Journal of Research in Education
(A peer Reviewed and Refereed Bi-annual Journal)

St. Xavier's College of Education (Autonomous)

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EDITORIAL

Research in education, is the spark in action, leading to insights in thinking and innovation. SXCE offers papers from a wide range of disciplines that reflect different types of problems and writing styles that define the current era. It aims to co-create a sustainable and regenerative future for all of us and understand the role of research in the greater scheme of learning. Each paper is consistently braided with theory and research, so as to strengthen the practical application of the subject. These papers offer simple, elegant explanations of high educational concepts and problems that provide an incomparable atlas of the research realm. The in-depth analysis of the various problems, reveals vital skills and provides practical tools to successfully deal with complex challenges leading to knowledgeable and informed practices.

The theme of our issue is "Inclusion". This assemblage would lead you to create an education system that does not discriminate against, stratify, or exclude individuals or groups on the basis of their socioeconomic status, race, gender, sexual orientation, disability, or geographic location, and one that does not uphold outmoded pedagogical practises or management ideologies. As teachers, we have the inner urge to understand the essence of the time our future generation to live on. Through these issues, we aim to arouse in the readers a sense of duty and increased awareness. So let us start our tour to enhance our academic discussion and collaboration.

We begin with "Challenges of Environment Education in India", by Dr. Deep Lata Gupta. This article provides readers with a deeper understanding of the challenges of environmental changes. Many of us are expecting from government to modify their policies and practices as a result of increased awareness of environmental changes. The fact is that we all need to increase our understanding of how our actions affect the environment. Education is one of the best means to nurture environmental awareness. Teachers with effective pedagogical practices can prepare students to become tomorrow's stewards of nature.

Our second article is "Multimedia Package for Fostering Mental Health of Adolescent Girl Students With Post Flood Phobia" by Dr. Anila Kumari. Mental health is about feeling joy and lightness in harmony with our heart's objectives. When we're happy and psychologically well, we are appreciative. The writer here explores the role of

multimedia in evolving the mental health and inner alignment of adolescent girl students from the post-flood phobia.

The next paper examines a sensitive issue. As the number of children with autism diagnoses rises, it is crucial to understand how to teach these kids and what teaching methods to employ as they have a hard time fitting in with mainstream education. Nutan Kumari's paper on "Strategies for Teaching Autistic Students", proposes various strategies to help teachers and parents support a wide variety of Autistic learners within a mainstream setting.

Dr. Jitendra Singh Goyal talks about the relevance of the educational implications of Swami Vivekanand's philosophy in the present context. Here Jitendra Singh expands Swami Vivekanand's empowering vision for all children that "Education is the manifestation of perfection already in man". The core of Swami Vivekananda's teachings on education can be found in this assertion. Only with adequate education can such knowledge be made into a tool for a person's holistic growth. The anthor provides us with insight into the functions that teachers, curriculum in fact the whole education system play in the new paradigm of education.

The Paper written by Kumari Sucheta and Prof. Rekha Agrawal on Shifting of STEM to STREAM via STEAM shows a new way of learning approach in which the STREAM-based learning approach make learners more proficient and competent for today's education.

The paper authored by Kumari Kamini Mishra on "Analytical Study of the role of School Management and Classroom Management in the Implementation of Inclusive Education" enables us to understand how to address various learning requirements of pupils. The school along with the teachers must become more active and accountable for their own education regarding exceptionalities. This is a qualitative study centered around school management and classroom management practices for generating an inclusive environment guided by different rules and different physical setups.

Sana Fatima, through her paper, "Paradigm Shift in Teacher Education for Inclusion" discusses the significant role of teachers for making inclusive classrooms and schools. Ensuring that all the teachers are equipped to instruct all pupils is a crucial component of inclusive education. Teachers who are empowered as agents of change possess the principles, skills, and attitudes necessary for creating an inclusive

environment. Therefore, there is an urgent need to make a new and innovative shift in Teacher Education to the demands of 21st century students. The researcher focuses on two objectives i.e. to analyze the ways of pre-service teacher education in India for a paradigm shift for inclusion and second to determine the strategies needed for change in teacher education towards adopting inclusive education in India. The findings of the study summarizes suggestions for a positive way forward.

The next article is "Effectiveness of Virtual Video Teaching for Enhancing Life Skill among Secondary School Students with Hearing Impairment" by Josilet Mathew, a research scholar from the Central University of Kerala. The goal of the study is to examine the effectiveness of virtual video instruction to improve life skills in Hment, person with hearing-impaired.The current investigation was conducted using an experimental design. 30 children from the mild, moderate, and severe categories of hearing impairment of secondary school from Kerala made up the sample. A questionnaire and a virtual video lesson were the tools utilized to collect the data. The study used one-group post-test-only design. The study found that regular use of virtual movies to practice life skills maintains students' competence and is psychologically sound. Students with hearing impairments can improve their quality of life by developing new abilities through video lessons.

The paper titled "Paradigm Shifts in Education of Children with Disabilities at the Primary Level in Delhi" highlights the overall status of inclusive education. The study indicates that primary schools do not have basic facilities for special education. The lack of special educators is also a big challenge in this field. Neglected aspects of inclusive education due to the overlapping power of administrative bodies are also the main concern of the paper.

The paper entitled "Interpersonal Relationship and Self-Efficacy of Senior Secondary School Students", reflect that if students have strong self-Efficacy, they are more successful in their personal as well as professional lives.

This issue of JRE provides articles and research papers on a varieties of themes. We hope our readers will be able to relate their views to the issues discussed in the JRE.

CONTENT & AUTHOR

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Challenges of Environmental Education in India

Abstract

The present paper is the study of challenges of environmental education in India. The major problems like lack of awareness, insensitivity towards nature, deforesting, etc are act as barrier in achieving the goals of environmental Education acts as a powerful tool in the socio-economic transformation of a society, community and nation. It sharpens the eye of knowledge, develops awareness and makes mind logical. Teacher being the agent of social change, play an active role in shaping the behaviour of children to promote desire for environmental awareness.

The environmental variations and the measures to be taken for conservation of the environment in India can vary too. The Indian education system gives much importance to Environmental Education and it is that in India, the Environmental Education is imparted in most of schools and colleges. The present paper deals with the issue of Environmental Education in Education. Studies reveal that the quality of the current Environment Education system in India is reasonably good, while in some areas the system needs improvement. Some suggestions have also been provided in the paper to improve the status of Environmental Education in Educational Institutions and how teachers can achieve the objectives of Environmental Education.

Keywords: environmental education, teacher education, teachers, environment

Introduction

"Education can play a major part in environmentally sustainable societies."- Education for people and planet (UNESCO, 2016)

Education acts as a powerful tool in the socio-economic transformation of a society, community and nation. It sharpens the eye of knowledge, develops awareness and makes mind logical. Teacher being the agent of social change, play an active role in shaping the behaviour of children to promote desire for environmental awareness.

Environment means everything around to a living being. It comprises the set of natural, social and cultural values existing in a place and at a particular time, that influence in the life of the human beings and in the generations to come.i.e., it is not only the space in which life develops, but it also includes living beings, objects, water, soil, air and the relations between them as well as intangibles like culture.

"Environmental education should simultaneously attempt to create awareness, transmit information, beach knowledge, develop habits and skills, promote values and provide criteria and standards, and present guidelines to problem solving and decision-making. It therefore aims at both cognitive and affective behaviours modifications."

"This is an action oriented, project centred and participate reprocess leading to self-confidence, positive attitudes and personal commitment to Environmental Protection. Furthermore the process should be implemented through and interdisciplinary approach."(UNESCO & UNEP 1992)

Environmental education connects us to the world around us, teaching us about both natural and man-made environments. It raises awareness of issue impacting the environment upon which we all depend, as well as actions we can take to improve and sustain it.

Whether we bring nature into the classroom, take students outside to learn, or find important teachable moments on a nature walk with our families, environmental education has many benefits for youth, educators, schools and communities.

In old days, a natural balance was maintained between all living beings including men and plants. They were living together in harmony and in natural setting. Human beings live in harmony with the Nature including the Forest which was providing most of the necessities for living. But over the recent years, due to rapid industrialisation, urbanisation, the nature has been adversely affected.

The environment is seriously degraded and there is imbalance and disharmony. The water and air has been polluted to a great extent because of the destruction of the vast forest on the earth. Because, forest plays an important role in conservation of water, purification of air and supplying many useful things to the human beings.

Basic Concepts of environmental education

Everything that surrounds us and on which our life depends is our environment. Our room, our home, our village or town, our family and friends, the air we breathe, the water we drink, the sunshine and the rain – all are part of our environment. Even the environment of two individuals is different. But these environments are interrelated so closely that in a sense we all belong to the same environment.

However, it is universally agreed that environment education should be inter-disciplinary, drawing from biological, sociological, anthropological, economic, and political and human resources. It is also agreed that a conceptual approach in teaching environmental education is the best.

It also involves decision-making and development strategies for promoting environment protection. Environmental education is treated as a discipline in which various subjects like Zoology, Botany, Chemistry, Mathematics and Physics are included. This makes it imperative to train specialists in environmental education for planning,' management, development and taking remedial measure for solving the problems.

Environmental education is a process that allows individuals to explore Environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of and Environmental issues problem and have the skills to make informed and responsible decisions.

Environmental Education In India

India is a country that is to a great extent diversified geologically, edaphically, economically, climatically, geographically, ethnically, economically and socially.

Environmental education in India was made compulsory in formal education through a Supreme Court ruling in 2003. The ruling has resulted in over 300 million students in 1.3 million schools receiving same environmental Education training, according to UNESCO study.

The NCERT developed the guidelines for the school curriculum on the basis of the Education Commission, 1964-66. It has also prepared a resource material on the use of environment as a basis for meaningful learning in Primary Education.

The National Policy on Education 1986 has also given a special place of significance to education and environment. So a great need is being felt to create awareness for the protection of the environment by redesigning the objectives, methods and curriculum in the field of education.

Environmental education is a continuous learning experienceWhich is helpful to create and spread awareness to explore environmental issues, engross in problem solving, and take action to improve and protect the environment. In India and mental education starts through the chipko movement in 1974 and as of today it is mandatory As for the directive of the honourable Supreme Court of India every education system formal, informal, non formal an higher education to learn and accept the basics and concept of environmental education.

Challenges of environmental education in India

The main constraints faced by the teachers in integrating environmental education were **time constraints** and being overloaded with school work. These two main problems were also recorded in previous studies (Shaari, 2009), revealing that these were old and continuous challenges faced by teachers.

At the time when we are looking towards transition from environmental education to education for sustainable development, we must overtake all odds and to work towards a continual betterment to Mother Nature. As rightly said by Mollie Beattie that- In the long term,

the economy and the environment are the same thing. If it is unenvironmental, it is uneconomical. That is the rule of nature.

Environmental education provides the capability and skills over time to analyze environmental issues, engage in problem solving, and take action to sustain and improve the environment.

Lack of environmental awareness about preservation and conservation of environment effectively add fuel to fire. All these are greatly responsible for rapid- degradation of the environmental quality at grass root level. If similar situation continues in the near future, the entire human civilisation will face disastrous situation in various spheres. At this juncture the only alternative is to create environmental awareness among the people in respect to protection, preservation, conservation of environment and also for the mitigation of environmental degradation. Further, the environmental awareness moves people towards environmental protection and improvement. All these are possible only through environmental education.

Students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Conclusion

Education is regarded as an important instrument and means for generating proper awareness and adequate knowledge and skills regarding environmental protection. It is, therefore, felt essential to develop education about the environment, education for the environment and education through the environment. So as a whole, it will be environmental education.

1. Environmental education should be integrated into the whole system of formal education at all levels.

2. Environmental education adopts a holistic perspective which will examine the ecological, social, cultural and other aspects of particular problems.

3. Environmental education should be centered on practical problems related to real life.

4. Environmental education should aim at building up a sense of values.

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Multimedia Package for Fostering Mental Health of Adolescent Girl Students with Post-flood Phobia

Abstract

Outstanding development in modern education is the growth in the use of audio-visual aids for instruction. The multimedia authoring tools would be effective to model the learning so as to meet the requirement. Mental health is a state of being which is conducive to harmonious and effective living. Here the multimedia highlighted mental health which is freedom from symptoms that interfere with peace of mind, emotional tranquillity, and mental efficiency.

The study was survey cum experimental in nature. The population of the study was secondary school girls in the rural area of Kerala state. The sample comprised 50 girl students with a post-flood phobia, with an age range of 13-14 years, following the state scheme of study in the government schools in rural areas. For this purpose, one group pre-test post-test design was adopted. The Investigator developed a multimedia package to enhance students' mental health in the post-flood-affected area. The tools used were a multimedia package mental health scale, and an Inventory of flood phobia. During the time experiments, all these tools were administered and the scores thus obtained were analysed using appropriate statistics.

The major conclusion of the study is that the multimedia package is effective for enhancing the mental health of girl students with a post-flood phobia at secondary schools in rural areas.

Keywords: mental health, multimedia, post-flood phobia

Background of The Study

Today is the age of science and technology. Outstanding development in modern education is the growth in the use of audio-visual aids for instruction. Audio-visual aids are easy to understand than the description of anything through a talk. Audio-visual aids make the child's experience meaningful because audio-visual material supplies a concrete basis for conceptual thinking and they give rise to a meaningful association. Over recent decades electronic technology has penetrated all aspects of society. Continuing advances in the power of computers and the internet, particularly the speed at which data can be transmitted, and the volume of data that can be stored continue to change the way we teach, learn, and interact inside and outside classroom settings. The term multimedia is often used in teaching and learning through the use of computers and the two words multi (many) and media (communication) define the broad meaning of the term. The interactive multimedia experience is based on the combination of television and computer technology (Strommen & Lincoln, 2002). However, a useful multimedia package needs to be more than a collection of multiple forms of media. It particularly needs to emphasize a complex interaction of stimuli to make learning interesting and exciting (Lee, 1999; Kili, 2005). Well-designed multimedia package helps the learner to easily interpret and understand the material presented and provides an adequate clue to navigate through the functions of the program.

With the ease of accessibility and interactive capabilities, computers have enormous potential to increase awareness, knowledge, and skills in complex subjects such as water resources management. The multimedia package has been used in teaching and learning to reduce face-to-face teaching and make students learning more effective. A variety of programming languages and subject areas have been attempted in the production of such packages is still somewhat limited. With pressure increasing globally on universities to deliver quality learning outcomes while saving staff time in teaching the role and potential of the multimedia package needs further exploration. Also, there is a need to provide appropriate support in the development of such packages.

Mental health is a state of being which is conducive to harmonious and effective living. Mental health means freedom and symptoms that interfere with peace of mind, emotional tranquillity, and mental efficiency. According World Health Organization mental health is a condition that permits optional development of the physical, intellectual and emotional development of the individual. Mental health status is the normal state of well-being, mental health status is a positive and relative quality of life. Mental health status refers to the degree of mental health that a child possesses. Mental health status is the ability to adjust to the present situations.

Mental health is more than 'mental' that which has to do with the mind alone, rather it involves physical, mental, and emotional phases of adjective behaviour. It involves habits of work and attitude towards situations and problems. Mental health and adjustment are considered synonymous, in that good mental health ensures wholesome adjustment. But the adjustment is a broader concept than mental health, as the late is only equivalent to mental adjustment, whereas several other types of adjustment such as social adjustment, classroom adjustment, etc. the main task of life is to make an adjustment to the changes that continuously go on the environment. in order to achieve this objective, it is necessary to be mentally healthy.

Flood phobia (antlophobia) is the fear of flood. This is just one of many fears people have about a type of natural disaster. As with any phobia, the symptoms vary by person depending on their level of fear. The symptoms typically include extreme anxiety, dread, and anything associated with panics such as shortness of breath, rapid breathing, and in the ability to articulate words or sentences. Flood phobia is defined as permissive and excessive fear among individuals after facing the situation of a flood beyond its normal limits.

Multimedia is content that uses a combination of different content forms such as text, audio, images, animations, video, and interactive content. Multimedia contrasts with media that use only rudimentary computer displays such as text-only or traditional forms of printed or hand-produced material. Multimedia can be recorded and played, displayed interacted with, or accessed by information content processing devices,

such as computerized and electronic devices, but can also be part of a live performance. Multimedia devices are electronic media devices used to store and experience multimedia content.

Importance of multimedia on mental health. Good media reports about mental illness are responsible, accurate, and balanced. They help the community better in understanding the experience of mental illness by including the perspective of people with mental illness, carers, and mental health workers and encourage help-seeking behaviour. In India, people are increasingly using new media technology, with increasing frequency of text messages, e-mail, blogs as well as access to social networking websites.

The news media often informs us about concerns with regard to the relationship between mental health and the use of social networks. While experts demand more research to better learn how media affects our minds.

Multimedia helps student-centered learning where the students will decide on the pace of their learning as well as he/she will decide on the navigation through the course material. This is proved through interactivity to the multimedia content, with the help of different media, multimedia content caters to students with different learning styles. Visual learners and kinetic learners all can be accommodated using multimedia content. Different types of learners will choose the content that the learning styles as opposed to the one learning style that will be catered to the classroom

The use of media in the formal system is equally important to the exploration of knowledge. Effective change in the outlook: broader perspective and efficiency are encouraged through the media.

Need and Significance of the Study

An individual's emotional health can also impact physical health and poor mental health can lead to problems such as substance abuse. Maintaining good mental health is crucial to living a long and healthy life. Mental health includes our emotional, psychological, and social well-being. It affects, how we think, feel and act. It also helps to determine how we handle stress related to others and make choices. Mental health is important to every stage of life, from childhood and adolescence through adulthood.

Multimedia plays an important role in today's society because it is society now all are the things is kept up with the time. Multimedia is a good way of communicating because that can easy to communicate and understand what they say. After that multimedia has animation, music, video, and more of this. A multimedia package means many media working together to present information to the learner via the computer. One important feature of a multimedia package is its human interactivity. Teaching has dominated a major place in the field of education one of the most rapidly changing areas of education in the world today is the development of technology, especially multimedia programs.

The educational benefits offered by multimedia technology include the ability to take the user into environments otherwise inaccessible by conventional methods, create a dynamic and interactive environment for learning, the high memory retention of experience, and the ability to reach out to visually oriented learners. Although multimedia authoring tools would be effective to model their learning package so as to meet requirements.

Mental health is the state of well-being. It is crucial to living a long and healthy life. A post-flood phobia is fear after a flood. Multimedia is anything and everything that one watches and listen to is the form of text, audio, video, photograph, and many. The present study has focused on the importance of multimedia packages for encouraging the enhancing the mental health status of students in flood-affected areas.

OBJECTIVES OF THE STUDY

To find out the effectiveness of multimedia package on different dimensions of the mental health status of 8th standard girl students with post-flood phobia.

HYPOTHESES OF THE STUDY

There will be no significant difference in the different dimensions of the mental health status among secondary school girl students with post-flood phobia before and after the implementation of the multimedia package.

Methodology

The population of the study consisted of secondary school girl students belonging to the state scheme of study in Kerala. In the present study, with a purposive random sample, the investigator selected 100 girl students aged ranged 12-13 years, from two classes of a government school following a state scheme in a rural area of the Alappuzha district of Kerala. The sample was selected from 8th standard students of secondary level.

In this study, the investigator has adopted one group pre-post post-test design. In such a design a single test experiment group was selected and the dependent variable was measured before the introduction of the treatment. In this study dependent variable is the mental health status of secondary school students in the flood-affected area and, the independent variable is a multimedia package on mental health for girl students with post-flood phobia.

In the present study, the investigator used mental health inventory of post-flood phobia as a tool for collecting the data. Mental health inventory of flood phobia was prepared by the investigator.

The development of the multimedia package in the present study included the following steps.

I. Visual session - Designing of the multimedia package, Story board for visual phase, Script writing for visual phase, Video recording, Editing

II. Audio session - Designing audio content, Script writing for audio phase, Audio recording, Editing

Criteria for multimedia: The factors for media selection were:

1. Task factors -Objectives of the content, Content variables, Learning outcomes, Learner capability

2. Learner factors - Group size, Student interest, Age, Individual differences, Disabilities of the learner

3. Physical attributes -Visual media, Audio media, Motion and colour pictures

4. Instructional factors -Instructional/intervention strategy, Degree of teacher control, Teaching-learning styles, Use of media taxonomies, Instructional events

5. Economic factors - Cost - effectiveness, Availability, Time, Resources, Practicability

The major statistical technique used for the analysis and interpretation of data was the t-test..

ANALYSIS AND INTERPRETATIONS

I. Comparison of the scores of pre-test and post-test of Well-Being dimension of mental health among secondary school girl students with a post-flood phobia at the flood-affected rural area before and after the implementation of the multimedia package.

The pre-test and post-test scores of the 'Well-being' dimension were collected. The Mean, Standard Deviation, and 't' values were calculated and tabulated as shown in Table 1.

Table 1: The result of the test of significance of pre-test and post-test scores of Post Flood

Phobia in the 'well-being' dimension for girls

Dimension of Mental health	Gender	Test	N	Mean	SD	t-value
Well-being	Girls	Pre-test	28	67.428	4.921	3.112*
	Girls	Post-test	28	82.74	4.92	

*Significant at 0.01 level

Pre-test Post-test scores of Well-being dimension of girls, the mean and Standard Deviation of pre-test are 67.428 and 4.921, and that of post – the test is 82.74 and 4.92. The independent 't-test (t = 3.112, P<0.01) shows the mean scores of Post Flood Phobia in the Well-being aspect significantly differ between pre-test and post-test.

It is inferred that the pre-test and post-test scores of girl students at the secondary level significantly differ in the Well-being dimension of Post Flood Phobia. The mean scores for the Post-test are significantly more than the pre-test.

ii. Comparison of the scores of pre-test and post-test of 'Expressive fear' dimension of mental health among secondary school girl students with a post-flood phobia at the flood-

affected rural area before and after the implementation of the multimedia package.

The pre-test and post-test scores of the 'Expressive fear 'dimension was collected.

The Mean, Standard Deviation, and 't' values were calculated and tabulated as shown
in Table 2.

Table 2. *The result of the test of significance of pre-test post-test scores of post Flood Phobia in Expressive fear aspect for Girls*

Dimension of Mental health	Gender	Test	N	Mean	SD	t-value
Expressive Fear	Girls	Pre-test	28	117.42	5.4	3.014*
	Girls	Post-test	281	33.7	5.42	

*Significant at 0.01 level

Pre-test Post-test scores for the 'expressive fear' aspect of girls, the mean and Standard Deviation pre-test are 117.42 and 5.4, and that of post-test are 133.71 and 5.42 The independent 't-test (t = 3.014, P>0.01) shows the mean scores of Post Flood Phobia in expressive fear aspect significantly differ between pre-test and post-test.

It is inferred that the pre-test and post-test scores of girl students at the secondary level significantly differ in the 'Expressive fear dimension' of Post Flood Phobia. The mean scores for the Post-test are significantly more than the pre-test.

iii. **Comparison of the scores of pre-test and post-test of 'Permissive fear' dimension of mental health among secondary school girl students with a post-flood phobia at flood-affected rural area before and after the implementation of the multimedia package.**

The pre-test and post-test scores of the Permissive fear aspect of girls were collected. The Mean, Standard Deviation and 't' values were calculated and tabulated as shown in Table 3.

Table 3: *The result of the test of significance of pre-test and post-test scores of Post Flood phobia in Permissive fear aspect for the Girls*

Dimension of Mental health	Gender	Test	N	Men	SD	t-value
Permissive	Girls	Pre-test	28	109.92	4.66	2.012*
Fear	Girls	Post-test	28	120.14	4.60	

*Significant at 0.01 level

Pre-test Post-test scores of Permissive fear aspect of girls, the mean and Standard Deviation of pre-test are 109.96and 4.66, and that of post-test are 120.14 and 4.60. The independent 't-test' (t = 2.012, P>0.01) shows the mean scores of post Flood Phobia in the Permissive fear aspect significantly differ between pre-test and post-test.

It is inferred that the pre-test and post-test of girl students at the secondary level significantly differ in the Permissive fear aspect of Post flood Phobia. The mean scores for the Post-test are significantly more than the pre-test.

RESULTS AND DISCUSSIONS

- It is found that the pre-test and post-test scores of girl students at the secondary level significantly differ in the Well-being aspect of Post flood Phobia.

- It is found that the pre-test and post-test scores of girl students at the secondary level significantly differ in the Permissive fear aspect of Post flood Phobia.

- It is found that the pre-test and post-test scores of girl students at the secondary level significantly differ in the Expressive fear aspect of Post flood Phobia.

EDUCATIONAL IMPLICATIONS

The findings of the present study disclose that multimedia package is superior for developing and fostering mental health and managing flood phobia among students at the secondary level. Henceforth, teachers could be stimulated to put on this multimedia package in the actual classroom. As technological tools play a vital role in the present life, a multimedia package would enhance learners' life skills as well. So, such approaches must be adopted in the classroom. Since multimedia increases students' interaction with course materials, teachers could use a package of multimedia for giving valuable education.

Mental health is considered to be one of the essential factors for learning. So more interactive learning strategies should be adopted. To increase students' opportunities to interact with each other, the teacher could make use of multimedia packages Teachers could create a separate package of multimedia for communicating with the parents so that the interaction between the teachers and parents becomes more effective in the teaching-learning process and thereby minimize the phobia like problems in students.

Learners' active participation in the instructional process results in better student achievement. The technological approach increases students' participation in learning, all subjects must integrate the latest technology in the classroom.

Now, all schools are equipped with computers, it is necessary that teachers for all subjects should make use of available technology to integrate classroom activities.

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Strategies for Teaching Autistic Students

Abstract

Autism is a neuro- developmental disorder. Individual with autism do not connect socially and their communication pattern remains rudimentary. They show repetitiveness in their behaviour. Parents and teachers liability for such students who are suffering from ASD is more. A child spends maximum hours at home and school. Also, in school, teacher has to deal with many students at the same time, whereas parents have the opportunity to focus and concentrate only on their own child, which can bring a remarkable change in individual suffering with ASD. This paper is trying to focus on what a parent and teacher should emphasis on? What they need to understand about the existing behaviour and problem of the child. What strategies they should use to teach autistic students.

KEYWORDS : *Autism Spectrum Disorder, intervention, disorder, impairment, social, communication.*

Introduction

Autism is a neurological-developmental disorder. Kanner (1943), in his paper "Autistic disturbance of Affective Contact", described the syndrome that he called early infantile autism. He presented thorough and insightful case description of 11 children who although similar to

each other were strikingly different from the children with whom they had often seen associated with childhood schizophrenia. Kanner's (1943) three areas of emphasis- social isolation, insistence on sameness and abnormal language-continue to be the 3 primary feature of autism. Isolated in the world of own, children with autism appear indifferent and remote and are unable to form emotional bond with others. Children with this baffling brain disorder can display a wide range of symptoms and disability; many are incapable of understanding other people's thoughts, feelings and needs. Often, language and intelligence fail to develop fully, making communication and social relationships difficult. Many people with autism engage in repetitive activities like rocking on, banging their heads or rigidly following familiar patterns in their everyday routines. Some are painfully sensitive to sound, touch, light. They don't follow typical patterns of child development. In some children, hints of future problems may be apparent from birth. In most cases, the problems become more noticeable as the children slips farther behind other children of same age. Other children start off well enough but between 18 and 36 months old, they suddenly reject people, act strangely and lose language and social skills they had already acquire. As a parent, teacher or caregiver one may feel frustrated of trying to communicate and connect with children or adults who have autism. One may feel ignored as autistic child keep themselves engages in endlessly repetitive behaviours. There has been a steady escalation in the number of children diagnosed with Autism spectrum disorder. It is estimated that worldwide 1 in 160(NIMH, 1996) children has an ASD.

Parents and teachers gazes every child with the same lens, their expectations from them remains always very high, which brings unjustified stress on the child. "No two individuals are ever same"; every child has a diverse way of receiving things, perceiving it, screening it, thinking it, and processing it. It is critical for parents and teachers to know the potential, various abilities and limitations of the child. To be true knowing the limitations of the child is far more important than any other mechanism because then only parents and teachers will be able to acknowledge their potential and abilities in far best ways. In nut shell parents and teachers should "discover" the child since the very beginning. The purpose is to chalk out "Approaches for

teaching autistic students" which has been ignored and mistreated since long back. Parents neglect various symptoms either due to lack of knowledge or they don't want to accept the truth. Such parents consider their child normal; send their child suffering with "Autism Spectrum disorder" to the normal schools overlooking all the symptoms. In such situations, children suffering with ASD without being understood their problem is compelled to study in normal settings, by regular methods of teachings, with the pace of normal students, following the fixed curriculum, with the predictable high speed; which certainly mistreats their requirements and remains of no use to them, as nobody pays attention to their exact needs. So the main questions arises in front of parents, teachers and stakeholders are- Can we teach Autistic children with the normal methods of teaching?Is there any other method of teaching meant for them? Giving intervention will make any difference in their life? Strategies for handling such students should be way different in school as well as in home. A teacher has to deal with several students at the same time. Parents have the opportunity to focus and concentrate only on their own child, which can bring a notable change in individual suffering with ASD.

Review of the Related Literature:

Ke, and Moon, (2018) in the study 'Virtual collaborative gaming as social skills training for high functioning autistic children' (HFA) used OpenSimulator,a 3D virtual playground that affords competition themed social gaming, role playing gaming and design-themed architectural gaming among high functioning autistic children. A mixed method, multi case study was conducted to examine the association between the game task and setting features, learner's participation patterns and their game based social interaction performance. Eight 10-14 year old HFA children participated in the study. Data were collected via screen recording and observation of participants' gaming actions and reaction. Behavioural analysis with the recorded social interaction performance of participants in virtual gaming sessions was conducted. The study found that virtual reality based gameplay promoted the social interaction performance of HFA children. The study findings also suggested that gameplay should be adapted based on the competencies and in situ reactions of learner.

Simpson, and Bui (2016) conducted a study on "Effects of a peer-mediated intervention on social interaction of students with low functioning autism and perception of typical peers". This single subject study examined the effect of a peer mediated intervention on initiation and response of four K-2 students with low functioning autism and their second grade peers. Students were taught a shared reading intervention using visual support, role play, discussion and peer reinforcement. Three participants with low functioning autism increased mean response to peer initiation from baseline to intervention stage.

Ali (2015) conducted a study on 'Dance movement therapy as a treatment modality for autistic children in social interaction. With an aim of qualitative research, 5 samples were studied in detailed on which pre and post assessment is done as a comparative study including age group from 2-9 years old children with autism. The study obtained findings in the form of results showed that autistic children show significant improvement in a social interaction after receiving dance movement therapy. The dance movement therapy approach increases attention to self as well as other individual, adapting skills and the capacity to structure connections with the world around individual.

Baldwin and Sorrell (2013) in collaborative identification and intervention in an early childhood setting: woody's story. Strategies were modelled to increase woody's functional communication. Strategies like giving woody a little milk so that he would need to ask for more, purposeful interaction like placing woody's item that he would need on upper shelf, introductory play with peer etc. These goals were embedded in the key parts of his daily routine . Also woody's teachers and volunteer learned basic sign language to help him to communicate non-verbally. Woody showed positive result with such strategies.

Yaw (2011) in "Extending research on a computer based sight word reading intervention to a student with Autism" used multiple base line design across tasks to evaluate the effect of computer based sight word reading intervention on the sight word reading of a sixth grade student with autism. The student showed immediate increase in sight word reading.

Ganz Florus and Lashley (2011) in the study 'Effects of treatment package on initiated and spontaneous verbal request in children with

autism sought to determine if a simple multi component intervention that incorporated non contingent reinforcement and verbal modelling would result in increased spontaneous verbal requesting in two pre-school boys with autism. Varity of toys and food items were included. Each session included five opportunities or trials to request items. A multiple base line design across set was used. Result indicated that the participants did increase use of spontaneous and imitated verbal request.

Ahmed et al, (2011) conducted a qualitative study on the topic "A game based intervention for improving the communication skills of autistic children in Pakistan. A computer game 'Guess who" was used as a tool to encourage social interaction. The game was evaluated with a group of 8 children aged between 8 to 12 years at a school in Lahore, Pakistan. It was concluded that 'guess who game" proved to be useful tool for initiating collaboration among children. They were also able to encourage then to socialize and communicate with peers.

Kalyva and Agaliotis (2009) used a group design to evaluate the effectiveness of a recorded social story intervention for teaching students with learning disabilities to successfully resolve interpersonal conflicts. Sixty-three children with a mean age of 10 years 7 months participated in this study. Forty-one of the participants were male and 22 were females. The students were randomly assigned to the experimental groups consisted of 22 boys and 10 girls. The researchers read one of three different stories to the experimental group at each phase of the study. The stories were written to describe an interpersonal conflict and participants were asked to complete the matson Evaluation of social skills with youngsters Teacher form in order to gain information about each child's appropriate and inappropriate social behaviours. Results of this study found that the social stories were effective for helping the students in the experimental group use more positive conflict resolution strategies when compared to the control group. Furthermore, the students in the experimental group continued to use more appropriate strategies two months after intervention was ended while the control group continued to select less appropriate strategies.

Need and Significance of the Study:

- Interventions are specific planned programs for improvement or remediation's that focus on intend to prevent the occurrence of inappropriate target behaviour. Many Intervention studies are helpful in improving the lives of Autistic students.

- Developing social skills in children prepares them for a lifetime of healthier interactions in all aspects of life. Social skills are an integral part of functioning in society. Displaying good manners, communicating effectively with others, being considerate of the feelings of others and expressing personal needs are all important components of solid social skills. Children with an autism spectrum disorder have significant impairment in social skills. Social impairment may be the most complex and impenetrable core challenge facing children with autism. Helping autistic children to develop these important skills requires a different set of strategies in each stage of development. Through this study we will be able to focus on core deficits- including joint attention, joint engagement, social initiations and responses, and development of friendships.

- There is no cure for Autism but with appropriate knowledge, support and teaching, most of the children with Autism Spectrum Disorder can learn to do many things, which can act as a hint of hopefulness in their lives.

Actions Required by Parents and Teachers:

Identify the Signs of Autism:

This is the most important step; every parent and teacher should observe their child and should keep the trajectory of growth and development of their child.

- Notice the child regularly.
- Make a record of landmarks missed by the child:
  - For child's fine being.
  - To understand where the child is trailed behind.
  - To keep the anecdotal record of progressive skills.

Avoid sensory overload: Many sudden things can be disturbing to students with autism. Fluorescent lights, smells, and noises from other students can make it problematic for students with autism to focus. Using cool, calm colours in the classroom can help create a more relaxing atmosphere. Avoid covering the walls with too many posters or other things to look at.

Use visuals: Using pictures and modelling will mean more to students with autism than any explanation.

Keep language concrete: Many individuals with autism have trouble understanding symbolic language and interpret it in very concrete terms. Teach them symbolic language and hidden meanings in certain terms.

Directly teach social skills: The hidden curriculum may be too hidden for some individuals with autism. There are certain things that may have to be explicitly taught (like analogies). Model appropriate social skills and discuss how our behaviour can make others feel.

Treat students as individuals: It's so important to model patience, understanding, and respect when working in a classroom with any special learners. Celebrate their success and don't sweat it if some accommodations don't conform to what you are used to in the classroom.

- Learn and listen to the child.
- Monitor the gaze and body language of the child.
- Ask questions, stay connected with the child.
- Find out the strength as well as weakness of the child.
- Crosscheck it with the various literatures available.
- Take appointment with the therapist to get doubly sure.
- Accept the truth and stay encouraged. Half the battle is won when parents accept their child as the way they are.
- Plan for the early intervention.

Make Interpersonal Contact with the Autistic Child.

Be patient: It often takes a child with ASD longer to process information. You may need to slow down your conversation to their speed. Long pauses can be helpful.

Teach the child how to express anger without being too aggressive. Children with ASD should know that they don't have to hold their anger and frustration inside.

Be persistent but resilient: Children with ASD may have trouble both showing and controlling their emotions. They can be blunt in their responses. Don't take this personally.

Ignore irritating attention-getting behaviour: A child with ASD may act badly at times to get you to focus on them. Ignoring this behaviour is often the best way to prevent it. Also talk about and reward the child's good behaviour often.

Interact through physical activity: Children with ASD tend to have short attention spans. This is especially true when it comes to communicating. Running around and playing outside may be a better way of sharing time together. It will also let them relax and feel calmer.

Be affectionate and respectful: Children with ASD often need a hug, just like other children. Sometimes they need this much more than other children. But some children don't like to be touched at all; even light contact can distress them. Respect their personal space. Never force physical affection on an unwilling child.

Various Computer Based Intervention Programs can be incorporated in daily routine

Various App, games, gadgets, device can be taken up by the parents.

Software/apps for clear routine can be used. Following are some of the following software/ apps, programs for improving communication skills:

- Vocal imitation,
- Response to question,
- Commenting,
- Make request,
- Greeting,
- Identification of target vocabulary,
- Social conversation initiation,
- Prompting,
- Breaking concepts in small components.
- Video based instructions: it is an observational mode of teaching that uses videos to provide a model of the target behaviour or skill. Desired behaviour is recorded and imitated by the individual.

- Make them use microphones, touch screens.
- Graphic animations for playtime, mealtime and hygiene routine.
- Activity schedules/visual support can be included.

Behavioural Techniques, Peer and Sibling Support:

Examine the antecedents that elicit certain behaviour along with the consequences that follow behaviour, and then making adjustment in this chain to increase desired behaviours and decreased inappropriate.

- Such interventions are customized, based on the individual's need, interest and family situation.
- Reinforce the individual in the form of praise or tangible rewards for desired behaviour when they initiate something on their own, have a clear, correct procedure. Understand what children enjoy and are interested in.
- Try to figure out with whom he is more comfortable.
- Encourage them to play with peer group games such as:
    - Climbing into box
    - Filling and moving objects in bags
    - Circle games
    - Wrapping teddies
    - Building dens
    - Bouncing balls
    - Marble run.
    - Role playing
    - Organise small get together often.
    - Encourage peers also to help them. Encourage them to play. Reward the child on a meaningful attempt.
- Ask normal siblings to take autistic sibling for cycling.
- Make normal and autistic siblings to sit together for watching cartoons and movies.
- Ask them to play few indoor games on regular basis.
- Give them few tasks to complete together.
- Make normal siblings to ask question to Autistic sibling regarding everyday activity.

- Keep them eat together and share things with each other.
- Motivate the normal sibling to spend few hours daily with Autistic sibling. Make the normal sibling aware of the problems of the autistic sibling.

Interest Based Intervention:

Based on the specific interest ofthe child

- **Music**
  - Encourage them to sing and repeat few poems, songs with peer/sibling
  - Make them listen songs regularly.
  - Arrange music classes for them.
- **Art**
  - Bring them different colours, papers and pencil.
  - Show them different items and ask them draw todraw.
- **Dance**
  - Make them attend dance classes
  - Make them dance in group with other children.
  - Organise get small together of children and make them all dance.

With such skill they will be able to communicate and express themselves.

Make Use of the Social Stories:

- It is used in targeted ways to prepare individuals for social interaction and to prepare individual with autism for public event.
- Repeat them on the regular basis.
- ❖ **A Piece of Advice**
  - ✓ Keep the child engaged in activities.
  - ✓ Keep yourself updated with different latest strategies and intervention programs.
  - ✓ Keep in touch with the therapist of the child.
  - ✓ Keep the anecdotal record of the development of the various skills in the autistic child.
  - ✓ Remain positive and hopeful in every circumstance.

Conclusion:

There is no cure for ASD but with appropriate knowledge, support and teaching, most of the children with Autism Spectrum Disorder can learn to do many things, which can act as a hint of hopefulness in their lives.

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स्वामी विवेकानंद के शैक्षिक चिंतन की वर्तमान परिप्रेक्ष्य में सार्थकता

सारांश

स्वामी विवेकानंद सिर्फ एक नाम नहीं बल्कि स्वयं एक दर्शन है जिसने सम्पूर्ण विश्व को प्रभावित किया है। उन्होंने मानव जीवन की विभिन्न समस्याओं पर गहन चिंतन किया। उनके चिंतन का क्षेत्र धर्म, दर्शन, सामाजिक और राजनीतिक व्यवस्था, शिक्षा प्रणाली, महिला की स्थिति, राष्ट्र का सम्मान और कई अन्य क्षेत्र थे। विभिन्न समस्याओं पर उनके विचारों ने राष्ट्र को एक नई दिशा दी। वे कहते हैं, "शिक्षा आंतरिक आत्म की खोज है।" वह शिक्षा के माध्यम से व्यक्तित्व के व्यापक विकास में विश्वास करते हैं। स्वामी विवेकानंद का मानना था कि "शिक्षा मनुष्य में पहले से ही पूर्णता की अभिव्यक्ति है"। "पूर्णता पहले से ही मनुष्य में निहित है, और शिक्षा उसी की अभिव्यक्ति है"। "सब ज्ञान मनुष्य में निहित है, कोई ज्ञान बाहर से नहीं आता, वह सब अंदर है।" स्वामी जी ने उन समस्याओं की पहचान की, जो अन्य सभी समस्याओं का मूल कारण थीं, वर्ग भेद, विशेषाधिकार, अंधविश्वासी और परिवर्तन के प्रतिरोधी थे। इन मुद्दों ने उनकी पहल, आत्मनिर्भरता और आत्मविश्वास को मार डाला था। स्वामी विवेकानंद का दर्शन लोगों को आध्यात्मिक, नैतिक, सामाजिक और शारीरिक रूप से बदल देता है।

संकेत शब्द : स्वामी विवेकानंद, वर्ग भेद, पूर्णता की अभिव्यक्ति

प्रस्तावना :

विवेकानंद का मानना है, "शिक्षा को उस जानकारी की मात्रा से नहीं मापा जाता है जो छात्र को दी जाती है, बल्कि यह कि जीवन–निर्माण, मानव–निर्माण, विचारों के चरित्र–निर्माण को आत्मसात करना चाहिए।" वह ब्रिटिश शासन के तहत प्रचलित शिक्षा प्रणाली से पूरी तरह से असंतुष्ट थे। विवेकानंद ने घोषणा की कि "हमारे देश की संपूर्ण शिक्षा, आध्यात्मिक और धर्मनिरपेक्ष, हमारे अपने हाथों में होनी चाहिए और यह राष्ट्रीय तर्ज पर, और राष्ट्रीय सरोकारों के माध्यम से जहां तक संभव हो, होनी चाहिए। इसलिए ज्ञान का प्रत्येक अंश, सांसारिक या शाश्वत, हमारे भीतर है। सारे संसार का ज्ञान और शक्तियाँ भीतर हैं। हम जो कुछ भी इसे शक्ति कहते हैं, सर्वशक्तिमान सब कुछ आत्मा में है। मनुष्य में ज्ञान और शक्ति पहले से मौजूद है जो मनुष्य करता है उसकी खोज और अभिव्यक्ति है। स्वामी विवेकानंद का मानना है कि शिक्षा का ढांचा इस तरह से डिजाइन किया जाना चाहिए कि व्यक्ति को यह एहसास हो कि उसमे अनंत ज्ञान, शक्ति का निवास है और शिक्षा उस तक पहुँचने का साधन है। "बाह्य शिक्षक केवल वही सुझाव देता है जो आंतरिक शिक्षक को बात समझने के लिए काम करने के लिए प्रेरित करता है।" शिक्षा का अंतिम उद्देश्य चरित्र निर्माण है। वह शिक्षा की संरचना का आधुनिकीकरण करना चाहते हैं, पाश्चात्य विज्ञानों को जोड़कर लेकिन इसकी आत्मा वेदांत के विचार थे। वह शिक्षण की भारतीय पद्धति की वकालत करते हैं।

विवेकानंद जी के शैक्षिक विचार :

उन्होंने छात्र और शिक्षक के बीच व्यक्तिगत संपर्क पर जोर दिया और शिक्षक को चरित्र, नैतिकता और नैतिकता का सर्वोच्च जीवंत उदाहरण होना चाहिए। उनका मत है कि एकाग्रता के द्वारा ही ज्ञान प्राप्त किया जा सकता है। वह उस व्यक्ति की वकालत करते है जो एकाग्रता के साथ सीखता है, निश्चित रूप से वह जिंदगी के विभिन्न क्षेत्रों में बेहतर प्रदर्शन करता है विवेकानंद ने शिक्षक के साथ छात्र के व्यक्तिगत संपर्क पर बहुत जोर दिया – इस कार्य के लिए इन्होने ''गुरू गृहवास'' पर बल दिया। बच्चे को बहुत कम उम्र से ही अपने शिक्षक के साथ रहना चाहिए, जिसे वह

चरित्र और बुद्धि का जीवंत उदाहरण मानता है। शिक्षक के लिए पहली आवश्यक चीज पापरहितता है। यह प्रश्न अक्सर पूछा जाता है: "हमें शिक्षक के चरित्र और व्यक्तित्व को क्यों देखना चाहिए।" यह आवश्यक है कि जो सत्य का पालन करने का उपदेश देता है, आत्मा की पवित्रता और हृदय में स्वयं यह हों, तभी उसके शब्द मूल्यवान होते हैं। एक शिक्षक के लिए दूसरी आवश्यक बात यह है कि उसे शास्त्रों की भावना को समझना और उसमें विश्वास करना चाहिए। 'पूरी दुनिया विभिन्न धर्मों के विभिन्न धर्मग्रंथों को पढ़ती है, लेकिन वे केवल शब्दों, वाक्य–विन्यास और व्युत्पत्ति विज्ञान के माध्यम से जाते हैं जो केवल धर्म के कूट हैं। दिन–रात बोलने वाले शिक्षक को शास्त्रों की भावना को जानना चाहिए क्योंकि उसके माध्यम से ही विभिन्न शास्त्रों के विचार को सही मायने में महसूस किया जा सकता है। तीसरी जरूरी चीज मकसद से जुड़ी है। शिक्षक के पास असीम धैर्य और प्रेम होना चाहिए क्योंकि केवल इन दो आध्यात्मिक शक्तियों से ही वह अपना ज्ञान प्रदान कर सकता है।

स्वामीजी का मत था कि शिक्षा बच्चे की आवश्यकताओं के अनुरूप होनी चाहिए। वे कहते हैं, "उनकी ज़रूरतें बच्चों में निहित प्रवृत्तियों के संदर्भ में निर्धारित की जानी चाहिए न कि बच्चों के माता–पिता क्या सोचते हैं।" उन्होंने सार्वभौमिक जन शिक्षा के प्रसार की जोरदार वकालत की। जन शिक्षा के बिना हमारे देश में वांछनीय सामाजिक–आर्थिक परिवर्तन संभव नहीं है। वे शिक्षा को प्रत्येक मनुष्य का जन्मसिद्ध अधिकार मानते थे। यह एक जैविक, सामाजिक, आर्थिक और आध्यात्मिक आवश्यकता है। वे स्त्री शिक्षा के पक्षधर थे। उनका उत्थान और कल्याण उनके मूल दर्शन का अभिन्न अंग था।

विवेकानंद के शिक्षा दर्शन के आधारभूत सिद्धान्त :

स्वामी विवेकानन्द के शिक्षा दर्शन के आधारभूत सिद्धान्त निम्नलिखित हैं–

❖ शिक्षा ऐसी हो जिससे बालक का शारीरिक, मानसिक एवं आत्मिक विकास हो सके।

❖ शिक्षा ऐसी हो जिससे बालक के चरित्र का निर्माण हो, मन का विकास हो, बुद्धि विकसित हो तथा बालक आत्मनिर्भर बने।

❖   बालक एवं बालिका को समान शिक्षा देनी चाहिए ।

❖   धार्मिक शिक्षा, पुस्तकों द्वारा न देकर आचरण एवं संस्कारों द्वारा देनी चाहिए ।

❖   शिक्षा से बालक के चरित्र का गठन हो, मन का बल बढ़े तथा बुद्धि विकसित हो जिससे वह अपने पैरों पर खड़ा हो जाये ।

❖   शिक्षा बालक में आत्मिक निष्ठा तथा श्रद्धा विकसित करें एवं उसमें आत्मत्याग की प्रगति करके पूर्णता की अभिव्यक्ति करे ।

❖   पाठ्यक्रम में लौकिक एवं पारलौकिक दोनों प्रकार के विषयों को स्थान देना चाहिए ।

स्वामी विवेकानंद के महिला शिक्षा सम्बन्धी विचार :

स्वामी विवेकानंद भारत में महिलाओं की दयनीय स्थिति से निराश थे। उनका मत है कि राष्ट्र की प्रगति महिलाओं की प्रगति में निहित है। उन्होंने मनुस्मृति से उद्धरण दिया। "जहाँ स्त्रियों का आदर होता है, वहाँ देवता प्रसन्न होते हैं। और जहां वे नहीं हैं, वहां सभी प्रयास शून्य हो जाते हैं।" वह निडरता से कहते हैं, जिस परिवार या देश में महिलाएं सुखी नहीं हैं, वे कभी उठ नहीं सकते। वह दृढ़ता से अनुशंसा करते हैं कि बेटियों को बेटों के रूप में पाला जाना चाहिए। उनका मानना है कि महिलाओं को शुद्धता के विचार को महसूस करने का मौका दिया जाना चाहिए क्योंकि ये विचार उन्हें अपने आदर्श नारीत्व तक पहुंचने के लिए ताकत देंगे। वे सीता को भारतीय नारी के लिए आदर्श मानते हैं। उन्होंने टिप्पणी की कि महिलाओं के आधुनिकीकरण का कोई भी प्रयास जो महिलाओं को सीता के आदर्श से दूर ले जाता है, निंदनीय है और इसे तुरंत रोका जाना चाहिए।

स्वामी विवेकानंद एक अच्छी तरह से वाकिफ, आध्यात्मिक रूप से प्रबुद्ध साधु थे। वे एक महान वेदांतवादी थे जो वेदों के विचारों का प्रचार करते थे। अपने बहुत ही छोटे जीवन में उन्होंने पूरे विश्व को प्रभावित किया और भारत की संस्कृति को अक्षुण्ण रखते हुए आधुनिकीकरण का प्रयास किया। उनके विचार मानवता की भावना को प्रोत्साहित करते हैं और वे सभी समय के लिए विश्वसनीय हैं। स्वामी विवेकानंद की शिक्षा का विचार सामंजस्यपूर्ण विकास है। वह सभी प्रकार के शारीरिक, बौद्धिक, सामाजिक, नैतिक और आध्यात्मिक विकास में विश्वास करता है। उनका मत है कि

शिक्षा को चरित्र निर्माण और मानव निर्माण के साथ—साथ तर्क करने की क्षमता विकसित करनी चाहिए। उनके विचार हर समय और संस्कृति के लिए हैं। उनके विचार हैं भारत में आधुनिक शिक्षा का पुनर्निर्माण उन्होंने जीवन भर वेदों के विचार जैसे आत्म ज्ञान, आत्मनिर्भरता, निडरता और एकाग्रता का अभ्यास किया। वह जीवन भर वेद के केंद्रीय विचार तथा सार्वभौमिक एकता का उपदेश देते हैं। स्वामी जी ने बल दिया कि दुनिया को पश्चिमी विज्ञान के साथ—साथ भारतीय दार्शनिक विचारों को सीखना चाहिए।

स्वामी विवेकानंद के शिक्षक सम्बन्धी विचार :

विवेकानंद इस बात की वकालत करते हैं कि मानव मन की प्रकृति ऐसी है कि, "कोई भी वास्तव में कभी भी दूसरे द्वारा नहीं सिखाया जाता है। हममें से प्रत्येक को स्वयं शिक्षक बनना होगा।" मनुष्य के भीतर सारा ज्ञान है और इसके लिए केवल एक जागृति की आवश्यकता है और इतना ही काम है शिक्षक का। उन्हें विद्यार्थियों के लिए इतना ही करना है कि वे अपने हाथ, पैर, कान, आंख आदि के उचित उपयोग के लिए अपनी बुद्धि को लागू करना सीख सकें, और अंत में सब कुछ आसान हो जाएगा। उन्होंने कहा, "चकमक के टुकड़े में आग की तरह, मन में ज्ञान मौजूद है: सुझाव वह घर्षण है जो इसे बाहर लाता है"। वह चाहते हैं कि एक शिक्षक पिता के समान हो, जो छात्रों को उनका आध्यात्मिक जन्म दे और उन्हें अनन्त जीवन का मार्ग दिखाए। छात्रों को ब्रह्मचर्य के आवश्यक गुणों का अभ्यास करने की पहल करनी चाहिए। स्वामीजी के अउसर "सच्चा शिक्षक वह है जो तुरंत छात्रों के स्तर तक आ सकता है और अपनी आत्मा को छात्रों की आत्मा में स्थानांतरित कर सकता है"।

स्वामी विवेकानंद के शैक्षिक चिंतन की वर्तमान परिप्रेक्ष्य में सार्थकता :

वह हिंदू आध्यात्मिकता के पुनरुद्धार के लिए जिम्मेदार थे और विश्व मंच पर हिंदू धर्म को एक सम्मानित धर्म के रूप में स्थापित किया। उन्होंने 11 सितंबर, 1893 को शिकागो में विश्व धर्म संसद में अपना प्रसिद्ध भाषण देने के बाद से भारतीयों की अनगिनत पीढ़ियों को प्रेरित किया है। स्वामी विवेकानंद जिनका जन्म 159 साल से भी पहले हुआ था और बहुत कम उम्र में ही उनकी मृत्यु हो गई, उन्होंने पूरी दुनिया का मार्गदर्शन किया है।

उन्होंने विश्व को प्रगति का मार्ग दिखाया। उनकी चिंता का क्षेत्र धर्म, दर्शन, सामाजिक और राजनीतिक व्यवस्था, शिक्षा प्रणाली, महिला की स्थिति, राष्ट्र का सम्मान और कई अन्य क्षेत्र थे। उनका सुझाव है कि मानव जाति की सभी समस्याओं का समाधान व्यापक शिक्षा संरचना के माध्यम से है। स्वामी विवेकानंद का मानना है कि शिक्षा प्रणाली की नींव चरित्र निर्माण, नैतिकता, आध्यात्मिकता, सार्वभौमिक एकता, भय से मुक्ति पर होनी चाहिए और इसे भौतिकवादी जरूरतें भी पूर्ण करना होना चाहिए। वह परिभाषित करते हैं कि शिक्षा मानव जीवन की सच्चाई को महसूस करने का माध्यम है कि हम सभी एक ही भगवान के अंश हैं उन्हें पश्चिमी देशों को यह एहसास दिलाने का श्रेय दिया जाता है कि भारत निरक्षरों का देश नहीं था। अपने ज्ञान के प्रकाश से, उन्होंने साबित कर दिया कि भारत वास्तव में एक विश्व गुरु था। उन्होंने पश्चिमी दुनिया को भारतीय सभ्यता के आध्यात्मिक पहलुओं के बारे में बताया। पश्चिमी देशों में हिंदू धर्म के प्रचार से पहले, उन्होंने कश्मीर से कन्याकुमारी और बंगाल से पंजाब तक भारत का दौरा किया क्योंकि वे कहते थे कि "जब तक मैं खुद अपने देश के लोगों को नहीं देखूंगा, मैं दुनिया को उनके बारे में कैसे बताऊंगा?"

निष्कर्ष :

स्वामी जी युग दृष्टा और युग सृष्टा थे। उन्होंने अपने समय की स्थिति को देखा तथा समझा था और युगसृष्टा के रूप में उन्होंने नवभारत की नींव रखी थी। वे भारतीय धर्म दर्शन की व्यवस्था आधुनिक परिप्रेक्ष्य में करने, वेदांत को व्यवहारिक रूप देने एवं उसके प्रचार करने और समाज सुधार करने के लिए बहुत प्रसिद्ध है परंतु इन्होंने शिक्षा की आवश्यकता पर बहुत बल दिया और नवभारत के निर्माण के लिए तत्कालिक शिक्षा में सुधार हेतु अनेक सुझाव दिए। जवाहर लाल नेहरू जी ने भी उनके बारे में एक बार कहा था ''भारत के अतीत में अटल आस्था रखते हुए और भारत की विरासत पर गर्व करते हुए भी विवेकानंद जी का जीवन की समस्याओं के प्रति आधुनिक दृष्टिकोण था और वे भारत के अतीत तथा वर्तमान के बीच एक प्रकार के संयोजक थे।' हमारे देश की वर्तमान स्थिति को देखते हुए, उनकी शिक्षाएँ आज सबसे अधिक प्रासंगिक हैं। जबकि हमारे देश ने आजादी के

बाद अपार प्रगति देखी और कई क्षेत्रों में आत्मनिर्भर हो गया, हम अभी भी जाति और धर्म के नाम पर बंटे हुए हैं देश और मानवता के प्रति अपने कर्तव्यों से बेखबर, वह अपने मोबाइल फोन पर दो जी.बी. डेटा के कोटे का उपयोग करने में भी मग्न है। स्वामी विवेकानंद ने ओसाका (जापान) से देश के युवाओं को एक संदेश भेजा था– आइए मानव बनें। उन्होंने युवाओं की क्षमताओं पर भी ध्यान दिया; वह चाहते थे कि युवा मानवता की सेवा के लिए खुद को प्रशिक्षित करें। वह युवाओं से जो चाहते थे वह थे 'लोहे की मांसपेशियां' और 'स्टील की नसें' । आज, युवा असाधारण रूप से उत्तरदायी हैं और उन्हें केवल प्रोत्साहित करने की आवश्यकता है। स्वामी विवेकानंद ही माध्यम हैं आज जहाँ हम राष्ट्रीय शिक्षा नीति 2020 की अनुशंसाओं को क्रियान्वित करने की और अग्रसर है जिससे युवाओं में आत्मनिर्भरता, संवैधानिक मूल्यों को प्रतिस्थापित किया जा सके वहां स्वामी जी स्वयं भी भारत के युवाओं के लिए संदेश हैं। उनके उपदेश सदैव प्रासंगिक रहेंगे।

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Shifting of Stem to Stream Viasteam

Abstract:

This paper presents reflection on shifting from **STEM** to **STREAM** via **STEAM**. The researcher has attempted to focus on a perceived need for **STEM, STEAM, and STREAM** based learning approaches in today's situation. With respect to traditional approaches, **STEM STEAM, and STREAM** implies a way of life of education in many ways. In **STEM, STEAM and STREAM** the key principle is "merger" of Science, Arts (including Reading and Writing) and Technology. The present research is an effort to study the effectiveness of the **STREAM** based learning approach which can make the teaching and learning further exciting and interesting as well as effective. **STEM** means Science, Technology, Engineering and Mathematics. The **STEM** based learning approach demands to bring together these components into local curricula to create learners for the time of technology. It empowers learners from all walks of the society to become impactful contributors to the twenty first century. **STEAM** combines 'Arts' to the elements of **STEM** boosts imaginative, inventive and essential thinking to the learners. Reading and Writing is a vital part of any teaching learning process. Therefore, it is important to combine such skills with **STEM** and **STEAM** based learning approaches. **STREAM** adds a new layer to **STEM** and **STEAM** by adding 'Reading' and Writing. By making Reading and Writing as an essential component of getting new knowledge, **STREAM** offers a well-

*rounded learning experience. The **STREAM** based learning approach promotes learners to learn fundamental skills of life such as problem solving and critical thinking along with essential technology skills set. **STREAM** gives an exciting learning atmosphere focused on Science, Technology, Mathematics, Arts, and the addition of Reading and Writing that motivates the joy of discovery. **STREAM** provides solving skills to solve real-world problems**. STREAM** based learning approach provides awareness , possibilities, and space for learners to find critical thinking and problem solving in learners, encouraging them to use their knowledge and proficiencies of their good quality. Arts, Reading, and Writing promote the learners with critical minds to be more innovative so that they can think out of the box.*

Keywords : STEM, STEAM, and STREAM

Introduction:

The world is undergoing a digital revolution in the twenty-first century, and persons live in a world that is fully influenced by Science & Technology. Different subjects cannot be taught to the students separately in this situation. Teachers aim to incorporate all of the elements rather than teaching each subject separately. In the current world, there is a growing emphasis on Science, Technology, Engineering and Mathematics as well as it is vital for a learner to learn various essential skills like Critical Thinking Skills ,Problem Solving Skills to overcome the 'fear for future'. Therefore, different forms of 'Art' including reading and writing play an important role in the learning process. As a result, **STEM, STEAM**, and **STREAM** came into play. So, it is necessary to discuss these approaches separately.

STEM

STEM is an acronym for Science, Technology, Engineering, and Mathematics. STEM has come to represent a distinct approach to teaching and learning process , that is focused on the learning styles and interests of individual learners. Unlike traditional education programs, which focus on individual topic areas, STEM education

promotes technology and integrates subjects in ways that link and relate disciplines. STEM is a specific response to the scientific understanding that enhances ability to innovate, invent, and resolve issues.

STEAM

STEAM ,t**he acronym itself stands for Science, Technology, Engineering, Arts, and Mathematics.** STEAM is an educational discipline that seeks to ignite student's interest in the arts and sciences and develop a lifetime love of them from an early age. Science, Technology, Engineering, the Arts, and Mathematics all are creative fields of study, yet none of them employs a single approach of inquiry and analysis. STEAM equips teachers to use project-based learning that covers all five disciplines and promotes an inclusive learning environment where all learners can participate and interact. Teachers adopting the STEAM approach, in contrast to traditional pedagogical approaches, integrate all the disciplines together and therefore learners can engage both sides of their brain at the same time with this holistic approach.

STREAM

STREAM , the acronym for Science, Technology, Reading & (w)Riting),Engineering, Arts, and Mathematics is a complete, holistic, and unique educational approach .This approach encourages learners to apply what they have learnt in the classroom to real-life situations, resulting in conceptual understanding. This approach is designed to help teachers all across the world begin new teaching practises, shift attitudes, and dive deeper into STREAM education.

STEM is an approach of learning that incorporates the field of Science, Technology, Engineering and Mathematics (Anon, 2018). STEM is not new; though, it is gaining a lot of attention in recent years as educators search for simpler and purposeful ways to connect with and participate learners. STEM-based learning approach imparts learners further than Science and Mathematics concepts. The effort on learning with real-world applications supports a variety of twenty-first century skill sets including Creativity, Critical Thinking, and Problem-Solving skills. Considering the future career path reflected by

these learners, such skill sets drive a long way to make them innovative. Moore et al. (2014) led a wide review of literature which analysed documents and consulted with experts of STEM fields to determine the ways how a teacher uses a STEM based learning approach in their classrooms. After this extensive research, the researchers included following major principles for quality STEM education: (1) the inclusion of Science, Technology, Engineering and Mathematics content everywhere (2) learner-centred approach (3) engaging and motivating context, (4) learners learn from trial-and-error methods. and (5) encouragement of teamwork. (Margot and Kettler 2019 p.no. 2). Addition of Arts to STEM to make STEAM is about incorporating 'Art' in real life situations (Anon, 2018). Art is about realizing and making effective aspects of problem solving, combining principles, or producing information. Many feel that adding 'Art' is pointless and the purpose is only to add imagination in real part of STEM, however others like to focus on it. For fundamental level students it is better to include the Art to confirm that learning gets clear in their mind by experiencing 'learning by Doing'. According to Mooney and Laubach (2002) "The students learn by doing and develop their new understandings while refining their ideas." (Margot and Kettler 2019). STEAM based learning approach is a unique kind of learning approach that provides learners with deep notion and understanding. STEAM not only fosters skills but also prepares learners in every form of life. Students learn to build things which they can relate with real life situations. STEAM covers life-skills such as collaboration, critical thinking as well as problem solving and helps in all round development of learners (Anon, 2018). STEAM based learning approach is endorsed with activities which are based on the natural inquisitiveness of children and support them to create their individualized learning process. The major benefit of implementing STEAM is it provides an experiential learning process and brings the learners into the process of self-discovery. STEAM allows learners to develop solutions with real effects. It is easy to understand how STEAM can prepare the learners for a successful future. It is very essential to integrate STEAM with learners at their young stage to inspire their imaginative thoughts and promote their means to carry out their interests. This approach focuses

on teaching the learning process related to skills needed for the individual as well as the professional growth of learners so that they can contribute to the success of the nation. It fosters a thorough learning atmosphere that promotes learners to participate, engage , develop relationships with each other and boost their academic as well as artistic skills. It is essential to implement STEAM to build the critical thinking skills of learners by experimenting, creating, learning and seeking answers to their questions. In the same way STREAM is the combination of STEAM by adding R: Reading and Writing, with the hope that learners would have mastery of communicating effectively which is a significant feature of social interactions (Debroy, 2020). Learning via STEM and STEAM is not sufficient. There is also the requirement of having critical and creative thinking skills which can be offered by reading and writing. According to the article by Root & Bernstein (2011),"Reading and writing may be basic, but it is the foundation of learning". Those who do not have mastery over their own language, they will never understand how to explain and manipulate other disciplines at their own ends.(Root-Bernstein and Root-Bernstein n.d.) STREAM activities are enjoyable and useful as one can easily discover the artistic nature within oneself .The STREAM based learning approach lets learners to learn dynamic skills such as Problem Solving, Critical Thinking ,Collaboration and Innovation along with all the essential skill sets of twenty-first century. (admin n.d). So, if only the STEM/STEAM approach would be emphasized, learners would neither be acquiring technical skills properly nor would be able to come up with innovative ideas ,unless and until they have good communication skills. Thus, infusing 'Reading & Writing' skill into STEAM approach is important because it has been found that Reading & Writing' like any other art facilitates in teaching an entire range of tools for thinking which are required in any discipline. By adding Reading & Writing in the STEAM carry forward a multidisciplinary approach that encourages extra-curricular teaching learning process. (Debroy, 2020) Thus, instead of adopting STEM or STEAM it is better to prefer STREAM which includes the establishment of the pillars: Reading & Writing' along with Science, Technology, Engineering, Arts and Mathematics.

READING AND WRITING = STREAM

(Courtesy :What is Steam Education? and how is it helpful for kids ∕' ,and Freepik)

Significance:

Human beings are continuously shifting from the traditional to technical world including the education system to satisfy the needs of the learners based on the demands of the society. The STEM organisation was founded in response to growing concerns that students would not be adequately educated for high-tech employment in the twenty-first century. International studies such as TIMSS (Trends in International Mathematics and Science Study) and PISA (Program for International Student Assessment) have heightened worries about students' scientific proficiency and knowledge and sparked global comparisons. "Voices began advocating for the addition of "A" as in "Arts" to convert STEM into STEAM" in recent years. "STEAM" advocates the importance of incorporating the arts into the classroom. The significance of STEAM Education in India is increasingly recognised as an empirical method to learning that focuses on developing skills and providing students with a strong conceptual knowledge. Art is being used to make STEM more applicable in the real world by incorporating abstract notions. "We had an exciting, difficult, and educational experience," Anubha Shrivastava, Deputy Secretary of Education, said during the MP STEAM Conclave

2019. We think that this project will assist us in better understanding the STEAM concept and embracing the STEAM approach in a seamless manner to ensure that all of our students receive quality education and 21st century capabilities." Reading and writing, according to "STREAM" supporters, are fundamental parts of education. "Without the capacity to read and write, we are lost.". "Without the ability to read and write, there will be no position for which STEM or STEAM education will be sufficient preparation," says Rob Furman (Elementary School Principal) "Writing, like any other art, provides in education a comprehensive variety of thinking skills that are important to promote Critical Thinking in any discipline," writes the author of an EdTech post. No one can now deny that reading and writing have a place in STEAM. As a result, the letters "R" for "Reading" and (w)Riting were added to STEAM to create "STREAM," which requires STEM knowledge and skills. It is necessary to realize that each student will not be engineer, doctor or scientist , because the recent saying goes by" one can't check the power of a fish by making it climbed a tree." In the same way it involves the learner's discovery that helps them to choose their career path. One can be able to build an attractive part of art whereas other may sparkle following the career of an author or a writer or a poet. It endorses twenty-first century skills. It is a multidisciplinary approach that releases the inner creativity of learners which is mandatory in any discipline. It lets the learners apply learning to real life situations. It is learners centred that encourages their engagement. It encourages hands on learning making learners well-rounded and makes learning a fun experience.

Conclusion :

During this realm of aesthetics , STREAM has got the higher hand than STEAM and STEM. Because there is also the requirement of adding the thinking skills presented in Reading and Writing. Reading and Writing, like any other art, explains the complete range of "tools for thinking" that are needed to boost Critical Thinking ,Problem Solving and Achievement in any discipline. STREAM based learning approach builds the strong pillars of Reading & Writing' along with Science, Technology, Engineering, Arts and Mathematics which will definitely help the learners to prepare a fearless generation for future STREAM education allows students to excel in all areas. It encourages young people to pursue excellent occupations and provides them with

new technology to help them in other areas. As a result, STREAM has a good chance of becoming a more approachable and comprehensive education than STEM and STEAM. Learners will be able to discover their passion in the future phases of their lives if STREAM is made available to everyone. Therefore, it can be said STREAM gives a strong platform to the learners that STEAM and STEM actually lacks.

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Analytical study of the role of School Management and Classroom Management in the Implementation of Inclusive Education

Abstract

Inclusive education means creating such a synergy between normal and differently abled children so that both types of children can be taught together. This non-discrimination, integration and synergy have been termed as inclusion. Its objective is to connect the differently abled to the the main stream of the society. Inclusion also includes parents, community, education administrators, etc. in a broader sense. Relating to high learning levels while imparting teaching for successful implementation of inclusive education, school management and classroom management must be in sync with the concept of inclusion. School management is such an organizational form, in which various educational, social, resourceful infrastructural and human resource systems of the school are included, but if the principles of 'inclusion' are functionally incorporated in the above form of school management, then that school is an institution of inclusive education implementation. School readiness and school transition also means whether the school where inclusive education is being provided is ready for it or not, that is, has all the changes that are necessary for inclusion are included in it? Classroom management is of great importance in the implementation of inclusive education. The two major components of classroom management are the teacher and the student. The teacher teaches and the students

learn. This process completes the implementation of education. The relationship between teacher and students in classroom management is dependent on various factors. The teacher teaches through his behavior, body language and gestures. He/she works through verbal interaction and verbal communication skills and teaching methods and aims at enhancing the learning of the students. If there are any problems in learning and teaching, then it is possible to solve them with the help of classroom management. In inclusive education, differently abled and normal students study together, in which some problems are also faced due to high individual diversity. Good classroom management by the teacher is the best solution to many problems.

Keywords - Inclusive Education, School Management and Classroom Management.

Introduction

Inclusive education creates an atmosphere where all children learn together in an inclusive setting.

According to Prof. S. K. Dubey, "Inclusive education means that an education system in which activities related to higher learning level are included while simultaneously providing education to normal and differently abled students and active cooperation of the community, parents, teachers and administration is obtained."

For successful implementation of inclusive education, school management and classroom management must be in sync with the concept of inclusion.

School Management and Implementation of Inclusive Education

The following facts are necessary in school management for the implementation of inclusive education:

1) **Arrangement of inclusive resources in the school-** Inclusive school needs, necessary materials for disabled children, teaching materials, audio-visual equipments, picture-charts, posters, globes, maps, hearing aids, crutches, glasses, tricycles for handicapped

children with disabilities. Arrangement for resource rooms, suitable furniture, well-organized classroom, toilet, library, medical room, playground and materials, auditorium or hall, pure drinking water system, psychological test, music and musical instruments, etc. All infrastructural and resourceful materials should be available which can be used for normal and disabled children. Proper arrangement of light and air is also necessary in the school.

2) **Inclusive environment-** The school environment should be maintained conducive to inclusive education. It is the responsibility of the school managers that they should not allow discrimination of separation between disabled children and normal children. Such values should be inculcated in the students so that they help the disabled children. If a person with a disability is experiencing difficulty in walking or standing, immediate assistance should be provided by a normal child. Not only the students, the teaching and non-teaching staff of the school should also present an ideal in front of the students by helping the hearing impaired, visually impaired, or retarded children. Sensitivity towards children with disabilities is essential for creating an inclusive environment in the school. The school environment should be 'barrier free' for the benefit of children with disabilities. For example, proper arrangements should be made to take a disabled student to the nearest of his tricycle classroom. There should be a normalization of the environment in the school. Normalization refers to the process and efforts by which the environment used for the education and living of special and disabled children is to be made on par with normal education and normal environment. Irrespective of the form and level of disability of the child, the purpose of normalization is that the child feels like a normal child in his education and environment. Inclusion requires a minimally restricted environment and a mainstream inclusion environment.

3) **Inclusive curriculum** – In an inclusive curriculum, the subject matter of one subject as well as the subject matter of other subjects is included keeping in mind the appropriateness so that the interrelationship between different subjects is established, Such a curriculum is useful for all types of schools, but the special meaning of inclusive curriculum in an inclusive school is that special subjects suitable for children with special needs should be kept in the curriculum of all subjects. Such an effort will be useful for children with disabilities as well as for normal children. School managers should make arrangements for teaching in their schools according to such an inclusive curriculum.

4) **Inclusive teaching** – The most important aspect of school management is related to the education system. For inclusive teaching in an inclusive school, teachers should take care of all the educational facilities provided to children with special needs so that their disability does not become a hindrance in teaching. The teacher should teach with special sensitivity towards the disabled children and instead of harassing or humiliating them, they should be encouraged at every step of the way. Activity based, child centered teaching methods, helpful teaching materials and the teaching techniques should be used in teaching. In teaching participation of both the handicapped and the normal students should be taken care of. It is the responsibility of the school management to appoint sensitive trained teachers and encourage such hardworking qualified teachers.

5) **Provision of Resource Room, Medical Room, Guidance and Counseling Room, Vocational Education Room (Activity Room)** – In inclusive schools, along with normal students, disabled children with special needs also get education, so resources for the benefit of all students in the school room. There should be a provision of medical room and doctor, guidance and counseling room, working room for differently abled students and

skill based education should be given to these students. It is the responsibility of the school management to arrange all the rooms and the necessary materials.

6) **Arrangement to benefit students on time from government schemes**- Vaishakhi, tricycle, hearing aid for students with hearing impairment, glasses for blind children, free tickets for traffic should be provided by the Social Welfare Department for the benefit of handicapped students. Facilities for visually handicapped, helpers, scholarships, hostel facilities, free text books and stationery, uniforms, lunch etc should be provided by the Education Department. Similarly, there are schemes for scholarship, merit scholarship etc for general children also. Bicycle supply scheme, incentive assistance schemes are being operated for the boys and girls of poor underprivileged class. It is the responsibility of the school manager to complete the necessary formalities for all these schemes and provide benefits to the students on time. For this, it is necessary to arrange for a special officer in charge and clerk for the management of the school. In the absence of these facilities in inclusive schools, poor disabled students also drop out or remain absent from school. Therefore, it is the responsibility of the school administration to benefit the students from these facilities before time.

7) **Inclusion in the evaluation process** – Evaluation of the students studying in the school is an equally important component of the education system. In inclusive schools, the evaluation of children with disabilities should be related to each aspect, not one-sided. Use of terms like "passed or failed" in educational evaluation should be avoided because the term failed, make students feel very disappointed .Instead of using "Pass and Fail", grading systems like A, B, C, D, E should be implemented and students should be encouraged to improve grades. The evaluation process should be continuous and comprehensive i.e. after each activity, the learning

level of the child should be known by asking questions or discuslong. Students should be promoted on the basis of their overall achievements for the year, not on the basis of grades in an annual examination. The achievements of disabled children should not be compared with the achievements of normal children but with the past achievement of the disabled child. As far as possible, students with disabilities should be promoted on the basis of average progress.

Classroom Management and Implementation of Inclusive Education

Classroom management is of great importance in the implementation of inclusive education. The two major components of classroom management are the teacher and the student. The teachers teach and the students learn. This process completes the implementation of education. The relationship between teacher and students in classroom management is dependent on various factors. The teacher teaches through his behavior and body language and gestures. He does his work through verbal interaction and verbal communication using appropriate skills and teaching methods to enhance the learning of the students. If there are any problems in learning and teaching, then it is possible to solve them with the help of classroom management. In inclusive education, special and normal students study together in which some problems are also encountered due to the high individual diversity. Good classroom management by the teacher is the best solution to many problems. The following facts of classroom management are mainly effective in the implementation of inclusive education:-

1) **Friendly seating arrangement in the class –** There should be a suitable sitting place in the class for the disabled students so that they can get free education. Students with poor eyesight and hearing impairment should be seated on front benches in the classroom so that they are close to the teacher and the blackboard. There should be a convenient table-chair arrangement for the child with a handicap. Arrangements should be made to keep the child handicapped and to

come to the class of the tricycle and to keep it safe. There should be proper arrangement of air and light in the classroom.

2) **Discipline and rules in the class -** As a class teacher, it is the responsibility of the teacher that the students of the class follow the rules of the school and the class. Instead of punishing (physical or mental punishment) the student who violates the rules or discipline, the teacher should try to develop self-discipline in the students. The teacher will have to take care that there is no tampering of disabled children in the class, jokes or discrimination. In the event of indiscipline, the classroom teaching gets adversely affected. Therefore, discipline and compliance are important in classroom management.

3) **Special attention to special children -** Although inclusive education is related to the education of both general and special children, but special children require extra special attention due to their special needs, so teachers should give these special attention in classroom teaching. Keeping in mind the special needs of the children, they should be educated. Such as teaching the subject to the retarded or slow learner children by repetition or preparing a companion who sits close to the child with low vision to assist him. In classroom management, these tasks are also expected for the benefit of special children:

i) To explain to the hearing impaired child through pictures, figures, words, gestures, to make a note-taking student to assist him, to use a computer in teaching.

ii) To arrange 18 to 24 point type books for the child with low vision and to make provision for adequate light for him.

iii) To make arrangements for the assistance of a normal fellow mate, keeping in view the difficulty of the student with disabilities in standing up.

iv) Teaching the content in small units for slow learners, using specific classrooms and specific teaching methods.

4) **Use of teaching methods and maxims of teaching** – Teaching holds an important place in classroom management. The teacher should prepare the lesson plan of the content in advance and should prepare how to use the teaching methods when and where. Although teaching methods should be used in a flexible manner according to the situation, the use of major maxims of teaching from easy to difficult, from known to unknown, from previous knowledge to new knowledge, from gross to subtle, etc., is suitable for both general and special types of children.

5) **Continuous Comprehensive Evaluation** – Instead of monthly, quarterly, half yearly and annual examinations, the teacher should keep on evaluating each teaching activity as well as giving practice assignments by asking questions to find out the learning status of the students. With this, the teacher gets to know which student has earned how much benefit from the teaching. The meaning of holistic evaluation is that not only the intellectual or educational evaluation of the student, but all other emotional, physical, functional, social etc. aspects should also be evaluated.

6) **Maintenance of portfolio of students** – Simple meaning of 'portfolio maintenance' is the important information of activities of students from the first day to the last day, like projects, achievement, character, attitude, intelligence, personality etc, in the folder or in the computer folder or CD to be stored safely. Keeping a portfolio is not only in the interest of the class and the school, the children and their parents also get information about the student. Portfolio maintenance is for all students, but portfolio maintenance is of special importance for students with disabilities because it allows a comparative study of their past progress and present progress. In classroom management, portfolio maintenance is usually in the charge of the class teacher.

Conclusion :- In this way, if we see, it can be said that the role of school management and classroom management is supreme in the implementation of inclusive education, so efforts should be made to make it more practical so that students can get maximum benefit.

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Paradigm Shift in Teacher Education for Inclusion

Abstract

The face of education and teacher education is fast changing in India. Many teaching and learning methodologies, strategies, and approaches now seem to have become obsolete. New additions and changes need to be made in these necessarily in order to survive this fast-paced world. Among these the most important among them all is the up-gradation of the teachers and teacher educators. The differences found in the students are in urgent need to be addressed and catered for. Each student is different and we need to celebrate this. The teachers constitute the whole of the learning and teaching set up of a country. Their attitude, aptitude, outlook, and skills, all are important for the development of the education system. The skilful teachers and teacher educators are needed to implement the changes the NEP 2020 has proposed. This paper is an attempt to bring out the various ways and skills that the teachers of today need to know and learn in order to implement the concept of inclusive education fully. In recent times it has been seen that the differences in the students be it physical, cognitive, or emotional all need to be dealt with together in an inclusive classroom with innovative approaches and this is the idea behind inclusive education. Inclusive education now should be made a prerequisite for all educational institutions in order to help each student receive education and become a bright future for the country.

Keywords: inclusive education, innovative approach, teacher education

Introduction

Teacher education is not a new concept. It has been in practice for ages and time and again there have been developments and changes according to the changing times. The ever-changing demands of society, educational setup, and the changing pace of technology have always brought about progressive changes in the format of teacher education. It is a well-known fact that teacher education has evolved a lot since the time of its inception. The face of teacher education has changed considerably. The initial face of teacher education has considerably changed to new progressive times. The present times have become more challenging as traditional teaching methods are being fast replaced by new and innovative teaching-learning approaches.

One of the most challenging faces of teacher education is the exposure to the diverse needs of the learners. The present times have made diversity more accepting and numerous ways are devised to celebrate it in educational institutions. This has paved the way for the idea of inclusive education across the world. But a severe problem still exists in the preparedness of teachers for inclusive education. While there is enormous diversity across the world in the needs of students and in the way they respond to their teachers and it is a matter of general acceptance that these have become more intense, demanding, and more difficult to respond to placing considerable demands on the teachers; there has been relatively little by way of radical changes to teacher preparation and professional development to facilitate these changes.

Coupled with these changes has been a far-reaching paradigm shift in the education of students with any types of disabilities and other special needs (Ainscow, 2003). In recent years enormous transitions in the ways of thinking, expectations, and opportunities have occurred. Traditionally, it was seen that students with specialized needs were educated in segregated facilities, often categorically aligned so that they could be educated with their own kind. Over the past 40 years, there has been an evolution from segregated to inclusive placements, which has resulted in quite complex and often difficult changes in the way schools operate and in the levels of expectations for teachers (Forlin, 2006). Inclusive education, while initially focused on providing for students with disabilities in mainstream schools, now

encompasses a much broader definition that refers to all children who may have been historically marginalized from meaningful education, who come from varied multicultural and multi-diverse backgrounds, or who are at risk of not achieving to their potential should be catered to and education made easy for them.

Even though teacher education has also exhibited many changes, the question ishad these really kept up with the pace of change that is occurring and in particular in preparing teachers for the diversity of student populations to be found in mainstream schools? In preparing teachers for inclusion there are many tensions that need to be surmounted as institutions grapple with how they can allocate sufficient time to all the various aspects of teacher education and as they decide in which areas they will place the most resources (Chong et al., 2007). One of the major time barriers that exist would seem to be the expectation that in order to learn about inclusion this must occur in a segregated course, rather than being embedded within the regular curriculum. Not only does this require extra time but it continues the myth that inclusion is different from what regular education looks like and that it can only be taught by specialists.

Teacher education in early times

Teacher education in ancient times constituted of scholars acquiring knowledge of the Holy Scriptures and becoming efficient to teach. The traditional teaching methods constituted of reciting, listening, discussion, discourse, and question-answer sessions. The teacher had the responsibility of making his students learn and recite the different Holy Scriptures. Gradually, with the advent of technology, the style of teaching changed. Schools and classrooms started to come into existence and the teachers became more trained and professional. With time the face of teacher education changed completely and in the present time, teacher education is totally different from what it was in ancient times. After the ancient period, the middle period saw education in a very different form. In this period the segregated education for students with special needs was seen. Special schools have been established all along the country to give separate special education to children with any sort of difficulty. Like the children who are

blind are sent to schools for blind where they are taught braille language. The deaf and dumb are sent to schools teaching sign language. Like-wise this has been the practice for many years. Also, there are many students who have mobility problems or who are mentally weak and are sent to other special schools that are meant for them.

Not only this, there are many students who have disabilities who are eventually dropped from mainstream and special education and they remain exempted from attending any sort of school. They are not included in even inclusive schools which makes the situation worse for them. This happens because the teachers in the schools lack the skill and they eventually fail to accept the responsibility of such children (Pijl, 2010). The negative attitude of teachers to include children in inclusive schools also affects the education of any such child (De Boer, Pijl, &Minnaert, 2011). Not only this but there are parents also who do not have a positive attitude toward sending their children to inclusive schools. Parents whose children do attend inclusive schools are more positive about the idea of inclusion than those whose children have never attended any inclusive school (Paseka& Schwab,2020). The foremost requisite to the changing face of teacher education is the change that needs to be brought about in society as a whole.

A paradigm shift for inclusion

The beginning of the paradigm shift in teacher education is the making and implementation of a phobia-free curriculum for teacher education (Robinson &Goodey, 2018). Inclusive education should include all children regardless of being from any social, emotional, cultural, intellectual, or linguistic difference or disability (Florian, Young & Rouse 2010). Researchers have found that although many teachers show a positive attitude towards inclusive education, many still believe that special education should be given to students with any type of disability (Garriott, Miller & Snyder, 2003).

As a result of different educational reforms, students with disabilities are educated in inclusive settings to a greater degree than ever before. Regrettably, many teachers report that they feel unprepared to work effectively with these students. Because teacher effectiveness is strongly linked to student outcomes, these perceptions

of inadequacy are clearly problematic. Improved teacher preparation is the need of the hour. Yet, teacher educators face their own challenges when trying to keep up with current literature and a rapidly expanding knowledge base in today's scenario (Smith, & Tyler, 2011). Many teachers do have a positive attitude towards inclusive education but they do face problems (Mdikana, Ntshangase&Mayekiso, 2007). They often feel unprepared due to the glaring diversity that needs to be catered to in inclusive education (Florian, 2012). This needs to be addressed as the teachers need to be more prepared, trained, and skilled for the proper implementation of inclusive education (Zagona,Kurth&MacFarland, 2017).

Research objectives

1. To analyse the ways pre-service teacher education in India is being transformed for a paradigm shift for inclusion.
2. To determine the strategies needed for change in teacher education towards adopting inclusive education in India.

Discussions

1. **The different ways the pre-service teacher education is being transformed for a paradigm shift towards inclusive education are as follows:**

   ✓ Reforming initial teacher education is a necessary but not sufficient condition for developing inclusive practice. Teacher education in the initial phase needs to be revamped and the trainees should be sensitised in the initial stage itself for practices involved in inclusion.

   ✓ A content-infused approach to pre-service teacher preparation for inclusive educationshould be made a pre-requisite as practical as well as theoretical knowledge both are necessary for inclusion to happen properly.

   ✓ Inclusive professional learning schools should be established at the earliest where inclusion is carried out in the truest sense and all the students irrespective of their diversity are successfully catered to.

✓ The professional learning of teachers through experience in an international and intercultural context is taking place and this is necessary to bring about preparedness in teacher and teacher educators for inclusive education.

✓ A national strategy for supporting teacher educators to prepare teachers for inclusion is being prepared and NEP 2020 has also talked about the necessity of inclusive education in present times.

✓ Initial teacher education and inclusion needs to give some of the inclusive experiences to the trainees as that will help them prepare mentally for the future course and job.

✓ Using reflective practices for the preparation of pre-service teachers for inclusive classrooms. This will allow the teacher trainees to reflect on their own strengths and weakness and would give them an impetus to overcome their own shortcomings.

✓ Preparing pre-service teachers for effective co-teaching in inclusive classrooms should be an important part as inclusive classrooms which have higher levels of differently abled students do need special educators with them in order to cater to the special needs child.

✓ Initial teacher training to meet the needs of students with disabilities who are culturally and linguistically diverse is a part of teacher education programs for inclusive education.

2. Different strategies that are being adopted in teacher education to bring about a change towards implementing inclusive education:

➤ Fostering empathy and understanding needs to be developed in all those who choose this profession. Without this inclusive education can never be made a success as the diverse needs cannot be met without being empathetic.

➤ Preparing teachers to work with parents and families of learners with SEN in inclusive schools also should be done with utmost care which would involve proper training and being a thorough professional.

- Teacher education online should be an approach to ward inclusive virtual learning communities which needs to be also one of the main focuses for a paradigm shift in teacher education.

- Evaluating inclusive teacher education programs with a flexible framework needs to be done from time to time. Evaluation will bring out any loopholes that are seen in the ongoing practices and will pave a way for further improvement.

- Modelling and guiding inclusive practices should be done by experts who hold expertise in the field of inclusive education.

- Humanizing online learning by ways of engaging teachers in contemporary understandings and practices will prove beneficial in the process of inclusive education

- Attending to diversity is the most important prerequisite for inclusive education and in no circumstances should be ignored. This is the true essence of inclusion.

- Engaging teachers in supporting positive student behaviour change will bring about great results during inclusive education taking place.

- Professional learning as collaborative inquiry working together for impact is a must. No one can alone make the inclusive classroom a reality. It is a teamwork and the people need to work in perfect harmony in order to make it successful

- Including students with special education needs in professional learning for teachers will give first-hand experience to the trainees and will make them know the challenges that can be faced in the future, making them more prepared.

- Cooperative action research in learning in regular classrooms school needs to be carried out in order to find solutions to the problems faced in the process.

- A model professional learning program for enhancing the competency of students with special needs will be needed to make teachers more skilled.

➢ Upskilling, all mainstream teachers should be done in order to bring about positive changes for inclusive education.

➢ The use of technology in teaching-learning is now the most seen practice in teacher education.

Conclusion:

Hence, from the above-detailed account it is evident that a paradigm shift has been seen in the teacher education programs and further also changes are being made. We cannot think about seeing the old traditional methods in practice today because now they seem to be irrelevant. This shift has been the result of the changing technology and the changing needs and demands of the learners. Change is the only constant and that will continue till the human race is alive. It is a positive change that the practice of inclusive education is being made a wider concept and is being publicized so that people become aware and come out of their inhibitions. This paradigm shift will surely bring about a difference in the face of education in the future.

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Effectiveness of Virtual Video Teaching for Enhancing Life Skill Among Secondary School Students with Hearing Impairment

Abstract

In the pandemic time, learning and practicing life skill is necessary among all people especially those who are not in normal stream. The study focused to study the enhancement of life skill among persons with hearing impairment through virtual video teaching.

Survey cum experimental method was adopted for the conduct of the present study. One group post-test only design was adopted for the study. The population was the hearing-impaired secondary school students of Kerala. The sample comprised of 30 students belonging to hearing impairment with mild, moderate and severe category. Tools will be used to collect the data were questionnaire and virtual video class. Five types of life skills are selected to frame the situation questionnaire.

Regular practice of life skills through virtual videos keeps the student skilled and mentally stable. skills gained from video classes can enhance the quality of life of hearing-impaired students.

Key terms- Life skills, Virtual video, Class, Hearing impairment

Introduction

Our education system has undergone a process of enormous and rapid change but the teachers do not find sufficient support from the society and school. As a result, most teachers now find that they experience stress of one sort or another at some point during their careers. It has often been shown that teachers often do not make time to

manage their health and take care of themselves. Men and women report different reactions to stress, both physically and mentally.

Teachers primarily require access to learning resources, which can support concept development by learners in a variety of ways to meet individual learning needs. The development of multimedia technologies for learning offers new ways in which learning can take place in schools and homes. Enabling teachers to have access to virtual video learning resources, which support life skill development, allows the teacher to focus more on being a facilitator of learning while working with hearing impaired students. Extending the use of virtual video lesson learning resources to the home represents an educational opportunity with the potential to improve student learning.

Virtual Video

"Virtual Video is any combination of text, graphics, sound, animation, delivered to you by computer or other electronic means ". It was expected that the teaching through virtual video lessons enhance the life skills among hearing impaired students is useful in the field of education profession and guidance programmes. It is found that the behaviour of secondary school children is little risky and complex in the time of pandemic. In the case of hearing-impaired students; it is more difficult to follow the common classroom practices. They need more attention in the development and practicing of life skills. They want to act responsibly in all situations. But they prefer support in the form of assisting tools to maintain the situation properly. Presently we are using virtual video teaching to enhance them. video classes help them to gather information by visual sense and they can easily cover the task.

Life Skills

Life skills have been defined as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO). 'Adaptive' means that a person is flexible in approach and is able to adjust in different circumstances. 'Positive behaviour' implies that a child is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions. The terms 'Livelihood skills' or

occupational/vocational skills refer to capabilities, resources and opportunities to pursue individual and household economic goals and relate to income generation. Thus, Life skills are distinct from livelihood skills. Life skills include psychosocial competencies and interpersonal skills that help students to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills - those related to thinking termed as "thinking skills"; and skills related to dealing with others termed as "social skills". While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour and negotiating effectively. Thus, self-management is an important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and advocacy on issues of concern.

The Ten core Life Skills as laid down by WHO are:

1. Self-awareness 2. Empathy3. Critical thinking 4. Creative thinking5. Decision making 6. Problem Solving 7. Effective communication 8. Interpersonal relationship9. Coping with stress 10. Coping with emotion

Self-awareness- includes recognition of 'self', our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

Empathy - To have a successful relationship with our loved ones and society at large, we need to understand and care about other peoples' needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Worst, we will be acting and behaving according to our self-interest and are bound to run into

problems. When we understand ourselves as well as others, we are better prepared to communicate our needs and desires. We will be more equipped to say what we want people to know, present our thoughts and ideas and tackle delicate issues without offending other people. At the same time, we will be able to elicit support from others, and win their understanding. Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

Critical thinking is an ability to analyse information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.

Creative thinking is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).

Decision making helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have.

Problem solving helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping, good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations.

This means being able to express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need.

Coping with stress means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax.

Coping with emotions means involving recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

Need and Significance of the Study

We find that behaviour does not always follow the mind. This is when incidents of "I know but I can't help it" occur. What we need is the ability to act responsibly. Life skills enable us to translate knowledge, attitudes and values into actual abilities. The host of factors that promote high risk behaviour such as alcoholism, drug abuse and casual relationships are boredom, rebellion, disorientation, peer pressure and curiosity. The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high-risk behaviour. Life skills training is an efficacious tool for empowering the students to act responsibly, take initiative and take control. It is based on the assumption that when young children are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti-social or high-risk behaviours. The Life Skills programme is a school-based programme where Life Skills are imparted in a supportive learning environment. The method used in teaching of Life Skills builds upon the social learning theory and on what we know of how young people learn from their environment;

from observing how others behave and what consequences arise from behaviour. We can use Different methods to enhance Life Skills in hearing impaired students.

Some of them are: Class discussions/Brainstorming/Demonstration and guided practice /Role plays/Audio and visual activities, e.g., arts, music, theatre, dance Small groups Educational games/ simulations/Case studies/ Story telling/Debates/Decision mapping or problem trees etc.

Here the researcher selected Virtual Video teaching for enhancing the life skills among HI students. Each video is specially designed to impart a particular skill and involves all or some of the life skills. Educational institutions such as schools, colleges, professional institutions have been established by the society for the specific purposes of facilitating the health all round growth and skill development of students. A virtual classroom is an online learning environment that allows for live interaction between the tutor and the learners as they are participating in learning activities. The most common tools we can find in a virtual classroom are: Videoconferencing. Online whiteboard for real-time collaboration, an internet connection, a computer (or a smartphone), a microphone, and a software tool for hosting live stream events, or one built for specifically for the purpose of running virtual classrooms. Researcher Play some short videos on the topic. The virtual classroom provides the ability to simultaneously play different videos to smaller groups of students. In a virtual classroom, teachers interact with students in real time; students can voice their questions and interact with peers similar to how they would in a regular classroom, albeit over the internet. An additional perk of virtual classrooms is that they are scalable to accommodate a larger number of students. Virtual classrooms leverage the best of technology to make learning an easier and more convenient experience. They also help bring down the costs significantly, while at the same time, provide a vastly superior reach both in terms of students and teachers that can access it. In the wake of the COVID-19 pandemic, Schools and universities across the world pivoted to virtual learning,

and a host of negative consequences quickly followed. Virtual learning exhausts students, exacerbates social class differences and mirrors the gender inequities that exist in in-person classes.

Objectives

1. To study significant difference in the life skills of students with hearing impairment on the basis of gender
2. To find the significant difference in the life skills among hearing impaired students on the basis of degree of impairments

Methodology

Survey cum experimental method was adopted for the conduct of the present study. One group post-test only design was adopted for the study. The population of the study was students at secondary schools of Kerala. The sample comprised of 30 students with hearing impairment at secondary schools of Kottayam district of Kerala. Tools will be used to collect the data were questionnaire and virtual video classes on life skills.

Analysis And Interpretation

A.   life skills of students with hearing impairment based on gender

The scores of life skills after the implementation of Virtual Video teaching were collected and the test of significance of life skills based on gender were subjected to 't' value analysis and tabulated as shown below.

Table 1

The results of test of significance of life skills based on gender

Gender	Mean	SD	N	T
Male	37	1.9	14	
				5.63**
Female	40	2.1	16	

**significant at 0.01 level

The results of the comparison of life skills based on gender revealed that, among boys, the mean and SD is 37 and 1.9and that of females are 40 and 2.1. The independent 't' test (5.63, $p<0.01$) shows that the mean

score of life skills related to pandemic time, significantly differs between boys and girls. It is inferred that the girls and boys significantly differed in life skills. This indicates that girl students have more life skills than boys.

B. **life skills among hearing impaired students based on the degree of impairments**

The scores of life skills level after the implementation of virtual video classes were collected and the test of significance of life skills based on degrees of impairment were subjected to ANOVA test and tabulated as shown below.

Table 2 Summary *of ANOVA Test based on degree of disorders*

Degrees of impairment	Mean	SD	N	F	p
Mild (A)	39	1.9	19		0.000
Moderate (B)	35	1.5	9	72.3098**	0.000
Severe (c)	24	0.9	2		0.000

**: Significant at 0.01 level

The F-value of the mean score regarding the life skills differed significantly among the degree of impairment. From the table, it can be seen that the mean score regarding life skill is high among students with a mild degree of disorder (mean score = 39) followed by moderate (35) and least among severe (24). The highest mean score of life skill was obtained by the students with mild disorders and the lowest mean score was obtained by students with severe disorders.

Findings

● The independent 't' test showed that the mean score of life skills related to hearing impairment, significantly differs between girls and boys. It is found that the female and male hearing-impaired students were significantly different in life skills. This indicated that girls with hearing impairment have more life skill than boys.

● Also, it is found that the life skill is significantly high for students with mild and moderate disorders as compared to persons with the severe degree of disorders.

Discussion

Regular practice of life skill keeps the person physically fit and mentally stable. Virtual video classes are more suitable for enhancing life skills among hearing impaired students in this pandemic era. Teachers and schools should adopt these approaches for enhancing learning and life skills of among hearing impaired students.

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Paradigm Shifts in Education of Children with Disabilities at Primary Level in Delhi

Abstract

Primary education in Delhi is mainly handled by the Municipal Corporation of Delhi. Delhi being a quasi-state or being the national capital has a special status. Primary education since independence is in a state of complete anarchy in the whole country. It was only after Right to Education was made a fundamental right for children up to the age of 14 years, the situation started changing. The paper aims at highlighting the overall status of inclusive education, the status of infrastructural facilities available earlier and now, in Delhi and the issues experienced during the pre-covid learning and learning during covid-19. The MCD has adopted the online education mode for both the special children and normal children. The paper discusses the problems involved in e-learning by the normal and special children studying in these schools. The paper attempts to study the overall atmosphere in MCD schools and the infrastructural facilities required after covid-19. The parental response in reducing the isolation and continued neglection of special child is a major hindrance in the implementation of inclusive education. The effectiveness of reach out programmes, the education of special children has not been in the priority list of the society. Not only the society, but even the family members label their children as unproductive and try to hide the disability of the child. The researcher here has used secondary as well as primary data to gather information. The secondary data is mainly from the government sources and the primary data has been collected by the researcher himself, to assess the actual situation through interviews and other self-prepared tools.

Keywords- Quasi state, R-urban, E-learning, Disability, Unproductive

Introduction:

The situation in Delhi was not good in terms of infrastructural set up, availability of teachers and resources etc. The condition deteriorated to the extent that children did not even have pure drinking water available in the primary schools. Such a chaotic condition of primary education came to the limelight in the year 1992 when an incident took place and the matter was taken to the court. The Delhi High Court took Suo motto cognizance, of the matter and the court formed committee of eminent lawyers, administrators and citizens, to look into the availability of basic amenities in the MCD schools. The committee in their report revealed that many of the schools did not have the buildings, classrooms, furniture, electricity, drinking water including sufficient teachers and other support staff. With the passage of time, the situation has improved considerably, but still a lot more is to be done.

Context of the study: With the implementation of the National Education Policy (NEP) 2020, special emphasis has been laid on inclusive education, as the policy made provisions for the various infrastructural facilities for special children, appointment of special educators, training of general teachers to teach special children. In this backdrop, it is worthwhile, to have a first- hand assessment of the overall atmosphere in MCD schools, which cater to the needs of the most neglected and poorest of the poor sections of the society. The special children of rich families can easily get everything they require, but the parents belonging to poorer strata cannot spend money on their disabled children. Moreover, the number of special children is maximum at primary level, but as they don't get the support and encouragement from the society, their number reduces sharply. Parents think that instead of going to school, the child should learn something which will help in the self-employment of the child in future so that child is able to survive in the society.

The present scenario -

With the adoption of the inclusive education, the department took initiatives and appointed counsellors, on contract basis where they had to visit one school a day. Although the initiative was small, yet it was an important one considering the resource crunch faced by the MCD in the development of infrastructural facilities in schools. Therefore, the

facilities for special children could not be provided and still many of the schools do not have special washrooms, and many other facilities likes books and learning aids and materials which are required to make the teaching learning process easier. The nodal authority in the school who can plan and help in arranging all these things are missing since they could not renew the contract of the counsellors during the covid 19 due to the closure of the schools. The special children did not receive any instruction from the counsellors, and the general teachers could not make them understand through their general instructions. In this background, unless we have regular special teachers, the infrastructural facilities for inclusive education cannot be arranged properly. Though the atmosphere has completely changed and the general teachers are welcoming these special children in their schools, which did they did not before the covid. In the schools managed by the MCD, special children were either denied admission directly, or were treated as a burden for the school, mainly because at that time the concept of inclusive education was not introduced and special children were required to join the special schools only. In order to understand, how the input controls the output, we should have a look at Programme, Performance Outcome Paradigm which provides the very basis for conceptual outlining of the study.

Source : Handbook of teacher evaluation, by Millman, Jason. Beverly Hills, Sage Publications – 1981 Chapter-3 Page-25.

The programme performance outcome paradigm originates within the industrial input output model. The paradigm places teaching acts in the middle, surrounded by programme, that is input factors and learning outcomes (output) criteria. When applied to the field of education, the paradigm provides a way of considering major elements of inputs (programme components) in relation to processes (performance components) and output (student learning outcome components). The model implies that if t h e programme components are present in all their forms and at the optimum level, then the processes will be optimal and the output will be maximal.

Objectives of the study

1. To understand the condition of inclusive education in Delhi in context of NEP 2020

2. To understand the problems in teaching the special children online effectively in the MCD schools

3. To assess the infrastructural facilities provided for special children as per directions of NEP 2020.

Delimitations:

The study is mainly delimited to the MCD schools only.

Methodology:

The study is based on secondary as well as primary data. The required data is collected from the various government publications and the primary data has been personally collected by the researcher himself. In addition, the study aimed to review the education of the disabled children in context of inclusive education. It covers the background of MCD schools, the overall atmosphere, the infrastructural facilities and various organizations working to support inclusion of these special children in normal schools.

Concept of disability:

The psychoanalytical school of learning believes that no two persons can be same even if they are twins. There has to be some difference between them and the children who are differently abled surely would differ in their learning in all the three domains namely affective, cognitive and psychomotor, from the children who are other than differently abled. The level of difference may not be the same in terms

of their emotional, communicative, social and intellectual and above all physical ability and it can be in one or more spheres.
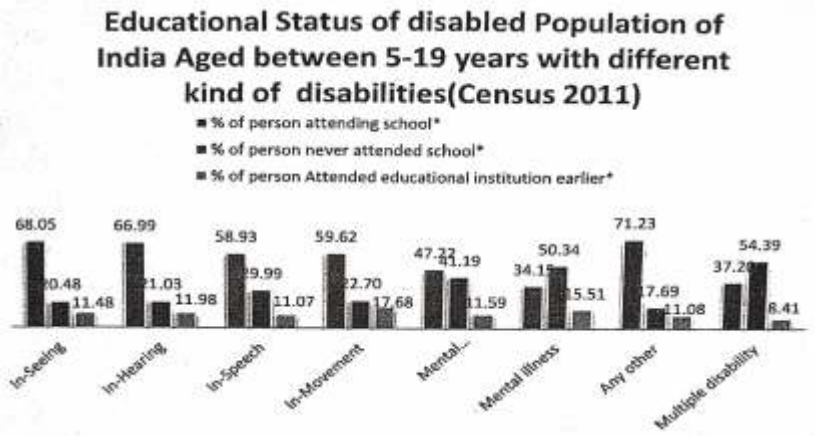

Graph1: census survey report (2011) government of India

The simple definition of disability means the special educational needs and requirements of the learner are identified as a disabled children and their disabilities can be termed as intellectual, locomotor, hearing and visual by district primary education programme. (DPEP- 2001)
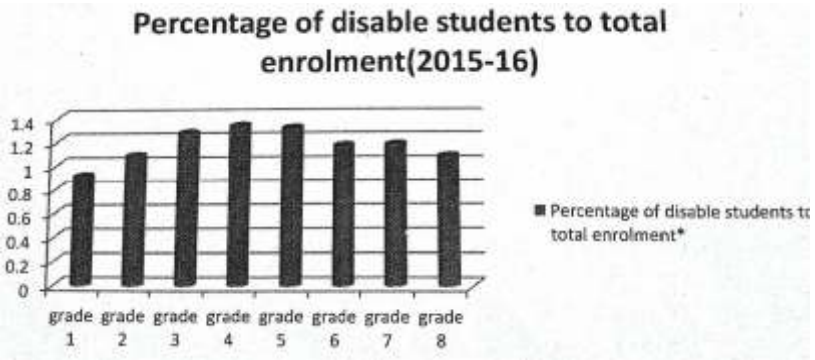
Graph 2: UDISE report 2015-16 government of India.

The zero-rejection principle was the main aim of the Sarva Shiksha Abhiyan (SSA) to be achieved for the realization of universalization of elementary education by 2010. The campaign emphasized the inclusive approach to include special children in the regular schools at all levels

of schooling. Through SSA monetary help directly provided to the special children, the amount has gradually been increased up to 5500 Rs annually for buying assistive devices and materials to be more comfortable or at par with other children in the school.

Constitutional and legal provisions:

To facilitate the special children and make their daily life more comfortable and their voices heard properly in the system, special provisions have been made in the constitution and legal laws have been amended and updated like the rights of persons with disabilities act 2016. It bestows the power to the state government to set up special courts for hearing the cases of disabled persons by speedy trial. The powers of a civil court to inquire into the matters related to the violation of rights of disabled persons have been entrusted with the state commissioner for persons with disabilities under the RPWD act.

The general awareness and lack of knowledge about the symptoms of various disabilities like autism and cerebral palsy does not allow children suffering with these disabilities to be enrolled in regular schools. Further, less than half of the schools i.e., below 40% have ramps and the accessibility to CWSN friendly toilets is far lesser, i.e., below 20%.

The declared objectives of the National Educational Policy (NEP) 2020 asserts that equal opportunities and participation must be ensured for CWSN children also.

The Right of Persons with Disabilities act RPWD-2016 specifically underlines that CWSN students and other students should learn together in the same environment without any kind of discrimination. Having CWSN friendly infrastructure, suitable accommodation, individualized support and help, use of special teaching aids like braille and Indian sign language in day-to-day teaching learning process and assessment, recruitment of special educators and trained general teachers, revision of the disabilities to 21 disabilities are few of the many changes brought in RPWD Act, 2016. Another major positive step in this direction is empowering the parents of the disabled children in day-to-day management of the school and allowing them to make suggestions to reduce the difficulties of special children as it has been made mandatory for the school authorities to include the parents of the CWSN children in the school maintenance committee (SMC)

The data on primary enrolment. In the year 2015-16 From Class 1 to 5th. and. 6to 8.

Primary enrolment 2015-16 (HRD data)			
Classes	Male	Female	total (in thousands)
1-5th	66873	62250	129123
6-8th	34720	32874	67594

The department published the budget estimates expenditure on education. In 2014 and 15, expenditure on education was as follows:

Total	education	other departments	total
Centre & states	417354.58	98338.05	515692.62

The third table is about average annual dropout rate in primary and secondary schools (HRD data)

	Male	female	total
1-5th	4.36	3.88	4.13
6-8th	3.49	4.60	4.03

These figures show the overall condition of the primary education at present. The latest UDISE report for the year 2020 – 2021 published on page 5 on 09th March, 2022 in the newspaper Dainik Jagran shows the initial figures about Gross enrolment ratio (GER) in schools in the year 2019-20 and 2020 -21.

Gross enrolment ratio (GER)

	Upper primary	secondary	higher secondary
2019-20	89.7%	77.9%	51.4%
2020-21	92.2%	79.8%	53.8%

The second figure was about number of teachers in schools.

NO of Teachers in schools	
2019-20	96.87 lakhs
2020-21	96.96 lakhs

And the report also says that overall, 28.32 lakhs more students got enrolled during covid itself. But the report published in the newspaper has no mention of the number of special children enrolled in primary schools.

Covid 19 and the e-learning in MCD Schools

The primary schools are still lagging behind in terms of the availability of the basic infrastructure for special children. Special educators on regular basis have not yet been appointed. During the two years period of covid 19, the general teachers tried to remain in touch with the students through online classes, but the general teachers had no knowledge of special education and did not know the methods to teach the special children through e-learning. Hence, these children remained completely neglected and almost lost whatever they had earlier learned. Since the special educators were not reappointed during covid 19, there was no one to contact and communicate with these children, nobody even thought of involving these children during such a depressing and tense time of pandemic. During this online teaching learning process, most of the parents had already left Delhi because they lost their jobs. Hence, they did not get their mobile phones recharged and lost contact. Some of them who were having smart phones got in touch with the teachers, although they used to take the phone along with them. It was quite difficult to contact every child at the same time for online teaching as the families could not afford to have two smart phones. The teachers in MCD schools could not ensure 100% connectivity with the class. As a result, many special children suffered the most. Poor mobile network or sometimes no network connectivity turned the situation from bad to worse because everyone remained helpless in this regard. The parents, the society nor the NGOs could reach out to these special children.

Status of the infrastructural facilities in M.C.D schools (primary data collected by the researcher)

1. Total number of sample Schools	regular special educators	counsellors on contract basis
30	nil	30 (once in a week)
2. Total number of special Children enrolled	taught online	not in contact
67	5	62
3. Total schools	having special teaching learning material	without special teaching learning material
30	nil	30
4. Total schools	monetary and other aid provided to special children	without any aid
30	All(through banks)	nil

5. Total schools	schools having support staff for special children	without support staff
30	Nil	30
6. Total schools	specially allocated funds	without special
30	nil	30
7. Total schools	N.G.O.s helping special children in schools	schools without N.G.O. Support
30	nil	30

Conclusion:

India appears to be at the cross roads with the implementation of inclusive education. No clear directions and signs of its implementation is still evident because of the overlapping power structure between the states and the center on the one hand, and the states and the local body administration on the other. Multiple programmes and projects have been initiated and implemented by different government bodies to receive public sympathy and not for the welfare of special children since the traditional mindset of the administration will always think, plan and implement the policies for the normal children. Therefore, they try to ignore the needs and requirements of special children. We must revert the traditional approach of planning and instead of planning for normal children, we must start our planning with the special children. As their number, maybe nominal, but needs are special that requires a lot of preparation to be done in advance because normally planning for regular children is assumed to be sufficient for special children. However, this is not the case everywhere. The primary data collected by the researcher himself shows the implementation of various aspects of inclusive education in the MCD schools. The size of the sample may be small, but significant in order to understand the overall situation in Delhi about the inclusive education.

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Interpersonal Relationship and Self-efficacy of Senior Secondary School Students

Abstract

Adolescence is a stage between childhood and adulthood marked by physical, psychological and social transitions. Students of senior secondary school are in a period of rapid growth and development. However, during the adolescent stage, young people become increasingly independent from their parents, whereas people outside the family become important for emotional adjustment and well-being. The ability of interpersonal relationships is acquired during childhood and strengthens during adolescence. The student with high self-efficacy believes has high confidence of succeeding in any task and overcoming any obstacle. This confidence of the students continuously supplies power in them to succeed and overcome any situation. The aim of this study is to know the Interpersonal Relationship and Self – Efficacy of senior secondary school students of Patna. For the study, descriptive research design was adopted and for sampling, random sampling was used to select 250 senior secondary school students of Bihar. The study revealed that there exists a significant difference in the interpersonal relationship of senior secondary school students of nuclear and joint family. It also revealed that there exists a significant difference in the self-efficacy of senior secondary school students belonging to nuclear and joint family. How ever, there is no significant difference in the interpersonal relationship and self-efficacy of rural and urban senior secondary school students.

Keywords: Interpersonal Relationship, Self–Efficacy, Senior secondary school students, Nuclear family, Joint Family

Introduction

Senior secondary students are at the stage of their transitional period of life where they begin a new journey of exploration, self-realization as well as development. Students of this age group develop a long-lasting relationship with parent, friends, teachers and others. Healthy relationships in the family and social connections are important for meaningful life which promotes love, emotions, physical interaction and intimacy with other humans. The interpersonal relationships give support in difficult times which need flexibility. They provide individual competence, relatedness, autonomy, optimal function for growth, integration, social development and personal well-being. Interpersonal relationships can enable senior secondary school students to build social relationships, develop positive self-perceptions, and foster strong self-efficacy.

Interpersonal Relationship

Interpersonal relationships are an important part of everyday life. They are defined as the relationship between the mother-student, father-student, teacher-student, peer-student and society-student.The modification of the relationship with parents is one of the important developmental tasks during adolescence. These important others interact strongly and are very close to an individual. Supportive relationships are protective factors or elements related with successful personality transition. Interpersonal relationship skills develop and improve during adolescence period. Adolescents who have warm and caring relationship with their parents can control the stress, emotional and behavioral problems experienced by them. It acts as a powerful buffer for the adolescents who value this love and care received from their parents (Wagner, Cohen, & Brook, 1996). Family attachment and strong interpersonal relationship impact the development and nurturing of self-efficacy. Children are more likely to adopt the behavior of their parents as they, particularly adolescents, mostly receive emotional and instrumental support from them and, in turn, build psychological connections with them (Shakespeare-Finch & Obst, 2011). Children's interactions within their family have incredible impact outside the home as well.

Self-Efficacy

Self-efficacy is a process through which an individual becomes responsible to reach his goal with proper measures and difficult tasks can be carried out with confidence. Bandura (1977) states that self-efficacy (the confidence that "one can execute courses of action required to deal with prospective situations") and outcome expectancy (the thought that it will yield good results) are the two factors that determine an individual's ability to attain a goal and succeed. Self-efficacy is influenced by the environment in which students interact with others and it also affects one's behavior. Merely, possessing knowledge and skills does not mean that one will use them effectively under difficult condition (Bandura, 1986). Those who possess strong self-efficacy about being able to manage and handle any circumstances, have the probability of succeeding in any situation of life. The purpose of this study is to investigate the association between Interpersonal relationships and Self- efficacy with regard to types of families and location of school of senior secondary students.

Literature Review

Pengpid and Peltzer (2018) studied the relationship among involvement of parents and mental health in adolescents of Caribbean countries. GSHS was administered on sample of 10063 students belonging to age group of 14-16 years. In all the 5 countries, it was found that having support from peer, close friends and great amount of involvement of parents was negatively associated with feeling of loneliness, anxiety, insomnia and ides of suicide. They had focused on Parental Involvement Interventions for the improvement of adolescence mental health.

Zhou and Guo (2018) investigated the role of parent's involvement in their young one's self-efficacy. They reported that parents' activity with their children and dialogues of mother and children result in high self-evaluation of children in all domains i.e. academic, emotional and social.

Erdner and Wright (2017) & Zhou and Guo (2018) studied the relationship of students with their parents and theirself-efficacy. The result showed the interactive pattern of parents or guardians with the

students including dialogue of mother and children has resulted in shaping the self-efficiency and high self-evaluation of children in all domains.

Sruthy and Naachimuthu (2017) conducted a study on the importance of family working or culture in adolescence personality and their social development, communication that take place between spouses, parents and offspring's, brothers, sisters or other members living along with children. Results revealed the important role of more time and energy spent by parents (Both) in Directing and controlling the overall activities of young adult. Degree of Independence and encouragement and believing in the potentials of these adolescents and giving them responsibility had a positive impact on their overall well-being.

Significance of the study

It is essential for human beings to have interpersonal relationship for better adjustment in the society. Adolescence is that phase of life which lies between childhood and adulthood. This stage of human development is most crucial for laying foundations of better future. Sound relationship with family members, friends, relatives and teachers help senior secondary students to develop positive values, attitude and believes in their capacity to perform well in any task. Positive interpersonal relationship between students and family members and also at school promotes social, intellectual and emotional activities as well as positive feelings of self-worth and self-efficacy. Self- Efficacy plays key role in enabling students to engage in cognitive behavior. They exhibit higher motivation that engages them in learning activities. Interpersonal relationship of senior secondary students promotes the sense of self-efficacy. A good relationship may result in students' internalization of certain beliefs and values. Moreover, students develop strong self- Efficacy throughpeer learning too. If good interpersonal relationship and higher self-efficacy are incorporated then it results in overall development of the students.

Investigator has selected this theme in context of conducting a study of Interpersonal relationship and Self-Efficacy of senior secondary students of Patna to help the policymakers, school management, teachers, parents

and curriculum developers to work upon various ways to recognize the interpersonal relationship of senior secondary students and to develop various learning activities in promoting self-efficacy.

Objectives of the Study

1. To find out the significant difference in the interpersonal relationship of senior secondary school students with respect to the type of family.
2. To find out the significant difference inself-efficacy of senior secondary school students with respect to the type of family.
3. To find out the significant difference in the interpersonal relationship of senior secondary school students with respect to the location.
4. To find out the significant difference in self-efficacy of senior secondary school students with respect to the location.

Hypotheses of the study

1. There is no significant difference in the interpersonal relationship of senior secondary school students with respect to the type of family.
2. There is no significant difference in self-efficacy of senior secondary school students with respect to the type of family.
3. There is no significant difference in the interpersonal relationship of senior secondary school students with respect to the location.
4. There is no significant difference in the self-efficacy of senior secondary school students with respect to the location.

Methodology

Survey method has been used in the present study.

Population

The senior secondary school students of various government, private and missionary schools of Patna are the population of the study.

Sample

270 senior secondary school students were selected randomly from various schools of Patna district, as the sample of the study.

Tools used in the study

The investigator used a self-constructed and validated Interpersonal Relationship Inventory consisting of 30 a self-constructed and validated Scale for Assessing Self -Efficacy (SASE)consisting of 35 items.

Statistical Treatment

Mean, standard deviation and t-test were applied to analyze the data.

Results and Discussions

NULL HYPOTHESIS 1 : There is no significant difference in the interpersonal relationship of the senior secondary school students with respect to the type of family.

TABLE No.1 : SIGNIFICANT DIFFERENCE IN INTERPERSONAL RELATIONSHIP OF STUDENTS O THE BASIS OF TYPE OF FAMILY

Types of Family	No. of Students	Mean	SD	t- Value	Remarks
Nuclear family	120	102.77	11.830	2.99	S*
Joint family	150	98.28	12.706		

(S*significant at 0.01 level of significance)

It is inferred from the above table that the calculated t-value is 2.99 which is greater than the table value 2.59 at 0.01 level of significance. Thus, the null hypothesis is rejected, revealing that there is a significant difference in interpersonal relationship of students on the basis of type of family.

NULL HYPOTHESIS 2: There is no significant difference in self-efficacy of the senior secondary school students with respect to types of family.

TABLE No.2 : SIGNIFICANT DIFFERENCE IN SELF EFFICACY OF STUDENTS ON THE BASIS OF TYPE OF FAMILY

Types of Family	No. of Students	Mean	SD	t- Value	Remarks
Nuclear family	120	103.98	14.539	2.68	S*
Joint family	150	99.31	13.832		

(S* significant at 0.01 level of significance)

It is inferred from above table that the calculated t-value is 2.68 which is greater than the table value 2.59 at 0.01 level of significance. Thus, the null hypothesis is rejected, revealing that there is a significant difference in Self-Efficacy of senior secondary school students related to types of family.

NULL HYPOTHESIS 3 : There is no significant difference in the interpersonal relationship of senior secondary school students with respect to the location.

TABLE No. 3 : SIGNIFICANT DIFFERENCE IN INTERPERSONAL RELATIONSHIP OF STUDENTS ON THE BASIS OF LOCATION

Location	Number	Mean	SD	t- Value	Remarks
Rural	60	101.93	12.344	1.216	NS*
Urban	210	99.71	12.496		

(S* significant at 0.05 level of significance)

It is inferred from above table that the calculated t-value is 1.216 which is less than the table value 1.97 at 0.05 level of significance. Thus, the null hypothesis is accepted, revealing that there is no significant difference in the interpersonal relationship of senior secondary school students on the basis of location.

NULL HYPOTHESIS4 : There is no significant difference in the self-efficacy of senior secondary school students with respect to the location.

TABLE No. 4 : SIGNIFICANT DIFFERENCE IN SELF EFFICACY OF STUDENTS ON THE BASIS OF LOCATION

Location	Number	Mean	SD	t- Value	Remarks
Rural	60	99.98	14.806	0.88	NS*
Urban	210	101.84	14.115		

(S* significant at 0.05 level of significance)

It is inferred from above table that the calculated t-value is 0.88 which is less than the table value 1.97 at 0.05 level of significance. Thus, the null hypothesis is not rejected revealing that there is no significant difference in self-efficacyon the basis of location.

Findings of the study

1. There is a significant difference in the interpersonal relationship of senior secondary school students with respect to types of family.According to the mean value, the value of nuclear family students is 102.77, which is more than the mean value 98.28 of joint family students.Therefore, it can be said that the students of nuclear family have better interpersonal relationships as compared to the students of the joint family.

2. There is a significant difference in Self-Efficacy of senior secondary school students with respect to types of family. According to the mean value, the value of nuclear family students is 103.98, which is more than the mean value 99.31 of joint family students. Therefore, it can be said that the students of the nuclear family have better self-efficacy as compared to the students of the joint family.

3. There is no significant difference in the interpersonal relationship of senior secondary school students with respect to location. This may be due to the fact that students of both rural and urban locations have strong relationships with family members and important others.

4. There is no significant difference in self-efficacy of senior secondary school students with respect to location. This may be due to the fact that students of both rural and urban location have strong self-efficacy to handle any situation efficiently.

Conclusion

Appropriate development of the child is not possible without the proper environment in the family. The primary and secondary roles of a family include the mental development of children, suitable peer group intellectual, emotional, and social relationships, and parental satisfaction. Joint family and nuclear family systems have an influential impact on a child's development. With family members, a child is allowed to grow in a conducive, protective and respectful environment. At the same time, they cannot take their own decisions. A child raised up in a nuclear family remains more efficient, but a bit rebellious and a good decision maker. It may be a joint or nuclear family, it should have happy and healthy relationships with balanced relationship and good coordination with parents, cousins, uncles, aunts and grand parents. Students with good interpersonal relationships are usually perceived as optimistic, calm, confident and with charismatic qualities that are often endearing or appealing to others. Students who have worked on developing strong self-efficacy are usually more successful in both their professional and personal lives.

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