Parenting Style, Teaching Style, and Cognitive Skills

Life Skill Training & Youths' Adjustment

Barriers in the Implementation of Inclusive Education

Enhance Performance of Low Achieving School Students

Attitude Towards Inclusive Education

Environmental Education & Education For Sustainable Development

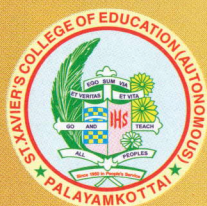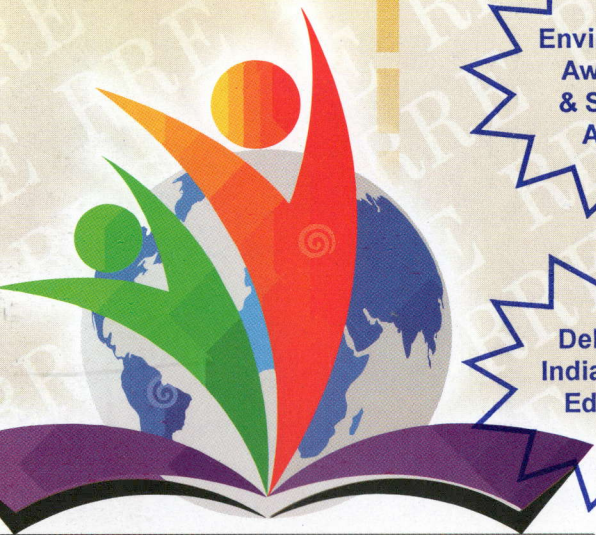Environmental Awareness & Scientific Attitude

Awareness of RPWD Act, 2016

Privatization of Public Higher Education

Debilitated Indian Higher Education

Demographic Profiling of Open & Distance Learners

Digital Literacy

Dear Readers

  The concept of Literacy meaning the ability to write and read, has gone through a sea change in this twenty first century and today we comment on digital literacy. Hiller Spires, a professor of literacy and technology at North Carolina State University, identifies three elements in digital literacy: finding and consuming digital content, creating digital content and communicating or sharing digital content (Liana Heitin, 2016, https://www.edweek.org). It is expected of every person specially the learner of 2K that he / she must be techno-savvy.

  In the context of COVID-19 pandemic, all the institutions have plunged in for online education which completely depends upon the digital resources and online platforms for learning –teaching process. Irrespective of the recommendations of the governments of the central and the state, many private educational institutions have grabbed this opportunity to dive into a new path of transaction of academic content. Needless to say, many teachers and teacher educators of 80's and 90's have been enforced to befriend the knowhow of computers and networking. Time and space are spent with use of hardware and search for new software whereas the newly born is surrounded with electronic toys and equipments. Thus, the younger generation is optimum fenced with networking facilities and hooked in privacy and independence. It is true, this familiarity with digital resources among the 2K kids eventually abets the thirst for curiosity and innovations. The assignments along with the interactions of the teachers direct the students a long way in constructing their own knowledge as it is said by Hiller and make them intelligent personalities.

  Lauding all the above academic consequences, we cannot simply remain silent to the offshoots or the other sides of the digital literacy; remember human being is made up of flesh and bones, cognition and feelings, hard and soft, growth and fall, and ups and downs. Therefore life is a journey and is to be lived in full in the context of the wider human society; in the sense, everyone needs to be in touch with other and communicate face to face so that the nature of the human being is recognised. The advent of digital era, I wonder, whether it has stifled the root of human collectiveness and planted the individual independence. After the birth of ICT, lots of mental sickness, stress related diseases and uneasiness have cropped up among the humans. Look at the online classes, it has led to social isolation, boredom, routine life, physical tiredness, self-communication instead of social, etc. Immediate neighbours are excluded but the distant unknown persons become befriended without knowing the risk involved in it. I think, it is high time, we make a balanced effort in educating our children in approaching the digital toys and resources so that we have in our hands a safe generation for the future. Especially the online education should not be a platform for a deviated life but towards a real learning and development. Parents have begun complaining about ill-effects of online classes which bring no signs of learning but only disappointments on the faces of the children. The academia must stand up, make a serious soul search, evaluation of online interactions and arrive at a fruitful usage of digital resources.

  This issue of our RRE brings in a number of stimulating topics for our reading and reflections; kindly go through them and be profited. We hope, your feedback will always enrich our efforts in consolidating and disseminating the research findings and create a space for healthy exchange of ideas and reflections.

With Regards
Editorial Board

CONTENT

PERCEIVED PARENTING AND PERCEIVED TEACHING STYLE IN RELATION TO COGNITIVE SKILLS OF ADOLESCENTS

ABSTRACT

The aim of this study was to investigate the perceived parenting and perceived teaching style in relation to cognitive skills of adolescents. Random sampling technique was used to select the sample a total of 479 school students of U.T. (Chandigarh) and Parenting Style scale developed by R. L. Bharadwaj, H. Sharma, and A. Garg (1998) and Perceived Teaching Styles Scale and Cognitive Competence Battery developed by Investigator were used. The results showed that the high favourable perceived parenting styles with student-centred perceived teaching style scored higher mean scores of cognitive skills of adolescents as compared to low favourable perceived parenting styles with teacher-centred perceived teaching style.

Key-words- Perceived Parenting styles, Perceived Teaching styles, Cognitive skills, Adolescents, School Students.

Introduction

Adolescence phase is marked by the onset of puberty, emergence of more advanced cognitive abilities and the transition into new roles in society (Hill, 1987).Parental acceptance, rejection and encouragement shape the individual's view of the world, his attitudes toward society, conflicts and resolution. Parenting has often been metaphorically described as an exciting and rewarding journey, providing a sense of fulfilment that is said to be incomparable to most other significant milestones of life. However, the same journey has also been regarded as a potential source of tremendous stressors and challenges, both for the parents and for the significant others involved. These very sentiments about parenting adolescents have been aptly expressed as being a source of excitement and anxiety, happiness and troubles, discovery and bewilderment and breaks with the past and yet of links with the future. With the evolving advancements and progress in our society over the past few decades, parenting practices as well as perceptions about parenting have undoubtedly witnessed adaptations in accordance with the changing times.

After Parents the teachers act as mentors pursuing all round development of learners. A teacher is a person engaged in interactive behaviour with one or more students for the purpose of effecting change. The change, whether it is to be in knowledge (cognitive), skill (psychomotor) or feeling state (affective) is intentional on the part of the teacher (McNeil & Popham, 1973). Further, Walberg (1972) and Winne and Marx (1977) emphasized that student's perceptions of their teacher's behaviour should not be underestimated rather it should be considered an important mediator between the instructional characteristics and academic achievement. Wubbels and Levy (1993) reaffirmed the role and significance of teacher behaviour in the classroom environment and in particular how this can influence students' motivation and ultimately, achievement. Various researches have shown that students' perceptions of teacher–student interpersonal behaviour are strongly related to student achievement and motivation in all subject areas (Wubbels and Brekelmans 1998). An earlier study found that student perceptions of support, interest and respect received from their teachers was the most influential element of academic motivation, effort and achievement (Zimmerman, Khoury, Vega, Gil, &Warheit, 1995). They also noted that students' perceptions of teacher disinterest directly related to feelings of alienation, lack of commitment to school and high dropout rates of low socioeconomic status minority students (Zimmerman, Khoury, Vega, Gil,

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&Warheit, 1995). It is hence imperative to assess the dynamics of parental and teaching effects on adolescents and the current study "Perceived Parenting and Teaching Styles in relation to Cognitive Skills of Adolescents" intends to analyze the same.

Significance of the Study

Home and School provide a structural education and promote students' mental and psychological growth. That there is a need to research the appropriate parenting and teaching styles perceived by adolescents which may play a role effectively in nurturing of cognitive skills in adolescence while also building resilience into adulthood. The present study aims to thoroughly study the impact on cognitive skills of adolescents and the effect it has on their intrapersonal and interpersonal lives, with focus on perceived parenting and teaching styles. Hence the investigator has selected the problem.

Objectives of the study

1. To study the relation of perceived parenting styles with cognitive skills of adolescents.

2. To study the relation of perceived teaching styles with cognitive skills of adolescents.

3. To study the interaction effect of perceived parenting styles and perceived teaching styles on cognitive skills of adolescents.

Hypotheses

1. There is no significant difference in scores of cognitive skills of adolescents with high and low favourable perceived parenting styles.

2. There is no significant difference in scores of cognitive skills of adolescents with teacher-centred and student-centred perceived teaching styles.

3. There is no interaction effect of perceived parenting styles and perceived teaching styles to yield difference in scores of cognitive skills.

Method of the Study

For the current study the descriptive method of research was used to study the relationship of perceived parenting and teaching styles in relation to cognitive skill. In the present investigation, dependent variable is cognitive skills and the independent variables include perceived parenting styles and perceived teaching styles. The study was employed as 2X2 factorial designs with each of the two independent variables to be studied at each level. The schematic lay out of the design is as follows:
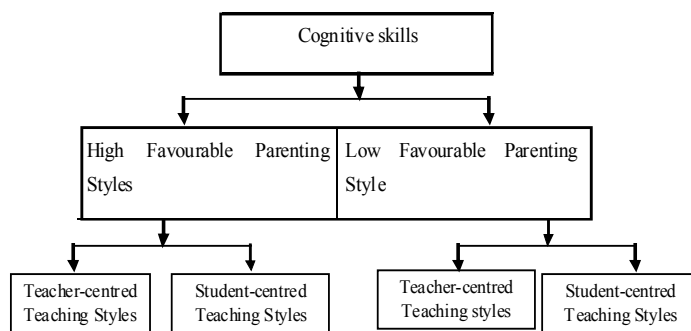
Figure 1 Schematic Lay Out of the Design

Sample

The universe of the study was the adolescents studying IX grade in government and private secondary schools of Chandigarh (U.T.). The schools were selected by using the random sampling technique. The total 479 students participated in this study from eight (four Governments and four Private) schools that are affiliated to Central Board Secondary Education, New Delhi.

Tools Used

1. Cognitive Competence Test Battery (Developed by the Investigator)

2. Perceived Teaching Style Scale (Developed by the Investigator)

3. Parenting Scale (Developed by R. L. Bharadwaj, H. Sharma, & A. Garg (1998).

Statistical techniques used

Descriptive analysis as mean, median, mode and standard deviations; for inferential analysis as 't'-test and Analysis of variance were used.

Analysis and interpretation of data

Mean, SD, Skewness and Kurtosis for total scores of cognitive skills of four groups i.e. Low Favourable

Perceived Parenting Styles/Teacher Centred Perceived Teaching Styles (LFPPS/TCPTS); Low Favourable Perceived Parenting Styles/ Student Centred Perceived Teaching Styles (LFPPS/SCPTS); High Favourable Perceived Parenting Styles/Teacher Centred Perceived Teaching Styles (HFPPS/TCPTS); High Favourable Perceived Parenting Styles/Student Centred Perceived Teaching Styles (HFPPS/SCPTS) were computed and have been presented in the following Table1.

Table1

Means, SD's, Skewness and Kurtosis for scores of Cognitive Skills

	LFPPS/ TCPTS	LFPPS/S CPTS	HFPPS/ TCPTS	HFPPS/ SCPTS
Mean	63.57	63.68	66.12	73.92
S.D	15.17	16.75	15.07	14.22
N	98	62	224	95
Skewness	-1.07	-0.29	-1.24	-0.67
Kurtosis	1.39	-0.71	2.72	-0.02

Table1 shows the mean scores of cognitive skills for the four groups. The mean score on Cognitive skills of HFPPS/SCPTS group was higher than the other three groups i.e. HFPPS/TCPTS, LFPPS/SCPTS and LFPPS/ TCPTS group. Skewness value for the groups LFPPS/ TCPTS (-1.07) LFPPS/SCPTS (-0.29), HFPPS/TCPTS (-1.24) and HFPPS/SCPTS (-0.67) indicate that the score of the four groups was negatively skewed. The values were within the acceptable limits of normality of distribution (± 1) and hence the distribution of the measure may be considered as moderately normal. Kurtosis value for scores on Cognitive Skills of the two groups i.e. LFPPS/TCPTS (1.39) and HFPPS/TCPTS (2.72) were indicated leptokurtic; LFPPS/SCPTS (-0.71) and HFPPS/SCPTS (-0.02) were indicated platykurtic for scores of students.

The sum of squares, mean sum of squares, degrees of freedom and F-ratios for main effects and interaction effects of the four groups were computed and have been presented in the Table 2.

Table 2

Summary of 2x2 Analysis of Variance on Mean Scores of Cognitive Skills in relation to Perceived Parenting Styles and Perceived Teaching Styles

Tests of Between-Subjects Effects					
Source	Type III Sum of Squares	Df	Mean Square	F-value	p-value
I- Perceived Parenting Styles	3957.04	1	3957.04	17.231	.0001**
II- Perceived Teaching Styles	1510.747	1	1510.75	6.579	.011*
Perceived Parenting Styles * Perceived Teaching Styles (IxII)	1430.771	1	1430.77	6.23	.013*
Error	109082.62	475	229.648		
Total	115621.962	479			

Findings of the Study and Discussion of Results

Perceived Parenting Styles

It is revealed from the table 2 that the null hypothesis, Ho.1. assumption that there is no significant difference in total scores of cognitive skills of adolescents with low and high favourable parenting styles was rejected at =0.01 level of significance. An examination of the means of the two groups revealed that the group of students belonging to high favourable parenting styles scored higher on cognitive skills as compared to the students belonging to low favourable parenting styles. Perceived parenting styles—which are today much varied than before (Critzer, 1996)—includes parental beliefs and values, which influence child-rearing practices. Moreover, each student's cognitive development is affected by the parenting styles s/he experiences. Bhargava and Sidhu (2000) concluded that accepted children were outgoing, emotionally stable, obedient, happy-go-lucky, vigorous, self-assured, controlled, and not frustrated. Alternatively, rejected children tend to be reserved, emotionally less stable, aggressive, serious, shy, shrewd, apprehensive, careless, and tensed.

Perceived Teaching Styles

Table.2 shows that the null Hypothesis Ho.2.assumption that there is no significant difference in total scores of cognitive skills of adolescents with teacher-centred and student-centred perceived teaching styles was

rejected at =0.05 level of significance. An observation of the means of the two groups revealed that students belonging to student-centred perceived teaching styles scored higher on cognitive skills as compared to the students belonging to teacher-centred perceived teaching styles. Some other research resembling the results of this research work like, Chang (2010) showed that student who perceived that their teachers employed an authoritarian or a democratic teaching style scored higher on tests than students who perceived an indifferent teaching style. Those healthy teacher–student interpersonal relationships are a prerequisite for engaging students in learning activities (Brekelmans, Sleegers& Fraser, 2000;Wubbels & Levy 1993).

Interaction: Perceived Parenting styles and Perceived Teaching Styles

Table 2 shows that the p-value on the basis of p-value on cognitive skills of students with high and low favourable perceived parenting styles with student-centred and teacher-centred perceived teaching styles were found to be significant at the =0.05 level. It is indicated that perceived parenting styles and perceived teaching styles were dependent upon each other to affect mean scores of students on cognitive skills. So, the null Hypothesis Ho.3.assumptionthat there is no interaction effect between perceived parenting styles and perceived teaching styles to yield differences in cognitive skills was rejected at the =0.05 level of significance. It suggested that the difference in mean scores cognitive skills of adolescents with high favourable and low favourable perceived parenting styles were dependent on student-centred and teacher-centred perceived teaching styles of students. The results were supported by Douglas A. Bernstein (2011) from the University of South Florida and have over forty years of classroom experience. He states that the type of parenting and teaching styles employed greatly affect a student's behaviour. A teacher's—as well as a parent's—role is to encourage, support and motivate the student to bring out their very best.

Educational Implications

Parents should adopt empathic attitude towards adolescents and should make them feel secured. This feeling of security would make them to think widely rather than focusing entirely on themselves. Parents should show concern, involvement to them and should approach through the democratic parenting style. Parents and teachers must be very particular in maintaining interpersonal relationship with the adolescents in order to channelize their energies in right direction. Findings of the present study are also helpful in studying the problems faced by the adolescents. So, parents, teachers, counsellors can take necessary steps to help them to become socially mature and good citizens of the nation.

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IMPACT OF LIFE SKILL TRAINING ON TRIBAL YOUTHS' ADJUSTMENT LEVEL

UGC CARE APPROVED

ABSTRACT

Adjustment is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. It gives the strength and ability to bring desirable changes in the condition of the environment. Life skills help youths to get along with other people and adjust with their environment and making responsible decision. Therefore, the objective of this study was to see the impact of life skill training on tribal youths' adjustment level. Pretest-Posttest experimental control design was used. A sample of 140 tribal youths of age ranging from 15-24 years was drawn from a school of Udaipur district. The school was selected purposively. Subjects were assigned randomly to different groups of the study. The adjustment inventory prepared by V.K. Mittal was used for collection of data. Mean, S.D., Analysis of Covariance was computed for determining the effect of life skills training. Positive impact of life skill training on tribal youths' adjustment level was observed.

Keywords: Life skills training, adjustment, tribal youths

Introduction

Youth age is the literal meaning of the "third world," which exists between childhood and the adult's world. Biologically it is the final stage of the physical maturity. On the one hand, young people feel mature and they want to be independent, but, on the other hand, it is a high responsibility which requires lots of life wisdom and skills (Lidaka and Lanka,2014). Life skills help in the development of social competence and problem solving skills, which in turn help youths to form their own identity. In line with an expansion of social adjustment, life skills teach us how to remove friability from themselves and look at life issues like solvable puzzles. Infact, life skills teach us how to adjust with their own social context. The physical and psychological characteristics of youths and the nature of developmental tasks which they are expected to perform often pose certain challenges and problems for adjustment (Aathirai and Rani, 2018). Basically youths face problems related to their home, school and society. In the case of tribal students they may feel difficult in school adjustment because they are being forced to sit in schools where ethnically, culturally and linguistically strange people appointed as teachers and chapters are little connection to their life style, culture and taught. Tribal youths are not aware of the basic information related to health issues.

Youth is marked with a number of problems which affect the mental health. The sound mental health is one of the first requisites conditions of development. An individual need emotional adjustment, social adjustment as well as educational adjustment also. Good adjustment helps him to overcome from different difficulties (Sarkar and Banik, 2017).It helps to make good relationship with the society, with peer group. Study done by Kumar(2017) revealed that imparting life skills education to the students was helpful to address the needs of children, helped in motivating, providing practical, cognitive, emotional, social and self-management skills for life adjustments. Research of Zahra et al. (2013) also indicated that life skill training has a significant positive effect on social development and emotional adjustment. They further found that learning was enhanced by the intrapersonal skills used to reflect on one's learning and adjust learning strategies accordingly. This research also emphasized the need for life skills intervention to raise adjustment level among tribal youths. Therefore, in

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this research impact of life skills training on tribal youths' adjustment was studied.

Objective: To see the impact of life skill training on tribal youths' adjustment level.

Hypothesis: There is a positive impact of life skill training on tribal youths' adjustment level.

Methodology

Sample: The sample of the present investigation was consisted of 140 tribal youths who were randomly selected from 10th to 12th class from Govt. Sr. Sec. School, Lakd was of tribal dominating area of Udaipur district. These youths were randomly assigned to experimental and control group. The respondents were belonged to the age group of 15 to 24 years.

Design: The pretest-posttest experimental control group design was used.

Tool: The adjustment inventory prepared by V.K. Mittal was used to collect the data. The present inventory has the following areas of adjustment: (i) Home Adjustment (ii) Social Adjustment (iii) Health and Emotional Adjustment (iv) School /College Adjustment. It consisted of 80 items which were equally contributed amongst the four areas of adjustment. Using split half technique the coefficient correlation was found to be 0.94 between odd and even items. The inventory was validated against two external criteria and validity co-efficient ranges from .597 to .693.

Procedure: On the given prescribed time youths were contacted at school with the prior permission of the principal. The rapport was established with them. Adjustment inventory was administered initially on 140 youths. These respondents were randomly assigned to experimental group and control group. Training of life skills was provided to the experimental group on self-awareness, self-esteem, coping with stress, coping with emotion, empathy, effective communication, interpersonal relationship, critical thinking, creative thinking, problem solving, decision making as laid down by W.H.O. Youths of experimental group was given training for life skills in 12 sessions (one session per week of one to two hours). They were given training to (i) develop the ability to imagine what life is like for another person, (ii) develop the quality of patience and show affection to others and (iii) identify respectful

behaviours and the impact of such behaviours through some activity, power point presentation, group discussion and role play and video. In the control group no training was given. In the control group no training was given.

After the training was over youths were post tested through the adjustment inventory. Analysis of Covariance was used to find out the impact of life skill training on tribal youths' adjustment level.

Result and Discussion

The mean and standard deviation scores of adjustment are shown in Table 1

Table 1
Mean and S.D. Scores of Different Groups on Adjustment

Group	Testing	Mean	S.D.
Experimental Group	Pre Test	162.62	7.33
N = 70	Post test	178.4	10.17
Control Group	Pre Test	160.52	10.47
N = 70	Post Test	163.04	7.55

It is clear from the table 1 that in pre- testing situation the mean scores of self-esteem for experimental group and control group were 162.62 and 160.52 respectively. The standard deviation score in pre- testing was found to be 7.33 and 10.47 respectively. It indicates that adjustment score were found similar for experimental and control group in pre-testing situation. In post testing situation mean scores of adjustment were 178.40 and 163.04 for youths of experimental group and control group respectively. It indicates that the mean of post test scores were more than mean of pretest scores in experimental group but not in control group. To see the significance of difference analysis of covariance was done.

Table 2
ANOVA of Adjustment Scores during Pre and Post Testing

Source	df	SS (pre)	SS (post)	MS (pre)	MS (post)	'F' ratio
Among	1	154.35	8254.46	154.35	8254.46	F pre 1.85
Within	138	11451.78	11235.67	82.98	81.41	Fpost 101.38*

* Significant at 0.01 level

Table 2 shows that the pre test value of F was insignificant, which shows that experimenter was successful in getting random sample in study groups. It is reflected from the table that F value of the post test was 101.38 significant at 0.01 level which shows that there were significant differences in adjustment scores during post testing.

Table 3
Analysis of Covariance of Adjustment Score

Source	df	SS (pre post)	SS (post pre)	MS (post pre)	SD (post	F (post pre)
Among	1	1128.75	6864.68	6864.68	7.21	132.01*
Within	137	6861.81	7124.12	52		

* Significant at 0.01 level

It is evident from table 3 that the F post pre ratio of 'F' (F value=132.01, df =1/137, P<.01) for adjustment was significant at 0.01 level. It indicates that the two means of adjustment which were dependent on training were significantly different after adjustment for initial differences in adjustment scores.

The reason for improvement in adjustment scores of experimental group could be that youths of this group have improved social interactions. Through training module of life skills youths developed the quality of patience and started showing affection to others. They also helped to understand the problems of others. During life skills training youths have learnt the concept of patience by playing a game. They started to value the worth of people and things and to treat them with care. They developed the ability to imagine what life was like for another person. They identified respectful behaviours and learnt how to properly respect others.

Conclusion

Youths of experimental group reported in post testing that they did not feel that no one love them in their family. They did not like to live separately from their parents. They tried to come forward on social ceremony. They did not feel hesitation to talk with unknown persons and girls of same age group. They were able to give correct answer which was asked in the class. They participated in cultural programme of their school and society. They did not care what other persons think about them. They started to pay attention on their friends during social occasion. Training of life skills prepared tribal youths to accept challenges which

were coming in their life and developed the capacity to adjust in any situations. According to studies of Olyaie et al. (2016) and Akbari and Mina (2013) life skill training affected the level of adjustment in tribal youths and suggested that self-awareness and communication skills could be added to the current approaches in managing interpersonal problems of youths. Research studies conducted by Anand and Ritu (2015) and Malik et al. (2012) observed that life skill training significantly decreased academic anxiety and increased adjustment level of students and had a positive effect in youth problems and adjustment of youths. Therefore, it is recommended that in schools and college emphasis should be given on enhancing life skills training programmes so as to ensure healthy psycho-social development of students.

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BARRIERS EXPERIENCED BY THE SPECIAL TEACHERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION AT SECONDARY SCHOOL STAGE IN HISAR DISTRICT OF HARYANA

ABSTRACT

This study was carried out to list the barriers experienced by the special teachers in the implementation of the Inclusive Education of the Disabled at Secondary Stage (IED-SS) scheme in Hisar district of Haryana. The sample comprised of a purposively sampled ten special itinerant teachers. A semi-structured interview schedule was used to collect data. The study found the faulty and inadequate appointment of special teachers, non-inclusive curriculum, the inappropriate procedure of identification and assessment of the disabled children, inadequate availability and usability of resource rooms, lack of adaptations in examination and assessment procedure for benchmark disabilities as some of the major barriers experienced by the special teachers in the successful implementation of the IED-SS scheme. The study has its implications for policymakers, managers, school administrators, teachers, community members, and media personnel.

Keywords: Barriers, special teachers, inclusive education, the disabled, IED-SS scheme

Introduction

The children with disabilities had been excluded from the education system based on the historical false assumptions that these children cannot participate in and getting benefits to education which impeded their personal as well as social welfare. Historically, efforts have been made to the education of the children with disabilities in segregated settings such as special schools for specific impairments considering the superlative preference for them. But separating these youngsters from their relations and society was violative of basic human rights. Inclusive education is the fundamental right of children with disabilities. In 1994, United Nations

Educational, Scientific and Cultural Organisation's (UNESCO's) Salamanca Statement on Principles, Policies and Practice in Special Needs Education was adopted by 92 nation's representatives and 25 international organizations which emphasized on the inclusion of all types of learners in a single educational setting and the regular inclusive schools were considered the best means to overcome inequitable outlook, harmonizing setting for all and encouraging an inclusive society. India is obligatory to achieve the aim of Salamanca's statement being one of its signatory among the 92 delegates and took off some key initiatives aiming at providing increased educational opportunities to the disabled children in the regular educational establishment. Best remarkably amongst them is the District Primary Education Programme (DPEP) launched in 1994, the Persons with Disabilities Act (1995), National Trust Act (1999), Sarva Siksha Abhiyan (SSA), 2001, the Action Plan for Inclusive Education of Children and Youth with Disabilities (2005), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), 2009, Inclusive Education of the Disabled at Secondary Stage Scheme (IED-SS), 2009 (which substituted the Integrated Education for Disabled Children (IEDC), 1974). These programmes conveyed extensive transformation towards inclusive education in India.

India committed to the Millennium Development Goals in 2000, heightened its' calling and incredible attempts for universalization of education at the elementary stage through Sarva Shiksha Abhiyan programme (2001). According to the World Bank Reports (as cited in Anderson and Lightfoot, 2019), from 2000 to 2017 more than 33 million school enrollments increased at elementary stage (from 156.6 million in 2000-01 to 189.9 million in 2017-18). Universalization of education at secondary stage has been introduced through RMSA (2009), and the IED-SS scheme (2009) enacted a weighty role for making education inclusive for the children with disabilities at secondary stage

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by providing various provisions such as identification and assessment of the disabled children, developing teaching-learning materials and accessibility to the children according to their needs, endowment regarding aids and appliances services, stipend for girl students with disabilities, establishment of resource room and equipping these resource room, setting up model inclusive school, eliminating infrastructural barriers, transportation facilities, accessibility of disability certificate, orienting of school head, and school managing team, course alterations, teaching approaches, appointment of special teachers, working of interdisciplinary team, accessibility and usability of information communication technology (ICT), pre and in-service training of general teachers/ special teachers, examination adaptation for and academic assessment of the special children, etc.

Background of the study

In the implementation of inclusive education, a range of barriers that are experienced by different stakeholders was reviewed by the researchers from the existing literature for the background of the study.

The attitude of the stakeholders such as administrators, teachers, and parents of children without disabilities and peers of children with disabilities was observed as a major barrier in the inclusion of disabled children. Jha (2002) imprinted two types of barriers in terms of curriculum privileged the classrooms and examinations system and external barriers in terms of unavailability and inaccessibility of the educational setting for children with disabilities. Skarbrevik (2005) revealed about the socialization of pupils with disabilities that had limited friend circle in comparison to children without special educational needs. Ring & Travers (2005) revealed insufficient awareness and knowledge of non-disabled children about learning disability as a barrier to the inclusion of disabled children. Balasundaram (2005) emphasized the issues alike insufficient student-teacher ratio, a dearth of educational enthusiasm, teachers' desire for money, and the discrepancy between exclusive educational establishments and their underprivileged complements. The absence of trustworthy statistics on the pervasiveness of disability was observed as another hindrance in the education of children with disabilities. Abrizah and Ahmad (2010) traced six barriers specifically physical, resources, curriculum, policy, inadvertent, and deliberate attitudinal barriers. Wehbi's (2011) findings demonstrated the prevailing structure of education as a major barrier to educating children with disabilities in inclusive arrangements and other obstacles were identified such as scarcity of funding, bad health, poor conveyance services, obstinate policies and family compressions to educating these children. Ahmad (2012) mentioned that negative social outlooks, lack of ramp, bulky classrooms, crowded and prickly seating arrangements were common barriers to inclusive education. Berwal (2012 as cited in Bala, 2017) emphasized that the participants of the school world such as fellows of the school management committee, parents, and administrators had an insufficient basic understanding about the concept of inclusion and rights and opportunities guaranteed by the Constitution of India to the persons with disabilities. Bala (2017) found that administrative barriers, attitudinal inconsistencies, and physical or infrastructural discrepancies hindered the effective implementation of inclusive education.

Reviewing the literature, noticeable barriers are found such as the attitudinal barriers, physical or structural barriers, administrative barriers, barriers related to knowledge and training of different stakeholders, social barriers, economic barriers in terms of funding, academic barriers such as barriers related to curriculum, teaching strategies, the appointment of special educators, external support from an interdisciplinary team, use of ICT, inadequate pre and in-service training of general teachers/ special teachers, use of resource room and equipment of resource room, examination and academic assessment of the disabled children, communication and skills and policy provisions related barriers. A few research studies have been done at the implementation of inclusive education for the disabled at the secondary stage under the (IED-SS) scheme 2009 in India but inputs from special teachers are yet to be recorded. Thus, the researchers decided to study the barriers experienced by the special teachers in the implementation of the IED-SS scheme in the Hisar District of Haryana.

Significance of the study

Inclusion in the perspective of education is based on the idea that all children should study mutually, irrespective

of diversities or limitations. Many initiatives have been taken for the inclusion of the disabled children at an elementary and secondary level in terms of inclusive programmes, schemes, policies, and Acts; still, considerable factors act as the hindrance in the effective outcome of these efforts. The teacher is the most significant operational vehicle who transforms any documentary educational promise by the government in a practical sense. In the case of inclusive education, the special teacher works intensively from the stage of identification of a disabled child to the completion of his/her secondary education. In Haryana, special teachers for hearing, visual, and intellectually disabled children are appointed under IED-SS scheme at block education level to work as itinerant teachers. The finding of this study reveals the sincere concern of these special teachers about barriers that they are facing to implement inclusive education of the disabled at the secondary school level. This study will be helpful for all stakeholders such as policymakers, managers, school administrators, teachers, and community members making deep insight into all hindrance and taking corrective measures to resolve them.

The objective of the study

The sole objective of this study was to list the barriers experienced by the special teachers in the implementation of inclusive education of disabled children at the secondary school stage in Hisar district of Haryana.

Methodology

The qualitative approach is one of the appropriate research approaches to getting in-depth information related to any phenomenon. According to the nature and features of this study, the researchers employed a qualitative research method by using a semi-structured interview schedule for attaining intensive information related to the barriers experienced by the special education teachers in the implementation of the IED-SS scheme in Hisar District, Haryana.

Population and Sample of the Study

The target population in this study was the special teachers in Hisar district. Administratively, Hisar district is divided into nine blocks. One resource center or inclusive model school has been set up at the block level. Special teachers are appointed at the block resource center. The researchers got the list of special teachers from the district project coordinator office. The researchers selected ten participants or special teachers purposively at least one participant from each block. There were five male and five female participants. To protect the identity and ensure confidentiality, the participants were coded A to J in place of their name. Proper consent was taken from all participants telephonically and they were interviewed in the school working hours and notes were taken accordingly.

Analysis of data

The researchers read and reread the information provided by the participants and coded this information in the form of a phrase, paraphrase, themes, label, or words and then deliberated as the participants described.

Findings and Interpretation of the Study

The participants were asked about the barriers experienced by them in the implementation of the IED-SS scheme by semi-structured interviews. The subsequent themes emerged from the dialogue:

1) Confusing appointment of special teachers

The study found a confusing state regarding the appointment of special teachers at the inclusive model schools or block resource centers when a participant said that he is appointed at the center as a special teacher to facilitates the education of children with disabilities, commonly referred as 'Children with Special Needs (CwSNs)' in the IED-SS scheme. However, he works a majority of time in terms of providing aids and appliances, procuring teaching-learning materials, and organizing other activities but not as a teacher who teaches in the classes. Another participant said that she makes efforts to educate to the required child in her specialization but a particular block has a great number of schools with a great variety of children with disabilities and other responsibilities as a resource person which makes it difficult to visiting all schools frequently and educating these children on regular basis.

2) Insufficient special teachers

The study participants revealed that the lack of specialist teachers is the key barrier in the implementation of inclusive education at the secondary stage. Special teachers required as per the specialization viz. visual

impairment, hearing impairment, intellectual disability, etc. have not been appointed even at each block resource center or inclusive model school. The researchers surveyed that the prerequisite posts sanctioned at the block level for the appointment of resource persons have not been filled now. At least eight appointments including SSA are required at the block resource centers for visiting all schools properly under the block but it is found that most of the block has only one or two appointments.

3) Less satisfactory procedure for identification and assessment of CwSNs

The study uncovered that the identification and assessment of the students have been done in the haphazard manner which is less efficient to thorough identification and assessment of the Children with Special Needs (CwSNs). A participant said:

Identification and assessment camp is organized about five or six days in which intensive assessment cannot take place at all blocks.

There are some issues related to issuing medical certificate such as variation in the assessment by experts in the same field. Medical certificates are issued only for limited disabilities.

4) Non-inclusive curriculum

A non-inclusive curriculum is also a great barrier in the implementation of inclusive education at the secondary stage. The disabled learners follow the same curriculum as the general students follow without making any type of adaptation according to the needs of the disabled children which discourages academic achievement mainly children with intellectual disability, cerebral palsy, autism, and multiple disabilities. The general curriculum makes a hindrance for some major disabilities as revealed by a participant;

Students such as physically disabled, hearing impaired, visually impaired are capable to cope up with the existing curriculum but some benchmark disabilities such as mental retardation, cerebral palsy, autism, and multiple disabilities facing great difficulties with the present curriculum.

5) Inadequate availability and usability of resource rooms

Due to a large number of schools under one block and limited manpower, it makes accessibility and usability of resource rooms difficult for children with disabilities. A participant emphasized by saying;

The shortage of resource rooms is leading the insufficient serving of children with special needs (disabilities).

It is observed by the researchers that the availability of the teaching-learning material at some resource centers is satisfactory but limited usability due to the scarce manpower and escort allowance or traveling facilities for proper functioning. As a respondent admitted:

The availability of teaching-learning material at the resource room is satisfactory but the matter is about proper utilization of this material in the classrooms and at the resource center in the absence or insufficient special teachers.

6) Limited accessibility and usability of Information Communication Technology (ICT)

Information Communication Technology (ICT) plays a great role in the advancement of these children in every aspect. Limited availability and usability of ICT are also acted as a barrier in the implementation of inclusive education at a secondary stage in Hisar district. One of the participants said:

The teaching-learning process can be made easy if the availability of advanced communication technology such as smartphones, talking software is assured to the CwSNs. The Government of India had planned launching software named 'Joy' which could not be attained success in practicability.

7) The policy framework is less comprehensive for academic purpose

The participant felt that the policy framework emphasizes more on facilitating the CwSNs which helps make their access to the school but less effective academically which encourages unintentional drop-out rates. It does not provide any specific guidelines related to the curriculum adaptation, teaching methods, examination, and academic assessment according to the needs of CwSNs. According to the respondent (J):

The policy has been made in haste without any preparation such as making schools inclusive in terms of infrastructural adaptations, curriculum adaptations,

examination and assessment adaptations, required capable manpower like trained general teachers, special teacher, and resource persons.

8) Less adaptive examination and evaluation system for children with disabilities

The participants revealed that there are no specific prescribed guidelines regarding the adaptation of examination and academic evaluation of the children with benchmark disabilities. As one participant told:

Required adaptations regarding the examination and evaluation of the benchmark disabilities have been recommended many times may be issued and implemented from the coming academic session.

9) Lack of interest of general teachers towards training

General teachers play an important role in the effective implementation of inclusive education. There are unskilled and semi-skilled general teachers in inclusive schools to instruct CwSNs. The participants revealed that some general teachers don't take training seriously because they have the mindset that the special teachers have to teach the CwSNs and they are not capable of instructing children with disabilities in the inclusive classroom.

10) Insufficient researches

The participants felt that researches done in this area cover the general topic of the scheme. It means that more emphasis has been given at the philosophical aspects and physical accessibility rather than working on the practical or classroom or applied research with the benchmark disabilities, ways of curriculum adaptation for these children, developing advanced teaching-learning materials for according to the needs of special children and variety of teaching-learning methods delivering instructions to CwSNs children in inclusive classrooms.

11) Inadequate provision of the interdisciplinary team

Non-satisfactory role of the interdisciplinary team of experts viz. physiotherapists, occupational therapist doctors, clinical psychologists, etc. was observed by the researchers. The interdisciplinary team comes into existence only at the time of identification and assessment of children with disabilities.

12) The attitude of different stakeholders

The real implementation of inclusive education depends on the attitude of the different stakeholders such as school heads, general teachers, parents of disabled children, and without disabled children and peers of disabled children. It is found that attitudinal problems have been reduced immensely but exist to some extent. Most of the parents of disabled children are mainly concerned about the economic facilities than to educating their children. General teachers feel it an extra burden and show their incapability to instruct disabled children in general classrooms.

Educational implications

The semi-structured interview scheduled revealed an obvious and complete appearance on the barriers experienced by the special teachers in the implementation of the inclusive education of the disabled children at the secondary stage in Hisar district, Haryana. Although the teachers admitted that the scheme proved a landmark for the disabled children at the secondary stage but some challenges which they encountered at ground level are inadequate human power in terms of insufficient special teachers, resource persons; financial assistance in terms of stipends, escort allowance, traveling allowance; inappropriate assessment procedure; limited availability and usability of the information communication technology, non-inclusive curriculum, examination and assessment adaptations, limited accessibility and usability of resource rooms; lack of specific researches in inclusive education.

This qualitative study is brought into being that inadequacy of the special teachers and resource persons are the major barrier in the implementation of IED-SS scheme which also leads to the other challenges or hindrances such as improper usability of the resource rooms, teaching-learning materials, aids and appliances, etc. It is found that the model inclusive school or the block resource center has an insufficient number of special teachers and resource persons and the appointments are on a contractual basis. The schools under one block resource center are in great numbers. It is very difficult for a special teacher to visit all schools properly and paying full attention to the education of all children under his/her block. All

documentation work is also done by the special teachers which obstructed the main work of the special teachers that are teaching to the children with disabilities. The attitude of the heads, general teachers, and incapability of general teachers is also one of the main barriers in inclusive education. Challenges related to the identification and assessment of the disabled children also faced by the special teachers due to the short duration of assessment camp and on the part of the interdisciplinary team of experts.

The outcomes of this study proposed great attention on the behalf of the government to provide required manpower aiming at providing equal opportunities for disabled children to enable them to avail all benefits of the scheme completing secondary education. It is observed that practically IED-SS got success in only to the accessibility of the disabled children in school but retention and quality education are sighted far away till now. There is a great need for a cooperative and collaborative partnership of different stakeholders for getting real impetus from the inclusive education schemes which will be the forerunner a great educational reform. This study will be helpful for all the education world.

The findings of this study should be interpreted cautiously in the light of limitation that the sample was drawn from one small region of the Haryana State and respondents were itinerant teachers selected purposively from resource centers located at the block level.

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A PLAN OUT TO ENHANCE PERFORMANCE OF LOW ACHIEVING SCHOOL STUDENTS

ABSTRACT

This article focuses on practices and action plan to address the low achieving students in schools. The study has been divided in two parts: First one includes Action Plan for the session which is a collaborated effort by Management, Teachers and Parents along with students. All these enterprises collectively lead to enhancement of students grades from low to high. The second part includes the Perfect Daily Period Picture to be followed by the teacher to enhance the performance of students which includes various sub steps including motivation, rapport with students, class assessment, revision, content delivery and note on revision.

Introduction

It's the common problem faced by almost all subject teachers that which is the right way to enhance the performance of low achieving students as if we focus on them the mediocre and good performing students lag behind and vice versa. The reasons for this low achievement may start from lack of basic knowledge to lost interest somewhere in between leading to this resting stage. Whatever the reasons may be making the study solution oriented some very common but effective strategies and route maps can be followed to lead the students from low achievement to high achievement.

The solution of the problem has been divided into two parts: firstly the action plan for the session with a collaborative effort of all stakeholders starting from management committee including Principal, in between the teachers and parents and finally delivering to students. Second part deals with the best utilization of 45 minutes period by the teacher to address students with diverse abilities focusing on low achievers.

Action Plan for the Session
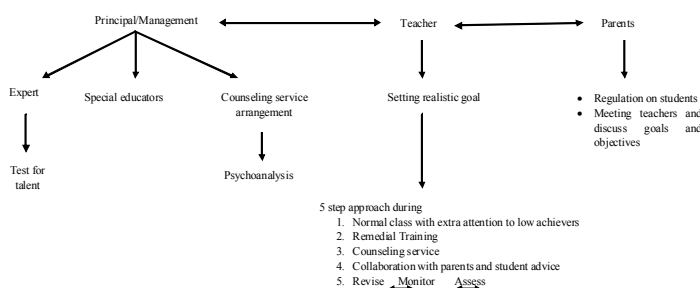
Efforts by the Management and Principal

Arrangement of special Counseling Sessions: Special counseling sessions should be arranged by the management for the teachers as well as students so that they remain motivated to enhance performance without induction of any kind of stress. These counselors should be well versed in identifying the teenage problems and the ways to tackle them out. They should be individually able to address the stakeholders in case of need at any time.

Appointment of Special Educators and Experts: Being a part of inclusive classroom special educators should be employed for low achievers with disabilities. These special educators may along with academic value also assist teachers and students in solution of physical and mental hurdles faced by them by providing instrumental and psychological help.

Arrangement of Remedial Teaching: Special remedial class must be arranged by the timetable in-charge and Principal to address the loopholes or gaps left unfilled during the previous classes. These classes must be filled with basic language and arithmetic skills along with concept building necessary for teaching subject concerned.

Efforts by Teacher

Identification: Before the solution of any scientific or practical problem it is necessary to identify the problem areas. The first Step is Identification of weak students by teacher. Various techniques may be employed for it:

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1) Previous class marks in subject as the exam was already a standardized test.

2) Verbal Introductory Class mentioning weak and strong areas in concerned subject.

3) Student confidence level and talk during the interaction session between students and teacher.

4) Utilization of Basic Observation technique by the teacher.

Setting Realistic Goals: Depending on the diagnostic evaluation, some realistic goals should be set by the teachers to enhance the performance of low achievers. Setting of these goals is a necessary step as these must a bit above the current levels of students. If the goals are of a much higher level it will induce anxiety and self efficacy and if much low will lead to boredom. Both of the things are not positive for performance enhancement.

5 Step Approach to Improve Academic Performance:

i) Extra attention to low achievers during normal class

ii) Remedial training during extra period

iii) Generate competition among Low achievers to do better

iv) Collaboration with parents and student advisors

v) Revise- Monitor- Assess

Practice test based on Pre Set Goals: Based on the pre set goals regular practice test should be conducted to check the percentage enhancement of achievement in students. During CCE regular practice exams, low achievers must be assessed just the easier questions based on preset goals by teacher.

Efforts by Parents

Meeting Subject Teacher on regular basis: Parents should meet the teacher at least once a month to discuss the goals and objective set by him along with the home efforts needed to achieve them. Parents should make efforts at home to solve problem areas of child as well as provide positive motivation and authentic academic help.

Regular Check on Students: Parents should keep an eye on child's track and psychological issues. Even some home tests should be conducted by the parents to maintain child's confidence and academic check.

The Perfect 45 minutes Period Picture

The daily period can be divided into a chain of pre decided activities to get maximum output out of students.

Motivation, Rapport with Students, last Class assessment and Revision, Content Delivery, Practical Use of Discussed Content and Note on Revision

Motivation: Studies suggest that difference between low achieving and high achieving students also lies in their psychological mindset along with the IQ. Comparative studies show that low achieving students have lower level of inner motivation that is fixed mindset than high achievers (growth mindset).Fixed mindset can be shifted to growth mindset with proper external motivation. So, start the class with a motivational story of a great man who rose from a very low level and achieved big like Thomas Edison or Bill Gates. This acts as a catalyst for the students to enhance their rate of study

Rapport with students: As the philosophers and Biologist say heart and brain connected, and our kind words are the way to heart following brain. Interaction with students is the way to reach their heart. Interaction builds a positive bondage between teacher and students. Low achieving students are usually introvert and teacher hardly knows anything other than their name. Interact with them, know more about them, assign them some leadership jobs to enhance their confidence. Jobs should not base on their grades but qualities. Jobs of lab management, small class group leaders to maintain discipline, maintain greenery in school etc. Always the user should call them by their names to give importance, know about the family to increase familiarity and comfort zone to make rapport.

Last Class Assessment and Revision: The main difference between high and low achievers is that the higher ones go and check out C.W and revise that if even not said by teacher while the low achievers rarely give a look to the bag and books on daily basis. To make it a habit the teacher must start every content study by taking out few minutes for last class revision as well assessment. Always choose new student from low achievers group to ask last class related questions so make daily reading a habit and create auto check among students. But questionnaire should increase confidence not fear.

Content Delivery: The main part of any period is content dissemination which must be interesting and effective. The content delivery must address students with diverse backgrounds, IQs, EQs. To bring out the best follow the thumb rule of enhancing their learning level based on their ability, it must be slightly above their current level. If the level of content will be much low it will generate boredom and if much high it will undermine their self efficacy and induce anxiety while both are not good for progress. During the class students must be in proximity with teacher wherein students can approach you and discuss their problematic areas. Use tricks like rhymes and songs to connect difficult topics of content. Use ICT tools, field visits and practical classes according to need of content. Generate interest and utilize this interest to content study. Don't repeat over and again the same textual material, manipulate words and ideas to generate and maintain interest. Keep varying the presentation technique by shifting mood and intensity of words. Adapt the pace of study according to level of students. End the content delivery with a interesting note on curious mind.

Practical Use of Today's Content : After the content delivery always make a point to practical use of today's content. Specially in technical subjects like Science and Mathematics always make sure to utility of content, let the students remain curious and interested in the subject and content. This practical utilization not only improve their grades but also helping a developing a curious mind for future and design the mind accordingly.

Note on Revision: Always make sure to make a note on revision verbally for few seconds. This last note helps the students to remain connected to you even when class is over.

Conclusion

To conclude, it could be stated that the enhancement of performance of low achieving students can't be a single handed work but it's a process which involves joint efforts by all the educators and parents connected to the low achiever focusing on preset target. Herein the educators arrange proper academic and psychological help while the parents work in more as emotional and vigilant check on child for further discussion with the school authorities and student. Alongside it's a long time strategic approach which involves efforts on daily basis to weekly and yearly. The students need to be regularly motivated, assessed, taught and revised in such a way that an interest is created and the performance is enhanced.

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PROSPECTIVE TEACHERS' ATTITUDE TOWARDS INCLUSIVE EDUCATION WITH REGARD TO THE INSTITUTIONAL VARIABLES

ABSTRACT

Now a days, schools are practicinginclusive education to provide education for all the children irrespective of their disability in the least restrictive environment. Most of the research reported that teachers' attitude towards inclusive education is a major factor thatmakes the inclusion a successful. So, the teacher training programmes have the responsibility to prepare teachers who can meet the expectations of implementing inclusive education programme effectively in future. Hence this paper is purported to assess the prospective teachers' attitude towards inclusive education.The sample of the study comprised of 300prospective teachers doing their final year in the government aided and unaided teacher education colleges in Tirunelveli district.The survey method was employed for collecting the data and was analyzed using descriptive and inferential statistical techniques. The study found that majority the prospective teachers from aided teacher education institutions,co education teacher education institutions, and urban teacher education institutions have moderate level of attitude towards inclusive education.

Key words: prospective teachers, attitude, inclusive education, institutional variables

Introduction

Human being is bounded with diverse abilities such as mental, social, temperamental, intellectual and attitudinal. But still some are found deficient in some of these abilities.

The Convention on the Rights of Persons with a Disability (2006) states that, it is the right of every person with a disability to participate fully in an inclusive, quality education on an equal basis with people who are not labeled as disabled.

Inclusion is a term which can be defined as a commitment of appreciating diversities and accepting that all children can be educated in a common school through their maximum potential. Inclusion gives a message that everyone belongs to the school; everyone is welcomed to the school. It involves regular schools and classrooms legally adapting to encounter the needs of all children as well as recognizing and availing the differences. The goal of inclusion is to certify that all children, nevertheless of any individual differences they may have, are fully included in the mainstream of life.

Attitudes have several effects on inclusion of children with disabilities in regular school. Various authors pointed out that attitude as a major barrier to non-discrimination in education for pupil with disabilities in regular school.Teachers obviously play a crucial role in the lives of their students. Teachers have a vital role in the challenging and dynamic inclusion process that starts with the teachers' attitude to place and teach the disabled child in aregular school. The teachers must be skilled and well equipped to meet the diverse and special needs of the disabled children. So the teacher education institutions need to produce the future teachers who value the diversity of students with whom they will come into contact, responsive to the needs of these diverse students, and willing to make sure whether they receive suitable educational services. Hence the investigators proposed to take up this study to examine the attitude of prospective teachers towards inclusive education.

Significance of the study

Now a days teacher's professional development is an important issue. Teachers should advance their professional quality. Recent global and national legislation has spotlight on the inclusion in education. There is no error in the philosophical adaptation of today's educational system

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which emphasizeon includingstudents with diverse needs in regular class room, and every teacher must be able to cater the requirements of the students.The teachers must comprehend how impairment affects the learning ability of the student's scholastically. It is important forteachers to use various techniques ofteaching to equip class room climate and also adopt various materials to understand the exceptional children. Hence the teacher education institutions have responsibility to ensure that teachers are adequately prepared for the task of educating all students within the regular education in the classrooms.This will demand that the forthcoming teachers must have assurance over their ability and the expertise and skills in inclusive education to meet the individual challenges that they will meet in the future class room climate.

Hence the impact of this study willprovide guidance to the teacher preparation programs to foster greater awareness, appreciation, and consideration of the needs of diverse students to the future teachers. It will help to bring massive changes in the prospective teachers' judgments, beliefs, and attitudes that may ultimately influence the ways in which they interact with students when they will in the classroom. It will create pathways for the prospective teachers to train and develop skills to teach content to diverse groups of students.It may significantly contribute a root to the establishment and changes of curricula and support practices in the teacher education programmes.

Objectives

1) To find out the level of prospective teachers' attitude towards inclusive educationwith regard to the select institutional variables namely type ofthe institution, nature of the institution and locality ofthe institution; and

2) To find out the significant difference, if any, in prospective teachers' attitude towards inclusive education and its dimensionswith regard to the select institutional variables.

Hypotheses

1) There is no significant difference in prospective teachers' attitude towards inclusive education and its dimensions with regard to type of the institution;

2) There is no significant difference in prospective teachers' attitude towards inclusive education and its dimensions

with regard to nature of the institution and

3) There is no significant difference in prospective teachers' attitude towards inclusive education and its dimensionswith regard to locality of the institution.

Method of study

The survey method was selected to evaluate the prospective teachers' attitude towards inclusive education.

Sample

The sample was selected by simple random sampling technique, which consisted of 300 prospective teachers doing their final year in the government aided and unaided teacher education colleges in Tirunelveli district.

Tool used

The tool used in this study was Attitude towards inclusive education scale developed by Merlin Steffy and Michael J Leo (2015). This scale consisted of 45 items under the dimensions (a) Inclusion, (b) Professional Ability and (c) Psycho - Social Concern and d) Logical Concern.

Statistical techniques used

Percentage analysis and Independent sample 't'-test for large groups were used to analyse the collected data.

Data analysis

Table 1

Level of prospective teachers' attitude towards inclusive education with regard to the institutional variables

Institutional Variables	Category	Low		Moderate		High	
		N	%	N	%	N	%
Type of the Institution	Aided	26	13.5	145	75.5	21	10.9
	Un aided	17	15.7	68	63	23	21.3
Nature of the Institution	Girls	16	12.3	91	70	23	17.7
	Co education	27	15.9	122	71.8	21	12.4
Locality of the Institution	Rural	17	13.7	83	66.9	24	19.4
	Urban	26	14.8	130	73.9	20	11.4

The above table 1 shows that majority of the prospective teachers from aided and un aided, girls and co-education and rural and urban teacher education

institutions have moderate level of attitude towards inclusive education.

Table 2
Prospective teachers' attitude towards inclusive education with regard to type of the institution

Dimensions	Aided (N=192)		Unaided		Calcu lated 't' value	'p' value	Remark at 5% level
	Mean	S .D	Mean	S .D			
Inclusion	25.37	4.014	26.13	4.136	1.557	0.121	NS
Professional Ability	81.82	7.648	82.91	10.464	1.029	0.304	NS
Psycho-Social Concern	28.58	2.92	28.55	3.095	0.103	0.918	NS
Logical Concern	24.55	3.076	25.27	3.041	1.951	0.052	NS
Attitude towards Inclusive Education in Total	160.33	13.864	162.85	16.982	1.393	0.165	NS

It is inferred from the above table 2 that there is no significant difference between prospective teachers from government aided and unaided teacher education institutions in their attitude towards inclusive education in total and its dimensions such as, inclusion, professional ability, psycho-social concern and logical concern.

Table 3
Prospective teachers' attitude towards inclusive education with regard to nature of the institution

Dimensions	Girls (N=130)		Co - Education (N=170)		Calcul ated 't' value	'p' value	Remark at 5% level
	Mean	S .D	Mean	S .D			
Inclusion	25.84	4.257	25.49	3.923	0.726	0.468	NS
Professional Ability	83.61	8.251	81.15	9.017	2.458	0.015	S
Psycho-Social Concern	28.68	2.812	28.48	3.106	0.582	0.561	NS
Logical Concern	24.91	3.079	24.74	3.084	0.48	0.631	NS
Attitude towards Inclusive Education in Total	163.04	14.928	159.86	15.097	1.816	0.07	NS

It is inferred from the above table 3 that there is no significant difference between prospective teachers from girls and co-education teacher education institutions in their attitude towards inclusive education and its dimensions such as inclusion, psycho-social concern and logical concern. Whereas, there is a significant difference between the prospective teachers from girls and co-education teacher education institutions in their professional ability.

Table 4
Prospective teachers' attitude towards inclusive education with regard to locality of the institution

Dimensions	Rural (N=124)		Urban (N=176)		Calcul ated 't' value	'p' value	Remark at 5% level
	Mean	S .D	Mean	S .D			
Inclusion	26.31	4.371	25.18	3.782	2.389	0.018	S
Professional Ability	82.83	9.641	81.78	8.091	1.024	0.307	NS
Psycho-Social Concern	28.94	3.041	28.31	2.916	1.79	0.074	NS
Logical Concern	25.22	3.07	24.52	3.059	1.935	0.054	NS
Attitude towards Inclusive Education in Total	163.29	16.29	159.79	14.037	1.989	0.048	S

It is inferred from the above table 4 that there is no significant difference between prospective teachers from rural and urban teacher education institutions in their professional ability, psycho-social concern and logical concern. Whereas, there is a significant difference between prospective teachers from rural and urban teacher education institutions in the dimension inclusion and inclusive education in total.

Findings

1) Majority of the prospective teachers have moderate level of attitude towards inclusive education irrespective of the institutional variables.

2) There is no significant difference between prospective teachers from government aided and unaided teacher education institutions in the dimensions inclusion, professional ability, psycho-social concern, logical concern and inclusive education in total.

3) There is no significant difference between prospective teachers from girls and co-education teacher education institutions in the dimensions inclusion, psycho-social concern, logical concern and inclusive education in total.

4) Prospective teachers from girls' teacher education institutions have better attitude towards professional ability than the prospective teachers from co-education teacher education institutions.

5) There is no significant difference between prospective teachers from rural and urban teacher education institutions in the dimensions professional ability, psycho-social concern and logical concern.

6) Prospective teachers from rural teacher education institutions have higher attitude in the dimension inclusion

and inclusive education in total than the prospective teachers from urban teacher education institutions.

Recommendations

Though the findings of this study indicate moderate level of attitude of prospective teachers towards inclusive education, the following are some of the suggestion to make the inclusive education programme more effective.

1) Practical experiences and exposure are required to be added in the curriculum regarding inclusive education in order to strengthen content knowledge in the teacher training program at the B.Ed. level. This would not only help to reduce the gap between theory and practice but would also make the program more meaningful and useful for their future prospective.

2) Regular visits to the inclusive school need to be included in the curriculum of B.Ed.

3) In addition, participation of the prospective teachers in the teaching-learning process of children with special needs requires to be introduced as a regular feature of the programme.

4) Videos, recordings of clippings of children with special needs in inclusive settings can be shown to the student teachers.

5) Research projects can be promoted not only for the improvement of the curriculum of inclusive education in the teacher education programs but also to develop master plan for effective implementation of inclusive education.

6) Some special and regular features such as discussions, debates, awareness programs and interaction with the children with special needs are to be included the practicum and internship programs in the Colleges of Education.

7) In addition, teacher trainees were given the opportunity to undertake an extended three-week practicum in a regular school where inclusion of students with special needs was best practice.

8) Visits to local Disability Awareness Centres can arrange where students participated in a range of simulation experiences.

9) The practice of using innovative methods and techniques of teaching especially to teach the each category of disabled students must be included in the curriculum (practicum) of B.Ed.

Conclusion

The primary goal of inclusive education is to develop the skills and innate potentials of the special children that they need to function in the society. Teachers play an important role in the development of those skills. So, the priority should be given for the pre service education of the school teachers for making inclusion as a success. This study revealed that three fourth of the prospective teachers from aided teacher education institutions have moderate level of attitude towards inclusive education and also the prospective teachers from rural teacher education institutions have high level of attitude towards inclusive education than the prospective teachers from urban teacher education institutions. Hence it is in the hands of the teacher education institutions to make certain that prospective teachers are ready with the necessary skills and techniques for the task of educating the students in the inclusive set up.

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ENVIRONMENTAL EDUCATION (EE) AND EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) TOWARDS SUSTAINABLE DEVELOPMENT (SD)– A COMPARATIVE STUDY

ABSTRACT

The concept of Sustainable Development (SD) grew from numerous environmental movements in the earlier decades and gained worldwide support with the publication of the Brundtland Report in 1987. Today humanity has been facing global environmental, societal, and economic problems. Even the current problems of today are greater than before. In this context, the citizens of the world will have the task of learning their way towards sustainability. The education of today is crucial in enhancing the ability of the leaders and citizens of tomorrow to create solutions and find new paths to a better, more sustainable future. Education is therefore central to learning and to a more sustainable future. Thus the education for sustainable development (ESD) first took place in the 36th section of the Agenda 21 in 1992. This laid an important foundation to plan education for sustainable development over the world. Education for Sustainable Development (ESD) is a sub-field of education and a conceptual tool to aid policy makers in authoring educational policies that take into account the present environmental, societal and economic challenges. ESD touches every aspect of education including planning, policy development, programme implementation, finance, curricula, teaching, learning, assessment, administration. Education, within an ESD framework, can address contemporary challenges—whether environmental, social or economic, or whether they are local or global in scale. ESD therefore will help us create an environmentally robust, socially equitable and economically fair world. Environmental Education (EE), like many educational fields such as human rights education and ecological economics education, contributes to ESD in terms of content and pedagogy. Though the close relationship between ESD and EE is evident in the history of ESD, they are not significant enough to support the claim that EE and ESD are the same. The present paper proposes to outline the origin and growth of the concept sustainable development and education for sustainable development and thereafter an attempt has been made to bring out the differences, or similarities between education for sustainable development (SD) and environmental education (EE). Further, it tries to examine whether environmental education should be continued alongside education for sustainable development.

Keywords: Environment, Education, Sustainable Development, Education for Sustainable Development, Sustainability, Sustainable Society

Introduction

Sustainable development (SD) has its roots in the environmental movement in the history of the United Nations. Sustainable development can be traced back over several decades, including the 1972 United Nations Conference on Human Environment in Stockholm, which led to the establishment of many environmental protection agencies and the United Nations Environment Program (UNEP). In 1972, during the Stockholm UN Conference, environmental education (EE) was recognized as an important tool to promote the protection of the environment and, later was acknowledged as the pre-requisite for any development. Principle 19 of the 'Stockholm Declaration' called for EE from grade school through adulthood to 'broaden the basis for enlightened opinions and responsible conduct by individuals, enterprises, and communities in protecting and improving the environment in its full human dimension'. The Belgrade (1975) and Tbilisi (1977) meetings described the principles of EE in a broad and generous way. Since the phrase "sustainable development"

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gained prominence after the 1987 publication of Our Common Future, it has been defined in many ways. In the late 1970s and 1980s, EE underwent a series of changes in countries with varying socio-economic and cultural conditions. It focused primarily on natural resource conservation and environmental pollution, though in many cases more critical and often controversial socio-economic aspects were also included. The UN Conference on Environment and Development (Rio de Janeiro, 3–14 June 1992) devoted its Chapter 36 to Education as the basis of Sustainable Development. Education for Sustainable Development prepares people of all walks of life to plan for, cope with, and find solutions for issues that threaten the sustainability of our planet. The United Nations (UN) General Assembly on 20 December 2002 proclaimed the period 2005–14 as the UN Decade of Education for Sustainable Development (UNDESD). With this, there has been a transition and took the form of Education for Sustainable Development (ESD) in many countries. In this context, the present paper intends to outline the institutional growth of EE and ESD under the domain of sustainable development and thereafter an attempt has been made to bring out the difference, or similarities between education for sustainable development and environmental education. Further, it tries to examine whether environmental education should be continued alongside education for sustainable development. Now let's us make an in-depth study on the evolution from environmental education to education for sustainable development.

Sustainable Development

The root of "Sustainable Development" is the concept of "Sustainability". Sustainability is a paradigm for thinking about a future in which environmental, social and economic considerations are balanced in the pursuit of development and an improved quality of life (UNESCO, 2012). These three spheres – society, environment and economy – are intertwined. Today "Sustainability" is understood as a stable condition which balances three aspects, (i) environmental sustainability which consists of maintenance of use of nature and resources, (ii) economic sustainability which maintains efficiency and technological innovation while building fair and appropriate economic systems, and (iii) social sustainability which maintains lifestyle quality and welfare through a system that maintains basic rights, needs and

cultural and social variety. The concept of sustainability encompasses not only environment but also poverty, population, health, food security, democracy, human rights and peace. Sustainability is, in the final analysis, a moral and ethical imperative in which cultural diversity and traditional knowledge need to be respected (UNESCO, 1997). Sustainability is often thought of as a long-term goal (i.e. a more sustainable world), while sustainable development refers to the many processes and pathways to achieve it (e.g. sustainable agriculture and forestry, sustainable production and consumption, good government, research and technology transfer, education and training, etc.) (UNESCO, 2012).

The concept of Sustainable Development (SD) grew from numerous environmental movements in the earlier decades and gained worldwide support with the publication of the Bruntland Report in 1987. This landmark report drew our attention to the need to conceptualize sustainable development as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs". Literally, sustainable development refers to maintaining development over time. Sustainable development requires balancing environmental, societal, economic consideration in the pursuit of development and improved quality of life. Education is an essential tool for achieving sustainable development. Education at all levels can shape the world of tomorrow, equipping individuals and societies with the skills, perspective, knowledge and values to live and work in a sustainable manner.

Sustainable Development does not focus solely on environmental issues. The field of sustainable development can be conceptually broken into three constituent parts: environmental sustainability, economic sustainability and socio-political sustainability. The well-being of these three areas is intertwined. The notion of sustainable development is based on the assumption that societies need to manage three types of capital (economic, social, and natural), which may be non-substitutable and whose consumption might be irreversible.

Sustainable development, at present time is a most concern phenomena. Globally every country including most developing countries like India and China thinks very much

about it because they realise that their future generation must suffer to due to lack of resources which are essential for survival. The word sustainability is derived from the Latin 'sustinere' that means 'tendered', 'to hold'. So, the term 'sustainable development' means simply "sustained growth" or "sustained profits". The concept of sustainable development emerged in the 1980s in response to a growing realisation of the need to balance economic and social progress with concern for the environment and the stewardship of natural resources. The term 'sustainable development' was popularised by the Brundtland Report, 1987. Some definitions have been cited below for better understanding:

R. Allen (1980): Sustainable development refers to "development that is likely to achieve lasting satisfaction of human need and improvement of the quality of human life".

Caring for the Earth: A Strategy for Sustainable Living by the IUCN, the UNEP, WWF, 1991: Sustainable development as "improving the quality of human life while living within the carrying capacity of supporting ecosystems".

World Commission on Environment and Development (WCED, 1987): "Sustainable development is development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs"

M. Redclift (1987): Sustainable Development encompasses the ideas in the World Conservation Strategy, providing an environmental rationale through which the claims of development to improve the quality of (all) life can be challenged and tested.

World Bank (1992): Sustainable Development means basing development and environmental policies on a comparison of costs and benefits and on careful economic analysis that will strengthen environmental protection and lead to rising and sustainable levels of welfare".

Considering the above definitions, it can be safely said that sustainable development is about maximizing economic, social, and environmental benefits subject to a set of constraints. Sustainable development means valuing biodiversity and conservation along with human diversity, inclusivity, and participation. Sustainable Development (SD) is a pattern of resource use that aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for generations to come. Most definitions of sustainable development encompass the idea that there are three interdependent pillars of sustainable development: environmental, economic and social. It has the following three operational criteria: a) Economic benefits should not be maximized without satisfying environmental and social constraints, b) Environmental benefits should not necessarily be maximized without satisfying economic and social constraints and c) Social benefits should not be maximized without satisfying economic and environmental constraints.

Institutional Growth of EE and ESD in the Context of SD

UN Conference on Human Environment in Stockholm, Sweden, 1972: Sustainable development has its roots in United Nations history in a good number of environmental movements. In this long journey, mention may be made of the 1968 UNESCO Conference on Biodiversity and the landmark 1972 United Nations Conference on Human Environment in Stockholm, Sweden which first addressed the importance of environment and its link to development and quality of human life. This also led to the establishing of many environmental protection agencies, environmental ministries and non-governmental organizations (NGOs) and the United Nations Environment Programme (UNEP) to conserve planet's resources. The then Prime Minister of India, Indira Gandhi, while addressing the UN Conference on the Human Environment in Stockholm, stated:

Are not poverty and need the greatest polluters? For instance, unless we are in a position to provide employment and purchasing power for the daily necessities of the tribal people and those who live in or around our jungles, we cannot prevent them from despoiling the vegetation. When they themselves feel deprived, how can we urge the preservation of animals? How can we speak to those who live in villages and slums about keeping the oceans, the rivers and the air clean when their own lives are contaminated at the source? The environment cannot be improved in conditions of poverty (Gandhi, 1996, p. 15).

Hence, environment cannot be divorced from development in India and there exists an essential link

between environment and development. Recommendation 96 of the Stockholm Conference on the Human Environment, 1972 called for the development of environmental education as one of the most critical elements of an all-out attack on the world's environmental crisis. In the years following the Stockholm Conference, there was a growing realisation among the global community of the need to balance economic and social progress with concern for the environment and the stewardship of natural resources. Thereafter, UNESCO came out with the Belgrade Charter, 1975 and the Tbilisi Declaration, 1977.

Belgrade Charter, 1975: The Belgrade Charter was developed in 1975 at the United Nations Educational, Scientific, and Cultural Organization Conference in Belgrade (formerly in Yugoslavia, now in Serbia), and it provides a widely accepted goal statement for environmental education:

To develop a world population that is aware of, and concerned about, the environment and its associated problems, and which has the knowledge, skills, attitudes, motivations and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones (UNESCO, 1976).

The Belgrade Charter made a strong foundation for a world-wide environmental education to develop new knowledge and skills, values and attitudes towards a better quality of environment and indeed, towards a higher quality of life for present and future generations living within that environment. The Bengrade Charter identified the following objectives of environmental education are:

a) **Awareness:** to help individuals and social groups acquire an awareness of and sensitivity to the total environment and its allied problems.

b) **Knowledge:** to help individuals and social groups acquire basic understanding of the total environment, its associated problems and humanity's critically responsible presence and role in it.

c) **Attitude:** to help individuals and social groups acquire social values, strong feelings of concern for the environment and the motivation for actively participating in its protection and improvement.

d) **Skills:** to help individuals and social groups acquire the skills for solving environmental problems.

e) **Evaluation ability:** to help individuals and social groups evaluate environmental measures and education programmes in terms of ecological, political, economic, social, aesthetic and educational factors.

f) **Participation:** to help individuals and social groups develop a sense of responsibility and urgency regarding environmental problems to ensure appropriate action to solve those problems.

Tbilisi Declaration, 1977: Following Belgrade, in 1977, the UNESCO together with the UNEP held the Intergovernmental Conference on Environment Education in Tbilisi, Georgia. Sixty- six UNESCO Member States and several NGO representatives adopted the Belgrade statement and prepared the Tbilisi Declaration, which characterized environmental education as a lifelong process; as interdisciplinary and holistic in nature and application; as an approach to education as a whole, rather than a subject; and about the interrelationship and interconnectedness between human and natural systems. The Tbilisi Declaration also formulated the goals, objectives and the guiding principles to guide UNESCO Member States in the development of environmental education policies. The Tbilisi Declaration thus became the document for implementers and practitioners all over the world. Nations across the world began to introduce and promote environmental education through the development of curricula, courses, and training programmes.

World Commission on Environment and Development (1983): It was in 1987 that the World Commission on Environment and Development first drew global attention in its report "Our Common Future" (Brundtland Report) on the concept of sustainable development. The report highlighted how social and economic factors contribute to environmental problems. It also defined sustainable development as "development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs (p. 43)". It implies that development which is essential to satisfy human needs and improve the quality of life should occur in such way that the capacity of the natural environment to meet present and future needs not

compromised. The aim of the World Commission was to find practical ways of addressing the environmental and developmental problems of the world. In particular, it contains three general objectives: They are a) To re-examine the critical environmental and developmental issues and to formulate realistic proposals for dealing with them, b) To propose new forms of international co-operation on these issues that will influence policies and events in the direction of necessary changes and c) To raise the levels of understanding and commitment to action of individuals, voluntary organizations, businesses, institutes, and governments.

Earth Summit, Rio (1992): After the publication of its report, the Brundtland Commission called for an international conference to be convened to review the progress being made by nations with regard to Sustainable Development in their respective countries and to identify the principles of an agenda for action towards sustainable development in the future. This resulted in the United Nations Conference on Environment and Development, popularly known as the 'Earth Summit' which was held in Rio de Janeiro, Brazil in 1992. At Rio, a global plan of action, titled 'Agenda 21' was developed which consists of 40 chapters, focussing on climate change, loss of biodiversity, management of the earth's forests and the responsibilities and rights of nations.

The Chapter 36 of Agenda 21, 'Promoting Education, Public Awareness, and Training' laid the foundation of Education for Sustainable Development (ESD). It stated,

"Education, including formal education, public awareness and training should be recognized as a process by which human beings and societies can reach their fullest potential. Education is critical for achieving environmental and ethical awareness, values and attitudes, skills and behaviour consistent with sustainable development and for effective public participation in decision-making. Both formal and non-formal educations are indispensable to changing people's attitudes so that they have the capacity to assess and address their sustainable development concerns".

The UNESCO was appointed to be the Task Manager for this chapter. This effort to promote education for sustainable development was further strengthened by embedding education as a component in the implementation strategy in each of the 40 chapters of the Agenda 21.

To further this initiative of identifying education to be inseparable for achieving sustainable development, it was in the Johannesburg World Summit on Sustainable Development (WSSD) in 2002 that the year 2005-2014 was proposed as the 'Decade of Education for Sustainable Development (DESD). As a result, the 57th Session of the UN General Assembly in December, 2002, adopted Resolution 57/254 declaring 2005 to 2014 as the 'Decade of Education for Sustainable Development (UNDESD) and designated UNESCO as the lead agency to promote and implement the Decade. UNDESD is a next step in the long UN history of supporting both education and sustainable development.

With this, there has been a transition in environmental education and it took the form of Education for Sustainable Development (ESD) in the process of implementation in many countries. Is this transition merely putting a new label on an old bottle as some believed in case of transition from old conservation practices such as conservation education, citizenship education, or resource management education to environmental education? Or is there significant difference between the two? How different or similar is environmental education from ESD in philosophy and effect is still being debated amongst professionals. However, let's us talk about the concept of the education for sustainable development (ESD).

Education for Sustainable Development (ESD)

Education for sustainable development (ESD) is "an emerging but dynamic concept that encompasses a new vision of education that seeks to empower people of all ages to assume responsibility for creating a sustainable future" (UNESCO, 2002, P. 5). Education for Sustainable Development (ESD) is a learning process (or approach to teaching) based on the ideals and principles that underlie sustainability and is concerned with all levels and types of education. ESD supports five fundamental types of learning to provide quality education and foster sustainable human development – learning to know, learning to be, learning to live together, learning to do and learning to transform oneself and society.

ESD is far more than teaching knowledge and principles related to sustainability. ESD, in its broadest sense, is education for social transformation with the goal of creating more sustainable societies. ESD touches every aspect of education including planning, policy development, programme implementation, finance, curricula, teaching, learning, assessment, administration. ESD aims to provide a coherent interaction between education, public awareness, and training with a view to creating a more sustainable future. ESD is holistic and transformational education that addresses learning content and outcomes, pedagogy and the learning environment. Thus, ESD does not only integrate contents such as climate change, poverty and sustainable consumption into the curriculum; it also creates interactive, learner-centred teaching and learning settings.

Education for Sustainable Development must be seen as a comprehensive package for quality education and learning within which key issues such as poverty reduction, sustainable livelihoods, climate change, gender equality, corporate social responsibility and protection of indigenous cultures, to name a few, are found. The holistic nature of ESD allows it to be a possible tool for the achievement of the Millennium Development Goals (MDGs) and the Education for All goals. Both of these initiatives have a set of objectives to be achieved by a certain time limit. ESD could be perceived as the vehicle for achieving those objectives

Four Thrusts of ESD

Chapter 36 of Agenda 21, 'Promoting Education, Public Awareness and Training', defined the four thrusts of ESD: a) Promotion and improvement of basic education, b) Reorienting existing education at all levels to address sustainable development, c) Developing public understanding and d) Awareness of sustainability, and training.

a) Improving access to and retention in quality basic education: The first priority of ESD is improving the access to quality basic education since the content and duration of basic education differ greatly around the world. Enrolling and retaining both boys and girls in quality basic education is important to their well-being throughout their lives and to the society in which they live. Basic education focuses on helping pupils gain knowledge, skills, values and

perspectives that encourage sustainable livelihoods and on supporting citizens to live sustainable lives (UNESCO, 2012). Basic education must be reoriented to address sustainability and expanded to include critical-thinking skills, skills to organize and interpret data and information, and skills to formulate questions. Skill development to analyze local issues and lifestyle choices that do not erode the natural resource base or impinge on the social equity and justice of their neighbours should also be part of basic education. Such quality basic education alone can bring about sustainable societies (Shimray, 2016, p. 225).

b) Reorienting existing educational programmes: Creating sustainable societies is at the heart of sustainable development. This can only be achieved by reorienting the content and relevance of education. Reorienting education requires revising education from early childhood care and up through higher education. It requires rethinking what is taught, how it is taught, and what is assessed, with sustainability as the central theme. This process is future-oriented because the pupils of today will need to be able to address the challenges of tomorrow, which will require creativity as well as analytical and problem solving skills (UNESCO, 2012).

c) Increasing public understanding and awareness of sustainability: Achieving the goals of sustainable development requires citizens who are aware of the sustainability and have the knowledge and skills to contribute toward those goals. These citizens will require a widespread community education and responsible media that are committed to encouraging an informed and active populace to learn throughout life (UNESCO, 2012). Informed voting citizenry and knowledgeable consumers can help communities and governments enact sustainability measures and move toward more sustainable societies.

d) Providing training: All sectors – including business, industry, higher education, governments, NGOs, and community organizers – should be encouraged to train their leaders in sustainability issues such as environmental management, equity policies, etc., and to provide training to their workers in sustainable practices (Shimray, 2016, p. 225). Both public sector and private sector employees should receive ongoing vocational and professional training

infused with the practices and principles of sustainability, so that all the members of the labour force can access the knowledge and skills necessary to make decisions and work in a sustainable manner. Addressing all four thrusts of ESD requires actions by the formal, non-formal and informal sectors of the education community. Thrusts one and two primarily involve formal education. Thrusts three and four are mainly concerned with non-formal and informal education. All sectors of the workforce can contribute to local, regional and national sustainability (UNESCO, 2012).

Characteristics of ESD

ESD has essential characteristics that can be implemented in many culturally appropriate forms. ESD:

a) is based on the principles and values that underlie sustainable development;

b) includes all three spheres of sustainability – environment, society, and economy – with an underlying dimension of culture;

c) uses a variety of pedagogical techniques that promote participatory learning and higher-order thinking skills;

d) promotes life-long learning;

e) is locally relevant and culturally appropriate;

f) is based on local needs, perceptions and conditions, but acknowledges that fulfilling local needs often has international effects and consequences;

g) engages formal, non-formal and informal education;

h) accommodates the evolving nature of the concept of sustainability;

i) addresses content, taking into account context, global issues and local priorities;

j) builds civil capacity for community-based decision making, tolerance, environmental stewardship, workforce adaptability and quality of life;

k) is interdisciplinary: no single discipline can claim ESD for itself alone, but all disciplines can contribute to ESD. (UNESCO, 2005)

ESD and Environmental Education (EE) – A Comparative Study

There is a growing body of literature about the relationship between environmental education (EE) and education for sustainable development (ESD) (Kopnina, 2012). UNESCO (2012) coined the term "adjectival education" to characterize the fields of education that use the term education or study (ies) in their name. This list includes environmental education, fire safety education, disaster risk reduction education, human rights education, etc. These adjectival educations bring relevance and significance to education. Many people have tried to find out the relationship between ESD and various adjectival educations. The most frequently asked question is about the relationship between ESD and environmental education (EE). The close relationship between ESD and EE is evident in the history of ESD. Environmental educators were the first group to endorse ESD, and in many respects kept the interest in ESD alive in the post-Rio decade (i.e. 1992 – 2001). Furthermore, EE, like many educational fields such as human rights education and ecological economics education, contributes to ESD in terms of content and pedagogy. As a result, ESD has some of its roots in EE.

Differences between EE and ESD: Analyses of the foundational documents for EE – the Tbilisi Declaration from the Intergovernmental Conference on Environmental Education (held in Tbilisi, Georgia, 1977) – and for ESD – Chapter 36 of Agenda 21(the Earth Summit, held in Rio de Janeiro in 1992 – reveal some similarities and many differences between EE and ESD (UNESCO, 2012). Agenda 21 emphasizes the importance of basic education to progressing towards a sustainable world as well as social and economic components, while the Tbilisi Declaration states the goals of EE as awareness, knowledge, skills, attitudes, values, and participation in an environmental context. The authors of Chapter 36 of Agenda 21 "Promoting Education, Public Awareness and Training" built the chapter on the lessons of EE, but they did not create an educational vision that was equivalent to EE.

ESD teaches all the spheres of sustainability – environment, society, and economy, with an underlying dimension of culture. EE focuses more on the environment. ESD has four thrusts: (1) access to and retention in quality basic education; (2) reorienting existing education programmes, (3) increasing public awareness and understanding; and (4) providing training. EE primarily works in thrusts two and three.

Similarities between EE and ESD: There are, of course, similarities between how ESD and EE are currently practised. For example,

a) Both EE and ESD have an environmental component.

b) Both EE and ESD call for participatory learning and the use of pedagogies that promote higher order thinking skills, support decision making, and stimulate the formulation of questions.

c) Both EE and ESD have a values component.

d) The goals and dreams of environmental educators are similar to those of educators involved in ESD; both carry a vision for a better world.

e) Both EE and ESD envision a more just and equitable society 'in which business, industry, government, and citizens practice environmental stewardship, leave smaller ecological footprints, and participate in community-based decision making.'

f) The well-being of the environment, society, and economy are balanced in the pursuit of development and quality of life for all members of society.

g) Both EE and ESD call for behaviour change

Although some similarities between EE and ESD do exist, they are not significant enough to support the claim that EE and ESD are the same. Today, different aspects of ESD can be found in many fields within education (e.g. environmental education, human rights education, ecological economics education). ESD is an overarching paradigm that guides and transforms the core disciplines, second-tier disciplines, and adjectival educations so that they can all contribute to a more sustainable future. Education for sustainable development (ESD) is so inclusive that no single discipline could encompass all four thrusts of ESD as defined by the International Implementation Scheme (IIS) for the United Nations Decade of Education for Sustainable Development (UNESCO 2005a).

Conclusion

Education for sustainable development develops and strengthens the capacity of individuals, groups, communities, organizations and countries to make judgements and choices in favour of sustainable development (UN, 2005). The aim of education for sustainable development is to make individuals think about not just the society they live in now but also the sustainability of the planet they live on.

We must create economic and political institution that will make sustainable development a reality. Poverty makes the delivery of education and other social services more difficult and leads to population growth and environmental degradation. Poverty reduction is thus an essential goal and indispensable condition for sustainability (UNESCO, 1997).

Though Education is an essential tool for achieving a sustainable future, yet it is not a 'magic bullet' in approaching sustainability. In fact, during the past decade, UN conference declarations have repeatedly called for education, public awareness, and training. And yet, little progress has been made in creating and implementing programmes. We have to ask ourselves why. Why is reorienting education to address sustainable development not occurring? What needs to be addressed to move forward? All this is only possible by integrating Education for Sustainable Development into current educational practices by enhancing curriculum development and supporting knowledge sharing among all sections of the society. ESD is only the hope for the future. Finally, recent ESD documents and discourse tend to show a shift from education to learning to emphasize the need for continuous engagement in sustainability in formal, non-formal and informal settings on the one hand and the need for capacity-building, participation and self determination for sustainable development on the other. We may conclude the discussion with the statement of the UNESCO (2012):

To live in a more sustainable world, we need to rethink the purpose of our education systems as well as what is learned, what is tested, and how it is taught. Education is one of several mechanisms available to governments and communities to bring about social transformation and thus create more stable, equitable and resilient societies. Education, within an ESD framework, can address difficult changes and contemporary challenges— whether environmental, social or economic, or whether they are local or global in scale. Aligning primary and secondary schooling with the purpose of sustainability will help us create an environmentally robust, socially equitable and economically fair world. ESD is our hope for this type of world.

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ENVIRONMENTAL AWARENESS OF PUPIL TEACHER IN RELATION TO THEIR SCIENTIFIC ATTITUDE

ABSTRACT

Environmental awareness refersnot only to take care of the environment but also the attitude and attribute towards the sustainability of the environment.Scientific attitude means attitudes towards rationality, open-mindedness, curiosity, aversion to superstition, the objectivity of intellectual beliefs and suspended judgments etc.For this study, the researcher used descriptive survey methodology and a self-made questionnaire on environmental awareness and a standardised questionnaire of ShailajaBhagwat Scientific Attitude Scale(SAS). The researcher found no significant difference in environmental awareness and scientific attitude of pupil teacher with respect to gender and locale butsignificant relationship between environmental awareness and scientific attitude of pupil teacher.Thus the researcher concluded that education,environmental awareness and scientific attitude follow reversible triangular relationship irrespective of gender and locale.

Keywords:Environmental Awareness, Pupil Teacher, Scientific Attitudes.

Introduction

Environmental awareness promotes a way of association towards the nature, stimulates property development and encourages conservation of non-renewable natural resources and vulnerable plant and animal species.Global environmental issues may be a phrase that refers to the impact on the climate of human actions, particularly, the afire of fossil fuels (coal, oil, and gas) and large-scale deforestation, causes emissions of large amounts of 'greenhouse gases', of which the foremost important is dioxide.

Scientific attitudes are typically known as, "open-mindedness, a need for correct information, confidence in procedures for seeking information and therefore the expectation that the answer of the matter can return through the use of verified knowledge". There are six dimensions of scientific attitude.They are rationality, open-mindedness, curiosity, aversion to superstition, the objectivity of intellectual beliefs and suspended judgments.

The sole responsibility of developing scientific perspective among the students lies on the teacher who can manipulate the scientific perspective among them and at thesame time presenting himself as an example to the students for his intellectual honesty, respect for the other points of views, unbiased and impartial behaviour in his dealings. This will produce a favourable and permanent impression on the scholars to adopt a similar perspective that their teacher has.

From the literature reviewed on the area of scientific attitude in relation to the environmental awareness of pupil teachers' the researcher revealed that many researchers like Gupta, N., Sahu U., Roy, M. and Rajkiron had founded similar analysis that, the scientific attitudes and the environmental awareness of the learners of urban and rural area are strong and positive and also their overall awareness of the learners of urban area and rural area are average. Further, Tiwari, S. and Anower, E. had discovered in their study that environmental awareness in rural areas was better than the urban areas among undergraduate students and the Scientific attitudes was found better in rural than urban undergraduate students. Panth, K. H., Verma, O., and Guotamansi analysed in their research that girls had more Environmental awareness than the boys.

Thus, the review of related literature is evident of the fact that though awareness and attitude is investigated in terms of the impact of education, however, it is not adequate.No study has been done in West Bengal in this area. Thus, it becomes quite conspicuous that still much remains to be done in this regard which warrants that the present study to be conducted.

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Objectives of the Study

The objectives ofthis study are:

1. To study the environmental awareness of pupil teachers according to their gender and locale.

2. To study the scientific attitude of pupil teachers according to their gender and locale.

3. To examine the relationship between scientific attitude and environmental awareness of pupil teachers.

Hypotheses of the Study

To test the hypotheses statistically the researcher, uses null hypotheses here. According to the objectives the following null hypotheses are given as follows:

1. There is no significant difference between male and female pupil teachers in their environmental awareness.

2. There is no significant difference between rural and urban pupil teachers in their environmental awareness.

3. There is no significant difference between male and female pupil teachers in theirscientific attitudes.

4. There is no significant difference between rural and urban pupil teachers in theirscientific attitudes.

5. There is no significant relationship between environmental awareness and scientific attitudes of pupil teachers.

Delimitation of the study

The present study was delimited to the following:

1. The study was delimited to two major variables - Environmental awareness and scientific attitudes and two categorical variables- Gender and locale only.

2. The study was delimited to different teachers training institutions of Kolkata and North 24 Parganas only.

3. Sample was also delimited to a fixed sample size of one hundred only.

Population and Sample

The population for the research was B.Ed. and M.Ed.pupil teachers of West Bengal. Sample wascollected from different Teachers Training Institutions of Kolkata and North 24 parganas of West Bengal and sample size wasone hundred. Mainly simple random sampling technique was adopted for selecting sample.

Research Tools

A self-made questionnaire of Environmental Awarenesswasand the Scientific Attitude Scale (SAS) standardised by ShailajaBhagwat were used.

Analysis& Interpretation

Hypothesis 1: There is no significant difference between male and female pupil teachers in environmental awareness.

Table 1
Descriptive statistics and 't'-test for pupil teachers environmental awareness with respect to gender

Variable (Gender)	N	Mean (M)	S.D.	'P' VALUE	Remark
Female	52	29.98	11.26	0.444	NS
Male	48	29.69	9.53		

Fromtable1it is evident that the P value =0.444 (P >0.05) of values of male and female pupil teachers in B.Ed. and M.Ed. courses which is more than 0.05. It means that there is no significant difference in the values of female and male pupil teachers. Hence hypothesis 1 is accepted.
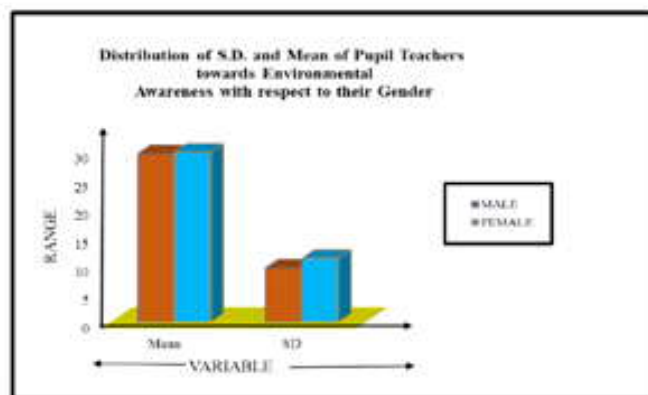

Fig.1: S.D.& Mean of pupil teachers environmental awareness with respect to gender.
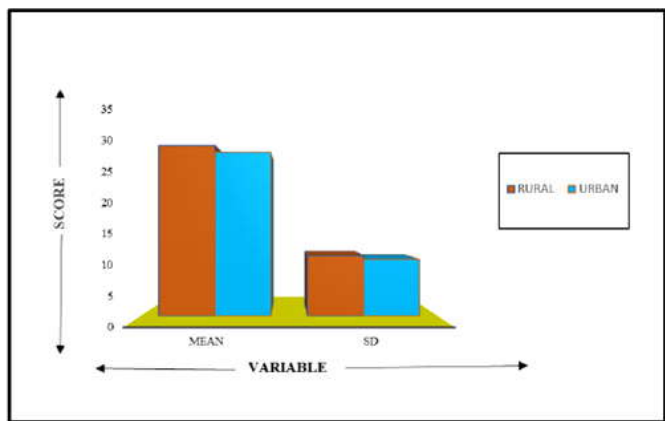
Hypothesis 2: There is no significant difference between rural and urban pupil teachers in their environmental awareness.

Table2

Descriptive statistics and 't'-test of pupil teacher environmental awareness with respect their locale

Variable (Locale)	N	Mean (M)	S.D.	'P' VALUE	Remark
Rural	53	30.4	10.753	0.29	NS
Urban	47	29.21	10.09		

Table2 reveals that the P value =0.29(P >0.05) of rural and urban pupil teachers in B.Ed. and M.Ed. courses which is more than 0.05. It means that there is a no significant difference in the values of Rural and Urban pupil teachers. Thus hypothesis 2 is accepted.

Fig. 2:S.D.& Mean of pupil teachers' environmental awareness with respect to locale.

Hypothesis 3: There is no significant difference between male and female pupil teachers in their scientific attitudes.

Table3

Descriptive statistics and 't'-test for pupil teachers' scientific attitudes with respect to gender

Variables (Gender)	N	Mean (M)	S.D.	'P' value	Remark
Female	52	82.3	11.12	0.427	NS
Male	48	82.69	9.41		

From table3 it is evident that the P value =0.427 (P >0.05) of male and female pupil teachers in B.Ed. and M.Ed. courses which is more than 0.05. It means that there is no significant difference in the values of male and female pupil teachers. Hence, hypothesis 3 is accepted.
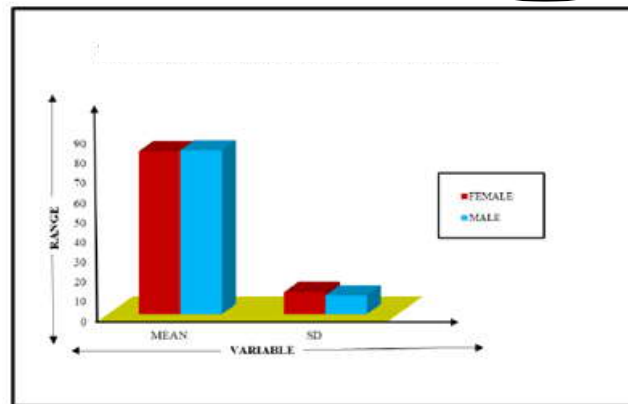
Fig. 3:S.D.& Mean of pupil teachers' scientific attitudes with respect to gender.

Hypothesis 4: There is no significant difference between rural and urban pupil teachers in their scientific attitudes.

Table 4

Descriptive statistics and 't'-test of pupil teachers scientific attitudes with respect to locale

Variables (Locale)	N	Mean (M)	S.D.	'P'value	Remark
Rural	53	82.075	11.14	0.34	NS
Urban	47	82.96	9.33		

Table4 reveals that the P value =0.34(P >0.05) of rural and urban pupil teachers in B.Ed. and M.Ed. courses which is more than 0.05. It means that there is no significant difference in the values of rural and urban pupil teachers. Hence, hypothesis 4 is accepted.
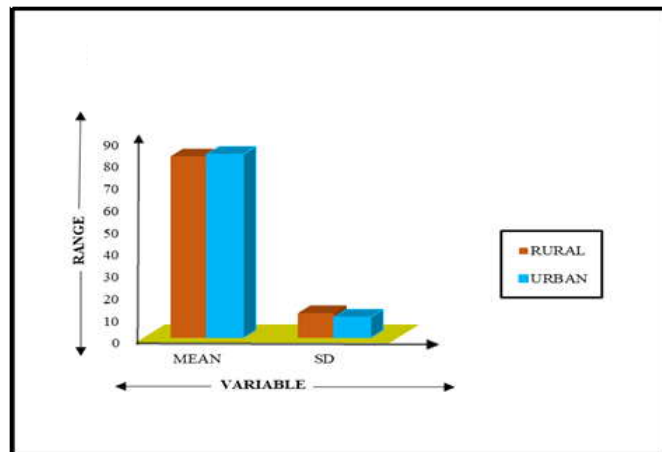
Fig. 4: S.D.& Mean of pupil teachers' scientific attitude according to locale.

Hypothesis 5: There is no significant relationship between environmental awareness and scientific attitudes of pupil teachers.

Table 5

Correlation between environmental awareness and scientific attitudes among pupil teachers

Variables	df (n-2)	|r|cal	r critical	N	Remark
Scientific Attitude	98	0.21	0.197	100	S
Environmental Awareness					

Table 5 reveals that |r| calvalue =0.21 and r critical value = 0.197i.e. |r| cal>r critical. It means that there exists a significant relation between environmental awareness and scientific attitude of pupil teachers. Hence hypothesis 5is rejected.

Discussions and Conclusion

In this study the main motif of the researchers was to elucidate the relationship between environmental awareness and scientific attitude among the pupil teachers of different teachers training institutions of North 24 pgs& Kolkata with respect to two categorical variables namely gender (male-female) and locale (rural-urban). In this study, the researcher found that there is no significant difference in environmental awareness and scientific attitudes of pupil teachers in terms of their gender and locale. So the findings establish the fact that if someone has scientific attitude then he or she is certainly aware of the environmental crisis wherever they are from, rural or urban region. And the reverse of the same is also true which means if someone has environmental awareness then his or her attitude must follow the scientific pathway. So, right attitude and awareness eliminate the concepts of gender biasness and demographic inequality. It is also concluded that there is a significant correlation between environmental awareness and scientific attitudes among pupil teacher. Hence we can utterly say that education, awareness and attitude follow reversible triangular relationship irrespective of gender and locale.

Recommendation

Environmental awareness and scientific attitude of the pupil teachers have a positive and significant relationship.

Environmental awareness will depend on the future actions which will be regulated and recommended by present young generation. For that, pupil teachers' environmental knowledge and attitude is an important issue for the healthy ecosystem. The researcher need to think about teaching methods, curriculum content, structure, suitable resources development of concerning environmental issues etc. Pupil teacher' necessity to use variety of idea teaching strategies and student should be encouraged to take positive performing in their daily life. Also, NGOs, electronic media should conduct some educational program on environmental issues to aware everyone. Pupil teacher should take part in formal and informal education classes to enhance their knowledge, understanding of situation and awareness of environmental awareness. The researcher suggestions in this research is essential to study the research on models of learning and awareness of attitudes towards student success, cultural environment, scientific attitudes and environmental awareness in communities with variable success of students in cultured environment.

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AWARENESS REGARDING THE RIGHTS OF PERSONS WITH DISABILITIES ACT, 2016 AMONG UNIVERSITY STUDENTS

ABSTRACT

The aim of the present study was to examine the awareness regarding the Rights of Persons with Disabilities Act, 2016 among the University students. The research method used for the present study was descriptive survey method. The sample included 100 students from various departments of Himachal Pradesh University, Shimla and chosen by random sampling technique. In the present study, a questionnaire developed by Kumar (2019) was used for collecting the data. The findings of the study revealed that, the majority of the students were not aware about the Rights of Persons with Disabilities Act, 2016.

Keywords: Awareness, Rights of persons with disabilities act 2016, University students, Random sampling technique, Majority.

Introduction

Disability has been defined differently by different disciplines due to various reasons. In the field of disability, India has been working from the British period. The Indian Lunacy Act, 1912 was known as the first disability act in India. After Indian Lunacy Act various acts came in to existence for the welfare of persons with disabilities in India some of them are Mental health act 1987, Rehabilitation council of India act 1992, Person with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 etc. The persons with disabilities act, 1995 was one of the landmark act in the field of disability because this act deals with the needs and problems of the disabled. After signing the United Nation convention of Rights of Persons with

Disabilities (UNCRPD) in 2007 Indian government start to think about the amendment, modification or replacement of Persons with Disabilities Act, 1995 to a new act. In the year 2011, the initial draft of rights of persons with disabilities bill was presented in the Parliament of India. In 2016, after almost five years this bill take as the shape of an Act. On April 19, 2017 this Act was officially implemented throughout the India. After that it becomes mandatory to both the center and the state government to follow this act and make appropriate actions to implement it properly.

The rights of persons with disabilities (RPWD) Act, 2016, also known as Divyangjan Adhikaar Kanoon, is the latest and the most effective act which ensure the welfare of disabled people. This act is unique as it has increased types of disabilities from seven to twenty-one with several provisions to the disabled people. This act addresses some of the long standing demands of the people with disabilities in India. This act has made the provision of free education for every child with disability from the age of 6 to 18. The RPWD act ensure the 4% reservation for disabled persons in government jobs. The rights of persons with disabilities act 2016 emphasis on the educational, vocational and social rights of persons with disabilities. The ultimate aim of the Rights of Persons with Disabilities act, 2016 was to provide accessible environment to the disabled people and the inclusion of Persons with disabilities in the society.

Background of the study

Kumar and Kumar (2018) wrote an article on RPWD Act, 2016 and School Education: Concerns and challenges. They stated that the number of disabilities were increased from seven to twenty-one in this act along with a number of new provisions acts institutional arrangements. The paper included specific provisions with their implications with reference to teachers, special teachers, and school administration. It also covered the concerns and challenges emerging from the act.

Math et.al (2019) wrote article on the rights of persons with disability Act, 2016: Challenges and

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opportunities. They stated that the new act was fine turns considering the society, and the available resources. Persons with Mental illness are often stigmatizes and discriminated, which hinders their full and active participation in society.

Significance of the study

The rights of persons with disabilities act, 2016 states that "the appropriate government shall ensure that the persons with disabilities enjoy the right to equality, live life with dignity, and respect for his/her own integrity equally with others." This act gives direction to the inclusion of persons with disabilities in the mainstream. This study is helpful to know the awareness regarding the Rights of Persons with Disabilities Act, 2016 among the University students. The students of the University will be future teachers, administrators, researchers and policy makers. So if they have the knowledge of disability acts and laws, they can promote inclusive environment to the persons with disabilities in working area or in society. The research questions for this study is;How many percent of the university students are aware about the rights of persons with disabilities act,2016?

Objective

To study the awareness regarding the Rights of Persons with Disabilities Act, 2016 among the university students.

Methodology

The purpose of the present investigation was to study the awareness regarding the Rights of Persons with Disabilities Act, 2016 among the students of Himachal Pradesh University. To get relevant data, descriptive survey method was used. In the present study, out of five government Universities in the state of Himachal Pradesh, the sample was selected from the Himachal Pradesh University Shimla. The sample included a total of 100 University students from various department of Himachal Pradesh University. The sample was chosen through random sampling technique. For collecting desired data for the present investigation, a questionnaire prepared bykumar (2019) was used. Scoring was done as per the directions and procedures given in the manual of the tool.To analyze the data, percentage method was applied.

Analysis of data

The responses regarding the awareness of Rights of Persons with Disabilities Act, 2016 was studied and summarized in the table 1.

Table 1
Responses of University students with respect to awareness of Rights of Persons with Disabilities Act, 2016

Number of Students	Yes	No
100	35%	65%

It is inferred from table 1 that 35 % University students were aware of Rights of Persons with Disabilities Act, 2016 whereas majority (65%) of students were not aware ofRights of Persons with Disabilities Act, 2016.
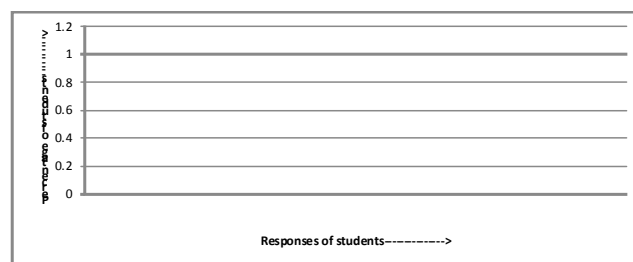
Figure 1. showing the percentage of University students' awareness regarding Rights of Persons with Disabilities Act, 2016

Findings and interpretation

Table1 indicated that 75% of University students were not aware about Rights of Persons with Disabilities Act,2016 and only 35% University students were aware about Rights of Persons with Disabilities act,2016.Hence, the conclusion can be drawn from the above results that the majority of University students were not aware about any component of Rights of Persons with Disabilities act, 2016 whereas 35 % of University students were aware about some of the Rights of Persons with Disabilities act, 2016.

Educational implications

In view of our findings the following educational Implications can be laid down:

THE PRIVATIZATION OF PUBLIC HIGHER EDUCATION: CAN WE AFFORD IT?

ABSTRACT

Higher education continues to change and in the process what is happening is privatization which in turn has serious implications on the social welfare of the nation. There still remains a query whether profit motive and social interest are mutually exclusive or in what situations market can most effectively be used with a minimum of sacrifice of social interest. Primary education is compulsory and free in India. But when it comes to higher education, the trend of privatization is noticed. In this context, the paper would develop into the question of accessibility and change in the nature of education.

Introduction

Today, education system in India is under tremendous attack. This attack emanates out of the state withdrawal and its substitution by the corporate houses as new rulers. This in turn, produces much serious ramifications given the dismal and discriminatory condition of education in the country, which is still struggling to make its citizens literate. Hence, government today is faced with the dilemma to fulfill its social commitments to ensure access to higher education and a tendency to view higher education as a private good, whose provision could be subject to market forces. An unregulated growth of private higher education may lead people to think if they are actually marching towards laissez-faireism. The doctrine of laissez-faireism was described by Thomas Carlyle as "anarchy plus the constable." Since the constable is weak, we have only anarchy in the higher education scene in developing countries. Invisible hand theory thus dictated that interest of individual were also interest of the society as a whole. What is ignored in the process is the fact that what people may want is not a choice of university (or public service) but access to an affordable, accessible and available university education of high standard (Tight, 2000). For those with limited resources, choice is a secondary rather than primary value, taking its place behind quality, affordability and access. In this context it is necessary to understand the nature of higher education.

Nature of higher education

In traditional societies and until 1970s public funding was meant to sustain the higher education system. Following John Maynard Keynes, the power of the welfare state was predominant. There was a strong consensus that prevailed among people that government could do almost everything for everybody. Education thus benefitted from state investment in education. Traditionally, the role of the state has been justified by the recognition of education as capable of producing externalities, as a public good (and as a quasi-public good in case of higher education), as a merit good, as a social investment for human development. Higher education has marketed in the public sphere and justified public funding for their activities on the ground that they serve public interest. However, there has been an increasing tendency towards transformation of higher education from being a public good to being a private good. Since the end of World War II, social and economic policies of both US and UK have shifted from Keynesian welfare state to neo liberal post welfare state. In the post war period however an agreement between workers and corporations were arrived at. In exchange for higher wages workers allowed capitalist to have capitalist control over investment and growth, as a result of which wages grew and profits fell. This capitalist crisis over the last 30 years, with its shrinking profit rates inspired the corporate elite to revive economic liberalism. This is what makes it" neo" or new.

In India higher education had expanded and until 1980's it had been public in nature. But, of late with shortage of public funds for higher education, and rapid growth of privatization in education public good nature of higher education has ceased to exist. A clear shift can be seen from philanthropy based private education to profit seeking private education (Tilak, 2005). In this regard, a Private

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Universities Bill was introduced in Parliament in August 1995, with a view to providing for the establishment of self-financing universities. The bill was not passed due to various political economic reasons and the government's lack of clarity on the issue was very much evident. If the government itself is so much unclear on the issue then why has it open the doors to private players in the first place?

It is therefore imperative to know the nature of higher education i.e. what type of good is higher education i.e. is it a public, private or quasi- public good? Public good by definition include those goods that are non-rivalrous and non-excludable. Private goods on the other hand are those goods that are rivalrous and excludable. Higher education in reality is neither a public good nor a private good. It is argued to be a quasi-public good as it has characteristics of both public and private good (Chattopadhyay, 2007).When a student gets educated he is the prime beneficiary i.e. there are direct benefits like salary and he is also contributing to society in the process of being educated i.e. positive externalities are being created in the process. However, the demarcation between higher education being public or private good is very difficult and it is policy sensitive (Marginson, 2007). Since there is a sense of privatives involved, there is an increasing tendency to treat it as a private good and hence create a market for it.

When exposed to higher education the neo liberal model has very serious implications. In order to analyze the implications one need to look at the changes and development taken place in higher education. The 1986 World Banks approach was to recover cost of higher education and reallocate expenditure towards primary level with high social returns. Since social rates of return are found to be consistently lower than private rates of return in terms of higher education therefore it was recommended that public subsidies could be reduced, and individuals could be asked to pay for their education (Psacharopoulos, 1994; World Bank, 1994). Second, a major positive outcome of the 1990 Jomtien conference on Education for All was that basic education received serious attention of the national governments and the international community; but at the same time this produced an undesirable effect on other levels of education. It was widely felt that basic education goals could be reached only if the public attention is diverted rather completely away from secondary and more particularly

higher education and governments in developing countries continued to show negligence towards higher education, which is reflected in public sector disinvestment in higher education. Public subsidization of education, especially higher education, would be regressive, increasing income inequalities by transferring the resources from the poor to the rich, as the education (particularly, but not exclusively higher education) subsidies accrue more to the rich than to the poor (World Bank 2000, p 80). Thirdly, governments in developing countries were increasingly facing a resource crunch. Hence a march towards laissez-faireism in higher education was evident.

Hence, acceptance of World Bank packages opened higher education to the forces of the market, reduced state's allocation of resources, increased student's fee level, led to the introduction of self-financing courses, promoted educational loans through development of credit market, and decentralized management of public education and encouraged expansion of non-government institutions. In other terms it also meant cut in public expenditure in terms of per student expenditure, share of higher education in gross national product started falling, decline in real resource affecting quality in higher education. Whenever there is a cut in public expenditure on education, it is the quality and more importantly equity that get traded off (Tilak, 1998).The acceptance could also be attributed to the faulty assumptions that (a) higher education is not important for development and (b) the State can as well withdraw from its responsibility of providing higher education in favor of the markets and (c) that the World Conference at Jomtien assumed no interdependence between different levels of education that growth in primary would contribute to rise in demand for secondary and higher education.

Implications

Education has always been perceived as an instrument for social mobility. Poverty is regarded as the principal barrier to equality of access and participation for low-income working-class students.Households with limited means regard expenditure on higher education for one child as a 'luxury' which could only be bought at the expense of other family members. For them money is the bottom line on everything. Public education would narrow

down the inequality gap by providing an equal opportunity of education to all and it is presumed under it that success is measured on the basis of achieved rather than ascribed status.

Now the question that arises is how will differential access to education provision and quality lead to the further marginalization of young people? With privatization the question of equality take on new meanings. Market 'solutions' have actually served to reproduce and not subvert traditional hierarchies of class. They trade off the opportunities of less privileged children to those already privileged. Working class is far less likely to see them as consumers of education as the cost and the risk involved outweigh their available resources. They could not even dream of educational success. It is clearly the middle class that have colonized the advantages of privatization. Thus, education is not centered to be received by all but only those who have the ability to pay. Markets privilege only the higher socioeconomic status families through their material resources. Choice matters only for the middle class because it is only they who can afford the private institutions. They are more likely to have the informal knowledge and skill-what Bourdieu (1984) would call the habitus-to be able to decode and use marketised forms to their own benefit. The proponents of market argue that it provides wide variety of choice to its consumers which in turn foster competitive efficiency. Middle class have more flexible hours and can afford to drive across the town to attend these private institutions. Hence, opposition to privatization has been by working class or lower to lower middle class. Lack of choice in government institutions make them inefficient and uncompetitive. With privatization setting in, there is an immense danger, as it is obstructing the entry of those talented students who are not equipped with adequate financial resources. Students no longer have shared interests with their peers, instead they are competitors.

Middle class thus seek out a segment of the market…that enables them to access the educational settings that can be converted into a positional good in a more competitive labor market (Robertson and Lauder, 2001, p.232). Robertson describes the changing mandate thus: 'educational systems, through creating appropriately skilled and entrepreneurial citizens and workers able to generate new and added economic values, will enable nations to be responsive to changing conditions within the international marketplace' (Robertson, 2000, p.187). Privatization of higher education is viewed as just imparting skills and preparing them for placements. The emerging higher education system can be summed up as a transformation of academic institutions into 'entrepreneurial universities' and 'commercial education was viewed as an instrument of social institutions,' whose single most important objective seems to be mobilization of more and more resources (Raines & Leathers 2003; Bok 2003). There is a difference between education that satisfies preference of the buyer and education that is undertaken in the interest of the people. The first perspective sees education as a mere transaction to augment employment perspectives and an inherent tendency towards privatization. Therefore, even when markets work well and students receive quality service; private institutions may still fail to serve the public interest.

Conclusion

Just as there was a loss of service for certain population as a result of airline deregulation, there could also be a loss in access to higher education if the application of a market forces model allows institutions of higher education to "cherry pick" student markets they serve (Winston, 1998). Even Adam Smith, who popularized the notion of free market, recognized the weakness of a free market approach wherein he talks about the need of public expenditure in areas such as education in his 5th book in the Wealth of Nation series. Traditionally education was viewed as one that diffuses knowledge and opened spaces for critical and independent thinking. It was considered as an instrument of personal development of individuals and empowering them to have a better quality of life. But with privatization seeking in, it is considered as an institution for acquiring skill and get better placement in the job market. Education, thus is losing its critical edge as it becomes nothing more than a mechanistic process as well as an instrument of producing 'professional' beings geared to sell their labor as and when required. The only apprehension emerging out of this tendency in education is that it would widen the inequality gap and reduce the confidence of the people in the government. Thus, education considered to be a State's responsibility, has been thrown open to the market. But

can the majority of Indians buy it? The answer is obviously a big No. To conclude, Thurow rightly remarks "Without government investments in education, education would undoubtedly have remained the preserve of the rich as it has in every country where the investments have not been made" (Thurow, 1996).

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DEBILITATED INDIAN HIGHER EDUCATION:
A BURNING ISSUE

ABSTRACT

India has always been a country on the rise. If we go into the history, we see that India has been ruled by different race and ethnicity of human society, hence the system of education kept on changing its shape and process. Today Indian higher education system and its sector are at a critical juncture, it needs to prepare well for the future of socio-economic aspects. Generally speaking, the higher education system has indeed become a low level mismanaged business. The purpose of this article is to highlight the burning issues and concerns of present education system. In the new age of innovation, India needs to strengthen its foundation to continue the success and fame which she enjoyed in the past, especially in higher education. Lack of infrastructure in universities for research, improper disbursement of government funds, unnecessarily high number of tracking and governing bodies, old curriculum, massively increasing new education institutions without proper monitoring of quality and increasing number of unemployed educated youth with huge skill gap are some challenges we are facing today. India is at the cross road where she needs to narrow the gap of challenges and demand of education market. It is high time for government to rethink to make some major and effective amendments in the education policy to strengthen the roots to a new era of excellence.

Key words—Education, institutions, unemployment, skills, research, higher education, education policies, curriculum

Introduction

India has always been a country on the rise and this track has set for it to get a seat among the major powers of the world. In every age and in every sector, India has time and again shown to be a reliable player. In this modern era, the new age of innovation, she needs to strengthen its foundations to continue the success it is at present enjoying. One of the core foundations that India needs to improve is its education sector.

In the ancient era, India had been the center of higher education in the field of linguistic studies, cultural studies like agricultural sciences and many more to name. Some other subjects like Indian dance forms, martial arts, ayurveda, naturopathy, yoga, astrology, arts and music used to be imparted in Indian students as well foreign students. We had world famous Nalanda University, Taxshila and Vikramshila University. If we dig into the history, we see that India has been ruled by different race and ethnicity of human society; hence the system of education kept changing its shape and process and led to modern education system that presently exists. Our Indian education system has been a varied mix of different origins that came from the different places of the world.

Arising concern

The education system has fallen short of finding effective avenues to draw a picture how beneficial higher education could be to climb the ladder not only in the Indian society but world society as well. Indian higher education system is at a critical juncture; it needs to prepare well for the future of socio-economic aspects. Though Indian higher education has grown tremendously in terms of enrollment, some areas still need attention.

According to the survey of different agencies and organizations of the world, today even the top Indian university do not find place even in the first 200 top universities of the world. Having a glorious history in education, today's education scenario has become a scary face and a big worry for India. The ranking of the autonomous institutions like IITs, IIMs and government institutions like Central University ranks below 300 in the world. This indicates our education system methods and process of governance has collapsed over the time.

Key challenges

Over the time, the shelf life of skills has declined. Education institutions, unfortunately, have not kept up with the changes and challenges; absence of fresh curriculum is

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a major challenge for the higher education system of India and has led to a widening skill gaps in the latest entering the market. Generally speaking, the higher education system has indeed become a low level mismanaged business preposition involving the students, parents, teachers, different categories of non-teaching employees, the private managements and universities authorities, education administration, curriculum and government policies-all engaged in all types of deals of by means of which admission are secured, degree are sold and bought, question paper are traded and answers books are manipulated. Actually rise in the expansion of higher education, particularly in liberal arts, has not been able to match the creation of jobs for students. An army of BAs and MAs with their brain eroded and exhausted too much in cramming and minds almost paralyzed by the impossible attempt to speak and write like Englishmen. The majority of them have no work, or employment. And which have the latter, it is usually clerkships at which most of the knowledge gained during their 12 years at high school and college is of no use what so ever to them. These number of unemployed educated job seekers' are clearly a liability for the country, at least in that these people have not become productive members of the society.

We have a problem of educated unemployment. It has arisen partly because our industrial development and other development projects have not been able to keep pace with the rising number of educated young minds. Another reason, though small, is that many of our educated young people wish to have only a particular type of job. They would work in particular places and cities rather than villages. We have situation where we have areas in India which are in need of engineers, of doctors, of machines and many other such specialized people, and yet we have groups here who are unemployed. This is partly a question of education and also of creating a social consciousness amongst our people and society.

The fact is that unemployment, on the whole, has been ever increasing in the urban centers, in rural areas, in all sectors of highly educated, higher educated and illiterates. There are many reasons for unemployment among the educated, an ever increasing percentage. Only a fraction of a percentage of the educated aspires and tries for self-employment. The reason for the lack of institutions for self-employment is, by and large, the context of education itself. As mentioned earlier, curriculum in Indian universities and colleges, a derivative of the colonial institutions, generally encourages a student to seek a job rather than create a job. Technical universities in general and liberal arts institutions in particular have not really been able to relate their curricular to the required quality level to encourage self-employment. Other reasons also account for the critically high level of unemployment among the educated. The enrollment policies of education institutions have not necessarily been planned in accordance with the labor-absorption capacity of the economy of the country. Besides, overall quality of the degree holders is not necessarily based on the development of their natural abilities into employable skills most of the educated who are unemployed, particularly so in liberal arts, are those who cannot be employed for they do not have any marketable skills.

Challenges included gap between the skills being imparted and skills needed at the workplace, skills gaps among the teacher faculty, a dearth of funding channels and the amount and quality of research being carried out in the education institutions. There is much debate about quality and quantity of research work done in the university. There is a need to indentify which faculty member can drive research and who can facilitate teaching at institutions. Not only the students' but even the faculty skill sets are not synchronically with the needs of the institution. Lack of quality faculty is one of the biggest challenges for our Indian higher education sector. Faculty need to upgrade and up skill regularly more than once a year to match the expectations.

Lack of infrastructure in university for research, improper process of expenditure of government funds, unnecessarily very high number of tracking and governing bodies like AICTE, UGC, NAAC, state government department and so on hampers the natural blossom of young minds for technical and professional advancement. The fact that our education system as a whole have not been refrained from corruption, be it our bureaucrats or the middle level government officials. The corruption in all level gives away to malpractice among the education providers and the seekers as well.

With so many challenges to face up, the obvious question which pops up in our mind is what is the higher education system doing? Actually not very much, especially when we look into the long list of challenges we are facing. Though UGC, the apex body of the country to control and regulate higher education has been to a great extent has

been able to live up to its mark, especially in providing a link mechanism between the output of the higher education on the one hand, and the absorption capacity of the economy on the other. But we cannot ignore the fact that UGC has neither been able to control the quality of the degree holders nor of the research being carried out. Basically UGC has been preoccupied with the quantity and necessarily with the quality.

The increasing number of pop ups of institutions have maligned the quality of technocrats passing from the various universities. Due to different education policy, especially higher education and research field, the teachers and professors are compelled to do research work irrespective of their interest to do so and therefore is being impaired. After going through the above challenges, two points are clear—first, continued investment in higher education is leading to a near parallel trend in educated unemployment; second, almost all of this higher education is lacking a good amount of quality in every aspect. It is very clear that continued investments in higher education are not really contributing to the process of national development. In our country, in the view of high unemployment among the educated, the ineluctable conclusion is that higher education has only expanded quantitatively and not qualitatively. The magnitude and gravity of the unemployment of the educated indicate that the adoption of the education policies and techniques since the attainment of independence has not quite been consistent and up to the mark with the process of planned development of the national economy. Today colleges and universities are crowed with activists of political parties, big and small, who threaten, blackmail and misbehave with teachers' and administrators. Unfortunately today a hard-working teacher is afraid to perform his duties.

Suggestions in brief

A concise appraisal of this situation in educational planning tends to reveal that education has been planned and in general has remained in isolation from creation of social awareness and economic growth.

The future of India is in the hands of youth and that future is determined by the training and education they receive today. High quality alone can contribute to development. Given our constraints of time and resources the accent should be first on strengthening existing university before starting new ones. Apex education bodies like UGC should identify the best universities, their practices and their development as institution of national importance. Quality

of education depends on lots of things like quality of teachers, their zeal, enthusiasm and motivation, change in curriculum accordingly to time, generous funding, administrative and political policies, quality of research work and keeping a tap on pop up education institutions, employable pass outs in ratio to demand of market etc. are few to name.

Conclusion

Education indeed is the barometer of a society's advancement and it deserves all the attention and efforts to be paid off to maintain the balance between quality and quantity. What is needed is an understanding of the contradiction in the capacity of the economy as a whole to absorb the educated labor. India is now on a cross road where she needs to increase her literacy level to a higher percentage of the population of social mobilization and use technology for creating the best possible skilled manpower for nation-building.

It is high time for government to rethink and make some major amendments in the education policies, organize the private sector in education and streamline the higher education processes. The education fraternity needs to collaborate with thought leaders and industry experts to form new strategies from its traditional roots to a new era of excellence.

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DEMOGRAPHIC PROFILING OF OPEN AND DISTANCE LEARNERS (ODL)IN NORTH EASTERN REGION IN INDIA : AN ANALYTICAL STUDY

ABSTRACT

The present study is an effort to present the demographic profiling of the Distance Learners in North Eastern(NE) region of India. The study is a systematic effort to understand thesocial and demographic aspects of Open and Distance Learners (ODL) like gender, marital status, religion, category etc for 63166 learners registered for ODL further constructs the age based demographic profiling of learners to understand the potential of demographic dividend of the ODL learners which can be most helpful for educational planners and policy makers.

Key Words : *ODL, Demographic Profiling.*

Introduction

Distance Education is based on the primary idea of taking the education to the door steps of the learners. In India various governments in the past and the present focused on increasing the country's Gross Enrolment Ratio (GER) in Higher education. India being a diverse country with different beliefs, practices, variations in topography, no uniformity in the resource availability etc. makes any policy planning a big challenge in the country. The government's target of taking GER to nearly 30% by 2020 is thus a herculean task. At present the Countries GER is at 24.5%. Since the conventional universities and colleges alone cannot provide the Higher Education to all, UGC is encouraging Open and Distance Education (ODL). There are number of Directorate (DEIs/DDEs), State Open Universities and one National Open university (Indira Gandhi National Open University) in the country serving the educational needs of the masses. The Guwahati IGNOU Regional centre was established in 1996 enrolling about 1100 learners per session. In addition to Assam, Arunachal Pradesh and Sikkim were also under the jurisdiction of Regional Centre Guwahati till December 2000. IGNOU in this region has been registering a steady growth since its inception both in terms of the number of programmes being offered and the enrolment.

Conceptual idea behind the study

In last decade, there has been a lot of changes and regulations in offering programmes through Distance mode. The erstwhile Distance Education Council (DEC) which was under IGNOU was taken away and brought under UGC with a different nomenclature i.e. Distance Education Bureau (DEB) by amending the existing act enacted in 1985. DEB is now an apex body to regulate and formulate the policies for all ODL institutes in the country. The present demographic structure of India clearly shows that large amount of population is under youth bracket. This simply means that the target of educating youth is one of the biggest challenges for the government. In view of this, the present study is taken with an intention to know the demographic profile of open and distance learners in North Eastern region in India. Through this study it will be ascertained the detailed demographic profile of the learners which will help to clearly understand the type of people joining ODL and also help the planners and regulators to focus on the core issues.

Objectives

The present study is carried out with an intention to understand the demographic profile of the students seeking admission through ODL. The prime objectives of the study are:

1. To identify the students in distance learning in terms of gender, marital status and employment status.

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2. To know trends in joining ODL system in terms of gender and religion.

3. To ascertain students under BPL category opting for ODL in terms of religion.

4. To know the status of different reservation category students in distance learning.

5. To understand and encrypt the age based Socio Demographic profiling of the students

6. To analyze the student admission trend for different programmes and to know the courses which are popular among the students?

Database and methodology

The present endeavor is based on the secondary data which is extracted from the Admission archival records submitted by the students of Indira Gandhi National Open University's Regional Centre Guwahati for the period of ten years i.e. January 2008 to July 2018

The social and demographic data like age, gender, marital status, category, rural/urban etc was collected for 63166 learners. The data was conveniently tabulated and simple statistical analysis was applied across the components to derive logical conclusions.

Gender-wise and marital status-wise distribution

Table 1

Gender-wise Distribution

Gender	Students	%
Male	36164	57.31
Female	26943	42.69
Total	63107	100

The primary analysis of the data reveals that students seeking admission through ODL in Assam are mainly male (57.31%) followed by female (42.69%). The gender-wise distribution of the students is presented in table 1.

Table 2

Gender-wise Marital Status of Students

Gender	Marital Status				Students	%
	Married	% Married	Single	% Single		
Male	21118	58.4	15042	41.6	36160	57.31
Female	15102	56.06	11838	43.94	26940	42.69
Total	36220	57.4	26880	42.6	63100	100

It is inferred from the above table 2 that majority of the students were married (57.4%) and (42.69%) students were single. It is also interesting to ascertain that ODL gives a better platform for married learners to pursue their higher educational aspirations.The gender-wise marital status of students reveals that out of the total of 36164 male students, 58.4% were married and (15042) 41.6% were single. Regarding female students (56.06%) were married and (43.94%) were single. The gender-wise marital status of students is presented in table 2. The inference drawn here is that the majority of the students join higher studies through ODL when they are single irrespective of the gender.

Table 3

Gender-wise Employment Status of Students

Gender	Employment Status				Students	%
	Unemployed	% Unemployed	Employed	% Employed		
Male	28691	79.34	7473	20.66	36164	57.3
Female	23561	87.45	3382	12.55	26943	42.7
Total	52252	82.8	10855	17.2	63107	100

Higher education and employment is always an area of interest for many researchers and policy makers across India. Table 3 shows gender-wise employment status of the distance learners. Around 82.8% of the students were unemployed and only 17.2% were employed. Unemployment ratio is more among female student (87.45%). It is evident that students prefer ODL studies over regular conventional mode in spite of not having a regular employment.

Table 4

Marital Status-wise Employment Status of Students

Employment	Marital Status				Students	%
	Married	% Married	Single	% Single		
Unemployed	30590	58.54	21667	41.46	52257	82.8
Employed	5637	51.94	5215	48.06	10852	17.2
Total	36227	57.4	26882	42.6	63109	100

The Marital Status-wise employment status of students as presented in table-4. It brings out the fact that 82.8% students were unemployed and 17.2% students were employed. Out of the married students 58.54% were unemployed whereas 51.94% were employed. Similarly, Single employed students are 48.06% and 41.46% of single

students were unemployed. This table traces out the very important finding that even married population (58.54 %) stands out highly unemployed and probably this is the reason which drives them towards higher education through IGNOU to enhance the employability after pursuing higher education.

Table 5

Religion-wise Gender-wise of Students

Religion	Gender				Students	%
	Male	% Male	Female	% Female		
Hindu	28133	56.47	21686	43.53	49819	78.95
Muslim	4756	67.94	2244	32.06	7000	11.09
Christian	2736	51.44	2583	48.56	5319	8.43
Sikh	102	53.97	87	46.03	189	0.3
Jain	107	47.98	116	52.02	223	0.35
Buddhist	160	53.87	137	46.13	297	0.47
Jews	1	33.33	2	66.67	3	0
Others	167	66.8	83	33.2	250	0.4
Total	36162	57.31	26938	42.69	63100	100

Table 5 shows the analysis of the student data on the basis of religion. The analysis revealed some interesting facts. Among the students who sought admission in ODL 78.95% were Hindus, 11.09% were Muslims, 8.43% were Christians and 0.3%, constituted from Sikh community in North Eastern Part of the Country. It is also interesting to note that 56.47% of male Hindus and 43.53% of female Hindus had joined Distance Education. However in case of Muslim students more male (67.94 %) take education in comparison to female population (32.06%). In cases of other religions it is almost in equal ratio nearing 5% were the male and female distribution except Jews and others.

Table 6

Religion-wise Marital Status of Students

Religion	Marital Status				Total	% Total
	Married	% Married	Single	% Single		
Hindu	29095	58.4	20724	41.6	49819	78.95
Muslim	3425	48.92	3576	51.08	7001	11.09
Christian	3188	59.9	2134	40.1	5322	8.43
Sikh	97	51.32	92	48.68	189	0.3
Jain	94	42.15	129	57.85	223	0.35
Buddhist	177	59.6	120	40.4	297	0.47
Jews	2	66.67	1	33.33	3	0
Others	144	57.6	106	42.4	250	0.4
Total	36222	57.4	26882	42.6	63104	100

Table 6 shows the analysis of the religion-wise student data on the basis of the marital status and it was revealed that 58.4% of the students belonging to Hindu Religion were married and 41.6% were single in status. In case of Muslim students the number of married was much lower (48.92%) and nearly 51.08% had single marital status. This brings out an observation that Muslims even continue higher education before and even after marriage. As many as 59.9% of Christian students were married leaving against 40.1% as unmarried. Here it can be generalized that majority of students belonging to minority community continue the studies even after marriage. Religion-wise marital status of students is presented in Table-6.

Table 7

Religion-wise distribution of students from 'Below Poverty Line' Category

Religion	Students	%
Hindu	565	52.41
Muslim	121	11.22
Christian	134	12.43
Sikh	2	0.19
Jain	2	0.19
Buddhist	4	0.37
Others	8	0.74
Total	836	100

The above table 7 shows that out of the total number of 100 students belonging to Below Poverty Line (BPL) category who took admission in IGNOU, majority (52.41%) were Hindus followed by Christians (12.43%) and Muslims (11.22%) and remaining religions like Sikh, Buddhist, Jain and others constituted over near about 1% each.

Table 8

Category-wise Distribution of Students

Category	Students	%
General	33545	53.17
Schedule Caste	4214	6.68
Schedule Tribe	12117	19.21
OBC (Creamy)	8566	13.58
OBC (Non-Creamy)	4649	7.37
Total	63091	100

The category with distribution of students are from in table 8. The Government of India has been encouraging deprived class students tremendously through special component schemes and resulting in increase in the enrollment in higher education. The students belonging to schedule caste and tribes have been taking advantage of SCCP plan of Government of India. This parameter was purposely taken as a component of analysis to understand the category wise distribution in the present study. The category-wise analysis of the student data gets out the fact that as many as 53.17% students who sought admission belonged to General Category followed by OBC (Creamy) (13.58%), SC (19.21%), OBC (Non-Creamy) (7.37.1%) and ST (19.21%).

Table 9
Category-wise distribution of students belonging to Ex-Serviceman

Category	Students	%
General	159	54.08
Schedule Caste	21	7.14
Schedule Tribe	57	19.39
OBC (Creamy)	42	14.29
OBC (Non-Creamy)	15	5.1
Total	**294**	**100**

It was found from the analysis of the data that out of the total of 63091 students who took admission only 294 students belonged to Ex-Serviceman. Out of them, majority belonged to General category (54.08%) followed Scheduled Tribe (19.39%), OBC creamylayer constituted about 14.29% and non-creamy layer with 5.1% as given in the table 9.

Table-10
Age profile of learners

			Below 25 yrs	% share	Between 25- 40 yrs	%share	Above 40 yrs	% share	All total
1	Gender	Male	18461	51.07	15677	43.37	2012	5.57	36150
		Female	14595	54.21	11332	42.09	996	3.7	26923
	Total		33056		27009		3008		63073
	% Share		52.41		42.82		4.77		
2	Category	General	17581	52.43	14059	41.93	1891	5.64	33531
		SC	2179	51.72	1865	44.27	169	4.01	4213
		ST	6199	51.2	5533	45.7	376	3.11	12108
		OBC (Creamy)	4639	54.17	3522	41.13	403	4.71	8564
		OBC (NC)	2459	52.96	2018	43.46	166	3.58	4643
	Total		33057		26997		3005		63059
	% Share		52.42		42.81		4.77		
3	Area	Urban	15623	51.86	12927	42.91	1575	5.23	30125
		Rural	8953	50.81	7831	44.45	835	4.74	17619
		Tribal	2429	54.33	1912	42.76	130	2.91	4471
	Total		27005		22670		2540		52215
	% share		51.72		43.42		4.86		
4	Marital Status	Single	13062	48.61	11827	44.01	1984	7.38	26873
		Married	19997	55.23	15183	41.94	1024	2.83	36204
	Total		33059		27010		3008		63077
	% share		52.41		42.82		4.77		
5	Employment	Unemployed	30513	58.4	20299	38.85	1433	2.74	52245
		Employed	2547	23.5	6715	61.96	1575	14.53	10837
	Total		33060		27014		3008		63082
	% share		52.41		42.82		4.77		

India being a young nation in the ageing world, age remains as most important factor of consideration for any major demographic studies. An effort is made to prepare an age based social profiling in the present study. The following findings are derived:

1) 52.4% of learners are between the age of 18-25 years and 42.82% of learners are between 25 -40 years are age and only a minimal of 4.77% of students are above the age of 40 years.

2) Higher Education is well received from all social sectors. General category students within the age of 18-40 years constitute nearly 94.36%, similarly SC (95.99%), ST (96.9%) in the age group of 18-40 years. A social inference which can be drawn out from this is that irrespective of the category the distance education is well percolated among the population in the age group of 18-40 years.

3) The total share of students coming from tribal region under the age group of 18-25 years is about 54.33%. This also implies that the prime motto of Distance Education is to reach the unreached however the share of students coming from tribal region under the age group of more than 40 years reflects the scope of reaching to unreached.

4) 55.23% of students in the age group of 18-25 are married and pursue Higher education

5) 59% of students are unemployed in the age group of 18-25.

6) A very strong inference can be drawn from the parameters of employment status and marital status from the age group of 18-25 years that about 55% in this age group are married but unemployed. In Indian societal fabrication it is presumed that employment is primarily mandatory after marriage and education remains secondary however, in the present study it emerges a fact that unemployment is dominant even after acquiring a marital status. This high prevalence towards acquiring higher education implies that the people in north east have realized the importance of education thus acquiring it in distance mode.

Conclusion

In the background of very rapidly growing number of learners opting to study through distance mode, it is very essential to know the different programmes in demand, (High, moderate and Low) to understand the relations between different demographic aspects of the learners. Indian being focused as the biggest demographic dividend projected country for next several years, the present study will give the planners a direction to further plan for different infrastructural and educational needs to strengthen the skilling potential of learners especially in the North East Region of the country in the upright directions. This study will strongly help the planners in expanding the access of Higher Education through ODL mode in the existing demographic structure of India thereby help in increasing the countries GER as envisaged by Ministry of Human Resource development.

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DIGITAL LITERACY: IMPORTANT ELEMENT FOR SUCCESSFUL TECHNOLOGY INTEGRATION

ABSTRACT

Digital literacy is important because it nurtures the daily activities of all people. Its importance and what constitutes digital literacy are elaborated in this paper. Students in school today have the advantage of a lifelong exposure to digital Technologies - technologies that are equipped with advanced feature portable more functionalities. The similar interface enables the young people to use digital Technologies widely in everyday activities and education. They are able to access a vast amount of digital resource online and have more choices for information and entertainment then at any point in human history. Having too many choices is itself an issue especially in the ability to choose the right one. The ubiquitous nature of mobile technology and they easy access to the internet means that student could be potentially online and connected all the time and undertaking the activities. For the students to be online frequently, there are numerous challenges. How effectively they learn with the online materials? How do they look at the information?How do they evaluate the trustworthiness and accuracy of the resource? and How do they use them ethically synthesise new content are the important question to be answered. Educating students to search effectively on the web is an important part of digital literacy.

Key words: Digital literacy, Web 2.0, skills. Knowledge

Introduction

Being online frequently could save the character and attitude of the student. The impact of the media is powerful and message on the Internet could be negative and could influence students' attitude and behavior. In addition there are issues such as internet scams,cyber bullying, credit card fraud, illegal downloading, predator and game actions. Excessive expose to dark and violent content could distort a young person's view of the world, decreasesafety and increase high risk behaviors like aggression and hostility. Counteracting the influence of negative impact of media requires student to critic and access the underlying meaning embeddedin text,images, sound and combination of these. They need to develop multi literacy skills and learn about strategies evaluate multi model content.

On a daily basis millions of young people meet online to chat, exchange ideas, naked socially and collaborate on projects. Web 2.0 is becoming the lifestyle for young people who are accessing the web to send emails, seek information, purchase goods, online banking, chat online, post questions, contribute solutions, photos and videos, download games, music, contribute to blocks and wikis to share Idea and opinion. Having web 2.0 environments become more and more of a Lifestyle for young people cyber safety and potential risk dissipating online is increasing. Cyber safety is about keeping safe online. Potential race that young people face online include bullied, stalked, harassed and exposed to identity fraud and inappropriate materials. Being digitally literate ensure that the young people understand about amongst other thing, privacy, security and cyber safety. In other words, they need to know how the digital world works.

Digital literacy

With the rapidly changing landscape of digital technology in society, range of terms related to its literacy has been in the literature, for example ICT literacy, information literacy , net literacy, online literacy and new literacy's. The digital literacy definition encompasses a range of literacies in the affective and digital technology by individuals and it blends the broad definition of Hague and Python (2010).Digital literacy is an important entitlement for all young people in an increasingly digital culture. Knowledge and understanding that will help them to take a fool and active part in social, cultural, economic, civic and

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intellectual life now and in the future. To be digitally literate is to have access to a broad range of practices and cultural resources that you are able to apply to digital tools. It is the ability to make and share meaning in different modes and formats, to create, collaborate and communicate effectively stand how and when digital Technologies can best be used to support these processes More specific label Eshet-Alkali (2004) suggested that there are 5 types of illiteracies that are incorporated within the term digital literacy, photo visual literacy, reproduction literacy, branching literacy, information literacy and socio emotional literacy. Digital literacy is a combination of cognitive, technical and socio emotional ability of an individual competently use allergies the various context of his life. It embraces a range of skills and knowledge within a critical literacy, multi literacy - the ability to critically analyse select and use digital resource ethically. technical and operational literacy - the ability to technically use digital Technologies and their functional feature and socio emotional literacy - quality to communicate effectively using digital Technologies and safeguard oneself online.

Skill and competencies

When discussing about digital literacy, the words skill and competencies are often used interchangeably, but there is some distinction between them. A skill is usually developed through formal training for education and is the ability through knowledge and practice to do something well. Competency focuses on behaviours and actions ability to apply skills and knowledge to get things done effectively. For example an individual could be technically skilled in using a range of application but may not be able to use them to solve a problem or create a useful artefact. Contextual knowledge is also necessary to demonstrate competency. For example a person maybe technically skilled in creating web page but the task of creating discipline based constructional material for gifted student on a website could fall short of competencies due to lack of understanding of how gifted student learn and having insufficient knowledge in the discipline. A digitally Competent Person is digitally literate person who is able to use a combination of skills and knowledge thoughtfully to complete a task effectively using digital technology. Competency transcends dimension of the digital literacy framework which have a cognitive,

technical and socio emotional aspect to work in a holistic manner.

Conceptual Framework for Digital literacy

The literacy framework has three dimension-

1 **Technical:** Technical and functional skills.

2 **Cognitive:** Critical thinking and analytical skills and multi literacies.

3 **Social Emotional:** Communicative, social online safeguarding skills.
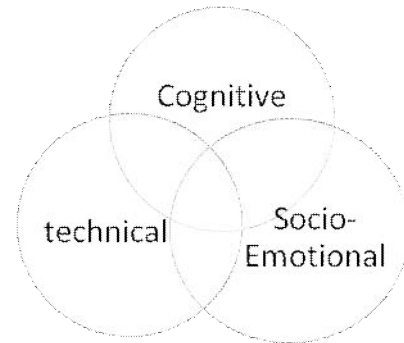
While the digital literacy for mobile technology use, mobile digital literacy, has some variations recipe for are desktops, most of the skill are Transferable across the two context mobile digital literacy subset of digital literacy. Generic skills that are identified as applicable to both desktop or laptop learning and mobile learning includeKnowing about the machine that the learner is using developing proficient technical skillsselecting the right tool or application to represent the learners thinking and understanding Analyze critically data receivedExercising caution and appropriate behavior while socializing in online communities.The mobile user however need to be able to differentiate between the different devices and how they differ technically and functionally as well as understand the affordance and limitations of similar software in mobile device,Excel versus mobile Excel.

Technical dimension of digital literacy

Regarding technical and functional skillsat the most basic level, a digital literate person should have knowledge of working part and be able to connect and use Input and Peripheral device. He must be able to troubleshoot, and adequately operate the features of applications. He must know the working parts and able to connect and use Input and peripheral devices.

Digitally literate person should be able to connect together of functional computer system modern device for his own personal use for example, mouse, earphones, keyboard, VGA connector, USB drive, printer, external speaker and smart board. He must be able to troubleshoot the ability to read manuals to conduct basic technical activities part of being digitally literate. In addition arrested of reading manuals, digitally literate individuals are able to make use of local help functions are web based resource Google search and YouTube. He must possess the skill to adequately operate the features of applications. A digitally literate person understands the organizational structure and file storage system like folders, directories and drives. He should be able to manage data transfer that includes understanding about file size best to hold them.

Being digitally literate technically means knowing about and being able to locate frequently used user interface element that is used that define interactivity such as menu, sizing, dragging, scrolling, ring sliders and collapsible list. The digitally literate individuals make use of multiple Windows for multitasking purpose and understand about types and their relationship to content able to setup and use communication working tools. Digitally literate individual becomes a rebel to avoid farm and viruses by installing antivirus software updating it he knows about the specific requirements of particular apps.

Cognitive dimension of digital literacy

In the cognitive dimension of digital literacy, digital literate person should have the ability touse the internet effectively for information gathering and knowledge synthesis

A digitally literate person is able to use the internet both to consume information and create content by using able to automatically media environment to learn, for information and construct knowledge, search and locate webpage information such as the use of appropriate browser and search engine, narrowing the search using Boolean operators and appropriate keyword to maximize precision do the number of pages that the learner has to read, for example using multiple keywords in the search would yield better result than a single keyword. Cognitive aspect of digital literacy is the ability to understand the authors and producers of the resources on the Internet have their own motivations in the message that they convey hence it is important for the students to critically evaluate it promptly.

Social Emotional dimension of digital literacy

Web 2.0 Technologies such as wiki spaces, Google Plus, BlogSpot, face book and YouTube enable to contribute to network for socializing as well as for learning. While the practice of racing could bring such as the ability to share problem and collaborate in project, being social emotional illiterate safeguards the individual from missteps and protects him from emotional strain resulting from the missteps. In the social emotional dimension of digital literacy, a digitally literate person is able to use the internet responsibly and safely for communicating, socializing and learning.

Developing digital literacy

The complexity of digital literacy with its various multiple literacy means that its development in an individual is an ongoing process. Martin (2006) proposed that there are three level in the development of digital literacy. There are no lock-step processes to the development of digital literacy at each stage of development. The process does not have to sequential specific task. The patternfor developing digital literacy could be random where individuals draw on whatever skills is necessary, including lower level knowledge and skills, to develop or understand material that are of higher order. Embedding the development of digital literacy in context would be the best way of achieving digital competencies for educators and their students.

Conclusion

This research paper proposes that being digitally literate requires the holistic development of a set of key skills that are technical, cognitive and social emotional where the individual is able totechnically operate basic aspect of hardware and softwaresearch, locate and critically access information for both the purposes of research and content learning, select and develop competency in the use of most appropriate technological tool and their features to complete a task, solve a problem are create a product for teaching for the student to best demonstrate new understandings and behave appropriately in social network and other online communities, ensuring that the individual is protected from harm in these environment.

The development of digital literacy in students is an inventive part of education in today's contemporary societies. The proposed Framework for Digital literacy close the interdependency of a attitude of literacies that need to be developed picture, while the notion of sky 2001 digital natives is being debated in the academic circles, even those who oppose the concept would say that the young people today are better handler of Technology, particularly within the areas of mobile phone and social media users. Many of these young people would have a degree of digital literacy informally as indicated. Why equipped with the technical capability and the ability to use mobile device to connect with friends online and follow an online community of the same interest. Schools in particular should provide dedicated and real time in class to learn these aspects of digital literacy through the provision of authentic tasks relevant scenarios for the student critic and problem to solve. Young students should be encouraged to track their own is over a period of time reflective journal or block that their own activities and identify issues in counted as well as potential issues that could have arisen. This is Similar to White (2013) subject on a digital fluency in school as a way to teach student to use internet effectively for learning as well as address the skill gaps required for 21st century functioning. In education most students are un familiar with educational Technologies to use them effectively. They would need to be taught explicitly about these technologies and how to use them appropriately. An implication is that educator's will need to have a reasonably good level of digital literacy in order to help students develop the skill and knowledge needed to use educational Technologies effectively pair digitally based curriculum material that integrates the development of these skills and knowledge into the students. Digital ensures that the student and educator are digitally wise. Digital wisdom arises from the combination of the digital tools are used to enhance the capacity of human mind.

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