

RNI REG. NO. –HPENG/2016/73536

International Journal

ISSN 2455-7900

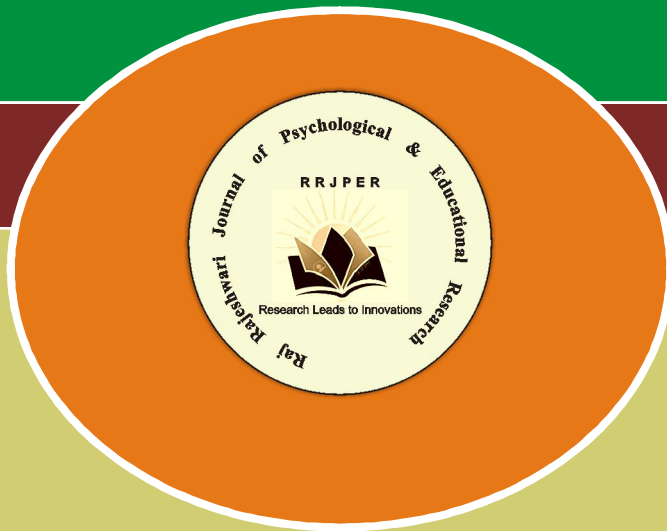
VOL. 5(2) & 6(1 & 2)

Sept., 2021

Raj Rajeshwari Journal of Psychological & Educational Research

**(A Half Yearly Peer-Reviewed & Refereed
International Journal)**

**R
R
J
P
E
R**



WWW.RAJ-RAJESHWARI.COM & RAJRAJESHWARI2006@GMAIL.COM
WWW.RRJPERRRESEARCHJOURNAL.IN & RESEARCHJOURNAL.RRJPER18@GMAIL.COM
TELE/FAX 01972-255199

Raj Rajeshwari Journal Of Psychological & Educational Research (RRJPER)

PATRONS

SH. MANJIT SINGH **SMT. ARVINDER KAUR RANI** **SH. KULBIR SINGH** **SMT. INDRESH KUMARI**
Chairman President Secretary Member

Raj Rajeshwari Education Society, Vill. Chorab (Mansui), P.O. Bhota, Tehsil Barsar, Distt. Hamirpur (H.P.) - INDIA

EDITOR

DR RAJ KUMAR DHIMAN
Principal

ASSOCIATE EDITORS

MR. VIJAY KUMAR **MR. SUNIL KUMAR** **MS. SAVITA DEVI**
Assistant Professor in Education Assistant Professor in Education Assistant Professor in Education

ADVISORY BOARD

DR B. P. VERMA

Former Professor, Head & Dean
Faculty Of Education, H.P. University, Shimla - INDIA

DR JAGDISH CHAND SONI

Former Senior Professor, Department Of Education,
Rajiv Gandhi University, Itanagar - INDIA

PROF. SHREEDHAR GAUTAM, PH. D

Tribhuvan University - NEPAL

DR KULVINDER SINGH

Department Of Education & Community Service
Punjabi University, Patiala, Punjab - INDIA

DR NAIN SINGH

Professor, Faculty Of Education,
H.P. University, Shimla - INDIA

DR DILWAR SHARMA

Principal (Retd. - HES) & President Awardee,
VPO Mehre, Hamirpur (H.P.) - INDIA

DR SURENDER KUMAR SHARMA

Assistant Professor, Department of Education,
Educational ICDEOL, H.P. University, Shimla – INDIA

NARINDER PARMAR, FAIM

Director, Get Results Education & Training Consultants
Master NLP Practitioner/Life Coach, Motivational Speaker
-AUSTRALIA

DR SOMARATNE EKANAYKE

CEO, Association for Development and Research Sri Lanka,
National NGO, Free lance researcher and CEO-AERDSL
- SRILANKA

GUALBERTO A. MAGDARAOG JR., CPA, MBA, DBA

Bulacan State University, Malolos City - PHILIPPINES

SEIKH RIAD

Associate Professor (Education), Officer on Special Duty,
Attached Teachers' Training College, Dhaka- BANGLADESH

DR RUBINA HANIF

Assistant Professor, National Institute of Psychology,
Centre of Excellence, Quaid-i-Azam University, Islamabad
-PAKISTAN

SH. SARDARI LAL CHANGRA

Principal (Retd. - HES), Vill. Mansui, P.O. Bhota,
Hamirpur (H.P.) – INDIA

T.R. SHARMA

Former Chief Editor, Him Academy Group of Educational
Institutions and Publications, Hamirpur (H.P.)-INDIA

EDITORIAL CONSULTANTS

Prof. MANOJ KUMAR SAXENA

Professor School of Education,
Central University of Himachal Pradesh-INDIA

Prof. SANDEEP BERWAL

Chairperson, Deptt. of Education,
CRSU, Jind-INDIA

DR PARAS NATH SHARMA

Principal, Vijay Memorial College of Education,
Mandi (H.P.) – INDIA

DR O. P. BHARDWAJ

Principal, DDM Sai College of Education,
Kallar, Nadaun, Hamirpur (H.P.) – INDIA

DR J. N. Baliya, Associate Prof. & Head Deptt. of Educational Studies, Central University of Jammu-INDIA

RANJIT PODDER

Associate Professor of English Govt. Teachers'
Training College Dhaka, BANGLADESH

NANDITA DEB

Assistant Professor & Head, Dept. of Education,
Shishuram Das College, West Bengal - INDIA

DR PRADEEP SINGH DEHAL

Assistant Professor, Department of Education,
ICDEOL, H.P. University, Shimla – INDIA

DR PRIYANKA CHOPRA

Ex-Assistant Professor, RIMT University
Mandi Govindgarh (Punjab)-INDIA

REVIEW COMMITTEE

- MITALI MARIA COSTA** : Principal, Martin Luther College, 155- Monipuripara, 2/G- Sheltech Mohona, Farmgate Tejgaon, Dhaka - BANGLADESH
- DR JAYASHREE SAMANTARAY** : Principal, Trisha PG College of Education, Hamirpur (H.P.) -INDIA
- SWATI CHAKRABORTY** : Asst. Editor, International Journal of Sociology, Social Anthropology and Social Policy, F 176, Little Cottage, flat no 2 A, 2nd Floor, Street No. 3, Pandav Nagar, New Delhi - INDIA
- DR SURESH CHAND** : Principal, Nalanda College of Education, Hamirpur (H.P.) - INDIA
- DR SANJEEV KUMAR SHARMA** : PGT (English) DIET, Shimla (H.P.) – INDIA
- DR VIMAL KISHOR** : Associate Professor & Head, Centre for Education, Central University of Jharkhand, Ranchi-INDIA
- DR WASIM AHMED** : Assistant Professor, Special Education (Mental Retardation), Govt. Rehabilitation Institute for Intellectual Disabilities, Chandigarh- INDIA
- DR KULDEEP SINGH CHANDEL** : Principal, Miska International Public School, Takauta Bhattan, Distt. Hamirpur (H.P.) - INDIA
- DR CHAMAN LAL BANGA** : Assistant Professor, Department of Education, ICDEOL, H. P. University, Shimla – INDIA
- THAKUR MAHIP SINGH** : Assistant Editor, Penalty Corner (Sports Journal),VPO Khooda, Sarkaghat, Mandi (H.P.) – INDIA

STATEMENT OF OWNERSHIP OF THE JOURNAL

Place of Publication	:	Chorab (Mansui), P.O Bhota, Hamirpur (H.P.)
Periodicity of Publication	:	Half Yearly (April & October)
Chief Editor	:	Dr. Raj Kumar Dhiman
Printer	:	Rakesh Printing Press, Hamirpur (H.P.)
Publisher	:	Raj Rajeshwari College of Education
Nationality	:	Indian
Address	:	Raj Rajeshwari College of Education, Vill. Chorab(Mansui), P.O. Bhota, Tehsil Barsar, Distt. Hamirpur(H.P.)-176 041
Ownership	:	Raj Rajeshwari Education Society, Vill. Chorab (Mansui), P.O. Bhota, Tehsil Barsar, Distt. Hamirpur (H.P.) – 176041

I, Dr. Raj Kumar Dhiman, hereby declare that the particulars given above are true to the best of my knowledge and belief.

(Dr. Raj Kumar Dhiman)
Chief Editor

Raj Rajeshwari Journal of Psychological & Educational Research (RRJPER)
(A Half Yearly Peer-Reviewed & Refereed International Journal)

CONTENTS

Sr. No.	Title	Page No. (S)
1.	Spiritual Intelligence among Prospective Secondary Teachers – Dr. Raj Kumar Dhiman & Ashish Kumar	1–8
2.	Study of Academic Achievement of +2 Class Commerce Students in Relation to Their Self-Confidence – Vijay Kumar & Yoshita Sood	9–15
3.	A Study of Life Skills of Private And Government School Adolescents of District Kangra – Dr. Parveen Kumar Sharma	16–22
4.	Impact of Socio-Economic Status On Emotional Maturity of Prospective Secondary School Teachers – Savita Devi	23–33
5.	A Study of Rejuvenation of The Teacher Education With Reference to NEP 2020 – Dr. Pardeep Singh Dehal	34–39
6.	Flanders’ Interaction Analysis In A Classroom Setting : A Review – Dr. Kuldeep Singh	40–54
7.	Importance of Yoga Education in School – Gulshan Thakur	55–60
8.	Role of Art In Education – Madan Kumar	61–64
9.	Impact of Lockdown During Pandemic COVID-19 on Education – Rajni Kumari	65–72
10.	Need of Value Education And Role of The Teacher in Inculcating The Values Among Students in Present Scenario – Sunil Kumar	73–77
11.	Challenges In Learning English as A Second Language – Ajay Kumar	78–82

SPIRITUAL INTELLIGENCE AMONG PROSPECTIVE SECONDARY TEACHERS

Dr. Raj Kumar Dhiman* & Ashish Kumar **

***Principal, Raj Rajeshwari College of Education Bhot, Hamirpur(H.P)- INDIA**

****Research Scholar (Ph.D. - Education), Carrier Point University, Kota, Rajasthan-INDIA**

ABSTRACT

Spiritual intelligence guides a person and his surrounding people to do right things. The present Study was designed with the objectives to study the Spiritual intelligence of perspective secondary teachers (B.Ed. Trainees). In the present study the data was collected from 123 prospective secondary teachers (B.Ed. Trainees) of Hamirpur District in Himachal Pradesh through purposive technique of non-probability sampling. Data was collected with help of standardized scale viz. Spiritual intelligence scale developed by Dr. K. S. Mishra (2014). The Statistical techniques of Mean, Standard Deviation (SD) and the 't- test' was employed for data analysis. Finding of study revealed that there is no significant difference in spiritual Intelligence among prospective secondary teachers (B.Ed. Trainees) on the basis of age and gender.

KEY WORDS : Spiritual Intelligence, Perspective Secondary Teachers, Age, Gender

INTRODUCTION

“We are what our thoughts have made us; so take care about what you think. Words are secondary. Thoughts live; they travel far” - Swami Vivekananda.....

Spirituality involves the perception of spiritual feeling or sense or belief that there is something greater than myself something more to being human than sensory experience, and that the greater whole of which we are part is cosmic or divine in nature. Spirituality means explaining certain universal themes like love compassion like after death, wisdom and truth , with the knowledge that some people such as saints or enlightened individuals have achieved and manifested higher levels of development than the ordinary reasons.

Intelligence is a mental quality of humans that consist of ability to learn from experience, adapt to new situations, understand and handle abstract concepts and use knowledge to manipulate one's environment.

MEANING OF SPIRITUAL INTELLIGENCE

Spiritual intelligence is an ability to access, values, unconscious aspect of the self and to implement these meanings, values and purpose in living richer and more creative lives. Human with high S.Q (Spiritual Quotient) include high ability to think out of box, humility and have access to energies which come from beyond the ego, beyond just me and humans day to day concerns. According to **Zohar & Marshall (2000)**, “All human beings are born with capacity to use these three intelligences to some measure because each supports our survival. Some of us may be strong in one and weak in other, but each can be nurtured and developed”. Spiritual intelligence can be fostered by applying the following twelve principles:

1. Self awareness
2. Spontaneity
3. Being vision and value led
4. Holism
5. Compassion
6. Celebration of diversity
7. Field independence
8. Humility
9. Tendency to ask fundamental ‘why’ questions
10. Ability to reframe
11. Positive use of adversity
12. Sense of vocation

Emmons (2000) draw on Gardeners definition of intelligence and argue that spirituality can be viewed as a form of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals. In other words, spirituality is based on abilities that produce valuable outcomes. Research suggests a relationship b/w spirituality life purpose and satisfaction health and wellbeing.

Vaughan (2002) gave three components of spiritual intelligence-the ability to create meaning based on deep understanding of existential questions, an awareness of and the ability to use multiple levels of consciousness in problem solving, an awareness of the interconnection of all beings to each other and to the transcendent.

It is important to make teachers spiritually intelligent as they can then enlighten and guide future educational reforms and policies in relation to both contents and methods for the holistic development of the individuals. Spiritual intelligence brings in teachers the

ability to create meaning based on deep understanding and the positive attitude to solve problems.

REVIEW OF LITERATURE

Sally (2006) found that Female teachers were found higher in level of spiritual intelligence as compared to male teachers and no significant difference was found between age groups (below 40 vs. 40 and above).

Verma (2009) found that spiritual intelligence is not affected by gender.

Singh (2011) revealed that girls were found to be more spiritually intelligent than boys.

Joshi (2013) revealed that female prospective teachers are higher in their Spiritual intelligence as compared to male prospective teachers.

Kushwaha (2014) revealed that there is no significant difference between the Spiritual Intelligence of male and female prospective teachers.

Sharma & Sharma (2014) revealed that the influence of socio demographic variables gender and age among secondary school teachers in their spiritual intelligence was not significant.

Leila Rostami et. al (2014) found that there was a significant influence of different variables like age and gender on spiritual intelligence of physical education teachers.

Sethi (2015) revealed no significant difference in Spiritual Intelligence of secondary school teachers on the basis of gender.

Sharma & Sharma (2014) found that there is no significance difference in the spiritual intelligence on the basis of gender in secondary school teachers and the level of spiritual intelligence of a teacher doesn't depend on his/her gender and age.

Johal & Singh (2016) conducted a study on Teacher Effectiveness of secondary school teachers in relation to their Spiritual Intelligence and found that Spiritual Intelligence is not influenced by gender.

From the above review of studies, it is clear that spiritual intelligence was significantly and highly correlated with job performance, job satisfaction and other aspects of human life. So, each profession requires a certain level of spiritual intelligence and without spiritual intelligence a person cannot get success in his professional carrier. Due to lack of studies conducted on spiritual intelligence of teachers, researcher decided to study the spiritual intelligence of prospective secondary teachers which is the foundation of noble teaching profession.

OBJECTIVES OF THE STUDY

The following objectives were achieved in the present study :

1. To study the spiritual intelligence of prospective secondary teachers.
2. To study the spiritual intelligence of prospective secondary teachers in relation to their gender.
3. To study the spiritual intelligence of prospective secondary teachers in relation to their age.

HYPOTHESES OF THE STUDY

The following hypotheses were tested in the present study :

1. There will be no significant difference in spiritual intelligence of male and female prospective secondary teachers.
2. There will be no significant difference in spiritual intelligence among prospective secondary teachers based on their age.

DELIMITATIONS OF THE STUDY

The study was delimited with respected to the followings :

1. The study was delimited to the prospective secondary teachers (B.Ed.Trainees) of Hamirpur district in Himachal Pradesh.
2. The study was conducted only on 123 B.Ed. prospective secondary teachers.
3. The study was delimited to purposive technique of non-probability sampling.
4. The study was delimited to One dependent variable (Spiritual Intelligence) and Two independent variables (Gender and Age) only.
5. The study was delimited to the statistical techniques of Mean, SD, and The 't'-Test only.
6. The study was delimited in terms time and money resources.

METHODOLOGY

The present study is descriptive in nature. So, to study the spiritual intelligence of prospective secondary teachers, descriptive survey method of research was used.

SAMPLE

The present study was conducted in B.Ed. Teacher Training Institutes of Hamirpur District in Himachal Pradesh. The samples were selected on purposive basis without any

consideration to gender and age. Total 123 prospective secondary teachers were selected purposively for the present study.

TOOL USED

Spiritual Intelligence Scale (SIS) developed by Dr. K.S. Mishra (2014) was used to collect the data from subjects.

STATISTICAL TECHNIQUES EMPLOYED

To find out the difference in spiritual intelligence of prospective secondary teachers Mean, SD and The 't'- test were employed for data analysis.

ANALYSIS AND INTERPRETATION OF DATA

To interpret the raw scores meaningfully, the data was analyzed by employing Mean, Standard Deviation and the 't'- test.

NULL HYPOTHESIS-1

There will be no significant difference in spiritual intelligence of male and female prospective secondary teachers:

Table-1

Spiritual Intelligence	Female Prospective Teachers (N= 86)		Male Prospective Teachers (N= 37)		df	't'-Value	Significance
	Mean	SD	Mean	SD			
	161.953	23.295	166.081	27.356			

NS= Not Significant

From the above Table-1 it is clear that, there is no significant difference between Male and Female prospective secondary teachers in their spiritual intelligence, as the calculated the 't'-Value **0.426** was found to be non- significant at 0.05 level of significance. It means that, more or less on the average male and female prospective secondary teachers had similar/equal levels of spiritual intelligence. Hence, the Null hypothesis that, 'There will be no significant difference in spiritual intelligence of male and female prospective secondary teachers', was accepted.

NULL HYPOTHESIS-2

There will be no significant difference in spiritual intelligence among prospective secondary teachers based on their age:

Table-2

Spiritual Intelligence	High Age (Above 25 Years) N= 34		Low Age (Up to 25 Years) N= 89		df	't'-Value	Significance
	Mean	SD	Mean	SD			
	167.941	23.064	161.382	24.975			

NS= Not Significant

The Table-2 shows that, there is no significant difference among High Age and Low Age prospective secondary teachers in their spiritual intelligence, as the calculated 't'-Value **0.173** is not significant at 0.05 level of significance. In other words, we can say that High Age and Low Age prospective secondary teachers do not differ significantly with regard to their spiritual intelligence and had almost similar/equal levels of spiritual intelligence. Hence, the Null hypothesis that, 'There will be no significant difference in spiritual intelligence among prospective secondary teachers based on their age', was retained.

FINDINGS OF THE STUDY

On the basis of analysis and interpretation of data, the following conclusions were drawn :

- No significant difference was found in spiritual intelligence of Male and Female prospective secondary teachers.
- High Age and Low Age groups of prospective secondary teachers do not differ significantly with regard to their spiritual intelligence.

REFERENCES

- Emmons, Robert (2000a). Is spirituality and intelligence? Motivation, Cognition and the Psychology of the Ultimate concern. *International Journal for the Psychology of Religion*, 10(1), 3-26.
- Johal, Satnam & Singh, Supreetpal (2016). Teacher Effectiveness of Secondary School Teachers in Relation to their Spiritual Intelligence. *IMPACT: International*

Journal of Research in Applied, Natural and Social Sciences, ISSN (e): 2321-8851; ISSN: 2347-4580, 4(2), 1-8.

- Joshi, B.C. (2013). Study of Spiritual Intelligence, Emotional Intelligence related Abilities and Happiness of Prospective Teachers in Relation to some Socio-Familial and Educational Variables, *Unpublished Doctorial Dissertation, Education, Kumaun University, Nainital.*
- Kushwaha, S.S. (2014). Spiritual Intelligence of Prospective Teachers In Relation To Their Biographical Factors. *IOSR Journal of Humanities and Social Science (IOSR-JHSS), 19, 14-17.*
- Leila, Rostami, Reza, Nikbakhsh, & Shahram, Alam (2014). The Relationship Between Spiritual Intelligence and Effectiveness of Physical Education Teachers of Zanjan Province. *Journal of Applied Science and Agriculture, 9(1), 344-352.pdf*
- Quotes of famous people.(n.d.).Retrieved from <https://quotepark.com/quotes/1417173-swami-vivekananda-we-are-what-our-thoughts-have-made-us-so-take-car/>
- Sally (2006). Investigated the Constructs of Spiritual Intelligence and its Correlates with Stress Management and Variation Across Selected Variables of Teachers. *Retrieved from Shodhganga.inflibnet.ac.in/bitstream/10603/38836/7/07_chapter%202.*
- Sethi, U. (2015). Spiritual Intelligence as Related to Competence of Secondary School Teachers. *Online International Interdisciplinary Research Journal, {Bi Monthly}, ISSN 2249-9598, 4(6), 142-148.*
- Sharma, S. & Sharma, A. (2014). A Study of Spiritual Intelligence among Secondary School Teachers in Relation to Socio Demographic Variables. *Indian Streams Research Journal, 4(4), 10.*
- Sharma, Sushila & Sharma, A.K. (2014). A Study of Spiritual Intelligence among Secondary School Teachers in relation to Socio-Demographic Variables. *Indian Streams Research Journal, 4(4), 1-10.*
- Singh, A. (2011). Mental Health in relation to Spiritual Intelligence, Altruism School Environment and Academic Achievement of Senior Secondary Students. *Unpublished Doctoral thesis. Guru Nanak Dev University, Amritsar.*
- Vaughan, F. (2002). What is Spiritual Intelligence? *Journal of Humanistic Psychology, 42(2), 16-33.*

- Verma, Ashutosh (2009). Spiritual Intelligence and Job Satisfaction among College Teachers. *International Journal of Educational Research and Technology*, 10(1), 11-18.
- Zohar, D. & Marshall, I. (2000b). SQ: Connecting with Our Spiritual Intelligence. 1st Edn., Bloomsbury: USA, 288.

Submitted on Nov. 01, 2021
Accepted on Jan. 11, 2022

STUDY OF ACADEMIC ACHIEVEMENT OF +2 CLASS COMMERCE STUDENTS IN RELATION TO THEIR SELF-CONFIDENCE

***Vijay Kumar & **Yoshita Sood**

***Assistant Prof. in Education, Raj Rajeshwari College of Education, Bhota,
Hamirpur (H.P.) – INDIA**

****TGT Science, Rainbow International School, Nagrota Bagwan**

ABSTRACT

The present study was planned to find out the relationship between academic achievement and self confidence. To obtain an appropriate sample for the study, the researcher selected 160 students from Eight Senior Secondary Schools randomly. To collect requisite data for the present study, the researcher used a standardized tool called 'self confidence scale' developed by Dr. D.N. Sansanwal Ex. Professor & Director Institute of Education Devi Ahilya Vishwavidyalaya, Indore and Dr. Smita Bhawalkar Principal Saraswatee Shiksha Mahavidyalaya, Ujjain was used. For analysis and interpretation of data the investigator has used the product moment correlation to find out the relationship between academic achievement and self confidence.

KEY WORDS: Academic Achievement, Self-Confidence, Senior Secondary School Students.....

CONCEPT OF ACADEMIC ACHIEVEMENT

Modern society is the competition laden society. We found competition in every sphere of life. Students compete with each other in order to achieve high academic score thus academic achievement has become yardstick for the measurement of successful or failure in the carrier of his life. It is no exaggeration to say that the present day society is achievements oriented and good academic records predicts failure of the pupil; it is unique and prime responsibility of a school to promote a development of an individuals. It is most important factor in the learning and growth and development of the pupils. Academic achievement may be defined as a measure of knowledge, understanding of skill in specified subjects or group. It refers to the achievements in a separates subjects or total scores of several subjects it generally combined. Hence academic achievements are concerned with the quantity and quality in learning attained a subject. Academic is a components of the wider term educational growth. It is unique prime and perennial responsibility of a school

or any other educational institution established by society to promote a wholesome scholastic growth and development of child. It is generally refers to the degree for levels of success of proficiency attained in some specific areas concerning academic work. It indicates what an individual's has learnt or acquired in a particular field. Academic achievements of pupils continue to be primary concern and most important goal of education. Academic achievement plays a very significant and vital role in the attainment of idea of harmonious development of the child. Academic achievement of pupil refers to the knowledge obtained and skills development through school subjects which are assessed by school authorities with the help of achievement tests in the form of examination. Academic achievement acts as an emotional tonic in one's life. Sound academic records are the pillars on which the entire future of personality stands. Academic achievement in school builds self esteem and self confidence which leads to the better adjustment with the groups. Academic achievement plays a important role in the life of the students because it gives way towards the goal. It is according to his academic achievements that he chooses its vacation, his carrier and his profession. In educational life academic achievement is highly valued.

CONCEPT OF SELF CONFIDENCE

I think most of us know what self confidence means: we usually define it in relation to what we want to do, but feel too anxious, nervous or worried about! So for one person self confidence might be about speaking in public. For another, it might be about being confident in social situations. But whatever the situation that reveals our lack of confidence, the definition of confidence that is implicit here is always something about being self-assured, showing self-reliance, or not being anxious or nervous. Another common definition of self-confidence centers on being assertive on getting what you want. This is about standing up for yourself, about having the presence, the personal power, if you like, to regard yourself as equal to others and to behave in a way that reflect this. Although you may not know it at the moment, there are some key factors which make you feel less confident. An important one is not being in control - or at least not feeling that you're in control. If you think of the situation where you feel less confident, you're almost certain to recognize that the common factor is that they are beyond your control. This is why you can increase your confidence by rehearsing for some situations: going on stage, being in an interview, taking an exam - all of these things can be rehearsed to some extent, and the more you do so, the more confident you feel when you're in the situation "for real."Of

course it follows that the greater the elements of unpredictability, the less confident you may feel, since the less control you have over the situation. One way to deal with this is to focus mentally on your strengths in all situations, you have some abilities and skills which are helpful, strengths which can help you survive the stress, and get you through the anxiety. Again, the rote to success is based - in part - on thinking positively, on keeping your strengths in mind and not allowing self-doubt to swamp you with negative thoughts and feelings. Of course this may be difficult when you are experiencing a rush of mental thoughts and feelings which serve to confuse you. Mental confusion often goes with a lack of confidence. Indeed, it's a very common symptom of a lack of confidence, and it's a by-product of the stress response you experience when faced with a challenge that you're not sure you can cope with. The solution here is to learn a system of relaxation that allows you to keep your mental and physical processes under control. You may not feel totally relaxed, but you can certainly learn to reduce your stress response, the adrenalin release, and all the symptoms that go with it, including mental confusion, with the aid of some relaxation techniques. We'll look at these on another page of this website. You can also find some great information here you'll see from our definition of self-confidence that different people feel different degrees of confidence in different situations. Of course, this is true for each one of us - you won't feel as confident in all situations. While giving a presentation to your work colleagues may be an ordeal for you when it comes to partying, you might be the person everyone wants to know! If you're highly successful in business, you might find personal relationships difficult. And so it goes on - that's why a lot of the treatments for a lack of confidence are designed specifically for particular situations. They can be extremely helpful in increasing your confidence in those situations. If you're a person who feels a little less confident than you would like in many different situations, then you might prefer to work on your over as self-image, to change it so that you see yourself as fundamentally more confident as a person.

SIGNIFICANCE OF THE STUDY

In personal life, confidence plays the role of a leader, friend, partner and protector. Right from your first baseball game to your marriage, everything depends on the amount of confidence you instill in yourself. A lot of young people suffer emotional stress and mental disorders due to the lack of self believe and eventually get detached from their surroundings. Remember, life is going to throw new challenges towards you at every turn and corner. If you lack confidence, you are bound to break and fall apart. Leading a

successful life is a bigger challenge in today's world than ever before. Confidence is like that steel back bone, which keeps you standing through all the whirlwinds in life. Confidence is the growth hormone for an individual's personality development. Without confidence, a person's growth in his life; personal, professional and social remains stunted. If you wish to become a pioneer of sorts by leading your field of work, then confidence is the first weapon you need to have in your repertoire. Keep in mind that confidence can be yours, if you leave fear. Just stop worrying about failure and work towards you goals. Believing in you can be the key to success. Remember, winners do not do anything different from you, they just do the same things you do but in a different fashion. In simple words, you can say that they do the same things with confidence.

REVIEW OF RELATED LITERATURE

The review of related literature pertaining to the present study has been given as under:

RESEARCH STUDIES RELATED TO ACADEMIC ACHIEVEMENT

Alam (2006), conducted a study on academic achievement in relation to socio economic status, achievement anxiety and achievement motivation, a comparative Study of Muslim & non-Muslim School Children of Uttar Pradesh and found positive relationship between achievement-motivation & academic achievement.

Kumar (2013) explored a study of academic achievement of secondary school students in relation to academic motivation. Positive correlation was found between the academic motivation and academic achievement among secondary school students.

Dhall (2014) was undertaken to reveal the relationship of academic achievement with achievement motivation and home environment of secondary school students. The results of the study inferred positive and significant relationship between academic achievement and achievement motivation and home environment.

Sikhwari (2014) analyzed a study of the relationship between motivation, self-concept and academic achievement of students at a university in Limpopo Province, South Africa. Based on the results, positive relationship between achievement motivation and academic achievement was found.

Kumar & Yadav (2015) compared the study of academic achievement motivation of senior secondary students. It was found that, girls students had more academic achievement motivation than boys at senior secondary level and private school students

had more academic achievement motivation than government school students at senior secondary level.

RESEARCH STUDIES RELATED TO SELF-CONFIDENCE

Parvathamma & Sharanamma (2010) studied the “Anxiety level and level of self-confidence and their relation with academic achievement”. The major findings of the study revealed a significant difference between anxiety level of boys and girls. There was a significant difference in self-confidence level of boys and girls.

Chahal & Nisha (2011) conducted “A study of emotional maturity, self-confidence and academic achievement of adolescents in relation to their gender and urban-rural background. Significant difference between urban and rural adolescents on their level of self-confidence and academic achievement was also found out.

Goel & Aggarwal (2012) conducted a study on “A comparative study of self-confidence of single child and child with sibling”. The analysis of data revealed that the children with sibling have more self-confidence. There was significant negative relationship between sense of alienation and lack of self-confidence.

Dhall (2013) conducted a study on “Self-confidence and academic achievement as predictors of intelligence”. Results of the study revealed that self-confidence and academic achievement predict intelligence of secondary school students significantly.

OBJECTIVE OF THE STUDY

- To study the relationship between Academic Achievement and Self Confidence of +2 class commerce students.

HYPOTHESIS OF THE STUDY

There will be no significant relationship between academic achievement and self-confidence of +2 class commerce students.

DELIMITATIONS OF THE STUDY

- The study was delimited to Kangra District of H.P.
- The study was delimited only to eight, govt. and private, rural and urban Senior Secondary Schools of Kangra district.
- The study was delimited to a sample of 160 Senior Secondary Schools Students.
- Further the study was restricted to the variables academic achievement, self confidence and senior secondary school students.
- The study was delimited in terms of time and money resources.

RESEARCH METHOD

In the present study descriptive survey method of research was used.

RESEARCH TOOL USED

To collect requisite data for the present study, the researcher used a standardized tool called '**self confidence scale**' developed by Dr. D.N. Sansanwal Ex. Professor & Director Institute of Education Devi Ahilya Vishwavidyalaya, Indore and Dr. Smita Bhawalkar Principal Saraswatee Shiksha Mahavidyalaya, Ujjain. This scale consists of 23 items.

SAMPLING

In the present study lottery method of probability sampling was used.

STATISTICAL TECHNIQUE USED

- In the present study the statistical technique of Pearson's product moment correlation was used to find out the correlation of academic achievement and Self confidence of +2 class commerce students.

ANALYSIS AND INTERPRETATION OF THE DATA

Table-1

CORRELATION OF ACADEMIC ACHIEVEMENT WITH SELF-CONFIDENCE OF +2 CLASS COMMERCE STUDENTS OF KANGRA DISTRICT IN H.P.

Sr. No.	Variables	N	M	df	r	Remarks
1.	Academic Achievement	160	61.55	318	0.106	N.S.
2.	Self-confidence	160	53.78			

N.S. = Not significant

It is evident from the Table-1 that the obtained value of 'r' is not significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis stated that there will be no significant relationship between academic achievement and self-confidence of +2 class Commerce students was accepted.

FINDING OF THE STUDY

On the basis of analysis and interpretation of data following conclusion was drawn:

- No significant difference was found in the academic achievement and self confidence of +2 class commerce students.

REFERENCES

- Alam, M. M. (2006). Academic achievement relation to socio-economic status, anxiety level and achievement motivation: A comparative study of Muslim and Non-Muslim schoolchildren of Uttar Pradesh, *Indian Educational Abstract*, 6(2), 42-43.
- Chahal & Nisha (2011). *A study of emotional maturity, self confidence and academic achievement of adolescents in relation to their gender and urban –rural background*. Rohtak: Maharishi Dayananda University: Unpublished Master of Education Dissertation.
- Dhall (2013). Self-Confidence and academic achievement as predator of intelligence. *Indian Journal of Education and Management*, 2(3).
- Dhall (2014). "A Study of Academic Achievement among Adolescents in Relation to Achievement Motivation and Home Environment." *Journal of All India Association for Educational Research* 26(1), 1-6.
- Goel & Aggarwal (2012). A comparative study of Self-Confidence of single child and child with sibling. *International Journal of Research in Social Sciences*, 2(3), 89-98.
- Kumar, D. (2013). "Academic Achievement of Secondary School Students in Relation to Academic Motivation." *International Indexed and Refereed Research Journal*, 4(41), 26-28.
- Kumar, A. & Yadav, D. (2015). "A Comparative Study of Academic Achievement Motivation of Senior Secondary Students." *Bhartiyam International Journal of Education and Research* 4(3), 33-39.
- Parvathamma & Sharanamma (2010). Anxiety level and level of self-confidence and their relation with academic achievement. *Edutracks*, 9 (7), 39-40.
- Sikhwari, T. D. (2014). "A Study of the Relationship between Motivation, Self concept and Academic Achievement of Students at a University in Limpopo Province, South Africa." *International Journal of Education Sciences*, 6(1), 19-25.

Submitted on Nov. 05, 2021

Accepted on Jan. 18, 2022

A STUDY OF LIFE SKILLS OF PRIVATE AND GOVERNMENT SCHOOL ADOLESCENTS OF DISTRICT KANGRA

Dr. Parveen Kumar Sharma

Associate Professor, Dronacharya College of Education, Rait, Kangra H.P. - India

ABSTRACT

Life skills are important because they give adolescents more control to improve their lives. We all need life skills learning to work effectively they have an impact on behavior and choices made by adolescents which further effect their life. The main objective of life skills is to enable to learn a concept of oneself as a person of worth and dignity. It should help one to understand oneself and to lead in personal responsibility. Violent behavior increases pro social behavior , decrease negative self - destructive behavior , increase ability to plan ahead and choosing effective solution of the problem improve self images develop critical and creative thinking are some of the positive effects produced by life skills education .As a result through this study the invigilator intends to carry out a research in this domain to find out the impact of the government and private school on the level of life skill attainment in the adolescents .

KEY WORDS: Critical Thinking skill, Creative Thinking Skill

INTRODUCTION

Life is beautiful but not always easy. It has problems too and challenge lies in facing them with courage. For surviving in this challenging world of ever changing demands one must have certain set of skills. Life skills help the individual to develop into healthy, productive and responsible human being. Life skills enable the individuals to deal effectively with demands and challenges of everyday life. Life skill has been defined by the World Health Organization (WHO) as “abilities for adaptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday life.” ‘Adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances. ‘Positive behavior’ implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions. Life skills are not taught directly but learned indirectly through experiences. Core life skills are ability for adaptive and positive behavior that individuals to deal effectively with the demands and challenges of everyday life. World Health Organizations (WHO) has defined life skills as, “the abilities

for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.” UNICEF defines life skills as, “a behavior change or behavior development approach designed to balance of three areas: knowledge, attitude and skills.” Thus, life skills are essentially those abilities that help promote mental well being and competence in young people as they face the realities of life. Life skills have been defined as follows: “Personal and social skills required for young people to function confidently and competently with themselves, with other people and with the wider community.”

Life skills are the skills necessary for successful living. They are the abilities for adaptive and positive behavior that enable individuals to deal with demands and challenges of everyday living. Essential life skills include such things as being able to recognize and describe one’s feeling, giving and receiving feedback, recognizing assumptions setting realistic and attainable goals, and employing problem-solving strategies. In other words life skills are abilities that facilitate the physical, mental and emotional well-being of an individual and competence in young people as they face the realities of life.

According to UNICEF, UNESCO and WHO their 10 core life skills namely decision making, effective communication, self-awareness ,empathy, problem solving, interpersonal relationship, coping with emotions, coping with stress, creative thinking and critical thinking.

REVIEW OF RELATED LITERATURE

Popil (2011) studied the use of case studies as teaching strategies to promote critical thinking. Critical thinking and case studies are defined as teaching method. The benefits and limitations of case studies are also discussed. The literature review investigates research studies that have indicated how case studies facilitate and promote active learning, help clinical problem solving, and encourage the development of critical thinking skills. Using case studies in teaching will assist nurse educators in promoting active learning: Furthermore, it will help in developing critical think skills which are extremely important for nurses and other health care professionals.

Khera & Khosla (2012) studied the relationship between self concept and core life skills of adolescents studying in secondary classes of Sarvodaya School situated in South Delhi under gone for YUVA (SLP) and found that there is positive co-relation between Core Affective Life Skill and Self Concept of adolescents which means those who possess these essential skills are better confidence in all aspects.

Azizi-Finni & Hajibagheri (2015) Critical thinking skills of nursing students: a comparison between freshmen and senior student’s critical thinking skills (CTS), and the studies

concluded that the nursing education program did not affect the CTS of its nursing students. Longitudinal studies are suggested for assessing nursing student's critical thinking over time. Moreover, revising the curriculum and preparing nursing educators for implementing innovative and active teaching strategies are suggested.

Murray & Kukrner (2015) conducted a study on "Fostering a creativity mindset in content area pre-service teachers through their use of literacy strategies" This paper emerges from our longitudinal study exploring pre-service and beginning content area teacher's literacy practices in Eastern Canada. It describes how secondary mathematics, science, social studies, and other content area pre-service teachers used literacy strategies in their teaching. These strategies were learned during a course taught by the authors called *Literacy in the Content Areas*.

Nitin (2018) compares the interactional strategy based on life skill of problem solving between pre- test and post- test of class 8th students of Raja Ram Higher Secondary School, Indore. The method was experimental in nature and the pre-post test in single group was done for this study. Analysis of the research shows that the instructional strategy on life skills was found to be effective in terms of achievement of students on criterion test.

After reviewing the related literature the investigator has come to know that no one has evaluated the level of life skills of the private and government school adolescents earlier. That's why the researcher decided to conduct the present study.

OBJECTIVES OF THE STUDY

1. To study the level of life skills in male and female adolescents of private schools.
2. To study the level of life skills in male and female adolescents of the Government schools.

HYPOTHESES OF THE STUDY

Hypothesis 1

Hypothesis 1(a): There will be no significant gender difference in the levels of critical thinking skill of private school adolescents

Hypothesis 1 (b): There exists no significant gender difference in the level of creative thinking skill of private school adolescents.

Hypothesis 2

Hypothesis 2 (a): There will be no significant gender difference in the levels of critical thinking skill of government school adolescents.

Hypothesis 2 (b): There will be no significant gender difference in the levels of creative thinking skill of government school adolescents

DELIMITATIONS OF THE STUDY

1. The study was delimited to Kangra District of H.P.
2. The study was delimited to a sample of 100 adolescents of Private and Govt. Schools of District Kangra.
3. The study was delimited between male and female adolescent students.

RESEARCH METHOD

In the present study descriptive survey method of research was used.

RESEARCH TOOL USED

Self- prepared tool (Dr. Parveen Kumar Sharma) on 10 core life skills namely decision making, effective communication, self-awareness ,empathy, problem solving, interpersonal relationship, coping with emotions, coping with stress, creative thinking and critical thinking was used for the purpose .

SAMPLING

In the present study convenient sampling was used.

STATISTICAL TECHNIQUE USED

In the present study mean, median, standard deviation and “t” ratio was used.

ANALYSIS AND INTERPRETATION OF THE DATA

Hypothesis 1

Hypothesis 1(a): There will be no significant gender difference in the levels of critical thinking skill of private school adolescents

Table 1: Table showing the comparison of the critical thinking skills of the male and the female adolescents of private school

Categories	N	Mean	S.D	S.ED	C.R	Significance of difference	Interpretation
Male adolescent	50	76.32	6.75	1.35	3.44	Significant	Rejected
Female adolescent	50	79.76					

Table no. 1 shows the obtained mean scores for critical thinking skill of private school adolescents are 76.32 and 79.76 respectively. The obtained C.R. is 3.44 which is more than table value at both 0.001 and 0.05 level of significance. This shows that there is significant difference between the levels of critical Thinking skill is male and female adolescents of Private School. **Hence, hypothesis 1 (a) rejected.**

Hypothesis 1 (b): There exists no significant gender difference in the level of creative thinking skill of private school adolescents.

Table 2: Table showing the comparison of the creative thinking of male and female adolescents of the private school

Categories	N	Mean	S.D	S.ED	C.R	Significance of difference	Interpretation
Male adolescent	50	6.16	2.31	0.46	3.21	Significant	Rejected
Female adolescent	50	7.64					

Table no. 2 shows that the obtained mean scores for creative thinking skill of private school adolescents are 6.16 7.64 respectively. The obtained C.R. is 3.21 which is more than table value at both 0.01 and 0.05 level of significance. This shows that there is significant difference between the level of Creative Thinking skill in male and female adolescents of Private School. Hence, hypothesis 1(b) is rejected.

Hypothesis 2

Hypothesis 2 (a): There will be no significant gender difference in the levels of critical thinking skill of government school adolescents.

Table 3: Table showing the comparison of the critical thinking skills of the male and female adolescents of the government school

Categories	N	Mean	S.D	S.ED	C.R	Significance of difference	Interpretation
Male adolescent	50	79.32	6.18	1.23	15.72	Significant	Rejected
Female adolescent	50	72.28					

Table no. 3 shows that the obtained mean scores for critical thinking skill of private school adolescents are 79.32 and 72.28 respectively. The obtained C.R. is 5.72 which is more than table value at both 0.01 and 0.05 level of significance. This shows that there is significant difference between the level of Critical Thinking skill in male and female adolescents of Government School. Hence 2(a) is rejected.

Hypothesis 2 (b): There will be no significant gender difference in the levels of creative thinking skill of government school adolescents

Table 4: Table showing the comparison of the creative thinking of the male and female adolescents of the government school

Categories	N	Mean	S.D	S.ED	C.R	Significance of difference	Interpretation
Male adolescent	50	6.76	1.85	0.37	0.22	Not Significant	Accepted
Female adolescent	50	6.68					

Table 4 shows that the obtained mean scores for creative thinking skill of government school adolescents are 6.76 and 6.68 respectively. The obtained C.R. is 0.22 which is less than table value at both 0.01 and 0.05 level of significance. This shows that there is no significant difference between the level of Creative Thinking skill in male and female adolescents of Government School. Hence, hypothesis 2(b) is accepted.

FINDINGS OF THE STUDY

On the basis of analysis and interpretation following findings are drawn :

- There is significant difference between level of Critical Thinking skill in male and female adolescents of Private school. Hence, hypothesis 1(a) was rejected.
- There is significant difference between the level of Creative Thinking skill in male and female adolescents of Private school. Hence, hypothesis 1(b) was rejected.
- There is significant difference between the level of Critical Thinking skill in male and female adolescents of Government school. Hence, hypothesis 2(a) was rejected.
- There is no significant difference between the level of Creative Thinking skill in male and female adolescents of government school. Hence, hypothesis 2(b) was accepted.

REFERENCES

- Azizi-FI Hazl Hajibagheri (2015). Critical Thinking skills in nursing students: a comparison between freshmen and senior students. 4(1). Retrived from <http://www.researchgate.net/publication/274401352> .
- Bensley Alan D. Teaching and Accessing Critical Thinking skills for Argument Analysis in Psychology, 37(2). Retrieved from: <http://www.tandfonline.com>
- Bouck EC (2010). Reports of life skills for training for students with intellectual disabilities in and out of school. *Journal of Intellectual Disability Research*, 54 (12). Retrieved from: <http://www.ncbi.nlm.nih.gov/m/pubmed/21105934/>.
- Boulter Lynn M (2010). The influence of Socratic Questioning in Online Discussions on the Critical Thinking skills of under Graduate Students, 69.
- Choy, *et.al.* (2009, 2015). A study on Teacher Perceptions of Critical Thinking among students and its influence on higher education. Retrieved from: <http://www.eric.ed.gov>.
- Clifford JS, Magdalen MB, Kurtz JE (2004). Personality Traits and Critical Thinking skills in college students. 169-176.
- Dinesh (2007). Effect of someone intervention strategies on the development of social skills in children with special needs (Doctoral dissertation). Kurukshetra University, Kurukshetra.
- Friedel CR, Rudd RD (2006). Creative Thinking and Learning Styles in Undergraduate Agriculture Student. *Journal of Agricultural Education*, 47(4), 102-111.
- Hwa LK (2005). The Relationship between Creative Thinking Ability and Creative Personality of Preschoolers. *International Education Journal*, 6(2), 194-199.
- Khatab A (2007). The Effect of Meta-Cognition Strategy among Eighth standard students on their Achievement and Creative Thinking Skills through Teaching Mathematics. Unpublished Master Dissertation, Faculty of Education, Al Fayoum University, Al-fayoum, Egypt.

Submitted on Nov. 08, 2021

Accepted on Jan. 15, 2022

IMPACT OF SOCIO-ECONOMIC STATUS ON EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOL TEACHERS

Savita Devi

Research Scholar (Ph.D. - Education), Career Point University, Kota (Rajasthan) – INDIA

ABSTRACT

The present study was designed to find out the impact of Socio-Economic status on the Emotional Maturity of prospective secondary school teachers. A sample of 340 prospective secondary school teachers was selected through convenient sampling technique. The data was collected through 'Emotional Maturity Scale' developed by Dr. Yeshvir Singh & Dr. Mahesh Bhargava and Socio-Economic Status Scale developed by Dr. Gyanender P. Srivastva. For testing the significance of difference in Emotional Maturity of Prospective secondary School Teacher the statistical technique of t-test was applied and for finding out the differences in Emotional Maturity of secondary school teachers at different levels of Socio-Economic status, the statistical technique of analysis of variance (one-way) was applied for testing the research hypotheses. The results of the study showed that there is no significant impact of Socio-Economic status on Emotional Maturity of prospective secondary school teachers.

KEYWORDS : Socio-Economic status, Prospective secondary school teachers, Emotional Maturity.....

INTRODUCTION

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results in the wrapping of learner potentialities and transformation of their interests, attitudes and values. It develops all the intellectual and emotional powers of the individual, so he is able to meet the problems of life and solve them successfully. Education to be complete must have five principle aspects relating to the five principal activities of human being: the physical, the vital, the mental, the psychic and the spiritual. Education not only provides us job and livelihood, but also develops our personality. It shapes our character and makes us mannered and cultured. It expands the intellect of mind. It controls our mind and heart leading to overall self-control. Education is essential for the growth and development of an individual as well as of society. Education in any society does not depend so much on

the other factor as on the teacher. The whole system of education revolves around the teacher. The teacher plays a significant role in improving the quality of education. They should have mastery over contents and pedagogical skills. To be an effective teacher, the teacher should have gone through the training programme. For this B.Ed. training programme is of utmost importance.

CONCEPT OF EMOTIONAL MATURITY

Emotional maturity is the ability to assess a relationship or situation and to act according to what is best for oneself and other person in the relationship. Emotional maturity is a state wherein one's emotional reactivity is considered appropriate and normal for an adult in a given society. Generally a person can be called emotionally mature if he is able to display his emotions in an appropriate degree with reasonable control. Emotional Maturity has the different components like Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration, and Independence. According to **Walter D. Smitson (1974)**: Emotional maturity is a process on which the personality is continuously striving for greater sense of emotional health both intra-physically and intra-personally.

The socio economic conditions of a family obviously refer to the socio-economic status of its members. It evokes unique behaviour through the social rituals. It determines one's potential in life. An urban based student has different potential that his counterpart coming from rural areas and within the urban and rural population itself there is difference of potential between the rich and poor people and between the educated and uneducated. **Stephen (1958)** said that socio – economic status consisted of a cluster of factors, which includes occupation, income and cultural features of home.

REVIEW OF RELATED LITERATURE

The review of related literature enables the researcher to define the limits of his field. The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted.

Choudhary & Uppal (1996) investigated that adolescents staying at homes with parents had higher level of achievement motivation (mean 53.58) and had more emotional maturity (mean 89.5) as compared to their counterpart staying in the orphanages the means score of achievement motivation (51.08) and emotional maturity (53.58).

Mittal & Bajaj (2003) found that the mother's emotional maturity is significantly correlated to their children's intelligence. The child who receives maternal love, conducive

home environment and proper care and facilities during their impressionable period of life help to develop an intellectual competence in their future life. Further, working women were found to be more emotionally matured than non-working women. Also, children of working mothers were more intelligent than children of non-working mothers.

Singh & Thukral (2010) reported that there exists no significant relationship between emotional maturity and academic achievements of high school students. No significant differences were observed between boys and girls as well as rural and urban high school students on the basis of emotional maturity.

Banjamin (1965) concluded that each and every aspects of socio-economic status of the students is not equally effective but family income plays a relatively important role in having better scholastic attainment.

Blood (1976) investigated the relationship between self-esteem, family authority ability structure, socio-economic status and academic achievements of high school students. The researcher found that a firm but loving family environment has significant influence on academic achievement positively.

Singh (1981) conducted a study on the relationship of socio-economic status and home environment with academic achievement. He found that socio-economic status and home environment is positively and significantly related to academic achievement.

Mishra (1986) studied the influence of socio-economic status on academic achievement of higher secondary school students in rural and urban areas and found that there was a positive relationship between socio-economic status and academic achievement of students.

Kaur (2009) conducted a study on a topic entitled “Socio-economic status as a correlate of vocational interest of secondary school students” The main objective was to find out the socio-economic status of secondary school students and found that different students have different socio economic status their socio-economic status score ranged from 46 to 224.

Parvez & Jabeen (2013) studied impact of emotional maturity and job satisfaction on teacher effectiveness of school teachers. The sample consisted from Review of Related Literature 65 school teachers (N = 600) of India. Results revealed that emotionally mature teachers were more effective as compared to emotionally immature teachers. Job satisfied teachers scored higher on teacher effectiveness scale than job dissatisfied teachers. Higher emotional maturity and job satisfaction leads to better teaching performance of school teachers.

OBJECTIVE OF THE STUDY

To study the impact of socio-economic on emotional maturity of prospective secondary school teachers.

HYPOTHESES OF THE STUDY

There will be no significant impact of socio-economic status on emotional maturity of prospective secondary school teachers.

RESEARCH TOOL USED

For this study 'Emotional Maturity Scale' developed by Dr. Mahesh Bhargava was used. It comprises of 48 items in Hindi language with five alternative responses.

SAMPLING

In the present investigation, a representative sample of 340 prospective secondary school teachers was drawn from Mandi and Bilaspur districts of Himachal Pradesh. For this purpose, the procedure of convenient sampling and survey method was used

STATISTICAL TREATMENT OF DATA

In order to study the distribution of emotional maturity scores of prospectives senior secondary school teachers, descriptive statistics like mean, mode, median, S.D., skewness and kurtosis was used. And further t-test and analysis of variance was applied.

ANALYSIS AND INTERPRETATION OF DATA

Analysis and interpretation of data means studying the tabulated material in order to determine inherent facts. The data is studied from as many angles as possible to explore the new facts. Analysis and interpretation of the obtained data was made by keeping in mind the objectives of the study. The descriptions of calculation and results obtained have been systematically presented in this paper.

EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOLTEACHERS INRELATION TO THEIR SOCIO-ECONOMIC STATUS

In order to study the emotional maturity of prospective secondary school teachers in relation to their socio-economic status, the statistical technique of 'analysis of variance (one way)' was applied. The sample was divided into three categories on the basis of their socio-economic status score i.e. **high, average and low** by adopting the procedure mentioned in the manual of Socio-Economic Status Scale. After this, the three groups

were made equal in terms of total number of prospective secondary school teachers in each group, by using 'random numbers table.'

RESULTS OF ANALYSIS OF VARIANCE (ONE -WAY) FOR EMOTIONAL STABILITY OF THREE DIFFERENT GROUPS

TABLE-1

Sr. No.	Source of variation	Sum of squares	Df	Mean square variance	F-ratio	S.D.
1.	Among means	52.64	2	26.32	0.95 ^{NS}	5.23
2.	Within conditions	2551.35	93	27.43		
3.	Total	2603.99	95			

N.S. Not significant at 0.05 level of significance

Table-1 shows that the calculated value of 'F' for finding out the significance of the difference in the means of emotional stability scores of prospective secondary school teachers in relation to their socio-economic status for df 2/93, came out to be 0.95, which is less than the table value (3.09) at 0.0 5 level of significance.

Hence, there will be no significant socio-economic status-wise impact on emotional maturity of prospective secondary school teachers with respect to emotional stability.

RESULTS OF ANALYSIS OF VARIANCE (ONE WAY) FOR EMOTIONAL PROGRESSION OF THREE DIFFERENT GROUPS

TABLE-2

Sr. No.	Source of variation	Sum of squares	Df	Mean square variance	F-ratio	S.D.
1.	Among means	240.44	2	120.22	2.84 ^{NS}	6.50
2.	Within conditions	3929.97	93	42.25		
3.	Total	4170.41	95			

N.S. Not significant at 0.05 level of significance

It is apparent from table-2 that the calculated value of 'F' for finding out the significance of the difference in the means of emotional progression scores of prospective secondary school teachers in relation to their socio-economic status for df 2/93, came out to be 2.84, which is less than the table value (3.09) at 0.05 level of significance.

Hence, there will be no significant socio-economic status-wise impact on emotional maturity of prospective secondary school teachers with respect to emotional progression.

RESULTS OF ANALYSIS OF VARIANCE (ONE WAY) FOR SOCIAL ADJUSTMENT OF THREE DIFFERENT GROUPS

TABLE-3

Sr. No.	Source of variation	Sum of squares	Df	Mean square variance	F-ratio	S.D.
1.	Among means	201.09	2	100.54	5.67**	4.20
2.	Within conditions	1648.75	93	17.72		
3.	Total	1849.84	95			

** Significant at 0.01 level of significance

Table-3 depicts that the calculated value of 'F' for finding out the significance of the difference in the means of social adjustment scores of prospective secondary school teachers in relation to their socio-economic status for df 3/236, came out to be 5.67, which is higher than the table value (4.82) at 0.01 level of significance.

Hence, there will be no significant socio-economic status-wise difference in emotional maturity of prospective secondary school teachers with respect to social adjustment.

MEANS OF SOCIAL ADJUSTMENT SCORES AND DIFFERENCE BETWEEN MEANS FOR THREE GROUPS WITH DIFFERENT LEVELS OF SOCIO-ECONOMIC STATUS

TABLE-4

Sr. No.	Name of the Group	No. of Students	Mean Social Adjustment Score	Difference Between Means
A.	High SES	32	13.50	0.56 ^{NS} (A-B)
B.	Average SES	32	14.06	2.75*(B-C)
C.	Low SES	32	16.81	3.31**(C-A)

** Significant at 0.01 level of significance, *Significant at 0.05 level of significance

N.S. Not Significant at 0.05 level of significance

For df 93, least significant differences (LSDs) at: 0.05 level of significance= 2.08
0.01 level of significance= 2.76

From table-4, it is evident that the computed value of difference in the means of social adjustment scores between high SES and average SES group came out to be 0.56, which is less than least significant difference (2.08) at 0.05 level of significance, for df=93. Therefore, it may be interpreted that prospective secondary school teachers belonging to high and average SES did not differ significantly from each other with respect to social adjustment component of emotional maturity. Similarly, difference in the social adjustment scores between average and low SES group was found to be (2.75) which is greater than least significant difference (2.08) at 0.05 level of significance, for df=93. Hence, it may be interpreted that prospective secondary school teachers belonging to low SES have exhibited significantly higher mean score of social adjustment as compared to prospective secondary school teachers with average SES.

On the other hand, table-4 also depicts that difference in the mean social adjustment scores between low and high SES group was found to be (3.31) which is greater than least significant difference (2.76) at 0.01 level of significance, for df=93. Hence, it may be interpreted that prospective secondary school teachers belonging to low SES have exhibited significantly higher social adjustment as compared to prospective secondary school teachers with high SES attitude.

RESULTS OF ANALYSIS OF VARIANCE (ONE WAY) FOR PERSONALITY INTEGRATION OF THREE DIFFERENT GROUPS

TABLE-5

Sr. No.	Source of variation	Sum of squares	Df	Mean square variance	F-ratio	S.D.
1.	Among means	36.75	2	18.37	1.17 ^{NS}	3.95
2.	Within conditions	1456.88	93	15.66		
3.	Total	1493.63	95			

N.S. Not significant at 0.05 level of significance

It is evident from table-5 that the calculated value of 'F' for finding out the significance of the difference in the means of personality integration scores of prospective secondary school teachers in relation to their socio-economic status for df 2/93, came out to be 1.17, which is less than the table value (3.09) at 0.05 level of significance.

Hence, there will be no significant socio-economic status-wise difference in emotional maturity of prospective secondary school teachers with respect to personality integration.

**RESULTS OF ANALYSIS OF VARIANCE (ONE WAY) FOR INDEPENDENCE
OF THREE DIFFERENT GROUPS**

TABLE-6

Sr. No.	Source of variation	Sum of squares	Df	Mean square variance	F-ratio	S.D.
1.	Among means	125.89	2	62.94	1.57 ^{NS}	6.31
2.	Within conditions	3705.35	93	39.84		
3.	Total	3831.24	95			

N.S. Not significant at 0.05 level of significance

Table-6 shows that the calculated value of 'F' for finding out the significance of the difference in the means of independence scores of prospective secondary school teachers in relation to their socio-economic status for df 2/93, came out to be 1.57, which is less than the table value (3.09) at 0.05 level of significance.

Hence, there will be no significant socio-economic status-wise difference in emotional maturity of prospective secondary school teachers with respect to independence.

**RESULTS OF ANALYSIS OF VARIANCE (ONE WAY) FOR OVERALL EMOTIONAL
MATURITY OF THREE DIFFERENT GROUPS**

TABLE-7

Sr. No.	Source of variation	Sum of squares	Df	Mean square variance	F-ratio	S.D.
1.	Among means	549.02	2	274.51	0.96 ^{NS}	16.85
2.	Within conditions	26416.22	93	284.04		
3.	Total	26965.24	95			

N.S. Not significant at 0.05 level of significance

In the above tables it shows that the calculated value of 'F' for finding out the significance of the differences in the means of all aspects of emotional maturity scale the

scores shows that there is no significant difference in emotional maturity and socio-economic status of prospective secondary school teachers, hence the hypothesis no.2 is rejected for the social adjustment and accepted for other aspects. So we can say that the hypothesis no.2 is accepted that there will be no significant socio-economic status-wise difference in emotional maturity of prospective secondary school teachers.

CONCLUSION

On the basis of statistical analysis and interpretation of data, the following conclusions have been drawn.

EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SOCIO-ECONOMIC STATUS

- There is no significant socio-economic status-wise difference in emotional maturity of prospective secondary school teachers with respect to emotional stability.
- There is no significant socio-economic status-wise difference in emotional maturity of prospective secondary school teachers with respect to emotional progression.
- There is significant socio-economic status-wise difference in emotional maturity of prospective secondary school teachers with respect to social adjustment.
- Prospective secondary school teachers belonging to high and average SES did not differ significantly from each other with respect to social adjustment component of emotional maturity.
- Prospective secondary school teachers belonging to low SES have exhibited significantly higher mean score of social adjustment as compared to prospective secondary school teachers with average SES.
- Prospective secondary school teachers belonging to low SES have exhibited significantly higher social adjustment as compared to prospective secondary school teachers with high SES attitude.
- There is no significant socio-economic status-wise difference in emotional maturity of prospective secondary school teachers with respect to personality integration.
- There is no significant socio-economic status-wise difference in emotional maturity of prospective secondary school teachers with respect to independence.
- There is no significant socio-economic status-wise difference in overall emotional maturity of prospective secondary school teachers.

SUGGESTIONS FOR FURTHER RESEARCH

It is not possible completely to generalize the findings of the present study to whole of the state because topographically and culturally, there are wide variations in the state. Thus the study generates the following suggestions for further investigation which are as follows :

1. The present study was conducted on B.Ed. trainees of Mandi and Hamirpur districts of Himachal Pradesh. Such a study may also be conducted in other districts of Himachal Pradesh.
2. The present study was conducted on B.Ed. trainees. Such a study may also be conducted on college level students.
3. A study may be conducted to compare the emotional maturity of successful and unsuccessful learners.
4. A comparative study may be conducted on the emotional maturity of home makers and working women.
5. A study may be conducted on emotional maturity in relation to age, qualification and marital status.
6. A comparative study may be conducted to study and compare the emotional maturity of graduate and post-graduate students.

REFERENCES

- Adhikari, G.S. (1986). A Comparative Study on Emotional Maturity. Perspectives in Psychological Researches, 9(2), 39-44
- Aggarwal, J.C. (2005). *Teacher and Education in a Developing Society*. Vikas Publishing House PVT. LTD., New Delhi. , 413
- Arya. A. (1984). Emotional Maturity and Values of Superior Children in Family. *Journal of Indian Education*, 29(3), 101
- Bajamin, B.S. (1965). Stability and Change in human characteristics. New York, John Willey, 189.
- Blood (1976). A Study of Self-Esteem and Socio-Economic Status of High School Students in Relation to their Academic Achievement. Ph.D. Education, North Eastern University.
- Dhami, G. S. (1974). Intelligence, Emotional Maturity and Socio-Economic Status as Factors indicative of Success in Scholastic Achievement. Ph.D. Thesis Education, Punjab University.

- Kaur, H. and A. Kalaramna (2004). A Study of Inter-relationship between Home Environment, Social Intelligence and Socio-Economic Status among Males and Females. *Journal of Human Ecology* 16(2) 137-140.
- Kaur, Jasbir (2010). A Study of Emotional Maturity of B.Ed. Trainees in relation to Certain Socio-Demographic Variables. M.Ed. Dissertation, Abhilashi P.G. College of Education, Ner- Cowk, Mandi, H.P.
- Khanna, M. (1980). A Study of the Relationship between Student Socio-Economic Background and their Academic Achievement at Junior School Level. Third Survey of Research in Education (1978-83). New Delhi: NCERT, 671.
- Kumari, Poonam (2010). A Study of Problems of College Students in relation to their Gender, Family and Socio-Economic Status. M.Ed. Dissertation, Abhilashi P.G. College of Education, Ner- Chowk, Mandi, H.P.
- Mishra, K.M. (1990). Vocational Interest of Secondary School Students in relation to their Sex, Residence and Socio- Economic Status. Fifth Survey of Educational Research (1980-92), NCERT, New Delhi, 1, 224.
- Mishra, M. (1986). A Critical Study of the Influence of Socio-Economic Status on Academic Achievement of Higher Secondary Students in Rural and Urban Areas of Kanpur. Fourth Survey of Educational Research (1983-88), NCERT, New Delhi, 1563.
- Parvez, M., & Jabeen, N. (2013). Impact of Emotional Maturity and Job Satisfaction on Teaching Effectiveness of School Teachers. *International Journal of Multidisciplinary Management Studies*, 3 (5).
- Rajshree, (1997). Effect of Socio-Economic Status and Text-Anxiety on the Academic Achievement of Sr. Sec. Students of Jabalpur City. 1-55.
- Sharma, Jyoti (2008). A Study of Academic Achievement of Senior Secondary School Students in Relation to their Socio-Economic Status. M.Ed. Dissertation, HP University, Shimla.
- Vyas, M.C. (2008). A Comparative Study of Anxiety, Emotional Maturity, Security-Insecurity among Adolescents of Co-Education and Unisex Education Schools.

Submitted on Nov. 11, 2021

Accepted on Jan. 20, 2022

A STUDY OF REJUVENATION OF THE TEACHER EDUCATION WITH REFERENCE TO NEP 2020

Dr. Pardeep Singh Dehal

Assistant Professor, Department of Education, ICEDOL, Himachal Pradesh University, Shimla-INDIA

ABSTRACT

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability. The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

KEY WORDS : Rejuvenation, Teacher Education, NEP-2020, NCTE, B.Ed.

INTRODUCTION

Bhartavarsha having its 5000 year old jyana parampara was known as the Vishwa Guru in the ancient times. A teacher occupied a position of respect and was revered even by kings, since they imparted value system, knowledge, empathy, creativity, ethics, life skills, and a sense of social responsibility among children who were to be the future assets of the kingdom.

In those days becoming an acharya entailed taking up rigorous reading and understanding of the various texts and undergoing training of the performing of yajnas. Even after acquiring all these skills, the aspiring acharya was further tested on grounds of integrity and ethics because it was conceived that knowledge used inappropriately or

disseminated faultily could spell disaster for the coming generations. That is why the criteria for the selection of teachers were more rigorous than any other profession. It also demanded their residing in the institutes or ashrams. Later during the Buddhist period, the monks used to impart knowledge in the same way, staying in the monasteries. Not everyone therefore could aspire to be a teacher, and there was no place for mediocre in this profession.

EVOLUTION OF TEACHER EDUCATION : VARIOUS COMMITTEES AND COMMISSIONS

Numerous reports and studies (Report of the state of Education in Bengal, 1835; Survey of Indigenous Education in the Madras Presidency 1822-26; Fra Paolino Da Bartolomeo, 1796; Alexander Walker on Indian Education, Literature, etc., circa, 1820; History of Education in the Punjab since Annexation and in 1882) show that level of education here was very high, till the British started ruling in Bharatvarsha. In the quest of colonize this country, the British started shifting our indigenous education with English education system, which required a lot of teachers to be trained for the same. Since then a number of Education Commissions were formed by the Bruisers over the period of a century to improve standards of formal education of teacher training.

GROWTH OF STATE FUNDED TEACHER EDUCATION

In the post independence period, the focus was more on blending school education with the university system. The focal points were balancing theory with practice, modifying education programmes, refresher courses for in service teachers, short intensive courses, workshops, seminars, conferences etc. setting up of regional colleges in education in Ajmer, Bhopal, Bhubaneswar and Mysore as constituent units of NCERT was first historic step taken in 1960s to take forward the quality teacher education in the country. These institutions were conceptualized on the same intent and pattern on which IITs were set up to boost technical education. NCERT later on in 1978 prepared first official document related to teacher education known as curriculum framework of teacher education with an objective to develop Gandhian values with a warm, positive attitude towards growing children. It also emphasized on conservation of environmental resources, preservation of historical monuments and other cultural heritages, and develop liaison between school and community and contemplated the integration of both. It proposed that teachers should be agents of social change and act as leader/guide, keeping up the date with the latest knowledge.

ESTABLISHMENT OF NCTE AND COMMERCIALIZATION OF TEACHER EDUCATION

The National Policy of Education 1986, apart from emphasizing on qualitative improvements, also suggested liberalizing teacher education. It followed the heels of the liberalization of the economy in 1991 which opened this arena for private entrepreneurs. In the year 1995 NCTE which was a body to look after professional standards in teacher education was given statutory status through an act of parliament. This was necessitated due to a flooding of correspondence courses of B.Ed. and subsequent dilution of standards by some state universities. NCTE had started publishing its annual reports regarding status of teacher education institutions and courses from 1995-96, and since then it has published 24 reports. However the data published from 1995-96 to 2018-19 because initially, the institutes of teacher education used to be separate from the institutes of higher learning. That is why NCTE classified all stages of teacher education by institution from 1995-96 to 2000-01. Later, as institutes of higher learning also started offering courses related to teacher education, NCTE shifted its classification criteria from number of institutions to number of courses. These reports show that teacher education used to be highly limited till 1996, when we had only 792 institutions. In 1997, this number increased to 2298 (almost 3 times of its level in 1996.)

FOUR YEAR INTEGRATED COURSE

Recently, integrated B.A. B.Ed. / B.Sc. B.Ed. courses were advocated on a larger scale as compared to conventional courses like D.El.Ed. and B.Ed. There were only four recognized courses of B.A., B.Ed. /B.Sc., B.Ed. (integrated) in the year 2015 with intake capacity of just 789. It increased to 59 courses in the year 2016 with the intake capacity of 4330, which further increased to 721 with the greater intake capacity of 63520. This was almost 80 times growth in just 4 years. Although initially it was decided that four year integrated course will not be permitted to run it. But unfortunately private mafia succeeded to get the definition composite institutions changed as per their convenience and course was distributed to commercial entities without showing any concern for quality.

Substantial expansion in teacher education has come at the cost of equity and quality since approximately 90% of teacher education is under private sector, Supreme Court's high-powered Justice Verma Commission (JVC) published its report on teacher education in 2012 and observed that despite tremendous growth in enrollment of the children to school, the Learning Outcomes have still remained pitiable. It also pondered upon how almost 85% of the teachers failed the post qualification competency test (C-TET), and was

alarmed to find out that some of the schools having the bare minimum infrastructure, still produced a very high pass percentage of the students. Both Commissions have suggested reforms in the curriculum, increased duration and up-gradation of teacher education programmes and reformulation of the regulatory mechanism.

NEP-2020 AND TEACHER EDUCATION

Draft NEP-2019 (later NEP-2020); look up the issue of the improvement in the quality of the teacher education in an unprecedented way. It has tried to address most of the contentious issues by providing a detailed process of approaching it. Since the progress of the future generation completely depends on teachers, the policy entails that their training and education should not be treated in a causal manner. It resolves to find solutions for the issues of deteriorating quality of teacher education and restoring integrity and credibility to the system by removing substandard institutions and concentrating on efficacy, high quality, and capacity building for the same.

The objectives of an education policy cannot be achieved without a sound and clear roadmap. The advantage of NEP-2020 is that it has not just pointed out the problems but also provided a distinct work plan for every step i.e. monitoring, blending of school system with higher education level. In order to achieve these objectives, NEP-2020 has suggested the following :

- Rigorous monitoring and closure of substandard institutions
- Conversion/merger of independent teacher education institutions to composite colleges/multidisciplinary higher education institutions
- Building strong connections between education departments and school/school complexes
- Four-year integrated multidisciplinary B.Ed. program of pre-service teacher preparation will be offered at the university level as a dual-degree
- Five adequate space to Evaluation/Indian ethos and indigenous pedagogy, Etc.
- The two year/one year B.Ed. program for lateral entry into teaching
- Qualified and specialized instructors to be provided in newly introduced disciplines
- Exposure to Pedagogy for Higher Education especially by introducing some compulsory credit courses on pedagogy in PhD program.

Although NEP-2020 presents before us a promising and futuristic roadmap of the teacher education system, while deliberating upon the action plan, we have to keep in mind the existing situation of teacher education institutions in the country. J. S. Verma

Committee and NEP-2020 have accepted that the regulatory system in teacher education has not only been a failure, but has been hands in gloves with unscrupulous elements proliferation of substandard commercial institutions and curbed the initiatives of well meaning teacher education institutions. On one side there is an oversupply of degree holders, almost six times than actual requirements, on the other hand quality institutions are extremely short in supply. Despite the fact that public sectors TELs like RIEs, SCERTs and DIETs have done appreciable work, there seems no plan to expand their ambit. Beside this there has been a huge gap in the theory and practice of teacher education. While degree programs in teacher education happen under the higher education department, the practice is controlled by the school education department. At policy level we will be required to make sure that these two verticals work in close coordination with each other. Previously it has been observed that departments offering teacher education degrees work in silos and teacher educators posted in these departments have hardly any communication with practicing teachers that best departments of teacher's education in our school system. Although RIEs and SCERTs and DIETs have been playing some role in conducting pre-service as well as in-service teacher education programs and creating a link in theory and practice. In the backdrop, it is essential that future teacher education should be run in an environment where theory and practice, pre-service and in-service teacher education are effectively linked together.

Now certain question arises in the mind, it's important to find the answer of the following questions:

1. How far have we been able to implement major recommendations of various committees and commissions on teacher education?
2. Do we need an all India regulator for teacher education?
3. How to take further and scale up those institutions which have been doing pioneer work in teacher education?
4. What should be the institutional mechanism for a sound integration of pre serviced and in service teacher education?
5. What are those fault lines in the current regulatory system of teacher education which have been misused by education mafia?
6. In what manner integration of knowledge of India in teacher education courses can be done as envisaged by NEP?
7. How can we reform teacher education curricula in the light of skills envisaged by NEP?

8. What steps can be taken by the government to encourage philanthropic institutions to initiate new teacher education programmes?
9. How can we revamp curricula of teacher education in the light of Indian knowledge traditions as envisaged by NEP?
10. How can we encourage and facilitate the best teachers to become teacher educator?
11. What will be roadmap to improve government spending on teacher education?

CONCLUSION

So, on the basis of the above questions; it's important to plan a proper roadmap to improve the quality of teacher education by appropriate utilization of government spending on teacher education. It is also important to think about dismantling/ weakening of streams like science/ humanities/ commerce etc as suggested by NEP 2020 will influence the course structure of four year integrated course. It is also needed to revisit norms and standards of teacher education courses in the light of recommendations of NEP. In the last we can say that there is a great need to capture and assimilate global best practices in teacher education.

REFERENCES

- Dharampal (1983). *The Beautiful Tree: Indigenous Education in the Eighteenth Century*, New Delhi, Biblia Impex Pvt. Ltd.
- G. M. Young (1935). *Speeches by Lord Macaulay with his Minute on Indian Education*. Oxford University Press, London.
- https://www.education.gov.in/sites/upload_files/mhrd/files/draft_nep_2019_en_revised.pdf
- National Policy on Education (1986). *Indian Journal of Public Administration*. 32(3), 778-800. doi:[10.1177/0019556119860327](https://doi.org/10.1177/0019556119860327)
- Report of the High-Powered Commission on Teacher Education Constituted by the Hon'ble Supreme Court of India vol. 1 August, 2012.

Submitted on Nov. 17, 2021

Accepted on Jan. 23, 2022

FLANDERS' INTERACTION ANALYSIS IN A CLASSROOM SETTING: A REVIEW

Dr. Kuldeep Singh

Principal, Swami Vivekanand College of Education, Tarkwari, Tehsil Bhoranj,
Distt. Hamirpur (H.P.)

ABSTRACT

Interaction Analysis is a technique for capturing quantitative and qualitative dimensions of teacher verbal behaviour in the classroom. As an observational system, it captures the verbal behaviour of teachers and students that is directly related to the social – emotional climate of the classroom. It was developed by Ned, A. Flanders out of Social Psychological Theory and was designed to test the effect of social emotional climate on students' attitudes and learning. The theoretical assumptions of Interaction Analysis (IA) are that in a normal classroom situation, verbal communication is predominant; the teacher exerts a great deal of influence on the student and the student's behaviour is affected to a great extent by this type of teacher behaviour exhibited. Flanders' ten category system that attempts to categorize all the verbal behaviour to be found in the classroom is explored in this paper. The objective is the advocacy for the adoption of FIAC in the instructional process in our public schools, since the quantity and quality of teacher – student interaction is a critical dimension of effective classroom teaching and enhanced learning.

KEY WORDS : Interaction Analysis, Teacher Talk, Pupil Talk, Indirect Influence, Direct Influence.....

INTRODUCTION

Classroom communication is a vital ingredient in the instructional and learning process in the school environment. It is as necessary as food is a prerequisite for healthy growth. The quality and quantity of teacher-student interaction is a critical dimension of effective classroom teaching. The term 'interaction' implies an action – reaction or a mutual or reciprocal influence which may be between individuals, e.g. pupil – pupil; teacher-pupil in classroom setting or between materials and individuals or groups. An interaction is usually inferred from the behaviour of persons in the environment being studied. This behaviour may be verbal or non-verbal and can be classified as being predominantly cognitive, affective or controlling in nature.

Interaction Analysis (IA) is an analytical observation scheme that gives an insight into what a teacher does while teaching. It is a systematic observation that represents a useful means of identifying, studying, classifying and measuring specific variables as the teacher and his/her students interact within instructional learning situation. It uses a system of categories to encode and quantify classroom behaviour of teacher and students.. The purpose of developing the observational system is that a teacher can be trained to use it for analyzing classroom behaviour; for planning, and studying his/her teaching activities in order to create more effective classroom learning. Interaction Analysis as an observational system captures the verbal behaviour of teachers and pupils that is directly related to the social-emotional climate of the classroom.

Interaction Analysis is a process of encoding and decoding the study pattern of teaching and learning. In the coding process, categories of classifying statements are established, a code symbol is assigned to each category and a trained analyst interprets the display of coded data and reconstructs the original events on the basis of the encoded data even though he may not have been present when data were collected. Interaction Analysis is used as a technique capturing qualitative and quantitative dimensions of teacher's verbal behaviour in the classroom.

THE BASIC THEORETICAL ASSUMPTIONS OF INTERACTION ANALYSIS

The various theoretical assumptions, which are basic to every idea of interaction analysis, are as follows:

- In a normal classroom situation, it is verbal communication, which is predominant.
- Even though the use of spoken language might resort to non-verbal gestures in classroom, verbal behaviour can be observed with higher reliability than most non-verbal behaviour and also it can reasonably serve as an adequate sample of the total behaviour in classroom.
- We can normally assume that verbal statements of a teacher are consistent with his non-verbal gestures and, in fact, his total behaviour.
- The teacher exerts a great deal of influence on the pupils. Pupil's behaviour is affected to great extent by this type of teacher behaviour exhibited.
- The relation between students and teacher is a crucial factor in the teaching process and must be considered an important aspect of methodology.
- It has been established that social climate is related to productivity and to the quality of interpersonal relations. It has been proved that democratic atmosphere

- tends to keep work of a relatively high level even in the absence of the teacher.
- Children tend to be conscious of a warm acceptance of the teacher and to express greatest fondness for the democratic teacher.
 - The role of classroom climate is crucial for the learning process.
 - The teacher-classroom verbal behavior can be observed objectively by the use of observational technique designed to 'catch' the natural modes of behaviour, which will also permit the process of measurement with a minimum disturbance of normal activities of the group of individuals.
 - Modification of teacher classroom behaviour through feedback is possible, though how much can change occur and more knowledge relating to the permanence of these changes will require further research.
 - Teacher influence is expressed primarily through verbal statements. Non-verbal acts of influence do occur, but are not recorded through interaction analysis. The reasonableness of this assumption rests upon the assertion that the quality of the non-verbal acts is similar to the verbal acts; to assess verbal influence, therefore, it is adequately a sample of all influences. (Niki, 2011)

FLANDERS' INTERACTION ANALYSIS CATEGORIES (FIAC)

The development of the original system of interaction analysis was primarily the work of Ned, A. Flanders'. Indeed, the system is often referred to as the Flanders' System of Interaction Analysis (FIA) – an innovation which made possible significant insights into the analysis and improvement of instruction. Flanders' interaction analysis system is an observational tool used to classify the verbal behaviour of teachers and pupils as they interact in the classroom. Flanders' instrument was designed for observing only the verbal communication in the classroom and non-verbal gestures are not taken into account.

Flanders' Interaction Analysis is a system of classroom interaction analysis which is concerned with verbal behaviour only, primarily because it can be observed with higher reliability than can non-verbal behaviour and more also, the assumption made that the verbal behaviour of an individual is an adequate sample of his total behaviour. Flanders' Interaction Analysis Categories (FIAC) is a Ten Category System of communication which are said to be inclusive of all communication possibilities. There are seven categories used when the teacher is talking (Teacher talk) and two when the pupil is talking (Pupil talk) and tenth category is that of silence or confusion.

Table-1
Flanders' Interaction Analysis Categories (FIAC)

Indirect influence (Response)	<p>Accepts Feeling: Accepts and clarifies an attitude or feeling tone of a pupil in a non-threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included.</p> <p>Praises or encourages: Praises or encourages action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head saying um, hmm or go on are included.</p> <p>Accepts or uses ideas of pupils: Clarifying, building or developing ideas suggested by a pupil. Teachers' extensions of pupil ideas are included but as teacher brings more of his own ideas into play, shift to category five.</p>
Teacher Talk	<p>Asks questions: Asking a question about content or procedures; based on teacher ideas, with the intent that the pupil will answer.</p> <p>Lecturing: Giving facts of opinions about content or procedures; expressing his own ideas, giving his own explanation or citing an authority other than a pupil.</p>
Direct Influence (Initiation)	<p>Giving direction: Directions, commands or orders to which a student is expected to comply.</p> <p>Criticizing or justifying authority: statements intended to change pupil behaviour from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-references.</p>
Response Pupil Talk	<p>Pupil-talk - response: Talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.</p>
Initiation	<p>Pupils-talk – initiation: Talk by pupils that they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions; going beyond the existing structure.</p>
Silence	<p>Silence or confusion: Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.</p>

In this system, all teachers' statements are either indirect or direct. This classification gives central attention to the amount of freedom the teacher grants to the student. In a given situation therefore, a teacher has a choice. He can be direct, that is minimizing the freedom of the student to respond. His choice, consciously or unconsciously depends upon many factors among which are his perceptions of the situations and the goals of the particular learning situation. In order to make the total behaviour or total interaction in the classroom meaningful, the Flanders system also provides for the categorizing of students talk. A third major section, that of silence or confusion is included in order to account for the time spend in behaviour other than that which can be classified as neither teacher nor student talk. A summary of these categories with brief definitions is given in Table-1.

Reviewing FIAC, a simplified example of a classroom interaction analysis in a teaching/ learning process was explored.

A SIMPLIFIED EXAMPLE IN A CLASSROOM SITUATION

Category 1 : Accepts feeling

- Teacher: Why are you sad Priya?
- Priya: Sir, I lost my pocket money
- Teacher: Well, that is enough to make one sad, but cheer up, a replacement will come up.

Category 2 : Praises or encourages

- Teacher: How many states are in India?
- Rubi: 28 states Sir!
- Teacher: Very good. Put your hand together for Rubi.

Category 3 : Accepts ideas

- Trishla: Sir I think a major reason for massive failure among students is ill-preparedness of students towards assessments.
- Diya: I will like to say that the lack of preparation is as a result of poor reading habit among students.
- Teacher: Trishla and Diya had suggested interesting points of view. Diya buttressed Trishla's ill-preparedness of students by linking it to our societal disregard for a reading culture.

Category 4 : Asks questions

- Teacher: What is the difference between dramatization and simulation methods of teaching?

Category 5 : Lecture

- Teacher: Social studies education is centered round the desire to prefer solutions to perceived and anticipated problems that arises from man's interaction with the environment. It is a school discipline....

Category 6 : Giving directions

- Teacher: Satish, I want you to tell me what you have done with your textbook. (The degree of freedom that Satish has in response to his teacher's direction determines whether it is a command or direction).

Category 7 : Criticizes or justifies authority

- Teacher: What do you think you are doing out of your seat Yamini?

Category 8 : Pupil –talk – response

- Teacher: Do you understand?
- Students: Yes (chorus)

Category 9 : Pupil-talk-initiation

- Teacher had just taught on air pollution
A student, not asked for her opinion but stood up to give her experience of inhaling smoke emitted from a running generator and that made her sneezed and coughed for a while to explain effect of air pollution.

Category 10 : Silence or Confusion

- Teacher: Bring out your English textbook and open to page 20
- Students: Period of silence and confusion as the students try to find the page

THE CODING SYSTEM

Flanders' Interaction Analysis is a system for coding spontaneous verbal communication. Interaction could either be observed in a live classroom or in a tape recording. Whichever, the coding system is applied to analyze and improve the teacher – student interaction pattern. For every 3 seconds, the observer writes down the category number of the interaction he has observed. He records these numbers in sequence in a column. He will write approximately 20 numbers per minute and at the end of a period of time, he will have several long columns of numbers.

It is best for the observer to spend five to ten minutes getting oriented to the situation before he/she actually begins to categorize. This enables him to have a feeling for the total atmosphere in which the teacher and pupils are working. The observer stops classifying

whenever the classroom activity is changed to avoid inappropriate coding. For example, when children are working on workbooks or doing silent reading. He will usually draw a line under the recorded numbers, make a note of the new activity and resume categorizing when the total class discussion continues. At all times, the observer notes the kind of class activity he is observing.

Information is plotted on a matrix for easy analysis and interpretation. The method of recording the sequences of events consists of entering the sequences of numbers into a 10-row by 10-column table. The generalized sequence of the teacher-pupil interaction can be examined readily in this matrix.

Adopting the guidelines for coding the verbal interactions of FIAC as expatiated in the preceding paragraph, the following observations are recorded and coded in 2.1; decoded in sequence of numbers in figure 1; the sequence of numbers entered into a 10-row by 10-column matrix in table 2; and patterns of interaction analyzed in table 3.

CODING PROCEDURES FIAC

General :

- Whenever there is an element of doubt, code according to the prevailing balance of teacher initiation and response
- Rare events should be coded wherever possible
- Categories 1, 2, 3, & 9 are expected much less than 5, 6, 7, & so use with caution.

Category 1 :

- This is a rare event; the teacher must actually label the feeling to obtain this code

Category 2 :

- Avoid getting use to code habitually routine superficial exclamations of praise
- Code more than once if extended praise is given

Category 3 :

- Teacher can respond to pupil's ideas as in a number of ways.
- Acknowledge – creating norms and logical connections
- Modify, rephrase
- Apply it to solve a problem or make inference
- Compare it with others
- Summarize what is said
- Code 3 more than once if extended response given

- Restrained use in coding 3 appears to enhance its diagnostic utility
- Beware of teacher making too bigger abstraction from pupil's statements (code 5)
- Beware of teacher ignoring pupil's suggestion and asking for another (code 4)

Category 4 :

- Teacher must act as if he expects an answer (not rhetorical question)
- If teacher talk is to bring others into discussion e.g what do you think Joe, no need to code 4.

Category 5 :

- Lecturing, expressing opinions, giving facts, interjecting thoughts and off handed comments included.
- In traditional teaching approaches category 5 will be most common, catch all category and incorrect and correct tally for this category unlikely to distort teacher's profile

Category 6 & 7 :

- Used to indicate close supervision and direction by the teacher
- Used for statements intended to produce compliance. To recognize during coding ask whether compliance will be result of statement
- Avoid confusion with announcements (code 5)
- Questions during teacher directed drill can be coded 6

Categories 8 & 9 :

- Making a choice between codes 8 & 9 should relate to the teachers preceding question.
or Not = code 8. Pupil response to open teacher question e.g. what type of dressing should we use = code 9.
- Student response 8 can turn into 9 if the student embellishes or adds voluntary information or makes an independent judgment.
- Use 8 in all cases where there is doubt about 9
- Category 9 also used for students making off target remarks (resistance to compliance).

A SOCIAL STUDIES LESSON

Teacher : Boys and girls, please open your social studies book to page 5. (Observer classifies this as a 6, followed by a 10 because of the period of silence and confusion as the children try to find the page).

Teacher : Riya, we are all waiting for you. Will you please turn your book to page 5? (Observer records a 7 and a 6).

Teacher : I know now that some of us had a little difficulty with comprehending and were a little disturbed by the study of this chapter yesterday. I think that today we are going to find it more exciting and interesting. (Observer records two 1s, reacting to feeling).

Teacher : Now has anyone had a chance to think about what we discussed yesterday? (Observer records a 4 for a question).

Student : I thought about it and it seems to me that the reason we are in so much trouble in the South Asian region is that we haven't really had many opportunities to travel out of the region in order to learn about values of respect and hard work. (Observer records three 8s)

Teacher : Good, I am glad that you suggested that Riya. Now, let me see if I understand your idea completely. You have suggested that if we have be exposed to other cultures that appreciate and esteem respect for elders, authority and hard work, we might not be in the trouble we are in today (This is classified as a 2, followed by two 3s)

(Adopted with few modifications – Amidon, E. & Flanders, N. 1963)

Observer classifies the sequence of numbers recorded above in this fashion.

TABLE-2

Tabulations are now made in the matrix of 10x10 to represent pairs of numbers

Sample Interaction Matrix

	1	2	3	4	5	6	7	8	9	10	Total
1	1					1					2
2								1			1
3		1	1								2
4	1										1
5											0
6							1			1	2
7										1	1
8								11			3
9											0
10			1			1					2
Total	2	1	2	1	0	2	1	3	0	2	14

Table-3
Measures for Analyzing Patterns of Interaction

Type of Ratio	Symbol	Calculation
% Teacher Talk	TT	$100 / \text{total tallies} * \Sigma(\text{cat } 1+2+3+4+5+6+7)$
% Pupil Talk	PT	$100 / \text{total tallies} * \Sigma(\text{cat } 8+9)$
% Silence	SC	$100 / \text{total tallies} * \Sigma(\text{cat } 10)$
Teacher Response Ratio	TRR	$\text{Cat. } 1+2+3 * 100 / \Sigma(\text{cat } 1+2+3+6+7)$
Pupil Initiation Ratio	PIR	$\text{Cat. } 9 * 100 / \Sigma(\text{cat } 8+9)$
ID ratio	ID	$\Sigma(\text{cat } 1+2+3+4) / \Sigma(\text{cat } 5+6+7)$

Keys:*=multiplication; /=division; cat=category; ID=Indirect-Direct Influence.

INTERPRETING THE MATRIX

It is generally agreed that no classroom interaction can be ever recreated. The purpose of interaction analysis is to preserve selected aspects of interaction through observation, encoding, tabulating and then decoding.

- *The proportion of teacher talk, pupil talk, and silence or confusion:* The proportion of tallies in columns 1, 2, 3,4,5,6 and 7; columns 8, 9 and column 10 to the total tallies indicates how much the teacher talks, the student talks and the time spent in silence or confusion. After several years of observing, researchers anticipate an average of 68 percent teacher talk, 20 percent of pupil talk and 11 or 12 percent silence or confusion.
- *The ratio between indirect influence and direct influence:* The sum of column 1, 2, 3, 4, divided by the sum of columns 5, 6, 7 gives this ratio. If the ratio is 1 or more than 1, the teacher is said to be indirect in his behaviour. This ratio, therefore, shows whether a teacher is more direct or indirect in his teaching
- *The ratio between positive reinforcement and negative reinforcement:* The sum of columns 1, 2, 3 is to be divided by the columns 6, 7. If the ratio is more than 1 then the teacher is said to be good.
- *Student's participation ratio:* The sum of columns 8 and 9 is to be divided by total sum. The answer will reveal how much the students have participated in the teaching-learning process.

Figure-I

(10,6); (6,10); (10,7); (7,4); (4,6); (6,1); (1,6); (6,4);(4,8); (8,8); (8,2); (2,3); (3,3); (3, 5); (5,10)

Note: In most typical classroom behaviour, the 10th category (Silence or Confusion) is usually observed at the beginning or/and at the end of the learning process. However, the convention in this system is to add 10 to the beginning and end of the series of numbers as observed above.

ADVANTAGES OF FIAC

- The analysis of matrix is so dependable that even a person not present when observations were made could make accurate inferences about the verbal communication and get a mental picture of the classroom interaction
- Different matrices can be made and used to compare the behaviour of teachers at different age levels, sex, subject-matter etc.
- This analysis would serve as a vital feedback to the teacher or teacher trainee about his/her intentions and actual behaviour in the classroom. The supervising or inspecting staff can also easily follow this system.
- It is an effective tool to measure the social-emotional climate in the classroom.

PRECAUTIONS IN THE USE OF FLANDERS INTERACTION ANALYSIS

- The classroom encoding work should be done by an observer, who is familiar with the entire process and knows its limitations.
- It is an exploratory device therefore value judgments about good and bad teaching behaviors are to be avoided. This technique is not an evaluator device of classroom teaching.
- The questions regarding classroom teaching can only be answered by inspecting the matrix table. The observer cannot answer the question relating to teacher behaviour.
- A comparison between the two matrices can be reliability terms of behaviour ratios, interaction variables and percentage of frequencies in each category and calls for frequency but value judgment is not possible.
- The accuracy of the observation depends upon the reliability of the observer. The classroom recording should be done after estimating the reliability of observers.
- At least two observers should code the classroom interaction for analyzing teaching and teacher behavior.

LIMITATIONS OF FLANDERS INTERACTION ANALYSIS

- The system does not describe the totality of the classroom activity. Some behaviour is always overlooked and who is to say that the unrecorded aspects of the teaching act are more important than those recorded.
- Efforts to describe teaching are often interpreted as evaluation of the teaching act and of the teacher. While descriptions may be used as a basis of evaluation, judgment can be made only after additional value assumptions are identified and applied to data
- The system of interaction analysis is content-free. It is concerned primarily, with social skills of classroom management as expressed through verbal communication.
- It is costly and cumbersome and requires some form of automation in collecting and analyzing the raw data. It is not a finished research tool.
- Much of the inferential power of this system of interaction analysis comes from tabulating the data as sequence of pairs in a 10 x 10 matrix. This is a time consuming process.
- Once the high cost of tedious tabulation (electric computers) is under control but the problem of training reliable observers and maintaining their reliability will still remain.
- Its potential as a research tool for a wide application to problems is to be explored.

DISCUSSION

Flanders Interaction Analysis as a technique for capturing the qualitative and quantitative dimensions of teacher's verbal behaviour is explored in this paper. The objective is the call for the adoption of this technique in the teaching learning process in our primary and secondary schools. Its adoption will impact positively on the social climate of learning that is actually lacking in most of the public primary and secondary schools. It has been established that social climate is related to productivity and to the quality of inter personal relations. The improvement of pupils' interaction and social skills is an important aim of education and this juxtaposes Flanders' technique of Interaction Analysis as a bold step in the right direction to improve the quality of education.

A Problem Based Learning (PBL) curriculum as advocated by our educationists as a tool to reform our educational system could be argued it will enforce teachers to adopt teaching behaviour that is characterized by indirectness. The National Policy on Education (2020) stipulates that educational activities shall be learner centered for maximum self-development and self-fulfillment.

Research using FIAC has suggested that the proportion of teacher statements that make use of ideas and opinions expressed by the pupils (sometimes called 'indirectness') is directly related to average class scores on constructive attitudes towards the teacher and the class work; and also, scores higher on achievement tests (Newman, 2001). Therefore, the appropriateness to train and retrain our teachers in Interaction Analysis (IA), a technique that gives insight into student-teacher exchanges, putting teachers in a better position to analyze and improve their teaching and enhance the social abilities of the students cannot be overemphasized.

Interaction Analysis as a technique should be applied to teacher education in a fashion that is consistent with a philosophy of personal inquiry. Inquiry in teacher education means translating understanding into action as part of the teaching process. It means experimenting with one's own behaviour, obtaining objective information about one's own behaviour, evaluating this information in terms of the teacher's role; in other words, attaining self-insight while acting like a teacher.

Flanders argued that established norms in schools are 80% teacher talk, 20% pupil talk and 11 – 12% silence. This is indeed, the prevalent scenario in our present educational system across the three levels of the primary, secondary and tertiary. There is an earnest need to reverse this scenario. In the traditional teaching situation, it is expected that the teacher shows more initiating behaviour than the pupils. The Pupil Initiation Ratio (PIR) measures the proportion of pupil talk that is an act of initiation. A high PIR indicates that students show a lot of initiative introducing their own idea into the classroom discourse. This stimulates the intellectual atmosphere of the teaching / learning process, directed towards a robust development of the individual into a sound and effective citizen, essential for national development.

Interaction Analysis is linked to the personal relationship between teachers and pupils. There is an obvious interplay between the pedagogical authority of the teacher and his way to manage classroom interaction. The quality of verbal interaction is establishing a rapport between the teacher and pupils wherein, the students could easily confide in the teacher their emotions, secrets, ideas and teething problems concerning learning. When a 'free talk' atmosphere is established within the school system, negative influences that are the bane in our present educational system could be curbed.

CONCLUSION

It has been found that Interaction Analysis has a lot to offer in the reform our

educational system is yearning for. As a system for analyzing verbal behaviour in the classroom, it offers teachers, future teachers and supervisors a tool that can provide objective data about teaching behaviour relevant for instructional improvement. On the other hand, laying a sound basis for scientific, critical and reflective thinking in the education given to our children in schools. An unsatisfactory state of affairs in our present educational system is the type of behaviour teachers exhibit within the classroom that significantly exerts great deal of influence on pupils' behaviour. Therefore, the call for the adoption of FIAC as an effective tool to measure the social emotional climate in the classroom is underscored in this paper.

However, there is a research need for the testing of the hypothetical sample in this review in a live classroom lesson in order to determine the congruence between a theoretical and practical context of FIAC as veritable tool for establishing social climate and interpersonal relations.

REFERENCES

- **Amidon, E.J. & Flanders, N.A. (1963).** Interaction Analysis as a feedback system. Interaction Analysis Theory, Research and Application. E.J. Amidon and J.B. Hough. Eds. Philadelphia: Addison-Wesley publishing company. Inc. Chapter 1: 121 – 140.
- **Amidon, E.J. & Hunter, E. (1966).** Verbal Interaction in the classroom: The verbal interaction category system. Interaction Analysis Theory, Research and Application. E.J. Amidon and J.B. Hough (Eds.) Philadelphia: Addison – Wesley Publishing Company. Inc. Chapter 2: 141 – 149.
- **Federal Republic of Nigeria (FRN). (2013).** National Policy on Education (6th edition) Abuja: NERDC Press.
- **Gay, L.R.(2000).** Competencies for Analysis and Application (5TH ed.) Educational Research Florida International University 448-457.
- **Hafix, M.M; Naseerud din, M & Ishitiaq, H. (2008).**Teacher-student verbal interaction patterns at the tertiary level of education. Contemporary Issues in Education Research 1, 1: 45-50.
- **Inamullah, M. (2005).** Patterns of classroom interaction at different educational levels in the light of Flanders' interaction analysis. PhD. Thesis Retrieved Sept.26, 2012, from <http://eprintshec.goal.pk>
- **Jasraj, Kaur. (2013).** Flanders interaction analysis category system (FIAC). Distance Education PUP.

- **Newman, M. (2001).** PEPBL Methodology, Working Paper 6: Flanders Interaction Analysis.
- **Niki, F.R. (2011).** Flanders Interaction Analysis. Retrieved April 23, 2015, from <http://www.slideshare.net/selvabarady/flanders-interaction-analysis>
- **Tisher, R.P. (2017).** Classroom Interaction Analysis: the new religion. *Journal Research in Science Education* 2: 35 – 49.

Submitted on Nov. 21, 2021

Accepted on Jan. 27, 2022

IMPORTANCE OF YOGA EDUCATION IN SCHOOL

Gulshan Thakur

Physical Instructor at Raj Rajeshwari College of Education, Bhotia,
Hamirpur (H.P.) - INDIA

ABSTRACT

Yoga is a healthy way of life, originated in India. Now it is believed to be a form of science accepted all over the world. The western culture also is accepting it as a healthy form of scientific exercise. Although the origin of yoga is obscure, it has a long tradition. In course of time, various schools of yoga developed. The major schools of yoga are Janna yoga, Bhakti yoga, Karma yoga and Raja yoga. These schools of yoga advocate particular type of methodology which includes a variety of systematized practices of yoga depending on their particular approach. However, all these are leading to the common goal of self realization and integration of body and mind. Yoga for a common person contains the practices of yama, niyama, asana, pranayama, pratyahara, kriya, mudra, bandha and meditation which are helpful to keep oneself physically fit, mentally alert and emotionally balanced. This ultimately prepares ground for the spiritual development of an individual.

KEY WORDS : Yoga, Janna Yoga, Bhakti Yoga.....

CONCEPT OF YOGA

The word 'Yoga' is derived from Sanskrit root yuj which means 'join' or 'unite'. This may be taken as the union of body, mind and soul, and is used in the literature both as an end as well as means. As an end, yoga signifies 'integration of personality' at the highest level. As means, yoga includes various practices and techniques which are employed to achieve the development of such integration. These practices and techniques are means in the yogic literature and are also referred collectively as 'Yoga'. Yoga has great importance in present education system. The modern education system emphasizes on science and technology in which the material progress is being achieved, but the inculcation of ethical, moral and spiritual values and promotion of healthy life-style are totally neglected. In this context, it is an urgent need to integrate Yoga in modern education system in order to make all-round development relating to body, mind and spirit symphonically and thereby prevent the erosion of human values. The integration of Yoga education in the present

system of education can endorse human values to reform attitude and behavior, relieve from stress and strain, build up healthy life-style, shape high moral character and develop refined personality of the students so as to make them a complete well-being. Hence, we have to understand the importance of Yoga in education and introduce it as a discipline and thereby focus on the process of integration in the curriculum. However, Yoga practices can lead students to the attainment of the highest goal of life-the self- realization of the potentialities inherent in them.

HISTORY OF YOGA EDUCATION

Yoga has its origin thousands of years ago in India. It has originated from a universal desire towards attaining happiness and getting rid of sufferings. According to yogic lore, Shiva is considered as the founder of Yoga. A number of seals and fossil remains of Indus Valley Civilisation, dating back to 2700 BC indicates that yoga was prevalent in ancient India. However, systematic reference of yoga is found in Patanjali's Yogadarshna. Maharishi Patanjali systematized the yogic practices. After Patanjali, many sages and yogis contributed to its development and as a result, yoga has now spread all over the World. In this sequence, on 11 December 2014, the United Nations Introduction 3 General Assembly (UNGA) with 193 members approved the proposal to celebrate 'June 21' as the 'International Yoga Day'.

OBJECTIVES OF YOGA EDUCATION

The main objectives of Yoga education are as follows:

1. To develop an understanding of yogic practices and apply this understanding accordingly in one's life and living.
2. To develop a healthy habit and lifestyle in children.
3. To develop human values in children.
4. To develop physical, emotional and mental health through yogic activities

TYPES OF YOGA

The aim of Yoga is the attainment of the physical, mental and spiritual health. Patanjali has recommended eight stages of Yoga discipline. They are:

- Yamas- (internal purification through moral training preparatory to Yoga)
- Niyamas- (cleanliness, contentment, mortification, study and worship of God)
- Asanas- Physical postures or exercises

- Pranayama- (Control of vital energy/ Breath control)
- Pratyahara- (Withdrawal of the senses/ making the mind introspective)
- Dharana- (Concentration of the mind)
- Dhyana- Meditation
- Samadhi- Attainment of the super conscious state

IMPORTANCE OF YOGA EDUCATION IN SCHOOL

School and college-going students may have youth on their side, but that does not mean they are spared from the stresses and pressures of life. So, let's talk about the **benefits of yoga in schools**. Sitting at a desk for hours a day, going back home and pouring over books to finish the daily homework assignments, studying and acing numerous tests, participating in various extra-curricular activities, etc. all are the main causes which makes the body and mind of an individual to become stressed. To add to these, there are social and family challenges, anxiety, bullying and emotional that also take their toll on children. Yoga, an elixir that works on almost every new age predicament such as obesity, depression, diabetes and panic attacks, is not a solution only for grown-ups but also for young children and can help them lead a better lifestyle as they grow up. Here are some of the benefits of including yoga for children in school:

1. Reduces Stress and Anxiety

Yoga's innate ability to cease the mental chatter and live in the moment reduces stress and anxiety, showing profound benefits in every sphere of life. Students are much stressed individuals, keen to outperform themselves and prove their worth every chance they get. Yoga helps them to deal with their stress and bring back some peace of mind. Those who regularly practice yoga not only report lower levels of stress and anxiety and subsequently improved academic performance.

2. Improves Memory and Attention Span

Yoga helps to improve the memory function in both adults and children, a direct benefit of which would be a better academic performance in children. It also helps to improve children's attention span and focus. In fact, yoga aids children suffering from ADHD (Attention Deficit Hyperactivity Disorder) as well by reducing its core symptoms such as inattentiveness, hyper activity and impulsivity. Many children suffering from ADHD are able to reduce their medication with regular yoga practice. This is one of the amazing **benefits of yoga in schools**.

3. Helps to Manage Weight

Children spend long hours in sedentary poses and tend to consume a lot of junk food as well, both of which are a by-product of the new age lifestyle. Yoga helps to counterbalance this lifestyle. Through regular practice of asanas, children can manage a healthy weight. This helps to curb the problem of childhood obesity at a young age in a decent way.

4. Improves Flexibility, Balance and Posture

Sitting down to study for long hours at a time and too much screen time can lead to incorrect posture. This poor posture in childhood can develop into major anatomy complication in adult life. The practice of various asanas on a regular basis leads to correction of posture, enhances flexibility and improves balance as it brings equilibrium to the whole body.

5. Teaches Correct Breathing Techniques

Breathing is fundamental to life and how we breathe is directly related to our overall well-being. Good breathing affects our movement, our posture, and our ability to handle stress in a positive way. Through pranayama and other breathing exercises in yoga, students can learn at a young age how to master the technique of breathing correctly and improve the quality of their life.

6. Promotes Mindfulness

Mindfulness is simply learning to be in the present. Focusing on your breath or directing your attention to the utmost sounds you can perceive is mindfulness; this can be done at any time of the day even for a few seconds. Mindfulness enables people to become less anxious and more relaxed. Children can become more mindful using creative and pleasurable visualization techniques. This is one of the wonderful **benefits of yoga in schools**.

7. Encourages Self-Love and Self-Care

Yoga promotes healing from the inside rather than looking good on the outside. It teaches people how to respect and love their own bodies an essential message for young children who are constantly advertised with warped body image ideas on social media. With self-love, comes self-care and yoga can teach these values at a very young age. The children learn to be comfortable in their own skin and nurture it well. This is one of the amazing **benefits of yoga in schools**.

8. Helps to Bring Peace of Mind

The vastness of academic curriculum alone can baffle students and yet, they deal with many other extra-curricular activities and social life as well. By practising pranayama and mindfulness, students really learn how to handle the anxiety and manage the different aspects of life effectively. The peace of mind stimulates the release of good hormones that have a snowball effect and uplifts the disposition of the child in general.

9. Improves Self-Control

Through controlled breathing and controlled movement, yoga teaches people self-control. As a result, they do not react impulsively or make hasty decisions even in an emotional state. With self-mastery, a person can keep his or her anger in check and make rational decisions when required. If a young yogi can learn self-control at a young age, indeed, no door can ever be closed for him or her. This is one of the amazing **benefits of yoga in schools.**

10. Reduces Absences and Violence in School

Because of good health and balanced temperament, children are less likely to remain absent from school or pick fights with each other over small issues. Instead, they tend to engage more positively in school and develop healthy relationships with their teachers and peers.

11. Enhances Coping Skills

As mentioned before, children are burdened with a lot of stress. Yoga teaches children how to correctly cope with the stress, manage it, and stay productive. This is because the children learn how to breathe deeply and be more mindful.

12. Boosts Immunity and Improves Physical Appearance

Alongside its myriad health benefits, yoga also boosts immunity and prevents attacks from different viruses and bacteria by increasing the levels of antibodies. Yoga promotes blood circulation which can work wonders for the skin, hair and nails. A healthy body feels and looks happy.

13. Increases Self-Confidence and Self-Esteem

Yoga is tangible. Through asanas, children build strength, endurance, confidence as well as the mind-body connection. You can self-assess the changes and positivity you feel after having engaged in this for some time. This confidence attained on the yoga mat is then carried into the real world as well along with strength, compassion and acceptance. Yoga is an age-old art but is relevant in present times more than ever before. When it

comes to benefits of yoga, this is just the tip of the iceberg. It has multiple gross and fine rewards which can help you live a healthy and joyful life. Gift your child the abundance of yoga and watch as the benefits slowly unfold! These are the amazing **benefits of yoga in schools**.

CONCLUSION

Yoga offers new learning possibilities to a wider group of students than traditional sports or fitness curriculum, making it a valuable addition to any educational program. Additionally, adding yoga to a school's curriculum will help provide a quality physical education program as modification of traditional physical education yoga in sports as important as other think it helps us in different ways and different levels in a sports men life. Yoga can play a key role in cultivating mind control and concentration which helps a sportsperson to perform at their game. It offers children and adults an opportunity to experience success in physical activity, which can help build a foundation of strong of life. However, curriculum specialists, teachers, trainers and students should know and analyze seriously the real challenges of yoga education in classroom settings and real life as well.

REFERENCES

- Basham, A.L. (1954). *The Wonder That Was India*, New York, Grove Press Books & The Macmillan Co.
- Delmonte, M.M., Biochemical Indices Associated with Meditation Practice: A Literature Review. *Neuro-Science and Bio-behavioral Review*.
- Hartmut Sgharfe, *Education in Ancient India*, (Boston: Brill, 2002) and Humayun Kabir, *Education in New India*, New York: Harper & Brothers.
- UNESCO (2005). *Peace Education: Framework for teacher education*, New Delhi, UNESCO.
- Welwood, J. (1983). *On Psychotherapy and Meditation*. In *Awakening the Heart: East-West Approaches to Psychotherapy and the Healing Relationship*, J. Welwood, Ed. Shambala, Boston.
- White, J. Kundalini (1979), *Evolution and Enlightenment*. New York, Anchor Books.

Submitted on Dec. 01, 2021

Accepted on Jan. 29, 2022

ROLE OF ART IN EDUCATION

Madan Kumar

Research Scholar (Ph.D.-Education), Career Point University, Kota (Rajasthan)-INDIA

ABSTRACT

The aim of the present article is to discuss the concept and importance of Art in Education. Arts make a precious contribution to the total education of students especially in relation to academic performance, attitude to school and perception of learning. In absence of art education all subjects become soul-less bodies. Art as content become the mediator for understanding and nurturing peace. **(Caroline Nilson 2013; Catherine Fetherston 2013 & Anne McMurray 2013)** founds that creative arts participation was able to excite children's imagination and mobilize creativity leading to an increased awareness of self and others, including the environment around them. Teachers believed children required more time for free play to develop their imagination, while mothers perceived that time and curriculum constraints reduced children's opportunities for integration of arts into their other studies. Art Education help to improve decision making, boost the self confidence and makes children more self assured. Every student needs a complete and competitive education that includes the arts. Art education helps make learning matter to students by giving them a medium to connect new knowledge to personal experiences and express what they have learned to others. Art promote higher level of thinking that carry over to wisdom other academic subjects. Art fulfils the psychological need for sense, imagination, feeling, spontaneity, language judgment and self-awareness **(Efland 2004; Richmond 2009; Reid 1985)**.

KEY WORDS : Education, Students, Art, Learning, Teachers, School.....

INTRODUCTION

Art is diverse range of human actions involving the conscious use of creative imagination to express their ideas, attention and emotions. Art allows the students to develop their own free expression of what they are and how they feel. People of all abilities, colour and sex relate to the artwork. Art is blind to the class, creed, faith, caste and even the boundaries of states, nations and languages. Art helps to communicate information, shape our everyday life and can be enjoyed for aesthetic beauty. Art is an expression of ideas created by human imagination. For many people, art is meant to express somewhat that we ourselves

feel unable to convey. Through art we can share our joy, sadness, anger and pain. Nowadays, art in our society is a way to express feeling and emotions in a more creative way and share them with everyone.

MEANING AND DEFINITIONS OF ART

Art is an expression of ideas created by human imagination, skill and invention. Art education means different things to different people, but the crux of it, is that it imparts knowledge and education in various fields of the arts like music, dance, theater and visual arts. Language, In Sanskrit 'art' is known as 'Kala' which means to inspire or to give pleasure. Art is created when an artist creates a beautiful object. This is simply a working definition.

Cambridge Dictionary define (Art) the making of objects, images, music etc. that are beautiful or that express feelings.

Plato Says, "Art is silent language."

According to Mahatma Gandhi, "Art is the work of spirit so other forms are alive only when inner self is living."

IMPORTANCE OF ART IN EDUCATION

The application of art in teaching–learning helps in improving the quality of education as observed and reflected by the following researchers:

Catterall, Chapleau & Iwanaga, (1999) found that students with higher levels of arts participation have greater educational achievement across a range of measures.

(Gartenhaus, 2000) The objective of art and drama education given in elementary schools is to improve creative and critical thinking.

Harland, Kinder, Lord, Stott, Schagen, Haynes & Paola (2000) Results from the case studies of secondary schools indicated positive effects of arts education in technical knowledge and skills in the specific art form of study, as well as a heightened sense of enjoyment, fulfillment, and stress relief. Other effects were increased knowledge of social and cultural issues; development of creativity and thinking skills; enhanced communication and expressive skills; and increased self-confidence, self-esteem, and teamwork skills.

Navazesh, (2011) Children can produce knowledge through art education. In pre-school period art is pleasant for children therefore it must be extended and considered as one the main objectives of pre-school education.

Zolfagharian & Kian (2014) found that teachers believe that arts education plays an important role in recognizing internal and mental problems in children and discovering their special talents.

Yassir M Mahgoub (2015) found significant difference between student's performance before and after the development of art education curriculum. This confirms that importance of the development of art education curriculum in the Sudanese educational institutions.

Mahin Barkhordari, Hasanali Bakhtyar Nasrabadi, Mohammad Hossein Heidari & Mohammad Reza Neyestanin (2016) Arts curriculum gives numerous opportunities to students so that apart from prescriptive and traditional methods and beyond limitations of the classroom communicate with the real world.

The above researches clearly indicate that art Increase self-confidence and self-understanding, enhance communication skills and improve cognition are among the many reasons for teaching the arts. Studying the arts also helps to improve academic performance, not just through creativity, but it also improves learning in areas like mathematics and science as well as the literary field.

CONCLUSION

Art has special place in the life of students. Art classes provide students with a medium through which they can express themselves. Art develops the social and moral values of students. The arts create a learning environment conducive to teacher and student's success by fostering teacher innovation, a positive professional culture, increase student attendance, effective instructional practice and school identity.

REFERENCES

- Art (2021) In Cambridge Dictionaries Online. *Retrieved from:* <https://dictionary.cambridge.org/dictionary/english/art>
- Caroline Nilson, Catherine Fatherston & Anne McMurray (2013). Teachers' and Mothers' Perceptions of Using Creative Arts to Develop Children's Potential for Critical Thinking. *The International Journal of Arts Education*. 7 (1)
- Catterall, James S., Richard Chappleau, and John Iwanaga (2002), "Involvement in the Arts and Human Development: Extending an Analysis of General Associations and Introducing the Special Cases of Intensive Involvement in Music and Theatre Arts." In R. Deasy (Ed.), *Critical Links: Learning in the Arts and Student Achievement and Social Development*, Washington, DC.
- Efland, Arthur (2004). The Arts and the Creation of Mind: Eisner's Contributions to the Arts in Education. *Journal of Aesthetic Education*, 38 (4), 71–80. <http://www.jstor.org/stable/3527377>.

- Gartenhaus, A. (2000). *Creative thinking and museums*. Ankara: ÇOKAUM Yayınlar.
- Harland, J., Kinder, K., Lord, P., Stott, A., Schagen, I., Haynes, J. & Paola, R. (2000). Arts Education in Secondary Schools: Effects and Effectiveness. *National Foundation for Educational Research: The Mere, Upton Park, Slough, Berkshire, UK*.
- Mahin Barkhordari, Hasanali Bakhtyar Nasrabadi, Mohammad Hossein Heidari & Mohammad Reza Neyestanin (2016) The Importance of Art-Based Curriculum in Peace Education, *Review of European Studies*; 8(4) E-ISSN 1918-7181 [doi:10.5539/res.v8n4p220](https://doi.org/10.5539/res.v8n4p220)
- Navazesh, S. (2011). *Education of Child*. Tehran: Allameh University, From: <http://5dabestani.mihanblog.com/extrapage/redger>.
- Reid, Louis. (1985). Art and Knowledge. *British Journal of Aesthetics*, 25 (2), 115–124. doi:10.1093/bjaesthetics/25.2.115.
- Richmond, Stuart (2009). Art's Educational Value. *Journal of Aesthetic Education*, 43 (1), 92–105. <http://www.jstor.org/stable/40263707>.
- Sharma S. (2019) Drama and Art. Samar Publication. ISBN 9788193632925
- Yassir M Mahgoub (2015). The Importance of the Development of Art Education Curriculum in the Sudanese Educational Institutions. *International Journal of Humanities and Social Science*, 8(1) <https://www.researchgate.net/publication/283421201>
- Zolfagharian, M., & Kian, M. (2014). Analyzing female teachers' experiences in teaching arts in primary schools: A qualitative study. *The Semiannual Journal of Theory and Practice in Curriculum*, 4, 142-167.

Submitted on Dec. 04, 2021

Accepted on Feb. 01, 2022

IMPACT OF LOCKDOWN DURING PANDEMIC COVID-19 ON EDUCATION

Rajni Kumari

**Lecturer in Education, Raj Rajeshwari College of Education, Bhota,
Hamirpur (H.P.)-INDIA**

ABSTRACT

The whole educational system from elementary to tertiary level has been collapsed during the lockdown period of the novel corona virus disease 2019 (COVID-19) not only in India but across the globe. This article is a portrayal of online teaching-learning modes adopted by the education system for the teaching-learning process and subsequent semester examinations. It looks forward to an intellectually enriched opportunity for further future academic decision-making during any adversity. The intended purpose of this article seeks to address the required essentialities of online teaching-learning in education amid the COVID-19 pandemic and how can existing resources of educational institutions effectively transform formal education into online education with the help of virtual classes. The value of this article is to draw a holistic picture of ongoing online teaching-learning activities during the lockdown period including establishing the linkage between change management process and online teaching-learning process in education system amid the COVID-19 outbreak so as to overcome the persisting academic disturbance and consequently ensure the resumption of educational activities and discourses as a normal course of procedure in the education system.

KEYWORDS : Internet use, pedagogy, online learning, virtual teaching.....

INTRODCUTION

The global outbreak of the COVID-19 pandemic has spread worldwide, affecting almost all countries and territories. The outbreak was first identified in December 2019 in Wuhan, China. The countries around the world cautioned the public to take responsive care. The public care strategies have included hand washing, wearing face masks, physical distancing, and avoiding mass gathering and assemblies. Lockdown and staying home strategies have been put in place as the needed action to flatten the curve and control the transmission of the disease (Sintema, 2020). In the second week of March, state governments across the country began shutting down schools and colleges temporarily as a measure to contain

the spread of the novel corona virus. It's close to a month and there is no certainty when they will reopen. This is a crucial time for the education sector—board examinations, nursery school admissions, entrance tests of various universities and competitive examinations, among others, are all held during this period. As the days pass by with no immediate solution to stop the outbreak of Covid-19, school and university closures will not only have a short-term impact on the continuity of learning for more than 285 million young learners in India but also engender far-reaching economic and societal consequences. This article highlights certain deficiencies such as the weakness of online teaching infrastructure, the limited exposure of teachers to online teaching, the information gap, non-conducive environment for learning at home, equity and academic excellence in terms of higher education. This article evaluates the impact of the COVID-19 pandemic on teaching and learning process. The challenges and opportunities of online and continuing education during the COVID-19 pandemic is summarized and way forward suggested.

PEDAGOGY FOR EDUCATION THROUGH ONLINE

Lockdown and social distancing measures due to the COVID-19 pandemic have led to closures of schools, training institutes and higher education facilities in most countries. There is a paradigm shift in the way educators deliver quality education—through various online platforms. The online learning, distance and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and the learners. Transitioning from traditional face-to-face learning to online learning can be an entirely different experience for the learners and the educators, which they must adapt to with little or no other alternatives available. The education system and the educators have adopted “Education in Emergency” through various online platforms and are compelled to adopt a system that they are not prepared for. E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools (Subedi et al., 2020).

The use of suitable and relevant pedagogy for online education may depend on the expertise and exposure to information and communications technology (ICT) for both educators and the learners. Some of the online platforms used so far include unified communication and collaboration platforms such as Microsoft Teams, Google Classroom, Canvas and Blackboard, which allow the teachers to create educational courses, training and skill development programs. They include options of workplace chat, video meeting

and file storage that keep classes organized and easy to work. They usually support the sharing of a variety of content like Word, PDF, Excel file, audio, videos and many more. These also allow the tracking of student learning and assessment by using quizzes and the rubric-based assessment of submitted assignments. The flipped classroom is a simple strategy for providing learning resources such as articles, pre-recorded videos and YouTube links before the class. The online classroom time is then used to deepen understanding through discussion with faculty and peers (Doucet et al., 2020). This is a very effective way of encouraging skills such as problem-solving, critical thinking and self-directed learning. The virtual classroom platforms like videoconferencing (Google Hangouts Meet, Zoom, Slack and Cisco WebEx) and customizable cloud-based learning management platforms such as Elias, Moodle and Skype are increasingly being used.

CHALLENGES IN TEACHING AND LEARNING

The Covid-19 pandemic and the prolonged lockdown induced by it has made working as well as studying from home the new normal. Though the concept of online learning existed even during the pre-pandemic era, the phenomenon has certainly reached an altogether different level and intensity in these trying times. While e-learning emerged as the biggest saviour in the wake of the closure of educational institutions, it has come with its own set of challenges. All stakeholders, including students, teachers and institutions are forced to overcome challenges that have come with these sudden and often hastily executed online learning programmes. In a lot of cases, the key driver for the adoption of a technology platform was whether or not it was free. This led to a lot of products being adopted that made the adoption curve significantly steeper. There was a lot of predatory behaviour by some of the large technology players to get a foothold in the education sector. This led to new verbs like “zoom bombing” to be added to the English lexicon.

Listed below are some problems with online learning that need to be tackled for successful education:

INTERNET CONNECTION STRENGTH

One of the major stumbling blocks with regard to online learning is the lack of strong and stable internet connections, as the ones conventionally used at homes have either low bandwidth or have exhausted their limits. Just the process of logging in for a class itself becomes a cumbersome process for students and teachers alike. Even as upgrading

the broadband connection is a prima facie solution, but it certainly isn't a fool-proof one. What's really needed for the purpose is a tool that can make logging in a one-time process. There's a need for an app through wherein both teachers and students can simply select their class/subject and get going. However, for most students living in rural or remote areas, it remains that the lack of high speed internet makes it less than optimal for them to study from home. Many students are not well equipped with a high internet connection that is required for online learning. Due to this, they face problems in going live for virtual learning and other platforms that require internet connection. They face technical issues as they are not much aware of technology and computer applications.

CONDUCTING ASSESMENT

Assessing a student in the right manner is an integral component of the education system. Under normal circumstances, students are made to take a test or appear in an examination on school premises; unfortunately that's not a possibility now. In online learning, assessing students through a Multiple-Choice Question (MCQ) mechanism is still feasible as a stop-gap but real learning is measured by conducting a subjective assessment — this is one of the biggest challenges for traditional solutions that are predominantly MCQ based. Another related hindrance is checking the assessments. Even if students upload their answer sheets online and if the teacher concerned teaches across five different sections, they would have to assess more than 50 students. And it is particularly an uphill task to upload or download so many answer sheets. So, what's needed here is a tool that provides a comprehensive assessment system wherein the requirements of both the teachers as well as the students are met.

RESTRICTING CHEATING INSTANCES

There are quite a few students who try to leverage the easy way to success. It has become easier for them to cheat while using online learning system. While we agree that this is primarily about being self-disciplined, educational institutions should look at minimizing the possibility of students subverting the sanctity of assessments that are used to improve the learning of the class and the student too. To check this menace, we have developed a secure mechanism on our platform wherein the teacher is immediately informed when a student leaves the examination screen to access a browser etc. We also shuffle the questions so children cannot use communication mediums to get an unfair advantage.

ONLINE SECURITY

No matter what you do on the Internet, concern about data privacy and security is always associated. Usually, teachers conduct online classes through free platforms such as ZOOM and Google Classroom. But they are not really the safest or the most secure tools for the purpose of learning. The need is to make use of new-age educational technology platforms that ensure a safe online environment.

MONOTONY AND BOREDOM

Possibly the most significant challenges associated with online learning is monotony and boredom induced by increased exposure to the screen as well as the modus operandi of sitting at one restricted spot for prolonged hours. The onus of breaking this boredom or fatigue lies with the teachers and the educational institution. There is a need for a consistent endeavour to make the session as interactive as feasible. Taking this aspect of online learning into consideration, we have developed a mechanism in our educational platform through which students can be engaged in polls and other similar activities. There is also a provision of a whiteboard-style tool wherein teachers and students can draw or write anything; eventually making learning more interactive. Boring e-Learning is a huge problem for learners and instructors alike. Most of students, quite understandably, avoid them like plague. In a classroom setting where the instructor acts as a “sage on the stage,” which means central figure of a classroom and hundreds of learners are literally put to sleep because of boredom. Students are merely passive observers and are given little or no opportunities to participate.

OPPORTUNITIES FOR TEACHING AND LEARNING

Although there have been overwhelming challenges for educators, schools, institutes and the government regarding online education from a different angle, there are several opportunities created by the COVID-19 pandemic for the unprepared and the distant plans of implementing e- learning system. It has forged a strong connection between teachers and parents than ever before. The use of online platforms such as Google Classroom, Zoom, virtual learning environment and social media and various group forums like Telegram, Messenger, WhatsApp and WeChat are explored and tried for teaching and learning for the first time ever to continue education. This can be explored further even after face-to-face teaching resumes, and these platforms can provide additional resources and coaching to the learners. Teachers are obliged to develop creative initiatives that

assist to overcome the limitations of virtual teaching. Teachers are actively collaborating with one another at a local level to improve online teaching methods. There are incomparable opportunities for cooperation, creative solutions and willingness to learn from others and try new tools as educators, parents and students share similar experiences (Doucet et al., 2020). Many educational organizations are offering their tools and solutions for free to help and support teaching and learning in a more interactive and engaging environment. Online learning has provided the opportunity to teach and learn in innovative ways unlike the teaching and learning experiences in the normal classroom setting.

VIRTUAL TEACHING: - NEW WAY OF TEACHING

It was a new way of teaching for many teachers. Virtual teaching takes as much if not more preparation than teaching in a traditional classroom. Be prepared to take what you've learned in the classroom and re-construct it for a virtual setting. This means re-thinking how you present materials, coursework, and daily assignments. In addition to creating the curriculum, you will need to map it out in a way that can be presented online. It should be easy to access and simple to read. Before you can even start developing the material, you will need to set aside time to learn the web-based classroom programming. You won't be able to simply walk into the classroom, smile at your students and start a conversation. Think of ways to welcome students. For instance, does the virtual classroom program allow you to provide a welcome message after login? As for the actual course material and assignments, practice uploading, assigning, retrieving and even grading. Make sure you know what to do before you start teaching.

TIPS AND TECHNIQUES FOR VIRTUAL TEACHING

- Teacher should describe the parameters of the topic of assignment.
- Fully explain assignments so that students know how to best prepare. When the inevitable question, "Will be tested on this?" arises, make sure your answer includes not only a "yes" or "no," but a "because . . ."
- Davis (1993) suggests that "Give assignments and exams that recognize students' diverse backgrounds and special interests.
- Offer different ways for students to show what they know, other than formal writing. Video or audio can be great options.
- Things that worked in a regular classroom may not work in the virtual classroom. Instead, start with a new plan for exploring material, sharing insights, and engaging

- interaction. Make good use of the message board and group chat areas instead.
- Make sure your coursework is presented in a clear and concise manner. With this in mind, you will need to make sure everything is laid out in an easy to use setting. If you can't navigate your way around your virtual classroom then how will your students?
 - Develop engaging questions and discussion starters. Engage students in conversation and encourage students to communicate with one another through message boards. Students need to feel like their opinion matters and are welcomed in order to come back each time and take part.

CONCLUSION

The study on the impact of the COVID-19 pandemic on teaching and learning across the world concludes that although various studies have been carried out, in the case of developing countries, suitable pedagogy and platform for different class levels of higher secondary, middle and primary education need to be explored further. Internet bandwidth is relatively low with lesser access points, and data packages are costly in comparison to the income of some people, thus making accessibility and affordability inadequate. Education system across the world including India needs to invest on the professional development of teachers, especially on ICT and effective pedagogy, considering the present scenario. This would assist and prepare the education system for such uncertainties in the future. The lesson learnt from the COVID-19 pandemic is that teachers and students/learners should be oriented on use of different online educational tools. After the COVID-19 pandemic when the normal classes resume, teachers and learners should be encouraged to continue using such online tools to enhance teaching and learning.

REFERENCES

- Braskamp, L. A. (2000). Toward a more holistic approach to assessing faculty as teachers. In K. E. Ryan (Ed.), *Evaluating teaching in higher education: A vision for the future*. New directions for teaching and learning, 83, 109-123.
- Cohen, P. A. (1981). Student Ratings of Instruction and Student Achievement: A Meta-Analysis of Multisection Validity Studies. *Review of Educational Research*, 51, 281-309.
- Doucet, A., Netolicky, D., Timmers, K., & Tuscano, F. J. (2020). *Thinking about pedagogy in an unfolding pandemic* (An Independent Report on Approaches to

- Distance Learning during COVID-19 School Closure). Work of Education International and UNESCO.
- Ory, J. C. (1980). The Influence of Students' Affective Entry on Instructor and Course Evaluations. *Review of Higher Education*, 4, 13 – 24.
 - Pratt, D. (1997). Reconceptualizing the evaluation of teaching in higher education. *Higher Education*, 34, 23-44.
 - Sintema, E. J. (2020, April 7). Effect of COVID-19 on the performance of grade 12 students: Implications for STEM education. *EURASIA Journal of Mathematics, Science and Technology Education*, 16(7).
 - Subedi, S., Nayaju, S., Subedi, S., Shah, S. K., & Shah, J. M. (2020). Impact of e-learning during COVID-19 pandemic among nursing students and teachers of Nepal. *International Journal of Science and Healthcare Research*, 5(3), 9.

Submitted on Dec. 08, 2021

Accepted on Feb. 03, 2022

NEED OF VALUE EDUCATION AND ROLE OF THE TEACHER IN INCULCATING THE VALUES AMONG STUDENTS IN PRESENT SCENARIO

Sunil Kumar

Assistant Professor, Raj Rajeshwari College of Education Bhota, Hamirpur (H.P.)-INDIA

ABSTRACT

Everyone knows that life is precious that life is important. We all guard our life because we care for it more than anything else. If life is so important, the values of life are even more important. Values are determinants of human behaviour. They carry on and facilitate standards that guide the conduct of individual. Values are not innate in nature. No one is born with a set of values relating to any events, situations, or folks etc. "Education without values is of no use". Values in education are like what qualities make of a human being. Value education harmonizes the need for the student. Nowadays, our society faces many pressures and pulls of modern day development and education with its competitive marking system is creating a market oriented society. Children are being groomed to be professionals to capture the top salary jobs in the market. Today, our education is only for the heads and hands and not the hearts. Lack of Value Education has been an important factor of growing violence, terrorism etc. So, schools have to play a major role in inculcating the values. A teacher who lives by values exercises has a deep influence on students and he can implement these values through curricular as well as co-curricular activities. With this he can shape up the students into ideal, positive and useful members of their society. The teachers only can bring the positive changes in the society. The present article is an attempt to insist the importance or need of value education for the future generation to save our nation.

KEYWORDS : Value Education, Need of Value Education, Role of Teacher.....

INTRODUCTION

At present, Youngsters move through a demanding education system that goes on almost relentlessly. Right from the beginning when parents send them to kindergarten at a tender age of 2-3 years to completing their graduation, there is a constant storm of information tossed up at them. It is a puzzling task to make sense of this immense amount of meaningless information. On top of that, the bar to perform better than classmates and meet expectations is set at a quite high level. Due to this a youngster loses their

curiosity and creativity. They know ‘how’ to do something but fail to answer the ‘why’. They spend their whole childhood and young age without discovering the real meaning of education. This is where the importance of value education should be established in their life.

Values are guiding principles, or standards of behaviour which are regarded desirable, important and held in high esteem by a particular society in which a person lives. Values are what we use to guide our interactions with others, with our friends and family, in our businesses and professional behaviour. Our values are a reflection of our spirituality; our character. They are what we hope to model for our children and the children around us, because children do watch us as they develop their own sense of right and wrong. Value education means inculcating in the children a sense of humanism, a deep concern for the well-being of others and the nation. This can be accomplished only when we instill in the children a deep feeling of commitment to values that would build this country and bring back to the people pride in work that brings order, security and assured progress. A person with proper values will not be afraid to face problems. He or she will expect and accept them as part of life. He or she will not give unnecessary importance to anything that happens in life. He or she will have complete faith in God. Such a person will be an example to the rest. Last but not least we must love our own values in life, to build a strong character. It will help us to lead our life as it should be lead. It is very necessary for the fulfillment of life’s purpose. In today’s scenario our values have been discarded by the new generation in the upcoming of the new fashion. In such a situation it is very important for someone to lay down basic principles for us so that we may lead a brightened life, no matter the stepping stones of success hit us hard and we on the basis of these principles can guide our life. Thus value education completes this need very easily with an impact on the young minds making the world a better place to live in.

NEED AND IMPORTANCE OF VALUE EDUCATION

Value education should not be seen as a separate discipline. It is something that should be inbuilt in the education system. Simply solving problems must not be the aim; the obvious reason behind it must also be thought of. There are multiple aspects to understand the importance of value education. Here are the major points that exhibit the need and importance of value education in 21st century:

- Value education helps in taking the right decisions and improves decision-making abilities.

- Value education inculcates students with essential values like sympathy, care and understanding etc.
- Value education awakens curiosity in children developing their values and interests and helps in skill development in students.
- It fosters a sense of brotherhood and nationalism.
- It helps students become more open-minded and friendly towards all cultures and religions.
- Value education provides an optimistic direction to an individual's life since they are educated about the right values and ethics.
- Value education helps students find their correct purpose towards serving their society.
- With age comes a broad variety of tasks. This can at times develop a sense of worthlessness and can lead to a rise in mental disorders, mid-career disaster and growing unhappiness with one's life. Value education aims to somewhat fill the emptiness in people's lives.
- When students study the importance of values to their society and to their lives, they are more influenced and more dedicated to their aims and passions. This leads to the development of attentiveness.
- Most importantly, value education gets highlighted in distinguish the implementation of the act and the significance of its value. It infuses a sense of 'meaning' behind what one is believed to do and thus aids in the development of personality of an individual.

ROLE OF TEACHER IN INCULCATING VALUE EDUCATION

Gurudev Tagore said, *"A Teacher can never truly teach unless he is still learning himself. It is rightly said that a lamp can never light another lamp unless it continues to bear its own flame"*.

Ordinary Teachers can bring about extraordinary revolution in the society. A teacher should practice what he proclaims. The teachers are the role-model for their students. Their actions transmit more than their words. A teacher has a huge impact on the personality of a student. The students imbibe qualities and vices intentionally and accidentally from their role models. The teachers show the suitable behaviour to their students by their actions.

The teachers must have strong attitude and should possess rich values. Teaching is all

about attitude (whether it is positive or negative) towards their profession of imparting eminence education. The teacher should act as a friend, philosopher and guide to his students. A teacher is not only a source of information but is also an adviser and protector. For this, the teacher must respect his teaching profession, love his subjects and students. Students will look for motivation from teachers who have high self-esteem.

In the 20th century the role of a teacher was limited to being a source of information only. But today this place is shared by books, training classes, internet etc. So, the role of a teacher is depreciated. At present we are experiencing alteration. A teacher can maintain values and nurture them. A teacher has an enormous potential of bringing about a change in the society by representing essential values of head, hand and heart.

A teacher can inculcate values in students by giving them directions through discussion, conducting tests and lectures and by some ways mentioned below:

- Teachers can keep a case-study register to closely monitor the students and note down the positive and negative qualities of their personality.
- Teachers should tell the students to keep a sacred diary in which they will surrender themselves to God and take a pledge to follow the path revealed by him.
- By organizing cultural and sports events for inculcating values like team spirit, sharing, cooperation, patience, politeness etc.
- To foster the feeling of oneness, national and religious festivals must be celebrated.
- “Thought for the Day” should be written on the notice board every day.
- Moral thoughts activate moral thinking in them.
- Teachers must give value to mutual learning.
- Many skits, dramas and role plays which can inculcate values in students can be performed by the students under the supervision of teacher.
- Teacher must tell the students to go to the libraries- the jewel of knowledge. Classics accessible in the library are ethically rich and inspiring.
- Teacher must elucidate the students the significance of meditation and yoga for gratitude or the attainment of oneness with God.
- Every day, a teacher must spend at least 3-5 minutes for giving a lecture on values.
- To understand different cultures the knowledge of foreign languages will be provided to the students.
- Organize games, excursions, visits to places of historical importance.
- Club activities like nature club, mythical club, wildlife preservation club, social service camps, blood donation etc. should be organized.

CONCLUSION

On the basis of above conversation, the need of value education in today's perspective cannot be neglected. Our educational system should therefore aim not just at information based knowledge, but on the inculcation of values that guide the students, in the enviable use of the acquired information and skills for becoming valuable members of the society. The study on value education as a proposal towards empowerment of youth is an effort to appreciate the role of value education in bringing a positive variation in the qualities of students and their present and future lives.

Teachers also play an important role in the nation building by developing the personality of the students. The best and the supreme profession in the world is that of a teacher, because the future of a nation depends upon the type of teachers who shape the upcoming generations. Swami Vivekananda said: "Arise, Awake and Stop not till the goal is reached". These words should not be forgotten by the teachers.

Therefore a holistic approach to value education will ensure the balanced growth of all dimensions of student's personality. Value and moral education is the influential force that builds up the strong and committed individual.

REFERENCES

- Swami Nikhileshwarananda. *Teacher- As A Torch-Bearer of Change*.
- Santhi, S. (2016). Need of Value Education - Today is the Hour. *International Journal of Advance Research in Education & Technology*, 3(4), 28-29.
- Saravana Kumar, S. (2016). The Need of Value Education in the 21st Century: To Educate a Man in Mind and Not in Morals is to educate a Menace to Society. *International Journal of Science and Research*, 7 (12), 1102-1104.
- https://www.researchgate.net/publication/339816192_ROLE_OF_TEACHERS_IN_IMPARTING_VALUE_EDUCATION
- <https://www.iosrjournals.org/iosr-jhss/papers/ICAET-2014/volume-1/4.pdf>
- <https://leverageedu.com/blog/importance-of-value-education/>
- <https://www.yourarticlelibrary.com/education/values-education/value-education-meaning-objectives-and-needs-india/86967>

Submitted on Dec. 11, 2021

Accepted on Feb. 03, 2022

CHALLENGES IN LEARNING ENGLISH AS A SECOND LANGUAGE

Ajay Kumar

Lecturer in Education, Raj Rajeshwari College of Education, Chorab (Mansui), Bhot, Hamirpur (HP)-India

ABSTRACT

Language is a very important means of communication. It is very difficult to think of a society without language. It sharpens people's thoughts and guides and controls their entire activity. It is a carrier of civilization and culture (Bolinger, 1968). In the case of the mother tongue, the child learns it easily, due to the favorable environment and by the great amount of exposure to the language. But, learning a second language is never easy. Particularly if you are learning English outside of an English-speaking country. For instance, English language learners in African countries like Nigeria, Ghana, Liberia, Zambia, Malawi, and some other African countries face a lot of challenges because English is not the native language of these countries. Just as there are problems faced in learning English as foreign language, so there are many challenges in learning English as second language. Even for those of us whose first language is English, the language can be confusing. There are so many exceptions to a seemingly endless number of rules, appropriate punctuation, unqualified teachers, and limited learning environment; learning material, feeling of embarrassment ...it goes on and on. Thankfully, learning to speak English is step one and learning to write and spell correctly is step two. You are not alone. Learning a new language can be difficult, but studying as you are immersed in the language and the culture can make the process a bit easier. These are the most common challenges students face when learning English as a second language.

KEYWORDS : Challenges, Second Language, Difficult, Teacher, English.....

INTRODUCTION

India is multi linguistic country and land of diversity. Though Hindi is our national language, English is the language mostly used for communication. Learning English is important as people all over world communicate in English mostly. It is noteworthy that, of five official languages UN has recognizes, English language takes the first position because of its easy access to people across the nations. The other reason may be because almost half of the nations in the world were under the British rule. Hence, all the nations under

British rule had to learn English compulsorily. For others learning English is important to keep pace with modern world and many are influenced by English culture. English has emerged as the most important global language and also evolved to be a language of science and technology. English as a Second Language (ESL) help students learn how to speak, read and write English. English as a Second Language is a traditional term for the use or study of the English language by non-native speakers in an English-speaking environment. In many schools English is taught as second language with different approaches to those whose primary language is not English.

THE IMPORTANCE OF LEARNING A SECOND LANGUAGE

In a globally interconnected world, learning a second language is a great way to progress as students, and later on in their lives, as professionals. A psychologist identified that speaking more than one language enhances cognitive functioning and leads to numerous mental wellbeing advantages. Being bilingual has also shown to improve decision-making skills.

According to a study conducted by the University of Chicago, bilingual people tend to make more logical decisions. According to another study, multilingual people are more observant of their surroundings.

CHALLENGES FOR ENGLISH LANGUAGE LEARNERS

1. Unqualified Teacher

This is the most significant and the most overlooked problem. What makes this problem so difficult to solve is that, since many communities are English language learners, they cannot determine who is a good English teacher and who isn't. Whatever the teacher says, whether correct or incorrect, will be taken as correct by the learner. This has led to a lot of confusion among learners because different teachers tell them different things. One of the main causes of this problem is the difficulty teachers have translating from their native languages. For instance, the word 'cup' is pronounced by different teachers as either [kap], [kop], or with a vowel sound that does not exist in English. For instance, the sound /ĕ/ does not exist in the sound systems of many African languages, so even teachers sometimes have problems pronouncing it.

2. Limited Learning Environments

When I talk about limited learning environments, I'm not referring to the weather, the availability of furniture in the classrooms, or the location of the school. While all of these

factors can affect learning, in learning English, what happens outside of class matters most? In most cases, students only make an effort to speak proper English in the classroom when they are under supervision. Moreover, students don't always hear people around them speaking proper English. As a result, it becomes more difficult to learn correct English.

3. Learning Material

Learning materials refer to items that aid in the learning process. Books may be a necessary material, but books are not enough by themselves. Audio tools are also needed. As observed above, if a student sees a sound symbol in a book, how does he/she know how to pronounce it? The fact is, students of English Language graduate into teachers of the English language without ever getting to hear the correct pronunciation by a native speaker.

Students also study haphazardly. They have books to read but they can't tell how certain words are said. How would a student know how to pronounce the word 'ewe'? He/she must hear the right pronunciation from his/her teacher or from a native speaker of English. Students tend to learn from movies they watch but they often learn the wrong things because movies contain slang and dialects that are not appropriate in many forms of communication.

4. Students Don't Take Their Study Seriously

In this case, students often think that the same English they speak at home or on the street is the same they will write in their exams. However, because communication doesn't have to be grammatically correct in order to be intelligible, students don't always abide by the rules they learned in school and therefore do not get fully educated and/or pass their tests. It is also the case that students don't study English as much as they study other subjects. In most cases, students study English only in the classroom when the teacher is teaching. After the class, they drop their books and wait for the next class. They don't study pronunciation, they don't study essay writing, and they don't make an effort to learn new words. They bring every little problem to the teacher during classes, even things they could just look it up in the dictionary. When learners make mistakes and are corrected, they often say "It is not my language after all." This greatly affects their ability to learn English.

OTHER PROBLEMS

Even with qualified teachers, adequate materials, and exposure to native English speakers, there are still a number of problems that any ESL student will face.

- **Over-use of Native Language in the Classroom**
- Students learn another language best when they're forced to use it. Teachers must be vigilant about requiring students to communicate in English and only in English—even if they're just talking to each other. If you know the students' native language, pretend in the classroom that you don't—as that will force them to make requests and respond to questions in English. This problem comes from the cultural demands of the family and society.
- **Students Become Too Dependent on the Teacher**
Part of learning anything means figuring out how to solve problems on your own. If a student goes to the teacher with every little problem s/he runs into, then the student will never be able to learn the language on their own. If students insist that they don't know how to say or do something on their own, they need to be reassured that they actually can with positive feedback and encouragement.
- **Feelings of Embarrassment**
When first learning a new language, it can be very overwhelming! It's natural to feel embarrassed when practicing (especially around people who are fluent in English already). These feelings arise because you feel like you can't express yourself properly. Things that would normally be easy to ask for, like "can I have a cup of water?" becomes infinitely more difficult when you have to think about each of the words and how to combine them in the new language. To conquer this fear of embarrassment, it's important to practice as much as possible. The easiest way is to do so alone, in your room or another comfortable space, where you can actually speak the language out loud. The other important thing to remember is that this is the second language that you are learning – so, don't be embarrassed by adding one more to your repertoire; it's incredibly impressive!
- **Strong Students Dominate the Class**
No matter how well students are sorted, there will still be differences in how much students know and how quickly they can learn. Setting the pace of the class to keep up with the strongest students will leave the weaker ones.

CONCLUSION

From the basis of above discussion it can be concluded that there are many challenges in learning English as a second language in our country. All these challenges can be ridden

over by the use of appropriate strategies which include cooperative learning, positive social interaction, language-rich classroom and the incorporation of multicultural literature into the curriculum.

REFERENCES

- <https://epublications.regis.edu/cgi/viewcontent.cgi?article=1333&context=theses>
- <https://excelenglishinstitute.com/challenges-of-learning-english-as-a-second-language>
- <https://news.elearninginside.com/the-5-most-common-challenges-esl-learners-face-and-how-to-solve-them/>
- <https://owlcation.com/academia/amaado>
- https://www.researchgate.net/publication/321216624_Challenges_in_Learning_English_as_Secondary_Language
- https://www.researchgate.net/publication/331829717_Challenges_faced_by_English_for_Second_Language_Educators

Submitted on Dec. 15, 2021

Accepted on Feb. 04, 2022

SUBSCRIPTION FORM

I/we would like to subscribe the

And my/our details are as given below:

Name (Individual/Organization):.....

Designation:.....

Address:.....

.....

Telephone/Mobile No.:.....

E-mail ID:.....

I am / we are enclosing herewith a D D for Rs.....

(Rupeesonly) in favour of Principal Raj Rajeshwari College of Education, Vill Chorab

(Mansui) payable at Bhota, Distt. Hamirpur(H.P.)/ NEFT/RTGS For Rs.....

D D No.Name of the Bank.....

Place.....Date

Period of Subscription:.....

Signature

(Please Fill in the Subscription Form and Post/Mail to: The Chief Editor,

RAJ RAJESHWARI JOURNAL OF PSYCHOLOGICAL & EDUCATIONAL RESEARCH

Raj Rajeshwari College of Education, Vill. Chorab(Mansui),

P.O. Bhota, Tehsil Barsar, District Hamirpur, Himachal Pradesh – 176 041

SUBSCRIPTION DETAILS

Subscription	Annual	03 Years	05 Years	Life Time Member
Individual/Institution (India)	Rs. 2000	Rs. 5000	Rs. 8000	Rs. 15000
Individual/Institution (Foreign)	US \$50	US \$110	US \$200	US \$350

GUIDELINES FOR AUTHORS/CONTRIBUTORS

Scholarly articles both research based and general, seminar/conference/workshop/symposia etc. proceedings/reports/news in the area of Psychology, Education, Teacher Education and Educational Psychology are invited from the researchers/institutions in English in Calibri Font with 12 Point Size and 1.5 line spacing. The authors/contributors are requested to send an abstract of about 150 words along with a soft copy (CD) and two hard copies of manuscript (Typed & Printed) not exceeding 10 Pages or 2000 words. To save time, E-mail service is preferred. The articles should be strictly according to the format of the Journal and references should be presented in latest APA Style.

The authors should also send a declaration that the article has not been published in any Journal and nor it has been sent for publication anywhere else. The Editorial Board reserves the right to accept/reject or edit the article. The status of the article will be intimated to the corresponding author after one month from the day of receipt of the article. After acceptance of Article/Paper Authors are to pay the subscription/Publication charges through DD/directly Transferring the money to Principal Raj Rajeshwari College of Education Bhota Acc. No. 3376000107041042 & IFSC PUNB0337600 only then Papers/Articles will Published and subscriptions will be processed.

The views and findings in the articles are those of the authors/ contributors and do not reflect the policy of the Editorial Board. All disputes are subject to the jurisdiction of District Court, Hamirpur in Himachal Pradesh.

CONTACTS

CHIEF EDITOR,

RAJ RAJESHWARI JOURNAL OF PSYCHOLOGICAL & EDUCATIONAL RESEARCH

**Raj Rajeshwari College of Education, Vill. Chorab (Mansui), P.O. Bhota, Tehsil Barsar,
District Hamirpur, Himachal Pradesh – 176 041**

Tele/Fax: +911972-255199; 094181-03003; 098052-39043 & 98167-36633

E-mail: Researchjournal.RRJPER18@gmail.com & jurad13@gmail.com

Website: www.rrjperresearchjournal.in



AN OFFICIAL PUBLICATION OF
RAJ RAJESHWARI COLLEGE OF EDUCATION

Vill. Chorab (Mansui), P.O. Bhota, Tehsil Barsar,
 Distt. Hamirpur, Himachal Pradesh – 176 041

UNDER THE AEGIS OF
RAJ RAJESHWARI EDUCATION SOCIETY

Vill. Chorab (Mansui), P.O. Bhota, Tehsil Barsar,
 District Hamirpur Himachal Pradesh-176 041

Subscription	Annual	03 Years	05 Years	Life Time Member
Individual/Institution (India)	Rs. 2000	Rs. 5000	Rs. 8000	Rs. 15000
Individual/Institution (Foreign)	US \$50	US \$110	US \$200	US \$350

Raj Rajeshwari Journal Of Psychological & Educational Research (RRJPER) Published by RAJ RAJESHWARI COLLEGE OF EDUCATION, Vill. Chorab (Mansui), P.O. Bhota, Tehsil Barsar, Distt. Hamirpur (H.P.) - 176041, Printed by RAKESH KUMAR for RAKESH PRINTING PRESS, New Road, Near Bus Stand, Hamirpur (H.P.) - 177001 and Published at RAJ RAJESHWARI COLLEGE OF EDUCATION, Vill. Chorab (Mansui), P.O. Bhota, Tehsil Barsar, Distt. Hamirpur (H.P.) – 176041.

