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P R E F A C E

India has third largest Higher education system in the world for students strength next to China and USA. Participation of private sector is increasing fast with it. But teaching and research quality needs to be improved. India enjoys a demographic dividend with world's youngest country with an average age of 29 years when rest of world is ageing. Average working age of USA is 40, Western Europe with 46 and Japan with 47 years. Thus, India has potential to be global hub of skilled work force with inculcation of proper education and training. The number of international students is a reliable indicator of quality and robustness of Higher education system. As of 2018-19, only 47427 foreign students enrolled in Indian universities/institutes versus more than 4 lacs in China, 3 lacs in Germany and 75000 in Singapore. Now, more than 11 lacs students studying in abroad which costs 30 billion US\$ annually, though Govt funding to eight new IITs was 2 billion annually in 2018 . The outflow of students is fifteen times more than inflow from foreign countries. Indian Higher Education institutes failed to feature in top 100 ranking in world, though several institutes of small south east countries like Singapore, South Korea, Malayasia and Honkong could achieve it. There is urgent need to invest more on higher education and skill development to promote knowledge driven growth as being occurring in developed economies. Higher education and skill development institutes need to up skill and re skill our rich demographic dividend to harness benefits of knowledge and technology to foster economic growth. During independence, India has 20 universities, 496 colleges and 241369 students in higher education system versus 1043 universities, 42343 colleges, 3.8 crore students and 15 lac teachers in 2022. India should embrace computer and high speed internet technology to the maximum in education delivery system. Our examination and evaluation system must encourage originality, creativity, innovation and problem solving quality in students. It is being realized that space crafts, satellites, internet of things (IoTs) and other offshoots of scientific enquiries will drive the growth in coming few decades. So, our institutes need to generate human resource accordingly to meet the future requirements of society. Value education need to be promoted in schools and colleges because lack of it produces doctors, engineers, CAs, lawyers, politicians, govt. servants etc. who are being charged with serious corruption in public life. Love and affection is declining fast resulting in increase in old age home, suicides, divorces, misuse of internet, cyber crime etc. Moral

education needs emphasis to produce good human beings to promote fraternity, justice, peace, equality, sustainability in society.

This peer reviewed journal *Educatum* (Vol. XIV and XV) encompasses environment education and some other important issues pertaining to Teacher Education in particular which is need of the hour for a sustainable tomorrow.

Dr. Shreyashi Paltasingh

Principal & Editor

Educatum

Journal of Education and Behavioural Science

A Peer Reviewed Journal

Vol. XIV and XV

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Editorial Committee, Educatum

ACADEMIC ACHIEVEMENT IN MATHEMATICS IN RELATION TO BASIC MATHEMATICAL SKILLS OF SECONDARY SCHOOL STUDENTS

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Abstract:

Academic achievement of secondary school students in Mathematics has a positive effect on their performance in graduate level and future careers like engineering, architecture, medical etc. The basic mathematical skills that the teachers provide in early childhood education set the building blocks for the entire academic career. The present investigation was conducted to assess the relationship between academic achievement in Mathematics and basic mathematical skills of secondary students. The correlational method of descriptive research was conducted for this study. The population consisted all the students of class IX studying in Bengali medium schools under West Bengal Board of Secondary Education in North 24 Parganas of West Bengal, India. The sample of 357 students (161 boys and 196 girls) of class IX was selected by Stratified random sampling technique. Test of academic achievement in Mathematics standardized by the researcher and test of basic Mathematical skills developed by Marianne Johnson and Eric Kuennen (2006) was used to collect the data. The Pearson's product moment coefficient of correlation and t-test were applied for data analysis. The study found that the magnitude of relationship between academic achievement in Mathematics and basic mathematical skills have high positive correlation.

Key Words: Academic achievement in Mathematics, Basic Mathematical Skills, Secondary School Students

1. INTRODUCTION

1.1 Background of the study

Mathematics is the mother of all sciences because it is a tool which solves problems of every other science. According to Bacon: "Mathematics is the gateway and key to all sciences". The only direct and indirect contribution to the progress of human civilization is unacceptable. According to Hogben: "Mathematics is the mirror of civilization".

Everyone living in a society needs Mathematical knowledge. It is not that mathematical knowledge is needed only by engineers, doctors, traders, businessmen etc. but also are needed to every common citizen of a society, such as labourers, workers, drivers, coolies, salesman, venders etc. In this context, Young, J.W.A. said that, "Wherever we turn in these days of iron, steam and electricity we find that mathematics has been the pioneer.

Today, Mathematics holds an important place in schools. Mathematics helps to develop the child as social and intellectual citizens, like other subjects. It has its own disciplinary values. Napoleon once remarked that "The progress and improvement of Mathematics is linked to the prosperity of the state."

The central view of Mathematics is that one can learn to handle abstractions and problem solving. Hence, Mathematics at secondary level is undeniable and it lays a strong foundation on which the structure of higher Mathematics is built. Mathematics helps in training and disciplining the mind. It develops the power of thinking and reasoning and gives mental exercises best fitted for strengthening the mental faculties. According to Young, "Mathematics is the only subject that encourages and develops logical thinking. It enables the student to discriminate between essentials and non-essential."

1.2 Theoretical Framework of the study

Academic achievement in Mathematics of secondary school students has a positive effect on their performance in graduate level and future careers like engineering, architecture, medical etc. There are various factors like intelligence, mathematics anxiety, cognitive style, teaching method, school environment, study habit, socio-economic status etc. which might have influenced the achievement in Mathematics. The basic mathematical skills that the teachers provide in early childhood education set the building blocks for the entire academic career. Without learning simple skills like number sense, Mathematical concepts and simple application of ideas like adding, subtracting, multiplying and dividing will not be possible.

Kilman (2015) found that attitude toward mathematics was indeed, significantly related to students' basic applied mathematics skill in Clinton, Mississippi. Gupta (2018) conducted a study on the effect of use of assistive devices and metacognitive strategies on mathematical skills of fourth graders with dyscalculia at Haryana. The study found that the intervention strategy of assistive devices is beneficial in improving all mathematical skills.

Basic mathematical skills require knowledge of quantity and numbers as well as operation rules (Ehlert, Fritz, Arndt, & Leutner, 2013). It makes the learner to find, analyse, evaluate and apply knowledge to various situations. Students show problems with the understanding of word problems, division, the decimal system, and the doubling or halving of numbers (Moser Opitz, 2007). Poor basic mathematical skills, or previous difficulties in learning mathematics, often prevent learners from continuing their studies or make them drop off from post-secondary education (Räsänen & Ahonen, 2004; Suomalainen, 2004). The second factor is the increased emphasis on skills to meet the demands of 21st century skills such as critical thinking, independent learning and use relevant data within the discipline of Mathematics. Developments of such skills require active learning in complex environments with various opportunities to apply and practice such skills. Lastly it means developing learners with the skills to manage their own learning throughout life, so they can continue to learn Mathematics after secondary level. Hence, this study aimed to seek whether there is any relationship between basic mathematical skills and academic achievement in Mathematics at secondary level especially in West Bengal state of India.

1.3 Statement of the Problem

The problem may be stated as “Academic Achievement in Mathematics in relation to basic Mathematical Skills of Secondary Students”.

1.4 Objectives of the Study

- (i) To find out whether there is any significant mean difference in academic achievement in Mathematics between boys’ and girls’ at secondary level.
- (ii) To assess whether there is any significant mean difference in basic mathematical skills between boys’ and girls’ at secondary level.
- (iii) To assess the relationship between academic achievement in Mathematics and basic mathematical skills of the secondary students.
- (iv) To study the relationship between academic achievement in sub-dimensions (Arithmetic, Algebra, Geometry, Coordinate Geometry, Mensuration, Statistics) of Mathematics and basic Mathematical skills.

1.5 Hypotheses of the Study

H_0 1: There would be no significant mean difference between boys and girls with respect to their academic achievement in Mathematics.

H_02 : There would be no significant mean difference between boys and girls with respect to their mathematical skills.

H_03 : There would be no significant relationship between measures of basic mathematical skills and academic achievement in Mathematics of secondary students.

1.6 Delimitation of the Study

All the students of class IX studying in Bengali medium schools under West Bengal Board of Secondary Education in North 24 Parganas district of West Bengal is the population for the study. Sample subjects are taken from four rural and four urban schools of North 24 Parganas district of West Bengal, India.

2. METHODOLOGY

2.1 Method

The correlation method of descriptive research was followed for the present study.

2.2 Population

All the students of class IX studying in Bengali medium schools under West Bengal Board of Secondary Education in North 24 Parganas of West Bengal, India.

2.3 Sample Size

A Sample of 357 students (161 boys and 196 girls) of class IX studying in Bengali medium schools under West Bengal Board of Secondary Education were selected by Stratified random sampling technique from four rural and four urban schools of North 24 Parganas district in West Bengal, India.

2.4 Variables

Dependent variable was academic achievement in Mathematics and independent variable was basic mathematical skills.

2.5 Tools

For measuring academic achievement in Mathematics, academic achievement test of 50 marks in Mathematics for the students of class IX was prepared and standardized by the researcher himself. Test of Basic Mathematical skills developed by Marianne Johnson and Eric Kuennen (2006) was used to measure mathematical skills of the students.

2.6 Procedure of data collection

The researcher administered the research tools on the subjects to collect the data about academic achievement in Mathematics and basic mathematical skills with strict adherence to the scoring techniques as instructed in the test manual.

2.7 Analysis of data

The researcher has analysed and interpreted the data with the help of two tailed t-test and Pearson's product moment coefficient of correlation.

3. RESULTS AND INTERPRETATION

3.1 Descriptive Statistics

To measure the descriptive statistics as mean, median, mode, standard deviation (SD) was computed to analyse and interpret the data. The raw scores on the variables named Academic Achievement in Mathematics (AM) and Test of basic Mathematical Skills (MS) obtained by the sample subjects (N=357) were arranged to computed mean(M), median (Mdn), mode, , quartile deviation (QD), standard deviation (SD), P_{25} , P_{75} . The statistics is shown in the following table.

Table-1: Mean (M), median (Mdn), mode, quartile deviation (QD), standard deviation (SD), P_{25} , P_{75} on the variables.

Variables	N	Mean	Median	Mode	QD(Q)	SD	$P_{25}(Q_1)$	$P_{75}(Q_3)$
AM	357	12.84	11	7	4	9.12	7	15
MS	357	5.57	5	3	2.5	2.87	3	8

Interpretation: This table shows that N=357. Sample subjects have scored 12.84 on an average out of 50 with a standard deviation 9.12 and quartile deviation of 4 in academic achievement in Mathematics. The median i.e., 11 is the score at the exact middle point of the distribution. 25% of the students have scored less than 7 and 75% of the students have scored less than 15. Mean>median>mode imply most of the students have scored below average. So, the overall level of academic achievement in Mathematics is average or below average.

In the second row the table shows that N=357. Sample subjects have scored 5.57 on an average out of 15 with a standard deviation 2.87 and quartile deviation of 2.5 in test of basic Mathematical Skills. The median i.e., 5 is the score at the exact middle point of the distribution. 25% of the students have scored less than 3 and 75% of the students have scored less than 8. Mean>median>mode imply most of the students'

basic mathematical skills are below average. So, the overall level of basic mathematical skills of the students are average or below average.

3.2 Test of null hypothesis H_01

H_01 : There would be no significant mean difference between boys and girls with respect to their academic achievement in Mathematics.

Table-2:

Group Statistics					t-Test for equality of means				
Variables	Groups	N	Mean	SD	Mean Difference	Calculated t-Value	df	Critical t-Value (t_c)	H_01 Retained/ Rejected
Academic Achievement in Mathematics	Boys	161	14.95	4.08	3.31	1.37	355	1.97 at 0.05	Retained
	Girls	196	11.64	10.89				2.59 at 0.01	Retained

Interpretation: It is seen from table-2 that the calculated value of t for degrees of freedom (df)=355 is 1.37. The critical value (t_c) of t at 0.05 and 0.01 level of significance with df=355 is 1.97 and 2.59 respectively. As $t < t_c$, the null hypothesis H_01 is retained at both the level of significance and it can be said that there is no significant mean difference between boys and girls in their academic achievement in Mathematics.

3.3 Test of null hypothesis H_02

H_02 : There would be no significant mean difference between boys and girls with respect to their mathematical skills.

Table-3:

Group Statistics					t-Test for equality of means				
Variables	Groups	N	Mean	SD	Mean Difference	Calculated t-Value	df	Critical t-Value (t_c)	H_02 Retained/ Rejected
Mathematical Skills	Boys	161	6.23	2.07	1.02	1.34	355	1.97 at 0.05	Retained
	Girls	196	5.21	3.2				2.59 at 0.01	Retained

Interpretation: From the table-3, the calculated value of t for degrees of freedom (df)=355 is 1.34. The critical value (t_c) of t at 0.05 and 0.01 level of significance with df=355 is 1.97 and 2.59 respectively. As $t < t_c$, the null hypothesis H_02 is retained at both the level of significance. So, there is no significant mean difference between boys and girls in basic mathematical skills.

3.4 Test of null hypothesis H_03

H_03 : There would be no significant relationship between measures of basic mathematical skills and academic achievement in Mathematics of secondary students.

Table-4:

Variables	N	Coefficient of Correlation (r)	df	Critical Value of "r"	H_03 Retained/ Rejected
Mathematical Skills and Academic Achievement in Mathematics	357	0.77*	355	0.098 at 0.05 level	Rejected
				0.128 at 0.01 level	Rejected
*Correlation is significant at 0.05 and 0.01 level of significance (2-tailed)					

Interpretation: From the table-4, the calculated value of coefficient of correlation (r) for degrees of freedom (df)=355 is 0.77. The critical value (r_c) of "r" at 0.05 and 0.01 level of significance with df=355 is 0.098 and 0.128 respectively. As $r > r_c$, the null hypothesis H_03 is rejected at both the level of significance and it can be safely said that there exists significant relationship between measures of basic mathematical skills and academic achievement in Mathematics of secondary students. It can also be said that the magnitude of relationship of academic achievement in Mathematics with mathematical skills is high positive correlation.

3.5 Coefficient of correlation between academic achievement in sub-dimensions (Arithmetic, Algebra, Geometry, Coordinate Geometry, Mensuration, Statistics) of Mathematics and basic Mathematical skills

Table-5:

N=357	Arithmetic	Algebra	Geometry	Coordinate Geometry	Mensuration	Statistics	Mathematical Skills
Arithmetic	1						
Algebra	0.22	1					
Geometry	0.11	0.30*	1				
Coordinate Geometry	0.19	0.77**	0.28*	1			

Mensuration	0.16	0.66**	0.36*	0.64**	1		
Statistics	0.24	0.62**	0.29*	0.65**	0.73**	1	
Mathematical Skills	0.29*	0.72**	0.82**	0.68**	0.73**	0.58**	1
*. Correlation is significant at the 0.05 level (2-tailed) with df=355							
**. Correlation is significant at the 0.01 level (2-tailed)with df=355							

From the table-5, it is clear that academic achievement in sub-dimensions- Algebra, Geometry, Coordinate Geometry, and Mensuration is highly correlated to basic mathematical skills.

Conclusion:

It can be concluded from the study that there is no significant difference between boys and girls in their academic achievement in Mathematics as well as basic mathematical skills. It is also found that there exists significant relationship between measures of basic mathematical skills and academic achievement in Mathematics of secondary students. It can also be said that the magnitude of relationship between academic achievement in Mathematics and basic mathematical skills is high positive correlation.

Recommendations:

1. Extensive study can be conducted.
2. More variables could be taken for this study.
3. The sample size is to be increased for better representation of population under study.
4. Area of the study can be extended broadly.
5. Teachers at elementary level need to pay special attention to build up basic mathematical skills.

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EDUCATIONAL ANXIETY: CAUSES, CONSEQUENCES AND EFFECTIVE MANAGEMENT TECHNIQUES

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Abstract:

Education provided in the school acts as a crucial point in the academic lives of the students for making a better career. As their educational requirements become more stringent, students experience anxiety and stress at this level. It arises due to the demands on students from outside sources such as family, school, friends, and jobs and also from within. Due to occurrence of suicides among the students across the world, school and policy makers have given due consideration towards the effect of educational anxiety. If educational anxiety is not given attention at the proper time, it will lead to major drastic consequences. Thus the present paper focuses on the dominant factors influencing educational anxiety, consequences of educational anxiety and relevant strategies for dealing with it.

Keywords: *Anxiety, Educational anxiety, Co-scholastic anxiety.*

Introduction:

Education is the most important and powerful instrument invented by mankind to shape and mould himself in a desirable manner. The credit for transforming the human animal into a rational human being goes to education which not only prepares and develops the human being to survive and adjust with the surroundings but also enables him to lead his personal as well as his social life successfully. According to **Radhakrishnan**, "Education means training the intellect, refinement of the heart and discipline of the heart." We may say that as shelter is essential for biological life, so is education for emotional and sociological life.

Nobody in the world is free from anxiety in today's modern life. The idea of anxiety, symptoms of anxiety, coping up with anxiety and anxiety related health hazards have long been researched on and the

researchers have identified different issues on anxiety management as anxiety can cause adverse effects on an individual's performance and cognition. Sometimes we are unconsciously overburdened by our work, family, health or money and eventually perceive that we cannot cope with the demands being imposed by them. In our modern life, anxiety is like a pattern of reactions that occurs when there is a significant imbalance between perceived demands from the environment and the individual's perceived resources to meet those demands. This recurring anxiety creates a crisis mode and evokes a negative impact on finance, health and family. Thus it is important to carefully consider the impact of anxiety and its related issues in our complex and complicated world associated with gender, age, education, income, employment status or ethnicity. Impact of anxiety on the academic achievement of students having different mental abilities at University level in Bhawalpur (Southern Punjab) Pakistan was studied by **Nadeem et al. (2011)** and they found that anxiety has a negative relationship with academic achievement both in male and female students. The relationship among general anxiety, test anxiety and academic achievement of higher secondary students was studied by **Sridevi (2013)**. A negative low correlation was observed between general anxiety and academic achievement as well as between test anxiety and academic achievement. **Khesht-Masjedi (2019)** studied the relationship between gender, age, anxiety, depression and academic achievement among teenagers living in the north of Iran. He found that girls were more anxious than boys, while boys were more depressed than girls. A significantly negative correlation was found between academic achievement with anxiety and depression. There was no statistically significant difference in the mean of anxiety and age between teenagers, but a significant depression level of respondents who are 18 and 19 years old was significantly different from other ages. We cannot avoid anxiety, but we can develop skills to cope with the events or situations that lead to anxiety. In the present competitive world, there is a considerable amount of Educational anxiety among the young generation. Anxiety amongst adolescent boys and girls is very common and natural. Be it about self, career, academics or any other issue, the youth undergo feelings of anxiety at some phase of their lives. The adolescents are expected to perform at every front, the main being the educational field. They are not able to cope up with academic work which results in chaos and confusion in their minds. On the other hand, each parent wants their ward to get the best education and must perform well in academics. As all individuals are not alike, some adolescents create unnecessary pressure on their

minds to perform well in academics and vocation which leads to stress, anxiety and other psychological and essential problems. **Azeem (2018)** conducted a study on academic anxiety and academic achievement among secondary school students and found that increased level of anxiety is a deleterious factor which acts as an obstacle in the path of achieving good grades among the students. Thus in order to overcome the problem of anxiety counseling programs should be implemented for students, teachers and parents and teachers and parents should be made more aware about the damaging effect of it.

Thus, the Teachers and Parents should learn to identify the signs of educational anxiety in school students. If with the help of teachers and parents, students in their early stages can check out their anxiety, then more serious educational problems related to anxiety can be avoided. Students experiencing educational anxiety feel apprehensive over educational tasks. **Dutta and Gogoi (2015)** studied the impact of educational anxiety on academic achievement on the students of higher secondary stage of Dhemaji district of Assam and it was observed that a high negative correlation exists between educational anxiety and academic achievement. The performance of the students will become better if educational anxiety is recognized on time.

What is Educational Anxiety?

Educational anxiety is a premeditated and serious factor which hampers students' academic achievement. Educational anxiety can be defined as a feeling of worry and nervousness about scholastic and co- scholastic activities with an uncertain outcome in the life of a learner. Educational anxiety is the feeling of agitation and distress that students experience when they are faced with a challenge such as performing on stage, competing in an athletic event or giving an exam. Educational Anxiety is a situation – a specific form of anxiety which is associated with educational matters and includes not only test anxiety but also anxiety about general subjects such as mathematics anxiety, science anxiety, and language anxiety. In students educational anxiety arises out of the criticism made by teachers, parents and peers regarding their unsatisfactory educational performance. Educational anxiety is an unsatisfactory reaction towards the evaluation system and is considered as a severe problem affecting the students worldwide **Khosravi (2008)**. According to **Pantic (2010)** Educational anxiety is an awful condition of mind, characterized by negative thoughts, poor academic performance and lower level of consciousness.

There are various factors which create pressure on students to perform

better in curricular as well as the co-curricular areas and hence increase their Educational Anxiety. The study conducted by **Mahato and Jangir (2012)** about academic anxiety among adolescents found that the type of school and the environment have a significant relation with the academic anxiety. **Sharma and Shakir (2019)** investigated academic anxiety of senior secondary school students in relation to locale and type of school. The study revealed that in comparison to rural students urban senior secondary school students are more academically anxious. It is because urban students have more educated families and they have more parental pressure to perform well in exams and so they are more anxious. It was also found that in comparison to government senior secondary school students, private students possessed an increased level of academic anxiety. The justification for the present result may be that the private school students have the most advanced and demanding learning environment and so they become more anxious. Children's social, emotional and academic success is profoundly affected by educational anxiety which leads to poor social interaction, alones, decreased self-respect, feeling of social rejection, struggling for friendship and poor academic achievement. **Dahiya and Dahiya (2019)** reported that educational anxiety had a significant effect on academic cheating and females surpassed males in academic cheating.

Therefore, in order to reduce educational anxiety level, parents and schools should let the children go ahead as per their interests and abilities without imposing their interest on their brain. **Mahajan (2015)** concluded from his study that when parental encouragement increases academic anxiety decreases.

Dimensions of Educational Anxiety:

I. Scholastic Anxiety :

Anxiety related to scholastic activities is known as scholastic anxiety. In scholastic areas students are evaluated on various parameters through oral and written class test, activity test and daily class performances throughout the term for all the discipline. Here one feels anxious about tests or examinations and some other academic subjects.

Types of Scholastic Anxiety:

- a) **Test Anxiety** is a Psychological Condition in which people experience extreme distress and anxiety in testing situations.
- b) **Academic Anxiety** is a type of fear, a nervousness or

apprehension about any form of academic activity.

II. Co-scholastic Anxiety:

Anxiety related to co-scholastic activities is known as co-scholastic activities. Here one feels anxious about participation in games and sports, art and music, craft work etc.

Types of Co- Scholastic Anxiety:

i. Sports Anxiety

It is an unpleasant response generally associated with the stress of participating in sports.

ii. Musical performance Anxiety

People who experience this type of anxiety are critical and self-educated before, during and after performances. This negative self- evaluation causes disrupted concentration and a host of physical symptoms that result in low performance.

iii. Speech Anxiety

It is the fear of public speaking. Its symptoms vary from physiological changes, mental disruptions and detrimental speech performance.

Factors Responsible for Causing Educational Anxiety:

I. Personal factors:

- Emotional Disorders
- Health Disorders
- Maladjustment

II. Familial factors:

- Poor economic conditions.
- Lack of proper advice from parents
- Impassive attitude of parents.

III. Social factors:

- Irrational norms imposed on someone
- Casteism
- Unequal distribution of resources

IV. Institutional factors

- Too much homework

- Pressure of exams
- Poor interpersonal relationship with teachers and friends
- Heavy contents to master in a limited time
- Imbalanced curriculum and extracurricular activities
- High student teacher ratio
- Non conducive physical environment of classrooms
- Unhealthy teacher student interaction
- Inefficient teaching methodology
- Overemphasis on weakness rather than strength of students
- Poor reading habits and time managements of students
- Lack of the student's interest in a particular subject

Symptoms of Educationally Anxious students:

1. Physical Symptoms:

- Headache
- Nausea
- Diarrhoea
- Excessive sweating
- Rapid heart beat

2. Emotional Symptoms:

- Feeling of panic, especially when feeling that there's not enough time to complete an exam.
- Thoughts of punishment and humiliation for doing badly in the exam.
- Feelings of pessimism and hopelessness about the outcome of the exam.
- Lack of confidence in our ability to answer a question correctly.
- Feeling nervous about the performance in sports or drama competition.

3. Intellectual Symptoms:

- Problems of remembering and recalling newly learnt material.
- Difficulty in understanding simple instructions.
- Delayed thought processes.

- Accelerated but inaccurate thought processes.
- Difficulty in concentrating during the exam

Consequences of Educational Anxiety:

I. Consequences of Scholastic Anxiety:

- Freezing or going blank during the test.
- Worrying about forgetting material while studying.
- A feeling of fear of failure during a test or examination.
- Difficulty in concentrating while studying for an upcoming test.
- A lack of confidence during examinations.
- Fear of not being able to answer all the questions in the examination in the stipulated time.

II. Consequences of Co-scholastic Anxiety :

- Poor participation in the playground.
- Getting tensed for participating in group discussion.
- Feeling shy while expressing opinions in front of others.
- Worrying about the role offered to play in dreams.
- Getting tensed for not getting any position in debate.
- Poor performance in yoga class.

Effective Management Techniques for Reducing Educational Anxiety:

- Create awareness among students and teachers about educational anxiety by arranging seminars, conferences, workshops etc.
- Child focused and life oriented curricula should be implemented in the school for promoting student interest in learning.
- In order to reduce the problem of educational anxiety various extracurricular programs should be arranged in the schools.
- Meditation or Yoga clubs can be opened.
- Teachers should provide open communication in the classroom.
- Teachers should teach and discuss the importance of various life skills among the students.
- Teachers should provide empathetic behaviour to the students so that the students can easily express their anxiety level to their teachers.

- Parents should value their child's efforts so that they get inspired to perform well in academics and experience less educational anxiety.
- Parents must not compare their child with high achievers.
- Students should develop good study habits and should maintain a positive attitude.
- Parents should not expect so much from their children so that they become educationally anxious.
- Parents should be given guidance and counselling so that they allow their children to choose the vocation as well as area of education as per their interest.

Conclusion:

Educational Anxiety is a usual problem that students cannot overlook if they want to achieve educational success in school. A reasonable level of test anxiety is essential for better academic performance, absence of anxiety ultimately leads to poor academic performance as anxiety is a trigger factor to uphill struggle among students (**Driscoll et al., 2009**). It only becomes a drastic complication when the amount of anxiety grows enormously and the student cannot function effectively. Like any other problem, educational anxiety also requires a strategic approach to conquer or at least to manage. If students are guided and encouraged by parents and teachers as per their abilities, interests and aptitude, there is no doubt, they would naturally make their academic dreams come true without any anxiety and our support can act as a buffer against anxiety.

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EVALUATION OF GEOGRAPHY TEXTBOOK OF STANDARD SEVEN OF WEST BENGAL BOARD OF SECONDARY EDUCATION IN THE LIGHT OF NCF-2005

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Abstract:

Education is a process of acquisition of knowledge & skills. Curriculum is directly related to formal education. NCF-2005 is the fourth National Curriculum Framework published by National Council of Educational Research and Teaching in India (NCERT) in 2005. It has recommended guiding principles of curricular development for all the modern textbooks of all school boards of India in all the subject- language, science and mathematics and social science. Textbook is an important component of formal study and is an essential component of curriculum. Geography is an important subject of social science at school level. This study evaluate all the lessons of the Geography textbook of class VII of West Bengal Board of Secondary Education (WBSSE) named 'Amader Prithibi' published in 2013 by West Bengal Board of Secondary Education. The intention is to know how much of the guidelines of NCF-2005 is mentioned in the curricular areas of social science education for Upper Primary stage. It is a qualitative study and the textbook of Geography titled "Amader Prithibi" of class VII published by West Bengal Board of Secondary Education in 2013 has been taken as sample. Here, twelve parameters are used according to the guidelines of NCF-2005 to evaluate the textbook.

Keywords: Curriculum, Geography textbook, NCF 2005.

Introduction:

Education is a process of learning and acquisition of knowledge, skills & values which helps personal development. According to UNESCO Salamanca Statement and Framework for Action (1994) "Every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning." As far the history of education is considered the term curriculum was

originally related to the concept of a course followed by a pupil in teaching institution. 'Curriculum' is a dynamic, intellectual and social enterprise and 'Curriculum development' is defined as planned, purposeful, progressive and systematic process to create positive improvements in the educational system. (Pal et. al. 2020). In recent decades the concept of curriculum has been evolved and it gained importance in subsequent discussion of education (Sarkar, 2016). To be viable and effective, a curriculum must have continuous monitoring, reappraisal and evaluation.

After independence of India, different commissions published different reports to improve curriculum and education system. First National Curriculum Framework (NCF) was published in 1975 to prepare curriculum and textbooks. The National Curriculum Framework has to address what kind of education is being taught to the future generation (Thapar, 2005). After the NCF of 1975 NCF-1988, NCF-2000 and NCF-2005 were published. The NCF-2005 is the fourth National Curriculum Framework published by National Council of Educational Research and Teaching in India (NCERT) in 2005. The NCF-2005 recommended some guiding principles of curricular development - a) connecting knowledge to life outside school, b) ensuring that learning shifts from rote method, c) enriching curriculum so that it goes beyond text book, d) making examinations more flexible and integrating them with classroom life etc. A textbook is a book containing a comprehensive compilation of content in a branch of study which produced to meet the needs of educators and pupils. The modern textbooks of all school boards of India from Primary level to Higher Secondary level of language, science subjects and mathematics, social science subjects follow the recommendations of NCF-2005.

Literature Review:

Roy (2005) stated that the significant changes to the existing History syllabus has been proposed by NCF 2005. This study has revealed that NCF 2005 makes the subject History more sensitive such as incorporating one or two central concept, including visual materials of texts, using simple strategies of analysis, focusing on a different region in each chapter to grow learners' sense in upper primary stage, incorporate themes for understanding the contemporary world in secondary stage and include History as a special subject in Higher Secondary stage.

Sharma (2018) has conducted a study on content analysis of 6th grade NCERT science textbook. Scope for developing desirable values in

students of 6th grade through science curriculum has been done. The cover page, foreword, preamble, a note for students, fundamental duties and all the chapters of the sample book are under the study. The study revealed that in all the topics many obvious and hidden values were given.

Gharat (2019) has presented critical discussion on language teaching learning activities especially English language on the aims of language education. The paper focuses on continues and comprehensive evaluation pattern of English Language which depend on language proficiency.

Joshi & Jaydipbhai (2021) has researched on evaluation and comparison of the English textbooks of standard six, seven and eight of Madhya Pradesh in the light of NCF. Sixteen parameters are used here to evaluate the textbooks of different standards. These English textbooks have all the qualities as per NCF-2005 except peace. The researchers found that the textbooks are decent to follow the guidelines of NCF.

Ahmed and Siddiquee (2021) explored the process skills in Junior Secondary Science Curriculum in Bangladesh. The Physical Science part of the Science textbooks of grade six, seven and eight are analyzed here using the methodology to extract meaning from the data. Analyzing 68 activities from 35 chapters it was found that the Junior Secondary curricular activities emphasized on basic process skills like observing, inferring etc. This study suggests to re-organizing the contents and activities of curriculum.

Relevance of the study:

A textbook is used for formal study of a particular subject written according to the curriculum. Geography is one of the important subjects of social science from Upper Primary level to Higher Secondary level. So, Geography textbooks of all state boards and central board of school education follow the recommendations of NCF-2005 which focus on child centred education, interdisciplinary and cross- disciplinary approach, scientific enquiry, relevant real life examples, our national and cultural heritage, enhance experiential learning, environmental awareness among students, critical thinking of learners though textbook, try to connect the bookish knowledge with real life and reduce rote method in textbook. Now the National Education Policy, 2020 (NEP 2020) outlines the visions of education system of India which was approved by the Union Cabinet of India on 29 July 2020. NEP 2020 focuses on holistic development of students, restructuring of school curriculum and pedagogy, curricular integration, ensuring

inclusive education etc. According to the NEP 2020 the upcoming National Curriculum Framework may incorporate interdisciplinary and cross-disciplinary approach, using examples related to local content and real life, scientific method of learning, various ways of learning, experiential learning, making positive attitude toward environment, enhance the scope of critical thinking of learners and try to reduce rote method in social science textbook. Through this study geography textbook of class VII of West Bengal Board of Secondary Education will be evaluated and then the drawbacks will come out. These findings and NEP-2020 guideline of curriculum will help in making upcoming National Curriculum Framework.

Objectives:

The main objective of the study is to evaluate the textbook of Geography of class VII published by WBSSE (2013) in the light of NCF-2005.

Methodology:

It is a qualitative study and the textbook of Geography titled “Amader Prithibi” of class VII published by West Bengal Board of Secondary Education in 2013 has been taken as the sample of the study. The guidelines of NCF-2005 are used as the parameters to evaluate the textbook - Amader Prithibi of class VII.

Result and Analysis:

All the lessons of the textbook of Geography -Amader Prithibi of class VII (WBSSE, 2013) are evaluated by the guidelines of NCF-2005.

i) Presence of relevant local content:

In this pluralistic society relevant local content and all regions of our country should be the part of teaching learning process. The book has eleven chapters and each chapter has some element of local content in it. For example, in the chapter of Earth rotation, cause of leap year is related with the concept of clock and calendar (p 5, p 8); in the chapter air pressure, concept of air pressure, causes of differences of air pressure are presented by some common experiment (p 29 to 33); in the chapter landforms, concept of different landforms are explained by giving examples of different food items (p 37); and concept of plain land is explained using physiography of different districts of West Bengal (p 41). In the chapter named river, example of slope of land around learners’ place is used to explain flow of water (p 49); different stages of a river compares with young and aged family members of learners family (p 51, p 53); origin of rocks is explained by using examples of regular used commodities in the chapter rocks and soil (p 61). In the

chapter water pollution and soil pollution, to explain the causes and prevention of water pollution (p 66, p 70) and soil pollution (p 76 to 77) local example by mentioning name of different diseases, uses of charcoal, condition of different flora and fauna are used. But excluding these chapters, other chapters do not have local contents.

ii) Scientific inquiry:

It is necessary to recognize that the social science lend them to scientific inquiry as much as the natural and physical sciences do. In this book in some chapters scientific analysis of the topics are presented. In the chapter of earth rotation causes of earth rotation and revolution, causes of leap year, causes of season change (p 2 to 14) are discussed in scientific way. In the chapter of determining the location of any place on earth surface the concept of latitude of parallels and longitude of meridians are discussed scientifically (p 19 to 24). The concept of high and low air pressure and causes of different air pressure in different places are discussed in scientific way in the chapter of air pressure (p 29 to 36). The reasons, results and ways of prevention of water pollution (p 68 to 69) and soil pollution (p 77 to 80) are discussed scientifically in the chapters of water pollution and soil pollution respectively. But in the chapters like landforms, rivers, rocks and soil, Asia, Africa, Europe, there is much scope to discuss the content scientifically.

iii) Presence of Cross-disciplinary approach:

In this book only the causes of water pollution (p 70), soil pollution (p 76) and in the introductory part of the chapter Africa (p 102) cross disciplinary approaches are included.

iv) Presence of Interdisciplinary approach:

According to NCF-2005 interdisciplinary approaches should be incorporated in the textbook. In this textbook, only the chapters of regional Geography like Asia, Africa and Europe are related to various aspects of Physical Geography.

v) Making children sensitive to the environment:

It is necessary to make positive attitudes of students towards the environment. In this book only two chapters i.e. water pollution (p 66 to 75) and soil pollution (p 76 to 81) help to make children sensitive towards environment.

vi) Connecting knowledge to the real life:

In this book, the chapters of physical Geography named Earth rotation, determining the location of any place on earth surface, air pressure, landforms, river, rocks and soil and environmental Geography named

water pollution and soil pollution connect the knowledge to life outside the school. The chapters of Earth rotation (p 2), air pressure (p 30 to 32), landforms (p 37, p 41), river (p 47, p 51), rocks and soil (p 61) connect the bookish knowledge with real world a little but these chapters have more scope to include knowledge of real life. Chapters of water pollution (p 66 to 75), soil pollution (p 76 to 81), connect the knowledge of real life moderately and the chapters of regional Geography are not connected to the real life.

vii) Make the students active and develop their creating capabilities:

According to NCF-2005, development of critical thinking power of students and active learning must be included. In this textbook various types of survey papers, word puzzles, fill the chart are included in the chapters of Earth rotation (p 17 to 18), determining the location of any place on earth surface (p 20, p 25, p 26, p 28) and water pollution (p 71 to 73). Various types of activities like match the column, word puzzles, fill the chart are included in all the chapters of physical and environmental Geography which make the students active and also help to develop their power of thinking and creating. But the chapters of regional Geography have no activity which helps to develop students' activity and thinking power.

viii) Children learn in variety of ways:

Chapters like Earth rotation, determining the location of any place on earth surface, landforms, river, rocks and soil, water pollution and soil pollution give chance to the students to learn contents in various ways moderately by sharing their experience, giving answers of different types of questions and doing survey.

ix) Learning through direct experience:

Including of experiential learning is a major part of NCF-2005. The chapters like determining the location of any place on earth surface, landforms, river, rocks and soil, water pollution and soil pollution give chance of direct experience to the students.

x) Children nurture their curiosity:

There are various types of activities given to students in the chapters of physical and environmental Geography like survey, observation, fill the chart, word puzzles, match the columns, sharing experience which help the students of class VII to nurture their curiosity.

xi) Child centred education:

This book *Amader Prithibi* is written to follow the approach of child

centred education. Story telling method is used at the introductory part of all chapters of physical and environmental Geography which attract students' attention and motivate them for the lesson. The whole book is written in very easy and simple Bengali language. Colourful and relevant diagrams, photographs, maps help students to understand the contents easily. Different activities are given as fun. The chapters of regional Geography don't include story telling method or any other method which motivate students.

xii) Learning is shifted away from the rote method:

According to NCF-2005, the process of learning must be shifted from the rote method. This book is not written glorifying rote method. Geography textbook is full of various types of activities which are related to students' experience, their thinking power and creativity.

Suggestions for Improvement:

- More relevant local content should be introduced in this book.
- In the chapters of regional Geography scientific explanation should be introduced.
- The cross disciplinary and multi disciplinary approaches should be given more importance.
- Geography is a subject related to surrounding environment. So examples of real life should be introduced more and more.
- The content should be able to generate positive attitude of students towards environment.
- Activities which are related to students' creativity and experience should be introduced more in this textbook.
- The scope of experiential learning should find importance in this book.
- The activities related to team work should be increased.
- The content which strengthens our national identity and cultural heritage must be included.

Conclusion:

The contents of Social Science develop awareness of students through critical exploring, own life experience, human values, civic responsibilities; and make positive sense towards environment. The textbooks play the role of guide to develop this sense into students. National Curriculum Framework provides guidelines for developing textbooks. This book follows the guidelines of NCF-2005 moderately.

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GENDER PERSPECTIVE IN INCLUSION REGARDING ENVIRONMENTAL LITERACY

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ABSTRACT

Inclusion of children with disabilities is possible although its implementation is enormously problematic. The need of the hour is to facilitate its expansion. The concept of inclusion acknowledges the diversity among the children in the general classroom climate and recognises the fact that every child is a special child. In tackling the challenges, education as multidisciplinary approach should be adopted.

Objectives: The objective of the study was to juxtapose the two issues of inclusion and environmental literacy and to understand the effect of gender on them. Gender is a social concept for which achievements of the boys and girls are found to differ.

Methodology: The sample (N=158) was drawn from the students with visual impairment studying in classes VII to X (age range 12-20 years) in affiliated schools situated in urban and semi-urban areas of West Bengal. The volunteer sample was selected from special educational institutes and the general educational institutes. For measuring environmental literacy, three of its components namely knowledge, awareness, and pro-environmental behaviour were taken into consideration.

Results: The result indicated that the level of environmental literacy of the boys in two types of institutions was almost same. But in case of girls the significant differences were observed among the two groups in respect of environmental awareness and environmental behaviour.

Key Words: Inclusion, Environmental Knowledge, Environmental Awareness, Environmental Behaviour, Environmental Literacy and Students with Visual Impairment

INTRODUCTION

Environmental literacy is an essential skill that should be taught to the students. The components of environmental literacy are competencies in understanding environmental issues and their resolution, positive disposition towards environment, environmentally responsible behaviour and contextual nature of environmental issues (*Disinger and Roth, 1992*). An environmentally literate person is defined as someone who, both individually and together with others, makes informed decisions concerning the environment; is willing to act on these decisions to improve the well being of other individuals, societies, and the global environment; and participates in civic life (*Hollweg et al, 2000*). Education in its broader sense implies holistic education intending to develop not only the academic qualities of a student but also the social and civic virtues required by an individual to function effectively in a democratic participatory society in a responsible manner. As such school must frame the curriculum in such a way so that citizenship training becomes an integral part of curriculum along with academic activities. Under these circumstances environmental literacy is an essential skill that should be taught to the students.

The term inclusion, though a very desirable policy in education, is a contested concept and a platform for debate. As a debatable issue, it relates to social and educational values based on the acceptance and mainstreaming of individuals irrespective of disabilities. It is open to wide variety of interpretation and mainly based on politics of differences and identity politics. It is the struggle of marginalized groups for participation along with everyone else leading to their mainstreaming in the larger society. It further implies the process of bringing exceptional children of diverse conditions into the general classroom climate for their education. Inclusive schools, therefore, uphold diversity; give opportunities to acquire knowledge, skills, citizenship behaviour and information to all students. Lately, the attitude towards the education of children with special needs has changed dramatically with emphasis on human rights approach. The Government of India had adopted various inclusion related policies consequent to Salamanca Declaration (UNESCO, 1994). It suggested the inclusion as a humanistic policy and advocated that all governments should adopt as a matter of law or policy the principle of inclusive education enrolling all children in regular schools unless there are compelling reasons for doing otherwise. In pursuance to this egalitarian policy the modern schools admit pupils with diverse needs where typical students grow up with students having special needs

(*Agenda, 21*). This is the essence of inclusion in the context of school education and considered to be means of developing egalitarian society.

In the background of large scale environmental degradation everyone has to be environmentally pro-active to arrest the impending catastrophe. The students, including those with special needs have an important role to play as they are the future citizens of the country. Agenda 21 (UNCED, 1992) spelt out action plan to address the issue of sustainability. India, as a signatory nation pursues this policy based on her constitutional provision (Article 51-G). This article highlights the need to support gender perspective in inclusion regarding environmental literacy. It means giving recognition of equal rights to all citizens and providing equal opportunities for all children with special needs, in the least restricted and most effective environment.

During the last few decades the attitude towards the education of children with special needs has changed dramatically with emphasis on human rights approach. A paradigm shift has been noticeable when right based approach replaced the welfare based approach in the context of education of children with special needs (*Centre for Legislative Research and Advocacy, 2008*). The concept of inclusion is based on three universally accepted principles which are-

- Human rights indicating the right to education and play within an ambience of nondiscrimination.
- Good education implying broad and balanced curriculum, quality education, a positive and vibrant atmosphere for effective transaction of curriculum.
- And Social development of each child, which ensures that children are able to prepare themselves for life, to participate in collaborative democratic system of governance as responsible citizens of the country.

From the environmental education perspective the various commissions, committee and conference (*Stockholm, Belgrade, Tbilisi, Erath Summit and Agenda 20+21* etc) proposed that for the protection of environment every citizen must be involved. On the other hand from the perspective of the education of the students with special needs, various international and national bodies like *Dakar Frame Work of Action, Salamanca Conference (Spain), Biwako conference 2000, Action Plan for Inclusive Education of Children and Youth with Disabilities 2005 (India), National policy on Disability 2006*, etc. required that the people with disability must fully participate in the nation building process equally

along with normally abled person which again is the lofty ideal of our constitution also (51-A, 29-2). The study seeks to explore the effect of gender on the two issues of pedagogical importance i.e. inclusion and environmental literacy.

REVIEW OF RELATED LITERATURE

The policy of inclusion in educational system started around late 1980s. Obviously researches in this area are not yet adequate to know the full effect of inclusion. Researches differ regarding their concept of gender perspective in inclusion. Inclusion is morally, socially and legally right thing to do but opinions differ regarding its practicability and feasibility. It is not yet clear as to the effectiveness of inclusive education although it is an important element of research within general field of education. The issues of social justice and social inclusion are ingrained in inclusive education Hence the political theories are more intimately associated with inclusive education rather than psychological or pedagogical aspect. The fragility of researches on inclusive education was mentioned by *Slee* (2001) due to education and disability politics. *Thomas and Loxley* (2007) also argued that inclusive education owes more to political theory than to psychology and sociology. *Riddell* (1996) argues that gender differences in the field of special educational needs are not taken into consideration, even though there is a preponderance of boys in all categories of learning difficulty. In the year 1992, he further states that boys outnumbered girls in all special schools by the ratio of 2:1. *Eisler, Eisler and Yoshida* (2003) reported the effect of culture and gender on knowledge, attitudes, beliefs, opinions, and perceived risk factors in human ecology. *Zimmerman* (1996) reported gender differences in levels of environmental knowledge as female perceived the risk factors as more serious as compared to males with regard to ecological and environmental problems, the global instability caused by economic nationalism, and the increasing gap between rich and poor nations.

The researches on inclusive education are based on two premises namely - the rights of the children to be included in the mainstream of education and the proposition that inclusive education is effective (*Lindsay*, 2007). It has been pointed out that there is no clear endorsement for positive effect of inclusion as there is a lack of evidence from appropriate studies. Inclusion is more driven by concern for child's rights. There is need for evidence based approach to identify the mediators and moderators variables that support education of children with disabilities. Despite the inconsistent findings regarding

efficacy of inclusive education no studies since 1970s have shown an academic achievement for students with intellectual or other developmental disabilities in separate settings (*Falvey, 2004*) and it has been demonstrated that general education classroom is the optimal place for education.

The rationale of this policy is not only based on democratic or human rights principle but also on the research findings which support that learning is more effective when children with special needs grow up with other children in a normal or general school without being segregated. It has been observed that the students with disabilities in inclusive settings have shown improvement in standardized tests, acquired social and communication skills previously undeveloped, shown increased interaction with peers, achieved more and higher-quality individual educational plan goals, and are better prepared for post school experiences (*Power-deFur & Orelove, 1996, p. 4*). Apart from acquiring academic skill, inclusive classroom situations enable them not only to communicate more effectively with their peers with disabilities, but also to be more supportive of them in daily interactions (*Staub & Peck, 1994*). Inclusion is thus a two way process helping the differently abled students and also typically developing students in mastering social skill.

There is an enormous amount of evidence that providing a person with a sense of belonging is pivotal for that person to excel (*Kunc, 1992, p. 30*). Inclusive education represents a very concrete and manageable step that can be taken in school systems to ensure that *all* students begin to learn that belonging is a right, not a privileged status that is earned (*Kunc, 1992, p. 38*). It may be concluded that students passing out from inclusive system of education are more likely to enter the world of work with superior skills, more likely to get jobs, and generally better prepared to live in their community as adults than their counterparts from segregated schools. The empirical studies on inclusive education have mainly identified the following factors which account for largest variances. These are the attitude of the teacher towards inclusion, advanced degree of impairment and the range of effective accommodation of different categories of disabilities (*Dupoux, Wolman and Estrada, 2005*). Many researchers underscored the importance of understanding teachers' attitude and beliefs towards inclusion because positive attitude towards inclusion has been found to be associated with teacher commitment (*Forlin and Cole, 1993; Forlin et. al., 1999*).

Meta analysis of the researches in this particular area (*Ward, Center and Bochner, 1994*) revealed that the attitude of the teachers regarding inclusive education varies with nature of disability, educational problems being presented, professional background of the respondents. The research findings show that although the teachers report positive attitude towards inclusive education policy yet they have expressed reservation about including all students (*Kochen and Radford, 2012*). The studies on inclusion vis-a vis teachers' attitude identified three types of variables namely the background of the teachers, the current situation of teaching, characteristics of students with disability. The perception of inclusive education has also been found to be moderated by past experiences of the teachers (*Hsieh et. al., 2012*).

The researches on inclusive education, no doubt, are vibrant and an enthusiastic area of academic scholarship but obviously there is a gap in research integrating environmentalism and education of the children with special needs. The findings include the effect of participation in environment related activities on environmental awareness and action of the students with visual impairment (*Sengupta, Banerjee and Maji, 2010*), the effect of academic achievement on ecological value of students with visual impairment (*Mukherjee and Maji, 2011*), identifying factors within the environment related behaviour of these students (*Sengupta, Banerjee and Maji, 2012*).

OBJECTIVES

The objective of the study was to juxtapose the two issues of inclusion and environmental literacy and to understand the effect of gender on them. For measuring environmental literacy, three of its components namely knowledge, awareness and environmentally responsible behaviour were taken into consideration.

METHODOLOGY

The present study is a cross-sectional empirical study based on survey research design.

Sample

The sample (N=158) was drawn from the students with visual impairment studying in classes VII to X (age range 12-20 years) in affiliated schools situated in urban and semi-urban areas of West Bengal. The volunteer sample was selected from special educational institutes (segregation of the students with special needs) and the general educational institutes (inclusion of the students with special needs).

Instruments

For measuring environmental literacy, three of its components namely knowledge, awareness, and pro-environmental behaviour were taken into consideration.

Environmental Knowledge Scale- Environmental Knowledge scale was developed by *Dr. M Sengupta and Mr. M. Mukhopadhyay* (2006). The outcome of the test designed with specific standard comprising the environmental contents of three main discipline of natural sciences namely Life science, Physical science and Geography is considered here as environmental Knowledge. The score of this specially designed test can be very valid indicator of the environmental knowledge (quantitative and qualitative knowledge), comprehension and application orientation of students.

Environmental Awareness Scale- The researchers initially used the Environmental awareness scale constructed by *Chakraborti and Sengupta* (2005). However, the Scale was completely redesigned, modified and standardized and then applied in this research. It is a Likert type (3-point) scale comprising 20 statements covering 12 important thrust areas of environmental concern viz. Environmental pollution, conservation of natural resources (e.g. "The river Ganga is so pure that it will never get polluted even if chemical wastes are thrown in it"), deforestation (e.g. "the trees are to be chopped down for the development of industry") etc. Reliability of the scale is 0.71(KR-21) and item validity was also tested by Tetrachoric correlation of each item. Both reliability and validity was found to be adequate.

Environmentally Responsible Behaviour Scale- By environmentally responsible behaviour it is meant the observable and reported behaviour of the individuals, either done or willingness to do in future, regarding the protection of the environment. The factors included were behaviour related to civic responsibility, personal change, individual civic action and cooperative civic action etc. The researchers developed the Likert type (5-point) scale (20 items) having a reliability (KR-21) value of 0.83. The item validity was tested by Tetra choric correlation and the values varied from 0.2-0.8. Face and Content was ascertained by experts. The sample items are 'do you complain to authority if you hear that somebody is falling tree in your area?' "Do you make sure that water taps are turned off after it has been used?"

PROCEDURE

The researchers first contacted teachers, head of the institution, NGO and hostel authority (where students with visual impairment are living). With the help of head of the institution, the researchers contacted students with visual impairment to get permission from them. After the permission was secured the students with visual impairment were interviewed. Before starting the interviews, head of the institution were informed about the objectives of the study and assured their identity will be kept confidential. The students were also similarly assured that the interview will remain confidential. Only interested students with visual impairment were asked to take part in the study. For quantitative approach, in the first phase of the research, three research questionnaires were adapted and standardised. The standardised tools are then applied for actual research. As the questionnaires were not in Braille form, the researchers read out the items to the students and tape recorded their responses. Approximately a range of thirty minute to one hour was required to interview each student. For this reason students met the researchers after or before the school hours and sometimes at their hostel. The researchers tried to maintain the objectivity as far as possible. For the purpose of quantitative analysis of data, a few selected statistical methods were used. The responses were typed into an Excel program. Data were analysed by using SPSS v.17.

RESULTS AND DISCUSSION

For measuring environmental literacy, three of its components namely knowledge, awareness, and pro-environmental behaviour were taken into consideration. For the purpose of quantitative analysis of data, a few selected statistical methods were used. As part of descriptive statistics, Mean and S.D. of different categories were calculated. For testing the significant differences and effect on different sample group's t-test were used.

Table No. - 1: N, Mean and S.D. of the Scores of Environmental Knowledge, Environmental Awareness and Environmentally Responsible Behaviour of Boy Students with Visual Impairment Studying In General and Special Educational Institution

Variables	Types of Institution	N	Mean	S.D.
Environmental Knowledge	General Institution	28	54.85714	4.600
	Special Institution	39	55.02564	5.532

Variables	Types of Institution	N	Mean	S.D.
Environmental Awareness	General Institution	28	72.5	7.491
	Special Institution	39	71.51	9.752
Environmentally Responsible Behaviour	General Institution	28	72.28571	4.860
	Special Institution	39	70.38	10.654

From the table no.- 1 the mean scores for environmental awareness (mean=72.5, S.D. = 4.600) and environmentally responsible behavior (mean=72.28571, S.D. = 4.860) of the students in general educational institution is higher than that of special educational institution [environmental awareness (mean=71.51, S.D. = 9.752) and environmentally responsible behavior (mean=70.38, S.D. = 10.654)]. But environmental knowledge (mean=54.85714, S.D. = 4.600), environmental knowledge (mean=55.02564, S.D. = 5.532).

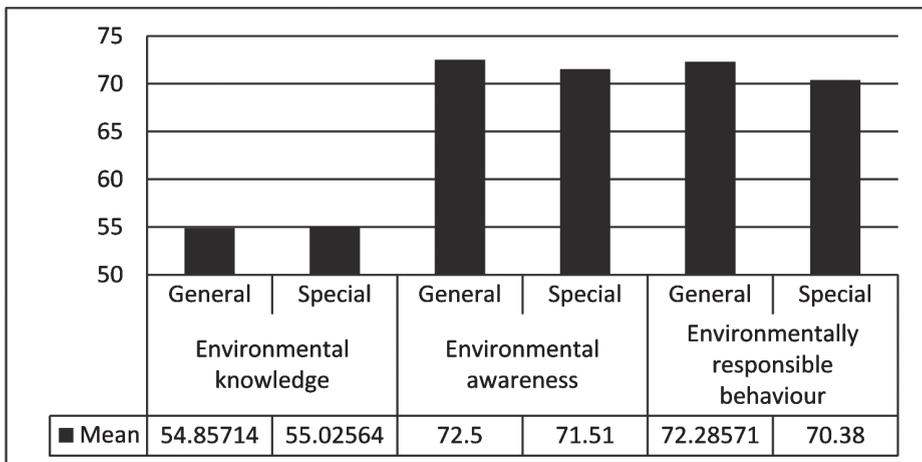


Figure No. - 1: Graphical Representation of Mean of the Groups Considered For Environmental Knowledge, Environmental Awareness and Environmentally Responsible Behaviour (Boy Students)

Table No.-2: Difference in Environmental Knowledge, Environmental Awareness and Environmentally Responsible Behaviour Scores of Boy Students with Visual Impairment Regarding Two Types of Educational Institution (General and Special)

Variables	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Environmental Knowledge	-0.13	65	0.896	-0.168	1.280	-2.724	2.387
Environmental Awareness	0.449	65	0.655	0.987	2.200	-3.407	5.381
Environmentally Responsible Behaviour	0.879	65	0.382	1.901	2.162	-2.416	6.218

From the table no.- 2, it is evident that there is no significant difference in the two groups (general and special educational institution) in environmental knowledge (t-value = -0.13, P=.896), environmental awareness (t-value =0.449, P=0.655) and environmentally responsible behaviour scores (t-value =0.879, P=0.382).

Table No. - 3: N, Mean and S.D. Of The Scores of Environmental Knowledge, Environmental Awareness and Environmentally Responsible Behaviour of Girl Students with Visual Impairment Studying In General and Special Educational Institution

Variables	Types of Institution	N	Mean	S.D.
Environmental Knowledge	General Institution	25	57.36	5.999
	Special Institution	66	55.69697	6.584
Environmental Awareness	General Institution	25	74.44	7.917
	Special Institution	66	66.87879	8.114
Environmentally Responsible Behaviour	General Institution	25	74.36	7.610
	Special Institution	66	67.0303	7.886

From the table no.- 3 the mean scores for environmental knowledge (mean=57.36, S.D. = 5.999), environmental awareness (mean=74.44, S.D. = 7.917) and environmentally responsible behavior (mean=74.36, S.D. = 7.610) of the students in general educational institution is higher than that of special educational institution [environmental knowledge (mean=55.69697, S.D. = 6.584), environmental awareness (mean=66.87879, S.D. = 8.114) and environmentally responsible behavior.

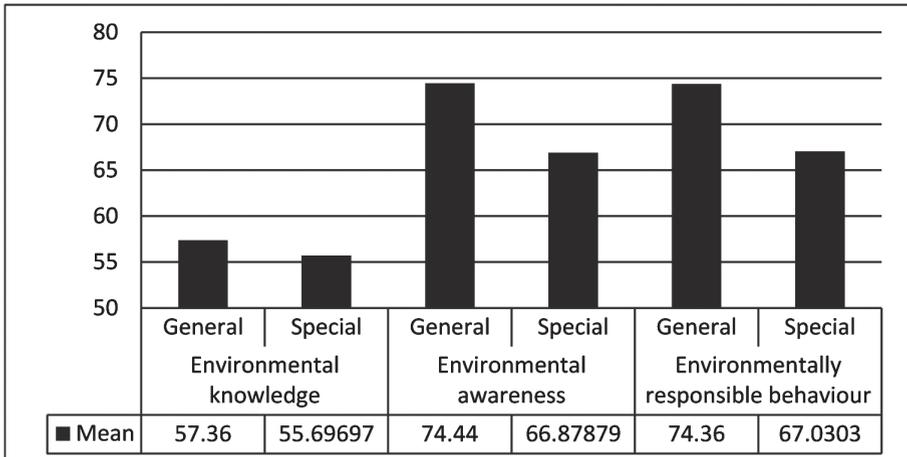


Figure No. - 2: Graphical Representation of Mean of the Groups Considered For Environmental Knowledge, Environmental Awareness and Environmentally Responsible Behaviour (Girl Students)

Table No.-4: Difference in Environmental Knowledge, Environmental Awareness and Environmentally Responsible Behaviour Scores of Girl Students with Visual Impairment Regarding Two Types of Educational Institution (General and Special)

Variables	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Environmental Knowledge	1.101	89	0.274	1.663	1.510	-1.338	4.664
Environmental Awareness	3.994	89	0.000	7.561	1.893	3.800	11.323
Environmentally Responsible Behaviour	3.995	89	0.000	7.330	1.835	3.684	10.975

From the table no.- 4, it is evident that there is significant difference in the two groups (general and special educational institution) in environmental awareness (t-value =3.994, $P < 0.01$) and environmentally responsible behaviour scores (t-value =3.995, $P < 0.01$). But no statistically significant difference exist in the two groups of students belonging to two types of institution regarding environmental knowledge (t-value =1.101, $P = 0.274$).

CONCLUSIONS

This study has highlighted two important issues, one is effectiveness of inclusive education and other is perception of the students with visual impairment in respect of environmental literacy. When the results are analyzed from gender perspective, the above findings are observed to be not so apparent. Surprisingly, boy students in two types of institutions did not differ in any one component of environmental literacy indicating that as far as environmental literacy is concerned the two groups of boys are of same level of literacy. It negates the finding from general sample data which supported the effect of inclusion. As a matter of fact the boys from special institutions even scored higher in environmental knowledge. On the other hand the results are found to be opposite in case of girl students. In their case the girls studying in general educational institutions reported to be more aware and more environmentally active although difference among the two groups regarding environmental knowledge is not statistically significant despite the fact that the mean score of the general educational institution was higher. This finding is of course consistent with earlier research where women are reported to be more concerned with environment and practice pro environmental behaviour more often (*Zeleny, Chua and Aldrich, 2000; Clancy and Roehr, 2003*). It may also be surmised that the effect of inclusion was observed but it is difficult to conclude whether the effect was due to inclusive ambience per se or due to gender difference.

LIMITATIONS

Although rigorous research method was followed in this study yet there are some limitations which are mentioned below-

- The sampling should have been more rigorous and larger in size.
- The sample should be wider in scope including students with other special needs like hearing impairment giving the study a broader perspective.
- It did not investigate the effect of other factors like positive dispositions towards environment, contextual nature of environmental issues etc.

Besides, as far as environmentalism is concerned other agencies like media, the influence of family members and pro-environmental practices at home to a large extent determine the behaviour pattern of the students. This study could not include these variables due to paucity of time.

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INCLUSIVE EDUCATION IN INDIA: PRINCIPLES AND BENEFITS

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Abstract:

Every school going child, whether they are differently abled or not, have the right to education as they are the future citizens of the nation. Aim of the study was to study the principles and benefits of inclusive education in the context of India. The present study was a documentary research method followed by a qualitative approach. After survey the different documents as various commissions, committees, policies; draft framework of various schemes and programmes; governmental documents and acts; and books, theses and journals the study finalized main nine principles of inclusive education i.e. principle of togetherness, principle of equality, principle of participation, principle of acceptance, rejection of special classroom, individual differences, opposite of exclusion, principle of dynamic, and principle of quality. Researchers also found out different benefits of inclusive education from the part of students with differently abled, students without differently abled, families of both students, and general and special teachers. There were many studies that found out that every student would have academically and socially more benefited through inclusive education than segregated education. Finally, the researchers concluded that India needs to improve the education system by following the mentioned principles so that inclusive education can become beneficial to all members of the society.

Keywords: Inclusive Education, Principles, Benefits.

Introduction:

Inclusive education has been defined in various ways that addresses the social inclusion and the learning needs of the differently able children. According to the nature of diversity of India the challenges of inclusion become two: one is social inclusion and another is psychological inclusion. Society is a complex structure where many religions, caste, creed and gender exist. Therefore, the occurrence of

conflicts is natural due to the limited availability of 2 resources in society. But, development of any society depends on the appropriate distribution of resources. A socially inclusive society is defined as one where all people feel valued, their differences are respected and their basic needs are met so they can live in dignity. In other words all are equal with their diverse background in terms of class, creed, caste, gender, ethnicity, language and religion is called social inclusion. Social inclusion refers to the acceptance given, without any discrimination, on the basis of religion, caste, class, gender, birthplace and language, exclusion based on nothing (Surmila, 2019). Psychological diversity included different types of physical and mental disabilities. There are many students who are different from normal students in terms of mental retardation, orthopedic disabilities, learning disabilities, visual impairment, hearing impairment, autism, ADHD etc. Now it is not difficult to achieve social inclusion but inclusion of differently abled students in the regular school is a very difficult and challenging issue in contemporary India.

The efforts of the Government of India have taken various efforts over the last five decades towards providing a comprehensive range of services towards inclusive education of children with disabilities. In India, the scheme Integrated Education for Disabled Children (IEDC) was introduced in 1974 as a centrally sponsored scheme to provide equal opportunities to children with special needs in regular schools and facilitates their retention. The initiatives of government in the area of inclusive education can be traced back to National Educational Policy, 1986, which recommended, as a goal, 'to integrate the handicapped within the general community at all-levels as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence' (Singh, 2016). The UNESCO, World Declaration on Education for All, adopted in 1990, gave additional impetus to the various processes already started in the country. The Rehabilitation Council of India Act 1992 initiated a training program to train professionals to meet the needs of students with disabilities. The National Policy on Persons with Disabilities, 2006, attempts to clarify the framework within which the state, the private sector, and civil society must operate to ensure a quality life for people with disabilities and the support of those who care for them. The recent initiative is the Right of Children for Free and Compulsory Education, 2009, which guarantees the right to free and compulsory education for all children between the ages of 6 and 14. For education of children with disability, the act has to be read in conjunction with Chapter-V of the Persons

with Disability Act, 1995. Chapter V of the Person with Disability Act ensures that all children with disabilities are entitled to a totally free education up to the age of 18 years. Keeping in view, the Govt. of India had accelerated the novel scheme of Inclusive Education to achieve the target of Education for All (EFA) by 2010. Inclusive education is an effort to make sure about the quality education for diverse learners - those with disabilities, different cultures and languages, different family lives, different interests and ways of learning. Inclusive Education denotes that all children irrespective of their strengths and weaknesses will be part of the inclusive education. It is clear that educational policies in India have steadily increased the focus on children and adults with disabilities, and that inclusive education in regular schools has become a primary policy objective. In almost every country, inclusion in education appeared as one of the most dominant issues in education. As a result of the Salamanca Statement (UNESCO, 1994), a large number of developing countries have begun reformulating their policies to promote the inclusion of children with disabilities into mainstream schools. The research reveals that teachers in inclusive settings collaborate more and have more time to plan, participate in more professional development activities, learn new techniques from one another, also show a greater willingness to change, and use a wider range of innovative strategies to meet the needs of students. Every school going child, whether they are differently abled or not, have the right to education as they are the future citizens of the nation. Today it is broadly accepted that inclusion maximizes the potential of the vast majority of students, ensures their rights, and is the preferred educational approach for the 21st century. So, the researchers have selected the problem to study which may be stated as "Inclusive Education in India: Principles and Benefits".

Objectives:

1. To study the principles of inclusive education in the context of India.
2. To study the benefits of inclusive education in the context of India.

Methodology:

The present study attempts to identify different principles of inclusive education on the basis of different initiatives taken by independent India to promote inclusive education, i.e. various commissions, committees, policies, acts, schemes and programmes on education and different international initiatives that influence the Government of India

to reformulate the policy and schemes. Therefore, the documentary research method followed by a qualitative approach was found to be the most appropriate method.

The study was qualitative in nature because data collection and analysis was fully dependent on documents and previous research. For gathering the data, the researchers use different sources as reports of the various commissions, committees, policies; draft framework of various schemes and programmes; governmental documents and acts; and books, theses and journals on inclusive education.

Principles of Inclusive Education in India:

The government of independent India has taken various efforts and initiatives to ensuring “education for all” such as article 45, and 21A, Kothari Commission 1964-66, Mudaliar Commission 1952-53, NEP 1968, 1986, 2020, IEDC Scheme 1974, PIED 1987, Justice Baharul Islam Committee 1987-88, RCI Act 1992, PWD Act 1995, Janshala (GOI-UN) Programme 1998, National Trust Act 1999, Sarva Shiksha Abhiyan 2000, National Policy for PWD 2006, RTA Act 2009, , RMSA 2009, IEDSS Scheme 2009-10, RPWD Act 2016, Samagra Shiksha Scheme 2018 etc. There are numerous international initiatives that promote inclusive education such as: World Conference on EFA 1990, Salamanca Statement 1994, World Education Forum 2000, Biwako Millennium Framework 2002, United Nations Convention on the Right of Persons with Disabilities 2006 etc. The recommendations and motto of these initiatives indicates some principle for inclusive education.

In 1994 the Salamanca Statement proclaimed five principles of inclusive education:

1. Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning.
2. Every child has unique characteristics, interests, abilities and learning needs.
3. Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.
4. Those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs.
5. Regular schools with this inclusive orientation are the most

effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

Researchers summarize all the principles into *nine principles*:

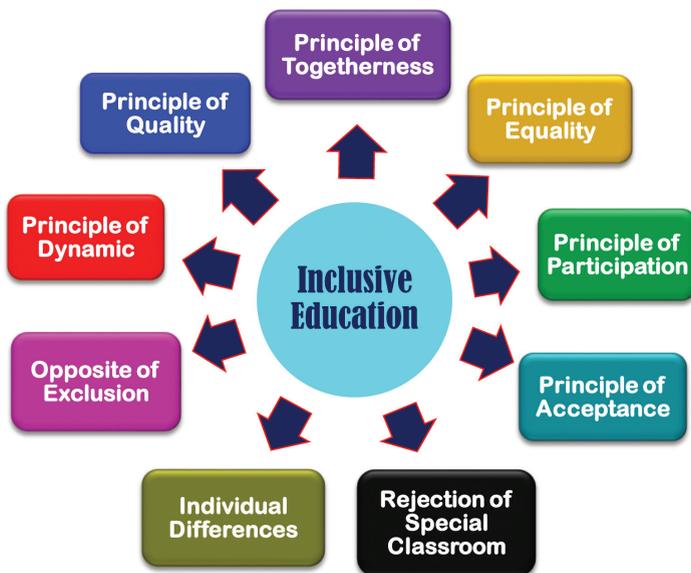


Figure 1: Nine Principles of Inclusive Education

1. **Principle of Togetherness:** Inclusive education provides a learning environment in which all students regardless of their caste, class, creed, religion, skin color, gender, ethnicity, language, disabilities learn together in the same educational institution that promotes their all round development. So this is an approach that brings all children into a common educational community.
2. **Principle of Equality:** Another key principle is the principle of equality. Everyone has the right to access knowledge, information and skills. The Indian constitution guarantees children certain rights to education. Despite these regulations, there are some groups of students who are deprived to receive education for some special reasons or factors. But inclusive education includes all these parts of the population and ensures equality for all.

3. **Principle of Participation:** Actively participation of all students is the root principle of Inclusive education. Inclusive education includes all children in general education institutions who can study together without discrimination or zero rejection. It also provides opportunities for differently abled students to actively participate in the teaching-learning. Inclusive education therefore promotes the participation of any child or adult in the learning process.
4. **Principle of Acceptance:** This is another principle of inclusive education. All parents want their children to be able to study and lead their own lives in the regular classroom with all other students. And it is based on this principle of involving all children, regardless of disability or any other social discrimination, in the educational process.
5. **Rejection of Special Classroom:** This is a learning process that resolutely rejects the concept of special classes in special schools. Rather, it is a learning process that emphasizes on integration or togetherness between normal children and children with differently able.
6. **Individual Differences:** This is another principle of inclusive education. Individual differences refer to differences or deviations among individuals with respect to one trait or set of traits. Individual differences make the world beautiful, goal directed and purposeful. Everyone has different needs, and different types of skills are required to meet their needs. That is why variability is a natural fact that helps in adaptation. Every child is unique and different. In the educational atmosphere, these principles of individual differences in children are taken into account. That's why it benefits all children or students.
7. **Opposite of Exclusion:** Inclusion is the opposite of exclusion, discrimination and limitations on the ground of any kind of differences. All children with disabilities must be educated with normal children and have equal access to equitable and quality education.
8. **Principle of Dynamic:** Inclusive education is based on the principle of dynamic. It tries to change the system of education to meet the requirements of the child and not about the change of the children to fit the education system. It seeks to include all children for equitable and quality education, regardless of their differences.

- 8. Principle of Quality:** Every child has the right to quality education. On 26th September, 2018 Ministry of Education and Science, North Macedonia and UNICEF organized a round table discussion on “Towards Inclusive Education—Direction for Reforms” and that was press released by UNICEF on 23 October 2018 as titled “Quality Education=Inclusive Education” (UNICEF, 2018). Inclusive education can only be achieved when all children, including children with disabilities, attend school and receive quality education that provides them with the learning that needed for life. Main goal of inclusive education is ensuring quality education in which every child has the opportunity to manifest their potential. So the inclusive education specifically entails issue such as appropriate skills development, equity, required educational materials and resources, provision of relevant school infrastructure, equipment, scholarships or teaching force.

Benefits of Inclusive Education in India:

India is a unique country in the world that has very much diversity in society in terms of culture, creed, caste, religion, ethnicity, language, and disabilities. This nature of diversity makes India a united, beautiful, peaceful, and model country. In India every individual can contribute significantly for the society if they are given proper opportunity. Every person in society can benefit from everyone if they work together. In this point of view inclusive education is a great opportunity where every student can grow together and develop as per the motto of Indian society. How inclusive education is beneficial for students, teachers, and families has been analysed below on the basis of various study reports.

Students with Disabilities: There are several studies that reported about the impact of inclusion on the performance of students with disabilities. Overall, the results show that students with disabilities can achieve better academic performance when they receive appropriate curriculum and teaching-learning strategies in a regular education setting (Cosier et al., 2013; Cushing et al., 2009; Hang & Rabren, 2007; McLeskey & Waldron, 2011; Ryndak, Ward, Alper, Storch, & Montgomery, 2010). For example, Cosier et al. (2013) found that increased access to inclusive classrooms was associated with improved reading and mathematics performance for students with disabilities. However, these academic advantages require educators to use evidence-based practices and universally designed to tailor their teaching to address the challenges and strengths of students with

disabilities, and some studies shows that students with disabilities do not receive a differentiated instruction in inclusive classroom, which can hinder their academic performance (Fabel, 2009; Matzen, Ryndak, & Nakao, 2010; McLeskey & Waldron, 2011). The social, behavioural, friendship, acceptance, and self-concept outcomes for students with disabilities educated in inclusive settings are better than those of students educated in non-inclusive settings (Salend & Garrick Duhaney, 2007).

Students without Disabilities: Studies examining the impact of inclusion on the academic performance of students without disabilities suggest that placement in an inclusive classroom does not interfere with – and may enhance their academic performance (Salend & Garrick Duhaney, 2007; Salend, 2016). Present study also have suggested that the academic performance of students without disabilities may be enhanced by receiving a range of individualized teaching strategies and supports from teachers (Burstein et al., 2004; Salisbury, Brookfield, & Odom, 2005; Eisenman et al., 2011) and by providing peer support to students with moderate or severe disabilities (Copeland et al., 2004). Also in different studies the social impact of inclusive education was found on the progress of students without disabilities. These studies reveal that students without disabilities have mainly positive views of inclusion and can benefit socially in several ways from being educated in inclusive settings (Owen-DeSchryver et al., 2008; Schwartz et al., 2006; Siperstein et al., 2007).

Teachers: There are two kinds of teachers in inclusive schools- general teachers and special teachers. In an inclusive setting different positive outcomes are found in different studies for general teachers and special teachers. For *general teachers* include better confidence in their teaching efficacy, more favourable attitude toward students with disabilities, greater levels of collaboration with colleagues, greater awareness of themselves as positive role models for all students, best opportunity of teaching in the true society (inclusive setting), and more skill in meeting the need of all students (Causton et al. 2011, Eisenman et al., 2011; Nevin et al., 2008; Rice et al., 2007).

For *special teachers* working in inclusive setting report having a greater sense of being an important part of the school community, an enriched view of education, best opportunity to understand the original social structure and nature, greater knowledge of the general education system, and greater enjoyment of teaching that was related to working with all students and observing the successful functioning of their students with disabilities (Burstein et al., 2004; Nevin et al., 2008;

Eisenman et al., 2011).

Families: In this case there are two types of families- Families of Children with Disabilities and Families of Children without Disabilities. Like students and their teachers, family members have experiences of benefits with inclusion. Some of the *families of children with disabilities* believe that inclusive education has benefited their children, providing them with increased friendships and access to positive role models, a more challenging curriculum, a positive and caring learning environment, higher expectations and academic achievement, and better preparation for the real world as well as an improved self-concept and better language and motor skills (Downing & Peckham-Hardin, 2007; Yssel et al., 2007; Litvack et al., 2011).

Although the attitudes toward inclusion of *families of children without disabilities* tend to not be as positive as family members of children with disabilities, family members of children without disabilities also appear to have favourable views of inclusion and important concerns. While some family members initially may have concerns about whether their children would receive less teacher attention and acquire inappropriate behaviours, many report that an inclusive classroom did not prevent their children from receiving a good education, appropriate services, and teacher attention. Family members also note that inclusive education fostered a greater tolerance of human differences in their children (Schwartz et al., 2006) and benefited children with disabilities by promoting their acceptance, self-esteem, and adjustment to the real world (Burstein et al., 2004).

The NCERT (2006) mentioned some benefits of Inclusive education in a position paper that are listed below.

Benefits for Differently abled Students:

The benefits of inclusion for students with differently able or special education need (SEN) are as follows:

- Spending time in the school alongside classmates who are not disabled provides lots of opportunities for social interaction that would not be available in segregated schools.
- Children with SEN have appropriate models of behaviour. They can observe and imitate socially acceptable behaviours of the students without special needs.
- Teachers often develop higher standards of performance for students with SEN.

- Both general and special educators in inclusive settings expect appropriate conduct from all students.
- Students with Special Education Needs are taught age appropriate functional components of academic content, which may never be part of the curriculum in segregated settings (e.g. science, social studies, etc.)
- Attending inclusive schools increases the probability that students with SEN will continue to participate in a variety of integrated settings throughout their lives (Ryndak & Alper, 1996).

Benefits for Students without Differently Able:

The benefits of inclusion for students without differently able or special education need (SEN) are as follows:

- Students without SEN have a variety of opportunities for interacting with their age peers who experience SEN, in inclusive school settings.
- They may serve as peer tutors during instructional activities (Slavin, 1990).
- They may play during recess and leisure time.
- They may play the role of a special “buddy” for the children with SEN during lunch, in the bus, or on the playground.
- Children without SEN can learn a good deal about tolerance, individual difference, and human exceptionality by interacting with those with SEN.
- Children without SEN can learn that students with SEN have many positive characteristics and abilities.
- Children without SEN have the chance to learn about many of the human service professions, such as, special education, speech therapy, physical therapy, recreational therapy, and vocational rehabilitation. For some, exposure to these areas may lead them making a career in any of these areas later on.
- Inclusion offers the opportunity for students without SEN to learn to communicate, and deal effectively with a wide range of individuals. This also prepares them to fully participate in a pluralistic society when they are adults (Ryndak & Alper, 1996).

[Source: Position Paper of the National Focus Group on education of children with special needs, NCERT, 2006]

Discussion and Conclusion:

In the true sense, inclusive education is the right place for quality education. A look at the key results evident from the above discussion shows that the countries' continued efforts to promote inclusion will be evidenced by a decline in the number of students receiving fully segregated education worldwide. It argues that the systemic changes in policies and regulations needed to improve the quality of inclusive education can be guided by the interrelated and complementary core principles outlined in the sections above. The fundamental principle of inclusive education is that all children should learn together as much as possible, and that mainstream schools should recognize and respond to the diverse needs of their students and provide ongoing support and services to meet these needs. Inclusive schools are "most effective" in building bonds between children with special needs and their peers.

Inclusion benefits everyone. Students with intellectual disabilities, students without disabilities, co-workers, employers and clients/customers should all be a part of a functional workplace dynamic. Each participant stands to benefit from inclusive interactions with other participants (Gallagher & Bennett, 2015, pp 41). Researchers also have suggested that the academic performance of students without disabilities may be enhanced by receiving a range of individualized teaching strategies and supports from teachers (Burstein et al., 2004), and by providing peer support to students with moderate or severe disabilities (Copeland et al., 2004; Salend, 2016). The Research data also suggests that, in most cases, learning with differently abled students does not have negative consequences for non-differently abled students. In fact, research on effective inclusive schools indicates that inclusion can have important positive benefits for all students (Hehir, 2016).

Inclusive education can provide a range of academic and social benefits for students with disabilities, such as higher achievement in language and mathematics, improved rates of high school graduation, and more positive relationships with non-disabled students. Nevertheless, many parents and teachers have concerns that the inclusion of students with disabilities might come at the expense of their non-disabled classmates (Hehir, 2016). They may worry that the modifications or accommodations that learners with disabilities necessitate in inclusive classrooms will impede the learning of non-disabled students (Peltier, 1997). In spite of these concerns, many researches has demonstrated that, for the most part, including children with disabilities in regular class does not harm

non-disabled students and may even bestow some academic and social benefits (Salend & Duhaney, 1999; Farrell et al., 2007; Gandhi, 2007; Kalambouka et al., 2007; Ruijs & Peetsma, 2009; Friesen et al., 2010; Dessemontet & Bless, 2013). Also there were various research indicate that educating children with disabilities in inclusive settings can yield a range of academic benefits (Baker et al., 1995; Katz & Mirenda, 2002; Hehir et al., 2012; Justice et al., 2014; Schifter, 2015) and social benefits for those students (Wiener & Tardif, 2004; Newman & Davies-Mercier, 2005; Bossaert et al., 2015; Schwab, 2015).

Study concluded that students without disabilities are not harmed academically by an inclusive education and that they may benefit academically and socially. Inclusive education represents a real world in which every student has an opportunity to be benefited in different ways. Students with disabilities have better opportunities to become social, behave in good manners, make friendships, be more accepted by the society, and develop self-concept etc.

It is a fact, every educational system not only in India but in the world needs to improve and work towards the paramount results for all. By respecting student's educational needs, and developing effective curricula and pedagogy, we have the chance to regain necessary universal values for peace, welfare and justice. We must reach out with empathy to those next to us, listen to children, and fight for justice, for principles and for values (Mag et al., 2017). The study had a significant impact on our teachers', and families' motivation to practice inclusive education. We need to increase attention to teachers' professional development, increase teachers' collaboration, make ideal infrastructure and resource facilities of inclusive setting as a factor that can contribute to a healthy society and to a better life for children in India.

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MAHATMA GANDHI'S VIEWS ON BASIC EDUCATION

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Abstract:

Mahatma Gandhi the father of nation presented the "Wardha Education Program " or "Basic National Education " for modern India, which is the first blueprint of the national education system that is labour-oriented, value-oriented and mass-oriented. . This is India's first vocational training model. In the Gandhian education plan, knowledge must relate to activities and practical experiences. His educational plan provides tight integration between school and society to make children more sociable and cooperative. This initiative was Mahatma Gandhi's first attempt to develop a regional education plan in British India. As the leader of the National Party, he was fully aware that the British education system could not meet the social and economic needs of the country. Therefore, he developed a complete educational philosophy for the whole country. He developed it after much experimentation based on his philosophy of truth and nonviolence. This paper aims to understand and review the principles of Gandhiji on basic education which are assessed from his several writings. Some important features of Gandhiji's basic education are also described, comparing the present system of education.

Keyword: *Gandhiji's Educational Thought, Basic Education, Origin of Basic Education, and Curriculum of Basic Education.*

Introduction:

The Wardha scheme of Education or 'Basic education' occupies a unique place in the field of elementary education in India. This is the first scheme which attempted to develop an indigenous scheme of education in British India by Mahatma Gandhi. As a nationalist leader he fully realized that the British system of education could not serve the socio-economic needs of the country. So he had developed a complete philosophy of education for the whole country. He had worked out it after a good deal of experimentation based on his philosophy of truth and non-violence. Describing the real purpose of education, he stated his views as follows:

“By education I mean an all-round drawing out of the best in a child and man – body, mind and spirit. Literacy is not the end of education nor even the beginning. It is one of the means by which man and woman can be educated. Literacy in itself is no education.”

Thus, in Gandhiji’s educational theory the development of the personality of a child is more important than mere literacy or knowledge of different subjects. In other words he believed in life-centered as well as child centered education. Besides learning three R’s (reading, writing and arithmetic) in school, he insisted on development of three H’s –hand, heart and head. According to Gandhi, the aim of education should be to build the whole man and develop his integral personality. Education is simply the process of bringing out what is latent in man.

Objectives:

1. To conceptualize the idea of Mahatma Gandhi on Basic Education.
2. Understand and review Gandhiji’s principle of basic education.
3. To study the present relevance of Basic Education.

Methodology:

The study was conducted based on the method of document review following the qualitative approach of research. Some journals and e-contents relating to Gandhiji’s model of basic education are studied. Several books on education are reviewed and some of Gandhiji’s own writings are referred to, in order to find the significance of his ideas on basic education. Each document’s contents are examined in detail by researchers.

Basic Education of M.K Gandhi:

Origin of basic education:

The word basic has been derived from the word base which means the bottom or the foundation of a thing upon which the whole thing rests or is made. The education is called basic because:

It is based on ancient Indian culture

- It lays down the minimum educational standard which every Indian child is entitled to receive without any distinction of caste or creed.
- It is closely related to the basic needs and interests of the child.
- It makes use of the native potentialities of the child.
- It is related to the basic occupation of the community.

- It comes first in the primary period of our education.

The principle of non-violence is the basis of basic education. Through basic education, Mahatma Gandhi wants to develop qualities which are necessary for building a non-violent society. It is against exploitation and centralisation. He finalised the basic system of education in 1937 at Wardha under the Chairmanship of Dr. Zakir Hussain. This scheme of education is known as the Wardha Scheme or the Basic National Education. The aim of basic education is to build a nonviolent society.

Principal of Basic education:

1. Free compulsory education for all boys and girls up to fourteen years
2. Education through craft and productive work, with systematic and scientific method
3. Self-supporting scheme with the State Universities providing for infrastructure like school buildings, books, furniture etc.,
4. Educating through mother-tongue as the medium of instruction, introducing the child to its rich heritage and culture and instilling in him the right ethical and moral values
5. Exposition of the cult of non-violence in education
6. Making the students understand the ideals of citizenship, to understand their rights, duties and obligations as members of civilised communities and
7. Introducing the idea of cooperative community with social service as the dominating motive. The scheme gave birth to the system of Nai Talim, as envisaged by Gandhi.

Curriculum of Basic Education:

Gandhi Ji suggested the teaching of the following subjects in the scheme of education.

Basic craft: He asserted that education should be craft-centered. A basic craft which may be agriculture, spinning, weaving, woodwork, etc. should be included in accordance with the local conditions of life and society.

Mother's tongue: Mother be studied as it is an effective instrument for the expression and communication of ideas.

Arithmetic: Arithmetic should be correlated with the living situation. It is a very useful subject for day-to-day life.

Social studies. It includes subjects like history, civics, geography, and

current events for promoting individual and social virtues.

General Science. General science including nature study, zoology, physiology, hygiene, chemistry, botany, and astronomy should be taught for promoting an intelligent and scientific outlook. Domestic science should be added for the girls in the fourth and fifth grades.

Music and drawing. These subjects should be included to create in boys and girls a real interest in education.

A place for Hindustani. A national language is included and taught in the school curriculum.

Methods of Teaching:

- Education through craft: Gandhi Ji emphasized that education should be given through the medium of some craft or production work.
- Emphasis on activity method and learning by self-experience: He emphasized the activity method in the field of teaching. He asserted that learning by doing and learning by self-experience is very effective.
- Correlation method: He advocated the method of correlation. Education of different subjects should be in the form of correlated knowledge and not in the form of separate subjects.
- Lecture and questioning method: He accepted the use of the lecture method as well as of the questioning method.
- Mother tongue as the medium of instruction: He wanted that all education must be given through the medium of mother tongue.

Relevance of Basic Education:

The advent of British colonial rule in India introduced a heterogeneous system of imperial education. This inevitably killed the old, unique and all-inclusive holistic education system in India. This not only caused irreparable damage to the Indian education system in the long run, but also caused many problems, including communitarianism, all kinds of exploitation, class consciousness, and a growing fascination with the materialistic way of life of the West. The modern education system is also acting as a means of instrumentalizing consumerism, materialism, unfair competition, and violence. There was an invasion of western culture in India through education with the help of the recent electronic media revolution. The growing concern over the erosion of ethical values, youth unrest, ecological violence and increasing cynicism in society have brought to focus the need for

revival of indigenous Indian heritage and lifestyle. Gandhiji could foresee such possible developments half a century ago and advocated a new alternative of Basic education. His Basic education takes up the challenging task of preparing the young learners to become morally sound, individually independent, socially constructive, economically productive and responsible future citizens. Besides giving a practicable scheme of education to the country as a great educationist, Gandhiji was exemplary of his educational philosophy in his life. He believed it. "Example is better than teaching", this is the main quality of a good teacher. He did what he meant and he meant what he meant. Every act of his life was a lesson for the whole world. Gandhi can be said to be one of the greatest teachers of his time. Even today, in our day, it is rare to find a suitable mate.

Conclusion:

Gandhi's concept of education is highly relevant to this day. He had clearly voiced the concerns of the deteriorating education system, about the necessity of craft-centred training, building up of character, issues of unemployment, student unrest and relevant messages to the students. To this day, many of these issues have remained unaddressed, in spite of several educational reforms. Akin to the issue of politics, Gandhi did not annul the relation between religion and education. Rather, it was a constructive means to inculcate cultural and moral values as prescribed in various texts and the best way to practice the virtues. With the moral and spiritual values taking a backseat, the educational standards as envisioned by Gandhi have been taking a downward slide. The only plausible answer seems to be a national regeneration of the Gandhian values that would highly unburden the system from its inherent contradictions.

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THE QUEST FOR QUALITY TEACHING IN LANGUAGE AT ELEMENTARY LEVEL: A REFLECTION

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Abstract

*It is obvious that language plays a pivotal role in early childhood education in any educational system. Unless the elementary education is sound, we can't expect quality education at the higher education and tertiary level. A language is not only taught as a subject but also a medium of instruction for personality development, day to day transaction, utilitarian purposes and so on and so forth. Thus, a language teacher shoulders additional responsibility for teaching different skills of the language and enables a child to use this language both as a medium of learning and utilitarian purposes. It is possible only when there will be quality language teaching, effective language teachers and an acquisition rich environment. It is not a disagreement that the quality in education demands a quality teacher and a quality teacher demands effective teacher training carried out by a quality teacher educator. In bridging the theory into practice in the present scenario a need for developing professionalism and competency among teachers is seriously felt. As stated by NCTE (1998) in *Quality Concerns in Secondary Teacher Education* —The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage.*

This paper shows that it is imperative to invest in the preparation of teachers, so that the future of a nation will be secured. It also throws light on some broad aims and objectives of English language teaching and developing language proficiency of learners in early childhood education and to suggest some strategies to be adopted by the teachers through constructive teacher development programme depending on language teaching and learning situation.

Key Words: *English Language Teaching, Bright Teacher, Constructive Teacher Development Program, Strategies, Paradigm Shifts*

Introduction

What I hear, I forget.

What I hear and see, I remember a little.

What I hear, see and discuss, I begin to understand

What I hear, see, discuss and do, I acquire knowledge and skill.

What I teach to another, I master.

-Silberman-1956

Truly speaking, elementary education lays the foundations of any educational system. Unless the base is strong enough we can't expect quality education in higher education. In a Second Language acquisition country like ours NCF 2005 envisages in **Chapter - 2 (Learning and Knowledge)** under the heading "**LEARNERS IN CONTEXT**" that "Children's voices and experiences do not find expression in the classroom. Often the only voice heard is that of the teacher. When children speak, they are usually only answering the teacher's questions or repeating the teacher's words. They rarely do things nor do they have opportunities to take initiative." In the same chapter under the heading "**THE VALUE OF INTERACTIONS**" NCF 2005 again highlights that "learning takes place through interactions with the environment around, nature, things and people, both through actions and through language."

In this regard a language teacher must be acquainted with the linguistic and socio-cultural background of the child. To Noam Chomsky, every child is unique and the LAD (Language Acquisition Device) present in every child helps in acquiring and developing language. A child comes to school with his own vocabulary and a set of tools for expression. He uses language as a form of communication at his individual level and communicates with the members of his family, children and others in his own unique way. His early experiences and his stage as per the Psychologists' theory must be noticed in the bird's eye view as a basis for the development of skills in the target language i.e. English. As each child is accepted as a unique individual, a language teacher must accept the fact that each child develops his/her own way of expression through various experiences. A teacher must notice the above factors that all children are basically different, they are to be treated differently and individual attention must be paid in enriching their language experience.

Aims and Objectives

Keeping the above factors in mind, broad aims of language teaching in

elementary education can be drawn in the following lines:

- To create a non-threatening atmosphere for language (English) learning
- Providing opportunities for the child to use the language and develop his/her self-expression.
- Developing the child's ability to communicate in different social settings
- Enriching the child's language experience
- Developing all the skills necessary for the actual use of language.
- Linking the classroom teaching with authentic happenings outside
- Integrating ICT in language teaching and learning

We need to develop these objectives in teaching and learning situations.

In order to realize the aims and objectives it is very important to create a child friendly atmosphere inside the classroom or school in which a child is encouraged to develop language skills. A child must get ample opportunities for developing listening and speaking skills as well. Various activities must be arranged for meeting the purpose. It is necessary to know the interest level of a child even because it is necessary to know on the part of a teacher *what* stimulates the child to use expressive skills of speaking and writing. The learning environment must help him to develop the spoken language and creative thought. The child should feel wanted in the classroom for developing such skills independently.

An innovative teacher can adopt different strategies to develop his language skills. Some of these basic principles must be followed:

- The environment provided in the classroom must prove helpful for both the child to learn the skills of language and for imparting experience in the actual use of the language.
- Materials which are displayed in the classroom and provided for the use of children must be of the child's level and interest. They may include photographs, wall pictures, posters and other raw materials which can be easily handled by the child. The child must have easy access to these materials.
- The pictures displayed on the walls inside and outside the classrooms should be attractive and meaningful and relevant to the activities carried over in the classroom. For example, words which occur in poems, stories, good habits recited or narrated in the class

can be written on the posters.

- Use of audio-visual and jolly phonics in the classroom will stimulate the interest level of the children for learning the language in an effective manner for developing pronunciation, rhymes and moreover, the way to recite a poem or rhyme.
- Materials used for the class may be of various kinds. Materials made of paper, clay, wood, steel, etc. can be used as models.
- A teacher has to present himself/herself a suitable model for imitation in both listening and speaking skills. The teacher must give proper attention to *what the* child is saying and not on *how* he is saying.
- A teacher must try to give constructive remarks instead of negative comments to encourage the children.
- The COVID-19 taught the whole teaching community to be tech savvy. Therefore, the teacher must use digital tools to make language learning more fun loving.

A child must be provided adequate opportunities to develop his self-expression with confidence. His self-expression will be developed if he is encouraged to express his personal thoughts, ideas and experiences through language.

Strategies for Enhancing Professional Capacity in Teaching Language

Some of the strategies are briefly discussed for enhancing effective teaching-learning processes.

Usage of Photographs/ Flash Cards

A teacher can make language learning meaningful by using photographs or flashcards during teaching – learning process. For example: The dog is running. A teacher needs to link the theory into practice by showing the picture of a dog in running posture which will stimulate meaningful learning. A child can talk about the picture freely with the help of learning materials.

Role Plays

The topics in the textbooks can be joyful in learning by the help of role plays. It may be intra, inter or group communication. The teacher's duty is to facilitate learning by creating the opportunity for the children for effective communication. He/she has to remain involved in the whole process of teaching-learning and play different roles like facilitating, assisting, managing conflicts, counselling, monitoring, observing, etc.

Role play is authentic so far as its nature is concerned. And it is a joy to learn. What the teacher requires is to know the 'how' of teaching and carrying it in a meaningful manner.

Example: Class Teacher and Students

A student will play the role of the teacher and he/she will take a class

Teaching Grammar through Language Games

It is well known that we follow a descriptive approach in teaching grammar. Definitions are followed by some exercises where the children are passive learners. Language games will drive away boredom; stimulate interest for language learning and develop participation fully. By doing so the children not only learn but also develop interest for language class. One example is given below.

Activity: Knowing Each Other

Element Taught: Usage of demonstrative pronoun 'this'; present simple structure; and discovering name of a place beginning from the first letter of their name.

Example: Student 1: This is Ram. I'm from Rajasthan.

Student 2: He is Ram. This is Yash and I'm from Yashwantpur.

Student 3: He is Ram. He is Yash. I'm Jaspal. I'm from Jaipur.

The last student will tell all the names. The teacher needs to address the class that the first student and the rest are also suggested to remember all the names. They are also expected to tell all the names.

N.B. The teacher can create his own activity.

Some more Examples: Weed reed (Removing unwanted words and structures to make a paragraph cohesive and grammatically accepted), **True Names False Profession** (Use of Demonstrative Pronoun and Present Simple Tense), **Robbery** (Voice Change), etc.

Use of Jolly-Phonics

Since time immemorial our teachers have been teaching the words say 'A' for apple 'b' for ball, etc. which is a bit of a deviation from teaching English pronunciation to beginners. By teaching in this method the kids no doubt learn the words but they are far away from the production of the real sounds of the letters. The way we utter the letters, they don't sound while pronouncing a word. For Ex: BET. The teacher says, 'b' for bat. S/he spells B, then E, then and at the end says BET. But this is not the process of teaching. In this word we have three letters having three sounds. The teacher only spelt the letters of the word 'BET' but

didn't articulate the sounds involved in it. **B** says /b/, **E** says /e/ and **T** says /t/. Unless the teacher articulates the sounds, how the kids will develop the Phonetics of English. This is the most important area the teachers are to be trained properly or else the learners will not be able to pronounce the words as they ought to be. The teachers have to master the Phonetics of English for effective language teaching.

Jolly phonics in this regard provides a platform for teaching children through audio-visual pictures along with sounds which the letters have. As a matter of fact the target language will be fun to learn.

Developing Vocabulary through Games

Without a good amount of words a child can't express himself/herself. There are many ways to develop vocabulary. Through reading books, magazines, stories, playing games, etc. One can develop one's lexicon. Thus, the teacher needs to inculcate the habit of extensive reading despite intensive reading along with creating a space for playing games which arouses the interest of the students towards learning English.

For example: Word Invention

Role of the Teacher: The teacher writes a word i.e. **LION** on the board and instructs to frame new words by using each letter once. The words will be: **IN, NO, ON** etc. He can divide the class into groups and assign one word from the book to the groups. The group that produces more words will be the winner.

By doing so the teacher not only creates an opportunity for developing vocabulary but also interest for language class.

Developing Listening Skills through Activities

Listening skill is one skill that is neither assessed nor provided ample scopes for developing. Our examination pattern assesses the writing ability more rather than listening and speaking. That's the reason our students face immense difficulties ahead in the competitive market. 'N' number of languages can be learnt through proper listening. Thus, the teacher has to develop this skill through many activities. Some examples with proper procedure are given below.

Simon Says

Level: Elementary to advance

Duration: 5-10 minutes

Skill: Listening

Objective: To develop listening comprehension

Preparation: Prepare a list of chunks you want to utter for developing the listening skill for comprehension.

Procedure:

1. Give the students a series of simple commands to perform:
2. Tell them that only commands prefixed by the words 'Simon Says' are to be carried out-anyone who makes a mistake and obeys other commands loses a 'life'. After three or four minutes, how many students have still lost no lives? Or only one?

Ex: Simon says, "Stand up."

Simon Says, "Sit down."

Variation: Simon says can be altered.

What can be taught through "Simon Says": English Grammar- Imperative Sentences having command, suggestions, order, etc., **Using literature to teach Mathematics:** Calculations, **Geography:** Showing the place in the globe, etc.

Post Teaching Activity: The teacher can ask the groups to prepare a worksheet on "Simon Says" and send their best guns to take a class.

Discrimination Quiz

Level: Elementary and above

Time: 5-10 minutes

Skills: Listening

Objectives: To help students with some of the problems in understanding caused by weak forms, similar sounds, and word divisions.

Preparation: Make copies of the following quiz:

Discrimination Quiz

Tick the one the teacher says:

- 1 a. She wants a present.
b. She wants her present.
- 2 a. The man goes there.
b. The mangoes are there.
- 3 a. The way to serve it...
b. The waiter served it.

- 4 a. I won't go.
b. I want to go.
- 5 a. I lived here for ten years.
b. I've lived here for ten years.
- 6 a. India is a nation state.
b. India is an Asian state.
- 7.a. I will go tomorrow.
b. I'll go tomorrow.

Procedure:

1. Give out copies of the discrimination quiz and ask the students to get into pairs.
2. Tell the students that they are going to listen and tick the right answer when you say one of the alternatives.
3. Read out one of the alternatives, 'a' or 'b' for each question. Do it in a relaxed and fairly brisk fashion so that students get practice in hearing the reduced forms of sounds. Be careful not to put unnatural stress on any of the words.
4. Give or elicit the answers and discuss any that the students found difficulties.

Follow-Up: The pairs can test each other using the same list

Speaking Activities

Next to Listening, Speaking skill is no exception in the teaching-learning process where the teacher's voice is heard more than the learners. Our class room is still teacher centric much after many debates and documents passed in a few decades. It's high time to have a shift from teacher centred to learner centric and now learner centred to learning centred. The teacher needs to design various speaking activities for developing productive skills like speaking and writing. Some sample speaking activities like Knowing Each Other, Introduction Role Play, Story Telling and Retelling, Dumb Charade etc. It creates interest in learning language effectively.

Pronunciation Drill:

Quality of speaking depends on one's pronunciation. Teaching pronunciation requires adequate mock ear training and strategies. In this context, the language teachers teaching English need to

undergo a quality training program and pursue certificate courses from institutions like the English and Foreign Languages University, Hyderabad and Regional Institute of English, Bengaluru. Our students have the potentiality to speak the target language. What they lack is a non-threatening space for learning and to minimise MTI (mother tongue influence), they require adequate mock ear training in language labs. The institutes have Science labs but they never show concern for language labs. The teacher can go for dictation, tongue twister, pronunciation drill etc.

Example- **Tongue Twisters**

1. **The route to reach at the root of the true story is rooted in that route itself. /r/- /i:/- /u:/**
2. **Sweat to be Sweet, Sweet. /s/-/e/-/i:/**
3. **The beautiful baby beautifies the beauty of the Bay of Bengal. /b/**

Minimal Pairs:

Fill and feel, first and fast, bird and bard, etc.

What can be done to make the language classrooms vibrant?

In short, for the development of language experience, a teacher has a very crucial role to play. It largely banks on the training of the teacher and his own experience, understanding, and innovations which help him in choosing different types of suitable teaching strategies keeping teaching and learning situations in mind. The administrators, Principals, Headmasters and other stakeholders at different levels must arrange orientation programs, webinars, seminars, and conferences from time to time to update the knowledge of the teachers.

Constructive Teacher Development Programme

It is through constructive teacher development programme we can bridge the gap between theory and practice. A paradigm shift in acquainting the elementary teachers to develop their linguistic and phonetic ability along with updated ELT methodologies for a live classroom is seriously felt. In a country like India, problems concerning the teaching of languages in early childhood education are immense. Though adequate time is allotted for the teaching of languages in the elementary schools, yet language teaching is not done in the right spirit. Language teachers are not properly trained in the teaching of languages. Teachers Training Colleges have not given adequate

attention to the subject of language teaching. Both in-service and pre-service teachers need to be well trained from time to time by teacher development programmes. Aims and objectives of language teaching must be clearly drawn and the language teacher must be trained in the language teaching methods. Constructivist teacher development programme by the help of DIETs, CRCs, BRCs, SCERT, RIEs and NCERT will meet the need of the hour.

The Education Commission (1964-66) says “The destiny of India is being shaped in her classroom”. To realise it the teachers in such programmes should be involved in reconstructing their existing understandings by restructuring their cognitive maps. The teachers need to be involved in the processes of carrying out the activities in the training sessions so that they will get hands-on experience for carrying out the activities in the classroom to enliven the children.

New Role for Teacher Educator in Constructive Teacher Development Programme

For quality teachers and language teaching to bridge the gap between theory and practice, the conventional approach of the teacher educator has to be changed. They should come out of the shell to impart quality language teaching in true spirit to realise the broad aims and objectives of the target language. The main focus of the teacher educator should be on:

- Providing hands on experience for carrying out activities to enliven the students.
- Creating such learning experiences for student teachers that aid in the development of the teaching-learning process.
- Updating knowledge and new methods for further reflection and professional development.
- Making use of language games to teach grammar and develop vocabulary instead of using traditional approaches.
- Using ICT in teaching language
- Involving the student teachers in different speaking activities for developing speaking skill among students.
- Acquainting the phonemes of English for quality language teaching with constructive feedback so that they can teach in the right manner in the class.
- Creating a child-centric class but not a teacher-centric.
- Linking four skills while teaching language.

- Developing four skills (LSRW) and the elements (Vocabulary, Grammar, Phonology) through activities.

Keeping in mind the above changing roles of teacher educators the paradigm shifts from the conventional approach to modern approach.

Paradigm Shift

For quality language teaching the paradigm needs to shift in the following manner.

FROM	TO
Grammar Translation	Communicative Language Teaching
Descriptive Grammar	Functional Grammar
Traditional Aids	Use of ICT
Teacher Talking Time	Student Talking Time
Theory	Practice
Learner Centred	Learning Centred
Knowledge Transmitter	Knowledge Transformer and Facilitator

Practice Paradigm

The training process suggested for pre and in-service teachers is as follows:

- Active participation of each and every student-teacher.
- Emphasis on integrating theory and practice.
- Skill based teaching will be carried out throughout for interlinking the skills and their elements
- Opportunities for trainees to share and reflect.
- Consistent training on the basis of feedback before going to a real classroom situation.
- Observing the real classroom and providing constructive feedback for further improvement
- FDP in collaboration with premier organizations should be arranged for making the teachers to be tech savvy
- Encouraging teachers to prepare online contents; use digital tools during teaching for making learning more enjoyable

Conclusion

To put it in a nutshell adequate efforts must be taken by NCTE, NCERT, SCERT and DIET in maintaining quality at elementary level. Quality teaching in elementary level can be possible only when there

will be a constructive teacher development programme and proper process for recruiting teachers otherwise the quest for quality language teaching will be a far fetched dream. Unless the brain of the teacher is trained with innovative approaches from time to time, expecting quality teaching is just like facing a war without war skills. In this regard orientation programs should be organised for sharpening the teaching tools and existing knowledge of the language teachers from time to time along with proper incentives or rewards for developing the morals of the teachers.

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WOMEN, HUMAN RIGHTS & EDUCATION

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Abstract:

Every woman, man, youth and child has the human right to education, training and information, and to other fundamental human rights dependent upon realization of the human right to education. Equality of access to all levels of education is crucial to empowering women and girls to participate in the economic, social and political life of their societies. Education unlocks a woman's potential, and is accompanied by improvements in health, nutrition, and well-being of women and their families. Due to some social structures, traditions, stereotypes and attitudes about women and their role in society, women do not always have the opportunity and ability to access and enforce their rights on the same basis as men. The UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) is the key international human rights document that seeks to ensure the enforcement of the human rights of women on an equal basis with men.

Key Words: Human Rights, Education, Women, Society, Social Status etc.

Introduction:

Education is the foundation for civic participation, and schools are formative in shaping how children and young people view themselves and others. Accordingly, it is essential that school environments foster gender equality and provide safe spaces in which all students can learn. One major step backward is the increasing trend of separating boys and girls in public schools based on sex stereotypes. Sex-segregated educational programs are often justified based on pseudoscientific theories about how boys' and girls' brains. Despite progress, girls and women continue to be discriminated against in accessing education and within education systems. 57 million children worldwide, including 31 million girls, are out of school and two thirds of illiterate adults are women. In developing countries, adolescent girls are more likely to drop-out of secondary school than boys, particularly in rural areas. School fees, the threat of violence on the way to and in school, and the perceived benefits of girls' domestic work also keep girls out-of-school. Pregnancy and child marriage cut short adolescent girls' schooling before they have completed secondary school.

Methodology: The methodology of this paper is descriptive and required information is collected from different sources like books , magazines, research articles, different government articles , web search etc.

What is Human Rights Education?

The United Nations Decade for Human Rights Education (1995-2004) has defined Human Rights Education as “training, dissemination, and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes which are directed to:

- (a) The strengthening of respect for human rights and fundamental freedoms;
- (b) The full development of the human personality and the sense of its dignity;
- (c) The promotion of understanding, respect, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- (d) The enabling of all persons to participate effectively in a free society;
- (e) The furtherance of the activities of the United Nations for the Maintenance of Peace.” (Adapted from the Plan of Action of the United Nations Decade for Human Rights Education (1995-2004), paragraph 2)

The Human Rights at Issue :

Human rights relating to education are set out in basic human rights treaties and include:

- The human right to free and compulsory elementary education and to readily available forms of secondary and higher education.
- The human right to freedom from discrimination based on sex or any other status in all areas and levels of education, including access to scholarships and fellowships, and to equal access to career development, continuing education and vocational training.
- The human right to information about health, nutrition, reproduction and family planning.

The human right to education is inextricably linked to other fundamental human rights -- rights that are universal, indivisible, interconnected and interdependent including:

- The human right to equality between men and women and to equal partnership in the family and society. Realization of this human rights depends on eliminating gender-based stereotypes in education which deny women opportunities for full and equal partnership.
- The human right to work and receive wages that contribute to an adequate standard of living.
- The human right to freedom of thought, conscience, religion and belief.
- The human right to an adequate standard of living.
- The human right to participate in shaping decisions and policies affecting one's community, at the local, national and international levels.

What are the Human Rights of Women?

Gender equality is at the very heart of **human rights** and United Nations values. A fundamental principle of the United Nations Charter adopted by world leaders in 1945 is "equal **rights** of men and **women**", and protecting and promoting **women's human rights** is the responsibility of all States.

What is Education for Women ?

Female education is a catch-all term of a complex set of issues and debates surrounding **education** (primary **education**, secondary **education**, tertiary **education**, and health **education** in particular) for girls and **women**. ... It may include, for example, **AIDS education**.

Girls and Women's Right to Education is Guaranteed Under International Law:

Article 10 of the Convention on the Elimination of All Forms of Discrimination against Women (1979) is the most comprehensive provision on girls and women's right to education. According to this article, states have the obligation to take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and to ensure:

- the same conditions for access to studies at all educational levels, both in urban and rural areas
- the same quality of education; the elimination of any stereotyped concept of the roles of men and women
- the same opportunities to benefit from scholarships and other study grants, to access programmes of continuing education, including

literacy programmes, and to participate in sport and physical education

- the reduction of female students drop-out rates
- access to educational information on health, including advice on family planning

The International Covenant on Economic, Social and Cultural Rights (1966), the Convention on the Rights of the Child (1989), UNESCO Convention against Discrimination in Education (1960) and the International Covenant on Civil and Political Rights (1966) also guarantee girls and women's right to education combining general provisions on non-discrimination with specific provisions on the right to education.

Benefits of Women Education:

There are numerous benefits of women's education. Here are a few of them....

- Women who are educated are able to take charge of their future
- They earn and contribute to their family income
- Women who are educated help reduce child and maternal mortality
- Educated women are better equipped to take care of their children
- They are less likely to be taken advantage of and lowers exposure to domestic abuse
- Have great confidence and takes right decisions
- Contributes in a positive way to the society and the nation at large
- When women are included in key decision-making positions, they take holistic decisions for the development of the society
- Including women in politics tend to have different growth dimensions

Facts & Figures of Women's Education :

- Women make up more than two-thirds of the world's 796 million illiterate people.
- According to global statistics, just 39 percent of rural girls attend secondary school. This is far fewer than rural boys (45 percent), urban girls (59 percent) and urban boys (60 percent).
- Every additional year of primary school increases girls' eventual wages by 10-20 percent. It also encourages them to marry later and have fewer children, and leaves them less vulnerable to violence.

- While progress has been made in reducing the gender gap in urban primary school enrolment, data from 42 countries shows that rural girls are twice as likely as urban girls to be out of school.
- In Pakistan a half-kilometre increase in the distance to school will decrease girls' enrolment by 20 percent. In Egypt, Indonesia and several African countries, building local schools in rural communities increased girls' enrolment.
- In Cambodia, 48 percent of rural women are illiterate compared to 14 percent of rural men.
- Rural women's deficits in education have long-term implications for family well-being and poverty reduction. Vast improvements have been seen in the mortality rates of children less than 5 years old since 1990, but rural rates are usually much higher than urban ones.
- Data from 68 countries indicates that a woman's education is a key factor in determining a child's survival.
- Children of mothers with no education in the Latin American and Caribbean region are 3.1 times more likely to die than those with mothers who have secondary or tertiary education, and 1.6 more likely to die than those whose mothers have primary-level education.

OBSTACLES OF CULTURE AND RELIGION IN GIRLS RIGHT TO EDUCATION IN INDIA:

The uneducated and inexperienced girl is considered as untouched and virgin in many rural areas and she ultimately receives better proposals for her marriage. Cast system also plays a very vital role as an obstacle to a girl child's educational rights. Though the constitution of India grants women the same rights equivalent to men, their suppression follows from the social custom, from religious principles and practices. Traditionally parents want to invest in the education of their son and skill development. Because, a girl is always a topic of her marriage and children. While males learn to become family providers, females learn child bearing and domestic duties. Married young girls do not generally possess educational rights, therefore child marriage violates the educational rights of a girl child. It deprives them of potential independence as well as violating the CRC (Convention on the Rights of the Child) provisions.

The International Labour Organisation (ILO) asked for the prevention of the veils which causes equal access to a girl child to education. The lack

of sex education in Muslim girls increases the risk of HIV/AIDS because of the allowance of dangerous polygamy system in the religion.

Just like the Quran, the Bible also contains the language to place women in subordinate position. For example, Ephesians 5:22-24 reads, 'wives, submit to your husband as the lord. for the husband is the head of the church and his body is of which he is the saviour, now as a church submit to Christ, so also wives should submit to their husbands in everything'.

Hindu Dalit school children's and teachers also go through the discrimination by the upper class people in India. It is very challenging for a Dalit girl to have access to education in such environment. According to the report of 'India Education' in 2002, School attendance of Dalit girls in 1993-94 was 46.2 percent while it was 61 percent from the girls of other groups. Reservations in educational institutions and scholarships for Dalit students signify a serious component in Dalit socio-economic developments.

Women Education Status in India :

- As per the Indian census of 2001, the literacy rates of women aged 7+ have been steadily increasing and have improved from 29.8% in 1981 to 53.7% in 2001.
- However, this is still over 20 points below that of men which is at 75.3%.
- The gender gap in literacy rates increases when we look at adult literacy rates (population aged 15+ years), which are 47.8% for women and 73.4% for men
- The women reading this post are probably amongst the privileged 5.2% of women who are educated till the level of graduation and more!

WOMEN'S JUSTICE INITIATIVE

The violation of women's fundamental rights through physical, mental, emotional, and sexual violence against women has become almost commonplace in the Indian context. Violence against women has taken particularly acute forms in circumstances where populations are already marginalized, such as in areas affected by armed conflict, areas undergoing mass displacement. Women in the Tribal belts and amongst Dalit populations are already vulnerable, and become even more so in areas affected by conflict. There is therefore a pressing need for the judiciary to recognize and address the particular forms of violence levied against women who are 'doubly marginalised' by caste, class, religion, or in situations of conflict. Customary laws routinely discriminate against

women, both by denying justice to victims of violence and by dispossessing women from their shares in land and property. A number of laws that protect women from discrimination have also either inadequate, or have not been properly implemented. HRLN has been intimately connected with the women's movement for over two decades. The Women's Justice Initiative (WJI) is our national network of lawyers and social activists, using the law to oppose all forms of gender-based discrimination and violence against women and to increase women's access to the justice system as a vital means to their empowerment.

Conclusion:

Human rights education is the deepest foundation of modern human rights and human rights education for all. The right to human rights education commonly influences economic, social and cultural rights. The right to education and human rights education is collaboratively related to Economic, Social and Cultural rights for that the States have to have good relations with other States. In human rights education the government has some obligations to respect their human rights. The right to human rights education has empowered the best understanding for human rights.

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Tell me and I forget. Teach me and I remember. Involve me and I learn.
—Benjamin Franklin

Change is the end result of all true learning.
—Leo Buscaglia

Education is the passport to the future, for tomorrow belongs to those who prepare for it today.
—Malcolm X

He who would learn to fly one day must first learn to stand and walk and run and climb and dance; one cannot fly into flying.
—Friedrich Nietzsche

Life is an open book test. Learning how to learn is your most valuable skill in the online world.
—Marc Cuban

The more I read, the more I acquire, the more certain I am that I know nothing.
—Voltaire

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