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Gender Stereotypes in
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Dear Readers!

It is said that two T-factors, namely technology and time will be influencing and challenging the future generations. The tech-savvy people are already in high demand and the corporates are recruiting the quotient –smart people. In other words, they do look for candidates of book-smart, tech -smart, time-smart and IQ-achievement; very few even today in the context of technology and language, emphasize the social-smart people, rightly called social intelligence. Social Intelligence (SI) is the ability to successfully build relationships and navigate social environments. (<https://www.scienceofpeople.com/social-intelligence>).

Building strong relationships becomes the need of the hour as it creates immune system to desist the loneliness and fragile relationships. One word that is heard throughout the universe without any barrier is 'stress'. Where does the stress arise from or how is it grown? The stressors, that which causes stress, are given birth between two individuals; the emotions of each other is not respected and recognized. The second part of competencies of EQ, social awareness and relationship management are totally disregarded.

Daniel Goleman in his book entitled, "Social Intelligence: The New Science of Social Relationships"(2006) introduces a new concept, combining emotions and social awareness, as Emotional and Social Intelligence(ESI), surpassing EI and focusses on social relationship. He very much campaigns for ESI, inviting the people to significantly differentiate between the quotients of EI and ESI. (<https://www.socialigence.net/blog>). IQ will alone not be enough to determine who is smarter, or a better leader but the measure of social intelligence will complete the determination process.

In the context of classroom education, the teachers are expected to be social-smart so that they could accompany the learner in his or her academic journey. Social intelligence enables an individual to know the neighbour, assist him / her in snags, and get him / her accepted in the group. It goes beyond the EI and grafts the social behaviour in the person; new mode of socialization is initiated. Therefore the modern prospective teachers are to be exposed more in the line of group activities and universal thinking so that each one is open to individual differences and global living. Mere technical knowledge will no way serve him / her to achieve successful life but only with the addition of social intelligence.

Dear Friends, We have twelve new papers that talk about psychological status of students, educational status of tribals, children and women, social media, AI and financial management of institutions. All the above themes have been chosen out of our experiences and hence have more relevance for our teaching-learning process. Continue to read them, reflect on it and cherish those findings in your institutional interactions. Allow me to say, not to forget to send your comments to us so that this journal may continue to serve as a dais for fruitful interactions and dissemination of new ideas.

Wishing you a great festive season ahead.

Editorial Team.



RESEARCH AND REFLECTIONS ON EDUCATION

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PSYCHOLOGICAL HARDINESS AMONG MILITANCY AFFECTED SECONDARY SCHOOL STUDENTS OF KASHMIR VALLEY

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ABSTRACT

This paper attempted to know and compare the level of psychological hardiness among militancy affected secondary school students. The study sample consisted of 300 participants (180 male and 120 female) selected through the snowball sampling technique from Five Districts (Anantnag, Shopian, Kulgam, Pulwama and Kupwaa,) Kashmir Valley. The investigator developed the Psychological Hardiness Scale was used for data collection. Data analysis was done by IBM SPSS-20. The investigator found that the majority of militancy affected secondary school students had an average (68%) level of psychological hardiness with only a meager percentage falling in the high (17%) and low (15%) levels. It also appeared that male militancy affected secondary school students were having higher level of psychological hardiness than female militancy affected secondary school students.

Keywords : Psychological Hardiness, Militancy affected secondary school students

Introduction

The word militancy was derived from the Latin verb “military” meaning “to serve as a soldier”. The investigator defines the word militant as those who aggressively and violently promote political philosophy in the name of movement and sometimes have an extreme solution for their goals (Sheikh S, 2009). In Jammu and Kashmir State Militancy began in the year 1990. It poses a multidimensional threat to all, particularly children. Children’s physical, mental, social and emotional development has affected due to militancy. 5-6 % of the child population is either parentally deprived or destitute or neglected, displaced, and does not get their basic needs fulfilled (Hanjoora, 2002; Hanjoora, 2007). Children have seen the brutal murder of their loved ones, left homeless and they are all alone without anyone to care for them. They have witnessed traumatic events, their childhood innocence, and lived amidst the memories of bullets, explosions, and bloodshed. During the crucial years of their growth and development they lack the vital parental and familial interactions. Life is full of exciting challenges, stressful events, tensions, worries, emotional disturbances, live that etc. Therefore it generated psychological problems and affected their effectiveness in day-to-day life. To function effectively in day to day life, they have to develop such personality traits by which they can overcome challenges

experienced by stress, tensions, worries, emotional disturbances etc. Studies show psychological hardiness is one such trait that plays a vital role during such situations.

Psychological hardiness is a new concept in personality psychology that focuses on the personal characteristics that enable the individual to cope with stress effectively. It is the process of adapting well in the face of adverse situations, trauma, failure, fear or even significant sources of stress such as family and relationship problems, severe health problems, workplace problems and financial stressors. Suzanne C. Kobasa first introduced the concept of psychological hardiness in 1979 based on existential philosophy, and further, the idea elaborated in their book (Maddi, S. R., & Kobasa, S. C. 1984). In the early research, the researcher defined it as a personality structure comprising three related general dispositions of commitment, control and challenge that functions as a resource that helps an individual tackle a stressful situation. The commitment disposition refers to the tendency of an individual to involve themselves fully and dedicatedly in the activities of life. The control

SHABIRAHMAD MALIK

Research Scholar, Dept TT & NFE, IASE, Faculty of Education, Jamia Millia Islamia New Delhi,

disposition refers to the tendency of an individual to believe that they can manipulate the situation particularly stressful by putting in their hard work. Finally, the challenge disposition means “the belief that life changes are opportunities for personal growth” (Kobasa, 1979). Various studies have found that psychological hardiness protects against the ill-effects of stress on health and performance (Bartone, 1999; Britt, Adler, & Bartone, 2001; Eschleman, Bowling, & Alarcon, 2010) that promotes well-being (Sims, 2000; Pollacheck, 2001; Smith et al., 2004). It is related to mental and physical health (Maddi et al., 2002; Beasley et al., 2003; Maddi, 2006; Ramzi & Besharat, 2010). Psychological hardiness helped increase adjustment and was associated with coping strategies (Mc call, 2006; Barbara et al., 2009). Psychological hardiness is protection against stress and its effects (Sadaghiani, 2011). There is a negative relationship between psychological hardiness and three components of depression, anxiety and anger (Alma et al., 2016).

Need of the study

There is mounting evidence to prove that there is a lack or lost developmental opportunities for the militancy affected students of Kashmir, which incur ill health, physical, social and mental disruption for them. There is no doubt that they have been at the centre of socio-economic and socio-political changes in Kashmir valley. The most crucial problems they faced included economic hardships, psychological setbacks, denial of love and affection, apathy by relatives and friends. Lack of education, hobbies, career-making, negative social attitude, negative personality growth, and social deviation. They had to move out and work to earn in inhuman conditions. They were exploited and harassed. The state of such students has become worse and is deteriorating day by day. Due to such situations and environment, they suffer from various psychological and psychosomatic problems such as depression, Anxiety, Stress, drug abuse, suicide, cardiac arrest, heart disease etc. Many of them enter into robbery, taking or surrendering bullets and guns instead of pen and paper. Due to lack of guidance and increasing societal pressures, directs them to aggression, deviancy, anti-social

behaviour, violence, communal riots, involving in unauthentic criminal behaviour like drinking alcohol, addiction to drugs, lynching, kidnapping, murder, extortion breaking the societal or religious norms presents the image of them not only as terrorists and lawbreakers, criminals, murderers but also as a devil worshiper. Such conditions motivate the investigator to study psychological hardiness among militancy-affected secondary school students of Kashmir Valley. The study has the following objectives:

1. To know the level of psychological hardiness among militancy affected secondary school students.
2. To study psychological hardiness among militancy affected secondary school students in relation to their gender.

Methods

Population and Sample

The population of this study is all of the militancy affected secondary school students of five districts (Anantnag, Shopian, Kulgam, Pulwama and Kupwara,) of Kashmir Valley. The snowball non-probability sampling technique was used for the study because the population was rare and unknown within the districts. For the investigator, it was hard to reach or identify potential participants. The investigator asked the participant to provide contact information for other possible participants; in this way total of 300 participants (180 male and 120 female) were selected as samples.

Limitations of the study

Due to the small sample size results of the present study cannot be genuinely generalized.

Measures

The investigator developed psychological Hardiness scale for the study. The scale comprises 45 items, and it measures three dimensions (Commitment, Control and Challenge).

The investigator used a five-point scale to score the responses. A higher score represents greater psychological hardiness. The maximum psychological

hardiness score is 225 (45x5 marks), and the minimum score is 45 (45x1 marks).

Statistical analysis

The investigator analysed the collected data using the appropriate statistical techniques with the help of SPSS-20.

Results

Table 1

Showing range of scores within different levels of psychological hardiness

	Mean	SD	LL-UL	Low	Average	High
Commitment	52.2	6.54	45.66-58.74	<45.66	45.66-58.74	>58.74
Control	49.11	6.17	42.94-55.28	<42.94	42.94-55.28	>55.28
Challenge	49.46	7.18	42.28-56.64	<42.28	42.28-56.64	>56.64
Psychological hardiness	150.8	16.93	133.85-167.71	<133.85	133.85-167.71	>167.71

LL=Lower Limit; UL=Upper Limit

Table 2

Showing frequency distribution of militancy affected secondary school students' psychological hardiness

Dimension	Low		Moderate		High	
	N	%	N	%	N	%
Commitment	42	14	213	71	45	15
Control	40	13	217	72	43	14
Challenge	48	16	206	69	46	15
Psychological Hardiness	46	15	204	68	50	17

Table 2 indicates that 14% of militancy affected secondary school students have a low level of commitment, 71% have an average level and 15% of students have a higher level of commitment; 13% of students have a low level of control, 72% have average level and 14% students were having a higher level of control; 16% students have a low level of challenge, 69% have average level and 15% students were having a higher level of challenge; 15% students have a low level of psychological hardiness, 68% students have average level and 17% students were having a higher level of psychological hardiness.

Table 3
Showing means of psychological hardiness of Militancy affected Secondary school students with respect to gender



Dimension	Gender	N	Mean	S.D.	Calculated 't'-value	Remark at 1% level
Commitment	Male	180	54.77	5.97		S
	Female	120	52.3	6.69	4.18	
Control	Male	180	48.51	6.47		S
	Female	120	44.31	5.87	3.99	
Challenge	Male	180	52.17	7.92		S
	Female	120	49.48	6.55	5.16	
Psychological Hardiness	Male	180	156.45	17.63		S
	Female	120	149.11	15.96	3.68	

Table 3 shows a comparison of scores for two groups on psychological hardiness and its dimensions. Results indicated that the mean scores of the two groups statistically differed on psychological hardiness, including dimensions. The results appeared that mean scores of male students were significantly higher on psychological hardiness, including dimensions (Commitment, Control and Challenge).

Discussion

The present study attempted to study psychological hardiness among militancy affected secondary school students of Kashmir Valley. From the results given in table 2, it appeared that 14% of militancy affected secondary school students have a low level of commitment, 71% have average level, and 15% of students had a higher level of commitment; 13% of students have low level of control, 72% have average level and 14% students were having a higher level of control; 16% students have a low level of challenge, 69% have average level and 15% students were having higher level of challenge; 15% students have low level of psychological hardiness, 68% students have average level and 17% students were having a higher level of psychological hardiness.

From the results given in table 3, it also appeared that male and female militancy affected secondary school students significantly on psychological hardiness. The dimension wise analysis of psychological hardiness also

shows similar results, evident from the results given in Table 3. A literature review did not develop any studies in which male and female militancy affected secondary school students were compared based on psychological hardiness. The results showed that hard militancy acted secondary school students with higher psychological hardiness than female militancy, affecting secondary school students. The reason may be that that male militancy affected secondary school students were given freedom than the female militancy affected secondary school students. They are permitted to participate in all the activities of their interest that make them psychologically hardy. They also enjoy challenges and see themselves as capable of change and expect life around them to change. They got better opportunities in every field than female militancy affected secondary school students this may also make them psychologically hardy. On the other hand, female militancy involved secondary school students who suffered from insecurity and hopelessness. They are fearful of change and react with helplessness and distress. They do not like to deviate from routine, are insecure in new situations, and have a pessimistic outlook.

In schools, orientation programmes may be held from time to time where experts from different walks of life can be introduced to the militancy affected students. Nowadays, counselling is getting its due significance in schools, but still, a lot is required to be done in this regard. A counselling corner must be set up in every school where students can discuss their problems freely and have essential directions and information from the counsellor. The counsellor must also be a man with adequate qualifications and expertise to solve their problems. Once the problems of such students are decreased, their psychological hardiness will naturally increase. They should be given proper training for time management so that they can utilize their time correctly, leading to better self-regulatory practices and less stress and become hardier.

Conclusion

The present study attempted to study psychological hardiness among militancy affected secondary school students of Kashmir valley. In the study, it was found

that the majority of militancy involved secondary school students had an average (68%) level of psychological hardiness, with only a meagre percentage falling in the high (17%) and low (15%) levels. It also appeared that male militancy affected secondary school students were having a higher level of psychological hardiness than female militancy affected secondary school students.

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**SOCIAL INTELLIGENCE AND PRO-SOCIAL BEHAVIOUR OF
HIGHER SECONDARY STUDENTS IN EAST KHASI HILLS
DISTRICT, MEGHALAYA**



ABSTRACT

Social intelligence is the ability to deal with people. A socially intelligent person becomes an asset to the society in which they live. The term 'pro-social relates to behaviour that is positive and intended to benefit other individuals. Persons with social intelligence may have better pro-social behaviour. The study on social intelligence and its relationship to the pro-social behaviour of students is of great importance, especially for the teachers to be able to understand and guide the students to act pro-socially to become beneficial to society. The present study focuses on the higher secondary students of East Khasi Hills District, with the objectives to find out the levels of social intelligence and pro-social behaviour and also to find out the relationship between social intelligence and pro-social behaviour of students.

Keywords : *Social Intelligence, Pro-Social Behaviour, Higher Secondary Students*

Introduction

Social intelligence is defined as 'the ability to understand and manage men and women, boys and girls – to act wisely in human relationships' (Thorndike, 1920). Men and women can understand feelings and emotions. Since then, social intelligence has been defined differently by different sociologists and scholars. "Social intelligence" is the "ability to deal with people" (Hunt, 1928), ability to adapt to their environment appropriately (Vaughn & Haager, 1994). It is the ability to understand the feelings, thoughts, and behaviours of persons in social or interpersonal situations and act appropriately based on that understanding (Marlowe, 1986) or handle social relationships wisely and effectively (Lekshmi, 2012). Social Intelligence is the ability to manage and solve problems in various situations. Thus, social intelligence plays a vital role in forming and shaping the lives of children. According to Chadha and Ganeshan (2015), social intelligence has eight dimensions: patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour, and memory.

Pro-social behaviour is seen as voluntary behaviour intended to help or benefit another (Lai, Siu & Shek, 2015; Albert & Thilagavathy, 2013), which includes activities such as helping, comforting, sharing, and cooperating (Batson et al., 2003); rescuing (Albert

& Thilagavathy, 2013) donating, and volunteering, following rules in a game, being honest and cooperating with others in social situations (Afolabi, 2014), sharing resources, providing assistance and protecting someone from harm (Spivak, Lipsey, Farran, & Polanin, (2014)). It also includes actions like providing leadership, expressing empathy, providing vocal support and general friendliness or kindness (Dalton, 2010).

There are eight components of pro-social behaviour. They are social responsibility - an obligation or duty to act in a manner that benefits society (Carlo & Randall, 2002) but in this study it means the responsibility to decide and behave for the greater good of the community; empathy - the ability to experience the emotions of someone else (Kakavoulis, 1998) but in this study it means the ability to recognize the feelings, expressions, experiences etc. of another person; perspective taking- the ability to perceive a situation from someone else's point of view (Kakavoulis, 1998) but in this study it means the ability to perceive a situation from victim's point of view; moral obligation– the ability

Dr. ASHOK KUMAR ERIGALA

Assistant Professor, Dept. of Education, NEHU, Shillong.

Dr. (Fr) LAURENCE KHARLUNI

Principal, Balawan College, Umsning, Meghalaya.

to see the particular situation from the point of view of prevailing ethical principles and values; altruism – the fact of caring about the need and happiness of other people more than one’s own; reciprocity – the act of giving benefits to another in return for benefits received (Molm, Schaefer and Collett, 2007) but in this study it simply means the action of mutual giving and acquiring; equity – the state of being just and fair with more focus on the deprived sections of the society/community/caste/tribe, etc. and self-sacrifice – the sacrifice or surrendering of self-interests, hobbies, personal gains, etc for the sake of other people or for the greater good of the society.

Need and Justification of the Study

Human beings always need to adjust with one another in their daily activities. The more one can adapt to other people, the better it is for their well-being. Students should live in a community that consists of home, neighborhood and school. They need to understand each other, adjust with one another, bear with one another and help each other. The school atmosphere would be better if students could change well with one another. Lack of social intelligence will breed problems not only for oneself but also for others. Social intelligence is the ability to deal effectively with people. It helps one adjust better and maintain good relations with others; society, particularly the young students, must possess and improve it.

Pro-social behaviour is a positive behaviour through which a person does positive actions such as helping, comforting, sharing, and cooperating intentionally to benefit other individuals. The pro-social behaviour of its members will much benefit social life. But in the present-day context, people shy away from helping one another (Lukacikova, 2011) because they feel that the other people are not their brothers, sisters, parents or relation. The spirit of helping and co-operating is diminishing day by day. There are times that the life of people is in real danger and need immediate action. Unless the people have this spirit of pro-social behaviour, they will not lend their helping hand to others.

From the review of related literature, it was found that many studies had been conducted on social intelligence abroad and in India. However, there was no study found on social intelligence in relation to pro-social behaviour. Therefore, there is a need to study social intelligence and its relationship with pro-social behaviour in East Khasi Hills District to create a better social environment for the students, teachers and educational institutions.

Objectives of the Study

1. To find out the levels of social intelligence of higher secondary students in the East Khasi Hills District of Meghalaya.
2. To find out the levels of pro-social behaviour of higher secondary students in East Khasi Hills District of Meghalaya.
3. To find out the significant relationship between social intelligence and pro-social behaviour of higher secondary students of East Khasi Hills District.

Hypothesis

1. There is no significant relationship between social intelligence and pro-social behaviour of higher secondary students in East Khasi Hills District.

Methodology

Method

Descriptive Survey Method has been used for the present study

Population and Sample

The study’s population comprises secondary school students of East Khasi Hills District, Meghalaya, consisting of 101 schools and 24339 students (UDISE-2015). Higher secondary students, the sample for the present study consisted of 1025 students (498 male and 527 female students; 351 urban and 674 rural and 175 government, 375 government-aided and 475 private students of East Khasi Hills District.

Tools used

1. Social Intelligence Scale (SIS), by Chadda and Usha Ganesan (2011) and

2. Pro-social Behaviour Scale (PSBS) constructed by the investigator for higher secondary students. Its components are social responsibility, empathy, perspective-taking, moral obligation, altruism, reciprocity, equity and self-sacrifice. It is a five-point rating scale. Its reliability is high where Cronbach's Alpha is 0.890, Guttman Split-Half Coefficient is 0.865, and Spearman-Brown Coefficient is 0.867.

Statistical Techniques used

The statistical techniques used for analyzing the data are frequency, percentage and Pearson's Product Moment Correlation Coefficient.

Findings and discussions

1. It was found that the highest percentage of students (36.7%) of higher secondary students of East Khasi Hills District are in the average level of social intelligence. When the average, above average, high and extremely high are combined, the percentage shoots up to 69.7%. But when below average, low and extremely low are mixed, the percentage is only 30.3%.

It is clear that most of the students in the study area have average and above social intelligence; the reason may be social awareness and consciousness prevail in this group of people. The Khasi tribe by nature have reasonable awareness on the various social issue of this locality, active in knowing new things, sensitivity, recognition of social environment and vigilant in changes taking place in their surroundings, which may be the causes for the having average and above social intelligence among these adolescents.

2. It was found that the highest percentage (35.4%) of the higher secondary students are in the average level of pro-social behaviour. When average, above average, high and extremely high levels are combined, the percentage is 69.6%. And when below average, low and extremely low levels are combined, the percentage is only 30.4%.

It is also understood that most higher secondary students in the study area have average / above pro-social behaviour; the reasons may be similar to the

previous finding. Being tribe, the Khasi people have good and reasonable social responsibility, empathy towards other members, moral obligation towards the society. Helping nature, altruism, reciprocity, equity and self-sacrifice are also the characteristics of this particular tribe. Therefore, it is not surprising to found average and above pro-social behaviour among most of the higher secondary students of the study area.

3. There is a significant positive correlation between social intelligence and pro-social behaviour of East Khasi Hills District higher secondary students.

It is understood that if social intelligence increases, pro-social behaviour also increasing and vice versa. Both social intelligence and pro-social behaviour go hand in hand. For example, if one aspect needs to improve in the students, pro-social behaviour efforts should also be made to take care of another variable, i.e., social intelligence. As most of the higher secondary students of the study area show average and above pro-social behaviour and social intelligence, it is obvious to have a positive correlation between both the variables.

Recommendations

1. Since social intelligence and pro-social behaviour are useful for the wellbeing of society, it is recommended that both these concepts be taught in schools through awareness programmes, workshops, seminars etc., for the benefit of all the students, especially those who are below average in social intelligence and pro-social behaviour.

2. It is recommended that awareness programmes on social intelligence and pro-social behaviour be conducted in all the areas, including the rural areas so that all the students will benefit from social intelligence and pro-social behaviour.

3. Since there is a significant positive correlation between social intelligence and pro-social behaviour, it is recommended that higher secondary students should try to improve both social intelligence and pro-social behaviour because if one is increased, the other will be naturally increased too.

Conclusion

The study supported the fact that higher secondary students have a varying degree of social intelligence and pro-social behaviour. Still, a significant number of them have average social intelligence and average pro-social behaviour. There is a significant relationship between social intelligence and pro-social behaviour of higher secondary students. Students who are socially intelligent are also students who act pro-socially. The nation needs citizens who are both socially intelligent and those who act pro-socially. Hence, training and awareness on the importance of social intelligence are to be imparted in the higher secondary students so that they can improve in pro-social behaviour for the betterment of the society as a whole.

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SOCIAL MEDIA ACTIVITIES OF HIGHER SECONDARY STUDENTS

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ABSTRACT

The present study is an effort to find out the utilization of social media in academic activities. The study's main objective is to find out the level of social media activities of the higher secondary students with reference to certain population variables such as gender, class, locality of the school and type of school. The sample size for the study comprised of 707 students. The investigator used social media activity scale constructed and validated by Johnraj David and Muthupandi. Purposive sampling technique was followed to select the sample. Data was analyzed through mean, standard deviation and 't' test. The findings of the study indicates that (i) male students have significantly higher social media activities than female students (ii) XII standard students have higher social media activities than XI standard students (iii) students from urban schools have higher social media activities than rural locality school students (iv) students who are studying in aided schools have higher social media activities than students in unaided schools.

Key words : Social media, Internet, Network, students.

Introduction

Social media includes web 2.0 or interactive internet-based applications. It is a group of internet-based applications that allow the creation and exchange of user generated content. Social media includes blogs, micro blogs, forums, dialogs, images, sound, video, network, social web profile and other social networks. Social media enable users to create their own content and share them as text, audio, video, image, setting individually or in group. Social media plays an important role in every students life. By using social media students collect more relevant informations on their subjects, they easily communicate with their teachers and peers. Social media plays an important role in every students life. By using social media students collect more relevant informations on their subjects, easily communicate with their teachers and peers. The better use of this platform may improve the knowledge and skills of students. In this study the researchers aim to explore how far the students use this social media for academic activities.

Need for the study

Social media is increasingly becoming a significant influence on people's perceptions of social

issues. The large platform allows the exchange of information and news, informing people's views on social and political ideologies. Usage and utilization of social media differ from place to place and person to person depending on their gender, class, school location, medium of education, availability of a computer, internet accessibility, staying with parents and depends on the rooms allocated in their house. The researcher proposes to identify and study the students' social media activities in the Madurai district depending on certain variables.

Objectives

The specific objectives of the study are as follows:

1. To find out the level of social media activities among higher secondary students of Madurai District.
2. To find out significant difference if any social media activities among higher secondary

JOHNRAJ DAVID D

*Research Scholar, Department of Education, DDE,
Madurai Kamaraj University, Madurai.*

MUTHUPANDI P

*Assistant Professor, Department of Education, DDE,
Madurai Kamaraj University, Madurai.*

students with reference to certain demographic variables such as Gender, class of study, locality of school and Type of school.

Table 1

Level of Social Media activities among higher secondary students of Madurai district



Demographic Variables	Categories	N	Low		Moderate		High	
			No.	%	No.	%	No.	%
Gender	Male	252	35	13.9	152	60.3	65	25.8
	Female	455	86	18.9	309	67.9	60	13.2
Class	XI	291	57	19.6	199	68.4	35	12
	XII	416	64	15.4	262	63	90	21.6
The locality of the school	Urban	367	63	17.2	230	62.7	74	20.2
	Rural	340	58	17.1	231	67.9	51	15
Type of school	Aided	134	21	15.7	75	56	38	28.4
	Unaided	573	100	17.5	386	67.4	87	15.2

Hypotheses

1. There is no significant difference between male and female higher secondary students in social media activities.
2. There is no significant difference between XI and XII higher secondary students in social media activities.
3. There is no significant difference between urban and rural school higher secondary students in social media activities.
4. There is no significant difference between aided and unaided school higher secondary students in social media activities.

From the above analysis, it is observed that more than 50 % of higher secondary students in the Madurai district have a moderate level of social media activities.

Table 2

Significant difference in the Social Media activities among higher secondary students with respect to certain demographic variables

Hypotheses	Variables	Sub-Variables	N	Mean	SD	Calculated 't' Value	Remark at 5% Level
H ₀ -1	Gender	Male	252	45.82	14.99	4.4	S
		Female	455	40.9	12.73		
H ₀ -2	Class	XI	291	40.15	12.74	4.17	S
		XII	416	44.41	14.21		
H ₀ -3	Locality of School	Urban	367	43.12	14.2	0.93	NS
		Rural	340	42.16	13.3		
H ₀ -4	Type of School	Aided	134	45.92	15.23	2.82	S
		Unaided	573	41.89	13.31		

Research Methodology

Method of study

The investigator adapted a descriptive research method where in survey was used as a technique.

Population and sample

The purposive sampling technique was used to select 707 higher secondary students from the students studying in the higher secondary schools situated in Madurai district.

Tools used in this study

The tool used for data collection was the Social media activities checklist constructed and validated standardized by Johnraj David and Muthupandi.

Statistical techniques

Mean, Standard Deviation and 't' test.

Analysis and interpretation

Findings

1. More than 50% of the higher secondary students are in a moderate level of social media activities.
2. Since the calculated value of 't' is greater than the table value (1.96), it is concluded that there is a significant difference between male and female higher secondary students. Hence, the null hypothesis H₀-1 is not accepted.
3. Since the calculated value of 't' is greater than the table value (1.96), it is concluded that there is a

significant difference between XI and XII standard higher secondary students. Hence, the null hypothesis H0-2 is not accepted.

4. Since the calculated value of 't' is lesser than the table value (1.96), it is concluded that there is no significant difference between urban and rural school higher secondary students. Hence, the null hypothesis H0-3 is accepted.
5. Since the calculated value of 't' is greater than the table value (1.96), it is concluded that there is a significant difference between aided and unaided higher secondary school students. Hence, the null hypothesis H0-4 is not accepted.

Further, when compared to the mean scores of each sub-variables

1. Male students have more social media activity (45.82) when compared to female students (40.90).
2. Students studying XII standard have significantly higher social media activity (44.41) when compared to students studying in XI standard students (40.15).
3. Students studying in schools located in urban have higher social media activity (43.12) when compared to students studying in the rural locality (42.16).
4. Students studying in aided schools have significantly higher social media activity (45.92) when compared to students studying in unaided schools (41.89).

Educational implications

1. Teachers may also publish on social media approximately elegant activities, faculty activities, and homework assignments to be very beneficial to them. Using social media, students can improve education involvement, enhance their technological ability, provide a great sense of collaboration in the classroom, and build exemplary communication skills.
2. The student community have to obtain the power to distinguish the skills needed for academic and non-academic activities. Social media can be used for

cultivation and demonstration of deep learning with the overcoming determination of distraction, avoiding information.

3. Social media can enhance and impede student learning, and educators can use real case studies to help students identify trade-offs. For example, the use of social media in educational settings may incorrectly suggest that learning should be easy and quick. If so, students should be shown the value of reinvesting the time and effort saved by technology into higher-order tasks that matter to their learning, such as writing a complex argument, reading difficult texts, and debating ideas with others.
4. While using social networking sites, students must be informed why it's important to keep information like their name, Social Security number, address, phone number, and family financial information like bank or credit card account numbers to themselves. They should not share personal information about themselves, other people in the family or about their friends. Privacy must be maintained to avoid cybercrime.

Conclusion

Students are intimately involved with social media at every stage. The benefits of social media for academic entities are many. People use social media to be in touch with and interact with their friends and family. It helps students to get more informations about learning, to connect with learning groups and makes academic activities convenient.

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EFFECTIVENESS OF LIFE SKILLS INTERVENTION ON ADOLESCENTS

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ABSTRACT

In the present study, an attempt was made to explore the impact of life skills training on resilience and self-esteem of adolescents with the help of activity-based life skills training module. The study was conducted through quasi-experimental design on a cluster sample of 90 ninth grade students with the help of an activity-based life skills training module. The results of covariance analysis revealed a significant and positive effect of life skills training on the resilience and self-esteem of adolescents. The implications of the results have been discussed.

Keywords : Life skills training, self-esteem, resilience and adolescents.

Introduction

Life skills are a set of psycho-social competencies and interpersonal skills that individuals can make correct decisions, solve problems, think creatively and critically, communicate effectively, build healthy relationships, empathize with it, cope with stress and manage their lives in a healthy and productive manner. Life skills make up the ability that promotes mental health and social well-being and competence in adolescents to face the hard realities of life (Battle, 2006). In 1996, the World Health Organization (1997) developed life skills training programme to prevent and also enhancement of mental health level of individuals and society.

Life skills help the adolescents to develop behaviour such as acquiring the ability to reduce specific risk behaviour and adopt healthy behaviour that improve their lives in general. Life skills enable people to adapt their life situations at home, school work and any other content in which they find themselves. Children develop a higher sense of self-worth and competence by learning to work with others to express their feelings, problem-solving and welcome new experiences. The term “resilience” originated in the 1970s in the field of ecology from the research of C.S. Holling, who defined resilience as “a measure of the persistence of systems and of their ability to absorb change and disturbance and still maintain the same relationships between populations or state variables” (Holling, 1973).

Review of Related Studies

Life skills training has been reported to positively affect fostering resilience (Rahimi & Niaraki, 2013; and

Sheykholeslami, 2021). Life skills training programmes have also been found to help develop personality traits life self-efficacy, self-esteem, creativity, emotions, life management, adjustment, and helpful in controlling aggression (Joseph, 2017; Moulrier et al., 2019; and Parmar & Jain, 2019).

Significance of the Study

The concept of life skill education is gaining momentum, and rightfully so, it is an important way to perpetuate psycho-social competence among young students. Hence, it was thought worthwhile to investigate the effect of life skills training on the resilience and self-esteem of adolescents.

Objectives of the Study

1. To study the effect of life skills training on the resilience of adolescents.
2. To study the effect of life skills training on the self-esteem of adolescents.

Methodology

The design of the present study was quasi-experimental.

Sample

A cluster sample of 90 adolescents studying in the

Dr. JAGPREET KAUR

Asst. Professor, Department of Education, Punjabi University, Patiala

MANPREET KAUR

Research Scholar, Department of Education, Punjabi University, Patiala

IXth class in Government Senior Secondary School, Chakgiljewala (Mansa) affiliated to Punjab School Education Board (PSEB), was selected.

Research Tools Used

1. Resilience Scale by Wagnild and Young (1993)
2. Self-Esteem Inventory by Coopersmith (1989)

Conduct of the Study

The study was conducted in three phases :

- a) Pre-test: The data was collected by the investigator with the help of Resilience scale and Self-esteem Inventory.
- b) Experimental Treatment: For imparting life skill training, life skills training module was prepared by the investigators. For the experiment, life skills training programme was conducted in 30 sessions. For each life skill, sessions were activity based and participatory activity-based.
- c) A post-test was done after the completion of the life skills training programme.

Results

Analysis of covariance (ANCOVA) was used to study the effectiveness of life skills training on resilience and self-esteem of adolescents as explained below:

Effect of Life Skills Training on Resilience among Adolescents

The means and SDs of pre-test and post-test scores of all the experimental and the control groups are shown in table 1.

Table 1
Means and SDs of the Pre-test and Post-test Resilience Scores of Subjects of Experimental Group and Control Group

	Experimental group			Control Group		
	N	Mean	SD	N	Mean	SD
Pre-test	45	90.04	30.11	45	84.69	16.48
Post-test	45	129.16	23.43	45	94.97	29.24

Table 2 shows the results of the analysis of covariance of post-test resilience scores of an

experimental and control group, taking pre-test resilience scores as covariate.



Table 2
Summary of the Results of Analysis of Covariance of Resilience Scores for Two Groups of Adolescents

Source	SS	df	MS	F-value
Pretest	3786.64	1	3786.64	5.68**
Treatment	23969.07	1	23969.07	35.96**
Error	57986.47	87	666.51	
Total	88226.99	89		

** Significant at 0.01 level.

The perusal of table 2 shows that F-value, testing the effect of life skill training on adjusted mean scores of the resilience of both the experimental and control group, came out to be 35.96, which is significant at 0.01 level. This indicates that life skills training has a significant effect on the resilience of adolescents.

The adjusted mean of the resilience of adolescents of experimental and control groups and post-test mean scores are presented in the table 3.

Table 3
Mean Resilience Scores of Adolescents of Experimental and Control Groups and 't'-value

Group	N	Pre-test Mean	Post-test	Adjusted Mean	Calculated 't'-	Remark at 1%
Experimental	45	90.04	129.15	128.4	6.52**	S
Control	45	84.69	94.86	95.59		

Table 3 demonstrates that the 't'-value testing the significance of the difference in adjusted resilience scores of experimental and control groups came out to be 6.52, which is significant at 0.01 level. Thus, it can be concluded that life skills training had a significant and positive effect on resilience among adolescents.

Effect of Life Skills Training on Self-esteem among Adolescents

The means and SDs of pre-test and post-test scores of all the experimental and the control groups are shown in table 4.

Table 4
Means and SDs of the Pre-test and Post-test Self-esteem Scores of Subjects of Experimental Group and Control Group

	Experimental group			Control Group		
	N	Mean	SD	N	Mean	SD
Pre-test	45	60.4	12.02	45	62.29	10.02
Post-test	45	68.89	13.13	45	63.91	11.92

Table 4 shows the results of the analysis of covariance of post-test self-esteem scores of an experimental and control group taking pre-test self-esteem scores as covariate.

Table 5
Summary of the Results of Analysis of Covariance of Self-esteem Scores for Two Groups of Adolescents

Source	SS	df	MS	F-value
Pretest	806.96	1	806.96	5.39**
Treatment	909.62	1	909.62	6.07**
Error	13029.13	87	149.76	
Total	14393.6	89		

** Significant at 0.01 level.

The perusal of table 5 shows that 'F'-value, testing the effect of life skill training on adjusted mean scores of self-esteem of both the experimental and control group came out to be 6.07 which is significant at 0.01 level. This indicates that treatment given to the experimental group has a significant effect on the self-esteem of adolescents.

The adjusted mean of the esteem of adolescents of experimental and control groups and pre-test and post-test mean scores are presented in the table 6.

Table 6
Mean Self-esteem Scores of Adolescents of Experimental and Control Groups and 't'-value

Group	N	Pre-test Mean	Post-test Mean	Adjusted Mean	Calculated 't' value	Remark at 1% level
Experimental	45	60.4	68.89	69.69	6.58	S
Control	45	62.29	63.91	63.11		

It may be seen from table 6 that the 't'-value testing the significance of the difference in adjusted resilience scores of experimental and control groups came out to be 6.58, which is significant at 0.01 level. Thus, it can be concluded that life skills training had a significant and positive effect on self-esteem among adolescents.

Conclusion

Based on the present study results, it is recommended that life skills programmes be introduced in schools as it makes the adolescents more resilient. The students should be provided opportunities to enhance these their respective life skills in the future by professionals, teachers, and parents. Moreover, teachers should teach life skills among students in routine teaching so that adolescents may change their behaviour. They should be provided with knowledge and skills to impart life skill education to the adolescents and enable them to deal with low resilience problems. Life skills workshops should be organized in the school so that the adolescents can improve their life skills.

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ATTITUDE OF B.ED STUDENTS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION

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ABSTRACT

The present paper is a study on B.Ed Students' attitude towards Continuous and Comprehensive Evaluation (CCE). Emphasis is also given on finding the attitude in accordance to Gender as well as Academic Stream. The study was conducted with 30 B.Ed Students of Tezpur University, Assam selected conveniently. Analysis of the data was done through Simple percentage and independent sample 't' test. Moderately favourable attitude and no any significant difference were found in the attitude of B.Ed Students.

Key words : Attitude, B.Ed Students and CCE.

Introduction

Evaluation is an integral part of an education system. After observing the Education system different Commissions and Committees gave several recommendations and likewise this Continuous Comprehensive Evaluation system came into existence. CCE is a process of formative evaluation introduced by CBS to evaluate the learners that careers are both academic and co scholastic, thus encouraging internal assessment and reducing external evaluation. Its main emphasis is on continuous evaluation on one hand and assessment of learning and behavioural outcomes on the other. Therefore, it is very important for its proper maintenance and control for smooth running of the teaching learning process.

Background of the study

CCE is an incredibly effective new system of evaluation. It evaluates every portion of the child. It helps to reduce stress on the child at the time of examination and emphasize on overall skill development of a child.

Having close interactions with B.Ed students over years, investigator observed varied opinions of the B.Ed students towards CCE. Some were in favour of this system and some of them criticized it. As B.Ed students are the pre-service teachers who will soon join the Teaching Profession, it is very important to know their attitudes towards this evaluation process. So that proper guidance could be provided to make them clear the things properly as they will be implementing the same things in the future. The focus should also be on the problems they face due to this system to make necessary changes.

Thus aiming to develop a favourable attitude without which the objective of this evaluation system will not be achieved.

It has also been observed that studies have been conducted by researchers over the years to find out the Teachers and Students Attitude towards CCE such as – Acharya and Mondal (2015) found that 62% of elementary school teachers didn't have adequate knowledge about CCE. Cyril and Jeyasekaran (2016) found that the attitude of school students was positive towards CCE. Hassan (2016) found that 70% of secondary level students perceived CCE better than the previous evaluation system. Manichander and Brindhamani (2014) found no significant difference in school teachers' perception in accordance to gender and type of school. Raina and Verma (2017) found moderate acceptability of CCE by the students of CBSE affiliated schools.

From the review of related literature, it was found that studies in relation to B.Ed students are very few. So, this study has focused on B.Ed Students attitude towards CCE.

Objectives

1. To examine the attitude of B.Ed Students towards CCE
2. To find out the attitude of B.Ed Students towards CCE in accordance to gender.

MUNMI BORAH

Research Scholar, Tezpur University, Assam.

- To find out the attitude of B.Ed Students towards CCE in accordance to academic stream.

Hypotheses

- There is no significant difference between male and female B.Ed. students in their attitude towards CCE.
- There is no significant difference in the attitude of B.Ed. students towards CCE based on stream.

Methodology

The present research is a simple and quantitative type of research and the investigator has followed descriptive survey research method to study the problem.

Sample

The sample of the study is 30 B.Ed students of Tezpur University selected conveniently from 45 B.Ed Students of 3rd Semester.

Tool used

The investigator has constructed and validated a tool to measure the attitude of B.Ed. students towards CCE.

Analysis and interpretation of data

Simple percentage and independent-sample t-test was used for analysing and interpreting the data. Data were analyzed as per the objectives and Hypotheses of the study.

Table 1

Attitude of B.Ed students towards CCE

Total number of students	Highly favourable (161 and above)	Moderately favourable (80-160)	Least Favourable (80 and below)
30	0	30	0

Table 1 shows that co scholastics have a moderately favourable attitude towards CCE.

Hypothesis 1 : There is no significant difference between male and female B.Ed. students in their attitude towards CCE.

Table 2
Difference between male and female B.Ed. students in their attitude towards CCE



Gender	N	Mean	Calculated 't' value	Remarks at 5% level
Male	6	117.17	1.57	NS
Female	24	111.17		

(At 5% level of significance for 11 df table value of 't' is 2.20)

Table 2 shows that the calculated 't' value 1.57 is less than the table value 2.20 at 5% level of significance. Hence the null hypothesis is accepted. It is concluded that there is no significant difference between male and female B.Ed. students in their attitude towards the CCE formative evaluation process.

Hypothesis 2 : There is no significant difference between arts and science B.Ed. students in their attitude towards CCE.

Table 3

Difference between arts and science B.Ed. students in their attitude towards CCE.

Stream	N	Mean	Calculated 't' value	Remark at 5% level
Arts	20	110.2	1.89	NS
Science	10	116.7		

(At 5% level of significance for 26 df table value of 't' is 2.05)

Table 3 shows that the calculated 't' value 1.89 is less than the table value 2.05 at 5% level of significance. Hence the null hypothesis is accepted. It is concluded that there is no significant difference between arts and science B.Ed. students in their attitude towards CCE.

Educational implication of the study

This study will encourage the training institution to teach a favourable attitude in teacher trainees by making them aware of the CCE system. And providing them in-depth knowledge of how this system should be

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HIGHER EDUCATION FOR WOMEN IN INDIA--OPPORTUNITIES AND OBSTACLES

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ABSTRACT

Formative arrangements and projects that don't address sexual orientation variations pass up on basic formative chances. Education of girls is crucial on the grounds of social equity and because it quickens social change. The advancement of gender equity in education is essential for human asset improvement. By educating a woman, you teach the entire family. Given that a woman has the duty of the whole family on herself, an educated woman is a better fit for dealing with the wellbeing, nourishment and educating of her youngsters and more so be a functioning specialist in the social and monetary improvement of the nation. Financial achievement wherever depends on instructive achievement. Literacy is the essential structure block of education. It is a fundamental part of social union and national personality. It prompts an improvement in the depth and nature of public opinion, just as to progressively dynamic investment of the minimized in the majority rule process.

Keywords : Higher Education, Gender sensitization, Challenges, Obstacles.

Introduction

Education for a human being is as important as basic needs in life. Informal education started when human beings were civilized with different communities. Humans learned and adopted different skills, values, beliefs and habits from their community or other communities. Slowly, with this requirement of some essential practices and skills, Gurukuls came into existence. With these Gurukuls, Pupils (students) and Gurus (teachers) stayed together in one Ashram (school) till the completion of their formal education. While acquiring different skills and knowledge, they developed new habits.

Nalanda University (now in Bihar) started providing formal education in the 5th century. It is the oldest university in India. Gradually, with more and more universities in Western and European countries, "Education" got its formal meaning. Education got modernized in India as well before India got Independence under British rule. In 2002, the right to education was introduced as a fundamental right that says that every Indian citizen has the right to education irrespective of their colour, caste, gender, income status, etc.

But unfortunately, when it comes to gender, females are the ones coming under the category who face certain

obstacles or challenges while acquiring formal education. Before the 5th century, when Gurukuls provided education, families sent their sons, not daughters. For daughters, they made them stay at home and learn household chores.

By introducing this right to education, changes on women were made in our society that is observable now. In India, central and state governments a list of campaigns started with slogans like "Beti Padhao, Beti Bachao". Now to educate women in our society government is allocating a separate budget. For single girl children, different education plans are available like concession in fees, providing them safety while commuting in public places etc.

The policy of Education- Indian Context

As mandated by the Indian constitution, providing education is necessary for all educational institutions at all levels. To empower women, the Indian government in all five-year plans and budget allocation have paid special attention. After independence, in 1951 literacy rate in the census shows that 25% for men and 9% for women. Indian education commission (1964) and

SAKSHI SACHDEVA

*Assistant Professor, School of Management Studies,
REVA University, Bangalore, Karnataka.*

National Policy of Education (1968) started emphasizing gender equality in education.

Elementary and higher education policies were formulated in the context of state and central governments, respectively. After certain amendments, the entire education policy was framed in collaboration with Central and State governments. Large-scale educational campaigns conducted by government agencies and private companies at university, college and institutional levels promote higher education among women. Also, I have volunteered to bring out gender equality in the education, media, and entertainment sectors.

Five basic concepts associated with life are cohorts, transitions, trajectories, life events and turning points are identified by (Hutchinson 2010). In these concepts life of humans is seen as a phenomenon. As per this phenomenon as cohorts, transitions and trajectories, the first three stages of humans' tendency to learn belonging to the young age category. And last two steps are when zeal to understand and go for higher education also diminishes.

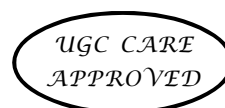
Recent Trends

As far as current trends are concerned, education has changed its meaning in society. Now education is seen as a license to earn more and more money. Students are seeking admissions for those courses where immediately after completion, they can join companies. Students check the campus placement records of college/institute/university. Based on the past placements and packages, they proceed with the admissions.

Even if we consider gender sensitization in higher education, the recent trends are that parents in rural and urban areas are willing to send their children girl or boy out of their comfort zone. Parents have been looking for good careers, not only home science or household chores. In India, in the last two decades, females have been contributing to every sector. From education to sports, media to entertainment are bringing glory to the name and fame to India.

Statistics of Indian Higher Education : Data from different surveys is also supporting higher education among women. In table 1 it shows that there is a total of 774 universities covering a broad category, including general studies, fine arts, cultural studies, fisheries etc.

Table 1
Number of Universities in
India(India, 2020)



Categories	No. of Universities	Categories	No. of Universities
General	459	Law	20
Agriculture	48	Medical	50
Cultural Studies	1	Oriental Learning	2
Fine Arts	6	Rural Development	2
Fisheries	3	Sanskrit	11
Gandhian/Religious Studies	1	Sports/Yoga/Physical Education	4
Journalism & Mass Communication	3	Technical	101
Language	7	Veterinary	13
		Others	43
Grand Total		774	

In the same manner, table 2 also shows the enrolment in various courses among males and females. The data does not offer much difference between males and females. Fortunately, in higher education in post-graduation studies and certification courses, the enrollment of females is more elevated than males. Also, in other classes, the enrollment of females is almost equivalent to male's registration. This data shows now, women are taking more interest in higher education.

Table 2
Number of students enrolled in different courses
in 2018 (India, 2020)

Course	Gender	No. of students enrolled	Course	Gender	No. of students enrolled
PhD.	Male	74547	PG Diploma	Male	123392
	Female	51904		Female	106167
M.Phil.	Male	17473	Diploma	Male	1793335
	Female	25050		Female	755825
Postgraduate	Male	1818443	Certificate	Male	63284
	Female	2098713		Female	80776
Undergraduate	Male	14611603	Integrated	Male	92646
	Female	12808847		Female	62776

The table 3 also supporting this data. It is evident from the data that females are interestingly joining the teaching profession after their higher education. In higher education, the number of female teaching faculty; women is increasing exponentially. From the data, it can be observed that lecturers and Assistant professors in females are highest except all other cadres.

The table 4 shows the data which shows that the pass outs of M.Phil and PG Courses. From the information, it's clear that many females are passing out from higher education. Females passing out from doctorate studies is also the PhD active number.

Table 3

Cadre of different faculty members in universities (India, 2020)

Cadre	Gender	No. of faculty	Cadre	Gender	No. of faculty
Professor & Equivalent	Male	28952	Temporary Teacher etc	Male	9906
	Female	7858		Female	5301
Reader & Associate Professor	Male	18876	Visiting Teacher	Male	3495
	Female	7538		Female	1385
Lecturer/ Assistant Professor	Male	59188	Demonstrator/ Tutor	Male	5579
	Female	34569		Female	4739

Table 4

Pass Out students' number in higher education disciplines(India, 2020)

Discipline	Gender	Grand Total
Ph.D.	Male	14887
	Female	9284
M.Phil.	Male	8701
	Female	14423
Postgraduate	Male	665846
	Female	739150

Even if past data is checked then, we can see that enrollment of females among various disciplines has grown exponentially in the past 6 years. Table 5 shows that society has changed for female higher education.

Table 5

Student Enrolment at various levels during last 6 years(India, 2020)

Discipline	Gender	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
PhD.	Male	74547	69584	64772	55654	49296	48007
	Female	51904	47717	43118	39771	32134	29837
M.Phil.	Male	17473	14107	13632	13257	15913	12687
	Female	25050	19264	17748	17117	18241	12625
Postgraduate	Male	1818443	1867142	1888637	1769101	1769276	1813992
	Female	2098713	1986296	1933582	1679050	1597914	1455677
Undergraduate	Male	14611603	14467226	13574434	12918796	12612513	12117511
	Female	12808847	12705120	11925891	10971513	10562437	9854749
PG Diploma	Male	123392	121313	153287	142684	146107	90412
	Female	106167	94059	123215	51388	50052	49528
Diploma	Male	1793335	1788110	1634257	1571333	1445298	1280668
	Female	755825	719584	651319	636218	626311	532685
Certificate	Male	63284	74236	87912	87299	89173	67231
	Female	80776	96009	99428	104572	95544	77075
Integrated	Male	92646	86901	78463	59170	45897	36051
	Female	62776	54969	46539	35494	28225	21014

The Gender Parity Index (GPI) is a socioeconomic index usually designed to measure males and females' relative access to education. UNESCO released this index. Table 6 data of gender parity index is shown of last 6 years in all the states of India. The gender parity index in none of the conditions is less than 0.5, which shows that women now have Insteadent access to education in India. With every passing year, the entire index is improving in India.

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Table 6
Gender Parity Index in last 6 years(India, 2020)

State	Years					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
India	0.86	0.88	0.89	0.92	0.92	0.92
Andaman & Nicobar Islands	1.39	1.26	1.28	1.13	1.13	1.11
Andhra Pradesh	0.76	0.79	0.76	0.76	0.78	0.77
Arunachal Pradesh	0.58	0.89	1.08	1.04	0.97	0.99
Assam	1.01	1.01	0.97	0.92	0.93	0.9
Bihar	0.77	0.77	0.8	0.81	0.82	0.8
Chandigarh	0.96	1.64	1.13	1.35	1.37	1.45
Chhatisgarh	0.72	0.92	0.88	0.88	0.91	0.93
Dadra & Nagar Haveli	1.14	1	1.26	1.19	1.24	1.45
Daman & Diu	2.11	2.07	2.06	2.13	2.12	2.01
Delhi	0.85	1	1.05	1.07	1.08	1.12
Goa	1.16	1.21	1.57	1.46	1.22	1.23
Gujarat	0.8	0.81	0.8	0.8	0.79	0.8
Haryana	0.76	0.98	0.92	0.9	1	1.02
Himachal Pradesh	1	1.02	1.04	0.97	1.14	1.2
Jammu and Kashmir	0.98	1.1	1.12	1.09	1.06	1.12
Jharkhand	0.85	0.93	0.98	0.91	0.93	0.92
Karnataka	0.92	0.91	0.94	0.96	0.97	0.99
Kerala	1.34	1.44	1.39	1.36	1.38	1.32
Lakshadweep		2.84	2.8	2.8	3.08	2.48
Madhya Pradesh	0.79	0.67	0.67	0.8	0.8	0.85
Maharashtra	0.79	0.86	0.83	0.85	0.86	0.86
Manipur	0.86	0.98	0.94	0.99	0.94	0.94
Meghalaya	1.29	1.13	1.06	0.96	1.07	1.04
Mizoram	0.96	0.93	0.98	0.96	0.98	0.91
Nagaland	0.65	0.74	0.77	0.82	1.06	1.1
Odisha	0.78	0.82	0.76	0.82	0.81	0.83
Puducherry	0.92	0.9	0.9	0.87	0.93	0.95
Punjab	0.62	1.05	1.14	1.16	1.09	1.1
Rajasthan	0.72	0.75	0.69	0.83	0.82	0.85
Sikkim	0.85	0.95	1.23	1.11	1.14	1.05
Tamil Nadu	0.8	0.85	0.85	0.89	0.92	0.92
Telangana			0.79	0.84	0.84	0.85
Tripura	0.69	0.7	0.71	0.72	0.67	0.7
Uttar Pradesh	1.14	0.98	1.09	1.13	1.04	1.03
Uttrakhand	1.13	1.07	1.04	1.06	0.94	0.98
West Bengal	0.79	0.76	0.77	0.79	0.83	0.85

Opportunities vs Obstacles : Obstacles faced by women in higher education is now not social obstacles. Now society is not creating any hindrances in traditional ways. Instead, nowadays, conventional challenges faced by women are converted to opportunities. Obstacles faced by women nowadays have changed. A few of them are covered below:

1. **Taking permission from family vs commutation to college/university :** Earlier, to get higher education, women have to get permission from their family. Now families are being volunteered to send their girls to get higher education. They are commuting public transport which is till date a problem. This problem is not yet addressed by any of the government completely. The rape cases, molestation etc., is still present in Indian society. Now families are supporting higher education among women. Before and after marriage, opportunities are available and explored by women. But to get higher education through regular mode is still taboo among women because of commuting.
2. **Home science vs Rocket Science :** Previously, women were restricted to arts, commerce, cultural studies etc. Because these courses do not require much fieldwork, the challenge has shifted to counselling girls concerning higher education, increasing the number of opportunities in different subjects. Women need counselling on which course to be chosen. The counselling must be provided to girls what are the possible institutes which can provide the best possible education.
3. **Teaching job vs Scientist :** Earlier after attaining higher education, women used to go to school teaching as a career. The reason was schooled was nearby, lesser working hours, security etc. Due to these social reasons' girls were opting for teaching as a profession. Nowadays, career guidance is highly required among women due to opportunities available like banking, teaching, IT, media, entertainment, etc.

Conclusion

Higher education among women opportunities and challenges has entered the 21st century. Society and the environment have changed many things for them. But these changes are positive up to a certain extent. These obstacles show that women have broken all the

conventional stereotypes. 18th or 19th-century challenges have been converted into opportunities.

With this, society can be hopeful that there will be chances that 21st-century challenges will also turn to options. Change is the law of nature, which is evident from the scenario of higher education women in India. Education is a pillar of any society and economy. Government must come up with different plans and schemes to promote education among women in India to reap even more benefits.

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EDUCATIONAL STATUS OF SCHEDULED CASTE COMMUNITY IN UTTAR DINAJPUR DISTRICT, WEST BENGAL

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ABSTRACT

The study examines the educational condition of the Scheduled Caste group in the West Bengal district of Uttar Dinajpur. The Scheduled caste group is one of India's most disadvantaged populations. The Scheduled Caste's literacy rate is relatively lower than that of the other groups. This article examines the educational aspects of the Scheduled caste community of Uttar Dinajpur and analyses several possible issues of this society.

Keywords : Literacy rate, Scheduled Caste.

Introduction

India's society is riven by social, economic, and political divisions. The Scheduled Castes are the lowest castes in the Hindu caste system. The Simon Commission originally defined scheduled Castes in 1935's India Act. This was set up by the British to further separate and control the Hindus. They were called untouchables before 1935 and were not allowed to dwell in villages with anybody else. Some legends say it was created by ancient Indians, while others say Aryan invaders adopted it in the third century B.C. Untouchability is now illegal, and the Indian Constitution declares all Indians equal. Gandhi named them 'Harijans,' or God's people. In West Bengal, there are 59 Scheduled Caste sub-communities. The Rajbansis and Namasudras dominated West Bengal's Scheduled Caste policy.

Research objectives

The main objectives of this study are the following:

1. To find out the current educational status of Scheduled Caste students in Uttar Dinajpur district.
2. To find out the problems faced by Scheduled Caste students of Uttar Dinajpur district in education.
3. To know their socio-economic background and how it affects their education.

Research questions

- i) What is the current educational status of Scheduled Caste students in Uttar Dinajpur district?
- ii) What is a different kind of problems faced by

Scheduled Caste students of Uttar Dinajpur district in education?

- iii) What is the socio-economic background of Scheduled Caste students and their effects on their education?

Study Area

Our study area is the district Uttar Dinajpur of West Bengal. Uttar Dinajpur has two sub-divisions Raiganj and Islampur, four municipalities (Raiganj, Kaliaganj, Dalkhola and Islampur), and five census towns (Chopra, Hanskunda, Nachhratpur Katabari, Kasba and Ithar). As of 2011, 98 Gram Panchayats are encompassing 1494 villages.

Source of data

All the data in this article have been collected from the census of India 2001- 2011, district handbook 2011, district human development report 2010, Handbook of Social Welfare Statistics and various published research articles.

Population of Scheduled Caste in Uttar Dinajpur

The Scheduled Caste population in Uttar Dinajpur from 1971 to 2011 is given below. The data is taken from the district census handbook, Uttar Dinajpur, West Bengal 2011.

MAMPI HOWLADER

*Dept. of Education, The University of Burdwan,
Golapbag, Purba Bardhaman- West Bengal.*

Table 1
Scheduled Caste Population from 1971 to 2011

Year	Population
1971	2373923
1981	423719
1991	550907
2001	676582
2011	807950

Therefore, Scheduled Caste occupies 26.90 percent of the total population of Uttar Dinajpur. The distribution of Scheduled caste people across the sub-districts of Uttar Dinajpur is given in table 2 and figure 1.

Table 2
Scheduled Caste Population of Sub-Districts in Uttar Dinajpur, Cesus

Name of Sub-District	SC vs Total population (%)
Itahar	25.74
Hemtabad	34.81
Goalpokhar-I	13.32
Goalpokhar-II	22.28
Kaliaganj	61.77
Raiganj	38.04
Islampur	16.99
Karandighi	29.3
Chopra	17.87
Area not under any sub-district	17.88

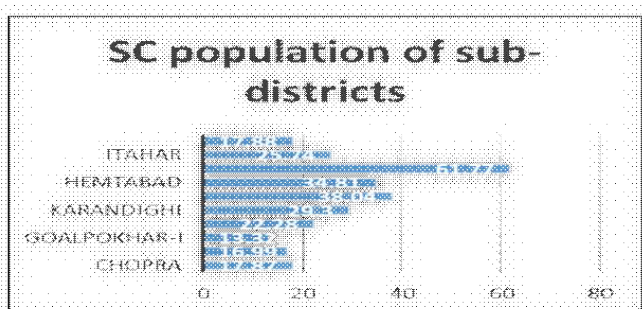


Figure 1 : Bar graph of table 2

From the above data, it is clear that Kaliaganj, Raiganj, and Hemtabad have a higher S.C. population compared to other sub-districts of Uttar Dinajpur.

Analysis of Research questions

- i) What is the current educational status of Scheduled Caste students in Uttar Dinajpur district?

Table 3
Educational status of S.C. people in Uttar Dinajpur

Year	SC Literacy Rate
1961	10.84
1971	15.91
1981	20.03
1991	33.05
2001	50.06
2011	59.26

After independence, Uttar Dinajpur was one of the backward districts of West Bengal. The literacy rate of Uttar Dinajpur is 59.10 percent, whereas the literacy rate of Scheduled caste people is 59.26 percent. A comparative study of the S.C. literacy rate from 1961 to 2011 is given in table 3.

Further the data indicates that education among scheduled castes has advanced rapidly in Uttar Dinajpur. It was 10.84 percent in 1961 and 59.26 percent in 2011, somewhat higher than the district's literacy rate of 59.10 percent. While the S.C. However, it is anticipated that additional educational programs and literacy development efforts would help alter this image in the future.

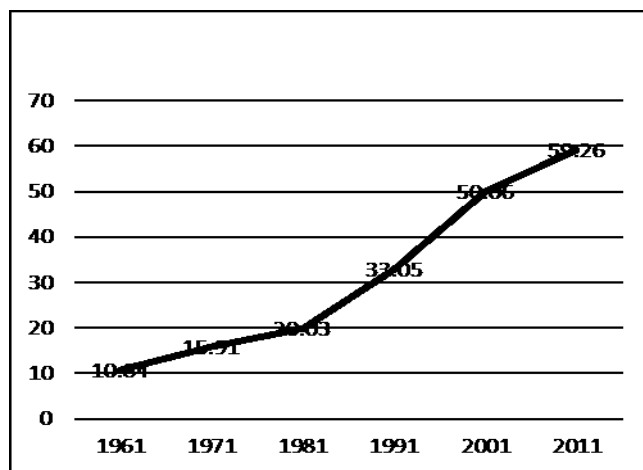


Figure 2 : Line graph of table 3

Table 4
Literacy rate of S.C. in town areas of Uttar Dinajpur (Census-2011)

Name of the town	Literacy Rate	Literacy Rate (S.C.)	Literacy Rate (SC-Male)	Literacy Rate (SC-Female)
Kaliaganj	85.95	72.5	79.78	64.7
Raiganj	81.7	70.64	74.28	66.45
Hanskunda	64.85	69.07	74.58	63.56
Nachhratpur Katabari	77.35	69	73.83	63.96
Kasba	84.07	76.49	81.28	71.26
Itahar	77.73	68.91	74.53	63.18
Islampur	80.7	85.44	90.83	79.52
Dalkhola	67.67	68.84	75.25	61.85
Chopra	68.64	69.65	74.43	64.6

Table 4 indicates that in the town area, the total S.C. literacy population of Uttar Dinajpur is 72.95 percent. The highest literacy of S.C. is observed in Islampur Municipality, 85.44 percent, while the lowest is recorded in Dalkhola Municipality with 68.84 percent. A sex-wise study reveals that the highest S.C. male literacy rate and female literacy rate are found in Islampur Municipality with 90.83 percent and 79.52 percent, respectively. The lowest Scheduled Castes male literacy rate (73.83 percent) is found in Nachhratpur Katabari, and the lowest Scheduled Castes female literacy rate (61.85 percent) is recorded in Dalkhola Municipality. The data shows that the S.C. literacy rate of towns is much higher than the rural S.C. literacy. This is because of the environment and facilities of town areas. However, the literacy rate is increasing from time to time by taking the benefits of different central and state government initiatives for Scheduled caste education.

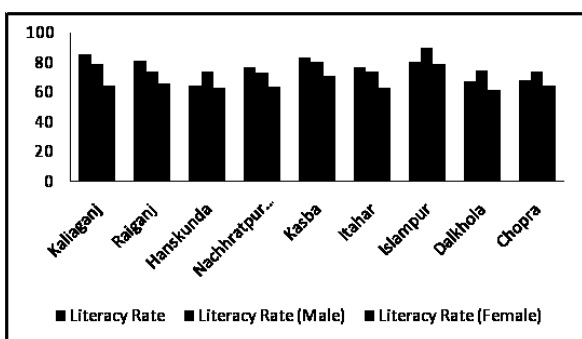


Figure 3: Bar graph of table 4

Table 5
Literary rate of S.C. in rural areas of C.D. Blocks of Uttar Dinajpur, (Census 2011)



Name of C.D. Block	Literacy Rate	Literacy Rate (S.C.)	Literacy Rate (SC-Male)	Literacy Rate (SC-Female)
Goalpokhar-I	41.82	59.94	67.28	51.75
Islampur	53.53	68.3	76.99	58.68
Kaliaganj	66.5	62.96	72.46	52.57
Goalpokhar-II	46.07	55.59	63.34	47.06
Hemtabad	67.88	62.92	71.22	54.3
Raiganj	62.78	62.6	71.02	53.57
Karandighi	53.42	58.52	68.2	48.14
Chopra	59.71	67.28	76.02	57.95
Itahar	58.55	56.85	65.57	47.53

Table 5 shows the SC literacy rate in rural Uttar Dinajpur. The graph above indicates substantial educational growth from 2001 to 2011. Uttar Dinajpur's rural literacy rate in 2001 was 42.90 percent, but in 2011 it was 61.45 percent. Islampur has the highest rural literacy rate at 68.30%, while Goalpokhar-II has the lowest at 55.59%. Table 4 indicates Islampur tops both S.C. Literacy rates for men and women in rural regions are higher than in 2001, with 76.99 and 58.68 percent, respectively. It has the lowest rural literacy rate in S.C. male and female compared to other Uttar Dinajpur blocks in 2011

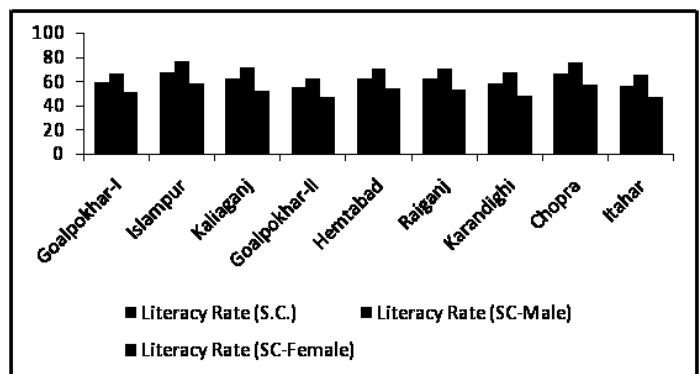


Figure 4 : Bar graph of table 5

Problems faced by Scheduled Caste students

The challenges faced by Scheduled Caste children in school are still under research. Uttar Dinajpur is a

poor West Bengal district. In 2011, almost 40% of people worked in agriculture. So most of the individual's time been utilised for earning alone. Here are some critical educational problems.

Family income : The state's Scheduled Caste population is mainly in squalor. As a result, many pupils are still behind in every way. Although the Indian government provides free and obligatory education till the age of 14, the cost of books, paper, and pens continues to rise. It is difficult for a family whose only source of income is food to continue their children's schooling.

Lack of facilities : Inadequate number of teachers, teacher's knowledge inefficiency, misuse of school funds, lack of care to the students are some causes behind the backwardness of Scheduled Caste students.

Parents' attitude towards education : Parents' attitude is essential to educate their children. As the overall income of most of the Scheduled Caste families is below the average, most of the time, parents prefer jobs rather than higher education to their children so that they can support the family.

Discrimination in educational places : It is miserable to say that discrimination is still practised in some areas in this twenty-first century. This holds back S.C. students from education. Discrimination in educational institutions causes dropouts, mental health depression and even suicide of the Scheduled caste student.

Socio-economic background of Scheduled Caste students and its effects on their education

Table 6

Percentage of SC Students' enrolment from 2010-2016 (ref [2])

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Primary	27.7	27.4	25.9	26	24.9	24.4
U. Primary	24.2	23.8	32.7	31.8	31	29.6

The population of Uttar Dinajpur is 3007134, and among them, only 26 percent belong to the Scheduled Caste category, with 13.9 percent male and 12.95 percent female. The percentage of Scheduled Caste children in Uttar Dinajpur according to the 2011 census is 3.68 percent concerning the total population of Uttar Dinajpur

and 13.71 percent with respect to the total S.C. population of Uttar Dinajpur. From table 6, we see that only 24.4 percent of S.C. children have been enrolled in the academic year 2015-2016.

Table 7

Occupation of SC families (ref [2])

	Total workers	Cultivators	Agricultural labours	House hold Industry workers	Other workers	Marginal Workers
Number of Workers	327003	71071	95422	5091	72962	82457
Percentage of workers	-----	21.73	29.17	1.55	22.31	25.21

The main occupation of the SC families in Uttar Dinajpur is related to cultivation, of which 29.06 percent is cultivators, and 29.17 percent is agriculture labour concerning the real work of the district. Another significant percentage of the population is marginal workers, which is 25.21 percent. Again 1.55 percent work in the household industry. Therefore, an enormous number of Scheduled Caste students are suffering from economic problems.

Conclusion

Despite the challenges in schooling for Scheduled Castes, the literacy rate is rising steadily. Education for all will fail if the Scheduled Caste people are not included. Despite numerous rights granted by the Indian Constitution, this group lags. After independence, India created new legislation to safeguard Scheduled Castes. These regulations include quotas for education and government jobs. West Bengal's SC/ST programs assist kids in educating themselves. The UGC's Rajiv Gandhi National Fellowship and Scheduled Caste National Fellowship attract S.C. students to higher education. I hope one day we will achieve the 100 percent literacy rate of Scheduled castes in our country.

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ATTITUDE OF B.ED STUDENTS...

carried out. The success of this system mainly depends on how the teachers implement it so that the ultimate aim of the overall development of students occurs.

Conclusion

Implementation of any scheme or system depends on the Attitude of the people related to it. The main objective of CCE is quality education, but for its success, a positive attitude of the students and teachers is a must. Everything has its limitations. Likewise, for its success, CCE also has its limits, despite both of which the good things of this system should be taken into account or implemented.

The results revealed a moderately favourable attitude towards CCE. But the focus of these institutions must be to develop a highly favourable attitude among students for their development in all aspects, to go in the long run.

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A STUDY ON THE EDUCATIONAL STATUS OF CHILDREN OF DAILY WAGE WORKERS

UGC CARE
APPROVED

ABSTRACT

The Government of India has launched a nation-wide programme of universalizing the elementary education in order to ensure that all children from 6 to 14 years of age enroll in school, stay in school from the elementary stage and receive education to a satisfactory level. The programme Sarva Shiksha Abhiyan (SSA) aims to ensure that every child from the age group 6 to 14 years gets acceptable schooling. The study is conducted in the Birbhum District of West Bengal. The study consisted of 300 primary and upper primary school children of children of daily wage workers of the age group 6-14 years from Government aided schools of Birbhum District. The sample also consists of 120 daily wage workers/parents of the children. The interview data indicate equal importance even to the children belonging to ST/SC, OBC and General category. The results revealed that there is a high enrolment of school-age children in the district. However, the enrolment of girls as against boys is relatively lower.

Keywords : Education, Children, Daily wage, Workers.

Introduction

For all children up to fourteen, free and compulsory education is India's Constitutional commitment (Article 45). At the time of the adoption of the Constitution in 1950, the aim was to achieve the goal of Universalization of Elementary Education (UEE) within the next ten years that is by 1960. Keeping in view the educational facilities available in the country at that time, the goal was far too ambitious to achieve within a short span of ten years. At the time of Independence 1947, India inherited a system of education not only quantitatively small but also characterized by the persistence of large Intra and inter-region and as structural imbalances. Only 14 per cent of the population was literate, and one child out of three had been enrolled in the primary school. The need for a literate population and universal education for all in the age group of 6-14 was recognized as a crucial input for nation building and was given due consideration in successive five-year plans.

Objectives

1. To analyze the enrolment, drop-outs, retention, and completion patterns at the school level of the children of daily wage workers region and age group 6 – 14 years.
2. To find out the reasons for the drop-out of the children of daily wage workers.

Research Question

1. What is the children's educational status of daily wage workers aged 6-14 years concerning enrollment, dropouts, retention and completion patterns at the school level?
2. What are the different reasons for the drop-out of the children of daily wage workers?

Study Sample and Design

The study was conducted in six villages of three Blocks selected randomly from the three Sub-Divisions of the Birbhum district. The following table shows the villages selected for this study.

Table 1

Subdivision	Block	Villages
Bolpur	Bolpur –Sriniketan	Balavpur & Maheshpur
Suri	Muhammad Bazar	Ganpur & Dharampur
Rampurhat	Mururai	Gorcha & Rajgram

Dr. RAJESH EKKA

Assistant Professor, Department of Education
BBAU (A Central University) Lucknow, UP.

The caste, religion, community and occupational characteristics differentiate various villages and also within the Blocks. All these factors significantly influence the choice of schools and the parents' approach to their children's education. All children from the villages are from government schools.

The study sample consists of 300 children (6 – 14 years) of school-going and non-going daily wage workers and 120 daily wage workers/parents. (Total sample: 300+120 = 420)

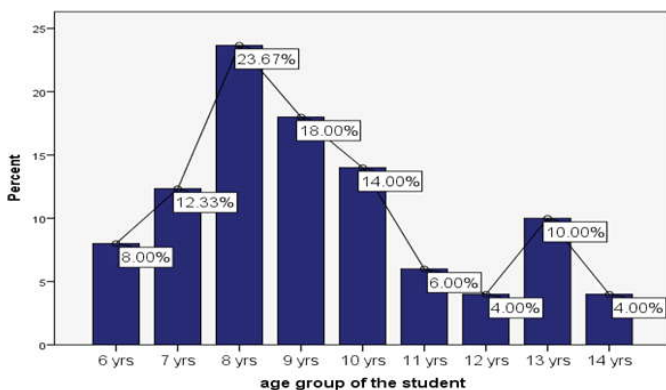
Data Sources

The researcher employs the descriptive survey method, so it relies on primary data. The primary data have been collected covering four different categories of daily wage workers/parents, mainly from: Construction workers, House-hold workers, Agriculture-related workers and MGNREGA workers. Therefore, the data comprise of the above four categories of daily wage workers/parents and their children of Birbhum district.

Tools Used

Self-prepared questionnaire was prepared to collect the data. The reliability and validity of the device were tested through a pilot study.

Fig 1 The age group of the children



Source : Authors' field survey data.

The total number of children in the age group of 6 – 14 years in the sample villages, blocks of the district is presented in figure 5. The age group between 6 – 14 years comprises: nearly 8% of the children belong to

the age of 6 years, 12.3% of the children belong to the age of 7 years, 23.7% of the children belong to the age of 8 years, 18% of the children belong to the age of 9 years, 14% of the children belong to the age of 10 years, 6% of the children belong to the age of 11 years, 4% of the children belong to the age of 12 years, 10% of the children belong to the age of 13 years, and 4% of the children belong to the age of 14 years.

The sample also comprises nearly 75 per cent belonging to Hindu, 23 percent belonging to Muslim, and the rest of the children belong to the Christian religion.

Regression Analysis

Table 2

Showing the effect of dropping out of the children of the age group 6-14 years on the concern for education, age, sex and religion.

Reason for dropping-out		B	Std. Error	Wald	df	Sig.	Exp(B)
Work and earn for the family	Intercept	-6.007	1.469	16.709	1	0	
	concern	1.598	0.382	17.526	1	0	4.942
	age	0.206	0.102	4.033	1	0.045	1.228
Family problem	Intercept	-4.591	1.777	6.677	1	0.01	
	concern	2.067	0.473	19.097	1	0	7.899
	sex	-1.362	0.668	4.153	1	0.042	0.256
Marriage	Intercept	-38.01	1.5	641.76	1	0	
	concern	1.423	0.436	10.647	1	0.001	4.151
	religion	1.506	0.529	8.088	1	0.004	4.508

a. The reference category is Continuing studies.

N= 300 (Money problem = 6, Work and earn for the family = 22, Family problem =14, No future =8, Long distance of the school =6, No interest in study =6, Failed or repeatedly failed =18, Marriage =16, Continuing studies =204). Model chi-square =125.985, p<0.0001, -2 log likelihood = 558.215, Pseudo R-Square (Nagelkerke) = .373

Table 3
Reason for drop-out of the students of
age 6 – 14 years

	Work and earn for the family.	Family problem	Marriage
Concern	1.598***	2.06***	1.423**
	-0.38	-0.47	-0.44
Age	.206**	.006*	-.169*
	-0.1	-0.14	-0.16
Religion	.315*	.736*	1.506**
	-0.49	-0.58	-0.53
Sex	.095*	-1.362**	.172*
	-0.5	-0.67	-0.69

Note: (*)= Not significant

(**) = Significant at $p < .05$ level

(***) = Significant at $p < .01$ level

Interpretation

The percentage of school-going children is 68 per cent (204), and school-not-going is 32 percent (96), out of which 36.7 percent are male, and 31.3 per cent are female of the total sample of 300. There is a high enrolment of school-age children in the district. However, the enrolment of girls as against boys is relatively lower. Out of 300 children of the age group 6 – 14 years, 68 percent were enrolled in schools, and 32 per cent were drop-outs, of which 18.7 per cent were girls, and 13.3 percent were boys. Out of 300 children of the age group 6 – 14 years, 7.3 percent were engaged in work and earn for the family, 4.7 percent had a family problem, and the rest had some other factors keeping them away from school. A higher enrolment rate was found among Hindu children than Muslim and Christian children in the sample area. But in the case of girls, a lower enrolment rate was recorded among Muslims in the district. The combined share of drop-out children constituted 32 percent in the sample area. Among Muslim children, it was 40.6 percent (out of 32 percent) and higher among girls. About 32 percent of total drop-out children, 17 percent SC/ST, 10 percent OBC and the remaining 5 percent were from the General caste. There has been a significant impact on the family poverty level. The children who attended and did not attend school

mostly belonged to BPL (but the majority didn't have BPL cards) and came from different occupational groups of rural households. It also shows the relation between children's enrolment and the education of the parents. It suggests that if the parents are educated, then their children are most likely to enrol in the schools, or they are most likely to continue their studies. It also provides information about children who are non-school-going and are in the age group 6-14 years. It reveals that 96 (32 percent) out of 300 children are non – school going and it also presents that maximum percentage of females 56 (18.67 percent) and 40 (13.33 percent) of males out of 32 percent are found to be out of the school of the sample area. It reveals that 7.33 percent of children drop out, drop out of work and earn for the family, 6 per cent because they failed in the class, 5.33 percent because of early marriage and others drop out for some other reasons. It also shows that the relation between children working and the reason for dropping-out, and it suggests that if the children are encouraged to go to work or if the children are involved in any labour work, then the children are most likely to drop-out.

Conclusion

To lay a foundation for social as well as economic development of any region, education plays a crucial role, and elementary education stands out as the most significant aspect of education because of its contribution to improving the productive capacity of society. Education also assumes an important role when traditional economics get transformed into modern ones through advanced technologies. This is so because an educated labour force is capable of adapting new technologies with greater ease. The significance of elementary education is two-fold. Firstly, it makes people literate, and, secondly, it serves as the foundation based on which an individual can attain higher education. Therefore, it is considered necessary that every child must have easy access to elementary education. Along with access to schooling, it is equally important that the quality of education being imparted is also good if meaningful human capital development is archived.

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STUDY OF FINANCIAL MANAGEMENT PRACTICES OF SELF-FINANCING INSTITUTIONS FROM AHMEDNAGAR DISTRICT, MAHARASHTRA

UGC CARE
APPROVED

ABSTRACT

Self-financing institutions particularly in the semi-urban and rural areas, are struggling with some major financial management practices and funding issues. Consequences of these problems like the inability of the educational institutions to pay salaries on time, difficulties in raising long-term and short-term finances, stressed finances, etc. are quite evident. Ahmednagar, the largest district of Maharashtra, one of the leading states in education in India was chosen for the study. Findings reveal some teething problems faced in the areas of financial management practices in general, long-term funding, and short-term funding. Suggestions have been offered to overcome these.

Keywords : *Financial Management practices, Funding, Long-term funding, Self-financing institutions, Short-term funding.*

Introduction

Faced with a steep demand for quality higher education and a declining quality supply on the other, the Indian education system is up against a stiff challenge of a huge demand-supply gap. Considering the importance of education in general and especially for a developing, thickly populated country like India, expectations from self-financing institutions are very high. Against this steep demand, however, supply has severe limitations due to various problems faced by the self-financing educations reflecting poorly on supply quality.

Significance of the study

Oxfam (2019) has observed that a growing body of evidence shows that education open private organizations (PPPs) which bolster private tutoring are time after time bombing the most helpless kids and hazard extending imbalance. At the same time, the Government expects self-financing educational institutions to play an active and significant role as a provider of education. In the landmark Unni Krishnan Judgment, relates delivered by the

Honorable Supreme Court of India (1993), paragraph 61 of the order states that self-financing educational institutions are a must for a country like India, especially in higher education where the Government does not have the financial strength to meet

the requirement of capital for medical and technical education.

The study went into details of 34 self-financing institutions (10 MBA Colleges, 12 Engineering and 12 Pharmacy Colleges) in Ahmednagar district of Maharashtra, which is a leading Indian state. Ahmednagar district is the largest district in Maharashtra. Based on primary and secondary data analysis, three areas related to financial management – financial management practices in general, long-term funding practices, and short-term funding practices were investigated. The investigator set the following objectives for the research:

1. To study of Financial Management of Self Finance Educational Institutions in Ahmednagar,
2. To study Problems faced by Self Finance Professional Educational Institute,

RAHUL ASHOK GHOSALE

Research Scholar, Savitribhai Phule Pune University, Pune.

SHIRISH SATISH RAIBAGKAR

Fellow Member of Institute of Cost and Management Accountants of India "Smita Sadan", Behind Suyog Appartment, Savedi Road, Ahmednagar, Maharashtra.

✍ To study the pattern of raising the fund and utilization of fund in Self Finance Educational Institution

Hypotheses

1. Self- Financing Professional Educational Institutions are weak in Financial Management
2. Self-Financing Professional Educational Institutions face analyze problems with Financial Management (financial management practices in general, long-term funding, and short-term funding).

Review of literature

Cityvibes (2019) reported the meeting between a delegation of Punjab Unaided Colleges Association (PUCA) under President, Dr Anshu Kataria, met Sh. Anurag Singh Thakur, Union Minister of State for Finance and Corporate Affairs at New Delhi, Kataria, made Anurag Thakur aware of the small Unaided Colleges of the country's financial problems. Kataria further said that if the pending scholarship were not disbursed soon, the colleges would be in one of the most significant financial trouble and simply would not survive. CARE Ratings (2018) has stated that the education sector in India has seen a change in perspective as of late. Once worked fundamentally as a generous or a country building activity, it has since changed into an 'area in its own right. Shankar A (2016) has observed that a profit motive typically drives private providers. Still, for the past so many years, the Supreme Court of India (SCI) has interpreted the nature of educational institutions to be charitable and not for profit. Research agency India Ratings and Research Private Limited (2014) has estimated the Indian education market to be worth Rs.5.9 trillion in 2014-15 as against Rs.3.33 trillion in the 2011-12 financial year. The British Council makes an interesting observation in its report (2014), Understanding India: The future of higher education and opportunities for international cooperation. The Indian higher education system is up against an unprecedented transformation in the coming decade. A familiar voice that emerges from the review is relating to 3 issues - access, equity, and quality in higher education. Researchers have also highlighted various deficiencies in terms of infrastructure, poor staff, absence of facilities, etc. However, only a few researchers have gone into

the financial aspects of self-financing educational institutions. But the research gap can be found out in the area of ground-level problems faced by such institutions. Hardly any attempt has been seen to go into the operational aspects like difficulties faced in obtaining charity commissioners' permission for loans.

Research Methodology

The total Maharashtra of self-financing professional institutions in Ahmednagar District in the three streams of MBA, Engineering, and Pharmacy are 10, 12, and 12 respectively (Source: Fee Regulatory Authority, 2019).

Methodology for Primary Data

For primary data, all 34 institutions were surveyed through a questionnaire. Similarly, for secondary data, all the 34 institutions financials were studied. The sampling unit was senior employees from the Accounts Department of the institutes.

Methodology for testing the hypotheses

1. A questionnaire was designed to collect primary data in order to test the hypothesis, as stated earlier. The same was tested for validity and reliability. Cronbach's Alpha for the comprehensive questionnaire was 0.93.
2. The questionnaire had three sections –General problems, problems of long-term finance (LTF), and short-term finance problems (STF).
3. The responses under each of the sections were aggregated under two groups – weak/strong, Problem/Not problem,
4. For each of the questions, an average weak/strong count was calculated,
5. Percentages to questions under one particular section of the questionnaire were averaged to get a single weak/substantial percentage for that section,
6. The average weak/substantial percentage was compared with a hypothesized mean of the population of 50% weak/strong connoting a weak/strong by chance and not due to statistical significance,



7. A t-test was used to test the null hypotheses at a 95% confidence level.

Methodology for Secondary Data

The methodology followed for this part of the analysis was as under:

- i. Download the financial statements of 10 MBA, 12 Engineering and 12 Pharmacy colleges (total 34) for the year 2018-19
- ii. Perform a 1st level consolidation at the college type level, aggregate 10 statements for MBA, 12 for engineering, and 12 for Pharmacy.
- iii. Perform a 2nd level consolidation for all the 34 colleges from the 3 groups.
- iv. Extract key features, findings related to funding patterns.

Analysis of data

The agreement levels to the financial management problems for the three categories, namely, general, LTF and STF, were 91%, 89% and 88%, with a standard deviation of 1.04576, 1.00146 1.18768, respectively. As per the t-test, p-values in all three cases were <0.05, so the null hypotheses were rejected.

Based on the 2nd level consolidation, a cash-flow was plotted as shown in Table 1: (Rs. Crores)

Table 1

Cash flow statement for all the 34 colleges

Cash Flow	MBA-C	Engg-C	Pharm-C	Total
Short-term sources	14.93	132.44	23.47	170.84
Short-term applications	15.66	115.65	21.52	152.83
Gap	-0.72	16.79	1.94	18.01
Long-term sources	2.3	3.46	1.48	7.24
Long-term applications	2.12	28.3	5.03	35.45
Gap	0.17	-24.84	-3.55	-28.22
Total Gap	-0.55	-8.05	-1.61	-10.21

Findings and interpretation



All 34 institutions had a bank loan. As against outflow of Rs.188.28 crores, the inflow has been reported at Rs.178.08 crores (both the cash flows are adjusted for the outflow of the scholarship of Rs.4.92 crores) shows a deficit of Rs.10.20 crores. This must have been met from borrowings and other sources. Thus, revenue inflows are not adequate to cover the entire outflow. This showed a gap in the availability of funds. A short-term surplus of Rs.18.01 crores was used for meeting a long-term deficit of Rs.28.22 crores, leading to a gap of Rs.10.21 crores. All the 3 types of financial management practices studied, namely, general, long-term finance and short-term finance, were clearly rated as very weak by the respondents. Self-financing institutions regarding financial management are facing a wide range of problems. These include lack of professional approach, poor work environment, low pay scales of staff, lack of training, clashes between orthodox and modern accountants, etc.

Educational Implications

If the Government is dependent on self-financing institutions, it will have to take serious measures to bring in discipline and professionalism in the financial management of these institutions. Ad-hoc financial management has created severe problems in the delivery of higher education, including that of quality. Equally responsible are the self-financing institutions to adopt professionalism in their financial management practices. Unless this is done, the education of millions studying in the semi-urban and rural areas is at risk of poor quality. Suggestions were offered for all three areas in the form of Training, Computerization, Professional Consultation, access to private banks, availing factoring services, etc. Overall the scenario is quite bleak. On the one hand, the Government wants self-financing institutes to come up, but the ground reality is that the financial management of these institutes lacks way behind. They need a quick turnaround.

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**PERCEPTION ON SKILL BUILDING AND DATA SECURITY IN
ARTIFICIAL INTELLIGENCE: A REVIEW ON THE BASIS OF
EDUCATIONAL INSTITUTES**



ABSTRACT

This paper aims to provide an overview on role of skill building and data security in Artificial Intelligence applications of higher education through a systematic review. A detail study was conducted on different stakeholders of educational institutes such as the administrators, the students and their parents and obviously the teachers. They were asked questions about how the public acceptance of AI can be enhanced and other related issues. The questions had the underlying objectives to understand the responsibility of different regulatory authorities for promoting required skills and data security issues for applications of AI in the higher education sector. The article finally suggests possible strategies in these regards of AI, especially in higher education institutes.

Keywords : *Artificial Intelligence, Higher education policies of Niti Aayog, Skilling and Re-skilling, Data security and Ethical issues.*

Introduction

Understanding the nature of human intelligence and designing algorithm capable of executing the solutions by intelligence of a human being is the crux of Artificial Intelligence (AI). AI is expected to usher in substantial economic growth. But the contrasting scenario in several jobs would be lost due to this automation. The employees, who are laid-off by IT companies in India without getting re-skills, are likely to lose their jobs permanently. Similar experiences may also be observed in other sectors of the economy.

Review of Literature

Many countries of the world realized the potential economic and social benefits of growth and application of AI. We consider examples of China and the U.K. 26% and 10% of their GDPs respectively will be attained through AI-related activities and businesses in 2030. US, France, Japan, China and UK published their AI reports from November 2016 to March 2018. For building the long run AI personnel, countries usually increase the allocation of resources for Science, Technology, Engineering and Mathematics (known as STEM) talent development through investment in universities. They may introduce new courses in AI and law and provide schemes to retrain folks.

An education sector ought to remodel through the development of human skills and accrued productivity. For developing countries, the masses' education and literacy count an important role in the development and overall transition towards an upgraded economy. We identify two alarming problems for Niti Aayog in the area of education scenario in India: the retention rate is low, and learning outcomes are poor.

Significance of the Study

We now discuss the present scenario of AI with respect to privacy, security and ethical regulations. The privacy concerns related to the collection and possible use of data with mala fide intention. On the contrary, the issue of security arises from its applications and the ultimate accountability of an AI system (Niti Aayog Discussion Paper).

Issues related to Privacy in AI may be identified as:

- a. Build up a data protection architecture supported through legal implications
- b. National laws on data protection and privacy

Dr. ARUNAVA BHATTACHARYA
*Assistant Professor, Heritage Business School,
Kolkata Chowbhaga Road, Anandapur,
Kolkata..*

- c. AI developers should follow the international standards only
- d. Invest and collaborate in preservation of privacy for AI research

earlier stage of the study. Primarily the Advanced Excel Statistical tools were used for different statistical tests.

Objectives of the Study

- 1) To understand who is preparing for responsible to prepare the employees with skills or re-skills required for new AI technology in the workplace
- 2) To evaluate various means by which the public acceptance of AI can be enhanced
- 3) To understand who is responsible in case an accident occurs due to an AI machine
- 4) Perceptions on the responsibility of data security and privacy of personal information collected by the hardware of AI
- 5) To evaluate various opinions by which India can develop cutting-edge AI technology in the competitive global scenario

Hypotheses

- 1. There is no difference of opinions regarding various reasons for public acceptance of AI and its enhancement ($\mu_1=\mu_2=\mu_3= \mu_4$)
- 2. There is no difference of opinions regarding various reasons by which India can develop cutting-edge AI technology ($\mu_1=\mu_2=\mu_3= \mu_4= \mu_5$)

Methodology

To understand various dimensions from different stakeholders of Management and Engineering Institutes (primarily in West Bengal) was the goal. A questionnaire was developed on Google Forms comprised of 20 questions: 3 were marked for understanding the demographic attributes of the participants, and the remaining 17 were aimed at the impact of AI. 119 participants were expected during a period of 2nd March to 28th March 2020. We received 105 responses; only 85 were found correct and accepted for analysis. The interviewees were subdivided into groups based on age, educational background and qualifications etc., to extract various demographic attributes. Answers were tested by applying multiple statistical tests like Correlation, Chi-square test etc. Hypotheses were formulated at the

Data Analysis and Findings

Objective 1 : The respondents were asked who is responsible for preparing the employees with skills or re-skills in adapting new AI technology in the workplace. They were given four options to select one out of Employer (56.9%), Central Government (10.2%), State Government (5%), and Individual (27.9%) with percentage result in the bracket. The result clearly shows that the respondents primarily consider the employers are responsible for building up skills or re-skills to mitigate the loss of jobs due to AI. They think individuals are also responsible for adapting to the skills required in this ever-changing AI world.

Objective 2 : “How public acceptance of AI can be enhanced” against this question, the respondents were given four options a) Developing safe and trustworthy AI technology, b) Making the Learning miliar with AI technology, c) Fruitful interaction between the preparing trainee AI machine causes an accident AI industry and public, d) Government interventions for addressing public concerns. Respondents’ answers mainly were accidentally harmful unanimous regarding the four options. It is presented in the table below :

**Table 1
Observed Frequency Distribution**

	Trust	Familiarity	Ind & Public	Govt Int	Total
Strong Agree	50	37	30	32	149
Agree	30	44	46	40	160
Neutral	5	3	9	13	30
Disagree	0	0	0	0	0
Strong disagree	0	1	0	0	1
Total	85	85	85	85	340

The Chi-square test was applied against hypothesis 1 to understand the difference of opinions (Strongly agree to disagree strongly) has any influence over the four reasons. The calculated chi-square value is less than the critical value at 12 degrees of freedom,

1% loss. So the null hypothesis is accepted and hence it is concluded that there is no significant difference among opinions regarding the reasons of public acceptance of AI. The summary result (chi-square):

Table 2
Summary Table of Chisquare

Calculated Value- Chi-Square	21.48535
Deg of Freedom (d.f)	12
Critical Value at 12 d.f, .01 Level	26.22
Calculated Value < Critical Value	H ₀ has to be Accepted

Objective 3 : The respondents were asked who will be considered responsible in case an accident is caused by the AI machine: a) The machine itself, b) The manpower involved in the incident, c) Companies who have developed the machine, d) The Government, e) No idea. They were asked to select one option only and the responses are given in percentage. The Company who made it (40%), No idea (30%) while options a,b and d was 5%, 20% and 5%, respectively. The result clearly shows that the maker of the machine will primarily be responsible. An interesting finding is 30% of the respondents do not want to blame anybody. People between the age group (41-60) and PhD holders were the protagonists of this view.

The result is quite justified if we consider the composition of two demographics: Age and Educational background. Their distributions were like this: A) Age- below 20 years-2%, 21-40 years-59%, 41-60 years-37% and more than 60-2%. The study was mainly conducted over management Institutes. So it mainly comprised of the students and teachers, Parents and Administrators covering two distinct age groups.

B) Educational Background- Below Graduate-2%, Graduate-36%, Post graduate-41.4%, PhD or above-20.6%. We see almost 62% of them were PG or PhD. This is probably the reason for not fixing the blame on anybody for an accident.

Objective 4 : The respondents were asked to select one option for responsibility regarding the

protection of personal information collected and its security by AI machines. The options and percentage of responses are: a) The Company who developed the AI technology (18%), b) User/Consumer (7%), c) The Company which collects and stores the data (61.5%), d) The Government (12%) and e) No idea (1.5%). Here the unanimous choice of responsibility lies with the Company preserving the data, which is a serious allegation all over the world for data security, privacy and ethics. To understand the picture of trust and acceptance of AI by the general Indian populace, the security issue of personal data collected by the AI systems and machines with autonomy – were also the components of the questionnaire.

Objective 5 : Respondents were given five options to evaluate various opinions by which India can develop cutting-edge AI technology in the competitive global scenario. The options given were: a) India can compete with AI development globally b) Government of India should make a financial investment for the development of AI c) Tax incentives for AI developers d) A neutral agency to establish transparent AI technology e) More education and awareness programs on AI are needed in India. The following tables depicts the results.

Table 3
Observed Frequency Distribution

	Compe te Global ly	Prom ote Finan ce	Tax Incenti ves	Indepen dent Agency	More Education reqd
Strong Agree	31	29	14	11	30
Agree	27	22	12	10	25
Neutral	12	14	25	25	13
Disagree	8	12	20	25	9
Strong Disagree	7	8	14	14	8
Total	85	85	85	85	85

The Chi-square test was applied against hypothesis 2 to understand the difference of opinions (Strongly agree to disagree strongly) has any influence over the five statements. The calculated chi-square value is more than the critical value at 16 degrees of freedom, 5% loss. Hence the null hypothesis is not accepted and it is concluded that there are significant differences among opinions by which India can develop cutting-edge AI technology. The summary result (chi-square):

Table 4
Chi-square summary Table

Chi-Square Calculated Value (16 d.f)	70.72984
Critical Value at 16 d.f, .05 Level	26.296

Maximum participants agreed between two contrasting scenarios: India can compete with AI development globally but requires more education and awareness on AI technology. The fifth statement was deliberately included with this negative doctrine: “India does not have the human resources to develop cutting edge AI technology.”The Government’s promotion of financial investment was accepted as a means, but the other two options found little favour.

Conclusion

We have to agree on building up the skills and re-skills required in the human resources of AI technology. The participants were also asked to identify means of training that can empower the youth to adapt to the forthcoming AI revolution. Out of the three options: Soft Skill (45%), Hard Skill (72.7%), Coding and programming (72.7%), which identifies the prevailing gap in the areas of skill-building required for quality human resources. Companies preserving the data have to be transparent regarding data security, privacy and ethical issues.

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UTILITY OF SOCIAL MEDIA AMONG THE SECONDARY SCHOOL TEACHERS

UGC CARE
APPROVED

ABSTRACT

This paper aims at studying the utility of social media of secondary school teachers, selecting a sample of 829 secondary school teachers from Thiruvannamalai, Viluppuram and Vellore districts of Tamil Nadu, using simple random sampling technique. The study reveals that the utility of social media of the majority of secondary school teachers was average. A significant difference was found among the secondary school teachers in their utility of social media based on (i) male and female; (ii) in-service training attended and in-service training not attended; (iii) who think social media has affected and not affected their relationship with others; and (iv) who have social media account in Whatsapp, Facebook, YouTube, Instagram and LinkedIn.

Introduction

Good quality education is the foundation of new discoveries, new knowledge, innovation and entrepreneurship that trigger growth and prosperity of the individual as well as that of a nation (p.8) says the Annual report 201-15, released by the Department of school education & Literacy, Ministry of human resource development, Government of India. According to the All India School Education Survey, the 7th Survey Report of the NCERT, 30,566,950 students were enrolled in sixth to eighth standards, and 12,606,680 students were enrolled in ninth and 10th standards in rural area; And 16,278,895 students were enrolled in sixth to eighth standards, and 9,282,218 were enrolled in ninth and tenth standards in urban area. These figures show the enormous number of students studying secondary school education throughout the country, revealing the significance of secondary school education. Secondary school education lays a strong foundation for higher education in the academic career of a student. The modern teaching-learning community cannot ignore the emerging unavoidable role of social media in the teaching-learning process. Primarily because their access and availability is cuts all barriers and are user friendly. Social Media tools allow for social interaction and easy creation of content by users.

This study aims at studying the utility of social media among the secondary school teachers that would throw some rays of light to illuminate educating the school children better at ease.

Methodology

Considering the need of the study, survey method was adopted to carry out the research work. Eight hundred twenty-nine secondary school teachers, working in 61 schools from Tiruvannamalai, Viluppuram and Vellore districts, were taken as samples for the study, using a simple random sampling technique. Social Media Utility-Scale developed and validated by the investigator was the used tool for collecting data. The use of social media was measured under five headings, namely with five dimensions: 1. Social media for Teaching and Learning, 2. Social media for Communicating and collaborating, 3. Social media for Knowledge and Management, 4. Social media for Student Support, and 5. Social media for Getting Identity. The tool in the final version had a total of 54 items. A five-point scale with the options strongly disagree, disagree, undecided, agree, and strongly agree was used for the study. Data were collected, tabulated and analysed using SPSS.

Results of the Study

Objective Testing :

A. PAULINE CHITRA

PhD Scholar, Tamil Nadu Teachers Education University, Chennai.

Dr. M. ANTONY RAJ

Assistant Professor, St. Xavier's College of Education (Autonomous), Palayamkottai.

Table 1

Level of Utility of Social Media of Secondary School Teachers

Utility of Social Media	Low		Moderate		High	
	N	%	N	%	N	%
Learning and teaching	123	14.8	574	69.2	132	15.9
Communication and collaboration	107	12.9	562	67.8	160	19.3
Knowledge and management	125	15.1	697	84.1	7	0.8
Student support	131	15.8	614	74.1	84	10.1
Getting identity	136	16.4	558	67.5	135	16.3
Utility of social media in total	135	16.3	594	71.7	100	12.1

It is inferred from table 1 that the level of the majority of secondary school teachers is at a moderate level.

Hypotheses Testing

Ho 1 : There is no significant difference between male and female secondary school teachers in their utility of social media and its dimensions.

Table 2

Difference between Male and Female Secondary School Teachers in their Utility of Social Media

Utility of Social Media	Gender	N	Mean	S.D	Calculated 't' value	Remark at 5% level
Learning and teaching	Male	238	50.54	9.52	2.99	S
	Female	591	49.78	10.18		
Communication and collaboration	Male	238	52.09	9.76	3.86	S
	Female	591	49.15	9.97		
Knowledge and management	Male	238	50.37	9.46	2.69	S
	Female	591	49.84	10.21		
Student support	Male	238	51.25	8.85	2.29	S
	Female	591	49.49	10.38		
Getting identity	Male	238	51.27	9.74	2.33	S
	Female	591	49.48	10.06		
Utility of social media in total	Male	238	51.47	9.07	2.71	S
	Female	591	49.4	10.29		

It is inferred from table 2 that the calculated 't' value (2.99, 3.86, 2.69, 2.29, 2.33, 2.71) is greater than

the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is a significant difference between male and female secondary school teachers in all the dimensions and in total. While comparing the mean scores of male and female secondary school teachers, the male (Mean=50.54, 52.09, 50.37, 51.25, 51.27, 51.47) secondary school teachers are better than the female secondary school teachers in utilizing social media and its dimensions.

Ho 2 : There is no significant difference between in-service training attended and in-service training not attended secondary school teachers in their utility of social media and its dimensions.

Table 3

Difference between In-Service Training Attended and In-Service Training Not Attended Secondary School Teachers in their Utility of Social Media

Utility of Social Media	In-service Training	N	Mean	S.D	Calculated 't' value	Remark at 5% level
Learning and teaching	Attended	762	50.31	9.88	3.11	S
	Not attended	67	46.37	10.66		
Communication and collaboration	Attended	762	50.3	9.73	2.94	S
	Not attended	67	46.56	12.22		
Knowledge and management	Attended	762	50.38	9.87	3.25	S
	Not attended	67	45.63	10.48		
Student support	Attended	762	50.53	9.74	5.31	S
	Not attended	67	43.87	10.8		
Getting identity	Attended	762	50.36	10	3.59	S
	Not attended	67	45.82	8.96		
Utility of social media in total	Attended	762	50.51	9.8	5.06	S
	Not attended	67	44.15	10.39		

It is inferred from table 3 that the calculated 't' value (3.11, 2.94, 3.25, 5.31, 3.59, 5.06) is greater than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows a significant difference between in-service training attended and in-service training not attended by secondary school teachers in all the dimensions of the utility of social media and total. While comparing the

mean scores, the in-service training followed by secondary school teachers (Mean = 50.31, 50.30, 50.38, 50.53, 50.36, 50.51) is better than the in-service training not attended secondary school teachers in utilizing the social media and its dimensions.

Ho 3 : There is no significant difference between the secondary school teachers who think social media has affected their relationship with others and has not affected their relationship with others in their utility of social media and its dimensions.

Table 4

Difference between the Secondary School Teachers who Think Social Media has Affected their Relationship with Others and has not Affected their Relationship with Others in their utility of social media

Utility of Social Media	Social Media Affected Relationship	N	Mean	S.D	Calculated 't' value	Remark at 5% level
Learning and teaching	Yes	111	46.79	10.74	3.65	S
	No	718	50.49	9.79		
Communication and collaboration	Yes	111	49.95	10.16	0.05	NS
	No	718	50	9.98		
Knowledge and management	Yes	111	46.62	10.84	3.85	S
	No	718	50.52	9.76		
Student support	Yes	111	45.95	9.65	4.63	S
	No	718	50.62	9.911		
Getting identity	Yes	111	49.78	9.62	0.24	NS
	No	718	50.03	10.06		
Utility of social media in total	Yes	111	47.07	9.29	3.32	S
	No	718	50.45	10.03		

It is inferred from the above table that the calculated 't' value (0.05, 0.24) is less than the table value (1.96) at a 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows no significant difference between the secondary school teachers who think social media has affected their relationship with others and has not affected their relationship with others in the dimensions of communication and collaboration and getting an identity. But there is a significant difference between the

secondary school teachers who think social media has affected their relationship with others and has not affected their relationship with others in the dimensions of learning and teaching, knowledge and management, student support and utility of social media in total. Hence the respective null hypothesis is rejected. While comparing the mean scores of the secondary school teachers, those who think social media has not affected their relationship with others (Mean=50.49, 50.52, 50.62, 50.45) are better than those who believe social media has affected their relationship with others in utilizing the social media for learning and teaching, knowledge and management, student support, and utility of social media in total.

Ho 4 : There is no significant difference among the secondary school teachers having social media account in Whatsapp, Facebook, YouTube, Instagram and LinkedIn in their utility of social media and its dimensions.

Table 5

Difference among the secondary school teachers having social media account in Whatsapp, Facebook, YouTube, Instagram and LinkedIn in their Utility of Social Media

Utility of Social Media	Source of variation	df (4, 824)		Calculated 'F' value	Remark at 5% level
		Sum of squares	Mean square		
Learning and teaching	Between	2649.196	662.299	6.8	S
	Within	80150.804	97.27		
Communication and collaboration	Between	1375.413	343.853	3.48	S
	Within	81424.587	98.816		
Knowledge and management	Between	2059.331	514.833	5.25	S
	Within	80740.669	97.986		
Student support	Between	1848.706	462.177	4.7	S
	Within	80951.294	98.242		
Getting identity	Between	2804.897	701.224	7.22	S
	Within	79995.103	97.081		
Utility of social media in total	Between	2457.392	614.348	6.3	S
	Within	80342.608	97.503		

It is inferred from the above table that the calculated 'F' value (6.80, 3.48, 5.25, 4.70, 7.22, 6.30) is greater than the table value (2.37) for the df 4, 824 at

Continued on Page 47

**WHERE IS SHE? — QUESTIONING SPORT GENDER
STEREOTYPES IN AN ENGLISH TEXTBOOK OF KERALA AT
SECONDARY LEVEL**



ABSTRACT

Gender stereotypes embedded in culture breeds into social consciousness. School curriculum and textbooks are fundamental in shaping of this consciousness. Studies recognizing gender stereotyping in sports and the idea of sports as a masculine activity, have been explored significantly over the last few decades. Recent trends show increasing athletic performances of women, breaking assigned gender stereotypes. With the rise of feminism as a social reform movement, it becomes crucial to critically analyze school curriculum, questioning gender stereotypes in it. The present study is an attempt to critically read a purposively selected unit, centred on the theme of sports, from a secondary level English textbook taught in Kerala. Content analysis revealed themes attributing to gender stereotyping in sports. The implication is for textbook preparers to employ care in selection of gender-neutral content. In this context it is also found that language textbooks can be influentially used to develop critical consciousness among adolescents regarding gender neutrality and social equity.

Keywords : *Textbook, Gender Stereotype, Sport Gender Stereotype, Gender Neutrality, Inclusion*

Introduction and Background of the Study

"One is not born a woman, one becomes one."

Simone de Beauvoir

Gender is a socio-cultural construct as opposed to the ontological categories of male, female and intersex. Since time immemorial, women have been subjected to domination and assigned subservient roles in social and cultural spheres of existence. With the emergence of radical social movements like feminism (questioning the rights and social participation of women), the historical subjugation of women became a hot debate. This in turn gave rise to gender studies as an interdisciplinary space for academic discussion during the latter half of the twentieth century.

Gender studies deliberate upon notions of masculinity and femininity as essentially socio-cultural constructions. This view, mainly held by feminists like Beauvoir, has been considered by sociologists as incorporating a gendered approach in studying social practices. Various disciplines indulging in gender studies have sought to establish gender as a 'practice' and most often a performance-oriented one (Weston, 1993; Collins-Dodd et al., 2004). The notion of gender

performativity is seminal to the work of gender theorist Judith Butler's Gender Trouble. Butler states that the performance of sex, sexuality and gender, is consecrated to power in society. Butler's argument partially concerns the natural assignment of gender roles in linkage with the inherent heterosexual characteristics of the binary sexes in the sociological imagination.

These naturalized associations, which can be termed as stereotypes, are deeply embedded in culture and society. Hence, representations that evolve out of such an established and accepted system of assigned gender roles will consequently lack gender neutrality. Any form of physically demanding activity has for long been considered a 'man's world'. Sport, as such, has been a tool for shaping gender identity (Roosevelt 1890, Mott 1980, Sabo 2001). Since women started actively participating in sports post-

DEBANI DEB

*Junior Research Fellow (Ph.D. Scholar),
Department of Education, Central University of
Kerala, Kerala.*

AMRUTH G KUMAR

*Professor, Department of Education, Central
University of Kerala, Kerala.*

feminist and liberal social movements, these gender stereotypes were challenged, questioning such hegemonic social structures (Creedon, 1994; Eastman & Billings, 2000; Koivula, 2001).

Context and Significance of the Study

The emergence of women's studies in gender studies took place in the late 19th century. Around the 1970s, with women's global participation in sports, a surge of studies on marks gender stereotyping surfaced in the light of sports being historically considered a man's activity. Sports gender stereotypes stem from cultural practices of gender discrimination which is deeply embedded in social consciousness. School curriculum is critical in shaping mass consciousness towards homogenization of identity. The secondary school curriculum is crucial in shaping adolescent consciousness, contributing towards socio-cultural consciousness and, in some cases, social taboos. Michael Apple (1993), in talking about the politics of official knowledge, argued that textbooks shape mass consciousness in favouring dominant socio-cultural discourses. Language is a means of cultural transmission. Hence, the criticality of language textbooks in shaping cultural notions about gender roles comes to question.

In an era that is practically witnessing the rise of women in sports, challenging gender stereotypes, it is imperative to question a curriculum still adhering to traditional notions of gender in sports. This study also provides a scope of inquiry into how the education system plays a defining role in promoting social justice. In the context of contemporary social movements towards equity and inclusion and the rise of feminism against the backdrop of patriarchal assumptions, it is imperative to critically analyze the school curriculum and question gender stereotypes, if any, propagated through it.

Objective and Research Question

The study's objective is to analyze the content of the purposively selected unit (which deals with sports and is titled "Aspire to Win") of an English textbook taught at the Secondary Level in Kerala for gender neutrality. Such an analysis will bring value in understanding the interest of the curriculum makers in sustaining sports gender stereotypes and consequently larger socio-cultural constructs in relation to gender roles and patriarchal tendencies. An

exploration

into how far this content used in the language textbook will be

influential in sustaining and promoting gender stereotypes in social consciousness will be an important question in the purview of this research. The textbook is designed in a manner that it cannot be critically challenged, and Apple (1990) mentions in this regard:

"It legitimates selective forms of knowledge and culture...heavily influenced by conservative economic and political forces, eclipsing the historical experiences and cultural expression of the less powerful" (p.17)

Hence, it is in this context that the present study, involving the critical reading of an English textbook taught in Kerala, was decided to be analyzed for its immediate social relevance and to find an answer to the question: Does the said textbook sustain sports gender stereotypes through official knowledge?

The procedure of the Study

The study has been conducted using the qualitative research method of content analysis. It is confined to the selected textbook Kerala English Reader, Part –I, meant for teaching English to Class IX students in Kerala, India. The book was published under the Government of Kerala, Department of Education, by the State Council of Educational Research and Training (SCERT), Kerala, 2018. The first unit, named "Aspire to Win", has been purposively selected for the present study because it could be identified upon preliminary scanning that out of the three units of the book, this particular unit deals with sports and success stories in the sporting field. The unit comprises two short stories named "The Race" and "Learning the Game", along with a poem "Twice a Week the Winter Through". The stories, the poem, and the activities after the chapters have been subjected to content analysis to address the research question posed in the study. Line-by-line inductive coding (Miles, Huberman and Saldana, 2014) was carried out during content analysis of the unit's three chapters comprising 34 pages. Post analysis of content, several codes emerged, which were sorted into themes. The central gender-inclusive, anime that appeared from the textbook is that of "gender stereotypes in sports". The minor themes were eliminated in the purview of the study. The central theme identified



was further discussed in the findings, along with its constituent codes. Based on a review of sports gender stereotypes, the finding has been critiqued. The text's implications on adolescent consciousness have been discussed, along with lessons it upholds for future textbook preparers and teachers.

Findings and Discussions

Gender stereotyping is a social reality though it is considered a hindrance in progress towards equality of genders. In the contemporary world, where women are advancing with men in every competitive domain, excelling in various fields of work, such stereotyping is a grave psycho-social concern. Women are excelling in sports today, with examples of athletes like Hima Das, Mary Kom, Deepika Kumari and Saina Nehwal, among others, posing a challenge to socio-cultural presumptions that stem from a historically patriarchal society. However, this practical development perceived in current affairs is not adequately represented in the secondary school textbook under study. The content analysis of the unit shows many examples that have emerged inductively, displaying a lack of gender neutrality. A few of these instances have been quoted for reference and discussion as follows:

“On the way home, Tarun thought that if his father had not scolded him, he wouldn't have got this opportunity... Tarun got up early, had milk and before his mother could finish her query on what he was up to, he ran out and went to the Nehru Stadium to check the details of the race.” (Kerala Reader, 2018, p.10)

“He also wanted someone to back him up, and so he told everything to his mother..

He wanted to show his father that he was not the black sheep of the family and that he could be good at something at least.”

(Kerala Reader, 2018, p.11)

“No, son, to me, you have won the toughest race, the race of your life... You are a real-life hero... He smiled at his mother, who hugged him and said, “You are the best son in the world!” (Kerala Reader, 2018, p. 13)

All these extracts from the first short story of the textbook show a son of a family who is running a race and winning glory for the family. The father scolds the son but still is in awe of the patriarch while neglecting the mother figure who appears in a mere supporting role for announcing how the male child's success in sports is a great thing which makes him the ‘best son in the world!’”. There is no mention of any other females in the story except for an overt emphasis on the mother as “someone to back him up” in the challenging process of running a race which is a physically strenuous and ‘manly’ game. Even the coach, the boy, wants to train with and later encounters in the story is “Ram Narayan who won an Olympic medal in the 400-metre race in the 1960s” (Kerala Reader, 2018, p. 9). Hence the athletics event of running has been illusively envisioned as a male-dominated space creating obvious gender stereotyping in sports.

The next set of extractions is from the second chapter which is an adapted portion from the cricketer legend Sachin Tendulkar's autobiography. The chapter is named “Learning the Game” and central gender lects the lack of gender inclusive content. Sachin Tendulkar writes here about how he “tried to emulate the mannerisms” of his favourite players like “Sunil Gavaskar and the West Indian legend Viv Richards” (Kerala Reader, 2018, p. 20). He talks about two of the most significant influences which made him a great and famous cricketer by mentioning his brother and coach, Ramakant Achrekar (Kerala Reader, 2018, p. 20). He declares throughout the narrative how cricket training used to be sets of day-long, physically strenuous and exhausting activities. Again, the chapter does not mention a female character in the sporting hero's life, which he naturally would have come across in his journey to glory. Instances from the textbook which highlight such a finding of lack of gender-inclusive content are:

“The schedule was rigorous, and I would be exhausted by the end of the day.”

(Kerala Reader, 2018, p. 21)

“Occasionally, my father came to take me home...”

(Kerala Reader, 2018, p. 23)

Though this story is a slice of the cricketer's real-life



w, which writes about in hindsight, the lack of mention of female figures in this chapter is a concern. The life of a famous cricketer and his journey inspires many adolescents who encounter such a tale. There is a possibility of sending an implicit message that cricket legends are men, encouraged and supported by men and trained by men. This notion is challenging the reality of Indian women cricketers who are currently excelling in cricket during the last two decades, with the women’s team ranking among the top five international teams in both One Day International (ODI) and ‘T20’ formats of the game (International Cricket Council rankings). The first international matches played by Indian women date back to 1976 in Test cricket and 1978 in the ODI format. Sachin Tendulkar’s international debut matches were in the year 1989. Hence, women’s cricket might have taken time to bring recognition. Still, there has been systemic negligence in society associated with sport gender stereotyping, which could have resulted in a slow-paced growth of women in sports. Society failed to notice women in such sports by almost hero-worshipping male cricketer players worldwide. This is particularly supported by studies such as Creedon (1994) and Eastman and Billings (2000), which have pointed out how media coverage and sports reporting have failed women and promoted the creation of sports gender stereotypes. If the textbooks in current circulation even indirectly propagate such hegemony, it is a serious concern.

The final chapter, a short poem “Twice a Week the Winter Through” (Kerala Reader, 2018, p. 29), glorifies the two games Football and Cricket as games played by men to enable them to cope up with life’s otherwise unchallenging and sad phases, by resorting to masculine metaphors which:

“Football then was fighting sorrow
For the young man’s soul...
See the son of grief at cricket
Trying to be glad...
Keeps the bones of man from lying
On the bed of earth.”
(Kerala Reader, 2018, p. 29)

Apart from these, the activities and exercises too were found to deal with similar trends of gender bias as seen in the above instances, that is, prioritizing ‘men’ in sports and related physical activities. They do not depict women in sports except for one blog-writing exercise where the protagonist is an Olympic Winner of 1960 - Wilma Rudolph from the USA. This leads to establishing on the lines of similar studies done by Koivula (2001), Mott (1980), Sabo (2001) and Schmalz & Kerstetter (2006) on how sports are still not able to come out strongly as a gender-neutral subject and elements of masculinity permeate the concept of sports in mainstream society and cultural representations.

Conclusion

Raising the young adolescents, the future of society through a body of official knowledge promoting sports gender stereotypes is a critical concern. Barring an activity that demonstrates the writing of a blog (about a female Olympian athlete who overcame her physical disability to become a sporting legend), the concerned unit of an English textbook taught in Kerala evades any inclusion of women in sports. School textbooks promoting the ingrained patriarchal assumptions that women cannot excel in physically challenging areas like sports should be critiqued and modified. The findings are all the more contradictory to practical sports scenarios in the Indian and global contexts. As textbook prepares and educators, it is essential to avoid gender-sensitive content and move towards the selection of school curricular content which is more gender-neutral, thereby promoting democratic principles of equality and social justice. Language textbooks should not nurture adolescent consciousness towards gendered notions of physicality, especially in sports.

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UTILITY OF SOCIAL MEDIA...

0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is a significant difference among the secondary school teachers having social media account in Whatsapp, Facebook, YouTube, Instagram and LinkedIn in dimensions of learning and teaching, communication and collaboration, knowledge and management, student support, getting identity and utility of social media in total. Waller-Duncan test showed that the secondary

school teachers having social media account on Instagram are better than those who have an account in LinkedIn, Whatsapp, Facebook and YouTube in learning and teaching.

Conclusion

Social media has become a part of life, and its usage has increased a lot among professionals of all sectors. The use of media impacts social relationships, social well being and time available for sleep, school-related study and other activities (Zeitel-Bank & Tat, 2014). Modern-day living is majorly influenced by social media, which enhances the evolution of human behaviour (Thadathil & Limaye, 2016). The teaching behaviour of secondary school teachers cannot be an exception. A teacher without using social media has almost become outmoded in the digital era and need to pick up these skills at any cost for effective teaching. Based on the study's findings, the investigator suggests that more training should be given for the secondary school teachers and counsel them on its proper usage so that the teachers' professional behaviour gets embellished and more benefiting the student community at the secondary level.

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