ISSN (P) : 2347-5676
ISSN (O) : 2582-2357

Journal of Research in Education

(A Peer Reviewed and Refereed Bi-annual Journal)
(SJIF Impact Factor 3.575)

St. Xavier's College of Education
(Autonomous)
P.O. Digha Ghat, Patna - 800 011 (Bihar)

Vol.11 No.2

December, 2023

Journal of Research in Education

(A Peer Reviewed and Refereed Bi-annual Journal)

(SJIF Impact Factor 3.575)

St. Xavier's College of Education

(Autonomous)

Digha Ghat, Patna, Bihar - 800011

VOL.11, No.2 | DECEMBER, 2023

JOURNAL OF RESEARCH IN EDUCATION

EDITORIAL BOARD

STRUCTURAL LAYOUT OF JRE

Patron	**Rev. Vimal Kishore S.J.** President St. Xavier's College of Education (Autonomous) Patna, Bihar Mobile: 8400983847 e-mail: vimal.kishore.sj@gmail.com
Editor-in-Chief	**Prof. Fr. Ignatius Topno S.J.** Principal St. Xavier's College of Education (Autonomous) Patna, Bihar Mobile: 9304804084 email: itopno@gmail.com
Executive Chief Editor	**Prof. Asheesh Srivastava** Dean, School of Education Mahatma Gandhi Central University Motihari, East Champaran, Bihar. Mobile: 9933604836 email: profasheesh@mgcub.ac.in
Managing Editor	**Prof. Madhu Singh** HOD, St. Xavier's College of Education (Autonomous) Patna, Bihar Mobile: 9931324970 email: madhu408singh@gmail.com

REFEREED BOARD

Prof. B. N. Panda Ex. Dean (Research) Regional Institute of Education NCERT, Bhubaneshar - 751022 Mob. No. 9437631590 email id: bnpanda38@hotmail.com	**Prof. R. K. Parashar** Professor DESM, NCERT New Delhi - 110016 Mob. No. 9868496773 email id: rkp.ncert@gmail.com
Prof. Lalit Kumar Professor Department of Education Patna University, Patna, Bihar - 800004 Mob. No. 9431056050 email id: lalit.kumar.edu@gmail.com	**Prof. Gyandeo Mani Tripathi** Ex-Principal Maitreya College of Education & Management Hajipur Vaishali, Bihar Mob. No.9334334518 email id: gyandeo@gmail.com

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

ADVISORY BOARD

Prof. Meenakshi Singh Faculty of Education Banaras Hindu University Kamachha, Varanasi - 221010 Mob. No. 9450181865 email id: meenakshi.edu@bhu.ac.in	**Prof. Preeti Sinha** Coordinator School of Teacher Education, Nalanda Open University, Patna Mob. No. 9431072788 email id: preetivijoy@yahoo.com
Prof. Jayadeba Sahoo Dean, Faculty of Education Rajiv Gandhi University Arunachal Pradesh - 791112 Mob. No. 9436042658 email id: drjayadeb6@gmail.com	**Prof. Khagendra Kumar** Professor, Department of Education, Patna University, Patna Bihar - 800004 Mob. No. 9334112424 email id: khagendra41@yahoo.co.in

EDITORIAL BOARD

Prof. D. Thomas Alexander S.J. Principal St. Xavier's College of Education (Autonomous) Palayamkottai, Tiruneveli Dt. Tamil Nadu - 627002, India Mob. No. 9443554775 email id: tomalexsj@gmail.com	**Prof. Kaushal Kishore** Department of Educational Studies Jamia Millia Islamia New Delhi - 110025 Mob: 6364650065 email id: KLKR78@gmail.com
Prof. Rajni Ranjan Singh Professor & Head Dr. Sakuntala Mishra National Rehabilitation University, Lucknow Uttar Pradesh - 226009 Mob. No.7651885901 email id: ursingh@dsmuru.ac.in	**Dr. Nimisha Srivastava** Associate Professor St. Xavier's College of Education (Autonomous), Patna Pin - 800011 Mob. No. 9693377055 email id: nimisha.srivastava1978@gmail.com
Dr. Geeta S. Shetty Principal Hansraj Jivandas College of Education Dr. Madhuri Shah Campus Ramkrishna, Mission Khar, West Mumbai - 400052 Mob. No. 9869242039 email id: wowgeeta@gmail.com	**Dr. Gaurav Rao** Professor Department of Education(CIE) Faculty of Education University of Delhi,(North Campus) Chhatra Marg, New Delhi - 110007, INDIA Ph 09794223431/ 09450904290 email id: gauravraolko@gmail.com
Dr. Chandan Srivastava Assistant Professor Department of Teacher Education, School of Education, Central University of South Bihar, Gaya, Bihar - 824236 Mob. No. 8527211073 email id: chandanshrivastava@cusb.ac.in	**Dr. Jitendra Singh Goyal** Assistant Professor Department of Education, Chaudhary Charan Singh University, Meerut, Uttar Pradesh Mob. No. 9411485625 email id: jitendrago@gmail.com, drjitendragoyal@bmfarrukhabad.org

SXCE (AUTONOMOUS), PATNA

PEER REVIEW BOARD

Published by
ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)
DIGHA GHAT, P.O., PATNA - 800 011 (BIHAR)
Phone No.: 0612-2260253 Fax No.: 0612-2260253
E-mail: sxcepatna@gmail.com | Website: www.sxcepatna.edu.in

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

EDITORIAL

Dear Readers,

Today, the world is undergoing rapid changes in the knowledge landscape. The evolution of knowledge generates new areas of research. These can be unexplored until and unless advancements in research come across them. This edition of JRE represents multifaceted aspects of research. This edition covers issues related to quality concerns and quantitative research indicators. Prof. Lalit Kumar highlights that activity-based methods and techniques are many and today we need to incorporate them into our teaching-learning process. Case studies, Simulation, Games, and Role-play may be employed for better learning outcomes. Dr. Vinod Kumar mentioned in his paper the effectiveness of PRASHAST as an early intervention for inclusive education. The study employed a mixed-method design combined with quantitative surveys. The study contributes to improved academic outcomes and positive educators' perceptions. The study also reveals that PRASHAST stands as a testament to the ongoing commitment to inclusivity within education. One paper in this issue focused on School Horticulture Practices as a Precursor of Environmental Awareness of Secondary School Students. The study reveals that the schools with horticultural practices have more favorable environmental awareness than the schools without horticultural

practices. This paper helps to develop positive school horticultural practices. Ms. Iram Sarver shared her views on the Challenges of Primary Educational Stakeholders with COVID-19 towards Learning. The paper highlights the difficulties faced by school administrators and teachers. Dr. Manju Gupta shows Dr. Radhakrishnan's educational views. Dr. Radhakrishnan was a prominent Indian philosopher and educationist. His philosophy emphasized the importance of integrating Western and Eastern educational principles. His thoughts on the holistic development of an individual are the core of the entire education system. Nowadays technology has become an integral part of education. This ideology is well presented by Dr. Kotra Balayogi in his paper on NEP2020. This paper concluded that NEP2020 is a milestone toward holistic, multidisciplinary and technology-based education. Dr. Mini John & Jennie Ann Thomas illustrate the applicability of the New Normal Classroom and Skill Development among vocational higher secondary school students. The study indicates that online teaching and learning cannot replace conventional teaching but can benefit both teachers and students. Learning can be enhanced if learning strategies are well formulated. Dr. Manoj Kumar grabs the attention of the learners on this serious issue. He has mentioned that Self–regulated learners can use both metacognitive and cognitive learning strategies. This study was conducted to find the effect of the intervention on self-regulated learning at the secondary level. The study reveals that there is a significant impact of the intervention of self-regulated learning practices on students at the secondary level. Md. Asraul Houqe presented a paper on the Strategic Assessment of Government Funding in Samgra Shiksha Abhiyan Schemes: Analyzing Current Status, Mitigating Challenges and Proposing Future-Ready Financial Frameworks for Educational Empowerment in India. This research explores the intricate landscape of financial allocations and expenditures for Information and Communication Technology Labs and Smart Classrooms within the framework of the Samagra Shiksha Scheme across the Indian States. 21st century

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

dynamically shapes our education system. In this context, social media offers opportunities for collaboration and learning outside traditional classroom settings. Dr. C. E. Jayanthi investigated the impact of social media on secondary school students, focusing on gender and location as potential factors influencing this impact. The findings suggest that the impact of social media remains consistent across gender and location among secondary school students. The need of the hour is a comprehensive framework for transforming the education system. And this is well articulated in our New Education Policy2020. Author Sana Nahid discusses in her paper the major challenges faced by Indian women and various provisions well enshrined in 2020 to resolve them. One article shows the peculiarities of a village named Chenam located in Thrissur district, Kerala. Chenam is a village with diversities and a unique culture. This paper highlights the cultural and social life of Chenam, Thrissur district. K. Rashmi and Dr. Seema Menon presented a paper on Frustration Tolerance among Higher Secondary Students. The study reveals that the frustration tolerance among higher secondary students is average and no significant difference is found based on gender, locale and subject of specialization.

This issue focuses on several educationally captivating facets. This edition will be beneficial to our readers.

Wishes to all!

SXCE (AUTONOMOUS), PATNA

CONTENT & AUTHOR

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

Prof. Lalit Kumar
Faculty of Education
Patna University,
Patna, Bihar
Email - lalit.kumar.edu@gmail.com

1

Activity-Based Methods and Approaches of Teaching- The Need of the Hour

Abstract

Teaching is an art as well as science. Pedagogy is the science of teaching and its application makes the act of teaching an art. Activity-based methods and approaches of teaching have been advocated by educational documents. Whether it is national education commissions, national education policies or different school and teacher education frameworks all put emphasis on activity-based teaching and learning. NCF-FS (2022) and NCFSE (2023) also advocate in the same way. Activities-based teaching methods and approaches are many and these need to be employed in our education system for effective teaching and better learning. Keeping in view the nature of content and psychological attributes of the learner's activity-based methods&approaches like Incident, Case Study, Simulation, Games/ Simulation Games, Role Play, Prioritization Exercises, etc may be employed. Methods like Project, Excursion, Laboratory; Heuristic, Seminar, etc may also be employed. Activities –based methods and approaches have their relative merits and limitations, but based on the characteristics of learners & learning these methods and approaches help effective teaching and better learning. What is needed today to promote activity-based teaching and learning.

Key Words: *Activity-based, Incident, Case Study, Simulation, Role Play, Prioritization Exercise*

Introduction

Methods and approaches of teaching largely influence teaching-learning process and that is why all the education commissions (Radhakrishnan , Mudaliar and Kothari) , all the national education policies (1968,1986/1992,2020) and all the curriculum frameworks developed by NCTE and NCERT(1975,1978,1988,1998,2005,2009 and now 2023) speak on the issue in some way or other .We usually believe that pedagogy is concerned with either school education or teacher education and it is not so useful for higher education. It is useful for higher education as well and the education system is working on it. The updated curriculum of UGC Academic Staff College (now known as UGC Human Resource Development Center) meant for its Orientation Programme (now known as Induction Programme) indicates that our higher education system too accepts the need of pedagogy and teaching methodology an important element of teaching-learning process. Methods and approaches influence the teaching-learning as the pedagogy science concludes. Specific method and/or types of methods influence the effectiveness of teaching. Selection of method is influenced by nature of content and age-range of the learners.

Activity-based learning, experiential learning, learning by doing like concepts have been advocated by the academic world. It is meaningful for the entire human life of learning , but it is more meaningful for the young learners, and especially for the early 5 years of national education policy(2020)'s structure of schooling as 5+3+3+4. Activity-based Learning can be provided by employing Activity-based Teaching in the education process. As stated above this is especially useful for early childhood as the curriculum framework (2023) and draft document (2022) for foundational stage claim. NCF-FS (2022) concludes, "Activities are joyful and encourage the use of all the child's senses." Activities based teaching and learning is not useful for foundation stage only, rather it is beneficial for every stages of learning, especially for the school stages. This view is supported by the NCFSE(2023) where it narrates, "Depending on the matters of study, context and stage of the student, these effective pedagogical approaches would be of a wide range including pedagogy that is more experiential, integrated , inquiry-driven ,discovery-oriented, discussion-based, project-based, arts-based, sports-based, and activity-based." Different documents narrate the importance of activity-based learning & activity-based teaching, and encourage for the employment of Activity-based Methods and Approaches of Teaching in the process of teaching-learning.

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

Methods and approaches of teaching can be classified in terms of teacher-controlled, learner-controlled, individual-controlled and group-controlled. The classification is complete and there is overlapping in the categorization as well; and so there is no need for another category, but some literature also talks in terms of activity-based methods and approaches of teaching. Further, there are some methods where teacher controls the activity and there are some other methods where learners are more involved in the activities. Based upon the fact it may be concluded that some activity based methods and approaches may be placed under the head teacher-centred and some other in the group learner-centred.

In fact, activity based methods of teaching is based on the principle of learning by doing. Student centred methods provide enough opportunity to learners to select and manage the problem under study. In teacher centred activity based methods learners role become of a doer of the task in the light of the teacher, and that is why activity based methods of teaching is placed under the head teacher-controlled methods and approaches of teaching. In both the types of activities-based teaching methods learners are in win-win situation as they get opportunities of work and learn through activities.. Sarangi, D (2008) in terms of science teaching has rightly written,"Activities centered and interactive approaches to classroom transactions are rare. Most pupils learn the scientific concepts in disorganized ways, that too with abundant idiosyncrasies and low content achievement." What Sarangi says regarding science is also true with respect to the teaching of other subjects and disciplines.

In the application of these methods learner requires to learn by doing or participating in activities such as experimenting, constructing, drawing figure, carrying out a project, etc. Methods such as Simulation, Role Play, Gaming, etc are examples of activity based methods of teaching. The non-examples of these activity- based methods are lecture, observed demonstration, storytelling, etc.

Activities-based Methods and Approaches of Teaching

Following are some Activity-based method and approaches of teaching:

- Incident Method
- Case Study Method
- Simulation
- Games/Simulation Games
- Role Play
- Prioritization Exercises

Project Work, Work-shop, Excursion, Seminar, Laboratory, Heuristic, etc are also among activities-based methods and approaches of teaching. The list presented here is not conclusive, few methods and approaches having direct role of teachers have been given priorities. NCFSE (2000) expresses about self-study skills and these are activity-based as well, "Effective learning takes place when teachers are able to involve the students in the process of learning, by taking them beyond the process of listening to that of thinking, reasoning and doing. In order to promote self-study skills use of library and resource centers need to be encouraged."

Incident Method: In incident method the teacher presents before the students reality in small pieces of information from real life. Students are to identify the problem and to recommend needed actions to deal with the identified problem effectively. Individual student reconstruct the incident and in the process put questions from the teachers as and when needed. By collecting related information they define the problem and identify solution(s) to solve it. Before arriving at the best solution the learners use their knowledge and examine different solutions. The teacher makes them aware about the right solution to compare and verify.

The essential features of this incident methods are as: statement of problem, extensive questioning by the participants, necessary information sharing from the part of the teacher, group discussion and recommendations of the solution, etc.

This method focuses on training to the learners to find a workable solution against an identified problem. The focus of method is not to provide knowledge of a particular solution.

Case Study Method: In the implication of case study as a method of teaching firstly a case is presented with the help of a hypothetical situation through verbal, written or electronic media. It is similar to incident study, but case study method is more comprehensive in description. As in incident method details are not provided only specific information are forwarded and so in comprehensiveness of description case study method needs more detailed information. As we all know case study as a method of research demands in-depth study here is the same as well.

There is a vital similarity between incident method and case study method that in the application of the both teacher does not present the information directly or indirectly, rather the problem is discussed and solution is determined or identified by the students.

Simulation:

In simulation as a method of teaching in which students learn by performing a task in simulation situation i.e., in artificial or created

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

situation, not in real situation. In fact, simulation is a working model of reality. Artificial situation is created to discuss and learn the concept or process. General election, nuclear reactor, democratic form of government, corruption, etc like concepts may be taught effectively with the help of simulation method. It is more useful for the study of social sciences or social situations; it is being used or can be used in almost all the subjects. Science students work with or simulate with working models of experiment or machine before the actual experimentation or handling with the machines. History students may understand the strategy of a war like Panipat-I, etc. with the help of simulation. In civics parliament may be taught with the help of simulation. Certain topics of each subject may be taught effectively by simulation. Law students often employ this method in their deliberations.

Games/Simulation Games:

It is almost same to simulation method with only difference in learning or teaching by gaming. Games have the elements of job, competiveness, motivation, team spirit, cooperation, etc. The simulation game combines the features of a game i.e. rules, playing team, competition, cooperation, etc with technique of simulation, i.e. working model of reality. There is scope for the implication of simulation games in each subject. In this method the teacher makes the rule, scoring scheme, etc and as per the plan students are assigned work or responsibilities.

Role Play:

In this method teaching-learning process moves through playing of different role in which the participants are assigned a role to play in the group. In fact, it is group technique in which the teacher in the light of the content to deliver allots role to students. In teaching-learning process it is being used for different purposes as: to clarify concepts, concertize abstract ideas, etc; to practice skills of human relationship; to release emotional blocks; to empathize with others; to diagnose a problem situation. Among various teaching strategies NCFSE (2000) has placed role play as well. The framework concludes, "Playing games, participating in community singing, role playing, dramatization, discussion, debate, problem solving, discovery learning, creative writing, and supplementary reading may also form an important part of total instructional strategies."

It can be utilized for the teaching of almost all subjects but its implication is more in the study of social sciences and social understanding. Drama in literature can be taught with this method effectively. It can be used in training, skills internalization, preparing for some issues related to life and academic world.

Prioritization Exercises:

In this method the teacher gives relatively simple activities where the students are given a list of characteristics or solutions to a problem. Students are asked to rank the characteristics or solutions of the problem as per some definite criteria. When individual ranking is completed group discussion is arranged. The method helps to develop the capacity of judgement, communication skill and interpersonal skill. It is based on the principle of thought and expression. In the same manner NCF (2005) opinionates for participative learning as powerful strategy," Participatory learning and teaching, emotion and experience need to have a definite and valued place in classroom. While class participation is a powerful strategy, it loses its pedagogical edge when it is ritualized, or merely becomes an instrument to enable teachers to meet their own ends. True participation starts from the experiences of both students and teachers."

Merits and Limitations

Following are the merits of activity based methods:

- It provides opportunity to get knowledge by doing or working.
- Natural urge of the learners satisfy to learn by playing or doing.
- In this learning process learners acquire practice positions.
- It motivates the students more and develops a spirit of competiveness.
- It is helpful to solve the problems in real life as the experience of working or doing prepares the learner for life problem solving.
- It is more suitable for relieving emotional blocks of the learners as they get opportunity in the process of teaching and learning to express.
- It provides opportunity to the learners to learn and internalize inter-personal skills.
- This method is also helpful in the manifestation of many latent talent, potential and capabilities of learners along with the related personality qualities.
- It develops confidence among learners to act, work, learn, and attempt.
- Teacher in the process more easily comes to know about students learning and their difficulties.

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

Following are the limitations of activity based methods:

- It needs the information about students previous and background knowledge. Students without required background knowledge cannot do the problem as their own.
- It needs an exhaustive planning from the part of a teacher without step-by-step preparation it cannot be employed properly.
- It needs control on teacher in terms of un-due and un-timely explanation of the solutions of the problem.
- It is not so useful for comparatively younger students, specially the little children.
- It also needs prior preparation from the part of the learner.

Precautions in Organizing

There are certain pre-requisites of activity-based methods and approaches and so there is the need to take some precautions before organizing or employing activity-based methods and approaches. These precautions are as :

- The organizer ensures that the learners are having the pre-requisite knowledge and skills needed to execute the identified activity. If needed the learners be provided pre-requisite knowledge in advance before the actual implication of the selected activity sessions.
- The organizers of the activity must plan in advance in the light of the nature of the activity keeping in view objectives, material needed, man-power needed, process of teaching process of evaluation, group formation.
- The teacher concerned must learn to employ the selected activity by managing him/her by keeping in mind that the method is based on the principle of learning by doing.

Teachers and organizers are to learn not to intervene during activity in progress, however they may redirect the learner or learners as and which needed.

These precautions or pre-requisites from the part of teacher and learner decide the success of the activity based methods and approaches of teaching. National Education Policy(2020) says about the nature of learning, "Teaching and learning will be conducted in a more interactive manner; questions will be encouraged , and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning." We can claim that

Activity-based Methods and Approaches of Teaching are capable in every respect to attain these specified purposes of the national education policy regarding teaching and learning.

Conclusion

In essence, activity-based methods and approaches play a crucial role in modern education, aligning with national policies and curriculum frameworks that emphasize experiential learning. These methods, such as Incident, Case Study, Simulation, and Role Play, promote active engagement, problem-solving, and skill development among learners, especially in the foundational stages of education.

While activity-based teaching offers numerous benefits like fostering curiosity and developing essential competencies, it requires careful planning and consideration of learners' needs. Educators must provide adequate support and refrain from excessive intervention during activities to maximize learning outcomes.

By integrating activity-based approaches effectively, educators can create dynamic and interactive learning environments that align with the goals of national education policies. These methods empower students to become active participants in their education, preparing them for lifelong success and fulfillment.

References

- *NCF (2005). Critical Pedagogy. NCERT. New Delhi. pp.22-24.*
- *NCFSE (2000). Instructional Strategy. NCERT. New Delhi. p.75.*
- *NCF-FS (2022). Principles of Pedagogy. NCERT. New Delhi. pp.83-84.*
- *NCFSE (2023). Pedagogy. NCERT. New Delhi. p.17.*
- *National Education Policy (2020). Reduce Curriculum Content to Enhance Essential Learning and Critical Thinking. MHRD. Government of India. p. 12.*
- *Sarangi. D. (2008). Teacher Empowerment and Learning Enhancement through Process Oriented Interactive Strategy (POIS) of Science Teaching. Researching Wholistic Education. Centre of Advanced Study in Education, Vadodara. pp.132-151.*

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

Dr. Vinod Kumar Kanvaria
Associate Professor,
Department of Education,
University of Delhi,
Delhi-110007
Email- vinodpr111@gmail.com

Monika
Research Scholar,
Department of Education,
University of Delhi, Delhi-110007
Email- monikapawar888@gmail.com

2

PRASHAST: An Early Intervention for Inclusive Education - A Multi-dimensional Analysis of Academic and Emotional Outcomes

Abstract

The study is a comprehensive exploration of the effectiveness of PRASHAST as an early intervention for inclusive education, focusing on its impact on academic and emotional outcomes. Drawing inspiration from the National Council of Educational Research and Training (NCERT) and the National Education Policy 2020 (NEP 2020), this multi-dimensional analysis examined how PRASHAST aligned with educational frameworks. Guided by the principles of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Rights of Persons with Disabilities Act (RPWD Act, 2016) and Persons with Disabilities Act (PWD Act, 1995) the study investigated the potential of PRASHAST in fostering equity-based inclusion in education. The study employed a mixed-method research design, combined quantitative surveys and standardized assessments with qualitative interviews. The research objectives encompassed evaluating academic achievements, educator engagement, challenges, benefits, and policy recommendations. Quantitative analysis explored differences in academic outcomes between students undergoing PRASHAST intervention and those who did not. Research contributed nuanced understanding and policy

implications for inclusive education strategies. The findings aimed to inform educators, policymakers, and stakeholders on the potential of PRASHAST to cater to diverse learners. While acknowledging the limitations of contextual constraints, this study underscored the critical role of PRASHAST in shaping inclusive educational practices and cultivating holistic development for students in an equitable learning environment.

Keywords: *Accessibility, Diverse Learners, Early Intervention, Inclusive Practices*

Introduction

In recent years, the paradigm of education has evolved to emphasize inclusivity and equity, recognizing the diverse needs and potential of every learner. Inclusive education, a cornerstone of this transformative shift, seeks to provide equal opportunities and access to education for all, regardless of their abilities, backgrounds, or circumstances. As societies strive for educational systems that are both inclusive and empowering, initiatives like PRASHAST as an early intervention approach gaining prominence for their potential to create meaningful and lasting impacts on academic and emotional outcomes for learners across the spectrum of abilities. Study seeks to shed light on the tangible impacts of PRASHAST approach on learners' educational journey and emotional well-being. In the Indian context, the Rights of Persons with Disabilities (RPwD) Act, 2016, acknowledges 21 disability conditions, a significant expansion from the previous Persons with Disabilities (PwD) Act, 1995, which recognized only seven conditions. The RPwD Act aligns with the United Nations Conventions on the Rights of Persons with Disabilities (UNCRPD) and furnishes a legal framework, raises awareness about disability rights, and advances equity-based inclusion. The Right to Education (RTE) Act of 2009 guarantees free and compulsory education for all, including children with special needs (CWSN). The intersection of the RPwD Act 2016, RTE Act 2009, and inclusive education implies the timely identification of children with disabilities, addressing their specific needs, and fostering their potential. In an ideal scenario, the process should begin at birth. However, field realities revealed instances where children with disabilities go unidentified even after joining school, mainly due to a lack of awareness among school staff and the public. PRASHAST serves as a remedy to these challenges. But not all disability conditions are externally evident; there arises a need for a tool that aids in the preliminary identification

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

of potential disabilities. PRASHAST, an acronym for "Disability Screening Checklist for Schools," plays a pivotal role in this context. Its purpose is to assist both regular teachers and special educators in the initial screening of children to identify potential disabilities, which can then be further assessed and certified as per the mandates of the RPwD Act, 2016.

PRASHAST

PRASHAST (Pre-Assessment Holistic Screening Tool) developed by CIET-NCERT, aims to empower teachers to identify potential disabilities, enabling timely educational intervention. PRASHAST comprises two parts—Part-1 for initial screening by regular teachers and Part-2 for in-depth assessment by special educators/school heads. PRASHAST empowers teachers to make informed decisions, bridging the gap between identification and intervention.

Need for PRASHAST

Generally, disability is perceived as a condition- physical, mental or both that restricts an individual's movement, activities, and sensory perceptions. Amidst such diversity, individuals with disabilities encounter discrimination due to societal biases. Although many disabilities are incurable, early identification and intervention hold potential for optimal management and mitigating exacerbating conditions. Role of PRASHAST as a "Disability Screening Checklist for Schools" aids regular teachers and special educators in early identification.

Significance of the Study

The study offered guidance for educators, policymakers, and stakeholders involved in the implementation of inclusive education. It helps in identifying best practices that promote the integration of students with disabilities into mainstream classrooms. Ultimately, the study aims to empower individuals with disabilities to access quality education and realize their full potential. By advocating for early intervention and support, the study contributes to a more equitable society that values and respects the rights of all individuals. Study's explored the PRASHAST as an early intervention approach for implications towards inclusive education, policy implementation, and societal attitudes towards disability. It underscored the importance of timely identification and support, aligning with national and international standards to create a more inclusive educational system.

Review of Literature

Acknowledging the significance of inclusive education, legislative measures have been enacted to ensure its realization. RPwD Act (2016) and the PWD Act (1995) underscored the imperative of accessibility, non-discrimination, and equal participation in education for individuals with disabilities. The importance of considering external factors that impact academic outcomes is evident, echoing the sentiment of Nimante et al. (2022) and Wickenden et al. (2023). The UNESCO Salamanca statement remains a pivotal framework (UNESCO, 1994), with subsequent research stressing the ongoing challenges and advancements in inclusive education (UNESCO, 2020). Additionally, legislative acts like the RPwD Act (2016) in India emphasize mental health implications (Mercieca & Mercieca, 2019). High-quality differentiated instruction, as explored by Smets (2017), underscored the necessity for teacher development to address classroom differences. Study reflects the significance of addressing biases in participant selection, as emphasized by Craig et al. (2022). NCERT, a pivotal entity in shaping educational policies and practices in India, advocates for inclusive education that fosters social cohesion and respects the unique learning needs of each individual.

Research Objectives

- To assess the academic outcomes of students who have undergone PRASHAST as an early intervention approach within the framework of inclusive education
- To examine how PRASHAST preliminary screening impacts the referral process for further assessment and certification of disabilities.
- To gauge the level of engagement and understanding among regular teachers and special educators in using PRASHAST as a tool for preliminary disability screening.
- To identify challenges faced by educators, regular teachers and educational institutions in implementing PRASHAST as an early intervention, including issues related to awareness, capacity and resources.

Research Design

The present study used a mixed-method approach that combined both quantitative and qualitative data. This comprehensive approach allowed a holistic exploration of the impact of PRASHAST as an early intervention aligned with the study's multifaceted objectives. Descriptive statistics (mean, standard deviation) was used to analyze

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

academic achievements. Frequencies and percentages were used to summarize educators, teacher's perceptions towards effectiveness of PRASHAST. Thematic analysis was employed to identify common themes and patterns in challenges, benefits, and recommendations.

Sample and Sampling Technique

The data were collected from five Delhi government schools located in the Delhi-NCR region, through a purposive sampling technique. The selection criteria were based on the implementation of PRASHAST as an early intervention. Ethical guidelines were meticulously followed throughout the research process, and consent was obtained from the schools' higher authorities as well as teachers and special educators. A sample of 80 students (randomly and equally distributed among Group A and Group B, here Group A was treatment group and Group B was controlled group), 50 educators, and 7 administrators was selected from diverse schools implementing PRASHAST and schools following traditional inclusive education practices. Within each school, a diverse group of students with and without disabilities was included. Also, regular subject teachers and special educators from selected schools were included in the sample.

Data Collection Tools

Standardized assessments and academic records were used to collect quantitative data on students' academic achievements, learning progress (considering grades) and performance. A questionnaire containing 10 questions was used for educators and special educators assessing their perception of the effectiveness of PRASHAST's screening checklist in identifying diverse disabilities. A 5- point Likert scale was used to assess educators' engagement with PRASHAST's approach and their participation in relevant training programs alignment with educational frameworks, its benefits, challenges faced, and recommendations. Structured interviews were conducted with special educators and administrators to identify challenges in implementing PRASHAST, including awareness, capacity and resource-related issues. A pilot study was conducted to find out suitable items for the main study.

A Glimpse of the Data and Findings

- Mean of Group A (Treatment group): 85.2, Mean of Group B (Control group): 76.5, SD: 9.2
- Educators on effectiveness of PRASHAST: Agreement 85%, Neutral 8.5%, Disagreement 6.5%

- Confidence in ability to effectively administer the checklist: Regular teachers 85%, Special educators 92%
- Adequately trained for interpreting the results: Regular teachers 78%, Special educators 88%

Data Analysis and Interpretation

- Descriptive statistics revealed that students who underwent PRASHAST's intervention (Group A) achieved a higher mean academic score (85.2) compared to those who did not receive the intervention (Group B), with a mean academic score of (76.5). The standard deviation of 9.2 indicates variability in academic achievements within both groups..
- Frequencies and percentages suggested that a significant portion of educators hold positive perceptions of PRASHAST's effectiveness in identifying diverse disabilities. The majority either strongly agree (35%) or agree (50%) with its effectiveness. A smaller percentage is neutral (8.5%), while a combined 6.5% either disagree or strongly disagree.
- Results revealed that both regular teachers and special educators exhibited a strong level of engagement and understanding when using PRASHAST for preliminary disability screening. 85% of regular teachers and 92% of special educators expressed confidence in their ability to effectively administer the checklist. Moreover, 78% of regular teachers and 88% of special educators reported feeling adequately trained to interpret the results.

The analysis of responses from interviews held with 15 special educators and administrators regarding the implementation of PRASHAST as an early intervention approach revealed common themes and patterns related to challenges, benefits, and recommendations.

Challenges and Benefits

- Respondents expressed challenges in creating awareness among teachers and parents about PRASHAST importance.
- Several participants mentioned limited resources for proper implementation, such as training materials and dedicated staff.
- Some of the respondents highlighted the need for specialized training to use PRASHAST effectively.
- Many participants acknowledged that PRASHAST enables early identification and intervention for diverse disabilities.

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

- Educators appreciated how PRASHAST guides them to provide better support to students with disabilities.
- Participants noted that PRASHAST contributes to a more inclusive and supportive educational environment.

Recommendations

- Many respondents emphasized the need for comprehensive and ongoing training for educators.
- Many suggested involving parents in the PRASHAST process to enhance awareness and collaboration.
- Participants recommended allocating more resources, both human and material, for successful PRASHAST implementation.

Result of the Study

The findings suggested that PRASHAST as an early intervention approach contributed to improved academic outcomes, positive educator perceptions. Result of the study indicated PRASHAST as a valuable tool for preliminary disability screening, reflecting the successful integration of the checklist into the educators' roles and responsibilities. The results further highlight the importance of continued training and support to enhance educators' confidence and competence in using PRASHAST effectively. Despite challenges, educators recognized the benefits of early identification and recommend strategies for successful implementation. PRASHAST emerges as a valuable tool for enhancing inclusive education practices.

Delimitations of the Research

The study was conducted in the specific geographic region (Delhi-NCR) utilizing a limited sample size, thereby hindering the extent of generalization to broader educational contexts. Additionally, the utilization of a purposive sampling technique introduced bias in the selection of participants. Due to time constraints, the study omitted a longitudinal assessment of PRASHAST intervention and its long-term effects. Furthermore, the study did not consider external factors such as socioeconomic status and home environment, which could substantially influence students' academic outcomes.

Suggestions for Further Research

Further researches in this area can be suggested as to incorporate the perspectives of students with disabilities themselves to gain insights into their experiences with PRASHAST's intervention and its impact on their academic and emotional well-being, to investigate

strategies for scaling up the implementation of PRASHAST across various educational settings and regions while ensuring sustainability and to conduct a longitudinal study to track the long-term impact of PRASHAST's early intervention approach on students' academic achievements, engagement, and inclusion over an extended period.

Conclusion

Study sheds light on the multifaceted impact of PRASHAST as an early intervention approach on inclusive education. The findings underscored its positive influence on academic outcomes, educators' perceptions, and engagement. Challenges and benefits emerged, highlighting the need for comprehensive training and resource allocation. As a valuable tool, PRASHAST contributes to fostering an inclusive educational environment. With its multifaceted impact, PRASHAST stands as a testament to the ongoing commitment to inclusivity within education.

References

- *Acts. Department of empowerment of Persons with Disabilities. MSJE, Government of India. (n.d.). https://disabilityaffairs.gov.in/content/page/acts.php*
- *Acts. Department of empowerment of Persons with Disabilities. MSJE, Government of India. (n.d.). https://disabilityaffairs.gov.in/content/page/acts.php*
- *Craig, S., Whitlow, M. L., Quatrara, B., Kastello, J., Ackard, R., Mitchell, E. M., & Kools, S. (2022). A focused checklist for constructing equitable, diverse, and inclusive simulation experiences. Clinical Simulation in Nursing, 71, 87-91. https://doi.org/10.1016/j.ecns.2022.05.004*
- *Inclusive education: Global issues and controversies. (2020). BRILL. https://unesdoc.unesco.org/ark:/48223/pf0000098427*
- *International inclusive teaching and learning. (2022). Handbook of Digital Higher Education, 123-134. https://doi.org/10.4337/9781800888494.00019*
- *The journey to inclusive schools: An overview of inclusive education in six issues of 'Getting there' in the context of the Salamanca statement and framework for action on special needs education of UNESCO. (1998).*
- *(n.d.).https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf*

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

- *Mercieca, D., & Mercieca, D. P. (2019). Distribution of the sensible within the Salamanca statement and framework for action: Maintaining patterns of inclusion and exclusion. International Journal of Inclusive Education, 23(7-8), 849-861. https://doi.org/10.1080/13603116.2019.1623328*
- *(n.d.). https://ncert.nic.in/degsn/pdf/NonPrint/Index_Inclusiveness.pdf*
- *(n.d.). https://ncert.nic.in/pdf/announcement/Inclusion_in_Eduction.pdf*
- *(n.d.). NCERT. https://ncert.nic.in/pdf/focus-group/special_ed_final1.pdf*
- *Nīmante, D., Kalniņa, D., & Baranova, S. (2022). Towards an inclusive digital learning environment in higher education: Opportunities and limitations gleaned from working students' remote learning experiences during COVID-19. Inclusive Digital Education, 213-226. https://doi.org/10.1007/978-3-031-14775-3_14*
- *The rights of Persons with Disabilities act 2016: Mental health implications. (2019, March). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6436405/*
- *The rights of Persons with Disabilities act, 2016: Does it address the needs of the persons with mental illness and their families. (2017, January). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5419007/*
- *Rights of Persons with Disabilities bill - 2016 passed by Parliament. (n.d.). https://pib.gov.in/newsite/printrelease.aspx?relid=155592*
- *Smets, W. (2017). High quality differentiated instruction - A checklist for teacher professional development on handling differences in the general education classroom. Universal Journal of Educational Research, 5(11), 2074-2080. https://doi.org/10.13189/ujer.2017.051124*
- *UNESCO. (1994). The Salamanca statement and framework for action on special needs education: Adopted by the world conference on special needs education; Access and quality. Salamanca, Spain, 7-10 June 1994.*
- *UNESCO (2020). Towards inclusion in education: Status, trends and challenges: The UNESCO Salamanca statement 25 years on. UNESCO Publishing.*

- *https://disabilityaffairs.gov.in/content/upload/uploadfiles/files/RevisedSIPDAGuideli.pdfWickenden, M., Thompson, S., Adekeye, O., & Gwani, N. (2023). Report on development of children with disabilities and parents' wellbeing and inclusion checklist tool 2022 – Phase 1. https://doi.org/10.19088/ids.2023.005*
- *(n.d.). Department of Empowerment of Persons with Disabilities, MSJE, Government of India.*

  https://disabilityaffairs.gov.in/upload/uploadfiles/files/Draft%20Copy%20New%20National%20Policy%20May%202022%20.pdf
- *(n.d.). Department of Empowerment of Persons with Disabilities, MSJE, Government of India. https://disabilityaffairs.gov.in/upload/uploadfiles/files/RPwD%20(Amendment)%20Rules%2C%202023%20%20Accessibility%20standards%20on%20ICT%20products%20and%20Services_compressed.pdf*

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

Dr. Sankaranarayanan Paleeri
Head, Department of
Social Science Education
NSS Training College
(University of Calicut)
Ottapalam, Palakkad Dist.,
Kerala, 679 101
Email-paleeri@gmail.com

Anjali. P
Assistant Professor
NSS Training College
(University of Calicut)
Ottapalam, Palakkad
Dist., Kerala, 679 101
Email- anjalisreejith25@gmail.com

3

School Horticulture Practices as Precursor of Environmental Awareness of Secondary School Students

Abstract

Students of some schools in Kerala state have opportunities for engaging with horticultural practices. This research intended to study the impact of horticulture practices on students' environmental awareness, along with gender and locale differences. Informaldiscussions with teachers, and observations done. An environmental awareness test is used to collect data. The sample size of the study was 400 upper primary school students. Analyses revealed that most of the students of upper primary schools possess an average level of environmental awareness. There is no gender difference among students on environmental awareness, but there isa significant locale difference. Students who are from schools with horticulture practices have significantly different environmental awareness than students from schools without horticulture practices. The result of the study envisages the necessity of informal programmes such as horticulture practices in schools to develop desirable behaviors such as environmental awareness.

Key Words: *Horticulture, Environmental Awareness, Gender, Locale*

Introduction

A school is an excellent atmosphere to introduce the concept of environmental awareness to the pupils. There are a variety of ways in a school to convey the importance of the environmental concerns facing the world today to each child. The implementation of informal horticulture practices helps students to develop their knowledge and attitudes to take pro-environmental actions. The integration of environmental education into a school's curriculum is greatly enhanced by fostering a suitable, positive, and environmentally conscious school environment. An appropriate environment in schools nurtures students' engagement and understanding of ecological concepts (Waliczek & Zajicek, 1999) In Kerala state, certain schools have horticulture practices with the aim of developing desirable environmental awareness among students.

One way of bridging the gap between the abstract "planet" and the child's immediate surroundings is to bring plants and animals closer to the curriculum via a garden (Demas,1979). Many teachers and schools create gardens and apply them to a variety of curriculum areas, but the effectiveness of these gardens in establishing the children as stewards of the earth is not often measured. Incorporation of preplanned practices of environmentally significant programmes into the curriculum will help the students to prosper in environmental awareness.

Environmental education teaches individuals how to weigh various sides of an issue through critical thinking and it enhances their own problem-solving and decision-making skills. Schools need to be involved in environmental practices so that students from a young age become aware of social and environmental issues in their local communities and around the world, and thus be motivated to take action to improve and maintain the environment (Gandevan, 2007).

Outdoor environmental education programs are a crucial tool for promoting children's and adolescents' pro-environmental attitudes and behaviors, as well as their feelings of connection to nature, and pursuing the goal of reducing human impact on the environment and natural resources therein (Abraham, & Arjuna, 2004). Many different approaches have been used and tested in schools to attain the aim of environmental awareness among students. The approaches focused on the experiences of having contact with natural settings are proposed as a means for promoting positive emotional reactions among students regarding environmental issues to be incorporated into the school curriculum (Rickinson, 2001). School horticulture practices are such programs that will promote students' direct experience with nature.

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

School Horticultural Practices in schools: A review

Horticultural practices provide direct experience with the environment. Lexically, (Webster, 2021) horticulture is the science and art of growing plants (fruits, vegetables, flowers, and any other cultivars). School horticulture fields are places where children can participate in cultivation as well as harvesting of plants. In the course of school horticultural practices, the children gain unique insights into some environmental issues faced by the world today. Horticultural programmes may be effective in improving psychological stability and social-emotional competence in terms of emotional intelligence, resilience, and self-efficacy in elementary school children. Participation of pupils in environment-related works is effective in developing awareness. Students with an environmental awareness background have better environmental attitude. (Kumar, 2008: Subramaniam & Prabha, 2008)

Padmini (2007) stressed the importance of environmental awareness for sustainable development. A study on environmental awareness among rural and urban children revealed that the majority of the students don't have much knowledge of the environment-related issues and problems and they were not aware of the importance of the content and the environmental issues. Children from urban habitation had a better idea about the problems related to the environment than their rural counterparts. This is the information they gather through the academic sessions carried out in institutions. Further, a result of a study of comparison of the awareness level of teachers revealed that they do not differ significantly based on the subject of teaching. (Asha, 2008; Pande,2007). The research finding of Joshi (1981) proves that the environment outside the class is potent enough to initiate learning and hence Environmental Education should be considered essential at school level education.

There is no research conducted specifically on the impact of horticultural programs and their association with environmental attitude, behaviours, and knowledge. This research may fill this gap to a certain extent because it is a specific design of research to be conducted among students to find out the relationship between environmental awareness and participation in horticulture.

Need and Significance of Studying the Horticulture Practice as Precursor of Environmental Awareness

Despite the ever-growing body of knowledge about human impact on the environment and the need to work towards a sustainable future, participation in environmental action initiatives among the general

population remains low. The observation of Gihar (2006) explains thus, "In the second decade of the 21st century, preparing our students to be good environmental citizens is some of the most important work any of us can do. It is for our children, and our children's children, and generations yet to come." The analysis proves the importance of a study like this in indigenous schools.

The focus of the school agricultural practices today has moved towards efforts to control the elevated obesity rates and to promote health and well-being in cooperation with education to school-aged children. The link between the garden and the school meal program is an area that requires attention. In Kerala, children get hardly any exposure to agriculture through a curriculum predominated by arts and science. A school with a garden/vegetable garden provides that unique opportunity to activate a child's awareness of the environment in a lasting way. Horticulture and environmental awareness are interconnected in their efforts to create a sustainable and resilient future. The practice of horticulture can promote sustainable agriculture, conserve biodiversity, and enhance landscapes, while environmental awareness empowers individuals and communities to make informed choices and contribute to a healthier planet.

Delimitation

The study aimed to analyze the environmental awareness of school students in relation to their practice in school horticultural activities. The aim was to investigate the environmental awareness and horticultural practices of the students who are studying in the schools that follow the Kerala State Education Syllabus. Researchers selected the schools from the Palakkad district only. The data collection is being proposed to the students of upper primary classes only.

Objectives of the Study

The study is aimed to realize the following objectives;

1. To study the levels of environmental awareness of upper primary school students
   - 1.a. To find out whether there exists gender difference in the environmental awareness of upper primary school students.
   - 1.b. To find out whether there exists locale difference in the environmental awareness of upper primary school students.
2. To compare the environmental awareness of the upper primary school students with respect to their participation in school horticultural activities.

The Hypotheses

The investigation is framed up on the following hypotheses:

- Upper primary school students are varied in their environmental awareness.
- There is no significant gender difference in the environmental awareness of upper primary school students.
- There is no significant locale difference in the environmental awareness of upper primary school students.
- There is a significant difference in environmental awareness between students from the schools with and without horticulture practices.

Methodology

The present study is intended to find out the level of environmental awareness of upper primary school students with respect to school horticultural practices. The details of the variables are to be collected from a large number of students pertaining to different institutions. A survey method is adopted to carry out the investigation. To study the level of environmental awareness of upper primary school students, the investigator prepared an environmental awareness test. The tool included 39 items with two options to respond, after the process of standardization. The respondent has two options to mark their responses to a statement. Observation and direct informal discussion were the techniques used to identify and assort the schools that have horticulture practices.

Sample and Procedure of Data Collection

The sample included 400 upper primary school students studying in 6th and 7th standard in Upper Primary schools in Palakkad district, Kerala state. The members in the sample belong to rural schools and urban schools. Schools having horticultural practices are randomly selected. Students from the schools that follow the Kerala State School Syllabus were only selected to constitute the sample.

Before conducting the survey to measure the environmental awareness of upper primary school students, the researcher decided to categorize the schools based on their horticultural practices. The researcher randomly selected twelve schools that have school horticultural practices and which do not have school horticultural practices to collect data. Researcher directly visited these schools to find out whether school horticultural practices are actively going or not. The researcher employed a checklist to study horticultural activities going on in these schools.

Analysis, Discussion and Findings

This research investigation has two faces. At the first step, the researcher directly visited the randomly selected schools to explore the horticulture practices that the schools follow. Information was gathered on the programs of the schools based on field notes, observation and discussion with teachers. The collected information is used to frame the profile of the schools. Based on the information from the visit report, fieldnotes and discussions, researchers segregated to two categories; (a) schools with active horticulture practices and (b) schools with no horticulture practices. Data on the environmental awareness of students are collected by administering the same tool among the students of both categories of schools. Collected data were properly tabulated and utilized for analysis. The details of the analysis and interpretation of the results are provided here under appropriate titles.

Environmental Awareness among School Students

The first objective of the study is to find out the environmental awareness of the school children. To realize this objective, data from the whole sample are made use of and are subjected to norm-based analysis. The score for each correct response to a statement in the awareness test is 01 and that for a wrong response is '0'. Maximum score of the tool to assess environmental awareness is 39x1=39 and minimum score is 39x0=0. Out of the maximum score, i.e., 39, those who scored 80% and more (score 31 or more) are considered students with high environmental awareness. The students who scored 60% and more but below 80% (score 23 or more and below 31) are placed in the group with average level of environmental awareness. Finally, those who scored 59% or below (score 22 or below) are placed in the group of students with below average level of Environmental Awareness. The data collected from 400 students were analyzed properly and result is given in table.1.

Table 1:

Students at various levels of environmental awareness (N=400)

Levels of environmental awareness						
Variable	High level of awareness		Average level of awareness		Low level of awareness	
Environmental awareness	n	%	n	%	n	%
	57	14.25%	243	60.75%	100	25%

Discussion

The Table 1 explains that among the upper primary school students, 14.25% of students are having high level, and 60.75% of students are having average level of environmental awareness. It is also revealed that 25% of students are with low level of environmental awareness. The environmental awareness is a particular quality that students acquired from their life experiences and academic experiences. The acquired awareness may be reflected in the responses of students on the environmental awareness test.

The first hypothesis of the study states that the students are varied in their levels of environmental awareness. The above mentioned result is supportive to state that hypothesis one is accepted.

Gender Difference in Environmental Awareness among Upper Primary School Students

The second part of the first objective is to find the difference in environmental awareness of upper primary school students based on gender. The data from girls and boys on environmental awareness are employed for inferential statistical analyses. The Measures of central tendencies are found out and the scores of the Mean are subjected to an independent sample t-test. Results are given in Table 2.

Table 2:

Test of mean difference in environmental awareness of upper primary students with respect to gender

Variable	Sample	n	Mean	SD	t- value
Environmental awareness	Female	202	23.41	7.96	0.381
	Male	198	23.72	8.65	

Discussion

Table 2 shows that the 't' value of the mean difference on environmental awareness of male and female students of upper primary schools is not significant at 0.05 level since the calculated 't' value (0.381) is less than the significant table value (1.96). The result of the t-test clearly explains that there exists no significant difference between male and female students of upper primary schools in their level of environmental awareness. Girl and boy students are possessing same levels of environmental awareness.

The second hypothesis states there is no gender difference on environmental awareness among upper primary school students. The result is supportive to state that this hypothesis is accepted and there is no gender difference on environmental awareness.

Locale Difference on Environmental Awareness among Upper Primary School Students

The second part of the third objective states to find the difference in the level of environmental awareness of upper primary school students based on locale. Data are collected from the students of the schools in rural and urban localities. The mean scores of environmental awareness of upper primary school students based on locale are subjected to statistical analysis and the Mean and Standard Deviation are found out. The scores are employed for the independent sample t-test. Results are given in Table 3.

Table 3:

Details of the test of mean difference in environmental awareness with respect to locale

Variable	Sample	N	Mean	SD	t-value
Environmental awareness	Rural	273	25.04	7.43	5.408*
	Urban	127	20.38	9.18	

**Significant at 0.01 level*

Discussion

As per table 2, the 't' value of the mean difference of the scores of environmental awareness of male and female students of upper primary schools is significant at 0.01 level. The obtained 't' value, i.e., 5.408 is a significant value of mean difference. In other words, there exists significant difference between rural and urban school upper primary studentsin their level of environmental awareness. The Mean of the score distribution of rural students on environmental awareness are higher than that of the urban students. Mean value of rural school students is 25.04 and of urban schools is 20.38.These values indicate the most favorable scores are obtained by the students of rural schools. Thus it can be interpreted that rural school students have more favorable environmental awareness than that of students in urban school.

On the basis of this result, it is affirmable to state that the third hypothesis, there is no locale difference in environmental awareness between upper primary students, is rejected.

Environmental Awareness of Upper Primary School Students with respect to the School Horticulture Practices

The second objective of the study states to compare the environmental awareness of upper primary school students with respect to school horticulture practices. To understand whether there exists significant difference between the students of the schools which have regular horticulture practices and the schools those have no such a practice. To compare the two groups on the environmental awareness, researchers administered the independent sample t test. The groups were interpreted based on the obtained t value of Mean comparison. Results are given in the table 4.

Table 4:

Mean Comparison of the scores of environmental awareness of students with respect to the schools with and without horticulture practices

Variable	Sample	N	Mean	SD	t-value
Environmental awareness	Schools with horticultural	262	24.47	8.31	3.036*
	Schools without horticultural	138	21.84	8.04	

**Significant at 0.05 level*

Discussion

As per the table 4, the 't' value of the mean difference in environmental awareness with respect to school horticultural practices is significant at 0.05 level since the calculated 't' value(3.036) is greater than the table value 1.96. In other words, there exists significant difference between upper primary students of schools with horticultural practices and schools without horticultural practices on the environmental awareness.

The mean scores of environmental awareness of students from the schools with and without horticultural practices are found to be differing. The Mean value of the scores of environmental awareness of students from the schools with horticultural practices is 24.47 and that of schools without horticultural practices is 21.84. This indicates that most favorable mean score are obtained by students from schools with horticultural practices. Thus it can be interpreted that students from the schools with horticultural practices have more desirable environmental awareness than the students from the schools without horticultural practices.

This result is supportive to state that the fourth hypothesis is accepted. The fourth hypothesis states that there is a significant difference in environmental awareness between students of the schools with and without horticultural practices. It is fully substantiated.

Findings in Brief

This research is intended to find out the environmental awareness of upper primary school students of Kerala in general and to compare their awareness on the basis of gender and locale. The study also aimed to compare the environmental awareness of the students of the schools with and without regular horticulture practices. The study revealed the following results:

- Most of the upper primary school students are possessing an average level of environmental awareness. Students with a high level of environmental awareness are 14.25%, those with low are 25% and with high level are 60.75%
- There is no significant gender difference among students on Environmental awareness. Girls and boys have the same level of environmental awareness.
- There is a significant difference between rural and urban upper primary school students on environmental awareness. Rural school students have comparatively higher environmental awareness than urban school students.
- There is a significant difference in environmental awareness between the students of schools with horticulture practices and schools without horticulture practices. Students from schools with horticultural practices possess higher environmental awareness than the students from schools without horticultural practices.

Conclusion

The present research was conducted on a very relevant and genuine issue which is students' awareness about the environment and environmental hazards that occur due to human activities. The horticultural practices are introduced in the schools of Kerala state by the government and NGOs Aim of this study is to enhance environmental awareness and love towards nature. The result of the study helps teachers, students and society to have retrospection on enhancing school horticultural practices. The result of the study proved that horticulture practices have a significant impact on enhancing the environmental awareness of students. The study revealed that the students who participate in school horticultural practices have more environmental awareness than the. Students can protect and restore environmental and natural resources by spreading awareness on environmental issues by experiencing a programme like horticultural practice. The results of the study

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

encourage government efforts on horticulture practices in schools. Students are in need to be experienced with such programmes along with classroom learning activities. The results of the study envisage the need to provide informal learning contexts in schools for better development of desirable social behaviours.

References

- *Abraham, A&Arjuna, N., K. (2004). Pro-environmental behaviour and environmental knowledge. Journal of Indian Education.30 ? (3), p. 101-113.*
- *Asha, R. (2008). Awareness of teacher educators about environment for protecting human health and quality of life. Seminar proceedings-National Seminar on recent Trends in Environmental education. Mysore: RIE*
- *Demas, A. (2010).Demas' write up by San Mateo County Schools Principal. Available in https://www.plt.org. Retrieved on 11 July 2018.*
- *Gihar (2006). Environmental responsibility among students. Edutracks Journal. 6 (1) p. 27-28.*
- *Gnanadevan (2007). Environmental awareness of higher secondary students. Journal of Research and Reflections on education, 5(1). P.117-129*
- *Joshi B.P. (1981). Development of science education for upper Primary classes based on the Environmental approach. SIE, Rajasthan. Available in Fourth survey of research in education (1983-1988), Vol I, M.B. Buch, New Delhi: NCERT*
- *Kothari, S.S. (1966). The Report of the Indian Education Commission1964-1966. New Delhi: Ministry of Education-Government of India.*
- *Kumar, S. and Ram, B. (2006). Awareness of Environmental education among students. MERI, Journal of Education, Management and research 01 (02), New Delhi: Management Education and Research Institute*
- *Padmini, (2007). Environmental awareness for sustainable development- A study. Paper presented in International conference of All India Association for Educational Research (AIAER) on Education for sustainable development, September 14- 16, 2007*

- *Pande, S. (2007). Environmental awareness among Rural and Urban children: A comparative study. University News. 45 (05), pp 11-14*
- *Rickinson, M. (2001). Learners and learning in environmental education: A critical review of the evidence. Environ. Educ. Res. 7, 207–320. doi: 10.1080/13504620120065230*
- *Subramaniam, M. and Prabha, R. (2008). Status of environmental awareness among high school students from Coimbatore district. Seminar proceedings- National Seminar on Recent Trends in Environmental education. Mysore: RIE.*
- *Waliczek, T., Zajicek, J. (1999). School gardening: Improving environmental attitudes of children through hands-on learning. Journal of Environment and Horticulture. 17(4) p.87-103.*
- *Webster Dictionary (2021). Merriam-Webster Dictionary, https://www.merriam-webster.com. Accessed on 6 Dec. 2021.*

Ms. Iram Sarver
Ph.D. Scholar
Department of Educational Studies,
Faculty of Education
Jamia Millia Islamia,
New Delhi-110025
Email-iramsarver36@gmail.com

Dr. Jitendranath Gorai
Assist. Prof.
Smt. Savitaben Panalal Kothari College
of Secondary Education,
Vidyamandir Trust, Palanpur,
Gujarat-385001
Email-jitendranathgorai2013@gmail.com

4

Challenges of Primary Educational Stakeholders During Covid-19 towards Learning

Abstract

A pandemic is a highly contagious sickness outbreak that has a dynamic impact on the economy, technology, and education. It proved to be difficult for some people and an opportunity for others. According to the current research, the educational hurdles that the underprivileged population encountered during COVID-19 were made worse for them by a widening digital divide, poor levels of literacy among people in lower economic groups, and income inequality. The purpose of this descriptive study is to examine the challenges faced by different parties involved in government primary schools in the Saharanpur district of Uttar Pradesh, India, particularly during the pandemic, including parents, teachers, students, and administrators. Here, the researcher separated the data into six themes for analysis. Through discussion, the authors of this study highlight the difficulties faced by school administrators, including a lack of necessities, socioeconomic disparities, and inadequate training for remote instruction.

Keywords: *Challenges, COVID-19, Primary Schools, Stakeholders, Technology*

Introduction

World Health Organization (2020) describes coronavirus disease (COVID-19) as an infectious illness brought on by a recently identified coronavirus. The UNESCO (2020) study states that as of mid-April 2020, it has affected over 90% of all students worldwide; by June 2020, that number has dropped to approximately 67%. The COVID-19 pandemic has affected over 120 crore students and young people worldwide (Reimers, 2022). Over 32 crore students in India have been impacted by the numerous limitations and the countrywide COVID-19 ban (Tadesse & Muluye, 2020). Approximately 14 crore primary and 13 crore secondary students—the two most affected levels in India—are impacted (UNESCO, 2020). The World Health Organization states that maintaining social isolation should be the first line of defence against the coronavirus pandemic. Therefore, a lockdown was implemented in every country to segregate the affected individuals. There were closures of educational institutions such as schools and colleges (Sinha & Bagarukayo, 2019). In addition to the classes being suspended, all examinations for schools, colleges, and universities, including entrance exams, were postponed indefinitely. As a result, the lockout destroyed every student's schedule. In the annals of education, COVID's chance to shift from the rigorous classroom teaching paradigm to a new era of digital models is unparalleled (Onaga,2023). Due to the lockdown, numerous educational institutions were forced to postpone their classes, exams, internships, and other events in favour of online options (Gillett, 2017). Teachers and students were initially confused and unaware of how to manage the situation when this unexpected disaster caused the closure of instructional activities. However, as time passed, everyone realised how much the lockdown had taught them about handling pandemics of this kind. Consequently, COVID brought challenges as well as opportunities for educational institutions to upgrade their facilities (Chang, 2012). The lockout has given educators and learners a glimmer of hope that online education will endure. Instructors use online applications such as Zoom, Google Meet, Facebook, YouTube, and Skype to conduct lectures and assign homework to students (Appu,2017). For effective communication, there are WhatsApp groups for parents, teachers, kids, and guardians where they can stay in touch and share their struggles. A similar thing occurs in India, where not all students have access to high-speed internet and technological devices, and they consequently suffer. Numerous modern educational institutions in India are now not digitally equipped to handle the abrupt transition from the traditional educational setup to the online educational system. With that students

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

from privileged backgrounds were able to learn as they got the support from their parents and had alternative learning opportunities. However, the underprivileged remained shut inside their homes when schools were shut down. This disparity reveals many lacunas in our education system. Undoubtedly, efforts were made by the educational administrators for learning continuity. For those who had experience in "conventional classrooms," which were familiar environments for them, online teaching and learning would still be a hurdle (Spinelli et al., 2020). As a result, during the COVID-19 epidemic, educational administrators, such as principals and headmasters of government schools, encountered significant difficulties in upholding programmes, directing instructors, and coordinating the academic and auxiliary tasks of the school (Hyseni & Hoxha, 2021).

The formal education process starts with primary schooling. A child's primary education is a critical stage in their development, and the learning environment they experience there can have a lasting impact on them. During this stage, children leave their home setting for the first time to engage with and exchange ideas with children their age, which helps them develop their communication and confidence abilities (Mahmud, 2020). Prominent Cognitivist Albert Bandura in his Social Learning Theory, is on based that we learn in a social context from our interactions with others (Tadayon & Mohammad, 2012). Separately, when a child will observe the behaviours of others, they develop similar behaviours. According to Bandura, imitation involves the actual reproduction of observed motor activities (Bandura, 1977). We consider the primary education of a child to be the first step towards his development and learning opportunities. The purpose of primary education is to make the child learn basic numerical and literacy skills. The National Education Policy, 2020 also emphasises that early literacy and numeracy development can be completed in the foundation stage, which is primarily focused on learning about the alphabet, languages, numbers, counting, colours, shapes, drawing and painting, indoor and outdoor play, puzzles and logical thinking, art, craft, music, and movement (NEP 2020). However, because they were getting their information from WhatsApp, elementary students, especially those attending government schools, suffered significant literacy challenges throughout the pandemic. Teachers found it more challenging to instruct students effectively online since they lacked the necessary training in this area. However, students attending government schools are typically from underprivileged backgrounds and struggle to make ends meet. For them, owning a smartphone with internet access is a fantasy.

Stake of Policy on Foundational stage

According to NEP 2020, a child's early years are the most important for their lifetime development as well as their physical, cognitive, and socioemotional progress. Many kids attend school to receive high-quality education. The care and education of children from birth to eight years old is referred to as Early Childhood Care and Education (ECCE) in policy (National Curriculum Framework, 2005). Important components of early childhood education (ECCE) include self-help abilities, motor skills, hygiene, managing separation anxiety, physical development through movement and exercise, and feeling at ease among peers (Rashid, 2021). To nurture and develop a child's innate abilities and capacities of curiosity, creativity, critical thinking, cooperation, teamwork, social interaction, empathy, compassion, inclusivity, communication, cultural appreciation, playfulness, awareness of the immediate environment, and the ability to successfully and respectfully interact with teachers, fellow students, and others, supervised play-based education—in groups as well as individually—is especially important during this age range (NEP, 2020).

Globally, researchers also faced a similar concern (Tadesse & Muluye, 2020) found in their study that distance learning was challenging in developing countries because many parents had not been to school, and lacked ICT infrastructures, computers, radio, and television. The poor and digitally illiterate families with lower educational levels and children with poor learning motivation are more suffering in this situation and this increases inequality. Students in most rural areas may be forced to fully support their families in cattle herding and farming.

Need of the Study

Many parents, teachers, and students were attempting to adjust to a new "normal" and the difficulties associated with online learning because of the coronavirus that forced the closure of schools. One of the challenges with online schooling that has not received much attention is that it exposes the socioeconomic disparities that millions of families face. Regretfully, a lot of students lack the tools, resources, or surroundings necessary to learn and meet academic standards. Additionally, the Global Education Monitoring Report (2023) confirmed that while 91% of countries used online learning systems, just 25% of students worldwide could access these platforms.

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

There is now some hope for teachers and students to continue their educational activities online because of the lockout (Ali, 2020). In government schools, the method of teaching and learning has been altered to include explanation videos of textbook content instead of PDFs. This has affected how students learn in traditional classroom settings and seemingly increased the difficulties faced by educators and administrators.

A study was carried out from August 2020 to May 2021, during the pandemic, to determine the role that educational administrators played in helping the primary government schools in a Saharanpur district solve the issues that parents, teachers, and students were facing. The annual value of exports from the wood carving industry of Saharanpur is about Rupees 400-500 crores and it supports the livelihood of about 150,000 artisans. These illiterate artisans hardly earn 10,000 Rupees per month which is fulfilling their life survival. So, there are compelling reasons to research the children of these artisans who get enrolled in government schools and the challenges they faced during the pandemic at the time of lockdown (Basilaia & Kvavadze, 2020). Similarly, research conducted by Save the Children Romania (2023) titled "The Impact of COVID-19 on Children of Romania" emphasised the detrimental consequences of education during the pandemic. Due to limited access to online education, the pandemic exacerbated social and educational disparities. Individuals were subjected to marginalisation and prejudice, which further contributed to their psychological and educational consequences. With all the difficulties that our country was facing, researchers were compelled to look into the recurring problems that parents, teachers, administrators, and kids were having and how they could all work together to find solutions.

Objectives

- To study the resources and support that school administrators provided to parents and students during the COVID-19 pandemic.
- To study the challenges and strategies used by educational administrators to address them.

Research Design

The current study has a descriptive design and is qualitative in nature. In the current study, convenience sampling was used to pick 15 Basic Primary Government schools in the Saharanpur district (Saharanpur Block). Additionally, purposive sampling was used to select parents

and two school students, a boy, and a girl, from each school. The researcher created a schedule of interviews for parents and students and a questionnaire for teachers and the principal/head teacher of the school. Table 1

Demographic for Sample

Types of Samples	Collected Sample
Number of Govt. schools in urban area (Administrators)	15
Number of Parents	40
Number of Teachers	30
Number of Students enrolled in primary classes	50

Research Tools

In this research, two questionnaires were developed, one for teachers and one for school administrators. One of the questionnaires consisted of 15 items to know the challenges of teachers regarding online teaching during COVID-19 and another questionnaire was developed for Principal/Head Teacher to know their challenges regarding administration, which contains 12 items and two Interview schedules were developed for parents and students of primary classes respectively. These schedules were developed to know the challenges regarding online learning that they faced during the pandemic. Both the schedules were self-developed.

Major Findings and Discussions

Theme-1 Benefits of Online Education

- ✓ People are encouraged to favour online learning during the COVID-19 shutdown period for the following reasons: Online learning is advantageous since it offers instant accessibility to learning.
- ✓ The ability to learn took place when the students were at home.
- ✓ Little disease transmission while preserving social seclusion.
- ✓ Online education provides flexibility.
- ✓ Students can learn at their own pace owing to it.
- ✓ With a dependable internet connection, students can use PCs, laptops, tablets, or mobile phones to learn anywhere.

Theme-2 Socio-Technological Gap

Even though virtually all educational stakeholders benefit from online learning, many people still do not agree with this. Sociological or

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

technological factors could be at play, such as the fact that not everyone has easy access to computers and that internet connections represent a significant barrier for developing and rural regions (Ray, 2010). In addition, Bairagya et al. pointed out that while technology has many benefits, we should be mindful of digital inequality, which could have a significant negative influence on children who have abundant resources vs those who do not (Thomas, 2020). Online learning has become a viable choice and is practical in most industrialised nations where most students and teachers have access to personal computers and the Internet

Theme-3 Lack of basic survival needs

According to data on school education in India gathered by NUEPA in 2016, students from underprivileged social groups are more negatively impacted by economic shocks when it comes to their education (NUEPA, 2016). This statistic illustrates the socioeconomic circumstances of the underprivileged segment of society before the epidemic. Because their parents are usually daily wage earners, students at government schools were not fed during the lockdown and were forced to make do with the fewest supplies available to them. It is beyond their means to have smartphones and cover their data costs. Despite this, they used the money they got at the midday meal to purchase necessities.

Theme-4 Stress leading factors among the administrators

Head of instructions by the government, overseeing the students' education during a pandemic, humiliating them in Mohalla Classes, distributing food through government programmes, and explaining those directives to the parents of the students who lack literacy put principals under a lot of strain (Magdalena, 2023). Many schemes by the government refrained school administration from carrying on the academic work, which is another major bone of contention (Reimers, 2022) highlighted in their study that teachers' workload and stress have also been increased while creating communication and organizational challenges among school staff and between them and the parents.

Theme-5 Socio-economic Gaps

Teachers find it difficult to convey material from books since students from labour class groups rarely organise their devices, and explaining material through WhatsApp videos is particularly difficult for them (Yu, 2010). The pandemic has widened the socioeconomic divide between parents, which is a risk factor for their future education

because they are now forced to work to ensure their family's survival. For a parent who belongs to a disadvantaged group in society, this is the biggest problem.

Theme-6 Untrained for Online teaching

Principals as well as teachers had not received training regarding teaching online, they got the guidelines only from the authorities to teach through WhatsApp by sending PDFs of textbook worksheets or notes and making videos of the chapters from the books. In addition to this, teachers who worked remotely had to meet higher expectations in terms of working hours and learning requirements due to COVID disruptions, but again there has been inconsistent reaction in terms of training. Teachers were expected to incorporate technology into their pedagogy, student assessment, parent-student relationships and professional development (GEMR, 2023).

Likewise, the findings of this study also corroborated the finding that dealing with quarantine is a particularly stressful experience for parents who must balance personal life, work, and raising children, being left alone without other resources (Maria et al., 2020). This situation puts parents at a higher risk of experiencing distress, potentially impairing their ability to be supportive caregivers. The lack of support these children receive in such a difficult moment may be the reason for their more pronounced psychological symptoms. Policies should take into consideration the implications of the lockdown for families' mental health, and supportive interventions for the immediate and the future should be promoted.

An online survey of over 20,000 instructors across 165 countries, conducted by Zoomer et al., (2020) and Pota et al., (2021), reveals that 27% of teachers utilised technology to assess students daily throughout the pandemic, 29% did so weekly, and 20% did so once or twice a month.

Conclusion

The results showed that since students will not answer questions or get their doubts answered, teaching has essentially become a one-sided activity when distant learning techniques are used. Arora & Srinivasan's (2020) study also mentions lack of awareness, inadequate training, and network problems as obstacles teachers must overcome. Less attendance, a lack of intimacy, and a lack of contact because of connectivity problems were among the drawbacks (Arora & Srinivasan, 2020). Parents are making an effort to help their children by instructing them, watching classes on television, and making sure

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

that assignments given by instructors are finished. Still, just four or five pupils have been able to connect with a single teacher each day. Teachers may visit students at home to go over the material, respond to inquiries, and check assignments. As a way to check in on the student's progress, some instructors have also scheduled monthly parent-teacher conferences on the school grounds. With parents returning to work, it has become more difficult to stay in touch with students. While some educators tried to set up lessons via video conferences, this was rarely successful.

Educational Implications

- Due to their status as members of the underprivileged and lack of access to basic learning resources during the epidemic, students at urban primary government schools encountered numerous difficulties with online learning (Picciano, 2017).
- Teachers' primary duties will be to assist students in their academic endeavours and to act as mentors to them, as their mental and physical health has suffered throughout this period due to the inequality gap that has been exacerbated by COVID-19 (Jindal & Chahal, 2020).
- Teaching students creates difficulties because of the extensive changes in their prior knowledge and learning capacities. Additionally, in online classrooms, students should be provided with recommendations on how to focus better and be acknowledged for their unique personalities (Jena, 2020).
- In sequence for future educators to be informed about the pedagogy of online teaching, it is important to recognise the difficulties that teachers face during the online teaching and learning process while developing regulations or curricula for pre-service teachers (Swan, 2017).
- It is time to modernise our teaching strategies and find new ways to engage pupils intellectually while we are not physically present.

References

- *Ali, N. (2020). Students disappointed with online teaching system amid COVID-19. Retrieved from https://dailytimes.com.pk/587446/students-disappointed-withonline-teaching-system-amid-covid-19*
- *Andersson, A. (2008). Seven major challenges for e-learning in developing countries: Case study eBIT, Sri Lanka. International journal of education and development using ICT, 4(3), 45-62.*

- *Appu Srva, (2017). Present Education System in India, http://www.groupdiscussionideas.in/present-education-system-in-india/, 28th January.*
- *Arora, A. K., & Srinivasan, R. (2020). Impact of pandemic COVID-19 on the teaching– learning process: A study of higher education teachers. Prabandhan: Indian journal of management, 13(4), 43-56.*
- *Basilaia, G., & Kvavadze, D. (2020). Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia. Pedagogical Research, 5(4). https://doi.org/10.29333/pr/7937*
- *Chang Zhu. (2012). Student Satisfaction, Performance, and Knowledge Construction in Online Collaborative Learning. Journal of Educational Technology & Society, 15(1), 127–136. http://www.jstor.org/stable/jeductechsoci.15.1.127*
- *Gillett-Swan, J. (2017). The Challenges of Online Learning: Supporting and Engaging the Isolated Learner. Journal of Learning Design, 10(1), 20. https://doi.org/10.5204/jld.v9i3.293*
- *Harun-Ur-Rashid, Md & Rahman, Ashadur & Hasan, & Rahman,. (2021). Educational Psychology Impact on Primary Education: A Review. Research Journal of Humanities and Social Sciences. 9. 75-78.*
- *Hyseni Duraku, Z., &Hoxha, L. (2021). Impact of Transformational and Transactional Attributes of School Principal Leadership on Teachers' Motivation for Work. Frontiers in Education, 6. https://doi.org/10.3389/feduc.2021.659919*
- *India Report- Digital Education, (2020). Department of School Education and Literacy, Ministry of Human Resource Development, Government of India, New Delhi.*
- *Jena, Pravat. (2020). Impact of Pandemic COVID-19 on Education in India. International Journal of Current Research. 12. 12582-12586. 10.24941/ijcr.39209.07.2020.*
- *Jena, Pravat. (2020). Online Learning During Lockdown Period for Covid-19 In India. 10.31235/osf.io/qu38b.*
- *Jindal, Aman & Chahal, Bhupinder. (2020). Challenges and Opportunities for Online Education in India. Pramana. 8. 99.*

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

- *Magdalena. (2023). The Impact of the Covid-19 Pandemic on Primary Education.*
- *Mahmud, M. S., Talukder, M. U., & Rahman, S. M. (2020). Does 'Fear of COVID-19' trigger future career anxiety? An empirical investigation considering depression from COVID-19 as a mediator. International Journal of Social Psychiatry, 67(1), 35–45. https://doi.org/10.1177/0020764020935488*
- *National Education Policy, 2020. (2020, July). In education.gov.in.*
- *NUEPA (2016). School Education in India: Flash Statatistics. New Delhi. http://www.dise.in/Downloads/Publications/Documents/U-DISESchoolEducationInIndia-2015- 16.pdf.*
- *Onaga, Florina. (2023). the impact of the covid-19 pandemic on primary education.*
- *Picciano, A. G. (2017). Theories and frameworks for online education: Seeking an integrated model. Online Learning, 21(3), 166-190. doi: 10.24059/olj. v21i3.1225.*
- *Ray, Partha. (2010). Web based e-learning in India: the cumulative views of different aspects. Indian Journal of Computer Science and Engineering, 1(4). 340-352*
- *Reimers, F.M. (2022). Learning from a Pandemic. The impact of COVID-19 on education around the world. F.M. Reimers (ed), Primary and Secondary Education During Covid-19. Switzerland: Springer, 1-38.*
- *Sinha Ekta & Bagarukayo Kenneth. (2019). Online Education in Emerging Knowledge Economies: Exploring factors of motivation, de-motivation and potential facilitators; and studying the effects of demographic variables, International Journal of Education and Development using Information and Communication Technology (IJEDICT), 15 (2). pp. 5-3.*
- *Spinelli et al., (2020). Parents' Stress and Children's Psychological Problems in Families Facing the COVID-19 Outbreak in Italy. Front. Psychol. 11:1713. doi: 10.3389/fpsyg.2020.01713*
- *Swan-Jenna Gillett. (2017). The Challenges of Online Learning Supporting and Engaging the Isolated Learner, Journal of Learning Design. 10(1).*

- *Tadayon Nabavi, Razieh & Bijandi, Mohammad. (2012). Bandura's Social Learning Theory & Social Cognitive Learning Theory.*
- *Tadesse, S., & Muluye, W. (2020). The Impact of COVID-19 Pandemic on Education System in Developing Countries: A Review.*
- *Open Journal of Social Sciences, 8, 159-170. https://doi.org/10.4236/jss.2020.810011.*
- *Team, G. E. M. R., & U. (2023). Global Education Monitoring Report. UNESCO Publishing.*
- *Thomas (2020). COVID-19 Pandemic and Primary Education in India: Does It Cause More Inequality Between Public and Private Schools?*
- *Yu-Chu Yeh. (2010). Analyzing Online Behaviors, Roles, and Learning Communities via Online Discussions. Journal of Educational Technology & Society, 13(1), 140–151. http://www.jstor.org/stable/jeductechsoci.13.1.140*

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

डॉ0 मंजू गुप्ता
सह–आचार्य
शिक्षक शिक्षा विभाग
दयानन्द महिला प्रशिक्षण
महाविद्यालय, कानपुर,
उत्तर प्रदेश–208 012

5

डॉ० राधाकृष्णन जी के शिक्षा सम्बन्धी विचारों की वर्तमान समय में प्रासंगिकता

सार

स्वतन्त्र भारत के द्वितीय राष्ट्रपति एवं देश के सर्वोच्च सम्मान, 'भारत रत्न' के अतिरिक्त 'ऑर्डर ऑफ मेरिट' 'नाइट बैचलर' एवं 'टेम्पलटन' पुरस्कार से सम्मानित उच्चकोटि के दार्शनिक, लेखक, धर्मशास्त्री एवं प्रख्यात शिक्षाविद डॉ० सर्वपल्ली राधाकृष्णन जी के शैक्षिक विचार वर्तमान शिक्षा प्रणाली को समुचित दिशा देने में आज भी उल्लेखनीय भूमिका अदा कर सकते हैं। उन्होंने ऐसी शिक्षा पर बल दिया जिससे विद्यार्थियों की आत्मोन्नति हो, वे ज्ञान प्राप्ति के क्षेत्र में आत्म-निर्भर बने तथा जीवन की चुनौतियों से निपटने में स्वयं सक्षम हों। उनका दर्शन भारतीय संस्कृति के प्रति उदार दृष्टिकोण, बहुजन हिताय बहुजन सुखाय तथा विश्व बन्धुत्व की भावना से ओत-प्रोत रहा है। वर्तमान समय में उनके मानवतावादी दृष्टिकोण को अपनाये जाने की अत्यन्त आवश्यकता है।

मूल शब्दः *सर्वपल्ली राधाकृष्णन, शिक्षाविद, विश्व-बन्धुत्व, प्रासंगिकता।*

प्रस्तावना :

आधुनिक काल के दार्शनिकों एवं शिक्षाविदों में डॉ. राधाकृष्णन जी का अत्यन्त महत्वपूर्ण स्थान है। आप शिक्षक से लेकर अनेक विश्वविद्यालयों के कुलपति एवं विदेशी विश्वविद्यालय (ऑक्सफोर्ड) में प्रोफेसर के साथ-साथ देश के सर्वोच्च पद -'राष्ट्रपति' पद पर आसीन हुए तथा आपको देश के सर्वोच्च सम्मान 'भारत रत्न' के अतिरिक्त 'ऑर्डर ऑफ मेरिट' 'नाइट बैचलर' और 'टेम्पलटन' पुरस्कार से नवाजा गया।

उच्चकोटि के दार्शनिक, लेखक, धर्मशास्त्री एवं प्रख्यात शिक्षाविद् डॉ० राधाकृष्णन जी के शैक्षिक विचार वर्तमान समय में शिक्षा व्यवस्था को समुचित दिशा देने में आज भी महती भूमिका अदा कर सकते हैं। इनके अनुसार शिक्षा के द्वारा ही मानव मस्तिष्क का सदुपयोग किया जा सकता है। अतः सम्पूर्ण विश्व को एक ही इकाई मानकर शिक्षा का प्रबंधन करना चाहिए। शिक्षा मात्र सूचनाओं को प्रदान करना नहीं है, यह संवेगों का प्रशिक्षण है। अतः अपेक्षित है कि शिक्षा, व्यक्ति की भावनाओं को सुसंस्कारित कर उनकी व्यवहार सम्बन्धी आदतों को सुधारे। उनके अनुसार शिक्षा का उद्देश्य व्यक्ति में निहित गुणों को विकासोन्मुख करना है जिससे वे उचित-अनुचित, सत्य-असत्य, नैतिक-अनैतिक तथा ज्ञान-अज्ञान में विवेकपूर्ण अन्तर कर सकें तथा जीवन के सैद्धान्तिक व व्यावहारिक दोनों पक्षों में सामंजस्य बिठाते हुए नैतिक जीवन जी सकें।

इसके विपरीत वर्तमान शिक्षा मात्र पुस्तकीय ज्ञान व रोजगारपरक शिक्षा प्रदान करने का साधन मात्र रह गयी है। वास्तव में शिक्षा वह यन्त्र है जिसके माध्यम से एक राष्ट्र प्रगति व विकास के पथ पर अग्रसर होता है। अतः आज ऐसी शिक्षा पर बल दिये जाने की आवश्यकता है जो ज्ञानार्जन और जीविकोपार्जन के साथ-साथ मनुष्य का आध्यात्मिक विकास कर सके।

वर्तमान भौतिकतावादी विचारधारा आध्यात्मिकता से दूर होती जा रही है जिससे मनुष्य केवल आत्मकेन्द्रित व स्वार्थी होता जा रहा है। अतः वर्तमान अवसादग्रस्त जनमानस के कल्याण के उद्देश्य से ही प्रस्तुत समस्या का चयन शोध-पत्र हेतु किया गया है।

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

अध्ययन के उद्देश्य-

१. डॉ० राधाकृष्णन जी के व्यक्तित्व वं जीवन दर्शन का अध्ययन करना।

२. डॉ० राधाकृष्णन जी के शिक्षा दर्शन के विविध पक्षों का अध्ययन करना।

३. डॉ० राधाकृष्णन जी के शिक्षा सम्बधी विचारों की वर्तमान समय में प्रासंगिकता।

परिसीमनः

प्रस्तुत शोध-पत्र में श्री राधाकृष्णन जी के शिक्षा सम्बन्धी विचारों का ही अध्ययन किया गया है।

द्वितीयक स्रोत के रूप में डॉ० राधाकृष्णन से सम्बन्धित अन्य लेखकों के समीक्षात्मक ग्रंथों, पुस्तकों एवं लेखों आदि की सहायता ली गयी है।

प्रस्तुत समस्या के संदर्भ में यादव, शिवशंकर (२००६) ने डॉ० एस. राधाकृष्णन एवं डॉ० ए. पी. जे. अब्दुल कलाम के शैक्षिक विचारों का तुलनात्मक अध्ययन किया। अप्रकाशित लघुशोध प्रबन्ध, सी० एस० जे० एम. विवि-कानपुर। इसी प्रकार यादव, पूनम (२००६) ने डॉ० राधाकृष्णन और डॉ० ऐनीबीसेण्ट के शैक्षिक विचारों का तुलनात्मक अध्ययन किया, अप्रकाशित लघुशोध प्रबन्ध, डॉ० राम मनोहर लोहिया, अवध विवि. फैजाबाद। पाण्डेय, अंजनी कुमार (२०११) ने सर्वपल्ली डॉ० राधाकृष्णन जी के शैक्षिक विचारों का अध्ययन किया। इसी प्रकार उर्मिला, (२०१६) ने डॉ० राधाकृष्णन एवं गिजुभाई बघेका के शैक्षिक विचारों का वर्तमान शिक्षा के संदर्भ में तुलनात्मक अध्ययन किया, लघुशोध नेहरू ग्राम भारती, विवि प्रयागराज।

डॉ० सर्वपल्ली राधाकृष्णन समकालीन प्रमुखतम भारतीय शिक्षा दार्शनिकों में से एक थे जिन्होंने एक शिक्षक के साथ ही विभिन्न पदों पर शिक्षा संस्थाओं में बहुत लम्बे समय तक कार्य करके शिक्षा सम्बन्धी समस्याओं को निकट से देखा व समझा था। विभिन्न भारतीय व पाश्चात्य विश्वविद्यालयों में अनेक विषयों के प्राध्यापक के रूप में और अनेक विश्वविद्यालयों के उपकुलपति की हैसियत से आपने शिक्षा की प्रक्रिया, उद्देश्य व विभिन्न पहलुओं का गहन अध्ययन किया। जहाँ एक ओर आप भारतीय दर्शन में गहन अंर्तदृष्टि रखते थे, वहीं दूसरी ओर प्राचीन, यूनानी, आधुनिक पाश्चात्य एवं समकालीन दर्शनों में भी उनकी पैठ किसी से कम नहीं थी। भारत के उपराष्ट्रपति के रूप में, देश के राजदूत के रूप में, विश्व के अनेक देशों की शैक्षिक यात्राएं करने के कारण डॉ० राधाकृष्णन के विचारों में अन्तर्राष्ट्रीयता तथा विभिन्न संस्कृतियों की स्पष्ट छाप दिखाई देती है।

डॉ० राधाकृष्णन् जी का जीवन दर्शन–

राधाकृष्णन् जी के अनुसार जीवन का लक्ष्य सांसारिक आनन्द उठाना मात्र नहीं है बल्कि आत्मा को शिक्षित करना है। उनके अनुसार दर्शन एक रचनात्मक विद्या है। इसका उद्देश्य जीवन की व्याख्या करना नहीं वरन जीवन में सकारात्मक बदलाव लाना है। उनका मानना है कि एक शताब्दी का दर्शन ही दूसरी शताब्दी का सामान्य ज्ञान होता है।

डॉ० राधाकृष्णन आध्यात्मिक मानवतावाद में विश्वास करते थे। उनके मतानुसार सभी ईश्वर के अंश हैं। अतः सभी बराबर हैं। यदि कोई मानव किसी दूसरे मानव से घृणा करता है तो वह ईश्वर से भी घृणा करता है। वे नैतिक मूल्यों को आध्यात्मिक आधारों पर स्थापित करना चाहते थे।

डॉ० राधाकृष्णन जी का शिक्षा दर्शन–

शिक्षा के सम्बन्ध में राधाकृष्णन जी के विचार अत्यन्त प्रगतिशील थे। उनके अनुसार शिक्षा द्वारा मस्तिष्क को इस प्रकार प्रशिक्षित करना चाहिए कि मानव ऊर्जा और भौतिक संसाधनों में सामंजस्य विकसित किया जा सके।

डॉ० राधाकृष्णन जी ने दर्शन, शिक्षा का अर्थ, उद्देश्य, पाठ्यक्रम, शिक्षा के माध्यम आदि विभिन्न पहलुओं पर व्यापक दृष्टिकोण अपनाया है। वे लोकतंत्र के समर्थक थे। उनका मत था कि सच्ची शिक्षा चरित्र की शिक्षा है। उन्होंने विद्यार्थियों में ऐसे चारित्रिक गुणों के विकास पर बल दिया जिससे उनमें लोकतांत्रिक गुणों का विकास हो और वे राष्ट्र के विकास में अपना सहयोग दे सकें।

उनके शिक्षा दर्शन में नैतिक, धार्मिक एवं 'बहुजन हिताय. बहुजन सुखाय' सम्बन्धी विचारों का सामंजस्य मिलता है। उनका शिक्षा दर्शन भारतीय संस्कृति के प्रति उदार दृष्टिकोण तथा विश्व–बन्धुत्व की भावना से ओतप्रोत है। उनके अनुसार शिक्षा द्वारा ही शिष्ट, चरित्रवान तथा स्वावलम्बी नागरिक तैयार किये जा सकते हैं। उनके शिक्षा दर्शन में समकालीन भारतीय दर्शन की नव्यवैदान्तिक विचारध ारा की पूर्ण अभिव्यक्ति मिलती है।

श्री राधाकृष्णन जी के अनुसार शिक्षा का उद्देश्य व्यक्ति की अन्तर्निहित योग्यताओं व संकल्प शक्ति का विकास करना तथा वर्गरहित मानवतावादी समाज का निर्माण करना है। शिक्षा द्वारा बालकों के चरित्र निर्माण, नेतृत्व क्षमता व विश्व–बन्धुत्व की भावना का

विकास किया जाना चाहिए। इन्होंने शिक्षा द्वारा बालक के व्यक्तित्व के सर्वांगीण विकास (शारीरिक, मानसिक, नैतिक, चारित्रिक एवं आध्यात्मिक) पर बल दिया है। इनके अनुसार, शिक्षा का लक्ष्य छात्रों में ज्ञान के प्रति समर्पण की भावना और निरंतर सीखते रहने की प्रवृति का विकास करना है।

राधाकृष्णन जी ने शिक्षा की पाठ्यचर्या में समन्वयवादी दृष्टिकोण अपनाने पर बल दिया है। वे दर्शन और धर्म दोनों को शिक्षा से संदर्भित करते थे। उन्होंने एक ओर वैज्ञानिक एवं तकनीकी शिक्षा तथा दूसरी ओर मानविकी शिक्षा पर बल दिया है। उनका मानना था कि आत्म–साक्षात्कार की प्रक्रिया तभी पूर्ण हो सकती है जबकि विद्यार्थी का सर्वतोन्मुखी विकास हो।

शिक्षण विधियों में आपने वैदिक कालीन शिक्षण विधियों श्रवण–मनन के साथ–साथ प्रत्यक्ष, अनुमान और शब्द विधि पर बल दिया है। शिक्षा माध्यम के रूप में उन्होंने मातृभाषा व संस्कृत को महत्व दिया।

शिक्षक के सम्बन्ध में आपका विचार है कि शिक्षक अपने व्यक्तित्व से विद्यार्थियों के मस्तिष्क में ज्ञान की धारा प्रवाहित करता है। उनके अनुसार शिक्षक वह नहीं है जो छात्रों के मस्तिष्क में तथ्यों को जबरने डाले, बल्कि वास्तविक शिक्षक तो वह है जो उसे आने वाले कल की चुनौतियों के लिए तैयार करे। उनका कहना था कि शिक्षक का काम है ज्ञान को प्राप्त करना और फिर उसे बाँटना। उसे ज्ञान का दीपक बनकर चारो ओर अपना प्रकाश विकीर्ण करना चाहिए।

विश्वविद्यालय के सम्बन्ध में अपने विचार प्रकट करते हुऐ, उन्होंने कहा कि इमारतें विश्वविद्यालय नहीं है। अध्यापक, विद्यार्थी और ज्ञान का अर्जन विश्व–विद्यालय की आत्मा है। विश्वविद्यालय राष्ट्र के बौद्धि क जीवन के पवित्र मन्दिर व एकत्व साधना के मुख्य अभिकर्ता हैं।

स्त्री शिक्षा के सम्बन्ध में राधाकृष्णन जी प्राचीन भारतीय आदर्श– 'यत्र नार्यस्तु पूज्यन्ते रमन्ते तत्र देवता' से प्रेरित हैं। वे स्त्रियों को सभ्यता व संस्कृति का वाहक व राष्ट्र के उत्थान हेतु भावी कर्णधारों को जन्म देने वाला मानते हैं। वे स्त्रियों को भाषा, साहित्य, गृहकला, विज्ञान आदि की शिक्षा देने के साथ–साथ धर्म–व दर्शन की शिक्षा का समर्थन करते हैं। उनके अनुसार–''यदि स्त्रियों को शिक्षित किया जायेगा तो वे पूरे राष्ट्र को शिक्षित कर देंगी क्योंकि वे जिन सन्तानों को जन्म देगी वे सही मायने में शिक्षित होकर राष्ट्र को प्रगति की ओर अग्रसर करने में सहयोग करेंगे।

डॉ० सर्वपल्ली राधाकृष्णन जी के विचारों की वर्तमान समय में प्रासंगिकता :

डॉ० सर्वपल्ली राधाकृष्णन जी भारतीय शिक्षा के एक महान कर्णधार के रूप में अपनी पहचान रखते हैं जिन्होंने अपना सम्पूर्ण जीवन राष्ट्र के लिए समर्पित कर दिया। स्वतन्त्रता के पश्चात उच्चशिक्षा के क्षेत्र में आमूलचूल परिवर्तन के उद्देश्य से ही उनकी अध्यक्षता में 'विश्वविद्यालय शिक्षा आयोग' का गठन किया गया जिसे राधाकृष्णन आयोग भी कहा जाता है। उनके शैक्षिक विचार वर्तमान शिक्षा व्यवस्था को समुचित दिशा देने में आज भी महत्वपूर्ण भूमिका निभा सकते यथा-

जीवन दर्शन सम्बधी विचारों की प्रासंगिकता-

डॉ० राधाकृष्णन जी का दर्शन आध्यात्मिक विचारों से ओत-प्रोत रहा है। वे हिन्दू धर्म में अटूट आस्था रखते थे। इस सम्बन्ध में उन्होंने लिखा है-हिन्दुत्व गति है न कि स्थिति, प्रक्रिया है न कि परिणाम, एक विकासशील परम्परा है न कि निश्चित ईश्वरीय ज्ञान । उनका विश्वास था कि आध्यात्मिक मानतावाद का दर्शन विश्व-समाज के आदर्श को जन्म देता है। वे विश्वशान्ति की स्थापना के पक्षधर थे। उनका दर्शन भारतीय संस्कृति के प्रति उदार दृष्टिकोण, बहुजन हिताय बहुजन सुखाय तथा विश्व-बन्धुत्व की भावना से ओत-प्रोत रहा है। वर्तमान परिप्रेक्ष्य में इसकी सर्वोपरि आवश्यकता है क्योंकि २१ वीं सदी के मानव जीवन में असंख्य प्रकार के विघटन और समस्याये हैं किन्तु सबसे बड़ा संकट मानव जीवन, के अस्तित्व का है। इस प्रकार उनका मानवतावादी दृष्टिकोण वर्तमान समय में भी प्रासंगिक है।

शिक्षा दर्शन सम्बन्धी विचारों की प्रासंगिकता :

शिक्षा की संकल्पना को स्पष्ट करते हुए उन्होंने कहा कि- शिक्षा का अर्थ यह नहीं है कि मस्तिष्क में ऐसी सूचनाएं एकत्रित कर ली जाएं जिसका जीवन में कोई इस्तेमाल ही न हो। हमारी शिक्षा जीवन-निर्माण, व्यक्ति-निर्माण और चरित्र निर्माण पर आधारित होनी चाहिए। उन्होंने ऐसी शिक्षा पर बल दिया जिससे विद्यार्थियों की आत्मोन्नति हो, वे ज्ञान-प्राप्ति में आत्म-निर्भर तथा चुनौतियों से निपटने में स्वयं सक्षम हों। इस प्रकार शिक्षा के सम्बन्ध में उनके विचार आज भी प्रासंगिक है।

हमारी वर्तमान शिक्षा पुस्तकीय ज्ञान तथा रोजगार प्रदान करने का साधन मात्र रह गयी है जबकि आज आवश्यकता इस बात की है कि वर्तमान शिक्षा फलक को थोड़ा विस्तृत किया जाए और उसे मात्र ज्ञानार्जन अथवा जीविकोपार्जन का साधन बनने से रोका जाए एवं शिक्षा द्वारा व्यक्ति के आध्यात्मिक विकास पर भी बल दिया जाए। इस प्रकार विवेकानंद जी के अनुसार शिक्षा का उद्देश्य व्यक्ति के भौतिक विकास के साथ-साथ आध्यात्मिक विकास भी होना चाहिए जो आज भी प्रासंगिक है।

राधाकृष्णन जी ने शिक्षा की पाठ्यचर्या में समन्वयवादी दृष्टिकोण अपनाते हुए पाठ्यक्रम में वैज्ञानिक तथा आध्यात्मिक विषयों के साथ-साथ मानविकी शिक्षा पर भी बल दिया है। इसी प्रकार शिक्षण विधियों के क्षेत्र में श्रवण, मनन व स्वाध्याय को महत्व दिया है जो कि वर्तमान समय में भी प्रासंगिक है।

राधाकृष्णन जी ने सबसे ज्यादा बल शिक्षक के चरित्र व उसके आचरण पर दिया है। पंजाब विश्वविद्यालय के दीक्षान्त भाषण में उन्होंने कहा था कि ''किसी विश्वविद्यालय की महानता या गरिमा का निर्धारिण उसकी इमारतों या उपकरणों से नहीं होता वरन उसमें कार्यरत प्राध्यापकों की विद्वता तथा चरित्र से होता है।'' उनके शब्दों में ''हमारे देश में शिक्षक को गुरु या आचार्य कहते हैं। आचार्य का तात्पर्य ही उस व्यक्ति से है जिसका आचरण उच्च हो।'' वर्तमान में भी उनके शिक्षक सम्बन्धी विचार नितान्त प्रासंगिक हैं।

उपर्युक्त विवेचन के आधार पर कहा जा सकता है कि डॉ० राधाकृष्णन शिक्षा द्वारा ऐसे व्यक्तियों का निर्माण करना चाहते हैं जो जातिवाद, वर्गवाद, क्षेत्रवाद, प्रान्तवाद, सम्प्रदायवाद तथा राष्ट्रवाद से ऊपर उठकर विश्व को अपना परिवार समझें तथा स्वयं को विश्व-कुल का नागरिक मानें। उनके अनुसार हमें विश्व-एकता के लिए कार्य करना चाहिए। हमें एक ऐसी पीढ़ी का निर्माण करना चाहिए जिसका विश्वास आध्यात्मिक जीवन की महानता, पवित्रता तथा मानवता के प्रति प्रेम और शान्ति में हो। इस प्रकार राधाकृष्णन जी शिक्षा द्वारा मनुष्य में ''वसुधैव कुटुम्बकम'' की भावना का विकास कर उसे विश्व-मानव के रूप में प्रतिष्ठित करना चाहते थे जो आज भी पूर्णतया प्रासंगिक है

सन्दर्भ ग्रन्थ सूची :

- *पाण्डेय, डॉ० रामशकल : विश्व के श्रेष्ठ शिक्षाशास्त्री, विनोद पुस्तक मन्दिर, आगरा (२००५)*
- *डॉ० राधाकृष्णन : भारतीय संस्कृति कुछ विचार।*
- *पॉल आर्थर : द फिलॉसफी ऑफ सर्वपल्ली राधाकृष्णन, ट्यूडर पब्लिकेशन कं. न्यूयार्क (२०१५)*
- *भण्डारी, डी०आर० : डॉ० राधाकृष्णन की देन, प्रज्ञा (सर्वपल्ली राधाकृष्णन की स्मृति में) काशी हिन्दू वि.वि. पत्रिका, अंक-३४, भाग-२, २०१५*
- *Dash, B. N. & Nibedita : Thoughts and Theories of Indian Educational Thinkers. Dominant Publishers & Distributors. New Delhi, 2009*
- *Joshi, Sunila : Great Indian Educational Thinkers. Authors Press. Delhi. 2006*

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

Dr. Kotra Balayogi
Assistant Professor,
Unity College of Teacher Education,
Dimapur, Nagaland- 797 112
Email- drkotrayogi@uctedimapur.org

6

National Education Policy (NEP) 2020: Holistic, Multidisciplinary and Technology Based Education

Abstract

The National Education Policy (NEP) 2020 is a comprehensive and inclusive policy document that seeks to transform India into a knowledge superpower, and it has been designed to enable all individuals to acquire the knowledge, skills, and values necessary to lead a productive and fulfilling 21st century life. It seeks to foster a more equitable, inclusive, multidisciplinary, techno-based, and holistic education system that is responsive to the needs of present-day students. It seeks to provide universal and equitable access to quality education for all, regardless of personal, social, and economic backgrounds. The NEP 2020 also seeks to promote the use of technology to enhance the efficiency and effectiveness of the education system. The policy also focuses on the development of the human capital of the country by providing access to quality education for all. The NEP 2020 has set out to create a system that is responsive to the changing needs of society and capable of meeting all the demands of the upcoming future. In order to achieve this, the policy proposes a paradigm shift in the way education is delivered and managed. The NEP 2020 also seeks to provide access to quality education to every Indian. In this regard, the policy seeks to promote a culture of learning, provide opportunities

for lifelong learning, increase the number of educational institutions, and promote the quality of teaching and learning in all educational institutions. It also proposes that educational experience promote a more balanced development of and cultivate relationships among the different aspects of the individual, as well as the relationships between the individual and other people, the individual and natural environment, the inner self of students, and external world, emotion, and reason; different disciplines of knowledge; and different forms of knowing. NEP 2020 recommended the education policy, which has broadened the horizons of India's education system and is mainly focused on technological-based education that will develop students' inventive thinking, higher-order thinking, sound reasoning, effective communication, and high productivity. The present study highlights NEP 2020 towards holistic, multidisciplinary, and technology-based education, some challenges for implementation, and also makes suggestions for the successful implementation of NEP 2020 for 21st century children.

Keywords: *Development, Empowerment, Holistic, Multidisciplinary, National Education Policy, Students, Teacher, Technology*

Introduction

The National Education Policy 2020 is an ambitious policy document that seeks to bring about a revolutionary transformation in the Indian education system. It outlines new strategies to improve the quality of education, increase access to education, and create an equitable and inclusive education system. It also lays out a framework for the development of a new curriculum, methods of assessment and evaluation, and a new system of governance in the education sector. The policy also emphasises the importance of technology in education and provides for the setting up of a National Educational Technology Forum to promote the use of technology in the classroom. Holistic education is a fairly new movement that began to take form as a recognised field of study and practice in the mid-1980s in North America. It seeks to challenge the fragmented, reductionistic assumptions of mainstream culture and education and is concerned with "underlying worldviews or paradigms in an attempt to transform the foundations of education. As Ron Miller (1992), one of the leaders of the movement, argues, holistic education is not to be defined as a particular method or technique and must be seen as a paradigm, a set of basic assumptions and principles that can be applied in diverse ways. Holistic education addresses the broadest development of the whole person at the cognitive and affective

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

levels and aims for the fullest possible human development, enabling a person to become the very best or finest that they can be and develop fully 'those capacities that together make up a human being'. Holistic educators are convinced that the further evolution of civilization and human consciousness requires a renewed measure of respect and reverence for the inner life of the growing person. It provides students with a sense of meaning and order to things. By introducing students to a holistic view of the planet, life on earth, and the emerging world community as a "context of meaning," holistic strategies enable students to perceive and understand the various contexts that shape and give meaning to life. It is a journey for both the educator and the student, and the nature of holistic education can change as they each progress through the programme and draw different experiences from it. The process of holistic education must therefore be flexible and dynamic to accommodate these personal differences and influences and, moreover, differences in the rate of personal progression.

Objectives of the Study

- To study the concept of holistic education and its importance
- To analyse the evolution of education policies in India
- To know the idea of a multidisciplinary and techno-based education system
- To discuss holistic, multidisciplinary, and technology-based education towards National Education Policy 2020

Methodology

The present study is mainly established on secondary data, which are gathered from renowned research articles, journals, position papers, etc. and are all related to "National Education Policy (NEP) 2020: Holistic, Multidisciplinary, and Technology-Based Education."

The Evolution of Education Policy in India

- University Education Commission (1948 - 1949)
- Secondary Education Commission (1952 - 1953)
- Education Commission (1964 - 1966)
- National Policy on Education (1968) (First NEP)
- 42nd Constitutional Amendment (1976)

- National Policy on Education (NPE) (1986) (Second NEP)
- NPE 1986 modified 1992 (Programme of Action 1992)

Holistic

The word holistic is not new and it is being applied in many fields, and in the field of medicine, once a person is ill, the entire root cause, even the generation, is also studied before treating the disease. What would happen if holistic was not followed as an important concept? It looks like the problem is being addressed, but it has not been completely resolved, meaning there is always a possibility of the same reoccurrence in the near future. In the field of education, it doesn't change. If a person is trained to become a banker, a complete series of courses are taught along with the other important skills that are required to ensure the perfect application of the same. (Pathak, 2020) If he has the knowledge but doesn't know how to implement it, or if he has both but is unable to tackle a situation that occurs very often in his profession, it will not be considered a holistic approach. Therefore, completeness comes and continues to exist once all the required knowledge is converted into a skill that ensures the best application for the expected results, which is the right holistic approach.

Multidisciplinary

Multidisciplinary education is a unique educational approach that allows students to learn and explore distinct subjects or curriculum from various disciplines, and education is not limited to a particular discipline. For instance, a student of engineering can take a subject in the humanities. A multidisciplinary and holistic approach to education is instrumental in developing integrated individuals. It is a ground-breaking move as it helps the students learn sciences, technologies, mathematics with liberal arts, humanities, languages, social sciences, professional skills, vocational skills, ethics, morality, human values, and so on at the same time. The education that exists must allow a person to think in many aspects. It is uncommon that a person's behaviour remains the same, irrespective of the situation or the people. Meaning the same person plays a different role in different places, situations, and relationships, and hence comes out to be multidisciplined. NEP 2020 has to embrace a policy that suits and makes one's completeness for the positivity and the benefits of the nation as a whole. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, and administration. Appropriate integration of technology into all levels of

education will be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups, and streamline educational planning, administration, and management. Technology-based education platforms, such as Diksha and Swayam, will be better integrated across schools and higher education, and higher education institutions will play an active role in conducting research on disruptive technologies and in creating instructional materials and courses, including online courses in cutting-edge domains.

National Education Policy 2020

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is, Bharat, sustainably into an equitable and vibrant knowledge society by providing high-quality education to all and thereby making India a global knowledge superpower. The policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect for the fundamental duties and constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen. The vision for NEP 2020 is "technology use and integration" in order to provide a pathway for the students to make India a digitally empowered society and knowledge economy around the globe, and the central government came out with a comprehensive framework for holistic learning and development to ensure systematic changes in the education system of the country. This is the third time that the government has changed the NEP and the first time since 1986, and the new framework is divided into 4 stages: the Foundational stage (5 years), Preparatory stage (3 years), Middle stage (3 years), and the Secondary stage (4 years).

NEP 2020: Holistic and Multidisciplinary Education

Holistic and multidisciplinary education would aim to develop all capacities of human beings, like intellectual, aesthetic, social, physical, emotional, and moral, in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills such as communication,

discussion, and debate; and rigorous specialisation in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines. The main aim behind converting all streams of education into multi-disciplinary forms is to produce multi-dimensional, well-rounded individuals equipped with all types of knowledge, skills, competencies, and know-how about life, people, places, arts, sciences, languages, and technologies too. Apart from building capacities, enhancing abilities, shaping attitudes, promoting aptitude and proficiency, and improving motivation and efficiency, multi-disciplinary education will be offered to build the character, persona, intellect, physique, positive insights, and outlooks of learners and transform them into ethical, rational, compassionate, and caring citizens. Education must create all-rounders who serve like champions in every walk of life, and that is the aim and objective of multidisciplinary and holistic education that will be offered in the NEP 2020 era. To develop diverse capacities of human beings, including intellectual, aesthetic, social, physical, emotional, interpersonal, humanistic, and moral capacities, in an integrated manner. This type of education will help develop versatile and well-rounded individuals who are well-equipped with twenty-first century skills and capacities in diverse streams, including the arts, humanities, languages, sciences, social sciences, professional, technical, and vocational fields, etc. A holistic and multidisciplinary education would aim to develop all capacities of human beings—intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields, an ethic of social engagement, soft skills such as communication, discussion, and debate, and rigorous specialisation in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines. A holistic and multidisciplinary education, as described so beautifully in India's past, is indeed what is needed for the education of India to lead the country into the 21st century and the fourth industrial revolution.

Towards a More Holistic and Multidisciplinary Education

India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda to the extensive literature of India combining subjects across fields. Ancient Indian literary

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

works such as Banabhatta's Kadambari described a good education as knowledge of the 64 Kalaas, or arts, and among these 64 'arts' were not only subjects, such as singing and painting, but also scientific fields, such as chemistry and mathematics, 'vocational' fields such as carpentry and clothes-making, 'professional 'fields, such as medicine and engineering, as well as 'soft skills' such as communication, discussion, and debate. The very idea that all branches of creative human endeavour, including mathematics, science, vocational subjects, professional subjects, and soft skills, should be considered 'arts', has distinctly Indian origins. This notion of a 'knowledge of many arts' or what in modern times is often called the 'liberal arts' (i.e., a liberal notion of the arts) must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century. Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering, and Mathematics (STEM) have consistently shown positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. Research is also improved and enhanced through a holistic and multidisciplinary education approach. A holistic and multidisciplinary education would aim to develop all capacities of human beings, like intellectual, aesthetic, social, physical, emotional, and moral, in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields.

Technology and NEP 2020

India is a global leader in information and communication technology and in other cutting-edge domains, such as space, and the Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bidirectional. Given the explosive pace of technological development allied with the sheer creativity of tech-savvy teachers and entrepreneurs, including student entrepreneurs, it is certain that technology will impact education in multiple ways, only some of which can be foreseen at the present time. New technologies involving artificial intelligence,

machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, and other forms of educational software and hardware will not just change what students learn in the classroom but how they learn, and thus these areas and beyond will require extensive research both on the technological as well as educational fronts. The use and integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently evaluated in relevant contexts before they are scaled up. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education. The aim of the NETF is to facilitate decision-making on the induction, deployment, and use of technology by providing the leadership of education institutions, state and central governments, and other stakeholders with the latest knowledge and research, as well as the opportunity to consult and share best practices. Further, 'Open and Distance Learning' will be made more relevant with credit-based recognition of Massive Open Online Courses (MOOCs) to make these courses on par with the highest quality in-class programmes. The government will also set up an autonomous body, the National Educational Technology Forum (NETF), which will work as a platform for free exchange of ideas on the use of technology to enhance learning, assessment, planning, and administration. Investment in digital infrastructure, development of online teaching platforms and resources, creation of virtual laboratories and digital repositories, training teachers to become high-quality online content creators, developing and implementing online tests, and defining content, technology, and pedagogy standards for online teaching and learning are all part of the strategy. The policy calls for the establishment of a dedicated unit to plan the growth of digital technology, digital content, and capacity building for both school and higher education's e-education needs. The policy recognises the value of technology in assisting teachers, bridging the language gap between teachers and students, building digital libraries, popularising language learning, and ensuring greater educational access. It is also suggested that coding be included in school curricula as a necessary skill for students to learn. The policy also recognises that technology can be a useful tool in promoting teacher education and promotes the use of online teacher-training platforms. The policy's focus on using technology to ensure the quality and accountability of regulatory bodies, including the State School Standards Authority and the Higher Education Commission of India, as well as its four

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

verticals, the National Higher Education Regulatory Council, National Accreditation Council, Higher Education Grants Council, and the General Education Council, is an intriguing aspect.

Discussion and Conclusion

India's education system is in need of a major overhaul. The current system is outdated and fails to meet the needs of today's students. In order to make the best use of the country's resources and ensure that students are prepared to compete in the global economy, the government must invest in new technologies and infrastructure, improve access to quality education, and introduce innovative teaching methods that focus on critical thinking and problem solving. Additionally, efforts must be made to reduce corruption and ensure that public funds are used to improve the quality of education. Only by making these changes can India's education system be transformed into one that can help the country reach its full potential. The policy envisages a broad-based multi-disciplinary holistic education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics, and professional fields with imaginative and flexible curricular structures, creative combinations of study, integration of vocational education, and multiple entry and exit points. A holistic and multidisciplinary education will help develop well-rounded individuals who possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields, an ethic of social engagement, soft skills such as communication, discussion, and debate, and rigorous specialisation in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period and appropriate certifications: a certificate after completing 1 year in a discipline or field, including vocational and professional areas, or a diploma after 2 years of study or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen majors and minors as per the choices of the student. discipline or field, including vocational and professional areas, or a diploma after 2 years of study or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme shall be the preferred option

since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen majors and minors as per the choices of the student. The National Education Policy places particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities—both the "foundational capacities" of literacy and numeracy and "higher order" cognitive capacities, such as critical thinking and problem solving—but also social, ethical, and emotional capacities and dispositions. The policy has been framed through a consultative process that took expert opinions, field experiences, stakeholder feedback, and lessons learned from best practices into consideration. Policy envisages the separation of regulatory, administrative, and policy-making functions to eliminate conflicts of interest and the setting up of a State School Standards Authority. There is also a greater emphasis on technology to improve multiple aspects of education, including learning, assessment, planning, and administration. The teacher has a key role in the whole process, whereas in techno-based education, various ICT tools are supplemented to make the teaching-learning process effective. There was a rise in pride and interest among the teachers and students for gaining access to ICT and its opportunities, and it has the potential to remove barriers that are causing the low rate of education in the country. ICT as a tool can overcome the issues. In this regard, teacher education plays a critical role in transforming and improving educational processes and outcomes. The NEP 2020 recognises the importance of technology while acknowledging its potential risks and dangers and states that carefully designed and appropriately scaled pilot studies are needed to determine the benefits of 21st-century online and digital education

Educational Implications and Suggestions

- A holistic and multidisciplinary education would aim to develop all capacities of human beings—intellectual, aesthetic, social, physical, emotional, and moral—in an integrated manner.
- A holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.
- Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of the arts and humanities will aim to learn more science, and all will make an effort to incorporate more vocational subjects and soft skills.

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

- Imaginative and flexible curricular structures will enable creative combinations of disciplines for study and would offer multiple entry and exit points.
- Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, etc. will be established and strengthened at all HEIs.
- The curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.
- The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period and appropriate certifications, like a certificate after completing 1 year in a discipline or field including vocational and professional areas, a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme.
- The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option.
- Multidisciplinary Education and Research Universities will be set up and aim to attain the highest global standards in quality education.
- HEIs will focus on research and innovation by setting up start-up incubation centres, technology development centres, centres in frontier areas of research, greater industry academic linkages, and interdisciplinary research, including humanities and social sciences research.
- The existing digital platform and ongoing techno-based educational initiative must be optimised and expanded to meet the current and future challenges of providing quality education for all.

References

- *Flake, C. L. (2000). Holistic education: Principles, perspectives and practice). Brandon, VT: Holistic Education Press.*
- *https://www.praxisga.com/insights/social-and-impact/neweducation-policy-to-promote-holistic-multidisciplinarytechnology-led-education*
- *Livemint. (2020). Harnessing India's potential: National Education Policy 2020.*

- *Ministry of Education. (2021). 'Students' and Teachers' Holistic Advancement through Quality Education (SARTHAQ)'.*
- *Ministry of Education, Government of India. National Education Policy 2020.*
- *Ministry of Human Resource Development. (2020). National Education Policy 2020.*
- *Ministry of Human Resource Development. (2020) National Education Policy: Key Highlights.*
- *Prakash Gouda S U1 and Ibrahim Sab M K2.,(2002)." National Education Policy - 2020: Milestone towards Strengthening Holistic and Multidisciplinary Education in India", International Journal of Science and Research (IJSR) ISSN: 2319-7064., V. 10., Issue 9, 2021.*
- *Report of National Education Policy - 2020, Ministry of Human Resource Development; Government of India; New Delhi. pp - 1 - 66.*
- *The Hindu. (2020). The National Education Policy 2020: A Comprehensive Overview.*

Jennie Ann Thomas
M.Ed. Student
Titus II Teachers College, Thiruvalla,
Pathanamthitta District, Kerala 689 101
Email - jennieathomas1995@gmail.com

Dr. Mini John
Associate Professor
Titus II Teachers College, Thiruvalla,
Pathanamthitta District, Kerala 689 101
Email – minijongeo@gmail.com

7

New Normal Classroom and Skill Development among Vocational Higher Secondary School Students

Abstract

A total of 350 vocational higher secondary school students of Kottayam, Pathanamthitta, and Alappuzha districts were selected as the sample. The objective of the study is to find out whether there are any differences between the new normal classroom and skill development among vocational higher secondary school students in categories like districts, streams, and sub-streams. The sampling method was a normative survey using stratified sampling as the technique. The statistical techniques included both inferential and descriptive statistics. The major findings and interpretations regarding the variables, such as New Normal Learning and Employability Skills, were concluded against the criteria given as district, stream, and sub-stream. Conclusively, after the study, New Normal Learning (online teaching and learning) cannot replace the conventional form of teaching and learning but can enhance the form of learning for both teachers and students.

Keywords: *New Normal Learning, Skill Development, Vocational Higher Secondary School Students, District, Streams and Sub-Streams.*

Introduction

From the pervasion of technology in our daily lives to remote management becoming the new norm or unusual standard, the mark left behind by the pandemic is indelible. This radical shift indicates that the future will be different and that we need to prepare ourselves for it with new paradigms and competencies (Buheji 2020a & OECD, 2019).

Education, which had almost reached a standstill during the pandemic, was revived in schools and colleges worldwide through online learning. It has become the New Normal. Thanks to it, students who are geographically challenged can learn in the comfort of their homes without being physically present in the classrooms. (Pokhriyal, 2021).

Skill is a special ability or technique acquired through special training in either an intellectual or physical area. Many sets of skills are required to perform a particular job, which include technical skills, higher order thinking, personal skills, people or social skills, generic skills, and self-perceived skills. Technological development could influence the skills required for the job. Therefore, people are required to renew their / should learn new skills in accordance with the demands of the workplace. Otherwise, it will be difficult for them to get involved in the desired work or industry.

Competencies that are desired in graduates as per the requirements of the community, the country's condition, and the phase of the New Normal are to be identified by them. Another challenge would be to integrate learning programmes with the volatile conditions (world market and community) by developing and adopting apposite courses (Forrier and Sels, 2003).

Studies showed that in all fields, particularly education, what was considered as "Normal" was not inevitable but a choice. The COVID pandemic has transformed education by placing technology at its centre. This has increased interest in how teaching and learning can improve both inside and outside the classroom. This situation has highlighted that schools will have to reach beyond the classroom to narrow educational inequalities.

Rationale of the Study

The study was conducted to compare the variables New Normal Learning and Skill Development among Vocational Higher Secondary School Students based on criteria mainly district, streams, and sub-streams. The use of technology became a necessity in the field of education due to the COVID situation, which led to the shift from classroom learning to virtual learning. Hence, the urge for the investigation arose.

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

Statement of the Problem

With the alarm driven by the Corona virus disease 2019, COVID-19, the educational system has been facing problems that are more complicated than in the past. Hence, vocational higher secondary school children are also forced to adapt to the new teaching and learning modalities. The present study aims to find out whether there are any differences between the New normal classroom and Skill development among Vocational Higher Secondary School students on categories like districts, streams and sub-streams. Hence the study is entitled as "New Normal Classroom and Skill Development Among Vocational Higher Secondary School Students".

Operational Definition of the Key Terms

New Normal Learning Based on the Oxford Dictionary, the term 'New Normal' is defined as 'a previously unfamiliar or typical situation that has become standard, usual, or expected (Oxford Dictionary, 2020).

In this study, the 'New Normal Learning' is basically the 'online learning' that has arisen due to the pandemic situation, i.e., COVID-19. Here, traditional or conventional teaching has been converted to technological teaching and learning.

Skill: It is defined as the ability to perform a specific task (Dest, 2006). In this study, employability skills have been selected.

Skill development refers to the process of developing the ability to execute complex activities or job functions through deliberate, systematic, and sustained effort (Sprigghr.com, 2021).

Skill development allows the successful completion of tasks involving ideas (cognitive skills), things (technical skills), or people (interpersonal skills).

Vocational Higher Secondary School Students

The term "vocational education" in its broadest sense (as used by the National Working Group on Vocalisation of Education, under the chairmanship of Dr. V. C. Kulandaiswamy, 1985) covers education and skills development at all levels, from post-primary to tertiary education, both in formal and non-formal programmes.

In the present study, vocational higher secondary school students refer to students in standard XI and XII of vocational schools in Pathanamthitta, Alappuzha and Kottayam district recognized by the government of Kerala.

Objectives of the Study

The present study aims at accomplishing the following objectives:-

- To compare the new Normal Learning of Vocational Higher Secondary School Students of Kottayam, Pathanamthitta and Alappuzha Districts.
- To find out whether there is any difference between the new normal LearningVocational Higher Secondary School Students of different Streams.
- To find out whether there is any difference in the New Normal Learning of Vocational Higher Secondary School Students of different Sub-streams.
- To compare the Skill development of Vocational Higher Secondary School Students of Alappuzha, Pathanamthitta and Kottayam Districts.
- To compare the Skill development of Vocational Higher Secondary School Students of different Streams.
- To compare the Skill development of Vocational Higher Secondary School Students of different Sub-streams.

Hypotheses of the Study

- There is a significant difference in the New Normal Learning of Vocational Higher Secondary School Students of Kottayam, Pathanamthitta and Alappuzha Districts.
- There is no significant difference in their New Normal Learning of Vocational Higher Secondary School Students of different Streams.
- There is a significant difference in the New Normal Learning of Vocational Higher Secondary Students from different Sub-streams.
- There is no significant difference in the Skill Development of Vocational Higher Secondary Students of Alappuzha, Pathanamthitta and Kottayam Districts.
- There is a significant difference in the Skill Development of Vocational Higher Secondary School Students of different Streams.
- There is a significant difference in the Skill Development of Vocational Higher Secondary School Students from different Sub-streams.

Methodology of the Study

A sample of 350 students from different Vocational Higher Secondary Schools in Pathanamthitta, Alappuzha and Kottayam districts has been selected for the study. The investigator selected Normative Survey method for the study. The sample was selected using Stratified Sampling Technique giving due representation to districts, Streams and Sub-Streams. Tools used for the Study- (i) 'New Normal Learning Inventory' for Vocational Higher Secondary School Students prepared by the investigator. (ii) Skill Development Inventory' prepared by the investigator.

The investigator has used the following statistical techniques for analyzing the data:-

Analysis of Variance (ANOVA)

To compare New Normal Learning and Skill Development of Vocational Higher Secondary School Students with respect to Districts (Kottayam, Pathanamthitta and Alappuzha), Streams (Science, Commerce and Agriculture) and Sub- streams (Frontline Healthcare Worker (FHW), Computer Application, Accounting and Publishing (CAAP), Machine Operator Assistant-Plastic Processing (MOPP), Medical Equipment Technician (MET), Office Operations Executive (OFE), Accounts Executive (AE), General Insurance (GI), Salesmanship (SA), Agriculture Extension Service Provider (AESP), Floriculturist Open Cultivation (FOC).

Analysis and Interpretation of Data

Table 1

Comparison of Vocational Higher Secondary School Students of Kottayam, Pathanamthitta and Alappuzha Districts with respect to their New Normal Learning.

Sl. No.	Group	N	Mean	SD
1	Kottayam	70	87.58	7.53
2	Pathanamthitta	80	88.74	9.55
3	Alappuzha	200	86.16	8.04

The Data and Result in Table 1 indicates that the Mean value obtained by Kottayam and Pathanamthitta Vocational Higher Secondary School Students for the variable New Normal Learning were 87.58 and 88.74 respectively and those of Alappuzha was 86.16. The corresponding Standard Deviations were 7.53, 9.55 and 8.04 respectively. It can be

interpreted that the Pathanamthitta Vocational Higher Secondary School Students were more adapted to New Normal Learning (Mean 88.74) when compared to Kottayam and Alappuzha (Mean 87.58 and 86.16).

Table 1.1

The Data and Result for comparing Vocational Higher Secondary School Students of Kottayam, Pathanamthitta and Alappuzha Districts for the variable New Normal Learning

Source of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F	Verbal Interpretation
Between groups	7	406.24	58.03	0.83	Not Significant
Within groups	342	23975.35	70.10		

The Data and Result in Table 1.1 indicates that the calculated F ratio is 0.83 which is less than the table value 4.68 at 0.01 level of significance. This shows that there is no significant difference in the New Normal Learning of Vocational Higher Secondary School Students of Alappuzha, Pathanamthitta and Kottayam Districts.

Table 2

Comparison of Vocational Higher Secondary School Students of Science, Commerce andAgriculture Streams with respect to their New Normal Learning.

Sl. No.	Group	N	Mean	SD
1	Science	143	85.93	8.53
2	Commerce	147	87.78	8.57
3	Agriculture	60	87.55	7.09

The Data and Result in Table 4.11 indicates that the Mean value obtained by Science and Commerce Vocational Higher Secondary School Students for the variable New Normal Learning were 85.93 and 87.78 respectively and those of Agriculture stream was 87.55. The corresponding Standard Deviations were 8.53, 8.57 and 7.09 respectively. It can be interpreted that the commerce Vocational Higher Secondary School Students are more adapted to New Normal Learning (Mean 87.78) when compared to Science and Agriculture Streams.

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

Table 2.1

The Data and Result for comparing Vocational Higher Secondary School Students of Streams (Science, Commerce and Agriculture) for the variable New Normal Learning.

Source of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F	Verbal Interpretation
Between Groups	2	271.74	135.87	1.96	Not Significant
Within Groups	347	24005.18	69.18		

The Data and Result in Table 2.1 indicates that the calculated F ratio is 1.96 which is less than the table value 4.68 at 0.01 level of significance. This shows that there is no significant difference among Students of Science, Commerce and Agriculture Streams of Vocational Higher Secondary School with respect to the variable New Normal Learning.

Table 3

Comparison of Vocational Higher Secondary School Students of Sub-streams (FHW, CAAP, MOPP, MET, OFE, AE, GI, SA, AESP and FOC) with respect to their New Normal Learning

Sl. No.	Group	N	Mean	SD
1	FHW	47	85.51	7.49
2	CAAP	31	84.52	9.23
3	MOPP	31	87.65	8.86
4	MET	34	86.24	8.99
5	OFE	46	84.76	6.77
6	AE	31	86.55	7.52
7	GI	31	92.19	11.02
8	SA	39	88.82	7.60
9	AESP	30	88.90	7.45
10	FOC	30	86.20	6.56

The Data and Result in Table 3 indicates that the Mean value obtained by Students belonging to the following Sub-streams (FHW, CAAP, MOPP, MET, OFE, AE, GI, SA, AESP and FOC) for the variable

New Normal Learning was 85.51, 84.52, 87.65, 86.24, 84.76, 86.55, 92.19, 88.82, 88.90, 86.20. The corresponding Standard Deviations were 7.49, 9.23, 8.86, 8.99, 6.77, 7.52, 11.02, 7.60, 7.45, 6.56 respectively. It can be interpreted that the Students of Vocational Higher Secondary School of GI Sub-stream are more adapted to New Normal Learning (Mean 92.19) when compared to Students of other Sub-streams.

Table 3.1

The Data and Result for comparing Vocational Higher Secondary School Students of Sub-streams (FHW, CAAP, MOPP, MET, OFE, AE, GI, SA, AESP and FOC) for the variable New Normal Learning.

Source of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F	Verbal Interpretation
Between Groups	9	1658.09	184.23	2.77	Significant
Within Groups	340	22618.83			

The Data and Result in Table 3.1 indicates that the calculated F ratio is 2.77 which is more than the table value 2.57 at 0.01 level of significance. This shows that there is significant difference in the New Normal Learning of Vocational Higher Secondary Students of different Sub-streams.

Table 4

Comparison of Vocational Higher Secondary School Students of Kottayam, Pathanamthitta and Alappuzha Districts with respect to their Skill Development.

Sl.No.	Group	N	Mean	SD
1	Kottayam	70	91.51	9.32
2	Pathanamthitta	80	88.79	10.94
3	Alappuzha	200	90.83	11.81

The Data and Result in Table 4.17 indicates that the Mean value obtained by Kottayam and Pathanamthitta Students of Vocational Higher secondary School for the variable Skill Development were 91.51 and 88.79 respectively and those of Alappuzha Students was 90.83. The corresponding Standard Deviations were 9.32, 10.94 and 11.81 respectively. It can be interpreted that the Kottayam Vocational Higher Secondary School Students were having more Skill Development (Mean 88.74) when compared to Kottayam and Alappuzha Students.

Table 4.1

The Data and Result for comparing Vocational Higher Secondary School Students of Kottayam, Pathanamthitta and Alappuzha Districts for the variableSkill Development.

Source of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F	Verbal Interpretation
Between Groups	6	328.41	54.73	0.43	Not Significant
Within Groups	343	43221.09	126.01		

The Data and Result in Table 4.1 indicates that the calculated F ratio is 0.43 which is less than the table value 4.68 at 0.01 level of significance. This shows that there is no significant difference in theSkill Development of Vocational Higher Secondary Students of Alappuzha, Pathanamthitta and Kottayam Districts.

Table 5

Comparison of Vocational Higher Secondary School Students of Science, Commerce and Agriculture Streams with respect to their Skill Development.

Sl.No.	Group	N	Mean	SD
1	Science	143	90.61	10.86
2	Commerce	147	91.19	11.80
3	Agriculture	60	85.77	7.59

The Data and Result in Table 5 indicates that the Mean value obtained by Science and Commerce Students of Vocational higher secondary School for the variable Skill Development were 90.61 and 91.19 respectively and those of Agriculture Stream Students was 85.77. The corresponding Standard Deviations were 10.86, 11.80 and 7.59 respectively. It can be interpreted that the Commerce Students are having more Skill Developement (Mean 91.19) when compared to Science and Agriculture Stream Students.

Table 5.1

The Data and Result for comparing Vocational Higher Secondary School Students of Science, Commerce and Agriculture Streams for the variable Skill Developement.

Source of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F	Verbal Interpretation
Between Groups	2	1336.35	668.17	5.73	Significant
Within groups	347	40479.47	116.66		

The Data and Result in Table 5.1 indicates that the calculated F ratio is 5.73 which is more than the table value 4.68 at 0.01 level of significance. This shows that there is significant difference among Students of Science, Commerce and Agriculture Streams of Vocational Higher Secondary School with respect to the variable Skill Development.

Table 6

Comparison of Vocational Higher Secondary School Students of Sub-streams (FHW, CAAP, MOPP, MET, OFE, AE, GI, SA, AESP and FOC) with respect to their Skill Development.

Sl.No.	Group	N	Mean	SD
1	FHW	47	92.81	10.90
2	CAAP	31	91.32	11.38
3	MOPP	31	87.26	10.94
4	MET	34	89.97	9.85
5	OFE	46	93.83	12.44
6	AE	31	89.06	8.89
7	GI	31	96.35	12.45
8	SA	39	85.67	10.51
9	AESP	30	85.40	7.48
10	FOC	30	86.13	7.8

The Data and Result in Table 6 indicates that the Mean value obtained by Vocational Higher Secondary School Students belonging to the following Sub- streams **(FHW, CAAP, MOPP, MET, OFE, AE, GI, SA, AESP and FOC)** for the variable Skill Development were 92.81, 91.32, 87.26, 89.97, 93.83, 89.06, 96.35, 85.67, 85.40 and 86.13. The corresponding Standard Deviations were 10.90, 11.38, 10.94, 9.85, 12.44, 8.89, 12.45, 10.51, 7.48 and 7.81 respectively. It can be interpreted that the Students of GI sub-Stream of Vocational Higher Secondary School are having more Skill Development (Mean 12.45) when compared to Students of other Sub-streams.

Table 6.1

The Data and Result for comparing Skill Development among Vocational Higher Secondary School Students of Sub-streams (FHW, CAAP, MOPP, MET, OFE, AE, GI, SA, AESP and FOC).

Source of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F	Verbal Interpretation
Between Groups	9	4425.95	491.77	4.47	Significant
Within Groups	340	37389.87	109.97		

The Data and Result in Table 6.1 indicates that the calculated F ratio is 5.73 which is more than the table value 4.68 at 0.01 level of significance. This shows that there is significant difference among Students of Science, Commerce and Agriculture Streams of Vocational Higher Secondary School with respect to the variable Skill Development.

Summary of Findings

The following was the main findings of the present study:-

1. The F value obtained by comparing the Scores of Vocational Higher Secondary School Students of Kottayam, Alappuzha and Pathanamthitta Districts for the variable New Normal Learning was found to be 0.83 which was not significant at 0.01 level statistically.
2. The F value obtained by comparing the Scores of Vocational Higher Secondary School Students of Science, Commerce and Agriculture Streams for the variable New Normal Learning was found to be 1.96 which was not significant at 0.01 level statistically.

3. The F value obtained by comparing the Scores of Vocational Higher Secondary School Students of Sub-streams which includes FHW, CAAP, MOPP, MET, OFE, AE, GI, SA, AESP and FOC for the variable New Normal Learning was found to be 2.77 which was significant at 0.01 level statistically.
4. The F value obtained by comparing the Scores of Vocational Higher Secondary School Students of Kottayam, Alappuzha and Pathanamthitta Districts for the variableSkill Development was found to be 0.43 which was not significant at 0.01 level statistically.
5. The F value obtained by comparing the Science, Commerce and Agriculture Streams for the variable Skill Development was found to be 5.73 which was not significant at 0.01 level statistically.
6. The F value obtained by comparing the Sub-streams which includes FHW, CAAP, MOPP, MET, OFE, AE, GI, SA, AESP and FOC for the variable Skill Development was found to be 4.47 which was significant at 0.01 level statistically.

Conclusion

The major findings of the study gave a brief understanding about the relationship between the variables against the criteria District, Streams and Sub-streams among the Vocational Higher Secondary School Students. New Normal Learning has helped the students to continue the learning process without any hindrance especially in the pandemic situation but it can never replace the conventional method of teaching and learning. The investigator would feel gratified if the findings of the present study would lead to a better understanding of the importance of New Normal Learning and Skill Development.

Implications

- Private-Aided schools excel in online learning and teaching as the facilities provided there are better when compared to other institutions. Hence the government should ensure that the students in government schools are provided with better network access and smart classrooms. Electronic gadgets and special training could be provided to teachers so that they can take online classes effectively. Alliances with better funding managements can also aid New Normal learning.
- Among students of various streams, the ones that belong to Commerce have scored more than the ones in Science and Agriculture streams. On account of this, the schools that provide the second-mentioned streams and the teachers there, should make sure that their students have a basic knowledge of computers including the usage of Excel, Power Point presentation, preparation of graphs etc.
- Among the Sub-streams of Vocational Higher Secondary, the General Insurance stream (GI) has achieved more when compared to the other sub-streams. Schools can form IT clubs and prompt students to enrol in them. Activities like quizzes or seminars related to IT could be conducted to build up their knowledge in the field. Technology integrated practical exams can also help students to be updated in the above field.
- In the case of district wise Vocational Higher Secondary Schools, students from Pathanamthitta have scored more in New Normal Learning compared to those in Kottayam and Alappuzha. The school in Pathanamthitta is Private-Aided. Though the school is located in the rural area, the private management allocates funds to provide the students with better facilities that make their learning enjoyable and interesting.
- The Skill Development of Vocational Higher Secondary students in Kottayam district are better in comparison with those in Alappuzha and Pathanamthitta. Therefore, the government should make sure that specialised training, better facilities and a conducive/ favourable environment for online learning is created in these schools. Curriculum should be such that prioritises practical applications over theoretical knowledge. Making use of simulation strategy to enhance their skills can also be experimented with.
- The Skill Development of students of Commerce stream surpass that of the students of Science and Agriculture streams in the present study. Similarly, the students in the General Insurance (GI) Sub-stream of Vocational Higher Secondary School, which comes under Commerce stream have shown better Skill Development when compared to the students of other sub-streams. The government can revise the curriculum to include qualities and skills that are essential for employment. Administering effective teaching-learning strategies and ensuring active participation of students in clubs, orientation classes, etc. can also be undertaken.

References

- *Buheji, M., & Buheji, A. (2020a). Planning competency in the new normal-employability competency in post-covid-19 Pandemic. International Journal of Human Resource Studies,10(2).*

- *Forrier, A., & Sels, L. (2003). The Concept Employability: A Complex Mosaic. International Journal of Human Resources Development and Management, 3(2), 103-124.*
- *Pinner-Quilter, H., & Ambrose, A. (2020). The 'new Normal': The future of education after Covid-19. England: IPPR.*
- *Pokhrel, S., & Chetri, R. (2021). A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning. Higher Education for the Future, 1-9.*
- *UNESCO, Future of Education. (2021). Reimagining our futures together: A new social contract for education. Retrieved from .https://en.unesco.org/futuresofeducation/news/launch.*

Manoj Kumar
Assistant Professor
Doranda College,
Ranchi University
Jharkhand, 834 002
Email - ask4manoj@gmail.com

8

Effect of Intervention on Self- Regulated Learning at Secondary Level

Abstract

Learning strategies are used by learners to help them to complete learning tasks and achieve goal successfully. Self-regulation learning strategies promote the cognitive process which builds the structured knowledge and creative thinking. Self-regulated learners have ability to use metacognitive strategies or differently, to control cognition. Self-regulated learners have ability to use both metacognitive and cognitive learning strategies. The survey method was used to ascertain self-regulated learning of secondary school students. It was found that a significant difference exists between pre-test and post-test in self-regulated learning practices. there exists a significant difference between pre-test and post-test in component wise self-regulated learning practices.

Keyword: *Self-Regulated Learning Strategies, Structural Knowledge, Creative Thinking*

Introduction

Secondary level of education involves 10-15 age groups of the learner, which is the stage of early adolescence of child development. In this period, many changes occurs in the child as physical, intellectual, social behaviour. They are more able to think like adults. They move from concrete to abstract thinking, involves in social aspect of learning, want to spend most of their time with friends, become emotionally strong. According to Piaget (1964), abstract thought, meta-cognition, problem solving, deductive reasoning thought emerge during this stage.

Learning strategies are used by learners to help them to complete learning tasks and achieve goal successfully. Different professional define learning strategies in that own way. Brown, Bransford, Ferrara, and Campione (1983) define learning strategies are systematic application of deliberate plans, routines, or activities to enhance learning. According to Derry and Murphy (1986), it is a collection of mental tactics employed by an individual in a particular learning situation to facilitate the acquisition of knowledge or skill. Learners use different learning strategies, so they can lean easy. Cognitive learning strategies are associated with the actual processing of information to transform it into knowledge which is coming from the environment. Meta-cognitive strategies are strategies that enable the learner to take charge of his/her learning in a highly meaningful. Social/ affective strategies refers to strategies that learner use to learn by interaction with social group.

Self-regulation learning strategies promote the cognitive process which builds the structured knowledge and creative thinking. Self-regulated learners have ability to use metacognitive strategies or differently, to control cognition. Self-regulated learners have ability to use both metacognitive and cognitive learning strategies (Schoenfeld, 1992). Self-regulated learning strategies were mostly drawn from social learning theory of Albert Bandura. Self-regulated learners are meta-cognitively, motivationally and behaviorally active participants in their own learning in the context of social cognitive perspective (Zimmerman, 1986). The self-regulated learner has a combination of skill and self-control that makes learning easier, so they are more motivated to learn. According to Anita Woolfolk (2015, p. 440), three factors influences self-regulated learning are knowledge, motivation, and self-discipline or violation. Self-regulated learners need knowledge about themselves, the subject, the task, strategies for learning and context in which they apply learning. Violation is protecting opportunities to reach the goal. Self-regulated learners know that how to protect themselves from distraction.

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

Need of the study

NCF-2005 emphasizes that learners are the creator of knowledge. Self-regulated learners are actively involved in maximizing his or her opportunity and ability to learn. Self-regulated learning strategies is essential for a learner to maximizing their learning. Self-regulation learning strategies promote the cognitive and meta-cognitive process which builds the structured knowledge and creative thinking. Many researchers have conducted study on it. Some of the studied are discussed in the following paragraphs.

Zimmerman and Pons (1986) found that use of self-regulated learning strategies in non-classroom as well as classroom contexts is the substantial correlation with academic achievement. Zumbrunn et al. (2011) reveal that self-regulated learning is recognized an important predictor of student academic motivation and achievement. Dresel, M. and Haugwitz, M. (2008) found that an enhancement of metacognitive control strategies was evident only in the self-regulation condition. Santhanam, R. et al (2008) revealed that participants who were induced to follow self-regulated learning strategies scored significantly higher on learning outcomes than those who were not followed to do so. Sungur S. and Tekkaya, C. (2006) revealed that problem-based learning (PBL) students had higher levels of intrinsic goal orientation, task value, use of elaboration learning strategies, critical thinking, metacognitive self-regulation, effort regulation, and peer learning compared with control-group students. Kitsantas, A. et al. (2004) studied on developing self-regulated learners: goal setting, self-evaluation, and organizational signals during acquisition of procedural skills. Raval, D. K. (2014) examined effectiveness of self-regulated learning of secondary school students. Janagam, D. et al (2011) examined efficiency of task based learning and traditional teaching on self-regulated education. Gandhi, H. and Varma, M. (2007) discussed how teachers can help make their students recognise their (students') own beliefs, introspect their own behaviour, recognise their own motivational and affective strategies, comprehend their own cognition and have knowledge about their own thought processes (i.e., metacognition) while solving problems in mathematics.

Justification for the study

Secondary education is the educational phase succeeding primary education and preceding higher education. It's commonly provided to individuals aged 14 to 18, though this can vary by country and educational system. Its goal is to furnish students with a comprehensive education geared towards higher studies or employment, fostering their

intellectual, social, and emotional development, as well as nurturing critical thinking, creativity, and autonomy.

Studying self-regulated learning at the secondary level is crucial as it equips students with lifelong skills to manage their own learning process effectively. This fosters autonomy, responsibility, and adaptability, essential for academic success and personal growth. Moreover, it cultivates metacognitive awareness, enhancing students' ability to monitor, regulate, and reflect on their learning strategies, ultimately leading to improved academic performance and preparation for higher education and the workforce.

From the analysis of the above research studies, it is found that many studies were conducted on self-regulated learning. These studies were conducted in abroad but few studies were conducted in India. Therefore, investigator raised research question such as is there any impact of intervention on self-regulated learning practices of students?

Statement of the Problem

The present study would be stated as "Effect of Intervention on Self-Regulated Learning at Level".

Objective

- To find the intervention enhancing self-regulated learning practices of students at the secondary level or not.
- To find the component-wise effect of intervention on self-regulated learning practices of students at the secondary level or not.

Hypotheses

- There is no significant impact of the intervention on self-regulated learning practices of students at secondary level.
- There is no significant impact of the intervention on component-wise self-regulated learning practices of students at secondary level.

Methodology

Mixed method was used to collect the data for the study. Firstly, the survey method was used to study self-regulated learning of secondary school students. Purposive Sampling Technique was used to collect data from IXth class secondary school students of Chiraiya (rural) and Motihari (urban) Block of Purvi Champaran District in Bihar. Purposive sampling was taken because it ensures selection of participants with specific characteristics or relevant to the study. It is suitable for creating homogeneous samples. The sample consisted of 79 students from IX

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

class. Out of 79 Secondary school students, 48 (60.8%) are from boys, 31 (39.2%) are from girls and Out of 79 Secondary school students, 47 (59.5%) are from urban, 32 (40.5%) are from rural.

The investigator drafted Self-Regulated Learning Scale having with 60 items, based on Zimmerman and Pons (1986) model having 10 aspects such as Self-evaluation, Organizing and transforming, Goal-setting and planning, Seeking information, Environmental structuring, Self-motivation, Rehearsing and memorizing, Seeking assistance (peer, teacher, adult), Use of strategies, Keeping records and monitoring (self-monitoring) was developed by investigator. The questionnaire is of five point scales such as SA-Strongly Agree, A-Agree, Neither (N), DA-Disagree, and SDA-Strongly Disagree. The high score indicated the high level of self-regulated learning skill. The SRLS was given to five experts for their comments and suggestions. The experts rated each item on ten components; whether it was clear; whether it was supportive of self-regulated learning; whether it was suitable for secondary school context; Whether it was reflective of its given self-regulated component. The expert opinions were incorporated to ensure content validity of the tool. After feedback from the experts, 8 items were removed from the original Scale and some items were reformulated.

Finally, SRLS having 52 items used to ascertain the level of self-regulated learning practices of students at secondary level. SRLS consists 52 items. Out of 52 items, 34 items are positive items and 18 items are negative items. The positive statements on the scale for their response of SA-Strongly Agree, A-Agree, N-Neither, DA- Disagree, and SDA-Strongly Disagree are scored as 5, 4, 3, 2, 1 and the scored as 1, 2, 3, 4, 5 for negative statement.

The investigator established the reliability of SRLS by test-retest method. In the present study, the investigator was done test re-test among same 20 secondary school students on two different occasions. The value of 'r' is the reliability co-efficient between two scores was found 0.78. Thus, this index suggests that scale is reliable to measure self-regulated learning of students at secondary level.

The investigator purposely selected 10 students out of 79 with the lowest self-regulated learning practices to determine whether the intervention improves these practices among secondary level students. Out of 10 students, 5 students were from rural school and 5 students were from urban school students. Out of 10 students, 6 students were boys and 4 students were girls. Fifteen lessons were developed by the researcher for intervention on the basis of 10 aspects such as Self-evaluation, Organizing

and transforming, Goal-setting and planning, Seeking information, Environmental structuring, Self-motivation, Rehearsing and memorizing, Seeking assistance (peer, teacher, adult), Use of strategies, Keeping records and monitoring (self-monitoring). The lesson consists four topics from IX class mathematics book (NCERT): the surface area of cuboid and cube, the surface area of the right circular cylinder, the surface area of right circular cone and surface area of the sphere. The lessons were structured specifically to teach in a self-regulated learning environment. Lesson-1 was dealt with incorporating reciprocal teaching and cooperative learning for the self-regulation process. Lesson-2 was dealt with learning center to encourage students to work independently in a non-threatening environment. Lesson-3 was dealt with to teach the strategies and skills that are necessary for independent work (peer collaboration and teacher support). Lesson-4 was provided opportunities to students for self-monitoring: feedback, goals, think-aloud, detect errors, observation measures. Lesson-5 was dealt with evaluation practices, self-reflection. One hour time was given to deliver each lesson. 10 minutes was given to introduce the self-regulated strategy followed by throughout the lesson. After completing intervention programme, again SRLS was given to 10 students to ascertain the effect of self-regulated learning practices. After the administering the tool, investigator collected the questionnaire from students.

Data analysis and interpretation

A. Effect of Intervention on Self-Regulated Learning Practices

The first objective was to find out the effect of the intervention enhancing self-regulated learning practices of students at the secondary level or not. The investigator gave intervention on self-regulated practices and after that collected data regarding self-regulated learning practices of secondary school students by using SRL scale. Table-1 gives effect of intervention on self-regulated learning practices.

Table -1

Effect of Intervention on Self-Regulated Learning Practices

Type of tests	N	Mean	SD	df	t-value	Significance
Pre-test	10	129.50	5.798	9	27.874	.000
Post-test	10	217.50	8.383			

Table -1 infers that the mean and SD of self-regulated learning practices of students are 129.50 and 5.798 respectively in the pre-test. The mean and SD self-regulated learning practices of students are 217.50 and 8.383 respectively in post-test. The t-value is 27.874 and significant

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

value is 0.000 which is lesser than 0.05 and thus, there exist a significant difference between pre-test and post-test in self-regulated learning practices at 0.05 level. Hence, null hypothesis is rejected and alternative hypothesis is accepted, there is significant impact of the intervention on self-regulated learning practices of students at secondary level.

B. Component-Wise Effect of Intervention on Self-Regulated Learning Practices

The second objective was to find out the component-wise effect of the intervention enhancing self-regulated learning practices of students at the secondary level or not. The investigator gave intervention on self-regulated practices and after that collected data regarding self-regulated learning practices of secondary school students by using SRL scale. Table-2 gives component-wise effect of intervention on self-regulated learning practices.

Table-2

Component-Wise Effect of Intervention on Self-Regulated Learning Practices

Component	Type of teats	N	Mean	SD	df	t-value	Sig.
Self-evaluation	Pre-test	10	28.70	4.347	9	19.255	0.000
	Post-test	10	53.40	2.875			
Organizing and transforming	Pre-test	10	9.70	1.337	9	2.388	0.041
	Post-test	10	11.30	1.160			
Goal-setting and planning	Pre-test	10	10.20	1.619	9	3.473	0.007
	Post-test	10	12.30	1.434			
Seeking information	Pre-test	10	8.70	2.669	9	6.003	0.000
	Post-test	10	15.40	1.776			
Environmental structuring	Pre-test	10	11.00	2.449	9	5.071	0.001
	Post-test	10	15.00	1.944			
Self-motivation	Pre-test	10	29.30	.483	9	37.088	0.000
	Post-test	10	60.60	2.633			
Rehearsing and memorizing	Pre-test	10	5.00	1.247	9	9.588	0.000
	Post-test	10	9.30	.823			

Seeking assistance (peer, teacher, adult)	Pre-test	10	8.80	2.394	9	7.242	0.000
	Post-test	10	15.30	1.947			
Use of strategies	Pre-test	10	9.40	1.897	9	3.138	0.012
	Post-test	10	12.60	1.776			
Keeping records and monitoring (self-monitoring)	Pre-test	10	8.70	2.003	9	4.718	0.001
	Post-test	10	12.30	.949			

Table-2 infers that in the component self-evaluation, the mean and SD of self-regulated learning practices of students are 28.70 and 4.347 respectively in the pre-test. The mean and SD self-regulated learning practices of students are 53.40 and 2.875 respectively in post-test. The t-value is 19.255 and significant value is 0.000 which is lesser than 0.05 and thus, there exist a significant difference between pre-test and post-test in self-regulated learning practices at 0.05 level. Hence, null hypothesis is rejected and alternative hypothesis is accepted, there is significant impact of the intervention on self-regulated learning practices of students at secondary level.

Table-2 also infers that in the component organizing and transforming, the mean and SD of self-regulated learning practices of students are 9.70 and 1.337 respectively in the pre-test. The mean and SD self-regulated learning practices of students are 11.30 and 1.160 respectively in post-test. The t-value is 2.388 and significant value is 0.041 which is lesser than 0.05 and thus, there exist a significant difference between pre-test and post-test in self-regulated learning practices at 0.05 level. Hence, null hypothesis is rejected and alternative hypothesis is accepted, there is significant impact of the intervention on self-regulated learning practices of students at secondary level.

Table-2 also infers that in the component goal-setting and planning, the mean and SD of self-regulated learning practices of students are 10.20 and 1.619 respectively in the pre-test. The mean and SD self-regulated learning practices of students are 12.30 and 1.494 respectively in post-test. The t-value is 3.473 and significant value is 0.007 which is lesser than 0.05 and thus, there exist a significant difference between pre-test and post-test in self-regulated

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

learning practices at 0.05 level. Hence, null hypothesis is rejected and alternative hypothesis is accepted, there is significant impact of the intervention on self-regulated learning practices of students at secondary level.

Table-2 also infers that in the component seeking information, the mean, and SD of self-regulated learning practices of students are 8.70 and 2.339 respectively in the pre-test. The mean and SD self-regulated learning practices of students are 15.40 and 1.776 respectively in post-test. The t-value is 6.003 and significant value is 0.000 which is lesser than 0.05 and thus, there exist a significant difference between pre-test and post-test in self-regulated learning practices at 0.05 level. Hence, null hypothesis is rejected and alternative hypothesis is accepted, there is significant impact of the intervention on self-regulated learning practices of students at secondary level.

Table-2 also infers that in the component environmental structuring, the mean and SD of self-regulated learning practices of students are 11.00 and 2.449 respectively in the pre-test. The mean and SD self-regulated learning practices of students are 15.00 and 1.944 respectively in post-test. The t-value is 5.071 and significant value is 0.001 which is lesser than 0.05 and thus, there exist a significant difference between pre-test and post-test in self-regulated learning practices at 0.05 level. Hence, null hypothesis is rejected and alternative hypothesis is accepted, there is significant impact of the intervention on self-regulated learning practices of students at secondary level.

Table-2 also infers that in the component self-motivation, the mean and SD of self-regulated learning practices of students are 29.30 and .483 respectively in the pre-test. The mean and SD self-regulated learning practices of students are 60.60 and 2.633 respectively in post-test. The t-value is 37.088 and significant value is 0.000 which is lesser than 0.05 and thus, there exist a significant difference between pre-test and post-test in self-regulated learning practices at 0.05 level. Hence, null hypothesis is rejected and alternative hypothesis is accepted, there is significant impact of the intervention on self-regulated learning practices of students at secondary level.

Table-2 also infers that in the component rehearsing and memorizing, the mean and SD of self-regulated learning practices of students are 5.00 and 1.247 respectively in the pre-test. The mean and SD self-regulated learning practices of students are 9.30 and 0.823 respectively in post-test. The t-value is 9.588 and significant value is 0.000 which is lesser than 0.05 and thus, there exist a significant difference between pre-test and post-test in self-regulated learning practices at 0.05 level. Hence, null hypothesis is rejected and alternative hypothesis is accepted, there is significant impact of the intervention on self-regulated learning practices of students at secondary level.

Table-2 also infers that in the component seeking assistance, the mean and SD of self-regulated learning practices of students are 8.80 and 2.394 respectively in the pre-test. The mean and SD self-regulated learning practices of students are 15.30 and 1.947 respectively in post-test. The t-value is 7.242 and significant value is 0.000 which is lesser than 0.05 and thus, there exist a significant difference between pre-test and post-test in self-regulated learning practices at 0.05 level. Hence, null hypothesis is rejected and alternative hypothesis is accepted, there is significant impact of the intervention on self-regulated learning practices of students at secondary level.

Table-2 also infers that in the component use of strategies, the mean, and SD of self-regulated learning practices of students are 9.40 and 1.897 respectively in the pre-test. The mean and SD self-regulated learning practices of students are 12.60 and 1.776 respectively in post-test. The t-value is 3.138 and significant value is 0.012 which is lesser than 0.05 and thus, there exist a significant difference between pre-test and post-test in self-regulated learning practices at 0.05 level. Hence, null hypothesis is rejected and alternative hypothesis is accepted, there is significant impact of the intervention on self-regulated learning practices of students at secondary level.

Table-2 also infers that in the component keeping records and monitoring, the mean and SD of self-regulated learning practices of students are 8.70 and 2.003 respectively in the pre-test. The mean and SD self-regulated learning practices of students are 12.30 and 0.949 respectively in post-test. The t-value is 4.718 and

significant value is 0.001 which is lesser than 0.05 and thus, there exist a significant difference between pre-test and post-test in self-regulated learning practices at 0.05 level. Hence, null hypothesis is rejected and alternative hypothesis is accepted, there is significant impact of the intervention on self-regulated learning practices of students at secondary level.

Major findings

- There was a significant difference between pre-test and post-test in self-regulated learning practices at 0.05
- There was a significant difference between pre-test and post-test in component wise self-regulated learning practices at 0.05 level.

Limitations of the study

The study was limited to ten dimensions of self-regulation strategies as Self-evaluation, Organizing and transforming, Goal-setting and planning, Seeking information, Environmental structuring, Self-motivation, Rehearsing and memorizing, Seeking assistance (peer, teacher, adult), Use of strategies, Keeping records and monitoring (self-monitoring). The study was also limited to 10 students selected purposively studying in class IXth and Xth for this investigation.

Educational implications

Self-regulated learning strategy helps students to develop cognitive processes, to analyze, and manage their own thinking, avoid intrinsic and extrinsic distractions in the quest of knowledge. Self-regulation learning strategies promote the cognitive process which builds the structured knowledge and creative thinking.

The present study found that the intervention programme enhances the self-regulated learning at the secondary level. So secondary school curriculum should incorporate principles of self-regulation in the pedagogy courses and perspective courses. The trainee teachers should be motivated to use the self-regulated learning during the internship in teaching.

The present study found that intervention programme has a significant effect in developing self-regulated learning practices. Intervention program consists of incorporating reciprocal teaching and cooperative learning for the self-regulation process, learning

center to encourage students to work independently in a non-threatening environment, teach the strategies and skills that are necessary for independent work (peer collaboration and teacher support), opportunities to students for self-monitoring: feedback, goals, think-aloud, detect errors, observation measures, evaluation practices, and self-reflection. So that training for in-service teachers should be given on the basis of this intervention programme.

The study has implications for Head Teacher/Principal of school. Freedom should be given by the headmaster/principal to teachers to incorporate self-regulated learning principle in their teaching because without the cooperation of headmaster/principal, teachers cannot be able to apply the principle of self-regulated learning in their daily teaching practices. The headmaster/principal should motivate to the teachers to incorporate self-regulated learning principle in their daily teaching practices.

School curriculum and textbook should be designed on the basis of self-regulated learning principle. Suitable activities, exercises and evaluation questions should be included in the Textbook and teachers need to be oriented for using it in the classroom

Conclusion

The aim of this research was to study Effect of Intervention on Self-Regulated Learning at secondary Level. It can be concluded that students with higher self-regulated learning strategies have more achiever. Mastering new learning strategies might help improve results. Finding of this study was supported by Raval, D. K. (2014). Results of the study was also supported by Janagam, D. et al (2011). 9-10th grade students might be more self-rigorous in evaluating their performance, and thus it is important to ensure they do not get discouraged by it. The research shows that teacher's help is needed to ensure students' well-being, and consequently, ability to learn. Learning activities like discussions, group work and peer-review might help. More research is needed to clarify the differences between self-regulated learning skills in distinctive student groups (age, gender, higher and lower achieving students). This could help provide students with more individualised support.

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

References

- *Derry, S. J., & Murphy, D. A. (1986). Designing systems that train learning ability: From theory to practice. Review of Educational Research, 56, 1-39.*
- *Dresel, M., & Haugwitz M. (2008). A Computer-Based Approach to Fostering Motivation and Self-Regulated Learning. The Journal of Experimental Education, 77(1), 3-18. Retrieved from http://www.jstor.org/stable/20157500*
- *Gandhi, H., & Varma, M. (2007). Promoting Self-regulated Learning in Mathematics through some Pedagogic Strategies. Indian Educational Review, 43(1), January 2007.*
- *Janagam, D., Suresh, B., & Nagarathinam, S. (2011). Efficiency of task-based learning and traditional teaching on self-regulated education. Indian Journal of Science and Technology, 4(3), 308-312.*
- *Kitsantas, A., Reiser, R. R., & Doster, J. (2004). Developing self-regulated learners: goal setting, self-evaluation, and organizational signals during acquisition of procedural skills. The Journal of Experimental Education, 72(4), 269-287. Retrieved from http://www.jstor.org/stable/20157374*
- *NCERT. (2005). National Curriculum Framework. NCERT, New Delhi.*
- *Raval, D. K. (2014). Effectiveness of Self-Regulated Learning of Secondary School Students. International Journal for Research in Education, 3(3), May-June 2014, ISSN: (P) 2347-5412 ISSN: (O) 2320-091X21.*
- *Santhanam, R., Sasidharan, S., & Webster, J. (2008). Using Self-Regulatory Learning to Enhance E-Learning-Based Information Technology Training. Information Systems Research, 19(1), 26-47. Retrieved from http://www.jstor.org/stable/23015420*
- *Sungur, S., & Tekkaya, C. (2006). Effects of problem-based learning and traditional instruction on self-regulated learning. The Journal of Educational Research, 99(5), 307-317. Retrieved from http://www.jstor.org/stable/27548142*
- *Woolfolk, A. (2015). Educational Psychology, Twelfth Edition, Pearson Indian Education Services Pvt. Ltd. Noida.*

- *Zimmerman, B. J., & Pons, M. M. (1986). Development of a Structured Interview for assessing student use of self-regulated learning strategies. American educational research journal, 23(4), 614-628.*
- *Zumbrunn, S., Tadlock, J., & Roberts, D. E. (2011). Encouraging self-regulated learning in the classroom: A review of the literature. Metropolitan educational research consortium, Virginia Commonwealth University.*
- *Brown, A. L., Bransford, J. D., Ferrara, R. A., & Campione, J. C. (1983). Learning, remembering, and understanding. In P. H. Mussen (Ed.), Handbook of child psychology: Vol 3. Cognitive Development (pp. 77-166). New York: Wiley.*
- *Schoenfeld, A. H. (1992). Learning to think mathematically: Problem solving, metacognition, and sense making in mathematics. In D.A. Grows (Ed.), Handbook of Research on Mathematics Teaching and Learning (pp. 334-368). New York: Macmillan Publishing Company.*

Md. Asraul Hoque
ICSSR Doctoral Fellow
Department of Development Studies,
School of Social Science and Policy,
Central University of South Bihar (Gaya)
Bihar- 824236
Email: mdasraul@cusb.ac.in

9

Strategic Assessment of Government Funding in Samagra Shiksha Schemes: Analyzing Current Status, Mitigating Challenges, and Proposing Future-Ready Financial Frameworks for Educational Empowerment in India

Abstract

This research explores the intricate landscape of financial allocations and expenditures for Information and Communication Technology (ICT) Labs and Smart Classrooms within the framework of the Samagra Shiksha scheme across Indian states. Covering fiscal years 2018-2019 to 2021-2022, the study dissects state-wise trends, revealing nuanced patterns in budgetary decisions and expenditure outcomes. The analysis delineates the educational technology trajectory of each state, highlighting the consistency or fluctuations in allocations for ICT Labs and Smart Classrooms. It unravels disparities in expenditure patterns, emphasizing the significance of efficient resource utilization. Notably, the introduction of Smart Classrooms in 2020-2021 marks a pivotal transition, necessitating scrutiny of readiness, challenges, and successes in their implementation. Beyond statistical scrutiny, the research offers a holistic perspective by linking financial decisions to educational impacts. It investigates the correlation between budgetary choices and learning outcomes, student engagement, and technological accessibility. By doing so, the study bridges the gap between financial strategies and the tangible benefits reaped by the education sector. Furthermore, the research encapsulates a diverse array of state-wise scenarios, allowing

for the identification of best practices and areas needing improvement. It culminates in evidence-based policy recommendations aimed at optimizing financial allocations, improving expenditure efficiency, and facilitating a seamless integration of ICT in education. This research serves as a comprehensive guide for policymakers, educators, and stakeholders, fostering an informed dialogue to shape the future of educational technology in India. Its multidimensional approach, blending financial, educational, and policy perspectives, positions it as a pertinent and impactful contribution to the evolving landscape of Indian education.

Keywords: *Samagra Shiksha, Government Funding, Educational Empowerment, Financial Frameworks, Utilization Efficiency.*

"A quality education can transform lives by empowering people and helping overcome poverty, inequality and discrimination. It's also a human right." -UNESCO 2021

Introduction

The Samagra Shiksha scheme stands as a pivotal component of India's educational initiatives, striving to ensure inclusive and high-quality education. This paper focuses on scrutinizing the financial dimensions of the scheme to assess the efficacy of fund utilization. Despite the passage of fifty years, Article 45 of the Indian Constitution, guaranteeing free and compulsory education for children up to the age of fourteen, remains largely unfulfilled. Despite the implementation of various programs since the late 1980s and the emphasis on early goal attainment in the New Education Policy of 1986, and its revision in 1992, the overarching objective is still distant. Launched during the conclusion of the Ninth Five Year Plan, the Sarva Shiksha Abhiyan aims to provide five years of education to every child aged six to eleven by 2007 and eight years of education by 2010 (Government of India 2003:30). Achieving this target, especially in vulnerable and educationally disadvantaged communities, demands significant efforts. India initiated a multitude of programs towards the Universalization of Elementary Education (UEE) with the inception of the National Policy on Education (NPE) in 1986. Operational initiatives such as Operation Black Board (OBB), Shiksha Karmi Project (SKP), Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), U.P. Basic Education Project (UPBEP), Mahila Samakhya (MS), Lok Jumbish Project (LJP), District Primary Education Programme (DPEP), and the Sarva Shiksha Abhiyan (SSA) – the nation's premier Centrally Sponsored Scheme for UEE – intensified these efforts during the 1980s and 1990s. The commitment to elementary education was

further underscored in 2002 with the passage of the 86th Constitution Amendment Act, which made elementary education a fundamental right. Subsequently, the Right of Children to Free and Compulsory Education (RTE) Act of 2009 mandated that all children between the ages of 6 and 14 receive free and compulsory elementary education. The Centrally Sponsored Scheme of SSA played a crucial role in assisting states and union territories in implementing the RTE Act of 2009, ensuring compliance with its provisions by September 2010.

On May 24, 2018, the Samagra Shiksha Scheme made its debut, presenting a holistic educational continuum from pre-school to senior secondary levels within an integrated framework. This visionary initiative aimed to amalgamate centrally financed programs such as Teacher Education (TE), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Sarva Shiksha Abhiyan (SSA) to address education comprehensively without segmentation. Serving as a comprehensive program spanning pre-kindergarten through class twelve, the scheme stands as a flagship initiative focused on fostering students' holistic development and enhancing school performance, as evidenced by equitable learning outcomes and educational opportunities. Aligned with the National Education Policy (NEP) of 2020 and the Sustainable Development Goal (SDG) for Education, the scheme's primary objective is to ensure inclusive, egalitarian, high-quality, and comprehensive education from preschool to senior secondary school. Initially approved for implementation during the academic years 2018–19 and 2020–21, the program has undergone subsequent updates and extensions until 2025–2026. These revisions aim to align the scheme with the National Education Policy of 2020, officially unveiled on July 29, 2020, incorporating significant adjustments to enhance its effectiveness and relevance.

The Goal SDG-4.1 states that "By 2030, ensure that all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes". Further, the SDG 4.5 states that "By 2030, eliminate gender disparities in education and ensure equal access to all levels of Education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations".

General Objective

To conduct a comprehensive strategic assessment of government funding in the Samagra Shiksha schemes, analyzing the current status, mitigating challenges, and proposing future-ready financial frameworks for educational empowerment in India.

Strategic Assessment of Government Funding in Samagra Shiksha Schemes 3.1 Data Collection: The research employs a comprehensive approach to data collection, utilizing state-wise budgetary data sourced from Lok Sabha reports. The study focuses on the fiscal years 2020-2021 to 2022-2023, ensuring a current and relevant dataset up to 21.07.2022. The Lok Sabha reports provide a robust foundation for understanding the financial landscape of Samagra Shiksha schemes, specifically ICT Labs and Smart Classrooms. The key variables for data collection include financial allocation (approval), actual expenditure, and unspent balances. State-wise granularity ensures a detailed examination of the variations in funding patterns and expenditure trends across different regions.3.2 Analysis: Quantitative Analysis: The research employs quantitative methods to analyze funds released, actual expenditure, and unspent balances. Through statistical tools and data visualization techniques, the study aims to identify patterns, disparities, and outliers in the financial allocation and expenditure of ICT Labs and Smart Classrooms. This phase provides a quantitative foundation for subsequent qualitative assessments. Qualitative Assessment: Building on the quantitative findings, the study conducts a qualitative assessment to delve deeper into state-wise trends. This involves a comprehensive review of contextual factors influencing funding decisions and expenditure patterns. Interviews with relevant stakeholders, including state education officials and policymakers, supplement the quantitative analysis. Qualitative insights contribute to a holistic understanding of the challenges and successes in the implementation of Samagra Shiksha schemes. Integration of Findings: The quantitative and qualitative analyses are integrated to provide a nuanced interpretation of the government funding landscape in Samagra Shiksha schemes. By triangulating data from Lok Sabha reports, statistical analyses, and qualitative insights, the research aims to offer a comprehensive overview that goes beyond numerical figures. This integration facilitates a more robust understanding of the complexities surrounding the financial aspects of ICT Labs and Smart Classrooms. Ethical Considerations: The research adheres to ethical standards in data collection and analysis. All data are anonymized, and confidentiality is maintained, especially in qualitative interviews. The research respects the privacy and sensitivity of the financial information obtained and ensures compliance with relevant ethical guidelines. Conclusion: The chosen methodology combines quantitative rigor with qualitative depth,

aiming to uncover the intricacies of government funding in Samagra Shiksha schemes. This dual approach is essential for providing evidence-based insights that can inform future policy decisions and contribute to the enhancement of educational empowerment in India.

Findings: and Analysis of the data

Table 1: Number of Government Elementary and Secondary Schools Approved, Funds Allocated/Expenditure Incurred on Rani Laxmi Bai Aatma Raksha Prashikshan under Samagra Shiksha Scheme in India (2019-2020 to 2022-2023) (Rs. in Lakh))

	Elementary		Secondary	
	Approvals	Expenditure	Approvals	Expenditure
Year	No.of Schools Financial	No.of Schools Financial	No.of Schools Financial	No.of Schools Financial
2019 2020	180160 15346.26	124287 7684.41	81800 6656.36	42241 3071.11
2020 2021	147784 13300.56	44721 1486.85	81438 7329.42	38300 2120.9
2021 2022	163045 8320.49	36381 1125.52	56869 3337.27	8457 350.34
2022 2023	188005 23106.85	188005 -	83031 9082.63	83031 -

Note: 1: In the year 2021-22, funds approved only for one month due to COVID-19 pandemic. Source: Lok Sabha Unstarred Question No. 1208, dated on 25.07.2022.

Elementary Schools: Approvals: The number of government elementary schools approved has increased over the years: 180,160 in 2019-2020, 147,784 in 2020-2021, 163,045 in 2021-22, and 188,005 in 2022-2023. There is a continuous upward trend in the approvals for elementary schools. Expenditure: The financial expenditure has fluctuated. It was Rs. 15,346.26 lakh in 2019-2020, Rs. 13,300.56 lakh in 2020-2021, and a significant increase to Rs. 23,106.85 lakh in 2022-2023.The expenditure appears to have increased substantially in 2022-2023 compared to the previous years. Secondary Schools: Approvals: Similar to elementary schools, the number of government secondary schools

approved has increased: 124,287 in 2019-2020, 44,721 in 2020-2021, and 36,381 in 2021-22, maintaining a consistent decrease in approvals. The number of approvals for secondary schools has increased again to 188,005 in 2022-2023.Expenditure: The financial expenditure on secondary schools has shown variations. There was an increase from Rs. 7,684.41 lakh in 2019-2020 to Rs. 1,486.85 lakh in 2020-2021, followed by a decrease to Rs. 1,125.52 lakh in 2021-22, and a substantial increase to Rs. 9,082.63 lakh in 2022-2023.The expenditure has experienced fluctuations, but it increased significantly in 2022-2023.Observations: Elementary vs. Secondary: Elementary schools consistently receive more approvals and have higher expenditure compared to secondary schools. Yearly Trends: Overall, there is an increasing trend in the number of approvals for both elementary and secondary schools. The financial expenditure has also seen an increasing trend, with a significant jump in 2022-2023.COVID-19 Impact: The note mentions that in 2021-22, funds were approved only for one month due to the COVID-19 pandemic. This could explain the lower figures for that year. Data Discrepancy: There seems to be a discrepancy in the data for 2022-2023 for secondary schools, with "Financial" for approvals and expenditures being the same. Recommendation: Further investigation is needed to understand the reasons behind fluctuations and the impact of COVID-19 on approvals and expenditure. This analysis provides an overview of the trends in approvals and expenditure for government elementary and secondary schools under the Rani Laxmi Bai Aatma Raksha Prashikshan program.

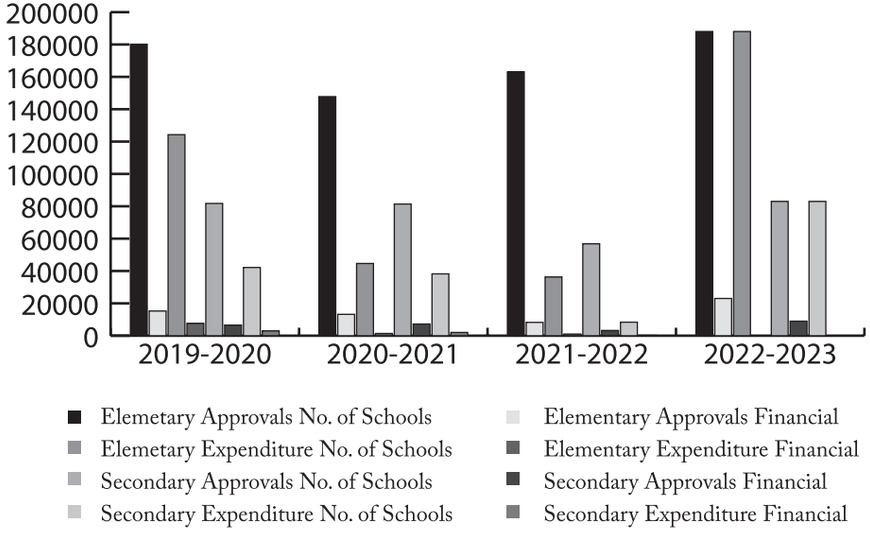


Table 2: State-wise Number of Schools Provided Library Grant under Samagra Shiksha in India (2019-2020 to 2022-2023)

States/UTs	2019-2020	2020-2021	2021-2022	2022-2023
Andaman & Nicobar Islands	328	328	329	329
Andhra Pradesh	36356	44682	44802	44998
Arunachal Pradesh	3062	2855	2896	2848
Assam	49678	45966	45860	45810
Bihar	72534	72475	72467	75424
Chandigarh	114	114	114	114
Chhattisgarh	48301	48298	48255	48291
Delhi	2735	2732	2713	2697
Dadra and Nagar Haveli and Daman and Diu	402	400	400	397
Goa	838	824	818	812
Gujarat	35046	35035	34946	34805
Haryana	14355	14400	14386	14477
Himachal Pradesh	15399	15368	15334	15328
Jammu & Kashmir	22451	22247	22250	22225
Jharkhand	14219	35447	35349	35331
Karnataka	43153	14945	39543	47959
Kerala	4723	4619	4728	4602
Ladakh	856	845	821	807
Lakshadweep	43	43	43	36
Madhya Pradesh	119518	119106	98883	98634
Maharashtra	64914	64364	65158	65610
Manipur	2977	3023	2829	2831
Meghalaya	7778	7754	7761	7755
Mizoram	2541	2551	2529	2558
Nagaland	2060	1955	1953	1923
Odisha	54953	54503	53036	49960
Puducherry	414	412	412	412

Punjab	18950	19173	19145	19135
Rajasthan	66641	67267	67359	68455
Sikkim	764	769	839	838
Tamil Nadu	9582	37114	37391	37392
Telangana	28803	28646	28449	26306
Tripura	4301	4294	4258	4239
Uttar Pradesh	161190	161261	136943	2359
Uttarakhand	17153	16632	16446	16380
West Bengal	82225	82230	82749	82731
India	1009357	1032677	1012194	884808

Source: Lok Sabha Unstarred Question No. 17, dated on 18.07.2022.

State-wise Library Grants under Samagra Shiksha: State-wise Changes (2019-2020 to 2022-2023):The number of schools provided library grants varies across states and Union Territories (UTs) over the years. Some states show an increase, while others show a decrease in the number of schools receiving library grants. States with Significant Changes: Uttar Pradesh shows a notable decrease in the number of schools receiving library grants from 161,190 in 2019-2020 to 2,359 in 2022-2023. There may be a data discrepancy or a specific reason for this sharp decline. Other states like Madhya Pradesh, Karnataka, and Rajasthan also exhibit notable changes in the number of schools receiving library grants. National Overview: Nationally, the total number of schools receiving library grants decreased from 1,009,357 in 2019-2020 to 884,808 in 2022-2023.Regional Trends: Northern states such as Punjab, Haryana, and Himachal Pradesh generally maintain a consistent number of schools receiving library grants. Southern states like Kerala, Tamil Nadu, and Karnataka show fluctuations, with changes in the number of schools receiving library grants over the years. Potential Factors: Factors influencing these changes could include shifts in educational policies, budget allocations, or changes in the criteria for granting library funds. The impact of the COVID-19 pandemic on educational activities may also be a factor, especially in the academic years 2020-2021 and 2021-2022.Recommendation: Further investigation into the significant changes observed in specific states, especially the sharp decline in Uttar Pradesh, would provide more insights. It would be beneficial to understand the criteria and process for allocating library grants and how they may have changed over the years. This analysis provides an overview of the state-wise distribution of schools receiving library grants under the Samagra Shiksha Scheme in India.

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

State-wise Number of School Provided Library Grant under Samagra Shikasha in India

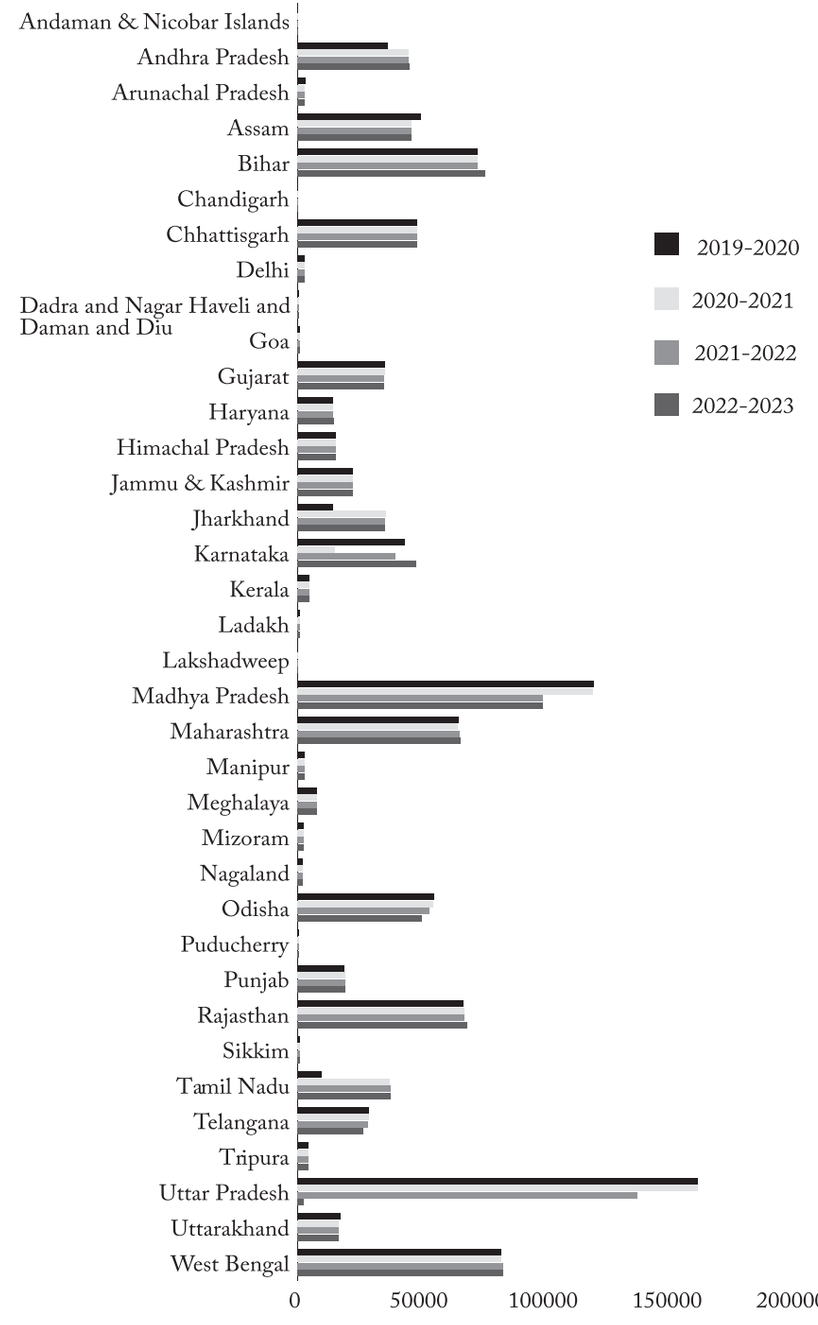


Table 3: State-wise Number of Schools Provided Sports/Equipments under Samagra Shiksha in India (2019-2020 to 2022-2023)

States/UTs	2019 2020	2020 2021	2021 2022	2022 2023
Andaman & Nicobar Islands	328	328	329	329
Andhra Pradesh	25811	44682	44802	44998
Arunachal Pradesh	3062	2855	2896	2848
Assam	50132	45967	45860	45810
Bihar	72534	72475	72467	75424
Chandigarh	311	351	114	114
Chhattisgarh	48339	48299	48255	48292
Delhi	2765	2761	2719	2707
Dadra and Nagar Haveli and Daman and Diu	402	400	400	397
Goa	838	740	818	812
Gujarat	35046	35035	34946	0
Haryana	14355	14400	14386	14477
Himachal Pradesh	15402	15368	15334	15328
Jammu & Kashmir	22451	22315	22250	24758
Jharkhand	30884	35447	35349	15996
Karnataka	43493	10213	9350	47959
Kerala	4723	4618	4728	4602
Ladakh	856	845	821	807
Lakshadweep	43	43	43	36
Madhya Pradesh	119518	119106	98883	98634
Maharashtra	66552	0	65720	65610
Manipur	2977	3023	2829	2831
Meghalaya	2292	7767	7776	7755
Mizoram	2549	2559	2529	2558
Nagaland	2060	1955	1953	1923
Odisha	54953	54503	53036	49960
Puducherry	414	413	412	412
Punjab	19243	19167	19103	19135
Rajasthan	66641	60166	67359	68455
Sikkim	767	769	839	766
Tamil Nadu	1764	37112	37391	37392
Telangana	28803	28646	28449	26306
Tripura	1830	4303	4258	4248
Uttar Pradesh	161030	2235	136884	2359
Uttarakhand	17153	16634	16446	16380
West Bengal	82225	82256	82749	82731
India	1002546	797756	982483	833149

Source: Lok Sabha Unstarred Question No. 17, dated on 18.07.2022.

State-wise Schools Provided Sports/Equipments under Samagra Shiksha:State-wise Changes (2019-2020 to 2022-2023):The number of schools provided sports/equipment varies across states and Union Territories (UTs) over the years. Some states show an increase, while others show a decrease in the number of schools provided sports/equipment. States with Significant Changes: Some states exhibit notable changes. For example, Gujarat shows a substantial decrease from 34,946 schools in 2021-2022 to 0 schools in 2022-2023. This may indicate a data discrepancy or a specific reason for this change. Karnataka shows a significant decrease from 43,493 schools in 2019-2020 to 9,350 schools in 2021-2022, followed by a notable increase to 47,959 schools in 2022-2023.States with Consistent Trends: States like Madhya Pradesh, Maharashtra, and Tamil Nadu show fluctuations in the number of schools provided sports/equipment over the years. National Overview: Nationally, the total number of schools provided sports/equipment decreased from 1,002,546 in 2019-2020 to 833,149 in 2022-2023.Impact of COVID-19The data for 2020-2021 may be influenced by the COVID-19 pandemic, as there's a noticeable decrease in the total number of schools provided sports/equipment during that period. Recommendation: Further investigation is needed to understand the reasons behind significant changes in specific states, such as the complete absence of schools receiving sports/equipment in Gujarat in 2022-2023.It would be beneficial to explore whether there were changes in policies, budget allocations, or reporting methodologies that could explain these fluctuations. This analysis provides an overview of the state-wise distribution of schools provided sports/equipment under the Samagra Shiksha Scheme in India.

Table 4: State-wise Physical and Financial Progress of ICT Labs and Smart Classrooms under Samagra Shiksha in India (2021-2022 and 2022-2023) (Rs. in Crore)

States/ UTs	Information & Communication Technology (ICT) Lab				Smart Classroom			
	Physical		Financial		Physical		Financial	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
Andaman & Nicobar Islands	2	8	3	3.5	0	0	0	0
Andhra Pradesh	917	710	59.3	60.5	1096	435	26.9	11.6
Arunachal Pradesh	43	39	5.6	7	0	107	0	0
Assam	1859	645	155	108.2	3643	240	87.4	12.7
Bihar	0	2454	0	180.9	2739	126	65.7	8.2
Chandigarh	2	0	0.3	0.2	89	95	2.1	0.6
Chhattisgarh	67	0	13.8	0	2714	0	70.9	5.8
Dadra and Nagar Haveli and Daman and Diu	28	25	2.2	3.2	84	51	2	1.5
Delhi	0	7	0	0.5	895	45	21.5	1.1
Goa	0	0	0.2	0.2	0	0	0	0
Gujarat	0	0	0	0	4335	0	104	0
Haryana	232	113	18.3	23	1154	342	29	18.4
Himachal Pradesh	480	282	35.7	32.2	1632	616	39.2	19.1
Jammu & Kashmir	220	203	51.8	60.5	518	834	12.4	22.6
Jharkhand	896	504	79.1	95.2	519	121	12.5	3.7
Karnataka	764	0	63.7	0	0	1768	0	42.4
Kerala	0	0	0	0	115	257	2.8	6.4
Ladakh	6	16	2.1	3.4	38	8	0.5	0.1
Lakshadweep	0	0	0.3	0.3	0	0	0.2	0
Madhya Pradesh	441	0	28.2	0	700	658	16.8	19.4
Maharashtra	0	0	0	0	887	2405	21.3	57.7
Manipur	28	34	10	11.5	311	140	7.4	4.8
Meghalaya	25	28	5.7	8.5	0	14	0	0.4
Mizoram	0	62	0.8	5.7	201	28	4.8	1.1
Nagaland	0	0	0	0	74	47	2.7	1.2
Odisha	302	0	43.4	0	4471	2119	107.3	50.9
Puducherry	6	0	1.1	0	100	45	2.4	1.1
Punjab	435	559	37.5	45.4	2872	649	68.9	15.6
Rajasthan	398	412	38.1	55.4	5509	408	66.1	12.9
Sikkim	82	0	8.9	4.6	238	32	5.7	1.6
Tamil Nadu	1893	2211	149.9	185.4	865	0	20.8	2.5
Telangana	0	94	39.1	19.6	3010	0	72.2	0
Tripura	239	294	22.8	32.8	249	563	6	15.1
Uttar Pradesh	0	289	0	18.5	543	18444	13	442.7
Uttarakhand	240	0	34.6	22.1	709	195	17	6.6
West Bengal	1173	0	93.3	0	0	0	0	0
India	10778	8989	1003.8	988.2	40310	30792	909.6	787.4

Source: Lok Sabha Unstarred Question No. 18, dated on 18.07.2022.

State-wise Physical and Financial Progress of ICT Labs and Smart Classrooms:

Information & Communication Technology (ICT) Lab: Physical Progress: States like Andhra Pradesh, Assam, Bihar, Delhi, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Odisha, Rajasthan, Tamil Nadu, and Uttar Pradesh show varying levels of physical progress in ICT Labs. Some states, such as Gujarat, Haryana, and Telangana, have reported zero physical progress. Financial Progress: Financial progress in ICT Labs varies across states. Andhra

Pradesh, Assam, Bihar, Delhi, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Odisha, Punjab, Rajasthan, Tamil Nadu, Telangana, Tripura, and Uttar Pradesh have reported financial progress. States like Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra, Punjab, and Telangana show zero financial progress in ICT Labs. Smart Classroom Physical Progress: States like Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli and Daman and Diu, Delhi, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Ladakh, Lakshadweep, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand, and West Bengal show varying levels of physical progress in Smart Classrooms States like Gujarat, Kerala, Madhya Pradesh, Maharashtra, Tamil Nadu, and Telangana show zero physical progress. Financial Progress: Financial progress in Smart Classrooms varies across states. Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli and Daman and Diu, Delhi, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Ladakh, Lakshadweep, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tripura, Uttar Pradesh, Uttarakhand, and West Bengal have reported financial progress. States like Gujarat, Kerala, Madhya Pradesh, Maharashtra, Tamil Nadu, and Telangana show zero financial progress in Smart Classrooms. Observations Physical vs. Financial Progress There are instances where there is physical progress but no financial progress and vice versa. This could be due to delays in fund allocation, utilization, or reporting discrepancies. Discrepancies: Some states report zero progress in both physical and financial terms for certain components. This may require further investigation to understand the reasons behind such discrepancies. State-wise Variations: States show varying degrees of progress in ICT Labs and Smart Classrooms, indicating differences in implementation timelines and resource utilization. Zero Progress Instances: Several states report zero progress in certain categories, raising questions about the effectiveness of the implementation of ICT Labs and Smart Classrooms in those regions. Recommendations: Further Investigation: Detailed investigations are needed to understand the reasons behind zero progress in some states and whether there are systemic issues affecting implementation. Streamlining Processes: States reporting progress in only one aspect (physical or financial) may need to streamline their processes to ensure both physical and financial

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

aspects progress in tandem. Policy Evaluation: Policy makers should evaluate the effectiveness of the program in states where progress is reported and identify areas for improvement. This analysis provides insights into the state-wise physical and financial progress of ICT Labs and Smart Classrooms under the Samagra Shiksha Scheme in India.

Table 5: State-wise Financial Allocation/Approval and Expenditure of Information and Communication Technology (ICT) Labs and Smart Class Rooms under Centrally Spon-sored Scheme of Samagra Shiksha in India (2018-2019 to 2021-2022-upto 31.01.2022) (Rs. in Crore)

States/ UTs	Approval						Expenditure			
	2018-2019	2019-2020	2020-2021		2021-2022		2018-2019	2019-2020	2020-2021	
	ICT Lab	ICT Lab	ICT Lab	Smart Class Room[1b]	ICT Lab	Smart Class Room1	ICT Lab	ICT Lab	ICT Lab	Smart Class Room1
Andaman & Nicobar Islands	4.7	0.7	2.7	4.1	3	0	1	3.5	3.6	4
Andhra Pradesh	30	48.5	33.1	0	59.3	26.9	0	24.3	0	0
Arunachal Pradesh	2.3	2.1	4.4	0	5.6	0	0	8	0	0
Assam	18.1	40.5	71	0	155	87.4	22	43.3	40.2	0
Bihar	46.2	30.8	11.9	0	0	65.7	0	0	0	0
Chandigarh	1	0.5	0.7	0	0.3	2.1	0.9	0.8	0.7	0
Chhattisgarh	24.2	0	1	63	13.8	70.9	3.3	27.7	0.5	36.7
Daman and Diu & Dadra and Nagar Haveli	0.4	0	0.9	0	2.2	2	0.3	0	0.6	0
Delhi	1.4	0	10	0.9	0	21.5	18.2	10	9.2	0
Goa	0	14.8	0.2	0	0.2	0	0.3	0	0	0

Gujarat	0.3	0	0	43.5	0	104	0	10.8	10.2	0
Haryana	32	22.8	0	36.5	18.3	29	17	0	39.5	29.9
Himachal Pradesh	59.3	0	55.6	0	35.7	39.2	57.1	40	10.3	0
Jammu & Kashmir	49.1	45.3	26.1	0	51.8	12.4	26.7	12.6	56	0
Jharkhand	51	24.4	73.1	0	79.1	12.5	15.2	31.2	25.9	0
Karnataka	15.1	50.8	76.2	0	63.7	0	33.4	0	0	0
Kerala	47.6	12.5	0	0	0	2.8	0	0	0	0
Ladakh	0	0	4.4	0	2.1	0.5	0	0	0	0
Lakshadweep	1.2	0	0.3	0	0.3	0.2	0	0	0	0
Madhya Pradesh	9.7	0	0	0	28.2	16.8	0	0	0	0
Maharashtra	110.7	154.9	35	0	0	21.3	110.7	42.1	34.5	0
Manipur	7.8	12.3	15.6	0	10	7.4	6.5	13.5	23.1	0
Meghalaya	0	2.8	12.4	0	5.7	0	3.3	0.1	5	0
Mizoram	0.9	0	3.3	0	0.8	4.8	0.8	0	2.6	0
Nagaland	0.9	0.5	0	11.4	0	2.7	0.9	0	0.4	0
Odisha	233	98.8	120.2	9.2	43.4	107.3	131.1	148.1	150.1	9.2
Puducherry	4.8	2.5	3.4	0	1.1	2.4	6.7	2.5	4.3	0
Punjab	6.6	0	12.5	0	37.5	68.9	6.6	42.1	19.3	0
Rajasthan	69.1	36.4	42.5	39.9	38.1	66.1	50.8	33.8	48.2	0.1
Sikkim	6.7	4.1	3.6	0	8.9	5.7	2.2	5.9	3.2	0
Tamil Nadu	0	104.3	54.3	0	149.9	20.8	214.4	77.8	53.1	0

Telangana	52.7	40.5	13.5	0	39.1	72.2	26.7	0	70	0
Tripura	0	5.7	4.5	0	22.8	6	0	0	18.4	0
Uttar Pradesh	37.4	1.1	0	50.4	0	13	0	0	0	0
Uttarakhand	0	1.3	12	27.4	34.6	17	0	33	10.3	9.6
West Bengal	0	0	8	0	93.3	47.2	0	0	0	0
India	924.2	759.1	712.6	286.2	1003.8	956.8	756	611.1	639	89.7

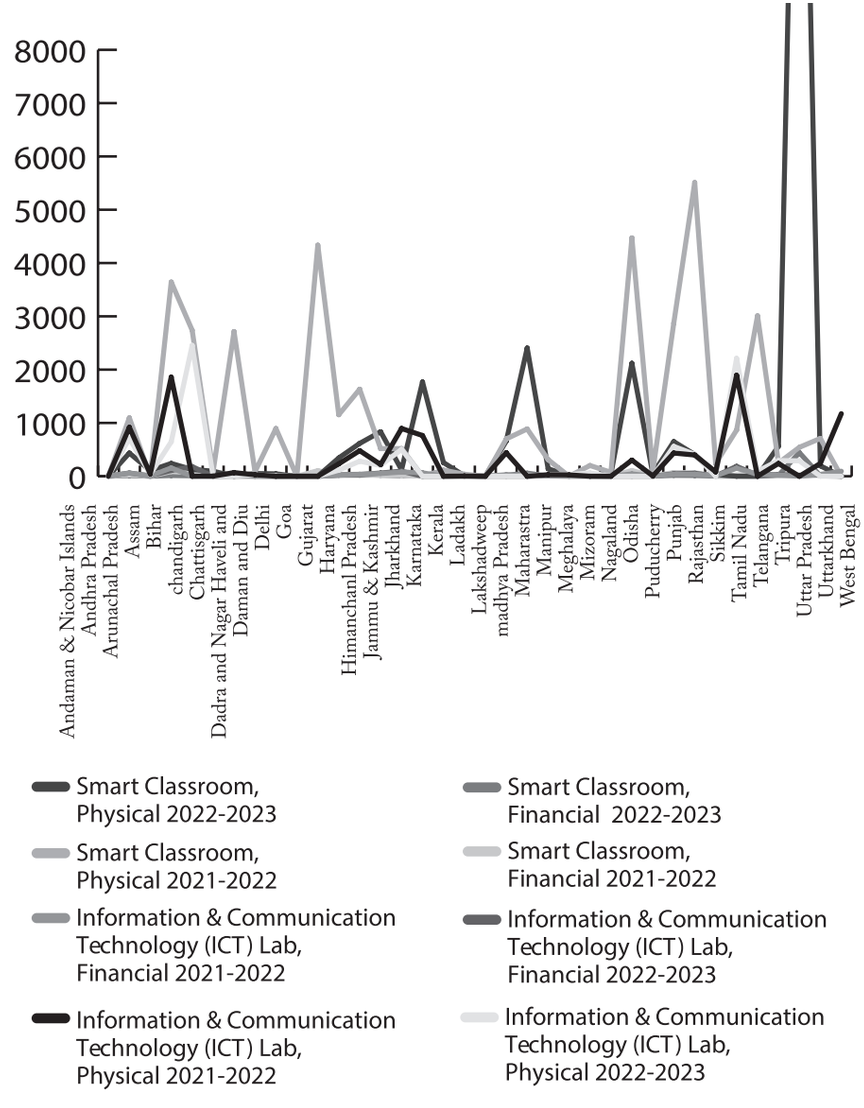
Source: Lok Sabha Unstarred Question No. 1908, dated on 14.03.2022.

Note: 1: Provision for Smart Classrooms introduced in Samagra Shiksha in 2020-2021.

State-wise Financial Allocation/Approval and Expenditure of ICT Labs and Smart Classrooms: Key Points: Financial Allocation and Expenditure: The table presents the financial allocation (approval) and expenditure for Information and Communication Technology (ICT) Labs and Smart Classrooms across states/UTs.Year-wise Overview: The data covers the fiscal years 2018-2019 to 2021-2022 (up to 31.01.2022).State-wise Analysis: Andaman & Nicobar Islands: Consistent allocation for both ICT Labs and Smart Classrooms. Expenditure increased for Smart Classrooms in 2021-2022.Andhra Pradesh: Varied allocation over the years. Significant unspent amount for Smart Classrooms in 2020-2021.Arunachal Pradesh: Increasing allocation for ICT Labs. Minimal or no expenditure on Smart Classrooms. Assam: Substantial allocation for both ICT Labs and Smart Classrooms. Significant unspent amount for Smart Classrooms in 2020-2021.Bihar: Fluctuating allocation for ICT Labs. Expenditure focused on Smart Classrooms, especially in 2019-2020.Chandigarh: Moderate allocation for both ICT Labs and Smart Classrooms. Steady expenditure pattern. Chhattisgarh: Allocation for ICT Labs with minimal expenditure. High allocation and expenditure for Smart Classrooms. Daman and Diu & Dadra and Nagar Haveli: Consistent allocation for both ICT Labs and Smart Classrooms. Steady expenditure pattern. Delhi: Fluctuating allocation for both ICT Labs and

Smart Classrooms. Higher expenditure for Smart Classrooms in 2021-2022.Goa: Allocation concentrated on Smart Classrooms. Steady expenditure pattern. Gujarat: Significant allocation for Smart Classrooms. Minimal or no expenditure on ICT Labs. Haryana: Varied allocation for both ICT Labs and Smart Classrooms. Consistent expenditure pattern. Himachal Pradesh: Allocation and expenditure focus on ICT Labs. Minimal allocation and expenditure for Smart Classrooms. Jammu & Kashmir: Varied allocation for both ICT Labs and Smart Classrooms. Moderate to low expenditure across years. Jharkhand: Allocation and expenditure concentrated on ICT Labs. Limited allocation for Smart Classrooms. Karnataka: Allocation and expenditure concentrated on ICT Labs. Limited allocation for Smart Classrooms. Kerala: Allocation focused on ICT Labs. Limited allocation and expenditure for Smart Classrooms. Ladakh: Minimal allocation and expenditure for both ICT Labs and Smart Classrooms. Lakshadweep: Minimal allocation and expenditure for both ICT Labs and Smart Classrooms. Madhya Pradesh: Allocation and expenditure focused on ICT Labs. No allocation for Smart Classrooms. Maharashtra: Varied allocation for both ICT Labs and Smart Classrooms. Significant expenditure for Smart Classrooms in 2021-2022.Manipur: Allocation and expenditure focused on ICT Labs. Limited allocation for Smart Classrooms. Meghalaya: Allocation focused on ICT Labs. Limited allocation and expenditure for Smart Classrooms. Mizoram: Allocation and expenditure focused on ICT Labs. Limited allocation for Smart Classrooms. Nagaland: Allocation concentrated on Smart Classrooms. Minimal allocation and expenditure for ICT Labs. Odisha: Allocation for both ICT Labs and Smart Classrooms. Steady expenditure pattern. Puducherry: Allocation concentrated on ICT Labs. Limited allocation and expenditure for Smart Classrooms. Punjab: Allocation and expenditure focused on Smart Classrooms. No allocation for ICT Labs. Rajasthan: Allocation and expenditure focus on ICT Labs. Limited allocation for Smart Classrooms. Sikkim: Allocation and expenditure focus on ICT Labs. Limited allocation for Smart Classrooms. Tamil Nadu: Significant allocation and expenditure for both ICT Labs and Smart Classrooms. Telangana: Allocation concentrated

on ICT Labs. Minimal allocation and expenditure for Smart Classrooms. Tripura: Allocation and expenditure focus on ICT Labs. Limited allocation for Smart Classrooms. Uttar Pradesh: Varied allocation and expenditure for both ICT Labs and Smart Classrooms. Uttarakhand: Allocation and expenditure focus on ICT Labs. Limited allocation for Smart Classrooms. West Bengal: Allocation concentrated on Smart Classrooms. No allocation for ICT Labs. Overall Observations: Allocation



Trends: States exhibit varied trends in allocating funds for ICT Labs and Smart Classrooms. Expenditure Patterns: Expenditure patterns vary across states, with some focusing on ICT Labs, Smart Classrooms, or a balanced approach. Smart Classroom Provision: The provision for Smart Classrooms was introduced in 2020-2021.This analysis provides an overview of the financial allocation and expenditure for ICT Labs and Smart Classrooms under the Samagra Shiksha scheme, highlighting state-wise variations and trends over the specified years.

Table 6: Funds Released and Expenditure under Samagra Shiksha in India (2018-2019 to 2021-2022) (Rs. in Crore)

Year	Release	Expenditure
2018-2019	29239.95	44875.43
2019-2020	32326.82	48116.28
2020-2021	27759.5	45586.12
2021-2022	24873.18	43413.18
Source: Lok Sabha Unstarred Question No. 3496, dated on 08.08.2022		

Note : Expenditure Includes Expenditures against funds released by Central Government, State Share, unspent balances of previous years etc.

Funds Released and Expenditure under Samagra Shiksha: Yearly Trends: Release (in Crore): Funds released under the Samagra Shiksha scheme show a fluctuating pattern over the years. There was an increase from 2018-2019 to 2019-2020, followed by a decrease in 2020-2021 and 2021-2022.Expenditure (in Crore): Expenditure follows a similar pattern, with an increase from 2018-2019 to 2019-2020, followed by a decrease in 2020-2021 and 2021-2022. Comparison of Release and Expenditure: The funds released in each year are higher than the corresponding expenditure, indicating that not all allocated funds are spent. This suggests underutilization of allocated funds in each fiscal year. Decrease in 2021-2022: Both funds released and expenditure saw a decrease in 2021-2022 compared to the previous year. This could be due to various reasons such as budget constraints, changes in priorities, or the impact of

external factors. Recommendation: Further analysis is needed to understand the reasons behind the decrease in funds released and expenditure in 2021-2022 and whether it reflects a shift in priorities or challenges in fund utilization. Overall Observations: Utilization Efficiency: The data suggests that there is room for improving the utilization efficiency of allocated funds. Understanding the reasons behind the underutilization can help policymakers in optimizing resource allocation. Budget Planning: Policymakers may need to review budget planning processes to ensure that the allocated funds are aligned with the actual needs and are effectively utilized for the intended purposes. Impact Assessment: Further investigation into the outcomes achieved with the released and expended funds can provide insights into the effectiveness of the Samagra Shiksha scheme in improving education outcomes. This analysis provides an overview of the funds released and expenditure under the Samagra Shiksha scheme in India, highlighting trends and potential areas for further investigation and improvement.

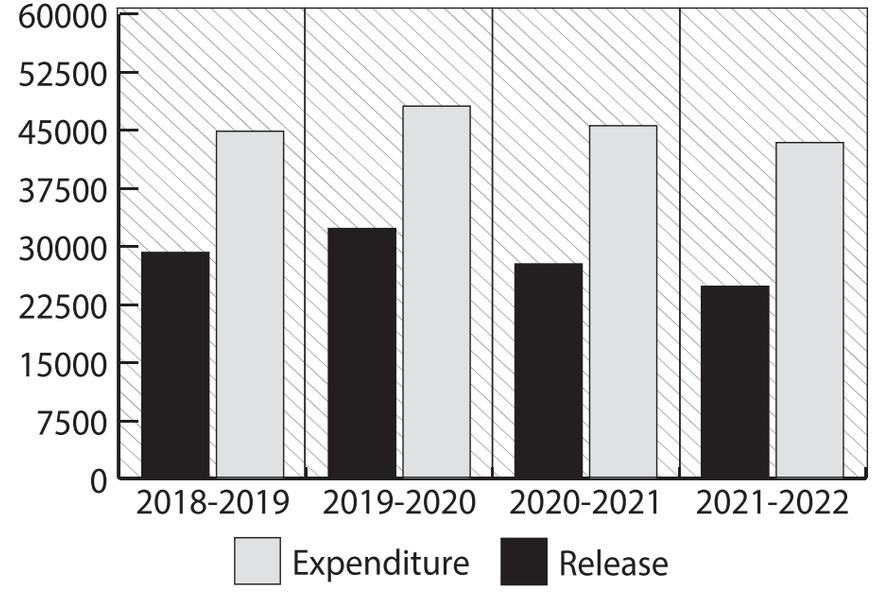


Table 7: State-wise Budget Approved, Central Share Released, Expenditure Incurred and Unspent Balance under Samagra Shiksha in India (2020-2021 to 2022-2023-Upto 21.07.2022) (Rs. in Lakh)

fig 5 Funds Released and Expenditure under Samagra Shiksha in India (2018-2019 to 2021-2022

States/UTs	2020-2021			2021-2022			2022-2023		
	Budget Approved	Central Share Released	Expenditure Incurred by State/UT Including its Share as Reported in PRABANDH Portal	Unspent Balance (Including State Share) as Reported in PRABANDH Portal	Budget Approved	Central Share Released	Utilization of Funds (Including State Share)	Budget Approved	Central Share Released upto 21.7.2022
Andaman & Nicobar Islands	5545.59	4037.43	4466.32	1207.89	5637.45	3152.32	3981.31	7162.15	0
Andhra Pradesh	134853.54	86975.09	108556.12	28215.12	134853.54	68301.36	147631.69	164184.2	0
Arunachal Pradesh	44215.86	33964.52	28533.15	9160.97	44215.86	27996.24	37227.28	47018.88	0
Assam	197702.88	159429.09	189295.95	7101.48	197702.88	156156.4	180164.8	240703.28	0

Bihar	382755	282822.81	518977.57	221855.32	382755	340608.45	521636.02	466004.21	0
Chandigarh	9552.71	7115.42	8680.96	1667.84	10024.09	10804.09	9197.53	12422.81	2140.36
Chhattisgarh	88790.33	35068.41	106813.12	60496.16	88790.33	33236.78	112146.81	108102.23	0
Dadra and Nagar Haveli and Daman and Diu	6717.8	3493.77	4190.87	764.45	6740.66	2092.45	25427.67	8554.52	0
Delhi	31521.04	14926.44	36788.81	9404.65	31521.05	14588.04	4144.6	37727.38	0
Goa	1861	1788.38	2718.32	808.06	1861	1102.19	2874.14	2265.77	0
Gujarat	104183.92	97632.8	179496.77	31064.94	100974.38	89375.71	181959.6	122936.31	0
Haryana	85755.82	74570.72	122298.83	20315.01	82538.73	51709.18	105383.82	90620.71	0
Himachal Pradesh	58166.16	49230.46	41213.38	28181.26	58166.16	31910.05	47097.56	69488.17	0
Jammu & Kashmir	147213.74	38557.43	118456.76	60962.12	132021.74	87398.83	77090.75	160736.47	0
Jharkhand	90018	86561.21	144324.65	2214.72	90018	85897.13	155085.48	109596.92	0
Karnataka	70761.11	61010.01	88580.17	15452.69	70761.11	47451.63	121523.59	86151.66	0
Kerala	25221.99	23838.59	43630.97	366.77	25221.99	22512.79	44557.1	30707.77	0
Ladakh	10203.97	5806.39	2042.92	7827.62	9999.72	5717.55	2395.54	12108.66	0
Lakshadweep	826.16	254.63	261.64	283.08	573.33	216.15	343.53	786.86	0

Madhya Pradesh	294630.92	246219.48	430851.72	69298.68	294630.92	229279.75	425514.18	358607.45	0
Maharashtra	101370.47	63559.58	100541.69	8188.24	101370.47	69302.88	67536.59	123418.55	0
Manipur	38242.09	32364.84	32954.52	14206.83	37042.52	18250.19	32168.53	45099.28	0
Meghalaya	42339.28	28355.68	40517.59	-188.82	30584.23	27171.38	43476.36	37236.3	0
Mizoram	23310.22	18855.02	18739.32	10260.54	22559.99	17968.14	19574.87	27466.79	0
Nagaland	25624.49	21347.11	17667.02	20133.09	21808.76	13734.16	23804.32	26552.17	0
Odisha	149745.39	130145.67	276836.93	37418.73	145334.43	123807.39	226818.78	176944.67	0
Puducherry	1514	972.44	2326.1	498.39	1514	1397.54	1946.51	1843.3	0
Punjab	57209.85	53143.13	127385.3	66761.14	54353.29	50127.01	97085.11	66175.13	0
Rajasthan	273019.53	225943.67	425873.85	123069.93	273019.53	240582.13	444355.54	330877.36	0
Sikkim	12749.33	6451.72	9115.62	1030.7	12249.29	10012.46	9904.14	14913.51	0
Tamil Nadu	164996.07	162153.74	271492.84	3288.92	164996.07	159882.18	279038.58	197417.85	0
Telangana	88061.36	34807.36	105952.79	16845.36	88061.36	55327.91	95397.23	107214.72	0
Tripura	42642.69	40371.19	31565.04	13948.38	31820.19	22692.81	36168.05	38741.08	0
Uttar Pradesh	553308.53	457185.61	667843.1	324901.89	512311.236	204497.1	463207.76	583123.97	0
Uttarakhand	78773.29	54149.33	58187.33	38786.7	67262.62	32083.6	57072.76	80124.06	0
West Bengal	133877.32	132743.02	191443.12	41275.34	133877.32	130974.48	238380.34	162995.64	0
India	3577281.44	2775852.18	4558621.16	1063698.73	3467173.24	2487318.43	4341318.47	4156030.79	2140.36

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

Source: Lok Sabha Unstarred Question No. 2125, dated on 02.08.2021, Lok Sabha Unstarred Question No. 2872, dated on 21.03.2022 & Lok Sabha Unstarred Question No. 2335, dated on 01.08.2022.Source**:** Lok Sabha Unstarre

State-wise Budget Approved, Central Share Released, Expenditure Incurred, and Unspent Balance under Samagra Shiksha: Key Points: Budget Approved vs. Central Share Released: For each state/UT, the Central Share Released is a portion of the Budget Approved. In most cases, the Central Share Released is less than the Budget Approved, indicating that not all approved funds are released. Expenditure Incurred: The Expenditure Incurred by the state/UT includes its share as reported in the PRABANDH portal. This represents the actual spending on Samagra Shiksha activities. Unspent Balance: The Unspent Balance (including State Share) is the difference between the Budget Approved and the Expenditure Incurred. A positive unspent balance suggests that funds allocated have not been fully utilized. Year-wise Overview: The table provides data for three years: 2020-2021, 2021-2022, and 2022-2023 (up to 21.07.2022). State-wise Analysis: Andaman & Nicobar Islands: Notable unspent balance in 2020-2021 and 2021-2022. Andhra Pradesh: Large unspent balance in 2021-2022. Arunachal Pradesh: Unspent balance decreased from 2020-2021 to 2021-2022. Assam:Significant unspent balance in 2020-2021.Bihar:Substantial unspent balance in 2020-2021 and 2021-2022.Chandigarh:Unspent balance decreased from 2020-2021 to 2021-2022.Chhattisgarh:Large unspent balance in 2020-2021 and 2021-2022.Dadra and Nagar Haveli and Daman and Denotable unspent balance in 2020-2021 and 2021-2022.Delhi:Large unspent balance in 2020-2021.Goa:Unspent balance increased in 2021-2022.Gujarat:Significant unspent balance in 2021-2022.Haryana:Large unspent balance in 2020-2021 and 2021-2022Himachal Pradesh: Unspent balance decreased from 2020-2021 to 2021-2022.Jammu & Kashmir: Notable unspent balance in 2020-2021.Jharkhand:Unspent balance increased in 2021-2022. Karnataka:Large unspent balance in 2020-2021 and 2021-2022. Kerala:Unspent balance increased in 2021-2022.Ladakh:Unspent balance increased in 2021-2022.Lakshadweep:Unspent balance increased in 2021-2022.Madhya Pradesh: Notable unspent balance in 2020-2021 and 2021-2022.Maharashtra:Large unspent balance in 2021-2022.Manipur:Unspent balance decreased from 2020-2021 to 2021-2022. Meghalaya: Unspent balance increased in 2021-2022. Mizoram:Unspent balance decreased from 2020-2021 to 2021-2022.

Nagaland:Unspent balance increased in 2021-2022. Odisha:Notable unspent balance in 2020-2021. Puducherry:Unspent balance increased in 2021-2022. Punjab:Large unspent balance in 2020-2021 and 2021-2022. Rajasthan:Large unspent balance in 2020-2021 and 2021-2022. Sikkim:Unspent balance increased in 2021-2022. Tamil Nadu: Large unspent balance in 2020-2021 and 2021-2022. Telangana:Large unspent balance in 2020-2021 and 2021-2022. Tripura:Notable unspent balance in 2020-2021. Uttar Pradesh: Large unspent balance in 2020-2021 and 2021-2022. Uttarakhand:Notable unspent balance in 2020-2021 and 2021-2022. West Bengal: Large unspent balance in 2020-2021. Overall Observations: Unspent Balance: Many states/UTs have a substantial unspent balance in both 2020-2021 and 2021-2022, indicating a challenge in fully utilizing the allocated Overall Observations: Unspent Balance: Many states/UTs have a substantial unspent balance in both 2020-2021 and 2021-2022, indicating a challenge in fully utilizing the allocated funds. Yearly Changes: Some states show a decrease in unspent balances from 2020-2021 to 2021-2022, while others exhibit an increase. Utilization Challenges: The data suggests that there may be challenges in the efficient utilization of allocated funds by some states/UTs. Further investigation is needed to understand the reasons behind the unspent balances. Policy Implications: Policymakers may need to review the budget allocation and utilization processes to ensure optimal utilization of funds for educational initiatives under Samagra Shiksha. Reporting and Monitoring: The monitoring and reporting mechanisms for fund utilization should be strengthened to ensure timely and effective expenditure. This analysis provides insights into the budgeting and expenditure patterns across states/UTs under the Samagra Shiksha scheme, highlighting areas that may require attention for improved fund utilization.

Recommendations: Strategic Enhancement of Government Funding in Samagra Shiksha Schemes

6.1 Utilization Efficiency: The research underscores the critical importance of maximizing the efficient use of allocated funds for Samagra Shiksha schemes, particularly in the context of ICT Labs and Smart Classrooms. To achieve this, the following strategies are recommended:

Capacity Building: Invest in training programs for educators and administrators to enhance their capacity in utilizing technological resources effectively. This ensures that the allocated funds translate into tangible benefits in the learning environment. Monitoring Mechanisms:

Establish robust monitoring mechanisms at the state level to track the utilization of funds. Implement regular audits and evaluations to identify inefficiencies, bottlenecks, and areas for improvement. Real-time tracking can enhance accountability and transparency in fund utilization. Stakeholder Collaboration: Foster collaboration between state education departments, schools, and technology providers. Engaging stakeholders in the decision-making process ensures that the allocated funds align with the actual needs of educational institutions, thereby optimizing resource utilization.6.2 Budget Planning: Effective budget planning is fundamental to the success of Samagra Shiksha schemes. The research recommends the following initiatives to refine and optimize budget planning processes: Needs Assessment: Conduct a comprehensive needs assessment at the grassroots level to understand the specific requirements of schools and educational institutions. Tailor budget allocations based on these assessments to ensure targeted and impactful investments. Long-Term Planning: Shift towards long-term budget planning cycles, allowing for more strategic allocation of funds. This approach provides stability and allows for sustained initiatives, fostering the development and maintenance of ICT Labs and Smart Classrooms over an extended period. Flexibility in Allocation: Introduce flexibility in budget allocations, enabling schools to adapt to evolving technological needs. A more agile budget planning process accommodates unforeseen circumstances and technological advancements.6.3 Impact Assessment: Conducting a thorough impact assessment is crucial for understanding the effectiveness of Samagra Shiksha schemes. The following recommendations are proposed for a comprehensive impact assessment: Educational Outcomes: Evaluate the impact of ICT Labs and Smart Classrooms on educational outcomes, including student performance, engagement, and digital literacy. Linking outcomes to specific interventions allows for targeted improvements. Feedback Mechanisms: Establish feedback mechanisms involving teachers, students, and parents to gather qualitative insights into the impact of technology integration. This qualitative data complements quantitative assessments, providing a holistic understanding of the scheme's effectiveness. Continuous Improvement: Use impact assessment findings as a basis for continuous improvement. Identify successful strategies and best practices, disseminating this information across states for mutual learning and replication of successful models. The recommendations outlined above aim to guide policymakers, education officials, and stakeholders in optimizing government funding for Samagra Shiksha schemes. By focusing on utilization efficiency, budget planning, and impact assessment, these strategies seek to contribute to the sustainable enhancement of educational empowerment in India.

Overall Observations: Enhancing Fund Utilization in Samagra Shiksha Schemes

7.1 Utilization Challenges: The analysis of state-wise financial allocation and expenditure for ICT Labs and Smart Classrooms under the Samagra Shiksha scheme reveals several challenges in fund utilization. Understanding and addressing these challenges are crucial for optimizing the impact of government funding. Key observations include: Inconsistent Allocation Patterns: Several states exhibit inconsistent allocation patterns, with fluctuations in funding for ICT Labs and Smart Classrooms. This inconsistency can lead to challenges in long-term planning and sustained initiatives. Unspent Balances: Notable instances of unspent balances, especially in Smart Classrooms, raise concerns about the efficient utilization of allocated funds. Identifying the root causes of unspent balances is essential to prevent wastage and ensure funds are directed toward intended purposes. Limited Focus on Smart Classrooms: Some states allocate minimal resources to Smart Classrooms, impacting the widespread adoption of technology-enabled learning. Addressing this imbalance is crucial to harness the full potential of digital education tools. Lack of Needs-Based Allocation: The absence of needs-based allocation is evident in certain states, where the allocation does not align with the specific requirements of schools. Tailoring fund allocation based on a thorough needs assessment can address this challenge.7.2 Policy Implications: To overcome the observed challenges and enhance fund utilization in Samagra Shiksha Schemes, the following policy implications are recommended: Standardized Allocation Guidelines: Introduce standardized guidelines for fund allocation, considering the diverse needs of states. These guidelines should emphasize a balance between ICT Labs and Smart Classrooms, ensuring a comprehensive approach to educational technology. Capacity Building Initiatives: Implement capacity building programs for state education departments to enhance their planning and execution capabilities. This includes training in needs assessment, budget planning, and monitoring mechanisms to promote effective fund utilization. Performance-Based Incentives: Explore the possibility of introducing performance-based incentives for states that demonstrate efficient fund utilization. This approach encourages states to focus on impactful initiatives and ensures a continuous improvement mindset. Periodic Review Mechanisms: Establish periodic review mechanisms to assess fund utilization at both state and national levels. Regular reviews facilitate the identification of challenges, sharing of best practices, and the implementation of corrective measures. In conclusion, the overall observations highlight the need for a strategic

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

approach to overcome utilization challenges and provide actionable policy implications for policymakers. By addressing these challenges, the Samagra Shiksha scheme can achieve more efficient and impactful utilization of government funding, ultimately contributing to the enhancement of educational empowerment in India.

Conclusion: Charting the Future Course for Educational Empowerment through Samagra Shiksha Schemes

The comprehensive analysis of state-wise financial allocation and expenditure for ICT Labs and Smart Classrooms under the Samagra Shiksha scheme provides valuable insights into the current status and challenges faced in the realm of educational funding. The key findings and observations pave the way for a conclusive summary and propose a roadmap for future-ready financial frameworks. The following points encapsulate the essence of the research: Diverse Allocation Trends: The research uncovered diverse trends in fund allocation across states, reflecting the varied priorities and challenges faced by different regions. Understanding these variations is crucial for formulating nuanced strategies that cater to the unique needs of each state. Strategic Focus on Smart Classrooms: The introduction of Smart Classrooms in 2020-2021 marked a significant step toward integrating technology into education. However, the analysis revealed a varying emphasis on Smart Classrooms, necessitating a strategic approach to ensure equitable access and adoption. Utilization Challenges and Opportunities: The study identified challenges in fund utilization, including inconsistent patterns, unspent balances, and limited focus on specific components. These challenges present opportunities for targeted interventions to enhance efficiency and drive meaningful impact. Policy Implications for Improvement: The research suggests policy implications aimed at addressing utilization challenges. Standardized allocation guidelines, capacity building initiatives, performance-based incentives, and periodic review mechanisms emerge as key strategies to optimize fund utilization and drive positive outcomes. RoadMap for Future-Ready Financial Frameworks: Holistic Planning: Develop a holistic planning framework that considers the diverse educational landscapes of states. Tailor allocations to meet specific needs, ensuring a balanced approach between ICT Labs and Smart Classrooms. Technology Integration: Emphasize technology integration in education by promoting Smart Classroom initiatives. Encourage states to allocate resources for digital infrastructure, teacher training, and content development to harness the full potential of educational technology. Efficiency Enhancement: Implement measures to enhance fund utilization efficiency, including capacity building programs, standardized guidelines, and

performance-based incentives. These efforts can contribute to a more streamlined and impactful execution of the Samagra Shiksha schemes. Collaborative Efforts for Sustainable Impact: Recognizing that educational empowerment requires collaborative efforts, the conclusion advocates for sustained collaboration between central and state governments, educational institutions, and other stakeholders. A collective commitment to implementing the proposed strategies will pave the way for a more robust and sustainable educational ecosystem. In conclusion, this research not only sheds light on the intricacies of financial allocation and expenditure but also provides a roadmap for future-ready financial frameworks. By addressing the identified challenges and leveraging strategic opportunities, the Samagra Shiksha schemes can evolve into a transformative force, empowering education across India and paving the way for a brighter and more inclusive future.

References

- *Banerjee, M. (2014). Elementary Education of the Urban Poor: Policy Context, Text and Practice in Delhi. Economic and Political Weekly, 32–35.*
- *Bharadwaj, P., Lakdawala, L. K., & Li, N. (2019). Perverse consequences of well- intentioned regulation: Evidence from India's child labor ban. Journal of the European Economic Association, 18(3), 1158–1195.*
- *Bhat, M. A. (2021, October 23). Teacher shortages: A problem of distribution or scarcity? Times of India Blog. https://timesofindia.indiatimes.com/blogs/developing-contemporary-%20india/teacher-shortages-a-problem-of-distribution-or-scarcity/*
- *Bhatty, K., Saraf, R., & Gupta, V. (2017). Out-of-school children. Economic and Political Weekly, 52(49).*
- *Desai, S., & Kulkarni, V. (2008). Changing educational inequalities in India in the context of affirmative action. Demography, 45(2), 245–270.*
- *Education World. (2021, February 19). Budget 2021-22 ignores NEP 2020. https://www.educationworld.in/budget-2021-22-ignores-nep-2020/*
- *Gender equality. (n.d.). UNICEF India. https://www.unicef.org/india/what-we-do/gender-equality*
- *Girls' education. (n.d.). UNICEF. https://www.unicef.org/education/girls-education*
- *Handle proxy. (n.d.). http://hdl.handle.net/10603*

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

- *Iftikhar, F. (2021, October 6). 29 million students don't have access to devices: Govt report. Hindustan Times. https://www.hindustantimes.com/india-news/29-million-students-don-t-have-%20access-to-devices-govt-report-101633545716753.html*
- *Imtisungba. (2014). A STUDY OF THE STATUS OF ELEMENTARY EDUCATION IN NAGALAND. http://hdl.handle.net/10603/48815*
- *India - average annual dropout in school by level 2016 | Statista. (2023, July 10). Statista. https://www.statista.com/statistics/661218/average-annual%20-drop-outs-in-schools-india.*
- *India of My Dreams by M.K. Gandhi | Complete book online. (n.d.). https://www.mkgandhi.org/indiadreams/indiaofmydreams.htm*
- *India Today. (2022, February 1). Education Budget 2022 increases by 11.86%: Major areas of union budget allocation, schemes covered, new plans. https://www.indiatoday.in/business/budget-2022/story/union-budget-education-%20budget-2022-increases-by-11-86-major-areas-of-budget-allocation-education-schemes-%20education-plans-1907451-2022-02-01*
- *Jain, M. (2004). Civics, citizens and human rights: Civics discourse in India. Contemporary Education Dialogue, 1(2), 165–198.*
- *Jojo, B. (2013). Decline of Ashram Schools in central and eastern India: Impact on education of ST children. Social Change, 43(3), 377–395.*
- *Kumar, A. (2005). Culture, development and the cultural capital of farce: The Musahar community in Bihar. Economic and Political Weekly, 41(40), 4281–4291.*
- *Kumar, K. (2009). Culture, State and Girls: An Educational Perspective. Economic & Political Weekly, 45(17), 75–84.*
- *Kumar, K., & Gupta, L. (2008). What Is Missing in Girls' Empowerment. Economic & Political Weekly, 43(27), 19–24.*
- *Limala. (2017). A study of the effectiveness of district institutes of education and training_DIETs_in Nagaland. http://hdl.handle.net/10603/219738*
- *Ministry of Human Resource Development. (2001). Sarva Shikhsha Abhiyan: Programe for Universal Elementary Education in India. In Http://Www.Educationforallinindia. Com/ssa.htm.*

- *Mishra, B. C. P. J. (2018). Awareness and attitude of element ray school teachers towards continuous and comprehensive evaluation. http://hdl.handle.net/10603/284661*
- *Mitra, M. D. a. P. S. (2021, December 4). Still too many children out of school. The Hindu. https://www.thehindu.com/%20opinion/op-ed/still-too-many%20-children-out-of-school/article24857149.ece.*
- *Mohalik, B. P. K. . R. (2018a). Implementation of the Right of Children to Free and Compulsory Education Act 2009 A Critical Study. http://hdl.handle.net/10603/206209*
- *Nongbri, C. (2017). Evaluation of Sarva Shiksha Abhiyan SSA in Garo hills Meghalaya. http://hdl.handle.net/10603/253596*
- *Samagra shiksha. (n.d.-a). https://samagra.education.gov.in/swachh.html#:~:text=The%20Swachh%20Vidyalaya%20Ini%20tiative%20started,%2C%20districts%20and%20States%2FUTs*
- *Samagra shiksha. (n.d.-b). https://samagra.education.gov.in/*
- *Singh, P. (2018). An evaluative study of Rashtriya Madhyamik Shiksha Abhiyan in Haryana. http://hdl.handle.net/10603/237795*
- *Social, economic and educational status of the Muslim community of India. (2007). Contemporary Education Dialogue, 4(2), 266–271. https://doi.org/10.1177/097318491341114 9*
- *The India Forum. (n.d.). The India Forum. https://www.theindiaforum.in/article/school-%20differentiation-india-reinforcing-inequalities.*

Dr. C. E. Jayanthi
Assistant Professor,
Department of Educational
Planning and Administration,
Tamil Nadu Teachers Education
University, Tamil Nadu, 600097
Email-jayanthiprasitha@gmail.com

10

Impact of Social Media on Secondary School Students

Abstract

This study investigated the impact of social media on secondary school students, focusing on gender and location as potential factors influencing this impact. The research was conducted among 306 secondary school students, selected using a simple random sampling technique. A descriptive survey method was adopted, and data were collected using the Impact of Social Media Assessment Tool (2023). The results of the data analysis indicated no significant difference in the impact of social media on secondary school students based on gender or location. The findings suggest that the impact of social media remains consistent across gender and location among secondary school students.

Keywords: *Social Media, Secondary School Students, influence*

Introduction

Social media generally refers to third-party internet-based platforms that mainly focus on social interactions, community-based inputs, and content sharing among its community of users and only feature content created by their users and not licensed by third parties (Asur; Huberman, 2010). In this new context, social media have become an essential part of everyday life, especially for children and adolescents (Alshamrani, 2021). Social media are not only used for social communication and entertainment purposes but also for sharing opinions, learning new things, building business networks, and initiating collaborative projects (Malesev; Cherry, 2021). Social media has completely changed the way of teaching/learning experience. Now there are online classes in which instead of physically going to the classroom, students can study at home with ease. Various e-books, newspapers, magazines, and journals around the world are available on it.

Significance of the Study

This study will help the teachers of the school to ascertain the influence that social media has on their students, to assist them in enlightening and creating awareness among the students on the possible influence it has on them. The study is of significance to parents in that they will know the possible effects this social media usage has on their children, to serve as watchdog to their children on the usage of social networking sites. The study will also enable the students to be aware that, apart from the social benefits of social networking sites, using the sites more than necessary will pose possible dangers to their health. It will be relevant in assisting students in understanding the diversity of social media.

Statement of the Problem

Social media have been a major stay in the minds of students and the world at large thereby causing a lot of drastic measures by students, teachers, and even educational administrators. It is therefore of great importance to explore some of the trending issues facing students' academic performance because of social media. Students at all levels of learning now have divided attention to studies, because of available opportunities to be harnessed from social media. Whether these opportunities promote studies

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

is a question that needs to be answered. Thus, the problem this study investigates is the influence of social media networks on secondary school students in Vellore District, Tamil Nadu based on gender and location.

Review of Related Studies

Kumar, et al. (2019) conducted a study on "A Framework for Continuous Engagement, Social Media in Higher Education". A comprehensive study has been carried out to identify the role of social media in different activities of higher education institutes. These activities range from looking for new students, engaging them on the campus, and maintaining communication after they leave the campus. Implications from teaching-learning, administrative, marketing, and communication perspectives have been identified.

Sengupta (2018) conducted a study on "Internet addiction and its impact on academic performance". In this study, she took premedical and post-baccalaureate students. The study was conducted on 153 USA-based medical students in which the Internet Addiction Test (IAT) was used. In the results, it was found that 17 per cent of the total respondents met the criteria of internet addicts. The study revealed that the age of the students and time spent on the internet per day were important factors that are the cause of this addiction. The study further suggested that there is a negative association between internet addiction and academic performance. On the other hand, there is a positive association between internet addiction and respondent's self-reported depression.

Objectives

- To investigate the varying impacts of social media on secondary school students based on gender.
- To study the impact of social media on secondary school students based on their geographical location.

Null Hypotheses

- There is no significant difference in the impact of social media on secondary school students based on gender.
- There is no significant difference in the impact of social media on secondary school students based on location.

Operational Definition of the Keyword

Social Media

Social media refers to the digital technology that facilitates the sharing of text and multimedia through virtual networks and communities.

Research Methodology

Method: The researcher utilized the descriptive survey method for data collection and analysis.

Participants: The study included three hundred and six secondary school students, selected through a simple random sampling technique in Vellore District, Tamil Nadu.

Tool Used for the Study: The Social Media Assessment Tool (2023) was used to measure the impact of social media.

Hypotheses Testing

Null Hypothesis 1

There is no significant difference in the impact of social media on secondary school students based on gender.

Table 1

Comparison of Social Media Impact on Secondary School Students Based on Gender

Variable	Gender	No.	Mean	SD	Calculated 't' Value	Remarks at 5% level
Social media	Male	164	174.93	21.36	0.493	Not Significant
	Female	142	170.60	20.05		
*(At 5% level of significance, the table value of 't' is 1.96)						

From the table above (Table 1), it is observed that the calculated 't' value is 0.493, which is less than the critical value of 1.96 at a 5% level of significance. This indicates that there is no significant difference between males and females in terms of the impact of social media on secondary school students. Therefore, the null hypothesis is accepted.

Null Hypothesis 2

There is no significant difference in the impact of social media on secondary school students based on location.

Table 2

Comparison of Social Media Impact on Secondary School Students Based on Location

Variable	Location	No.	Mean	SD	Calculated 't' Value	Remarks at 5% level
Social media	Rural	161	174.37	19.79	1.665	Not Significant
	Urban	145	171.31	21.91		
*(At 5% level of significance, the table value of 't' is 1.96)						

In Table 2, it is observed that the calculated 't' value is 1.665, which is less than the critical value of 1.96 at a 5% level of significance. This indicates that there is no significant difference between rural and urban in terms of the impact of social media on secondary school students. Therefore, the null hypothesis is accepted.

Conclusion

Based on the findings of the study, it can be concluded that there is no significant difference in the impact of Social Media on the Social Life of secondary school students with respect to Gender and Location. There is increased use of social media among secondary school students. This study revealed some positive ways of using social media to enhance learning including accessing educational content. The usage of social media cannot be fully accepted without analysis. Therefore, students need to receive guidance on appropriate usage.

References

- *Alshamrani, S. et al. (2021). Hate, obscenity, and insults: Measuring the exposure of children to inappropriate comments in you tube. Companion Proceedings of the Web Conference. p. 508–515.*
- *Asur, S. and Huber man. (2010). Predicting the future with social media. International Conference on Web Intelligence and Intelligent Agent Technology, Vol. 1. p. 492.*
- *Kumar. (2019). A Framework for Continuous Engagement, Social Media in Higher Education. International Journal of Information and Communication Technology Education. vol -15, issue 1. pg no.109-119.*

- *Malesev S., Cherry M. (2021). Digital and social media marketing-growing market share for construction SMEs. Construction Economy. Build. 21:65–82.*
- *Sengupta, A. (2018). Internet addiction: Impact on academic performance of premedical post-baccalaureate students. Medical Science Educator, 28, 23–26.*
- *Sharma, D., & Kumar, V. (2017). A Framework for Collaborative and Convenient Learning on Cloud Computing Platforms. International Journal of Web-Based Learning and Teaching Technologies, 12(2), Pg.no.1–20.*

Sana Nahid
Research Scholar,
Deptt. of Education,
University of Lucknow.
Uttar Pradesh, 226 007
Email - sananahid16@gmail.com

11

NEP - 2020: Towards Women Empowerment

Abstract

Education is the most powerful instrument for the peace, prosperity and progress of the nation. Half of the population of a country is represented by females; hence, the progress and development of a nation depend equally on both the males and females of the nation. Therefore, it is equally important to cater to the needs and aspirations of women by providing them a good quality of education, equal rights and opportunities, and skills to empower themselves. But unfortunately, in Indian scenario girls and women face many challenges in their run up to the completion of education and choosing a suitable vocation. Even in the 21st century, there still exists a huge gap between the education of boys and girls, which has to be filled as early as possible by considering women's education as one of the two wheels of a chariot running onto the road leading to the development of a country. The New Education Policy (2020) acknowledges the remarkable role and contribution of women in building a nation and it has made many recommendations in order to resolve the issues related to women's education and remove the hurdles existing in their educational departments. The present paper discusses the major challenges faced by Indian women and the various provisions well enshrined in NEP-2020 to resolve them, promoting

women's education and providing them opportunities to realize their potential and explore further horizons of growth and glory.

KeyWords: *Gender Inclusion, Gender Sensitization, NEP- 2020, SEGDs, SEZs.*

Introduction

Education is the most powerful weapon of modernization, economic reconstruction and social transformation. But to bring about this revolution we must bring gender equality first. There are two wheels in the chariot of development of a nation; one being the male population and other is the female population. Both are equally important to drive the chariot to the right path. Half of the population of a country is represented by the women, hence, their education is equally important as educating the men of the country because men and women leading shoulder to shoulder supporting and cooperating each other will be in the best interest of the country. Women education implies for a kind of education that aims at imparting knowledge, developing the skills, and enabling women to realise their potential and optimize their capability to its fullest to produce the best. India has a prolonged history of gender discrimination against women in various aspects specially when it comes to imparting education. Since time immemorial, the victims of gender discrimination and domestic violence have always been proving their mettle in every field. Mahatma Gandhi, the Father of Nation believed that "If you educate a man you educate an individual, but if you educate a woman you educate an entire family." His opinion is sufficient enough to understand the importance of women education in our country. The recent developments such as women warriors getting inducted into defence services for field based works, getting commissioned permanently, dawning the combative uniforms with a sense of pride and dignity, flying fighter jets and combative choppers which were used to be meant for males only, have unfurled the PINK FLAG ON A BLUE TEMPLE.

The Kothari Commission (1964-66) emphasizes that, "For all development of our human resources, the improvement of homes and for moulding the character of children during the most impressionable years of their infancy, education of girls is of greater importance than that of boys." Educated women not only contribute into the construction of the educated family and civilised society but they also play a significant role in economic, political and social development, peace and prosperity, improvement and empowerment at all levels of the human society, alleviating poverty, reducing gender inequality and building nation. The New Education Policy, realizing the importance of women education, has brought various provisions to improve, upgrade, reform and overhaul women education at several levels.

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

NEP-2020: Recommendations for Women Education

➲ Providing Safe and Practical Conveyances

Girls and women face various kinds of harassment such as stalking and eve teasing while travelling through public transport that leads to discouragement, discomfort, embarrassment and mental stress. Most often they don't even tell it and if they tell it to their parents, they are either advised to ignore or avoid that mode of transport. NEP- 2020 takes this dreadful menace into account as a major hurdle to women education and recommends to provide safe and secure conveyance not only to the girls but also to the female teachers so that they can perform their job stress free. NEP suggests providing bicycles to the girl students and to organize cycling and walking groups to provide access to school even at lesser distance.

➲ Ensuring Safety and Security

A lot of crimes are happening against women every day that make the parents of a girl child restless in sending their ward to school or anywhere outside the home. Especially in rural areas, parents due to fear of insecurity, find it more convenient to keep their child engaged busy at home instead of sending them to school to attain something in life. To resolve this issue, NEP-2020 recommends that schools must ensure a safe and secure environment within school as it is a prerequisite for effective schooling. The policy also addresses the issues faced by adolescents such as substance or drug abuse and forms of discrimination and harassment including violence and recommends efficient mechanisms for reporting such things and their solutions at high priority.

➲ Gander Inclusion Fund

Gender inequality is one of the major constraints in the development of India. In India girls and transgenders do not get the same opportunity as boys in the field of education, which in turn makes half of the population helpless and unproductive. To reduce this existing gender inequality and to ensure the holistic development of all citizens, the NEP-2020 recommends for the gender inclusion fund. The fund will be used to ensure the enrolment of girls at the primary and secondary levels by making people aware of the benefits of girls' education, reducing the gender gap at higher education and removing barriers to gender inclusion.

➲ Investment in ECCE

In rural and poor families, it is expected of the girls to live in the house, assist their mothers with domestic chores and take care of their young siblings. Because of this tendency, most of the girls belonging to rural and poor families get deprived of formal education. The NEP-2020 provision for Early Childhood Care and Education (ECCE) comes up as the solution to this problem. The ECCE serves twofold functions; firstly, it ensures the healthy development of young ones and secondly, it removes the hurdles

of girl education. Under ECCE, 'Anganwadis' and Preparatory Classes or 'Balvatika' will be established for children below 5 years of age. It will certainly reduce their unnecessary burden and relieve them and create opportunities for their proper education.

➲ Gender Sensitization

Gender sensitization is a process of modifying behaviour towards gender inequalities by making people aware of the fact that men and women are equal and that the development of society as well as the nation depends on both men and women equally. The NEP-2020 recommends that the that the gender sensitization program to be made an integral part of teacher education in order to reverse the underrepresentation of girls in the field of education. This gender sensitization program helps in raising the knowledge and awareness of handling and teaching girl children and building their trust in the education system.

➲ Strengthening of Kasturba Gandhi Vidyalayas

Gender bias is more prevalent in rural areas in comparison to urban areas. People living in rural areas are poor, so they consider the education of girls and boys as a necessity. The Government of India started Kasturba Gandhi Vidyalayas to remove the gender disparity in rural areas among disadvantaged communities. Kasturba Gandhi Vidyalayas are residential secondary schools for girls belonging to marginalised sections and the weaker strata of society. The NEP-2020 recommends further strengthening of these schools to ensure quality education and better opportunities for girls.

➲ Providing Sustainable and Adequate Infrastructure at all Levels

The major cause of female drop-out from secondary education, investigated through various agencies, is the lack of basic infrastructural amenities such as working and separate toilets, proper sanitation and drinking water in schools. The NEP-2020 takes this serious concern into consideration and suggests that besides providing regular teachers in schools at each stage, special care shall be taken to ensure that no school remains deficient on infrastructural support. To reduce the rate of female dropouts, the policy suggests to ensure the infrastructure credibility of government schools that includes safe, working and hygienic toilets, and drinking water facilities etc. The policy also recommends for building schools in the areas where they do not exist and upgrading the existing schools in terms of their infrastructure.

➲ Providing Large Number of Scholarships

Not everyone's problem is the same. Some parents face the question of security and others governed by the patriarchal mindset. But there are also some who sincerely want to educate their girl children but fail to give them an opportunity because of their financial limitations. The NEP–2020 recommends for the financial assistance to the students who want to proceed

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

higher education thorough various measures. The private Higher Education Institutes (HEIs) also encourage by offering free education and scholarships to meritorious students belonging to SC, ST and OBC categories.

➲ Connecting Well Trained Counselors and Social Workers to School

Patriarchal mindset is one of the difficult things that blocks the progress of a woman in a society. In the rural areas, it is a widely prevalent belief that a girl is born to live in a home and the only job she can do is household work and a man is superior to a woman. Because of this belief most of the tribal and rural people refuse to send their daughters to schools by saying, 'What she will do of education, she has to live in the home'. The NEP-2020 recommends to connect social workers and well trained counselors to the schools to deal with this nuisance and for the removal of this patriarchal belief. These social workers and counselors will communicate with communities to ensure that all school aged children, irrespective of their gender, go attending to the schools.

➲ Women in Special Education Zones (SEZs)

The NEP-2020 recommends for the identification of areas in the country with large population from Socially and Economically Disadvantaged Groups (SEDGs) and declare them as Special Education Zones (SEZs). The policy also highlights that women make up half of the SEGDs and play an important role in society and shape social morals. Therefore, providing quality education to the girls is the best way to enhance the level and quality of education in SEGDs. The policy thus recommends that the policies and schemes designed to include students from SEDGs should be especially targeted towards girls in these SEDGs.

Conclusion

Every woman has to perform three roles in society: first, she is the founder of a happy home; second, she has to earn for herself; and third, she has to contribute to national development. Educating women is not only limited to making our women independent, capable, and confident individuals but it also leads the nation on the way to growth, development, progress, and prosperity. Investing in women's education is directly proportional to reducing child mortality, alleviating poverty and diminishing fatalities and other nuisances on the one hand and building a nation, empowering people, strengthening family bonds and cordial relationships, improving human society and upgrading the Human Development Index on the other. Ignoring the education of a female child is not only the loss of one individual; rather, it is the loss of a nation. As our first prime minister, Pandit Jawaharlal Nehru, said, "the most reliable indicator of a country's character is the status and social position of women more than anything else." An educated woman translates herself into a capable manager, a confident leader, an able individual, an empowered wife, an independent mother and a skilled navigator who takes her along the path of success and

glory. The NEP-2020 realizes the importance of women education and recommends various provisions such as providing scholarships, improving infrastructure, creating Special Education Zones, connecting counsellors and social workers to schools and strengthening Kasturba Gandhi Vidyalayas to encourage and empower them so that they achieve their deserving position in society and lead the country while walking shoulder to shoulder with their male counterparts. The aforementioned provisions, when thoroughly implemented with an iron fist, shall have an everlasting impact upon the system and society.

References -

- *Bhatt, N. (2020, September 02), Examining India's New Education Policy through a Gender Lens, Retrieved from https://www.devex.com/news/examining-india-s-new-education-policy-through-a-gender-lens-98007*
- *Chatterji, U. (2020, September 26), It's Nearly 2021, Will We Finally Get A Policy That Fo cuses On Girl's Education? Retrieved from https://www.youthkiawaaz.com/2020/09/national-education-policy-a-view-through-the-lens-of-female-educ atio n/#:~:te xt=The%2 0drop out %20rate%20for%20girls,32.6%25%20 at%20higher%%20secondary%20levels.*
- *Kant, A. & Prakash P. (2021, August 29), Making Sure That Girls Don't Drop Out of School, Retrieved from https://indianexpress.com/article/opinion/columns/girls-school-drop-out-indian-education-nep-7474391/*
- *Khan, W. H. (2004), Barriers To Girls Education: An Essay, Retrieved from ht tps: //ind iato gether.org/barrier-education*
- *Mathur, P. & Sharma, R. (2020,October 9), Engendering the National Education Policy (NEP) 2020, Retrieved from https://www.mainstreamweekly.net/article9983.html*
- *National Education Policy 2020. https://w ww.mhrd.g ov.in/sites/uploa d_files/mhrd/files/ne p/NEP_Final_English.pdf*
- *Richard, J. A. (2015), Challenges in Empowering the Women Education in India, Shanlax International Journal of Education, 4(1), 48-51.*
- *Sahoo, S. (2016), Girls Education In India: Status and Challenges, International Journal of Research of Economics and Social Sciences, 6(7), 130-141.*
- *Sharma, A. (2021) Education – An Effective Gadget for Women Impoverment, Shkisha Shodh Manthan, 7(1), 46-51.*

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

Siddhiv S. Algeri
Teacher
Department of Social Science
Lemer Public School, Thriprayar
Thrissur, Kerala, 680566
Email: siddhivsshetti@gmail.com

Suhaina Y. H.
Project Assistant,
Social Works Department,
Central University of Uttarakhand
Uttarakhand
Email: suhainayh@gmail.com

12

Local History of Chenam: A Study of Institutions and Social Relations

Abstract

The article studies about Chenam Village. Chenam is a village located in the Thrissur district. The village is rich in its geographic features. Agriculture was the main occupation of the villagers. The field has underwent a series of agricultural struggles which is still unnoticed in Kerala History. There were lot of myths and legends. The origin and evolution of Chenam village, their cultural lives, medical traditions, cultivation methods are the primary focus.

Keywords: *Chenam, Historical Development, Social Life*

Introduction

Every village has its own history, which is unique and have created an inevitable impact in the society. The village 'Chenam' is one of them, having such a historical relevance. Chenam is a ward in Paralam Panchayat, located 12kms southwest of the cultural capital of Kerala. Chenam Village is a scenic spot surrounded by water from all sides as an island in the middle. That's a place with enormous bushes, incense forest, bamboo's and suitable fertile land for cultivation.

The village is isolated in the south surrounded by Paddy fields within a radius of three kms. The area of study 'Chenam' is enriched in its geographic peculiarities. The village is widely studied through oral and local history as a core study.

Origin of Chenam Village

Chenam Village is a part of the Peruvanam village which was a prominent Bhramin settlement. The history of the island is only been five generations inhibited. Those who came as labourers of Kulathur Manakkar and Chittoor Manakkar have also became the residents of Chenam. Landlords bring the labourers here and settle them for the agricultural works. People from Malabar used to cross the Thriprayar river and settle there.

The village was owned by Chenneran Nair and was later captured by Chittoor Manakkar. From Chenneran Nair and'Chenakrishi' the island got the name 'Chenam'. Majority of the population was Muslims in Thekkumuri. The Chittoor Manakkars leased the farm and land to Kulathur family. Velukudumpam, Mannan and Kuruppan were engaged in washing clothes and cutting hairs.

The Palakka Parambil Makatty's family was the first Muslim family in Chenam. During the monsoon season, the only mode of transport is through boat, which leads to the natural canopy and scenic beauty.

The area Chenam was ruled by the feudal lords. They were Kannamangalath and Chittoor mana landlords. They handed over the taxes to the Tiru-Kochi administration. So, the landlords were dominant and tenants should always be in good relation with them. The tenants who worked under, will be paid five edangazhi of paddy that is grided into rice. Landlords give their land in lease and in exchange tenants has to pay the rent. Kazchakula, Paddy were leased by the landlords. The punishment for crimes and fines were enforced by the authority and administrator. Crimes such as burglary and murder were punishable by the landlord. The punishments were extreme and severe. Though the reign of the King of Kochi existed here, the Chittoor Swaroopam was much closer to Zamorins. Before the coming up of land reforms, the entire lands was under Chittoor Manakkar. The entire Chenam was divided into tharishapadavu 500 acres.

In 1937, there occurred a great storm, which affected adversely and destroyed their properties and what the man has planted. Coconuts, tapioca and harvest was destroyed in the month of medam. The only

countable households in the islands made it a tough time to their villagers. The villagers of Kolathur strived hard to overcome all the obstacles. Majority of the population here includes – Ezhavas and Muslims.

Struggles

While analysing the histories of the World revolution, one among the common factor is over-exploitation. That happened in the case of Chenam too. The village Chenam is the land of revolution. Several struggles have happened here. As a result, this brought a tremendous change in Kerala. A group of progressive thinkers too have developed. Some significant struggles that happened in Chenam are :

Agrarian Struggle (1954)

All the land was in the possession of the Chittoor Manakkars. They decided to evict Puthupally Kochakkan, who was in lease to the Chittoor Manakkars land and handover to someone else. A mass agitation occurred under the leadership of farmers group. The workers decided to harvest and when the land dried up they decided to take the tools, seeds and cattle back their home.

When these events took place, Chittoor Mana Kunjan Namboodiri and his followers came here. Namboodiri decided to give land to Kochakkan, who cleared and built in the land. Namboodiri had made a good impact on the young people. There were lot of young minds who thought in a progressive way. This reason leads to cool down the problem and ended with a great excitement to the farmers. This issue seek the attention of Chenam to an all India level. As an impact they got permanent rights. For the first time in history, a farmer got permanent rights in Chenam area. The then minister E.M.S Namoodirippad visited Vallachira that day. A.K.Gopalan also have visited Chenam- delivered the speech and organised or leaded farmers. Hence, Puthupally Kochakkan, Puvathur Kunjikuttan and Panickassery Velakutty got full support. People who got agricultural lands became landlords. The strike was commenced to make it one-fifth and to fight for their rights. The middle class people had a good advantage.

Kudilkettusamaram (Kudikidappu Avakasham -1969)

The agricultural lands of the lords was protected by their tenants. During this period, the Land Limitation Act came into force in all over Kerala. But the workers do not possessed any rights. The communists and several comrades fought against it. They took reed

and bamboo and built a barn, also fetched water and pot later they stayed there. This is known as Kudilkettusamaram. The strike was a successful one and as a result several coconut climbers, farmers got land.

Koythusamaram (Harvest Struggle – 1975)

The Agrarian struggle of 1954 and Kudikidappusamaram in 1969 acted as a catalysis to begin Koythusamaram(harvest struggle) in 1975 in Chenam. Many people including women, children actively took part in the struggle. Some farmers were regular labourers in the paddy fields under the control of Chittor Manakkars and others.

Some farmers who worked over long years under the Manakkars dominated the cultivation. But the commons worked whole day and night in the field. Sometimes they don't even get a single penny or pidi of rice. Sometimes the landlords and middleclass took the paddy harvest. When it happened, the farmers who worked hard didn't even get any decimal share. So, farmers underwent severe privations and starving. The continuous exploitation resulted in the struggle. So, as a result the common farmers decided to fight for their rights and equal share of harvest. The strike was led by the Communists. Kochakkan, K. K. Vasu, P. V. Vasu and others led the agitation. It was another successful struggle in the history of Kerala.

Cultivation Method

In early days, Chenam and nearby fields were unsuitable for cultivation, as the saltwater from the sea used to get penetrated. Later, a permanent bund was constructed at Enamavu, thereby providing a solution to the above problem. Temporary bunds with bamboo were also used at many placed to tackle this. Punjakrishi was the only cultivation practised in these fields. They were heavily dependent on the rain and were also susceptible to flooding. The creation of bunds, hence also served as a solution to these problems too.

Only green manure was used for coconut plantations. The green manure is basically a mix of cow dung and ash. First, a dip is made around the tree foot and filled with leaves. Once the leaves starts degrading, it is levelled and added with a bed of soil and green manure. The paddy seeds of that time were thavalakannan, chira, chitteni and ponnaryan. In case of nematode infestation in the saplings, they are entirely dugged out and buried to prevent spreading. Only fifteen to

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

sixteen yields were obtained from a single field. For water lifting the fields, oxen, chariots, vanthek and Kaythek were used. The farming methods of the past required heavy manpower. When the water rises due to heavy rains, big mechanical wheels were used to divert excess water to other channels. In hot summer period, coconut, areca, nuts, bananas and vegetables were irrigated by carrying water from the streams and sometimes by a wheel.

Treatment Tradition of Chenam

Earlier, there were no hospitals for treatment. So in case of emergency, the villagers travels miles and miles and goes to Cherpu for medical help. But, the changes happened when the Vaidhyamani and velans settled in the village. Krishnan Vaidyan was prominent Vaidhyan in Chenam. The diseases which bothered Chenam were – Small pox, Chicken pox, Diarrhoea and fever. In case of Small pox and Chicken pox, coriander water and unsalted porridge were served. In addition, erumull tincture was the only medicine for all ailments. The problems which the vaidyans faced is – the rise in patients and the multiplication of the disease. Vaidyans charged a small fees for the treatment. The medicinal drugs is given free of cost. So, herbs, plants, trees and even animals were used as medicines.

Evolution of Social Life

Chenam has a unique lifestyle and culture. The village is having typical social and cultural aspects too.

- **Dress Code and Homestyle**

  Clothing is an inevitable part of a culture and the sense of morality of each community is different. The style of clothing too has changed. In the early days, landlords had a greater power. The lower caste has to pay for wearing Mulakkacham. Later, this system was abolished. Men wore Ottamundu and Thorthu.

  From the floor to the roof of the house, the soil is rolled up and planted like blocks. Most of the houses were made up of straw, panayola, thenginola etc. They were rich in use of handicrafts. There were no specific time to build houses. The houses were rich in pottery. Kyle and Kapili were made up of Chiratta.

- **Games and Chenam**

  There were different types of games that the natives used to indulge in during their leisure. Chuttikolum Kali is the popular one among them. All you need for this game is an arm's length stick

and Chutti which is the quarter lengthed stick. The game has a Tamil influence. Each team has to strike the chutti with the stick and the number of straight jumps needed to reach the point where the chutti has landed will be counted. The first to cover hundred jumps, back and forth, will win the game. There were also other games similar but with slight changes in the rules, like Sadamuri, mookaadi, kaymuttadi, nayakoni, arangabilas etc.

- **School**

Education is significant for development of a society. In the initial days, the children were taught in the fields. They faced severe hardships during the scorching heat of the summer and monsoons. As they are just like islands, the heavy rainfall makes a complete blow to the education for months. So, many of the people migrated to other lands. However, the people who wanted to learn were brought together and panikyans were brought from the neighbourhood villages. He taught the alphabets in ola. The locals and Kulathur family came up with the idea of school. The King of Cochin sanctioned the school couple of decades before Independence. The Aided school was established in 1926. The first school was built near to Kulathur Balakrishnan's centre for handicrafts and stables. The school was shattered in the storms of 1937.

Cheranjath Narayana Menon and Mele Govindankutti Menon were the first teachers. Ezhavas and Muslims were the first to admit to the school. Girls were admitted too. But the Dalits were not admitted initially. The first students were from Panickassery Raman and Kozhikattil Velayudhan. The schools in Cherpu have increased the literacy rate of the entire village playing a vital role in Thrissur district. Today, the school is providing training to the qualified teachers. The school also ensures the quality check of teachers. So, this school was a great hope and blessing for the natives of Chenam.

- **Centres of Cultural life**

Alukkal Bhagwathi Temple is a famous temple located in the Village Chenam. It was built by Vasudevan Namboodirippad, a descendant of Chittoor Mana. Thottampattu, Kalamezuthu, pulluvanpattu, pampkalam were practised. The village has a huge banyan tree and a pala near the temple. It was believed that snakes resided there. There are four types ; karinagam, maninagam, Anjanamaninagam, Nagayakshi. The pala tree is believed to have

yakshi, gandharvas, devils and idols. They says that, nail is pierced to the pala tree to clear the evils, the belief in beating souls also existed. There are lots of superstitious stories related to the ghosts still now. The period of untouchability hit the Chenam adversely, and commons were not permitted to the temples. Different rituals existed on the basis of myths. One such myth is, that the beginning of the ritual in the chenam temple is about the early Namboodiri named Chenneran Nair. The land owned by the Chenneran Nair was taken over by Chittoor Manakkars and was killed on the tharishu padavu. There is a legend that, he was later buried near the temple premises and Pala tree was planted in it. As the disturbances of his ghost and the fear in the mind of people increased- his soul was sent to Alukkal kayyala. Chenneran Nair is worshipped in the temple. The paddy is even kept inside the temple.

Veliya Chenam Jumaat is an important landmark in Chenam.

The Othupalli system existed near to the present mosque in thekkumuri. The Samastha Kerala Jamiyathululama has decided to coordinate religious education. So, the madrasas was constructed. Under these, madrasas came all over Kerala. Now, the Madrasas and mosques is located at the place mentioned by Kakkaserry Bheeran Sahib.

- **Work Culture**

In it's initial days, the exchange of communication was done with Chendakotti proclamation ie, beating drum repeatedly. Though they engaged in agriculture, there were lots of farmers settled here. From 1920's and 30's they migrated to Sri Lanka, Madras and Bombay. By 1970's onwards the people migrated to Gulf. There comes a boom in goldsmithing business. As the number of Gulf migrant increased, the condition of economy became better. The condition of home changed. Later, majority of them migrated to Gulf countries and settled there. Some of them settled in Chenam itself with government jobs. Many of them still sticks on with giving relevance to agriculture and their farm.

The Arrival of Roads and Bridges

The Chenam was completely isolated area, merely a wetland surrounded by water. Everyone relied on changadam or raft to go outside. The journey was difficult. The two important entry points were padinjare kkadavu and Kizhakkekadavu. Most of the people went out by making their own rafts. The boats were built

by a wooden carpenter known as Keshavan Ashari to travel along the canals.

Bamboo bridges, coconut bridges were widely used in to connect the canals with land. Sir Rao, the then governor visited Chenam after the devastating storm of 1937. The roads and bridges were established in 1975.

Bamboo bridges, coconut bridges were widely used in to connect the canals with land. Sir Rao, the then governor visited Chenam after the devastating storm of 1937. The roads and bridges were established in 1975.

Conclusion

Chenam is a significant village with diversities and has a unique culture. Chenam is one of the wetlands spotted by Biologists. Geographically, land is surrounded by water. Majority of the population includes -Dalits, Ezhavas and Muslims. The village was severely affected with storms in 1937. The villagers who is self-sufficient in agriculture starved. There were lots of myth and legends regarding the origin of the village. A series of agricultural struggles happened in Chenam village. It is still unnoticed in history. The beauty of Chenam village and the privations they have faced is a relevant one to understand. The successful peasant struggles is a landmark in the history of this village. So, Chenam played an important role in the history of Thrissur.

References:

- *Personal diary, P. V. Vasu*
- *Personal interview with Dirar Valiyaveetil, 28/05/2021.*
- *Personal Interview with Hussain V. H. Valiyaveetil, 23/05/2021.*
- *Personal Interview with Valsala Vasudhevan, Panickassery, 25/03/2021.*
- *Personal Interview with Shajan PP., Panickassery, 28/03/2021.*
- *Grama Swaram, A Local Newspaper, 24/01/2019.*
- *Valiyachenam Niyamathullah, Secondary Madrasa Suvarna Jubilee Souvenir, p.11.*

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

K. Rashmi
Research scholar
NSS Training College,
Ottapalam, Palakkad (Dist.)
Kerala - 679101
Email - krashmi.ashok@gmail.com

Dr. Seema Menon K. P.
Associate Professor
NSS Training College,
Ottapalam, Palakkad (Dist.),
Kerala - 679101
Email: seemamkp@gmail.com

13

Frustration Tolerance among Higher Secondary Students

Abstract

Frustration is a psychological concept that may arise for different reasons and has various manifestations. Higher secondary students in their adolescent period are very likely to get affected by the slightest provocation in mild situations and during this phase, they feel less confident which may lead to anger and frustration, anxiety disorders. It thus becomes necessary to help them come out of their insecurities, and dissatisfaction experienced by them. The concept of frustration tolerance thus arises. The strategy to deal with frustration and envisage amicable solutions comes under frustration tolerance. It has the potential to combat hurdles and difficult circumstances.

This study is an attempt to find out the frustration tolerance among higher secondary students of Palakkad district based on variables such as gender, locale, subject of specialization and level of frustration tolerance. The tool used is a standardised tool known as Frustration Tolerance (FT-RS) developed by Rai, S.N. (2015). The study reveals that frustration tolerance among higher secondary students is average and there is no significant difference between them based on gender, locale and subject of specialisation.

Keywords: *Frustration, Frustration Tolerance, Higher Secondary Students*

Introduction

Frustration is a type of poignant reaction to stress and can be considered as a normal impassioned feeling or despondency and comes out when something does not occur as per our inclination. Frustration may result due to various reasons and causes. It comes from anger, dismay, individual desire, opinion, conflict, passive behaviour, etc. Frustration is considered as a dissatisfaction that occurs when our urges are not recognized or fulfilled. Frustration can occur due to various reasons such as lack of support, lack of facility or may be due to our restrictions. It can lead to various long- and short-term mental effects. Short-term effect includes anxiety, trauma, and grumpiness, whereas long-term effects can lead to dejection, low self-esteem etc. In everyone's life, there are many situations or circumstances which lead to the arousal of frustration. To mete out with frustration, one must have tolerance to frustration. Feelings of frustration emerge in situations in which people feel pressured to comply, with rules that are perceived as a threat to their freedom (Fernedz, 2021)

Meenakshi (2020) defined frustration as a huge incurable sense or state of meekness and dissatisfaction arising from unsolved problems. It points out circumstances that block the way to a goal, resulting in a sense of disappointment and unhappiness. Frustration can arise without any fault or blame, making it difficult for a person to rely on frustration induced by themselves. Even though some may have the view that frustration is just a low-level form of anger, it's helpful to acknowledge it as perceptible from anger. To dispense with frustration, one must have tolerance to frustration.

Frustration tolerance speaks about our capacity to endure frustration, an adeptness that varies from individual to individual. It plays an important role in the life of adolescents as they are students. If adolescents get easily frustrated, then it will adversely affect their performance, inducement, learning and their overall education.

Frustration tolerance is the ability a person has to endure tension and preserve equanimity when met with obstacles. It is a feature of normal cognitive and affective development (Sam, 2013). The notion of frustration tolerance was put forward first by USA clinician Rosen Zweig in 1941. Frustration tolerance generally presumes to deal with irritation, foiling and upset. Frustration tolerance is the ability to move forward in accomplishing a venture stuck in a wretched situation. The

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

competency to tolerate frustration varies with age, previous experience, the importance of the hurdle and the cause of the frustration. Under the same set of conditions, the level of frustration tolerance varies for different individuals. Frustration tolerance can be categorized as low frustration tolerance and high frustration tolerance.

The individuals who hold sensible optimism have high frustration tolerance and do not get antagonized easily and are not irritated with the obstruction of their goal or needs, that is, they can withstand troublesome situation without getting disturbed while the individuals who cling to illogical beliefs have low frustration tolerance get angry, easily annoyed, and have inability to tolerate unpleasant feelings and stressful situations which creates an obstacle in attaining their goals.

Studies Related to Frustration and Frustration Tolerance

Seymour (2019) compared the frustration tolerance in children with ADHD and children without ADHD, finding that children with ADHD demonstrated lower levels of frustration tolerance and were more likely to quit a task compared to children without ADHD. Gupta (2015) studied the correlation between frustration tolerance and emotional intelligence among adolescents. The study included a total of 120 adolescents from Jaipur city with an equal number of boys and girls. The findings revealed a positive correlation between emotional intelligence and frustration tolerance. The study by Thaqib and Dubey (2019) consisted of 200 secondary students from the Malappuram district in Kerala with an equal number of male and female participants. The result indicated that there was no significant difference in frustration tolerance among senior secondary students based on gender and locale. The study emphasised the importance of family, school and society in developing frustration tolerance among adolescents.

Singh and Bala (2019) conducted a study on 300 students in Kapurthala and Jalandhar district and the study contributed to the understanding of the relationship between frustration tolerance and family environment among senior secondary students. The findings indicated that there were no significant differences in frustration tolerance and family environment based on gender, and frustration tolerance was not significantly correlated with family environment. Wang (2012 studied the impact of frustration tolerance on college students learning motivation and psychological health. The paper discusses the ability of setbacks and failure reasons, providing a more detailed analysis of the path to guide college students in overcoming setbacks.

Significance of the Study:

The Higher Secondary students are in their adolescent period and have to deal with a lot of negative circumstances. Frustration arises mainly due to lack of confidence and discontent arising from unsettled issues. It mentions to the situation that wedge the way to a goal. During the school period the life and track are not as easy as it seems. They have to face many hurdles among themselves, whether it's their academic performance, peer group issues, family and school environment all which can lead to getting easily frustrated. In the present outline, it become imperative to develop positive view among higher secondary students and help them in procuring frustration tolerance. The study will help to tackle and observe the problem of students who face low frustration tolerance and help the students in developing frustration tolerance. The study aims to find out the level of frustration tolerance in higher secondary students and to find out whether the level of frustration tolerance varies among the students based on their gender, locale and subject of specification. The study will be helpful to know the need for frustration tolerance how it can be enlarged and methods to be used in the school environment to develop and teach frustration tolerance among higher secondary students.

Objectives:

1. To study the frustration tolerance level among higher secondary students.
2. To compare the frustration tolerance among higher secondary students with respect to gender.
3. To compare the frustration tolerance among higher secondary student based on their subject of specialisation.
4. To compare the frustration tolerance among higher secondary students based on their locale.

Hypotheses of the study:

- Ho 1 There is no significant difference in the frustration tolerance of higher secondary students with respect to gender.
- Ho 2 There is no significant difference in the frustration tolerance of higher secondary students with respect to locale.
- Ho 3 There is no significant difference in the frustration tolerance of higher secondary students with respect to subject of specialization.

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

Research Method

Survey method was used.

Sample

The study was conducted on 60 higher secondary students of Palakkad district.

Tool used for Data collection:

For the data collection procedure, the tool used by the investigator was the Frustration Tolerance Tool (FT-RS) developed by Rai, S.N. (2015).

Statistical Technique

In order to find out the frustration tolerance among higher secondary students, t-test was used.

Analysis and Interpretation

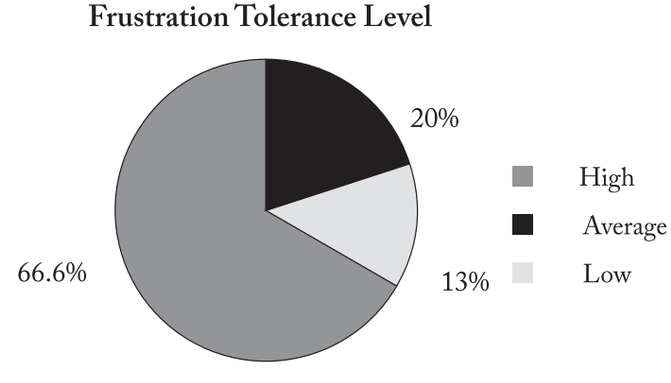
The data collected was tabulated and analysed with statistical tools such as Mean, standard deviation, and t-test.

1. To study the frustration tolerance level of higher secondary students

Table 1: Frustration Tolerance level of higher secondary students

S. No.	Categories	Number of Students	Percentage (%)
1	High Frustration Tolerance	12	20
2	Low Frustration Tolerance	8	13
3	Average Frustration Tolerance	40	66.6

Figure 1: Pie chart showing the level of frustration tolerance.



The pie chart in Figure 1 shows the level of frustration tolerance among higher secondary school students. Table 1 shows that amongst the higher secondary students, 20% have high frustration tolerance, 13% have low frustration tolerance and 66.6% students have average frustration tolerance. Since most of the students have an average frustration tolerance, intervention should be given to increase their frustration tolerance level.

2. To find out the significant difference in frustration tolerance among higher secondary Students with respect to gender.

Table 2: Mean, SD, t- value of frustration tolerance of students with respect to gender

Gender	N	Mean	SD	t- value	Remarks
Boys	29	131.65	12.44	0.45	NS
Girls	31	134.42	12.63		

Table 2 shows the mean difference in frustration tolerance of higher secondary students with reference to gender. The mean value of boys (=131.65) and girls (=134.45) in frustration tolerance based on their gender is given in Table 2 and it shows that the calculated t-value is 0.45 which is less than table value of 't' (1.96) at 0.05 level and hence the hypothesis 'there is no significant difference between frustration tolerance of higher secondary students based on their gender' is accepted. The no difference in frustration tolerance may be because of the fact that, it is seen that in today's competitive world, each and every student puts on his/has best to excel and tackle the frustration coming in his/has way and become tolerant irrespective of his/has gender.

3. To find out the significant difference in frustration tolerance among higher secondary Students with respect to locale.

Table 3: Mean, SD, t- value of frustration tolerance of students with respect to locale

Locale	N	Mean	SD	t-value	Remarks
Urbam	28	133.70	11.34	0.49	NS
Rural	32	133	13.64		

Table 3 shows the mean difference in frustration tolerance of higher secondary students with reference to their locale. The mean difference of urban and rural students was found to be 133.70 and 133. The above table shows that the calculated t- value 0.49 is less than table value (1.96) at 0.05 level. Hence the hypothesis 'there is no significant difference between frustration tolerance of higher secondary students based on their locale' is accepted. It may be because everyone has so much exposure to the outer world and the facilities every student gets due to the online platform, thus they do not get affected due to their locale.

4. To find out the significant difference in frustration tolerance among higher secondary Students with respect to the subject of specialisation

Table 4: Mean, SD, t – value of frustration tolerance of students with respect to the subject of specialisation

Subject of Specialisation	N	Mean	SD	t- value	Remarks
Commerce	28	134.42	12.63	1.52	NS
Science	32	131.65	12.44		

Table 4 shows the mean values of frustration tolerance of commerce students (134.42) and science students (131.65). Table 4 shows that the calculated t- value 1.52 is less than table value (1.96) at 0.05 level. The obtained t- value is less than the table value at 0.05 level and hence the hypothesis 'there is no significant difference between frustration tolerance of higher secondary students based on their subject of specialisation' is accepted. Every student has their own specific area of study and course to choose which may not get affected dur to their subject of specialisation. Thus, all becomes frustrated tolerant irrespective of their subject of choice.

Conclusion

In the present scenario frustration among the students has increased because of the high presumption of the parents. society, peer groups, school etc. Thus, it becomes very important to develop frustration tolerance among higher secondary students so, that they can face the challenges coming their way. In this study, it was found that the frustration tolerance of higher secondary students is not affected by

their gender, locale, and subject of specialisation. Frustration tolerance can be considered with other variables that can enhance the level of frustration tolerance in an individual. Present study can be further modified to find out the low and high frustration tolerance among higher secondary students and measures to increase the frustration tolerance among higher secondary students and can be carried out at higher levels of studies.

References

- *Thaqib, A., & Dubey, G. (2019). A Study of Frustration Tolerance among Adolescents. Think India Journal, 22(4), 5753-5760.*
- *Y Kharmalki, C. (2019). Frustration Tolerance between sexes belonging to different community of higher secondary students of meghalaya. International Journal of Advanced Research.*
- *Knaus, W. J. (2006). Frustration tolerance training for children. In Rational emotive behavioural approaches to childhood disorders: Theory, practice and research (pp. 133-155). Boston, MA: Springer US.*
- *Kumari, A., & Sandhya, G. (2015). A study of emotional intelligence and frustration tolerance among adolescent. Advance research journal of social science, 6*
- *Singh, A., & Bala, P. (2017). Frustration Tolerance Among Senior Secondary School Students in Relation to Family Environment (Doctoral dissertation, Doctoral dissertation, Lovely Professional University). Schneiders, A.(1964). Personal adjustment and mental health. New York: Rinehart & Winston).*
- *Tanaji, K.P. (2018). A Study of the effect of School Environment on Study Habits Scientific attitude and Reactions to frustration of Secondary School Students.*
- *Wang, N. (2012). Study on frustration tolerance and training method of college students. In Information Computing and Applications: Third International Conference, ICICA 2012, Chengde, China, September 14-16, 2012.Proceedings 3 (pp. 663-668).Springer Berlin Heidelberg.*

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

- *Firoozeh, L. (2013). Compared the learning outcomes of students with math in high and low frustration tolerance. Procedia-Social and Behavioral Sciences, 84, 837-840.*
- *Nordman, J., & Adcock, J.C. (2022). Addressing Low Frustration Tolerance in Students With Learning Disabilities. Intervention in School and Clinic.*
- *Nordman, Jenny and Justin C. Adcock. "Addressing Low Frustration Tolerance in Students With Learning Disabilities." Intervention in School and Clinic (2022).*

Peer-Review and Publication Policy

The Journal of Research in Education (JRE) is published by St. Xavier's College of Education (Autonomous), Patna. It is published biannually in June and December. JRE mandates the submission of papers along with a copyright form. Upon receiving the manuscript, it is forwarded to the Refereed and Advisory Board by the Chief Editor and Managing Editor. Following a thorough screening by these bodies, the manuscript is then directed to the Editorial Board. Upon their recommendations, it is circulated to our esteemed peer review team. This dedicated team rigorously evaluates the submitted papers. Once the peer-review process is complete, the manuscript returns to the Editorial Board for final consideration. Authors are promptly notified of any necessary corrections, if applicable, before the paper proceeds for publication.

JRE offers both electronic and hard copies of published papers. The Journal retains the complete right to share these papers with any indexing agency, thus broadening their accessibility within the academic community and furthering research interests. It is essential to emphasize that there are no publication charges at any stage of the publication process. For those interested in obtaining a hard copy of the journal, there is a fee of 1000 rupees. Additionally, there is a provision for annual subscription charges, set at 1000 rupees for institutions and 700 rupees for individuals seeking hard copies.

Guidelines for Article Preparation

Authors are requested to adhere to the following guidelines when preparing their articles for submission:

1. **Title and Author Information:** The first page should include the article's title and author(s) details. The article's title should be centered, bold, and written in 12-point Times New Roman Font for English or 13-point Kruti Dev 010 Font for Hindi. In the title, capitalize major words. The author (s) name(s) should appear below the title. Designation and affiliation of the author(s) should be provided as footnotes.
2. **Abstract:** All manuscripts should include a brief abstract. The abstract, along with keywords, should not exceed 250 words.
3. **Manuscript:** Use a 12-point Times New Roman Font for English or a 13-point Kruti Dev 010 Font for Hindi. Maintain a single-spaced format with a single column. Set 1" margins on all sides of a standard A4 size paper. Research articles/papers should ideally not exceed 2500 words.

Journal of Research in Education ISSN (P): 2347-5676 | ISSN (O) 2582-2357
DECEMBER - 2023 | VOL.11, No.2

3.1. **Headings and Sub-headings:** Use bold-faced type for all headings and sub-headings. Align headings to the left, capitalizing major words.

3.2. **Figures and Tables:** Place titles for figures and tables above them. Include sources of data below the tables. Center figures and tables and assign them separate numbers.

3.3. **References:** List all references alphabetically at the end of the paper. Ensure compliance with the APA guidelines for referencing. Please adhere to these guidelines diligently to facilitate the submission and review process.

Disclaimer

The accountability for the articles published in this journal lies entirely with the respective author(s) and not with the publisher/editor. The views expressed in the journal articles are solely those of the contributors and do not necessarily reflect the opinions of the publisher/editor. Authors are responsible for obtaining copyright clearance for any part of the content within their articles. Additionally, submitted papers must not have been previously published or submitted elsewhere for publication and must constitute original work by the contributors.

Guidelines for Submission of Manuscripts

Authors should carefully read the entire submission guidelines before submitting the manuscript for publication in the Journal of Research in Education (ISSN 2347-5676). Authors must ensure that manuscripts are free of grammatical, spelling, and punctuation errors. These must be thoroughly edited before submission. It is not the responsibility of editors to correct the article grammatically and improve the language of the paper. The manuscripts not prepared according to guidelines may be rejected.

The research paper/article should be submitted at jresxcep@gmail.com

Journal of Research In Education
ISSN(P): 2347-5676 | ISSN(O): 2582-2357
St. Xavier's College of Education (Autonomous)
Digha-Ghat, Patna-800011

APPLICATION FOR YEARLY SUBSCRIPTION

INSTITUTION Rs.1000/- INDIVIDUAL Rs. 700/-

Mode of Payment (Please Tick) Cash ( ) Online Payment ( )

Name of the Account	Bank Name	Account No.	IFSC Code	Type of Account	Branch
Saint Xavier's College of Education Patna Society	State Bank of India	39868725807	SBIN0001513	Current Account	Patliputra

Note: Please submit a copy of the transaction ID (Acknowledgment) in case of NEFT to this email

sxcepatna@gmail.com or jresxcep@gmail.com mentioning your Name | Bank Name | Amount | Date).

INDIVIDUAL/INSTITUTION DETAILS

Name in Block Letters: .....
Sex: .....Mobile No: …….....E-mail: .....
Designation: .....Institution: .....
.....
Correspondence Address: .....
.....
.....
PIN: .....

Name and Signature of the Applicant

* Duly filled in Membership Form and Cash Deposit receipt/Online payment acknowledgment copy to be sent to:

The Principal,
St. Xavier's College of Education (Autonomous)
Digha Ghat, Patna-800011 (Bihar)

*** * You may also subscribe to the Journal through the Google form link given in our College Website: sxcepatna.edu.in**