area, traffic flow, household survey • Project Work: People's Biodiversity Register, Earthquake & landslides Himalayan Region, Volcanic eruption-Japan, Drought-Bankura, Purulia, Flood-Sundarban

Source: Prepared by the author. Note: As per instructions of WBSUB any 5 topics of the revised syllabus (w. e. f. 2013) of the B. Ed. curriculum of Geography (Method) practical paper can be selected. However, almost all TELs affiliated to this university prefer to impart only those lessons which were included in the old syllabus. This is probably due to lack of infrastructure and more importantly the problems of mind-set of the people concerned.

ROLE OF SOCIAL MEDIA IN ENHANCED ACQUISITION OF SECOND LANGUAGE

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ABSTRACT

Researches to date show great success in the use of social networking sites in foreign language learning. As in many other areas of higher education, the growth in global computer networks has spurred a massive increase in online foreign language learning (see, for example, Levy & Stockwell, 2006; Recker, Dorward & Nelson, 2004; Warschauer & Grimes, 2007). Far beyond earlier stand alone tutorial applications, the interactive abilities of computer-mediated communication tools has prompted the study of language learning in text-based chat, massively multiple online gaming and mobile devices (Sykes, Oskoz & Thorne, 2008). Technology has become a natural part of everyday life and is now infiltrating the language education sector. There are numerous technology tools which can be integrated into the classroom and used outside class, such as chat, email, blogging, microblogging and social networking, to name a few. Social networking has increased in popularity in recent years and sites such as MySpace and Facebook can be a very useful tool in the classroom as they promote both target language use while also promoting learner autonomy among language students. Holec (1981) defined autonomy as "the ability to take charge of one's own learning". Dickinson defined it as "the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions" (p. 22). These definitions focus on the idea that autonomy is capacity within learners rather than their learning situations, which can result in a more positive and motivating learning experience for students as students themselves decide what they would like to do and how. Sanpraset (2010) argues that autonomous learning is a relatively new concept in many countries such as Japan, Thailand and France. In these countries' education systems are based more on "rote memorization, attention to detail, and precise, linear and logical analysis without critical thought" (p. 110). It can be difficult for students in Japan to become accustomed to taking control of their own learning. Introducing social networking sites such as Twitter or Facebook can help students increase their own language learning in a motivating way.

Keywords: language acquisition, technology, social networking, learner autonomy

Technology has become a natural part of everyday life and is now infiltrating the language education sector. There are numerous technology tools which can be integrated into the classroom and used outside class, such as chat, email, blogging, microblogging and social networking, to name a few. Social networking has increased in popularity in recent years and sites such as MySpace and Facebook can be a very useful tool in the classroom as they promote both target language use while also promoting learner autonomy among language students. Holec (1981) defined

autonomy as "the ability to take charge of one's own learning". Dickinson defined it as "the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions " (p. 22). These definitions focus on the idea that autonomy is capacity within learners rather than their learning situations, which can result in a more positive and motivating learning experience for students as students themselves decide what they would like to do and how. Sanpraset (2010) argues that autonomous learning is a relatively new concept in many countries such as Japan, India, Thailand and France. In these countries education systems are based more on "rote memorization, attention to detail, and precise, linear and logical analysis without critical thought" (p. 110). It can be difficult for students in Japan to become accustomed to taking control of their own learning. Introducing social networking sites such as Twitter or Facebook can help students increase their own language learning in a fun and motivating way.

The Web 2.0 culture of increased online participation has been most commonly defined by its contrast with the concept of Web 1.0. In the first stage of the internet, or Web 1.0, users played the more passive role of a simple receiver of information. The traditional tools of Web 1.0 included email, chat rooms, and discussion boards (McLoughlin & Lee, 2007). Web 1.0 users would read static content created by "experts" who had the technical ability to write and post content (Ebner, 2007). Web 1.0 is contrasted with Web 2.0 in which general users consume, create, and edit content while easily collaborating with other users (McLoughlin & Lee, 2007). Web 2.0 tools provide users the opportunity to play a more active role of potential author, contributor, editor, or specialist. Not only are users given more opportunities to participate at a richer level, the quality and even the survival of Web 2.0 tools such as blogs, wikis, and social networks, are largely dependent on the quality and consistency of the contributions of the users. Blogs are largely made up of user-created content, wikis allow multiple users to contribute to a growing knowledge base, and social networks allow users to develop online communities of shared interests. While these Web 2.0 tools have grown in popularity with general users, some discussions focus on the continued relevance of Web 1.0 tools in today's world (De Weber, Mechant, Veevaete, & Hautekeete, 2007). Nevertheless, the emergence of Web 2.0 tools may not diminish the importance and usefulness of Web 1.0 tools for today's users. Many educators are discovering how Web 2.0 tools, such as educational blogs, wikis, and podcasts, could provide students with opportunities for greater learner control, active construction of knowledge, and access to collaborative learning environments (Solomon & Schrum, 2007). Using Web 2.0 technologies in the classroom may give teachers another way of reaching

the latest generation of learners who are already heavily immersed in the Web 2.0 world outside of the classroom (Downes, 2005). The Web 2.0 may provide necessary connections between the learning resources and students, as well as empower students to collaboratively develop educational knowledge and content (De Weert, et al., 2007). The Web 2.0 is beginning to play a role within the more formal learning environment of foreign language classrooms. The reading, writing, speaking, and listening skills and needs of language learners may require a specific type of pedagogical design of educational tools. Interactive, user-developed content within Web 2.0 tools may provide "real-world" listening and speaking skills not provided by static Web 1.0 learning tools. For example, a university-wide survey of multiple disciplines was conducted to evaluate the satisfaction of students with their course websites (Kukulska-Hulme & Shield, 2006). The foreign language students had the lowest satisfaction with their traditional course website. One student gave a reason for the low scoring as "A Web site can't answer questions like 'How do you pronounce ...?'" (Kukulska-Hulme & Shield, 2006, p. 3). The course website was not meeting the language learners' need for feedback and interaction in a new language. Perhaps this desire for input and the associated need for access to aspects of the foreign culture may be addressed by a more collaborative environment provided by Web 2.0 tools. Godwin-Jones (2005) cites specific examples of teachers using the Web 2.0 in the classroom to facilitate language learning; instant messaging tools are being incorporated for text-based interaction with native speakers and downloadable podcasts are being made available to students for listening skills and word recognition. Web-based gaming environments provide a space for students to assume an online identity and interact with others in the foreign language. Many of these tools are just in the initial stages of classroom integration, but foreign language teachers are beginning to find a use for Web 2.0 tools within the classroom (Godwin-Jones, 2005). Further research is needed on how to evaluate the use of these types of tools for language learning purposes.

For van Lier (2004), language articulates the relations between people and the world and as such, context is central and ecological. Thus, there is no reason to teach or learn de-contextualized or prescriptive grammars (Ellis, 2008), and thus Felix (2005) has called for a mix of social and cognitive constructivist approaches to language acquisition. By combining the two approaches, learners can be exposed to a range of activities that promote increasingly complex automated responses, engage in autonomous learning and simultaneously develop both cognitive and metacognitive processes. The combined approaches integrate well within an ecological perspective, which considers learning to be a non-linear, relational activity, co-constructed between humans and their environment (Kramsch 2002, p. 5). For

Kramsch, there are two common metaphors that are used in second language acquisition. In the first one, learners are parts of mechanism with inputs and outputs; in the second metaphor, the learners are apprentices in a community of practice. According to Kramsch (2002), the organic nature of language learning relies on three assumptions: 1) Complexity, as communication involves interpreting meaning at various levels, various levels of detail, and in multiple semiotic and idiolectal forms; 2) Non-linearity, as learning is co-constructed between humans and their environments and development is mediated by activity; 3) Inter-connectivity, because an individual's emotional and motivational character situates the learner within a social and professional community of language users. In consideration of these three assumptions there are many ways of explaining the various levels on which language, learners and the language learning environments interact. In complex, non-linear systems only the interactions of the individual components of the systems are meaningful (Kramsch, 2002). The learner is no longer perceived as an empty vessel absorbing the information passed on by the teacher but rather as a member of a learning ecosystem (van Lier, 2004). As it moves further away from behaviourist to socio-cultural approaches then, foreign language instruction increasingly seeks to foster interactions within a community of learners (Lantolf & Poehner, 2008). For years, theorists have recognized that networked computers can potentially offer a rich environment for socio-cultural language learning (Harrison & Thomas, 2009). Social networking sites, as Ryberg and Christiansen (2008) have shown, can support language acquisition by offering an opportunity to learn through observation before mastering an understanding. This leads to gaining confidence and becoming a legitimate, recognised member of the community, which then allows the learner to encourage and enable learning within the community, by being teachers themselves. Some of the popular social networking sites other than Facebook or Twitter, already in vogue are briefly shown below:

- ★ The “vebbler.com”, that is targeted at making the experience of connecting and sharing online similar to how our real-world relationships work. This “layers” the conversations with people belonging to different status like the students, teachers, parents, relatives etc so that one aspect of a person's life does not spill into another.
- ★ Rinema.com that helps to rate and review popular movies that the students watch and allow them to explore films based on language or genre. A very popular media, movies appeal to the growing minds and motivate them use the second language more and more, thereby assisting in non-invasive modalities of acquisition.

- ✱ The Palabea website provides an "Online-Exchange" environment in which users have the opportunity to interact with other users in audio and video conferences (see Figure 1). Other types of materials are available for learning purposes, including video lessons and podcasts. "Virtual Classrooms" are also available for users to join and learn with other users in a virtual learning environment. The Palabea site also provides links to educational offline resources, including local language schools.
- ✱ The Babel website provides users the opportunity to learn Spanish, French, English, Italian, and German (see Figure 2). Interactive multimedia content provides users multiple ways to learn a new language at their own pace. A social network environment is also available and allows users to learn from each other via web-based audio or video chat.
- ✱ The Live Mocha website combines self-paced lessons with a social learning environment to allow individual users to choose how they would prefer to learn a new language. Users can track their progress through online courses and access other learners directly from their profile pages.

However, a number of studies show Facebook to be the most popular and most commonly accessed social media site and discuss modes of using Facebook and Twitter in the classroom. While microblogging can be useful and encourage students to use more concise language as they must write posts no longer than 160 characters, it can be difficult to keep up-to-date with messages. Twitter can group topics using hashtags but this can be confusing for students, especially if they have little background in technology. Twitter can also link video, television or polls; however these require separate applications. Facebook on the other hand can help keep topics grouped together in one place, which is easier for students to read and they have more control over the length of their posts. They can attach links, share photos and videos, send private messages, add notes or easily chat online synchronously. According to facebook.com there are currently approximately 800 million active users worldwide in over 70 languages and with more than 350 million users accessing Facebook on their mobile devices. In other words, Facebook is an extremely convenient application that students and educators can access anywhere. Not all students have access to a computer or internet at home and by having mobile access to Facebook; students are able to access their accounts anywhere. With the spread of Web 2.0 tools, many educational technology experts feel that multimedia technologies can "motivate students to learn languages better than without it" (Kim, 2009). Multimedia technologies can be more interesting and refreshing to students

and whether teachers introduce new technologies or incorporate multimedia tools that students are already familiar with, they can increase students' motivation and language output. Langer de Ramirez (2010, p. 3) also states that "Web 2.0 tools are forgiving of errors and provide students with ways to save face as they practice their new language in cyberspace". As Web 2.0 encourages more interactivity and in a bid to increase student motivation using computers at the end of first semester, it was decided that social networking would be incorporated into a lower language proficient class.

The aim of this paper is to offer some initial observations on how the use of a social network site appeared to motivate learners to participate and take charge of online discussions. Clearly further research is needed involving a more systematic analysis of the data. However, initial observations indicate that the use of Facebook contributed to increased student motivation and language output. Many in-service and pre-service teachers of English enrolled in the B.Ed Course have problems with use of English and it is mighty difficult for them to learn the language at this stage. Social media proved to be an effective way of aiding in second language acquisition, an experience that aided them in formulating similar exercises in their own classrooms in high schools. Facebook was chosen for this activity as students were able to control what information they shared, is relatively easy to use and students could make the activities as easy or challenging as they wished as students were able to decide the level of difficulty and content of their questions, posts and the videos they uploaded. It was found that most of the students were active facebook users. Students were given the choice of viewing Facebook in English during the sign up process as it was important that they understood the settings for their own privacy and online safety. Once all members of the class had successfully created Facebook accounts, it was decided that students would use it to discuss a weekly topic in a secret group set up by the teacher. By using a secret group and selecting the highest level of privacy, students were able to post to the group without worrying about who was viewing their posts and activities. The activity began with the teacher starting the first discussion. Students were given one week outside of class to answer the question and although the activity was not a compulsory component of the course syllabus,. This continued for three weeks and during this time students were encouraged to navigate through their own Facebook page and update their profiles, add pictures and find friends. While students were not required to be friends in order to post in the secret group, all participating members were required to become friends with each other in order to be able to post responses on each other's walls and to enable chat. The second month into the exercise the class was divided into groups of three and each week one group was asked to collaborate, decide on a question and post it as a new discussion topic where their classmates could enter

into a discussion. It was interesting to observe the range of questions the students devised and how the length of replies and the content developed over time. The student generated questions ranged from simple, less detailed topics such as vacations, Christmas, favourite sports personalities and favourite movie characters to more adventurous ones which required more detailed replies such as, international events, music and questions/feedback related to the students' own in-class presentations, videos of which had been uploaded by the teacher. When the teacher was posting questions students' answers were brief and cautious and students wrote many short sentences. The average post was approximately 3 sentences consisting of an average of 5 words per sentence. Students later began using longer sentences with conjunctions. However, once the students themselves began to form their own discussion questions the replies increased in length and the content became more detailed. Thus it was evident that Facebook activities aided in language acquisition especially in a second language class.

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INCLUSIVE EDUCATION IN INDIA: A COUNTRY IN TRANSITION

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ABSTRACT

Inclusive education (IE) reflects the values, ethos and culture of a public education system committed to excellence by enhancing educational opportunities for all students. It ensures that schools are supportive and engaging places for all students and teachers. Additionally, inclusive education is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. In such situation it seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. Thus it implies all learners – with or without disabilities being able to learn together through access to schools and community educational setting with an appropriate network of support services. Universal elementary education is essential for national, social and economic development of the country. India will probably have the world's largest set of youthful population when other countries have ageing populations (with presently 35 per cent of the population under the age of 15). To take advantage of the India's demographic dividend, universal elementary education is demanded. Despite the early initiatives, one of the tragedies of India's development is that the country still lags behind educationally. While it has emerged as an important player in the worldwide information technology (IT) revolution, it is home to millions of out-of-school children. However, the 1990s saw a perceptible acceleration in the pace of progress in elementary education. Studies revealed that the school enrollment ratio for children between the ages of 6 and 12 years moved upto 80 to 95 per cent between 1996 and 2006 [Dreze and Sen (2013)]. That most children aged six to fourteen years are now in school is further corroborated by the annual surveys conducted in the rural areas by the NGO Pratham. According to the latest survey, summarized in the report Aser 2010, the percentage of children aged six to fourteen years not enrolled in school fell from 6.6 per cent in 2005 to 3.5 in 2010 in rural India. The proportion of girls not enrolled fell from 11.2 to 5.9 per cent over the same period [Bhagwati and Panagaria (2012)]. Such studies indicate the opportunities of the initiatives taken in our country regarding inclusive education.

Keywords : *Inclusive education; Universal elementary education; Gross enrollment ratio; Adult literacy rate; Right to education (RTE) act; Education of children with disabilities.*

INTRODUCTION

Inclusive education is a pairing of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential. It is a process of increasing the participation of all students in school, including those with disabilities. It demands positive and rich learning environment with necessary support for all students and expectations for all students to learn. It requires the acknowledgement of individual differences (conversion of process of education in a dynamic process), and the fact that all children can learn (enabling educational structure and methodologies to meet the needs of all children). Universal elementary education system is essential for national, social and economic development of the country. India will probably have the world's largest set of youthful population when other countries have ageing populations (with presently 35 per cent of the population under the age of 15). To take advantage of the India's demographic dividend, universal elementary education is demanded [New Knowledge Commission (2009)]. The objective of this article is to assess the needs and early initiatives for inclusive education in the country as well as to make a comprehensive review of the present status of universal elementary education achieved due to substantial steps forward during last two decades.

INDIA'S CHALLENGING BEGINNING

Perhaps no new nation was born in more difficult circumstances than India. When the British finally relinquished control over the subcontinent, they left behind not one new nation but two — India and Pakistan, the later created as a homeland for the Muslim minority. Independence and Partition had been accompanied by massive religious rioting, which claimed more than a million lives. The government of India had to contend with the anger and desperation of some eight million refugees who had fled across the border from East and West Pakistan. Their discontent threatened to unleash a fresh wave of violence between Hindus and Sikhs on the one hand and the Muslims who had chosen to stay behind in India on the other. An equally crucial problem was that of the princely states. The British had controlled some two-thirds of the subcontinent directly, the rest being divided between more than five hundred chieftdoms and principalities whose rulers owed allegiance to

the King-Emperor in London but were largely free to govern as they pleased. The refugees had to be placated, the princely states integrated. Furthermore, between 15 August 1947, when India acquired Dominion status within the British Empire, and 26 January 1950, when the Constitution making it a democratic republic came into operation, the unity of the new nation was sorely tested. In September 1947 an armed conflict broke out with Pakistan over the disputed territory of Kashmir. In March 1948 the Communist Party of India launched an insurrection, hoping to capture power on the Chinese model and install a one-party state. There was discontent in the north-eastern borderlands, with a large section of Nagas and Manipurites unwilling to join the Indian Union. It was against this background of dissent and discord a large future for the new nation had to be designed.

EARLY INITIATIVES FOR UNIVERSAL ELEMENTARY EDUCATION AND PRESENT STATUS

Education has powerful instrumental value, both in terms of increased individual productivity and in terms of the considerable social benefits of education such as lower fertility and child mortality [Dreze and Sen (2002), Chandra (2000), Guha (2007)]. Several scholarly articles have identified multiple roles of education in the process of development and social progress [Dreze and Sen (2013), Dyson *et al.* (2004), Kalam (2002)]. First, education plays a major role in tackling health problems in general and public health in particular. Second, our economic opportunities and employment prospects depend greatly on our educational achievements and cultivated skills. Third, illiteracy muffles the political voice of people and thus contributes directly to their insecurity. Fourth, the capability to read, write and count has powerful effects on our quality of life. Fifth, there is now extensive evidence that the schooling of young women can substantially enhance the voice and power of women in family decisions. Last but not least, education can also make a difference to the understanding and use of legal rights.

Accordingly, under the directive principles of state policy, the Indian Constitution had set the goal of free compulsory education by 1960 for all children until they reached the age of 14 years. In the event, India failed to achieve the

universal elementary education by 1960. Indeed two national policy statements in 1968 and 1986 (revised in 1992) still left India some distance away from the goal. In 2001, the country launched the Sarva Shiksha Abhijan (SSA), the National Movement for Universal (Elementary) Education. To give teeth to the movement, the government adopted the 86th constitutional amendment of 2002 that elevated the right to education from a directive principle of state policy to a fundamental right. The government brought the necessary implementing legislation, called the Right to Education Bill of 2005, to the Parliament. Finally, the right of children to Free and Compulsory Education Act 2009 (RTE Act) has come into force from 1st April, 2010 (India 2013). In spite of all the effort the gross enrollment ratio in elementary education is not satisfactory (Gross enrollment is the number of students enrolled at a particular educational level as a percentage of the population in the age group normally associated with that level). It has 17% of the world's population but some 40 per cent of the world's illiterates. While it has emerged as an important player in the worldwide information technology (IT) revolution, it is home to millions of out-of-school children. In fact, it is one of the tragedies of India's development that the country still lags behind educationally, both absolutely and in comparison with some developing countries at similar income levels. Comparative analysis of elementary education reveals that India is not only behind China or Sri Lanka or South Korea, but also worse off than the average of 'low income countries other than India and China' (as defined by the World Bank) (Table 1). Even in comparison with sub-Saharan Africa — perhaps the most problematic region in the world now — India does not shine. While it just about matches the literacy rates of Nigeria, it falls well behind the achievements of many of the African states, including Zimbabwe, Kenya and Ghana (Table 1).

Table 1 : Adult Literacy Rate of Developing Countries-A Comparative Analysis

Country	Adult Literacy Rate - Total	Adult Literacy Rate - Female
India	52	39
China	78	68
Ghana	60	51
Zimbabwe	67	60
Botswana	74	65
Kenya	69	58
Nigeria	51	39

Adapted from : Jean Dreze and Amartya Sen (2008) India Development, OUP

However, there is a silver lining in this cloud: the 1990s saw a perceptible acceleration in the pace of educational progress, which bodes well for the future. A comprehensive recent re-survey of 200 randomly selected villages located in seven large states of northern India (Bihar, Chattishgarh, Jharkhand, Madhya Pradesh, Rajasthan, Uttar Pradesh and Uttarakhand where school participation and educational levels are comparatively low) reveals that the school enrollment ratio for children between the ages of 6 and 12 years moved upto 80 to 95 per cent between 1996 and 2006 [Dreze and Sen (2013)] (Figure 1a). That most children aged six to fourteen years are now in school is further corroborated by the annual surveys conducted in the rural areas by the NGO Pratham. According to the latest survey, summarized in the report Aser 2010, the percentage of children aged six to fourteen years not enrolled in school fell from 6.6 per cent in 2005 to 3.5 in 2010 in rural India. The proportion of girls not enrolled fell from 11.2 to 5.9 per cent over the same period. Such studies indicate the opportunities of the initiatives taken for inclusive education [Bhagwati and Panagaria (2012)] (Figure 1b).

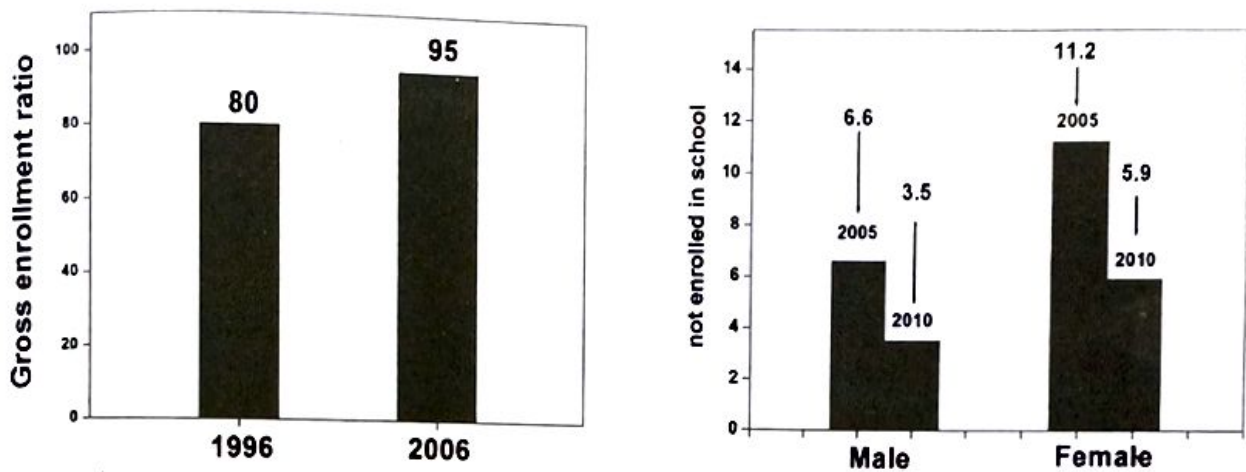


Figure 1: (a) Enrollment ratio for children between the ages of 6-12 years in 1996 and 2006; (b) the percentage of children aged 6-14 years not enrolled in school between 2005 and 2010 in rural India.

If education is a fundamental right, then children with special needs also deserve an equal chance at pursuing their academic aspirations. In order to achieve truly inclusive education, we need to think about and incorporate children with special needs into regular schools. Especially, because these kids face some sort of barriers to learning and participation in the classroom. The Right to Education (RTE) must apply to all. Hence, it is important to integrate these children into regular schools. However, there is a lack of awareness in India when it comes to extending help to socially disadvantaged groups [Tharoor (1997), Dreze and Sen (2013)]. Hence, although Indian Constitution directed the state to ensure provision of elementary education to all children up to the age of 14 years immediately after independence, the education of people with disabilities was, however, not explicit in the early constitutional provisions except for guaranteeing similar rights for people with disabilities as other members of society.

INITIATIVES FOR EDUCATION OF CHILDREN WITH DISABILITIES

The Education Commission of 1966 (Kothari Commission, 1964-66) addressed issues of access and participation by all. It stressed a common school system open to all children irrespective of caste, creed, community, religion, economic condition and social status. In 1968, the National Education Policy followed the commission's

recommendations and suggested the expansion of educational facilities for physically and mentally handicapped children, and the development of an 'integrated programme' enabling handicapped children to study in regular schools. Two decades later, the National Policy on Education (NPE) (1986) stressed the 'removal of disparities' in education, while attending to the specific needs of those who had been denied equality so far (MHRD, 1986). It stated 'the objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth, and to enable them to face life with courage and confidence.' In 1987, to fulfil the provisions for disabled children in the NPE, the government launched the Project for Integrated Education Development (PIED). It states 'wherever feasible, the education of children with motor handicaps and other mild handicaps will be in common with that of others.' According to the NPE, 'the indicators of integration are that handicapped people enjoy the same rights as the rest; have opportunities for growth and development in environmental conditions available to the rest; have access to the quality of life like any other citizen; and are treated as equal partners in the community.' The programme of action outlined measures to implement the policy including massive in-service training programmes for teachers; an orientation programme for administrators; the development of supervisory expertise in resource institutions for school education at the district and block level; and provision of incentives such as supply of aids, appliances, textbooks and school uniforms. The NPE underwent modifications in 1992 (MHRD, 1992). It made an ambitious commitment to universal enrolment by the end of the Ninth Five-Year Plan for both categories of disabled children: those who could be educated in general primary school, and those who needed to be educated in special schools or special classes in general schools. It also called for the reorientation of pre-service and in-service teacher education programmes.

The Rehabilitation Council of India Act 1992 initiated a training programme for the development of professionals to respond to the needs of students with disabilities. The enactment of the People with Disability Act in 1996 provided legislative support. This act makes it mandatory to provide free education to children

with disabilities in an appropriate environment until the age of 18 years. In 1999, the government passed the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act for the economic rehabilitation of people with disabilities. These acts have been instrumental in bringing about a perceptive change/ improvement in the attitude of government, NGOs and people with disabilities [Dyson *et al.* (2000)]. In recent years, two major initiatives have been launched by the government for achieving the goals of universalization of elementary education (UEE): the District Primary Education Programme (DPEP) in 1994 and the Sarva Shiksha Abhiyan (SSA) in 2002. Programmes launched in the recent past have been able to make only a limited impact in terms of increasing the participation of children with disabilities in formal education. This situation needs to change; a focused effort is required.

CONCLUSION AND FUTURE DIRECTION

The Fundamental Right to education for all children as declared by the 86th Constitutional amendment in 2002, may be fulfilled in the long-term through the improved implementation of inclusive education. It is noteworthy that India is one of the few countries world over where the education of children with special needs doesn't fall within the purview of human resource development ministry. It is generally the burden of the omnibus ministry of social justice and empowerment, the prime focus of which is rehabilitation, not education. While only 2.5-6% of the population may have a disability, with approximately 98% of children with disabilities not attending any type of educational institution. It's time that governmental agencies as well as mainstream institutions woke up to the reality that segregation of children with challenging needs is morally unjustifiable and a violation of human rights. Indeed there is no other way to provide education to 36 million disabled children. Seventy-eight percent of Indian population lives in rural areas without provision for special schools. Therefore, inclusive schools have to address the needs of all children in every community and the central and state governments have to train their teachers to manage inclusive classrooms. In the country with the second largest population in the world, with 25% of the population living under the poverty line, with a government only 66 years old and with a complicated social hierarchy,

implementation might take a bit longer in comparison to countries with less poverty and more infrastructure for change. The importance of intention and effort should be recognized in this situation, as well as the immense improvements that the country has already made toward inclusion.

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A STUDY ON THE ACCEPTANCE LEVEL OF INTEGRATED TEXT BOOK INTRODUCED IN CLASS I BY WBBPE AMONG THE TEACHERS OF DIFFERENT PRIMARY SCHOOLS OF HOOGHLY DISTRICT IN WEST BENGAL

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ABSTRACT

Universalisation of Elementary Education has been accepted as a National goal for nation building. It is the first stage of compulsory education and is followed by secondary education in our country. The vision of the School Education Sector is to ensure universalisation of Elementary or Primary Education and to ensure quality education for human resource development. Quality of education depends on many factors among which textbooks and teaching-learning materials/aids are important. The West Bengal Board of Primary Education (WBBPE) took the responsibility for printing and delivery of the Textbooks to the students of Class I for which an Expert Committee had constituted by the State Government with eminent scholars, educationist, painters, artistes and others. The Expert Committee, from the academic session 2013, have provided a single textbook - 'Amar Boi' for the students of Class I that supposed to bring language, mathematics and social sciences all within a single book. This book would help the students in Activity-based learning. This dissertation intends to provide data on the acceptance level of this integrated text book among the teachers of different Primary Schools in Hooghly District of West Bengal.

Keywords : 'Amar Boi', Integrated textbook, Integrated learning, WBBPE, Class I, Primary Schools, Hooghly District, West Bengal.

INTRODUCTION

It has been proposed by the West Bengal Board of Primary Education (WBBPE) that students of Class I in the primary schools of West Bengal would carry only a single

textbook to school from the academic session 2013. In the new approach proposed by the WBBPE, the students won't have to carry numerous textbooks, and instead will carry a single textbook to school which will include all the subjects taught at the elementary level. The single textbook - 'Amar Boi' aims at 'integrated learning across different disciplines. This single-textbook approach is supposed to bring in all subjects - language, mathematics, and social sciences together, while teaching a particular topic. The curricula, syllabi and texts for Class - I have been revised and re-written as per recommendations of the Expert Committee constituted by the State Government of West Bengal. The Expert Committee suggested modifications in line of the provisions of Right of Children to Free and Compulsory Education Act, 2009, National Curriculum Frame Work - 2005 & 2009. The Expert Committee, before finalising the content of the book, took the expertise of scholars, painters, and representatives in the field of performing arts. According to the views of the Expert Committee and the WBBPE four basic themes of classroom teaching, viz., child-centric learning, activity based learning, integrated learning and joyful learning are incorporated in this book all of which in turn provide ample opportunity for the teacher to evaluate his/her pupil with CCE (Continuous and Comprehensive Evaluation).

This dissertation intends to provide data on the acceptance level of this integrated textbook - 'Amar Boi' among the teachers of different Primary Schools in Hooghly District of West Bengal.

As the integrated textbook for Class I students - 'Amar Boi' has introduced from the present academic session 2013 for the first time, the teachers are not well acquainted with the concept of integrated teaching-learning process. Thus it is very important to know, from the academic view point, how far the book is accepted among the teachers, what are the lacunae, what measures may taken to reorganise the contents etc. This justifies the need of the study which is expected to record the views of the teachers of different Primary Schools and thus will provide ample scope for future research.

OBJECTIVES

Main objective of this investigation is to study the acceptance level of this integrated textbook - 'Amar Boi' among the teacher subjects studied in the Hooghly District of West Bengal. Teaching experiences in terms of year along with gender wise percolation of the educational and other relevant thoughts was also considered.

HYPOTHESIS

OH 1 : There is no significant difference in the acceptance level of the integrated textbook - 'Amar Boi' among the Male and Female teachers with less than 5 years Teaching Experience.

OH 2 : There is no significant difference in the acceptance level of the integrated textbook - 'Amar Boi' among the Male and Female teachers with 5-15 years Teaching Experience.

OH 3 : There is no significant difference in the acceptance level of the integrated textbook - 'Amar Boi' among the Male and Female teachers with more than 15 years Teaching Experience.

OH 4 : The Male and Female teachers with less than 5 years, with 5-15 years and with more than 15 years Teaching Experiences do not differ significantly in the acceptance level of the integrated textbook - 'Amar Boi.'

SAMPLE

72 Teachers of different primary schools were selected randomly from the Hooghly District of West Bengal for the study.

AREEA OF STUDY

The teachers were selected randomly from the four Sub-Divisions of the Hooghly District of West Bengal.

GENDER

Out of 72 randomly selected teachers of different primary schools, 36 were male and 36 were female teachers.

VARIABLES

The variables surveyed under present study are as follows :

Dependent Variable

Acceptance Level

By acceptance level it is meant the views expressed by the teacher individual for the integrated textbook - 'Amar Boi.'

Independent Variables

Gender

It is the gender of the teacher individuals selected for the study.

Teaching experiences (abbreviated as T.E.)

It is the experience of teacher individuals in term of years and is recorded as follows:

- a) Less than 5 years (abbreviated as < 5 Yrs)
- b) More than five years but less than 15 years (abbreviated as 5-15 Yrs)
- c) More than 15 years (abbreviated as > 15 Yrs)

TOOLS USED

Questionnaire to study the acceptance level of the integrated textbook - 'Amar Boi' among the randomly selected teachers of different primary schools in the Hooghly District of West Bengal was developed and standardized by the researcher.

METHODOLOGY

Survey Method was used to collect data and IBM SPSS Statistics version 20.0 was used for statistical interpretation of data.

SAMPLING

A sample of 72 Teachers of different primary schools, considering the genders, was selected randomly from the Hooghly District of West Bengal for the study. The sample consisted of 36 male teachers and 36 female teachers.

Sampling Chart

Sub-Division	Male Teachers			Female Teachers			Total
	< 5 Yrs T.E.	5-15 Yrs T.E.	> 15 Yrs T.E.	< 5 Yrs T.E.	5-15 Yrs T.E.	> 15 Yrs T.E.	
Hooghly Sadar	3	3	3	3	3	3	18
Chandannagar	3	3	3	3	3	3	18
Srerampore	3	3	3	3	3	3	18
Arambagh	3	3	3	3	3	3	18
Sub-Total	12	12	12	12	12	12	72
TOTAL	36			36			72

Construction of Questionnaire to study the acceptance level of the integrated textbook - 'Amar Boi'

The Questionnaire to study the acceptance level of the integrated textbook - 'Amar Boi' contained 60 statements / items. These statements / items have covered the following important and basic dimensions:

A) Content Analysis & Planning References (Dimension : 1)

B) Learners' Psychology (Dimension : 2)

C) Learners' Achievement (Dimension : 3)

D) Teaching-Learning Process (Dimension : 4)

E) Social Acceptance (Dimension : 5)

There were twelve statements / items in each of the dimensions mentioned above. Thus altogether there were 60 statements / items in a set of which 57 had positive and three had negative statements. Each statement has to be rated by the individual teacher on a Likert type 5-point scale in a continuum from Strongly Agree to Strongly Disagree.

RESULTS AND DISCUSSION

Findings

The responses as well as views of the respondent teachers are presented in Tables 1-6. TABLE : 1 presents dimension-wise distribution of the Mean and SD of the Acceptance Level of integrated textbook - 'Amar Boi' among the Male Teachers with less than 5 years teaching experience. TABLE : 2 represent the same for the Female Teachers with less than 5 years teaching experience.

The dimension-wise distribution of the Mean and SD of the Acceptance Level of integrated textbook - 'Amar Boi' among the Male and Female teachers with 5-15 years and more than 15 years teaching experiences are presented in Tables : 3 & 4 and Tables : 5 & 6 respectively.

Data concerning the Mean value of Tables 1-6 are expressed graphically in Figures 1-6.

Comparative accounts of the differences of the dimension-wise Mean value of the Acceptance Level of integrated textbook - 'Amar Boi' among the Male Teachers with varying teaching experiences are expressed graphically with concerned percentages in FIGURE : 7. FIGURE : 8 depicts the same for the Female Teachers with varying teaching experiences.

ANALYSIS OF DATA

Descriptive analysis (Mean, Standard Deviation and Standard Error of Mean) of the Acceptance Level of integrated textbook - 'Amar Boi' was calculated separately for Male and Female teachers with varying year of teaching experiences and presented in the following TABLE : 7.

TABLE : 1

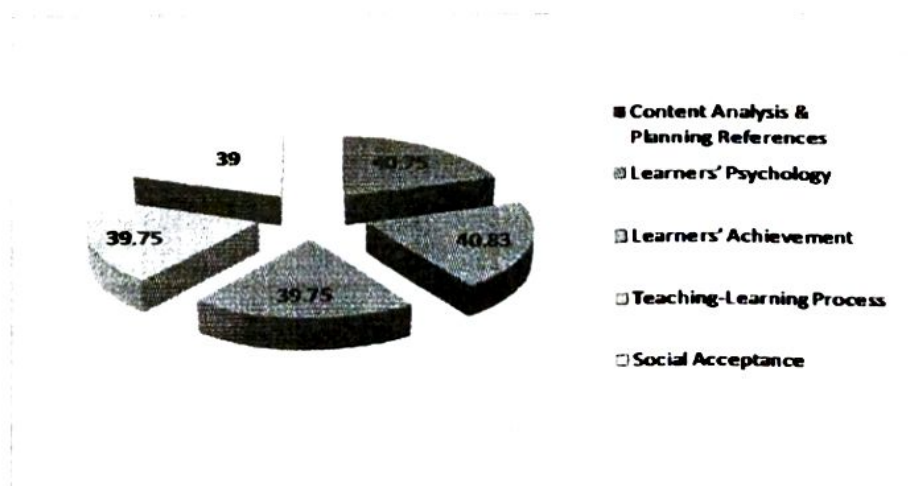
Showing the dimension-wise distribution of the Mean and SD of the Acceptance Level of integrated textbook - 'Amar Boi' among the Male Teachers with less than 5 years teaching experience

(N=12)

Dimension	Mean	SD
Content Analysis & Planning References	40.75	6.15
Learners' Psychology	40.83	4.22
Learners' Achievement	39.75	4.11
Teaching-Learning Process	39.75	5.14
Social Acceptance	39	5.69
Total Score	200.08	22.47

FIGURE : 1

Showing the dimension-wise distribution of the Mean value of the Acceptance Level of integrated textbook - 'Amar Boi' among the Male Teachers with less than 5 years teaching experience

**TABLE : 2**

Showing the dimension-wise distribution of the Mean and SD of the Acceptance Level of integrated textbook - 'Amar Boi' among the Female Teachers with less than 5 years teaching experience

Dimension	Mean	SD
Content Analysis & Planning References	38.33	7.04
Learners' Psychology	38.08	6.27
Learners' Achievement	39.08	6.47
Teaching-Learning Process	37.33	6.02
Social Acceptance	36.83	7.52
Total Score	189.67	31.30

FIGURE : 2

Showing the dimension-wise distribution of the Mean value of the Acceptance Level of integrated textbook - 'Amar Boi' among the Female Teachers with less than 5 years teaching experience

**TABLE : 3**

Showing the dimension-wise distribution of the Mean and SD of the Acceptance Level of integrated textbook - 'Amar Boi' among the Male Teachers with 5-15 years teaching experience

(N=12)

Dimension	Mean	SD
Content Analysis & Planning References	42.33	5.60
Learners' Psychology	42.08	5.05
Learners' Achievement	42.92	5.68
Teaching-Learning Process	43.08	5.30
Social Acceptance	41.5	6.08
Total Score	211.92	25.00

FIGURE : 3

Showing the dimension-wise distribution of the Mean value of the Acceptance Level of integrated textbook - 'Amar Boi' among the Male Teachers with 5-15 years teaching experience



TABLE : 4

Showing the dimension-wise distribution of the Mean and SD of the Acceptance Level of integrated textbook - 'Amar Boi' among the Female Teachers with 5-15 years teaching experience (N=12)

Dimension	Mean	SD
Content Analysis & Planning References	41.5	10.62
Learners' Psychology	40.67	8.93
Learners' Achievement	41.5	9.78
Teaching-Learning Process	42	9.06
Social Acceptance	40.08	10.25
Total Score	198.91	46.27

FIGURE : 4

Showing the dimension-wise distribution of the Mean value of the Acceptance Level of integrated textbook - 'Amar Boi' among the Female Teachers with 5-15 years teaching experience

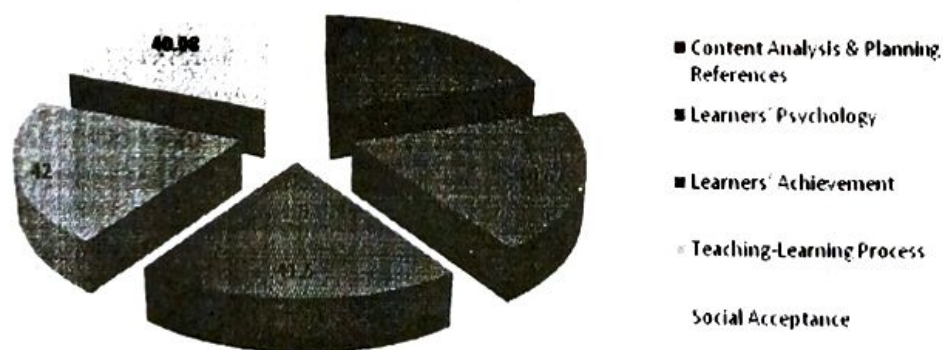


TABLE : 5

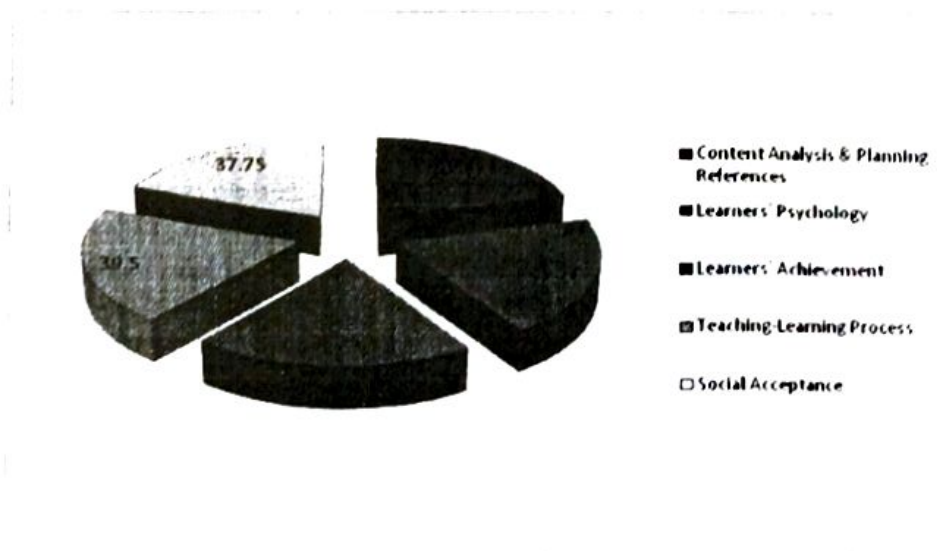
Showing the dimension-wise distribution of the Mean and SD of the Acceptance Level of integrated textbook - 'Amar Boi' among the Male Teachers with more than 15 years teaching experience

(N=12)

Dimension	Mean	SD
Content Analysis & Planning References	40.75	6.84
Learners' Psychology	39.58	7.56
Learners' Achievement	38.25	6.40
Teaching-Learning Process	39.5	5.95
Social Acceptance	37.75	5.51
Total Score	195.83	30.47

FIGURE : 5

Showing the dimension-wise distribution of the Mean value of the Acceptance Level of integrated textbook - 'Amar Boi' among the Male Teachers with more than 15 years teaching experience

**TABLE : 6**

Showing the dimension-wise distribution of the Mean and SD of the Acceptance Level of integrated textbook - 'Amar Boi' among the Female Teachers with more than 15 years teaching experience

Dimension	Mean	SD
Content Analysis & Planning References	39.75	7.36
Learners' Psychology	37.17	6.13
Learners' Achievement	36.5	7.45
Teaching-Learning Process	37.25	5.26
Social Acceptance	36.75	6.17
Total Score	187.42	31.01

FIGURE : 6

Showing the dimension-wise distribution of the Mean value of the Acceptance Level of integrated textbook - 'Amar Boi' among the Female Teachers with more than 15 years teaching experience

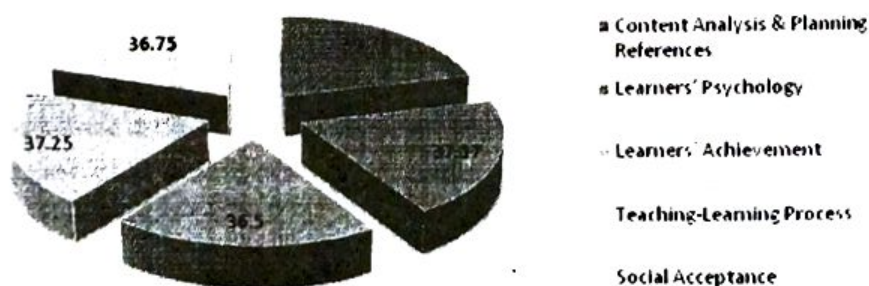


FIGURE : 7

A comparative account of the differences of the dimension-wise Mean value of the Acceptance Level of integrated textbook - 'Amar Boi' among the Male Teachers with varying teaching experience in Hooghly District of West Bengal

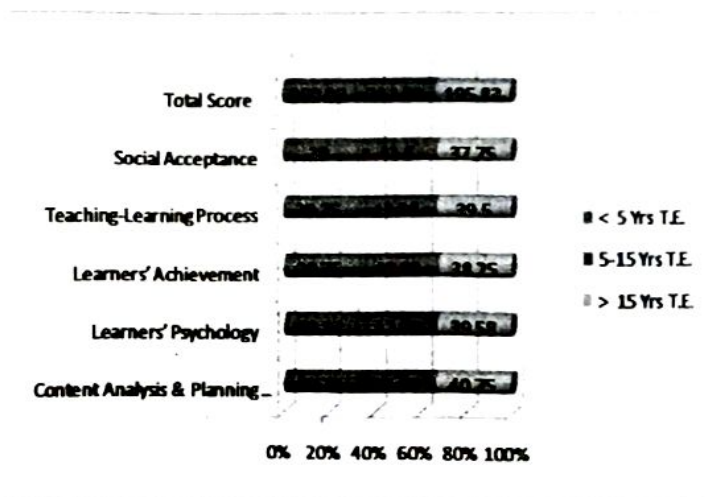


FIGURE : 8

A comparative account of the differences of the dimension-wise Mean value of the Acceptance Level of integrated textbook - 'Amar Boi' among the Female Teachers with varying teaching experience in Hooghly District of West Bengal

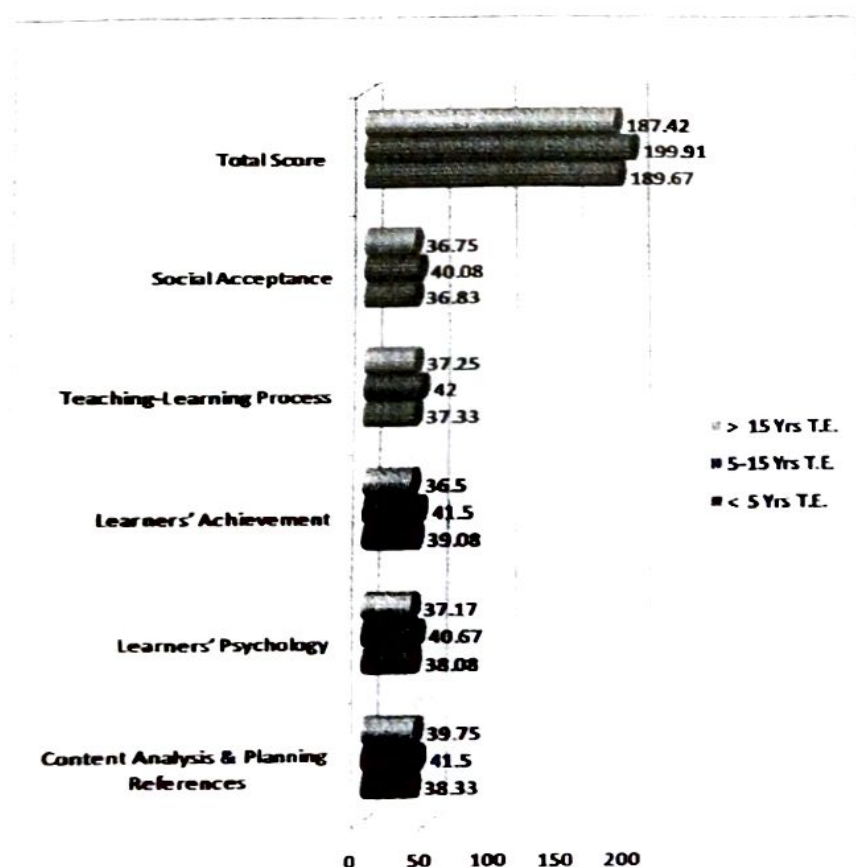


TABLE : 7

Showing the Descriptive analysis (Mean, Standard Deviation and Standard Error of Mean) of the Acceptance Level of integrated textbook - 'Amar Boi' for Male and Female teachers

Gender Experience	Teaching	N	Mean Deviation	Standard Error of Mean	Standard
Male	< 5 Yrs	12	200.08	22.47	6.49
Female	< 5 Yrs	12	189.67	31.30	9.04
Male	5-15 Yrs	12	211.92	25.00	7.22
Female	5-15 Yrs	12	205.75	46.27	13.36
Male	> 15 Yrs	12	195.83	30.47	8.79
Female	> 15 Yrs	12	187.42	31.01	8.95

From the result of the descriptive analysis (Table : 7) it is seen that Male teachers with varying teaching experiences have better level of acceptance of the integrated textbook - 'Amar Boi' in comparison to the female teachers with varying teaching experiences.

To see whether the mean difference is significant or not Paired Sample t-Test was applied and the result is given in the following TABLE : 8.

TABLE : 8

Showing the distribution of Paired Differences with respect to Mean, Standard Deviation (SD), Standard Error of Mean (SEM) and 't' value of the Acceptance Level of integrated textbook - 'Amar Boi' between the Male and Female teachers

Pair	Paired Differences			t	Sig. (2-tailed)
	Mean	SD	SEM		
Male < 5 Yrs T.E. - Female < 5 Yrs T.E.	10.42	37.49	10.82	.963	11 .356
Male 5-15 Yrs T.E. - Female 5-15 Yrs T.E.	6.17	54.12	15.62	.395	11 .701
Male > 15 Yrs T.E. - Female > 15 Yrs T.E.	8.42	39.86	11.50	.731	11 .480

From the result of the Paired Sample t-Test of the Acceptance Level of integrated textbook - 'Amar Boi' between the Male and Female teachers with varying teaching experiences, it is seen that the t-value is not significant at the 0.05 level. So the first three null hypotheses (0H 1, 0H 2 and 0H 3) are retained. Hence, there are no significant differences in the acceptance level of the integrated textbook - 'Amar Boi' among the Male and Female teachers with less than 5 years; with 5-15 years and with more than 15 years Teaching Experiences.

To test the hypothesis 0H 4 that the Male and Female teachers with less than 5 years, with 5-15 years and with more than 15 years teaching experiences do not differ significantly in the acceptance level of the integrated textbook - 'Amar Boi.' the technique of One-way Analysis of Variance (One-way ANOVA) was applied and the result is presented in following TABLE : 9.

TABLE : 9

Showing the One-way Analysis of Variance of the acceptance level of the integrated textbook - 'Amar Boi.' among the Male and Female teachers with less than 5 years, with 5-15 years and with more than 15 years teaching experiences

Dependent Variable	Independent Variable & Gender		Sum of Squares	df	Mean of Squares	F	Sig.
Acceptance Level	Teaching experiences	Between Groups	4012.19	2	2006.09	2.01	.142
		Within Groups	68853.58	69	997.88		
		Total	72865.77	71			

The value of F in this problem is 2.01 which are not significant both for 0.05 and 0.01 levels. Thus the null hypothesis 0H 4 is accepted. Therefore it is concluded that the Male and Female teachers with less than 5 years, with 5-15 years and with more than 15 years teaching experiences do not differ significantly in the acceptance level of the integrated textbook - 'Amar Boi.'

CONCLUSION

From the statistical analysis it is revealed that there are no significant differences in the acceptance level of the integrated textbook - 'Amar Boi' among the Male and Female teachers with varying years of teaching experiences. It is also concluded that the mean acceptance level of Male and Female teachers with less than 5 years, with 5-15 years and with more than 15 years teaching experiences do not differ significantly in the acceptance level of the integrated textbook - 'Amar Boi.'

REFERENCES

'Amar Boi' (2013) : Published by the West Bengal Board of Primary Education (WBBPE) under the aegis of School Education Department, Government of West Bengal.

National Curriculum Frame Work - 2005.

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INFUSING SOCIAL EMOTIONAL LEARNING INTO THE TEACHER EDUCATION CURRICULUM: AN IN-DEPTH STUDY

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ABSTRACT

Research supports the importance of policies and interventions to infuse social emotional curricula in schools. The role of teachers in supporting young children's social and emotional readiness for classroom learning has been recognized, but instruction in children's well-being and social emotional competence is a low priority in teacher preparation programs. In this study I have used qualitative methods to examine whether it is possible to successfully infuse a B.Ed curriculum and instructional course with social emotional learning content. This study has aimed at infusing elements of social and emotional learning into an already existing teacher preparation course that is offered by University of Calcutta in West Bengal. Courses that I have tried to consider for this infusion were: Instructional Design and Implementation, The Role of Teachers in Schools and Society, Teaching the Whole Child, and Contemporary Approach to Curriculum Development. The curriculum course was chosen as the best opportunity for preparing to better understand the role of emotions and emotion-related behavior in classroom teaching and student learning. This study was based on certain literature survey that indicates teachers' ability to contribute to the development of curriculum may enhance the overall quality of professionally developed interventions and improve the implementation of SEL programs, which are often staffed by teachers (Orphinas & Horne, 2004). The article reports on this effort, and considered the following questions: How can courses infused with Social Emotional Learning (SEL) content impact prospective teachers' views on the overall role of emotions in the classroom? What is the influence of the course on pre-service teachers' conceptions of SEL and its association with children's classroom learning and behavior? How can teacher preparation programs encourage prospective teachers to consider children's social emotional skills once they enter the classroom as teachers? At the end of Semester I of B.Ed course, 15 enrolled trainee teachers responded to predetermined questions as part of a self-reflection assignment. Of these, 3 enrolled trainee teachers had childcare experience. Eight of the participants had experience in working in elementary schools. Of these, 2 participants had experience of working as teachers in the Higher Secondary school system. Using grounded theory methods, three themes were identified from participants' reflections, including the connection between SEL and academic learning, shifting from teacher- to student-centered pedagogy, and the desire for continued learning related to SEL. An in-depth examination of these themes revealed that SEL concepts can be successfully infused in B.Ed course on curriculum and instruction. Implications for teacher training are discussed and future avenues for research are also presented in this particular study.

Keywords: Social Emotional Learning (SEL), teacher training, emotional competence, teacher emotions, classroom emotions.

INTRODUCTION

The recent explosion of information about the importance of emotion in predicting both social and academic outcomes has spawned the development of several intervention programs aimed at teaching specific and/or global social emotional competencies to children across childhood. During the past decade or so, researchers across the globe have shown a great interest in exploring the question of how emotion-related behavior and skills (i.e. emotional competence) relate to school outcomes across childhood (e.g., Garner, 2010; Weare, 2010). Emotional competence, one component of social emotional learning, includes the awareness of emotion, the ability to use and understand emotion-related vocabulary, knowledge of facial expressions and the situations that elicit them, knowledge of the cultural rules for displaying emotion, and skill in managing the intensity of one's emotional displays in ways that are appropriate to the audience and the situation (Cole, Martin, & Dennis, 2004; Eisenberg & Spinrad, 2004; Garner, 2010). Research has shown that social and emotional constructs, including pro-social behavior and other indicators of behavioral and self-regulation, are robust predictors of children's academic learning (Buckley, Storino, & Saarni, 2003; Larsson & Drugli, 2011; Wang, Haertel, & Walberg, 1993). In addition, the awareness, appraisal, understanding, and regulation of emotion have been identified as critical to the creation of a classroom climate that encourages effective instructional engagement and long-term academic gains in both reading and math (Meyer & Turner, 2006; Perry, Donohue, & Weinstein, 2007). Emotionally competent children also tend to be more inquisitive, excited, and eager to learn than children with lesser affective skills (Rothbart & Jones, 1998), findings which appear to be stable across time (Rudasill, Gallagher, & White, 2010). Lack of skill in the social emotional arena has also proven to be a frequent cause for referral of school children for psychological services (Greenberg, Kusche, & Speltz, 1991; Whitted, 2011) and may be a major factor in the increasingly high national expulsion rates that have been recently reported for young children (Gilliam, 2005).

Although issues of children's well-being and social-emotional competence are a low priority in teacher preparation programs (Adalbjarnardottir, 1994; Jennings, & Greenberg, 2009; Onchwari, 2010), researchers and practitioners alike are beginning to recognize the important role of teachers and other school personnel in actively teaching, modeling, and practicing these competencies in the classroom in both group and individualized sessions (Hemmeter, Ostrosky, & Fox, 2006). Still, teachers often have minimal or even no formal training in the importance of social-emotional competence for classroom learning either in the form of coursework or workshops other than what they learn about overall classroom management. For example, Onchwari (2010) recently reported that, of the teachers surveyed, 66% acknowledged being either moderately or poorly prepared to deal with students' emotion.

Typically, teacher preparation programs adopt the model of instructing preservice teachers in a classroom setting and then sending them out to apply their classroom learning in real-life educational settings (Korthagen & Kessels, 1999; Tom, 1997; Zeichner, 2010). Concern has been expressed that, once teachers leave the university classroom, the economic and time costs associated with training in classroom management or other programs aimed at enhancing positive academic, social, and emotional school-related outcomes for children (Foster, Johnson-Shelton, & Taylor, 2007). This particular study reports on this effort, and considered the following questions: How can courses infused with Social Emotional Learning (SEL) content impact prospective teachers' views on the overall role of emotions in the classroom? What is the influence of the course on pre-service teachers' conceptions of SEL and its association with children's classroom learning and behavior? How can teacher preparation programs encourage prospective teachers to consider children's social emotional skills once they enter the classroom as teachers? At the end of Semester I of B.Ed course, 15 enrolled trainee teachers responded to predetermined questions as part of a self-reflection assignment. Of these, 3 enrolled trainee teachers had childcare experience. Eight of the participants had experience in working in elementary schools. Of these, 2 participants had experience of working as teachers in the Higher Secondary school system. Using grounded theory methods, three themes were identified from participants' reflections, including the connection between SEL and academic learning, shifting from teacher- to student-centered pedagogy, and the desire for continued learning related to SEL. An in-depth examination of these themes revealed that SEL concepts can be successfully infused in B.Ed course on curriculum and instruction. Implications for teacher training are discussed and future avenues for research are also presented in this particular study. The curriculum course was chosen as the best opportunity for preparing to better understand the role of emotions and emotion-related behavior in classroom teaching and student learning. Likewise, curriculum development is an important role for teachers and, therefore, should be shaped by the multiple social, emotional, and cultural contexts of individual classrooms and teachers (Nason & Whitty, 2007). The course was organized into modules for which there were four phases: 1) preparation, 2) application, 3) presentation, and 4) assessment. These four phases were designed to mirror best-practices in curriculum and instructional design.

- The preparation phase introduced students to the theme of each module. Here, it was important to elicit interest so as to encourage a deeper and collaborative inquiry into the topic.
- The application phase was activity-based and focused on specific tasks and actions that required students to apply the knowledge gained in the previous

phase of their project of designing a SEL curriculum.

- The presentation phase involved a teaching component that was organized as part of a collaborative presentation to the larger group on what was learned and how it can be applied.
- Finally, the assessment phase was focused on a consideration of participants' conceptual understanding of the material presented in the module and associated learning outcomes.

CONCEPTUAL FRAMEWORK

Before the modules began, trainee teachers were introduced to three conceptual frameworks related to the three topics. The first, advanced by Halberstadt, Denham, and Dunsmore (2000), proposes that children develop emotional competencies in three broad areas that include: expressing, understanding, and experiencing emotion and these competencies fit together to create a coherent, testable whole. Because emotions are thought to be rooted in social relationships and interactions (Saarni, 1999; Thompson, 1991), students were next introduced to Pianta's CLASS conceptual framework for classroom interactions, which characterizes the structure and nature of teacher-child interactions as contributing positively to children's development as a consequence of classroom experiences (Pianta & Hamre, 2009). The final conceptual framework presented to the students was Bronfenbrenner's (1979) ecological model because a focus on emotional competence in the classroom would be incomplete without attention to social context. Moreover, this course challenged students to create contextually relevant unit plans that took into account assets and difficulties faced by children being reared in varying environmental circumstances. The conceptual frameworks were used to guide the students in recognizing that the child, the teacher, and the social context (e.g., the classroom) mutually influence one another. In addition, as described below, students received instruction in organizing and structuring lesson plans (Orlich, Harder, Callahan, Trevisan, & Brown, 2010) and in learning styles and preferences (Sternberg & Zhang, 2001).

OBJECTIVES OF THE STUDY

- ☆ The first objective of this study was to find out whether a curriculum and instruction course infused with SEL content can impact prospective teachers' views on the overall role of emotions in the classroom.
- ☆ The second objective was to consider the influence of the course on teachers' conceptions of SEL and its association with children's learning and behavior.

- ☆ The final objective centered on how teacher preparation programs can encourage prospective teachers to consider children's social emotional skills once they enter the classroom as teachers.

RESEARCH QUESTIONS

- How can courses infused with Social Emotional Learning (SEL) content impact prospective teachers' views on the overall role of emotions in the classroom?
- What is the influence of the course on pre-service teachers' conceptions of SEL and its association with children's classroom learning and behavior?
- How can teacher preparation programs encourage prospective teachers to consider children's social emotional skills once they enter the classroom as teachers?

METHODOLOGY

This particular study is a qualitative study. Case-study method was applied in this study. At the end of Semester I of B.Ed course, 15 enrolled trainee teachers responded to predetermined questions as part of a self-reflection assignment. Of these, 3 enrolled trainee teachers had childcare experience. Eight of the participants had experience in working in elementary schools. Of these, 2 participants had experience of working as teachers in the Higher Secondary school system. Using grounded theory methods, three themes were identified from participants' reflections, including the connection between SEL and academic learning, shifting from teacher- to student-centered pedagogy, and the desire for continued learning related to SEL. An in-depth examination of these themes revealed that SEL concepts can be successfully infused in B.Ed course on curriculum and instruction. Implications for teacher training are discussed and future avenues for research are also presented in this particular study.

RESULTS

Overall, a thematic analysis of the written reflections of the students revealed that a curriculum and instruction course infused with SEL can impact prospective teachers' views on the overall role of emotions in the classroom for children's classroom learning and behavior. Three major themes were expressed by the participants:

- (a) Theme 1: The connection between SEL and academic learning;
- (b) Theme 2: Shifting from teacher- to student-centered pedagogy, and
- (c) Theme 3: The desire for continued learning related to SEL.

Below, we describe the three themes and speculate on their meanings. Emergent Themes In a reflective assignment that was due at the end of the course, each participant was tasked with writing a brief paper that required them to reflect on

the following questions: How has the course impacted their views on teaching?, What do you know now that you did not before?, What is the influence of social emotional skills on children's learning? and What is the role of classroom teachers in facilitating social and emotional competence? In addition, participants were asked to reflect on the course in terms of its impact on their knowledge of curriculum development overall. These papers were required, but not graded. Students were assigned a random identification number and papers were collected using a box that was placed outside the door of the class for the instructor to pick up later. Coding involved first having the coders read through the entire reflection. Second, the researchers collectively extracted quotes from the reflections that specifically addressed the three research questions and agreed upon three themes as best representing the data. Next, the two coders independently coded quotes into piles representing the previously identified themes. The three themes are described and discussed below.

☆ **Theme One: Connection between Social Emotional Competence and Academic Learning**

All participants referenced their greater understanding of curriculum design and preparation as well as a greater appreciation of SEL. One comment that is illustrative of this point is: "I learned so much from this course. I really expected to learn lots about curriculum and planning but was surprised to learn so much about social-emotional development. My experience in this class will be memorable as I start my student teaching." Fifteen of the participants also commented that completing this course provided an opportunity to learn about the importance of appropriate social emotional behavior as a necessary component of success in the classroom for both students and teachers.

Another student commented that: "Teaching is about understanding content as well as attending to the fact that children's learning styles and preferences are affectively-based". Similarly, another participant wrote: "I had never really considered SEL as a form of intelligence that could support children's school work". Interestingly, all 15 participants commented positively about Gardner's theory of multiple intelligences, which embraces the importance of social and emotional competence as important for children's learning and experiences in the classroom.

☆ **Theme Two: Shifting from Teacher-Centered to Student-Centered Pedagogy**

Additionally, 14 of the 15 students reflected on personal shifts toward adopting more learner-centered pedagogy. For example, one participant stated: "I

thought I would focus a lot of time on controlling the classroom. Now I am learning that my focus will be on helping children to control themselves. I wish I had learned this earlier. For many participants, this shift from thinking about classroom regulation to student self-authorship and self-regulated learning was profound." A different participant commented that: "The SEL curriculum assignment helped reinforce for me that the best learning happens when there are opportunities for hands-on activities and experiences. I will remember this when I become a teacher myself."

☆ Theme Three: Desire for Continued Learning Related to Social Emotional Constructs

Eight of the participants expressed a desire for continued exploration of social emotional constructs. One participant commented that "I wish that I had the opportunity to take more courses on this topic". Together, these comments suggest that, contrary to some reports (Weston, Anderson-Butcher, & Burke, 2008). This research capitalized on the opportunity provided by a teacher education curriculum and instruction course to facilitate pre-service teachers' understanding of SEL. Overall, the study described in this article demonstrates that SEL concepts can be successfully infused in an undergraduate course on curriculum and instruction. Three research questions were addressed by this research. The first question had to do with whether a curriculum and instruction course infused with SEL content can impact prospective teachers' views on the overall role of emotions in the classroom. The second question considered the influence of the course on teachers' conceptions of SEL and its association with children's learning and behavior. The final aim centered on how teacher preparation programs can encourage prospective teachers to consider children's social emotional skills once they enter the classroom as teachers.

DISCUSSION

This research capitalized on the opportunity provided by a teacher education curriculum and instruction course to facilitate pre-service teachers' understanding of SEL. Overall, the study described in this article demonstrates that SEL concepts can be successfully infused in a B.Ed course on curriculum and instruction. Three research questions were addressed by this research. The first question had to do with whether a curriculum and instruction course infused with SEL content can impact prospective teachers' views on the overall role of emotions in the classroom. The second question considered the influence of the course on teachers' conceptions of SEL and its association with children's learning and behavior. The final aim centered on how teacher preparation programs can encourage prospective teachers

to consider children's social emotional skills once they enter the classroom as teachers. The findings seemed to suggest that a paradigm shift in participants' views of teaching from teacher-centered to learner-centered. Specifically, participants commented about the importance of using content and curriculum materials to facilitate and support children's active learning rather than forcing them to take on a passive role in a highly directive classroom environment. Regarding the second question, although participants expressed a desire to learn more about SEL, the study finds that all of the participants have commented about having a newfound awareness that emotions and academic learning are correlated. With respect to the third question, the vast majority of participants indicated that they valued the importance of courses on SEL as a strategy for helping them to prepare for children's emotion-related behavior.

CONCLUSION

In this particular study all of the participants made at least one comment with regard to the importance of SEL for children's academic learning. Nevertheless, training teachers to understand how emotions and emotion-related behavior impact teaching and learning requires a systematic approach that goes beyond the stand-alone course described in this report. One area for future research would be to have students practice delivering the content they developed and to have them participate in activities that allow for deeper reflection, practice, coaching and appropriate feedback, and revision, elements that should be part of any curriculum development process (Joyce & Showers, 1981). This would have allowed for the development of higher-quality materials. However, the course was centered on the process of creating curriculum rather than on specific outcomes that would have been achieved through formal implementation (Romasz, Kantor, & Elias, 2004). At the same time, it would also be interesting to examine whether a course like the one described in this article actually improves prospective teachers' understanding of children's SEL and contributes to teacher empathy to children's emotional displays and to the development of strategies for dealing with classroom emotions. Future research should build on this study to explore, in greater depth, how to best achieve this goal.

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COMMUNITY OUTREACH - THEORETICAL CONCEPTUAL PERSPECTIVE

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ABSTRACT

Community outreach emerged historically as an attempt to provide humane care of people with severe social disabilities who did not have the resources from the stigma and approbation that shielded so called 'anpar', 'gramya', fortunate enough to have been born into the wealthier social strata. Community outreach evolved as an answer to concerns that social services (health, education, other welfare activities) was a de facto form of marginalization and oppression, if not inhumane exile and imprisonment, of economically disadvantaged persons with backwardness and illness so far quality of life is concern. The great ideas of community outreach (e.g., providing compassionate respite and meaningful social and vocational rehabilitation) and community services (e.g., preserving social ties while providing evidence based services) often are lost in the competition for scarce economic and political resources that faces the social services and human service profession and organization in the early twenty-first century. The spirit and skills of advocacy that sparked the development and continue to characterize the best practices of community out-reach, as well as the dedication to bring demonstrably effective services to the people who are most in need but are least served, have never been more needed by the entire social services field.

Keywords : Service care, training, quality of life, disabilities, resources, advocacy.

INTRODUCTION

Community is a settlement of people concentrated in one geographical area. The defining feature of a community is a 'self consciousness' on the part of each member that the group is a social unit and that he or she shares group identification with the others. Community outreach is an applied branch of social science in which the practitioner works in a variety of ways with a community such as health, education, other welfare activities. It may include therapy-like interactions with community members but is more often oriented towards improving the quality of life. Here the term used 'disability' and 'disadvantage' should be treated in any modern sense.

The subject area of community outreach embodies a fundamental core of experience and tradition of this social services specially. In the context of the upheaval and reexamination of social services initiated by the effect of managed care and the impulse of reform, the experience of community outreach is poised to

serve as the foundation for a transformation of behavioural sciences.

Community outreach is burdened by a complex past and needs interpretation to clarify its current meaning. The traditional concept of public service has been expanded to include community outreach and various branches of psychosocial initiatives directed for the public good, whether funded by public or private funds, and directed in particular to those who are economically disadvantaged. In recent decades, the scope has been further narrowed to encompass chiefly populations of disabled by persistent poverty, illiteracy, backwardness. Categories of public funding identify target or priority populations that usually are defined as below poverty level, an assessment in which the backwardness is considered severe and persistent and affects the individual's ability to function in multiple areas. An evaluation of the individual's resources and ability to obtain mainstream services is also part of the assessment.

As a welfare state Indian social started out as a public endeavour through an act of the colonial British Legislature and for more than a century, found its principal domain in the public state institutions. Public service stands in stark contrast to personal or private service, which is the entrepreneurial practice of delivering services to individuals having some means of purchasing them. Public service is generally considered to be the care and service of individual and family who are severely compromised due to poverty and backwardness and cannot access mainstream services.

The term community as historically applied to social service, connotes the quality of life of a specific, geographically defined population. It is synonymous in all aspects with 'not the state institution' and is contrasted to institutional care, especially in the move to community outreach in the second half of the twentieth century. Community outreach in this context refers to social service practice in the community as part of the community effort to care for individuals with major disadvantages in a specific geographical catchment area. Community outreach initially was an attempt to break with traditional public services, which was seen as inextricably linked to institutional-based services. At the end of twentieth century, it obtained still broader connotation in terms of the quality of life of the community. Community outreach activities involve the effect of social disorders in individuals on the quality of life of the community and formulate service providing strategies to improve quality of life of community. Now, early in the twenty-first century, with the decline of long-term institutional care and the ascendance of in-home approaches to delivering integrated social services, community outreach is the dominant force in a de facto merger with public services.

The term service originally described the social service speciality on the care of persons with disadvantaged position in the state institutional setting. Its domain was strengthened by the dominant role of the specialists, supervisors and their colleagues of various social service fields after independence. However in the era of community services, the term exploded to cover a host of disciplines and new personnel were recruited to staff the community-based supportive service systems that were supposed to take the place of institutions. So called NGO's of various service specialities, and nondegreed direct care providers all became labeled as part of this service. One of the most dramatic changes emerging since early twenty-first century is the role of consumers of services as providers in their own right through networks of peer-support services. Family members of people with disability are also increasingly taking a more assertive role in service and supports. In fact, a recent national report argued that the concept of 'workforce' correctly includes both beneficiary and families, as members of the workforce, whether paid or volunteer.

HISTORICAL OVERVIEW

Historically, the connotation associated with community outreach has been synonymous with care for the poor and underprivileged, care for special marginal populations normally, not attended to by the private sector, overwhelmed systems, low reimbursement, inferior and unresponsive care, and a final common pathway for individuals no longer able to afford private care in the mainstream. In general, these as a group lack the most basic resources to sustain themselves (food, clothing, housing, health, financial support, social support, etc.), and they arguably the group least likely to have the capacity to recover from this default position. Ironically the effort and experience, directed at the public good with an eye toward economically disadvantaged, of the current conceptualization of public and community outreach provides a solid foundation for the reforms called for in reform documents. The arbitrary segregation of public and community outreach from the rest of social services is more a reflection of the historical focus that the field has had on the individual to the relative exclusion of the family, the school, the workplace, and the community, representative of an insulation from an overall population-based perspective and approach. As more information becomes available about the most effective services (i.e., those with the best outcomes delivered in the most appropriate and most cost-effective manner), the importance - indeed, the necessity - a broad systems approach to focused assessment and providing service that considers individuals along a continuum is evident.

A community paradigm in which public service concepts of education, prevention, and early identification are integrated with acute and chronic disability/

disadvantage care management with outcome assessment must result in healthier communities and, therefore, healthier individuals. Such a paradigm encompasses a broad range of necessary services from institution to community, based on the individualized assessment of need. The experience and effort that shaped public and community outreach that provide the foundation for the new standard of what constitutes contemporary successful care, whether in the private or public sectors or in modern usage public private partnership (PPP). In short, the most effective approach to public and community outreach involves the development of a coherent system of care of each individual within the context of his or her family, community, and culture.

WORKFORCE INFLUENCES ON CONTEMPORARY PRACTICE

It is no longer simply a single professional interacting with a single client or family around a set of difficulties, but a team of professional focused on the whole array of health, education and social concerns presented by the identified 'client' or consumer of services.

Because subsets of the public sector populations have special needs, responses to their needs have to be correspondingly tailored.

1. Children and family needs are expressed differently than those for adults and require different responses.
2. Socioeconomic disadvantages have culturally driven ways of presenting and interventions must be culturally competent.
3. Issues of language (including approved Sign Language with hearing-impaired individuals) can complicate all kinds of services.
4. The rapidly expanding elderly population will pose significant new challenges for effective treatment.

Just these few examples suggest the sophistication which education and training must be engineered to meet the existing and changing demands of people in need of services. Finally, there are issues of retention and recruitment of staff that exacerbate efforts to improve the quality care. A recent comprehensive review highlighted the relative paucity of empirical research on strategies designed to attract and retain a competent workforce. Although the picture painted is somewhat bleak, there are encouraging signs. Reforming the system and how its workforce functions clearly involves complex challenges that will take decades to achieve. Short of having

an inborn sense of what would comprise a contemporary approach to service delivery, the majority of practitioners function as they are formally or informally trained, and training determines outreach perspective. If practitioners are trained poorly, they practice poorly, so that training determines a great deal about the level of service care that is achieved or achievable. The variability of practice patterns is appropriate, and the validation of practice pattern and specific interventions is essential.

Training and continuing education have to change if community outreach is to remain a viable contributor to the increase quality of life needs of future generations. A preliminary study identifies seven strategies for changes and achieving these seven goals would substantively affect the future quality of care.

A. Broadening the concept of the workforce :

1. Significantly expand the role of individuals in recovery, and their families when appropriate, to participate in, ultimately direct, or accept responsibility for their services, provide care and supports to others, educate the workforce.

2. Expand the role and capacity of communities to effectively identify their needs and promote social service and wellness.

B. Strengthening the workforce :

3. Implement systematic recruitment and retention strategies at the national, state and local levels.

4. Increase the relevance, effectiveness, and accessibility of training and education.

5. Actively foster leadership development among all sectors of the workforce.

C. Implementing structures to support the workforce :

6. Enhance the infrastructure available to support and coordinate workforce development efforts.

7. Implement a national research and evaluation agenda on community outreach workforce development.

ROLE OF THE COMMUNITY

Service care, and especially community outreach service, must be done in the context of communities. The symbols, values, and traditions alive in the community become grist of the professional's mill in working with beneficiaries and families. To be effective, the service care system must be in constant conversation with the community that it serves, responding to its needs and enabling it to sustain its members' quality of life. To respond, the service delivery system needs to be able to marshal a full of primary and supportive services, specially for children and women with severe disadvantage and their families and for adults with serious and persistent disability in any modern sense. The system must be able to respond flexibly to support them in every area of their lives and in difficult periods in which they decompensate. The system and the community must have the full range of services available and accessible, from practical supports for daily living to genuine intensive care services, including shelter and subacute facilities, when these are needed. Advanced practice delivery systems are rooted in communities : they are responsive to community needs, and incorporate in their mission the advance and maintenance of the quality of life of the community.

The role of advocacy is worthy of some specific mention here. In this context, the term 'advocacy' refers to people who are organized to represent the needs of those served by community outreach system.

GETTING TO A FUNCTIONAL COMMUNITY OUTREACH SYSTEM

The following critical needs to be asked if change to be made in the present community outreach system : "If the community outreach system must be reconfigured, in what guise should it be?" to answer this question, one must begin with what is desirable and what make sense. Most would probably agree that what is desirable is a system that is functional, in which resources are used only where needed, and in which there is evidence of improvement at the system level and in the overall quality of life of individuals served. For this to occur, financing reform is necessary to stop waste and to integrate funding into single streams delivered to the care of individuals and their encompassing service systems, from simple to complex, that are necessary to accomplish the overall service goal (i.e., to improve overall quality of life in as efficient and cost-effective a manner as possible). This in turn, depends on enlightened service policy that must incorporate the key principles of accountability and validity.

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RIGHT TO DEUCATION : WORLD SCENARIO

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ABSTRACT

Everyone has the Right to Education, Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory(Article 26 of the Universal Declaration of Human Rights on 10th December 1948). This has been reinforced in the provisions of the Right of children to free and compulsory education(RTE Act 2009) which came into effect in India on 1st April,2010.India may have less illiteracy in comparison with neighbour countries (except China) but not satisfactory with respect to World's scenario.

Keywords:- Right to Education, Literacy and illiteracy rates.

INTRODUCTION

Recognition of the inherent dignity and of the equality of all members of the human family is the foundation of freedom, justice and peace in the world. These conditions are state in the preamble of the universal declaration of Human Rights.

Article 26 of the universal declaration of Human Rights separate paragraphs were adopted and proclaimed by the General Assembly of the United Nation on the 10th day of December 1948, that-

1. Everyone has the right to education, education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations or religious groups and shall further the activities of the United Nations for the maintenance of peace.

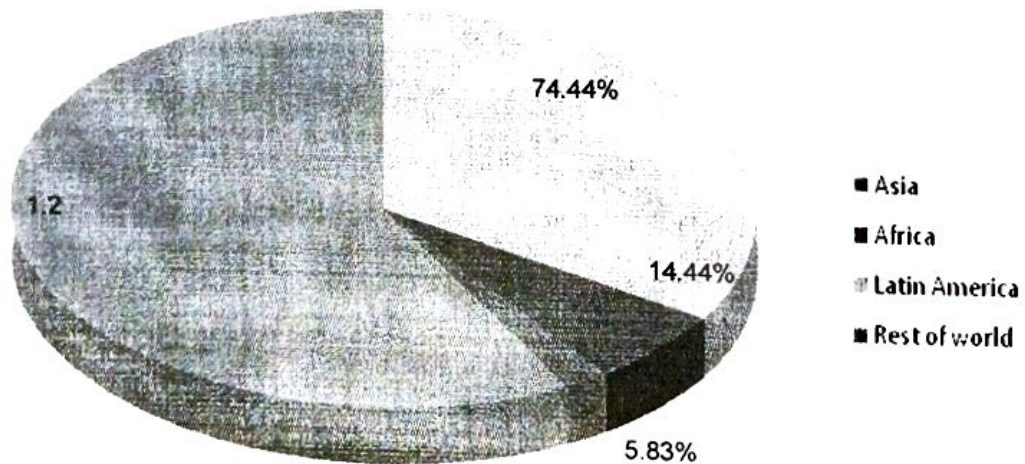
3. Parents have a prior right to choose the kind of education that shall be given to their children.

So many questions may arise in the declaration.

What does this mean? The right to any kind of education? At any time? Who shall prove it?

WORLD'S SCENARIO:

Estimated no. of illiterate (aged 15 and above) by major region of the world in 1950



Estimated distribution of world's illiterate population around 1950.

Countries with illiterate rates ate adults	No. of countries	% of world's illiter-
Greater than or equal to 50%	97	90%
Less than 50%	101	10%

% 15 years and of illiterates in the population aged over as reported in the national census in selected countries and territories around 1950, 1990 and 2011.

COUNTRY	1950		1990		2011	
	M	F	M	F	M	F
Algeria	79	86	37	64	18.7	36.1
Argentina	12	15	4	4	2.2	2.1
Bollivia	45	56	20	20	4.2	13.2
Chile	18	22	5	6	1.4	1.5
Ecador	38	50	10	14	5.8	7.7
Egypt	69	91	43	69	18.3	34.2
Grece	12	39	2	7	1.2	1
India	71	92	36	61	17.9	34.5
Philippines	36	44	7	8	7.5	7.3
Portugal	35	52	8	15	3	6
Romania	15	31	2	5	1.5	3
Spain Trinidad and	12	23	2	5	1.2	2.1
Tobago	22	31	2	4	.9	2
Turkey	52	83	10	32	1.7	7.8
Venezuela	43	53	9	11	6.7	7.3

Estimated literacy rates by region, 1970 and 2000

Country	1970		2000	
	M	F	M	F
World	71 %	55 %	85 %	74 %
More developed countries.	97 %	94 %	99 %	98 %
Less developed countries.	59 %	35 %	81 %	66 %
Least developed countries.	39 %	16 %	61 %	41 %

Estimated illiteracy in 1970 ,2000 and 2011 in neighbour countries.

Country	1970		2000		2011	
	M	F	M	F	M	F
China	34 %	64 %	8 %	24 %	2.5 %	7.3 %
India	53 %	81 %	32 %	55 %	17.9 %	33.5 %
Pakistan	68 %	91 %	40 %	69 %	38 %	46.6 %
Bangladesh	65 %	88 %	48 %	70 %	30 %	35 %
World	29 %	45 %	15 %	26 %	11.4 %	20.3 %

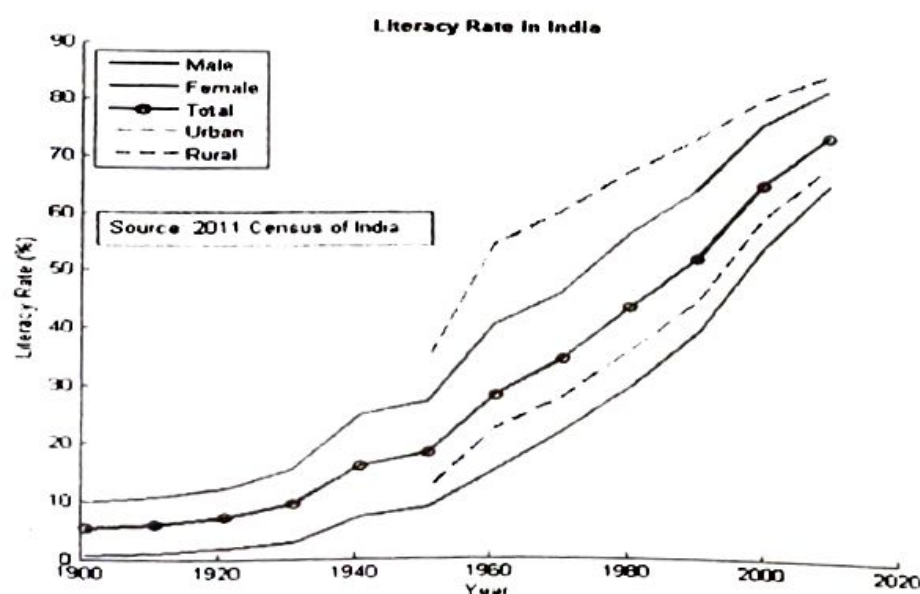
Primary enrolments(Millions) in different regions 1950-1997.

Country	1950	1960	1970	1980	1990	1997
Africa	9	19	33	62	81	100
Asia	84	183	253	339	367	410
Europe	75	79	55	52	49	46
Latin America	15	27	44	65	76	85
North America	24	34	26	23	25	27

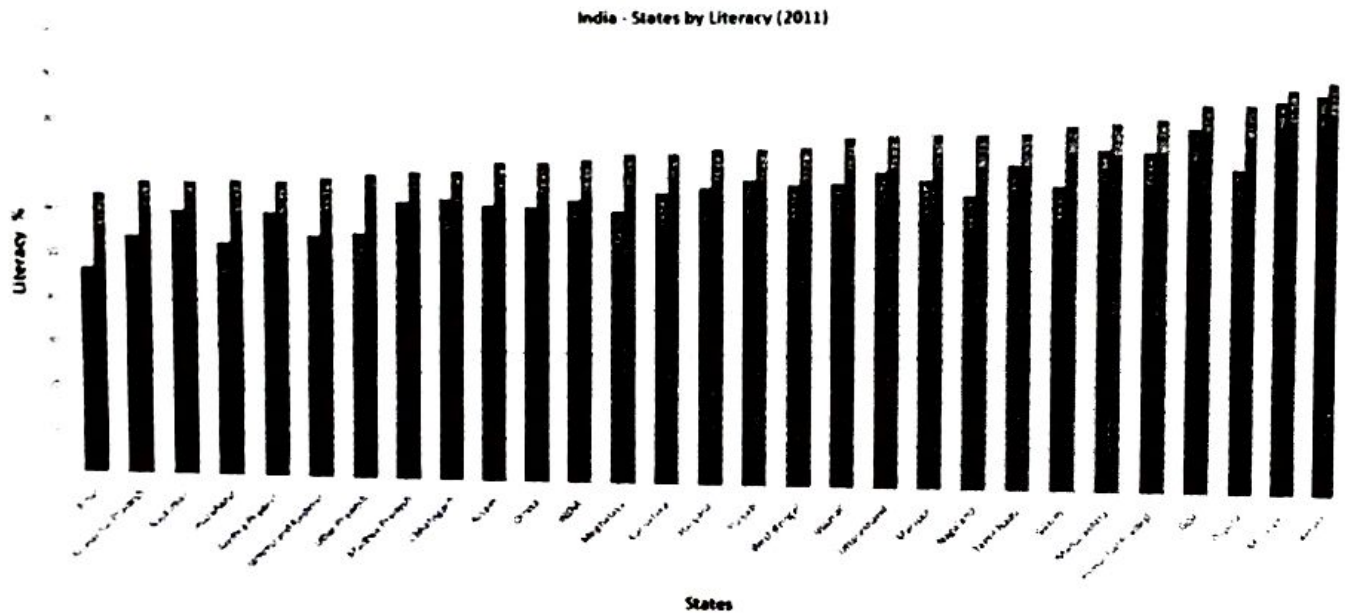
No. of countries in each regions according to the duration of compulsory education.

Duration of compulsory education(years)	04	05	06	07	08	09	10	11	12	13
More developed regions										
Northern America							02			
Oceania					01	02	01			
Europe				03	10	04	02	03	01	
Less developed regions										
Sub-Saharan Africa	01	01	15	08	06	03	07			
Arab States		06		05	07	01				
Latin America	01	11	02	04	05	15	07	02		
Eastern Asia	04	03	01	06	06	03	01	03		
Southern Asia	03	01		01	01					

India's literacy scenario:-



State-wise literacy in India in 2011



Conclusion

1. Every generation looks up to the next generation with the hope that they will build up a nation better than the present.
2. Therefore, education which empowers the future generation should always be the main concern for any nation.
3. It is the sign of freedom, a controlling grace and basis of successful life. Education is not a preparation for life; education is life in itself.
4. India may have less illiteracy in comparison with neighbour countries (except China) but not satisfactory with respect to world's scenario.

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SECOND LANGUAGE PEDAGOGY: PROCESS APPROACH TO WRITING

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ABSTRACT

Writing is an important skill for students which needs practice. It is regarded as a problem solving activity in which students generate and organize their ideas to communicate with others. It also involves the art of assimilation, interpretation, and reformulation of notions. Writing is therefore an important instrument of learning. So every student should have mastery over this skill. In the past till 1970s teachers employed the 'product approach' or the 'traditional approach' to teach writing in the classroom. From late 1970s and early 1980s product approach has been supplemented by process approach. The process view is based on cognitive strategy. Separately, these approaches are not sufficient; an integration of these two approaches would produce better result.

Keywords: Cognitive strategy, Content, Pedagogy, Process approach, Product approach, Style, Writing.

INTRODUCTION

During 1970s- 1980s, an approach to the teaching of writing developed which has had a major influence on the method of teaching writing in schools. It has been termed the 'process approach.' While details in the accounts of process theory differ, they share the same underlying assumptions that writing is a complex set of cognitive behaviours. The central focus of study is not the 'finished text' but the writer's behaviour before, during, and after the act of writing. Writing is described as a series of interrelated behaviours. For example, to produce an essay a pupil might first discuss the issue with friends, jot down key points, then write a first draft. The ideas might be discussed with others, the draft revised and finally edited and 'published.'

STEPS OF WRITING PROCESS

Process theorists propose different sequence of a writer's behaviour. Murray (1987), for instance, proposes a circular model with five main stages labeled:

- i. collect
- ii. focus
- iii. order
- iv. draft
- v. clarify

Others like Graves (1983) talk in terms of:

- i. prewriting
- ii. drafting
- iii. revision
- iv. editing
- v. publishing

The behaviours are seen as recursive, not linear. For example, draft may be written, revised, drafted again, revised further, and so on. Components of the process are not fixed, rather they will vary according to the type of text being written. In short, writing is viewed as complex and dynamic. Significantly for education, the writing process is seen as a craft that can be learned, talked about, and developed.

SALIENT FEATURES OF TEACHING THE WRITING PROCESS

"Writing is a creative process because it is a process of reaching out for one's thoughts and discovering them. Writing, as such, is a process of meaning making". Here we take a common model of teaching writing. The following diagram attempts to show the major phases of the writing process:

Writing Process

Planning

Translating

Reviewing

Monitoring

1. PLANNING

The planning stage is also known as the pre-writing stage. Before putting pen to paper, good writers try to answer two basic questions: Why am I writing? Who is supposed to read this? In other words, they have a clear sense or purpose and the audience. These two, together, constitute the writing context. In this stage we gather necessary information for writing about something. Inside classroom information can be collected by various ways such as brainstorming / mindshowering activities.

The plan is flexible, not static. It is not something that cannot be changed or altered. As we keep writing, our plan keeps changing.

In real life, writing normally arises out of genuine need to communicate something to somebody but in the classroom that need has to be created in such a way that students feel genuinely interested to develop their writing skill.

2. TRANSLATING

Translating here means putting one's thought into appropriate language. That is, finding the right words and sentences for his thoughts. At this stage we make the first draft. This forms a crucial and difficult stage for learners who do not have the required linguistic competence. Though they have the ideas, they do not have the vocabulary. They tend to repeat the same words; they commit a number of grammatical mistakes also. It may, perhaps, be worthwhile trying group composition initially as would enable peer learning. This stage is also known as execution stage.

3. REVIEWING/EDITING

This may be regarded as the post-writing stage. Many good writers keep reviewing their work as they write. Between the first draft and editing, there is much re-thinking and re-organization. Here, the writer adopts a reader's perspective and assesses whether the reader would be able to follow his ideas. Many students do

not edit their writing as they assume that what is clear to them must be clear to others! Others are lazy or do not know how to review their own work.

4. MONITORING

The process of monitoring is in operation right through the three stages of composition – planning, translating, and reviewing. As we plan, we monitor our ideas, while drafting, we monitor the writing mechanics, including spelling, punctuation, vocabulary and grammar. In a sense, editing / reviewing is also a form of monitoring.

Let us take an example. Students have the task of preparing a description for a tourist brochure of a local festival. The pedagogic sequence below would support the composition process in the way as suggested in the diagram:

- | | | |
|--------|---|---|
| Step 1 | Ask students to brainstorm for 4 minutes individually, jotting down ideas for the content of the brochure. | <ul style="list-style-type: none"> ← clarifying aims ← generating ideas |
| Step 2 | Elicit suggestions from the class and write them on the board, demonstrating how to group randomly suggested items into topics | <ul style="list-style-type: none"> ← Grouping ← structuring them into an initial plan |
| Step 3 | Discuss labels with the class for the topics as they have emerged, e.g., origins of festival, public celebrations, family customs, etc. | <ul style="list-style-type: none"> ← identifying categories for the overall organization |
| Step 4 | Ask students in pairs to add information to each identified topic. | <ul style="list-style-type: none"> ← adding details to the emerging structure |

- | | | |
|--------|--|----------------------------------|
| Step 5 | Pool ideas in a class plenary session and build appropriate vocabulary for the task. | ← selecting appropriate language |
| Step 6 | Ask students to suggest a logical sequence for the topics. | ← planning a coherent sequence |

PSYCHOLOGICAL BASE OF PROCESS WRITING

The focus on the writing process rather than on the written product has stimulated investigations of the writer's mental strategies. A number of process theorists have drawn on cognitive psychological methods and models to help represent a writer's behaviour. Experimental studies, often involving writers talking about what they are thinking and doing while writing, have led researchers to generate writing 'protocols' which are broken down into a series of goal-directed stops. In this way, the writing process has been pictured as a set of relatively simple cognitive operations that produce enormously complex actions (Flower and Hayes 1980).

While reservations have been expressed about the approach – it tends to neglect the content of writing and views the writer as socially isolated – it has helped educationalists to evaluate the cognitive demands that certain classroom strategies make of the young writer. Feedback systems can be developed, it is argued through the introduction of specific strategies such as using evaluative prompt cards which ask questions like 'Have you kept to the point?' The educational significance of the search is that children are seen as young writers facing problems similar to those of adult writers.

CLASSROOM PRACTICE

Process theory has been regarded by many teachers as a revolutionary way of looking at the classroom practice. The recognition and articulation of the writer's behaviour while producing text provides an answer to some of the dissatisfactions with the traditional 'product approach' of the past. Writing comes to be seen as more than a set of skills to be introduced through exercises. The writer, whether child or adult, can be viewed as someone facing problems which are shared by all

other writers. Writing can be seen as a craft; the teacher is as a more experienced craftsperson. He has the role of introducing pupils to the know-how of the craft.

A process-based approach to the teaching of writing differs distinctly from other approaches in the way it defines the child's and the teacher's roles and in the way it regards the finished text:

- i. The child is seen as a writer who needs to learn how more experienced writers overcome problems such as collecting facts, sorting of facts, or revising the drafts. That is to say, the child should have control over decisions such as the 'content' (i.e. what to write), 'style' (i.e. how to write) and 'audience' (i.e. who to write for).
- ii. The teacher, as primary craftsperson needs to create a classroom environment in which children can achieve their writing aims. Teachers also need to demonstrate to children their own skills as writers.
- iii. Writing that is produced by children needs to be evaluated in terms of how well it meets the authors aims, appropriate style and diction as well as in terms of the learning about writing that has occurred during its production. Classrooms in which such an approach is adopted have been termed 'writers' workshop' to portray the shift in control over the writing task towards the pupils, with the teacher in the roles of adviser and facilitator.

The concept of 'ownership' is central to many process-based writing curricula. It is argued that in order to let the child learn how to be a writer, he needs to be responsible for the decisions about writing: about when to write and what to write; about what changes to make to a draft, and about what should happen to a finished text. Children, in other words, need to be owners of their writing. It follows from this argument that what the children own should be worth having. It should serve child-valued purposes. In earlier decades cognitive process approaches have concerned themselves with the writer's problems in constructing a text; now they are supplemented by a 'social' approach which introduces children to writing as a 'social practice'.

PROCESS WRITING & EXPRESSIVE WRITING

Although the process approach to writing is regarded as a new way to thinking about writing it fits quite comfortably with the existing classroom practice. It maintains many of the arguments of earlier 'expressive' or 'personal growth' approaches (e.g. Dixon 1967; Elbow 1973). These earlier frameworks for writing stress the value of integrity, creativity, spontaneity, and individualism: goals which are valued within education. However, 'expressive' approaches have left many teachers unsure how best to support children's writing development. To intervene in a child's writing might interfere with the natural growth of creative potential, yet not to intervene seems to leave many children with inadequate support. The approach similarly puts much emphasis on the child's own creative potential, on finding his own voice. But, in contrast to some earlier approaches, it also stresses that writing can be taught as a craft, not simply left to come out from within as a spontaneous process. Classroom strategies have thus taken hold that are loyal to ideas of personal expression and are at the same time reflective of the child's understanding about writing.

The process approach to writing with its view of the young child as a purposeful writer learning the writer's craft influenced, and has been influenced by studies of very young children's writing development. The prevailing view was: children have little experience of writing and writers before they go to school and that, once instruction begins, writing can be introduced in a strictly ordered fashion: letters first, then words, then phrases, then clauses/ sentences, and lastly, paragraphs or messages. However, studies of the writing that young children produce and of children's reflections on their writing at home or in nursery have led to revise the existing assumptions. It has become clear that, long before they go to school, children experiment with it in their first marks on paper, and develop logical theories of its forms. Children need to be described as active language user trying to make sense of the print environment around them. They are, from their earliest days, in school they have a considerable knowledge about written forms and their functions. The teacher's task is to provide activities that will refine their theories about writing and broaden their experience as writer.

CRITICISM

- Process-based approaches to writing have refocused on the functions that writing serves and on the writer's behaviour during the production of a text. Major claims have been made about the success of process approaches in terms of children's writing development.
- There are also important challenges to the theory and practice. One line of criticism questions the extent to which the new curriculum has concerned itself with what children write about. Related questions are raised about the extent to which school writing experiences adequately prepare them for the writing they will use in later life.
- It has been pointed out that while children are writing in their 'workshops' with great enthusiasm, the content of their writing is rarely scrutinized (e.g., Gilbert 1988).
- Underlying notions about the child as owner of the writing process does not match with the fact that teachers are critical evaluator of the choice of topics or of the views expressed in an individual's writing.
- Further, concepts such as 'audience' and 'purpose' may have been uncritically accepted into classrooms without regard to the cultural norms.
- Genre theorists have added to the criticisms of process-based approaches by arguing that children are, in fact, denied choices in writing if they are not explicitly introduced to the different text structures valued in their society .
- Genre theory argues that children need support in learning the forms of writing prevalent in society and in literature. It is not enough, they argue (e.g., Reid 1987), for children to have a 'real' reason for writing and a 'real' person to write to, children also need to be helped to understand the 'real' ways in which writing can be mastered.

AN INTEGRATED PEDAGOGY FOR FUTURE

Pedagogy attempts to exploit aspects of both process and product approaches. The degree to which these are integrated depends partly on the goals of writing and partly on the intellectual and developmental needs of learners. For

example, teachers of commercial correspondence may find the use of model writings most effective and they can focus on the linguistic features of these specialized texts profitably. With younger learners, on the other hand, an approach which emphasizes awareness of audience and the need to develop a range of styles might be preferred, while learners at secondary school may need a carefully integrated approach which refines their composing strategies and raises awareness of discourse features and organization.

There are debates among educators on the many issues relating to process and product approaches and examples in the literature of creative pedagogic procedures. These will undoubtedly develop in accordance with available resources. For example, the use of computers for drafting and revision will undoubtedly progress to the wider use of electronic mail systems to encourage students' communication across the world. Most significantly, there is clear evidence of teachers using insights from research to evolve a more effective pedagogy for supporting the writing development of their learners.

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Emblem of the Ramakrishna Mission

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

– Swami Vivekananda