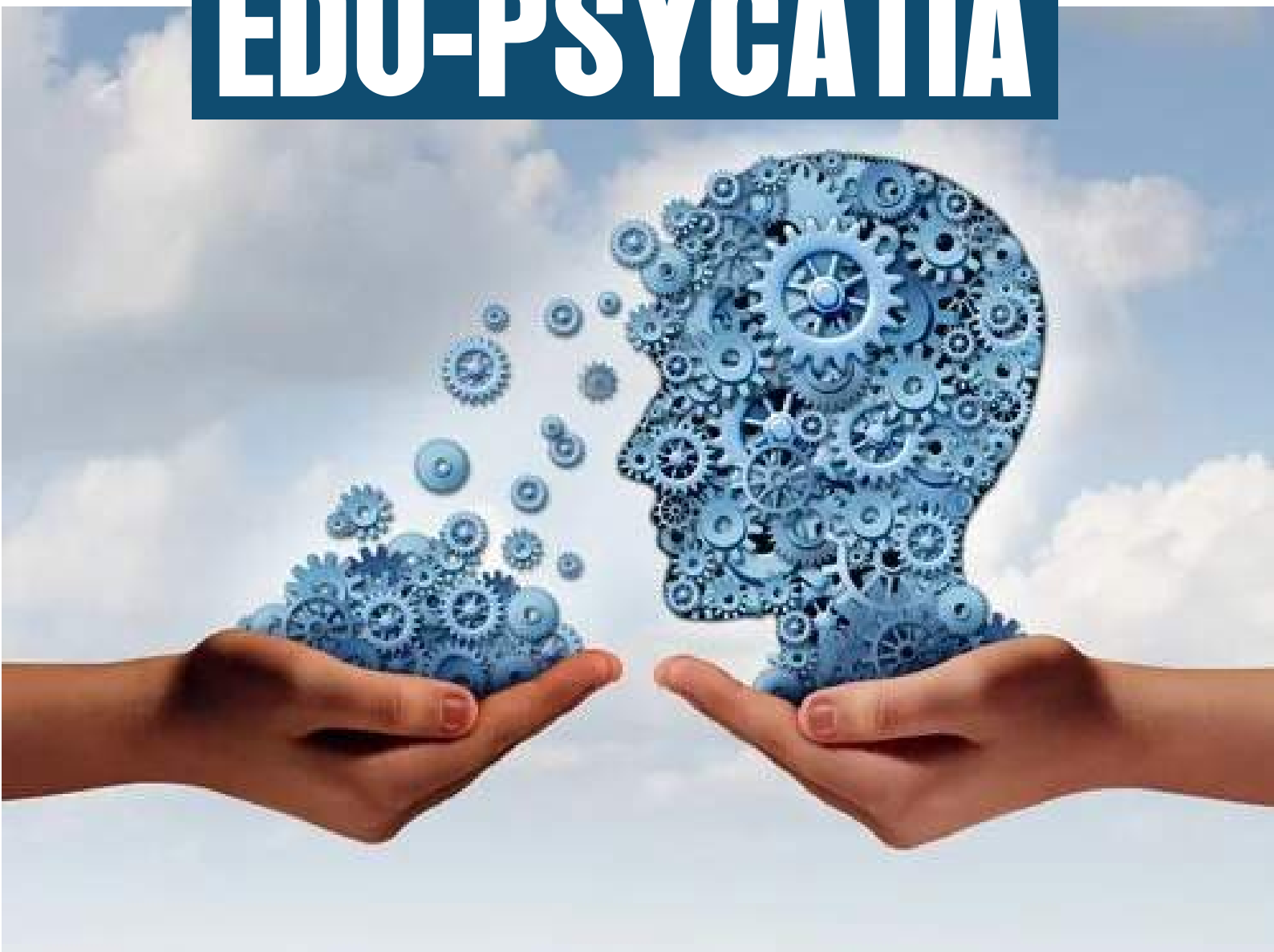




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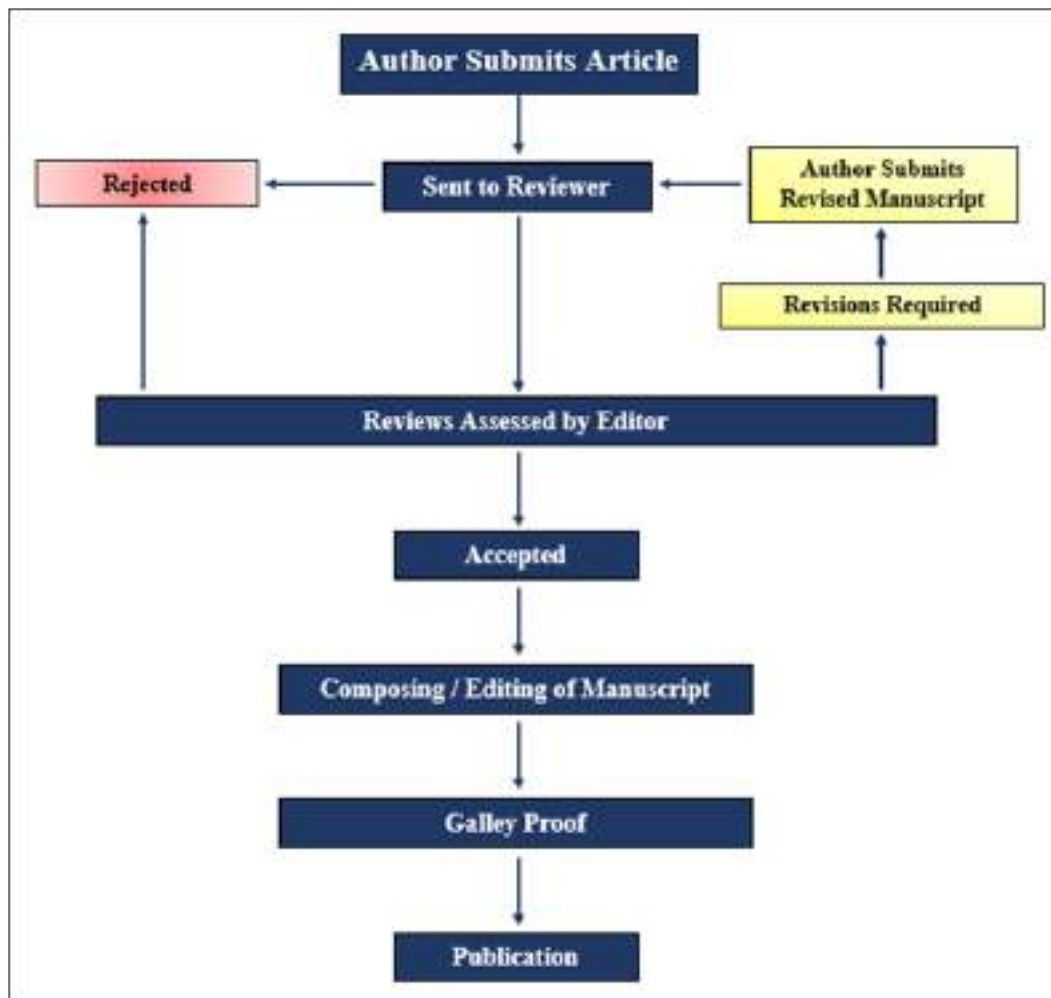


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A STUDY ON EMOTIONAL INTELLIGENCE

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Abstract:

Emotional intelligence can greatly impact your work life and career, so it's important to understand exactly what it is and why it is so important. Every workplace is comprised of people with different strengths, personalities and emotions, which can greatly affect the way they work. Emotional intelligence is the ability to identify and manage your emotions as well as the emotions of others. Emotional intelligence is typically factored into the everyday decisions employers make, such as hiring, firing and promoting employees. Many hiring managers study candidates' emotional intelligence by asking specific questions during the hiring process, in order to identify those who have a higher degree of emotional intelligence. They also analyze the emotional intelligence of their current employees to determine leadership potential. In addition, when promotions and pay raises are being considered, emotional intelligence is typically factored into the decision. Keywords: Emotional Intelligence, Organization Introduction Emotional Intelligence (EI) describes the ability, capacity, skill or, in the case of the trait EI model, a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups. Emotional Intelligence is a general term used for our level of competence in our personal and interpersonal skills. In work environments research reveals that that mastery of these personal and interpersonal skills is the single most important determinant of our performance success. It is also a major determinant in how we feel, think and act. Emotional Intelligence will determine how well you know and manage yourself, how well you handle what happens to you and how well you interact and handle others. Emotional intelligence includes a broad array of sub-skills including how we monitor our own and others feelings and emotions, how we discriminate and assess and how we use this knowledge to guide our thinking and actions. It includes assertiveness, impulse control, adaptability, motivation and optimism. Definition Emotional Intelligence is "the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions effectively in others and ourselves". Emotional Intelligence often measured as an Emotional Intelligence Quotient describes an ability,

capacity, skill or (in the case of the trait EI model) a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups. It is a relatively new area of psychological research. The definition of EI is constantly changing. Evolution of the concept The earliest roots of emotional intelligence can be traced to Darwin's work on the importance of emotional expression for survival and second adaptation. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects. For instance, as early as 1920, E. L. Thorndike used the term social intelligence to describe the skill of understanding and managing other people. Similarly, in 1940 David Wechsler described the influence of non-intellective factors on intelligent behavior, and further argued that our models of intelligence would not be complete until we can adequately describe these factors. In 1983, Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences* introduced the idea of Multiple Intelligences which included both Interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and Intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). In Gardner's view, traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. Thus, even though the names given to the concept varied, there was a common belief that traditional definitions of intelligence are lacking in ability to fully explain performance outcomes.

The first use of the term "Emotional Intelligence" is usually attributed to Wayne Payne's doctoral thesis, *A Study of Emotion: Developing Emotional Intelligence* from 1985. However, prior to this, the term "emotional intelligence" had appeared in Leuner (1966). Greenspan (1989) also put forward an EI model, followed by Salovey and Mayer (1990), and Goleman (1995). As a result of the growing acknowledgement by professionals of the importance and relevance of emotions to work outcomes, the research on the topic continued to gain momentum, but it wasn't until the publication of Daniel Goleman's best seller *Emotional Intelligence: Why It*

Can Matter More Than IQ that the term became widely popularized. Nancy Gibbs' 1995 Time magazine article highlighted Goleman's book and was the first in a string of mainstream media interest in EI. Thereafter, articles on EI began to appear with increasing frequency across a wide range of academic and popular outlets. Concept of Emotional Intelligence There are a lot of arguments about the definition of EI, arguments that regard both terminology and operationalizations. One attempt toward a definition was made by Peter Salovey and John D. Mayer (1990) who defined EI as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." Despite this early definition, there has been confusion regarding the exact meaning of this construct. The definitions are so varied, and the field is growing so rapidly, that researchers are constantly amending even their own definitions of the construct. Up to the present day, there are three main models of EI: • Ability EI models, Mixed models of EI, Trait EI model Characteristics of Emotional Intelligence Emotional intelligence can be compared and contrasted with a number of other parts of personality. These other parts are distinct from emotional intelligence both conceptually and empirically. Moreover, although a person may be high in emotional intelligence, they may be high or low in many of these other characteristic. Empathy: including a feeling for others, sympathetic reactions to their feelings, and imaginative involvement in how the other person might be feeling. Emotional self-efficacy: a person's belief that he or she possesses empathy and assertiveness as well as elements of social intelligence, personal intelligence, and ability emotional intelligence. Socio-emotional effectiveness: an individual's capacity to navigate the social world in an effective manner, accomplishing his or her goals as needed. Socio-emotionally effective behaviour: the observable acts of the individual the lead to emotional and social effectiveness of interactions with others. Characteristics of Low And High EQ People A person with High EQ Expresses his feelings clearly and directly with three word sentences beginning with "I feel..." Does not disguise thoughts as feelings by the use of "I feel like...." and "I feel that...." sentences. Is not afraid to express her feelings. Is able to read non-verbal communication. Lets his feelings lead him to healthy choices and happiness. Balances feelings with reason, logic, and reality. □ Acts out of desire, not because of duty, guilt, force or obligation. Is independent, self-reliant and morally autonomous. Is intrinsically motivated. Is not motivated by power,

wealth, status, fame, or approval. Is emotionally resilient. A person with Low EQ Doesn't take responsibilities for his feelings; but blames you or others for them. Can't put together three word sentence □s starting with "I feel..." Can't tell you why she feels the way she does, or can't do it without blaming someone else. An attack, blames, commands, criticize, interrupts, invalidates, lectures, advises and judges you and others Dimension of Emotional Intelligence. The dimensions of Emotional Intelligence are Inter personal Adaptability Stress management General mood Intra personal Intrapersonal Emotional self-awareness It is the ability to be aware of one's feelings and emotions, to be able to differentiate between them, to know what one is feeling and why, and to know what caused the feelings. Thrive on open, honest, compassionate feedback. Assertiveness It is the ability to express feelings, beliefs, and thoughts and defend one's rights in a non destructive manner. Assertive people are not over controlled or shy. They can express themselves without being aggressive or abusive.

Self-regard- The ability to accept one's perceived positive and negative aspects as well as one's limitations and possibilities. This person possesses inner strength and self-confidence. Self-actualization- It is the ability to realize one's potential capacities. Involved in pursuits that lead to a meaningful, rich, and full life. Self-actualization is an ongoing, dynamic process of striving toward maximum development of one's abilities, capacities, and talents. This person persistently tries to improve oneself in general. Independence It is the ability to function autonomously versus needing protection and support. These people have self-confidence, inner strength, and a desire to meet expectations and obligations, without becoming a slave to them. Interpersonal. Empathy It is the ability to be aware of, to understand, and to appreciate the feelings of others. It is "tuning in" (being sensitive) to what, how, and why people feel the way they do. Being empathetic means being able to "emotionally read" other people. Interpersonal relationship It is the ability to establish and maintain mutually satisfying relationships that are characterized by intimacy and by giving and receiving affection. This component is not only associated with the desirability of cultivating friendly relations with others, but with the ability to feel at ease and comfortable in such relations. Social responsibility It is the ability to demonstrate oneself as a cooperative, contributing, and constructive member of one's social group. This ability involves acting in a responsible manner, even though

one may not benefit personally. This person takes on community oriented responsibilities. Adaptability • Problem-solving It is the ability to identify and define problems as well as to generate and implement potentially effective solutions. This person logically and methodically goes through a problem and picks the best solution. This skill is also linked to a desire to do one's best and to confront problems, rather than avoiding them. It is the ability to assess the correspondence between what is experienced and what objectively exists. This person searches for objective evidence to confirm, justify, and support feelings, perceptions, and thoughts. In simple terms, reality testing is the ability to accurately "size up" the immediate situation. • Flexibility It is the ability to adapt to unfamiliar, unpredictable, and dynamic circumstances. Flexible people are agile, synergistic, and capable of reacting to change, without rigidity. These people are able to change their minds when evidence suggests that they are mistaken. They are generally open to and tolerant of different ideas, orientations, ways, and practices. Stress management , Stress tolerance It is the ability to withstand adverse events and stressful situations without "falling apart" by actively and positively coping with stress. Also involves problem-solving, optimism, knowledge of stress coping strategies, and practice using them. People who have good stress tolerance tend to face crises and problems, rather than surrendering to feelings of helplessness and hopelessness. Impulse control It is the ability to resist or delay an impulse, drive, or temptation to act. Problems in impulse control are manifested by low frustration tolerance, impulsiveness, anger control problems, abusiveness, loss of self-control, and explosive and unpredictable behaviour. Sometimes this skill is also called self-regulation or delaying gratification. It involves self-control and the ability to handle our emotions. General mood • Happiness It is the ability to feel satisfied with one's life, to enjoy oneself and others, and to have fun. Happy people often feel good and at ease in both work and leisure; they are able to "let their hair down," and enjoy the opportunities for having fun. Happiness is a byproduct and/or barometric indicator of one's overall degree of emotional intelligence and emotional functioning. Optimism is the ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity. Optimism assumes a measure of hope in one's approach to life. It is a positive approach to daily living. Optimism is the opposite of pessimism, which is a common symptom of depression. Branches of Emotional Intelligence: Sa-

lovey and Mayer proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion and the ability to manage emotions.

1. Perceiving Emotions: The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding non-verbal signals such as body language and facial expressions.
2. Reasoning With Emotions: The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.
3. Understanding Emotions: The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.
4. Managing Emotions: The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management. Six Principles of Emotional Intelligence Emotional Intelligence begins with these six principles:

1. Emotion is information.
2. We can try to ignore emotion, but it doesn't work.
3. We can try to hide emotions, but we are not as good at it as we think
4. Decisions must incorporate emotion to be effective.
5. Emotions follow logical patterns

Emotional universals exist, but so do specifics. How EQ Helps In Success? Emotional Intelligence is increasingly relevant to organizational development and developing people, because the EQ principles provide a new way to understand and assess people's behaviors, management styles, attitudes, interpersonal skills, and potential. Emotional Intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service, and more. It also brings compassion and humanity to

work. Research has shown that what separates successful people from their less successful counterparts is not necessarily IQ but EQ! EQ proves to be a powerful strategic tool in accomplishing your business goals in the following areas: Hiring / Screening By incorporating EQ competencies in your hiring strategies, you are ensuring that the people who come to work for your company will already possess a high degree of emotional intelligence that will help them perform their job. Training All training on customer service, sales, supervisory development, leadership, career development, and team interactions should include EQ awareness and skills training. By helping employees focus on the areas of EQ that they can improve, you are providing them with tools that will help the business and improve their job satisfaction. Coaching As an HR professional, you may often be involved in coaching others in the organization, in both crisis situations and daily interactions. You can bring incredible value to your one on one coaching experiences as you model and encourage others to understand how EQ can be used as a tool for solving their current and future dilemmas. Competency models / Succession plans HR can assist the organization by developing competency models and succession plans that incorporate EQ competencies. This action will ensure that the organization of the future will be built based on competencies that have the greatest potential to deliver business goals. Performance Development Reviews Performance and development reviews that reflect EQ competencies will ensure that employees are aware of developmental needs in the emotional intelligence area. Profit to the business Emotional Intelligence leads to: Reduction of lost-time accidents Reduction in formal grievances Increase in productivity. Who Could Benefit From EI Skill Enhancement? Executives Achieve Maximum Success □ Higher Productivity □ High Potential People Why Improve Your Emotional Intelligence Skills? Enhance Your Career - Enhance your

career and success potential. Improve Productivity - Improve your personal productivity □ Increase Job Satisfaction Manage Demanding Clients - Work easily with demanding clients and team members. Improve Work/Life Balance - Improve work/life balance so you can enjoy your personal life.

Conclusion- Emotional Intelligence is increasingly relevant to organizational development and developing people, because the EQ principles provide a new way to understand and assess people's behaviours, management styles, attitudes, interpersonal skills, and potential. Emotional Intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service, and more. At the individual level, I has the potential to increase our understanding of how individuals behave and adapt to their social environment, so it is very important to understand about this topic.

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ACHIEVEMENT MOTIVATION OF THE HIGH SCHOOL STUDENTS: A CASE STUDY AMONG DIFFERENT COMMUNITIES OF GOALPARA DISTRICT OF PUNJAB

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ABSTRACT

Achievement Motivation is a consistent striving force of an individual to achieve success to certain standard of excellence in competing situation. In this study an attempt was made to study the effect of achievement-motivation on the academic achievement of the high school students of tribal and non tribal communities in relation to their sex and locale. For this purpose a sample of 200 students, studying in class IX of ten government high schools of Goalpara District of Assam was selected. They were administered the measures of Achievement Motivation Scale by Gopal Rao. 't' test and co-efficient of correlation (r) was applied to study the significance of difference between means and significant relation between achievement motivation-academic achievement respectively. It was found that there was no significant difference between tribal- non tribal and boy - girl students but urban students have shown high achievement motivation than the rural students. In case of relationship between achievement motivation and academic achievement it was observed that there was no significant relation between achievement motivation and academic achievement of tribal, boy and rural students but there was a significant relationship between the achievement motivation and academic achievement of nontribal, girl and urban students.

In this modern age achievement is considered to be a key factor for personal and social progress. The whole system of education revolves round academic achievements of students in the school. Children do not find any interest in learning school subjects. The school learning of a child depends on various physiological, psychological, socio-cultural and economic factors. Individual differences result in diversity among students in their academic achievement and studies have shown general mental ability as a major factor in determining achievement (Patel, 1988 and Khader, 1992). But apart from the general mental ability other factors such as personality traits like interest, achievement-motivation etc. are also the determinants of education. Motivation is always considered as a central fac-

tor in academic achievement. Achievement is a task oriented behaviour that allows the individual's performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others or with some standard of excellence. (Smith, 1969).

Achievement motivation is a primary condition to achieve something. It is a strong motive characterized by ambition, high level of energy, strong desire for independence. It is a stable learned characteristics in which satisfaction comes from striving for and achieving a level of excellence. Achievement Motivation is a drive to excel in learning tasks combined with capacity to experience tried in accomplishment, Eggen Manchak, (1994). The concept of Achievement Motivation was first popularized by Murray (1938). Later David McClelland and Atkinson concentrated on the study of achievement motivation. People who strive for excellence in a field for the sake of achieving and not for some reward are considered to have a high need for achievement. This need has been labeled as n-achievement for convenience. So the need for achievement or n-Ach was defined as the desire or tendency to do things rapidly and to accomplish something difficult to master, manipulate, organize physical objects, human beings or ideas. This is to do things rapidly and independently as possible to overcome obstacles and obtain a high standard to excel oneself to rival and surpass others and to increase self-regard by the successful exercise of talents (Murray, 1938).

The theory of achievement motivation is concerned with the interaction of personality and the immediate environment as a contemporary determinant of aspiration, efforts and persistence when an individual expects that performance will be evaluated as success or failure in relation to some standard of excellence.

McClelland (1966) has rightly said, if in a given country the students in the schools or universities have concern for excellence, that country will show a considerable amount of progress. So the progress of a country depends upon its youth /students and, to a great extent, depends upon their academic attainment. Since Ey-

senek (1953), research works have been reported on human motivation or achievement motivation and its concomitant effect upon classroom learning. The prediction of relationship between academic achievement and achievement motivation has been the primary objective of many investigators. From those studies the findings on n-Ach and its relationship with academic achievement are available. Meheta (1969), Dutt and Subhramal (1971), Pathak (1974), Christian (1977), Nair (1984), Geetha (1985), Busato et al. (2000), Panda and Jena (2000), Krishnamurty (2001), Browns and (2002), Kour (2004), Tseng (2004), Bansal et al. (2006), Tan et al. (2007), Umadevi (2009), Yusuf (2011) etc. have shown the positive and significant relationship between n-Ach and school performance while Bhatnagar (1969), Sinha (1970), Walaytiram (1974), Shesadri (1980), Reddy (1990), Singh and Parminder (2005), Wang and Xing (2009) etc. have reported no significant relationship between two variables.

It is important both for parents and educators to understand why promoting and encouraging achievement motivation from an early age is imperative. It is a consistent striving force of an individual to achieve success to certain standard of excellence in the competing situation. The students form self concept, values and beliefs about their abilities at a young age at school. The development of early academic achievement motivation has significant implications for later academic careers. A great deal of research has found that students with high achievement motivation are more likely to have increased levels of academic achievement and have lower dropout rates (1997).

So, the investigator feels that a rise in goal achievement motivation of the high school students may go a long way in enhancing the academic achievement. That is why, the present study endeavoured to examine the achievement motivation of tribal and non-tribal students.

Further, work on achievement motivation and its relationship with school achievement are very scarce particularly in North-Eastern States. Except a few studies e.g. by Gokulnathan (1971), Deka (1992) etc. no other significant study is reported from this region.

Objectives of the study:

1. To find out the levels of achievement motivation of high school students in relation to their community, sex and locale.
2. To find out if there is any significant difference in achievement motivation of students belonging to two different communities (i.e. tribal and non-tribal)

of Goalpara district.

3. To find out if there is any significant difference in achievement motivation of the students in respect of their sex and locale.
4. To find out the nature of relationship existing between achievement motivation of high school pupils and their corresponding academic achievement.

Hypotheses of the study:

Ho1. There is no significant difference in the achievement motivation of high school students belonging to two different communities.

Ho2. There is no significant difference between the achievement motivation of male and female students.

Ho3. There is no significant difference in achievement motivation of high school students belonging to rural and urban areas.

Ho4. There is no significant relationship between the Academic achievement and the achievement Motivation of the high school students on the basis of community, locale and sex.

Research Methodology:

This research was done on the basis of Descriptive Survey Method.

Sample:

The study was conducted with a sample of 200 students of class IX selected from 10 govt. high schools of Goalpara district of Assam through Stratified Random Sampling Technique. Stratification was done on the basis of community, sex and locality. It consists of two categories of students: the students belonging to the tribal community which includes Rabha, Hajong, Bodo, Kachari tribes and the other category of the students belong to non-tribal community which includes all the general castes of Hindu and Muslim, Scheduled Caste, O.B.C. etc. Both boys and girls of rural and urban schools were considered.

Tools Used:

Gopal Rao's Achievement Motivation Scale (1974) was used, as a measuring tool.

The test consists of 25 incomplete sentences. To complete each of which two alternatives (a) and (b) were offered. Respondents were free to choose anyone of the alternatives which suit their taste, opinion etc., though both the alternatives were achievement motivation oriented and socially accepted yet one of them implies a higher sense of achievement and excellence. Half an hour was given for answering.

The scoring was conducted on the basis of the Scoring Manual of GopalRao's Achievement Motivation Scale. The marks obtained by various categories of students of class IX in their Annual examination were taken as an index of their Academic Achievement.

Statistical Techniques Used:

The investigator used the statistical techniques like Mean, SD, t-test and correlation analysis.

Analysis and Interpretations:

Table:1 Percentage distribution of AM Scores of Entire sample and sub-samples.

Catagories of students	Nos.	High A.M(%)	Average A.M.(%)	Low A.M.(%)
Entire	200	7	60	33
Non-tribal	140	10	60	30
Tribal	60	5	35	60
Boy	100	15	68	17
Girl	100	14	55	31
Urban	120	13	67	20
Rural	80	10	50	40

The percentage distribution of the scores presented in Table- 1 revealed that most of the groups of students have an average level of AM except the students belonging to the tribal group. The table also reveals that the level of AM of the male and urban students is better in comparison to their other counterpart.

Table:2 Mean and SD of A.M. Scores of the Entire sample and sub-samples.

Sample	N	M	SD
Non-tribal	140	17.05	3.52
Tribal	60	15.63	3.69
Boy	100	17.48	3.88
Girl	100	16.73	3.73
Urban	120	17.16	3.89
Rural	80	11.87	3.49

The frequency distribution of scores AM presented in Table 2 have shown that the mean scores of non-tribal, urban and boy students were higher than the tribal, rural girl students.

Table:3 Mean and SD of Academic Achievement (AA) Scores of the various Samples

Sample	N	Mean	SD
Non-tribal	140	29.96	7.23
Tribal	60	32.11	8.24
Boy	100	28.32	8.23
Girl	100	32.25	6.51
Urban	120	32.52	7.92
Rural	80	26.56	5.83

Table 3 showed that the Mean Score of the various categories of sample in A.A. were not possessing the same position as in A.M Scores. Here the tribal, girl and urban students showed better AA than their non-tribal, rural and boy counterpart.

Table:4 Significance of the difference between Means of the Achievement Motivation Scores of the various samples:

Sample	N	M	SD	t value	Significant at 0.01 Level
Non-tribal	140	17.05	3.52	2.31	NS
Tribal	60	15.63	3.69		
Boy	100	17.48	3.88	1.39	NS
Girl	100	16.73	3.73		
Urban	120	17.16	3.89	10.03	S
Rural	80	11.87	3.49		

Table-4 depicts that the t value 2.31 showing the mean difference in A.M. Scores between tribal and non-tribal high school students are not significant at 0.01 level. It indicates that there is no significant difference in the Achievement Motivation of tribal and non-tribal students.

Further the t value 1.39 shows the mean difference in the achievement motivation scores of boys and girls high school students is not significant at 0.01 level. This indicates that there is no significant difference in the achievement motivation of boys and girls of both the communities.

The t value of 10.03 showing the difference in the achievement motivation of rural and urban high school students differs significantly at 0.01 level. This indicates that there is significant differences in the achievement motivation of the rural and urban students of the two communities. Therefore the first and second null hypotheses of no significant difference between the groups of students formed on the basis of community and sex in respect of their AM were accepted and the third null hypothesis of no significant difference between the groups of students on the basis of locale in respect of their AM was rejected.

Table:5 Relationship between Achievement Motivation (AM) and Academic Achievement (AA) of high school students.

Sample	N	Calculate value of r	Table value of r	Significant at 0.01 level
Non-tribal	140	0.7	0.208	S
Tribal	60	-0.07	0.325	NS
Boy	100	0.11	0.254	NS
Girl	100	0.54	0.254	S
Urban	120	0.419	0.228	S
Rural	80	0.77	0.283	S

The correlation analysis in Table-5 revealed that in case of non-tribal, girl, urban and rural students groups the coefficient of correlation between AM and AA were significant at 0.01 level but in case of tribal and boy student groups the coefficient of correlation between two variables were not significant at 0.01 level. However from the result it was clear that the fourth null hypothesis of no significant relation between AM and AA of high school students of non-tribal, urban, rural and girl groups was rejected and in case of high school students of tribal and boy group the null hypothesis was retained.

Findings

1. From the above analyses the investigator found that majority of the students in various groups by and large have average Achievement Motivation but a large number of the tribal students were very low in their achievement motivation.
2. The mean AM scores indicates that in general both Tribal and Non-tribal high school students have average Achievement Motivation. When categorised it is found that Non-tribal have slightly better than their tribal counterpart. In case of boys and girls of both the communities it is found that-

3. boyshave marginallybetter AMthangirls.Further,in caseofUrbanandRuralstudentsofboththecommunities,UrbansudentshavemuchhigherAchievement Motivation than their Rural counterparts. Thus, it is found that except Rural students ofboth the communities all other categories of sample have shown average Achievement Motivation. (Vide, table :2)
4. It is found from the present study that there is no significant difference in AM of Tribal and Non-tribal, boysand girls students. But there is a significant difference in AM of Urban and Rural students and Urban studentshavemuchhigherAMthantheirRuralcounterparts(VideTable :3).
5. In case of relationship between Achievement Motivation and Academic Achievement, it is observed from thestudy there is no significant relationship between AM and AA in case of Tribal students and boys students. Onthe other hand there is significant relationship between AM and AA in case of Non-tribal students, girl-students,rural and Urban students. Hence the study revealed that the achievement motivation enhances the academicachievementofthe students.

Implications

The present study within its limitations has implications for educational planners, administrators, teachers,parents and above all the society itself. The critical analysis shows that non-tribal students have comparativelybetter Achievement Motivation than the Tribal boys which is reflected in their Academic Achievement . Besidesother factors due to low Achievement Motivation many tribal students fail to achieve excellence in their studies. In this context various complex issues which confront the educability of the tribal students such as medium ofinstructions, curriculum, methods of teaching, procedures of evaluation and other related problems like firstgeneration learners etc., designed properly and utmost care should be taken by the concerned people to enhancetheAchievement Motivation.

Itisobviousthatthetribalstudentsandruralstudentsbeingsociallydisadvantagedanddeprivedhavesignificantly lowerAcademicAchievementcomparedtothenon-trib-

alandurbanstudents.Theirlevelofperformance is very low due to psycho- social factors. They need proper help, motivation, encouragement,guidance andremedi- al instruction. The proper diagnosisof their educational backwardness andcorrectivetreatment are also necessary ingredients of a sound educational programme for the deprived, tribal and ruralstudent-populationincom- parisontoothersociallydisadvantagedgroup.

In the present complex world a certain educational qualification does not guarantee success in life. To be asuccessful human being, everybody needs a condu- cive environment with a human touch for continuous growthand success. Therefore, the role of Achievement Motivation for higher Academic Achievement is not onlyessential fortribalandnon-tribalstudents,itisamust- foroneandallforeffectiveandworthyliving.

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STUDY HABITS OF SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

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Abstract

This research is an examination of the study habits of school students in relation to their academic Achievement. In the present investigation a representative sample of 200 +2 class students were selected. In the present study the Study Habit Inventory (SHI) by Dr. M. Mukhopadhyay and Dr. D.N. Sansanwal and home environment inventory. Result revealed that there is no Majority of School students have average or below average in study habits because majority of students had study habit scores below than mean scores. Study habits of boys and girls school students did not differ significantly. Study habits of rural and urban school students did not differ significantly. It is concluded that there exists no significant relationship between study habit and academic achievement of +2 class school students. The variables study habits and academic achievement of +2 class school students are not correlated with each other. Hence it can be interpreted that study habits has no dependence on school academic achievement.

Keywords: Study habit, Academic Achievement, Student's of Relation of working and non- working.

Introduction:

Education is a process of development which takes place on an individual as a result of his exposure and interaction with people and other stimuli in his environment. Education also develops of all those capacities in an individual which will enable a person to control his environment and develop his personality to the optimum level of his capacities. It is the creation of a sound mind in a sound body. Education continues to focus more and more on academics and inclusion for all students. The role of education consists in the development of all potentialities of Students child's innate power. Education is a dynamic process.

Conceptual Framework

The term study habit means assorted methods and practices adapted by the students in their studies. Poor study habit is one of the biggest and main problem among the students. Kulshresta (1992) suggested a definite purpose and place for study. He further suggested seeking physical conditions that are favorable for mental activity, followed by definite time schedule for study. Individual have their own way of studying. It has also been found that those who have good study habits excel others having equal intelligence in academic achievement. It is rightly said that character is

the bundle of habits. This reveals the importance of habits in character education helps the learners in development of their self-concept.

Academic achievement shows the performance of students by which they have achieved specific goals and there focus on activities in instructional environments, specifically in school and higher educational institutions. Academic performance means being a successful student who is good in school and participate in curricular activities and it is measured by examination for regular evaluation, grade point average and it is measured by examination or regular evaluation, grade point average and standardized testing. In the educational context, we can improve the study habits and increase the knowledge, learning through academic achievement.

Meaning of Study habits

The word study habit combines the two words i.e. study+ habit. Study means application of mind to the requirement of knowledge, the diligent and a state of absorbed in contemplation, 'refer to a sense of behavior that has become more or less fixed habits signify a way of acting or thinking frequently enough leading to unconscious behavior. The study habit refers to acquirement of knowledge and skills through more or

less permanent modes of studying. Study habits are autonomously learned behavior pattern that enable the students to acquire how to study. Study habit is the tendency of a pupil or student to study when opportunities are given the pupil's way of studying whether organized or unorganized, efficient or inefficient study habits are the essence of dynamic personality.

Meaning of Academic Achievement

Academic achievement is the extent to which a student teacher or institution has achieved their short or long term educational goals. Cumulative GPA and Completions of educational degrees such as High School and bachelor's degrees represent academic achievement.

Academic achievement is measures of knowledge, understanding skill in a specified subject or group of subjects it refers to the achievement in a repartee subject or total scores of several subjects combined. It is concerned with the quantity and quality of learning attained in a subject or group of subject after a period of introduction. It usually designated by the best score of marks assigned by the teacher. Assessments of academic achievement help both the students and the teachers to know where they stand.

Objectives Of The Study:

The Present study has been designed with the following objectives:

1. To study habits among school students.
(Comprehension, Concentration, Task- Orientation, Drilling, Interaction etc.)
2. To study habits among senior secondary school students in relation to their gender and locale.

Hypotheses Of The Study

The Present study will be on the following hypothesis:

1. There is no significant difference in study habits of male and female school students.
2. There is no significant difference in study habits of urban and rural school students.

Review of related literature

Hence, keeping in the view the importance of survey of related literature the investigator analyzed there types of studies:-

1. Studies Related to Study Habits
2. Studies Related to Academic Achievement

Studies Related to Study Habits

Ramachandra Reddy (2017) conducted a study to identify the difference in the study habits between boys and girls of urban and rural area schools. The sample was taken 200 students from class X in Kurnool district in andrapardesh.the result showed that there was no significant impact of sex on the study habits and there was no interaction effect of sex and locality on the study habits.it showed that urban pupils are differed from the rural pupils in their study habits. **Verma (2018)** found that there was no significant differs in the study habits of science and arts groups were found to be superior to commerce groups with reference to study habits.

Sud and Sujata (2019) conducted a study on academic performance in relation to self- handicapping, test anxiety and study habits of school children (N=200) from government senior secondary school himachal pardesh.The results revealed that boys were poorer in study habits then girls.

Yenagi (2020) conducted a study on study habits a function of self-perception among intellectually gifted and non-gifted students. A sample of 1020 per university college students was randomly selected from colleges and around Hubli and Dharwad cities of Karnataka. The result showed that was significant difference between intellectually gifted and non-gifted students.

Ossai (2021) investigated study habit as a predictor of students examinations behavior especially the tendency to engage in examination mal practices (cheating during examination) it was found that students who had poor study habits were more likely to engage in examination malpractices and that gender did not significantly moderate this tendency. Conversely, students who scored highly on the study habits inventory seemed to possess more positive examination behavior and traits related to better academic performances. **Studies Related to Academic Achievement**

Siswati and Corebima (2017) examined the correlation between meta-cognitive skills and cognitive learning results with the student character. The sample of this research was 165 students, divided into five learning strategies. The data were analyzed by using multiple linear regressions. The results of the analysis showed that in the five learning strategies, it was proved that meta-cognitive skills and cognitive learning results had a correlation with the students' characters. The effective contribution of meta-cognitive skills and cognitive learning results in each learning strategy was less than fifty percent.

Garima (2018) studied the effect of learning & think-

ing style on academic achievements of senior secondary schools students. A sample of hundred students was taken randomly from senior secondary schools of Abohar Tehsil. Test of learning and thinking style by Dr. D. Venkata Raman was used for present investigation. For the analysis of data, t-test was used. The study revealed no significant effect of learning & thinking style on academic achievement of senior secondary schools students.

Ibe (2019) investigated the effect of learning styles on the performances of senior secondary school Biology students in Imo state, Nigeria. The sample was comprised of 300 Biology

students selected through simple random sampling technique. From the results of the research, it was revealed that the four learning styles of Kolb were represented amongst the biology students; that many students preferred to learn by more than one mode of information presentation; learning style varied from one group to another and there was no significant interaction effect of learning styles and their gender on the performances of senior secondary school Biology students.

Singh et al. (2020) investigated the impact of spiritual intelligence on academic achievement among 934 adolescents. The results revealed that achievement of adolescents with low spiritual intelligence were better than adolescents with average spiritual intelligence; male adolescent's higher academic achievement than female adolescents. Studying in aided schools were better than adolescents studying in governmental schools, academic achievement of adolescents studying in aided schools were better than adolescents studying in unaided schools.

Bahago and Beatrice (2021) investigated the impact of achievement motivation and demographic characteristic on academic performance among 300 girls in Adamawa state. The findings indicated that academic achievement of the girls was impacted by parental educational level. The results revealed the relevance of parental education in academic achievements of girls.

METHODOLOGY

Research Method

The present study comes under the domain of descriptive method of research.

Population

The population for the present study is the students studying in +2 class in the schools located in Punjab, Shri Fatehgarh Sahib, District.

Sampling

Sampling frame of this study comprised of secondary school students. The investigator has selected four schools from Shri Fatehgarh Sahib district of Punjab state. By keeping in mind the nature of the problem, probability method of sampling was selected and under this method, stratified sampling technique was used. Children of working and non-working mothers belonging to urban and rural locale was further divided as male female students. A representative sample of 200 students studying in +2 class was selected.

Research Tools used

For the collection of the data for the present study, the following tools will be used for collecting data for the study. 3.3.1 Study habit inventory by M. Mukhopadhyay and D.N Sansanwal (2005).

Mark's obtained by adolescence in tenth examination conducted by PSEB was used to measure the academic achievement.

Statistical Treatment Of Data

Keeping in view the objectives of the study frequency distribution, mean score and standard deviation were computed. To find out the significance of difference between mean scores of different groups under study t-value was calculated. To see the relationship among variables the Pearson coefficient correlation was also calculated.

Objective 1

- Description of study habit scores of school students
- 1.1.1 Frequency distribution of study habit scores of school students.

Description of study habits scores of school students

In order to understand the nature of study habits among 200 school students, scores gained by applying study habit tool were classified and analyzed according to requirement of study.

Frequency distribution of study habit scores of school students

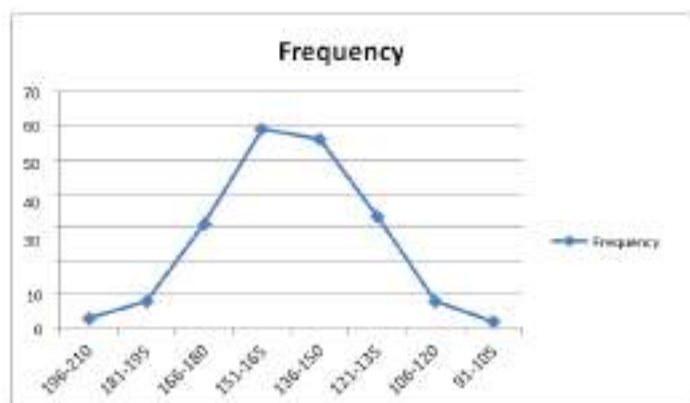
The sample of the present study comprise of 200 students the frequency distribution of study habit along with mean, SD, percentage were given in the table 1.1

Table 1.1

Frequency distribution of study habit scores of school students (N-200)

Class interval	Frequency	Percentage	Cumulative frequency
196-210	3	1.5	200
181-195	8	4	197
166-180	31	15.5	189
151-165	59	29.5	158

It is clear from the table 4.1 that mean score of school students of the basis of their scores on study habit checklist is 151.65 and SD is 19.35 and the range is 119. It is also clear from the above distribution that 99 (49.5%) school student scores below the class interval in which mean lies. 59(29.5%) school students score in the class interval of 151- 165 in which mean lie. Whereas 42(21%) of school student above that class interval in which mean lies. It is clear from this description that most of school student's average or below average in study habits. The frequency distribution of score is given also in figure 1.1



It is also clear that mean interval contains highest frequency (59) lies in the class interval 151- 165 and lowest frequency 2 lies in the class interval 91-105. It indicates that the score school students are normally distributed on study habit checklist.

Objective-2

- Comparison of Study Habit of School Students In Relation to Their Gender and Locale.

1.2 COMPARISON OF BOYS AND GIRLS SCHOOL STUDENTS

The sample of present study comprised of 100 boys and 100 girls school students. Mean score, standard deviation along with t-value have been given in the table 1.2

Table 1.2

Comparison of boys and girls school students

Variable	Group	N	Mean	SD	t-value
Study habit	Boys	100	149.6	14.4	1.6 ns
	Girls	100	153.2	18.15	

NS: Not significance 0.05 level.

The table 4.2 revealed that out of 200 students there are 50 boys and 50 girls school students. The mean score of school going girls came out to be 149.6 SD=14.4 as compared to mean score of girls school students 153.2 and SD=18.15 it is also depicted in figure 4.2.

Figure 1.1

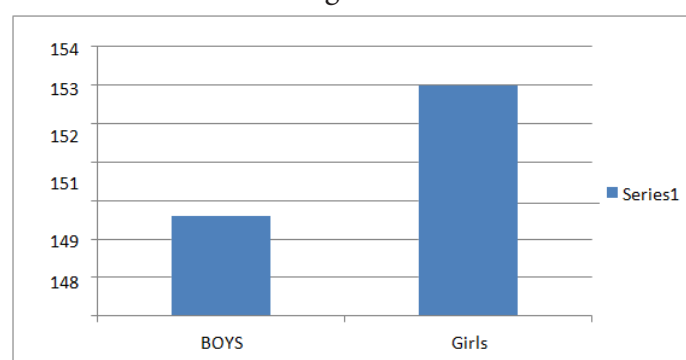


Figure 1.2

Comparison of boys and girls school students

The t-value came out to be 1.6 which is no significant at 0.05. Hence, there is no significant difference between boys and girls study habits. On the basis of these results the hypotheses there is no significant difference in study habit of boys and girls school students is accepted.

COMPARISON OF STUDY HABIT OF URBAN AND RURAL SCHOOL STUDENTS

The nature of study habit among urban and rural school students, mean score, standard deviation obtained on study habits checklist were computed mean scores and standard deviation along with t-value have been shown in table 1.3.

Table 1.3

Comparison of study habit of urban and rural school students

Variable	Locale	N	Mean	SD	t-value
Study habits	Urban	100	151.1	20.7	0.99ns
	Rural	100	150.2	18.15	

NS: not significant at 0.05 levels

It is clear from the table 1.3 the mean score of study habit of urban school students 151.1 and SD is 20.7 which is compare to the mean score of rural school student is

150.2 and SD is 18.15. It is also depicted in figure 1.3

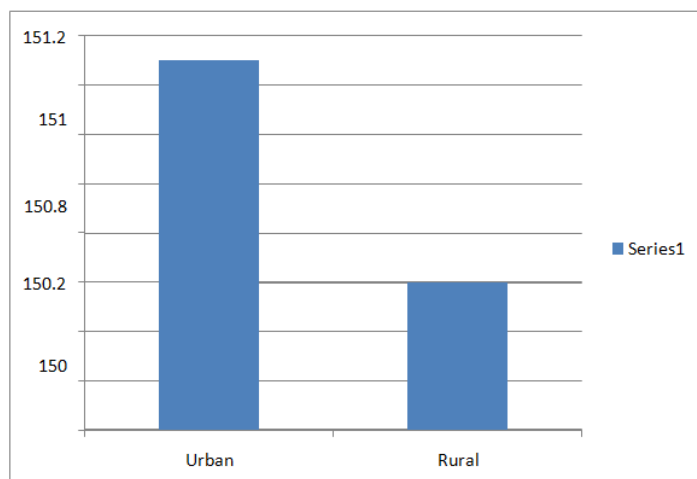


Figure 1.3

Comparison study habit of urban and rural school students

The t-value comes out to be 0.99 which is not significant at 0.01. Hence, there is no significant difference in mean score of rural and urban school students. This shows that rural and urban students do not differ significantly in their study habits. On the basis of the hypotheses that there is no significant locale wise difference in study habits of rural and urban school students are rejected.

DISCUSSION

- The findings of present study revealed that there is no significant gender difference on study habits among school students. It may be because girls and boys are take same interest in study habits and boys and girls received same facilities at home and school. So they get equal opportunities for expression of their talents. Hence boys and girls show same study habits.
- The results in the line with findings of (Singh and Sandhu, 2014) where they found there was no significant difference between study habits of boys and girls. The result of the present study is in contrary to the findings of (Pillai, 2012) where he revealed that there was significant difference in study habits of boys and girls.
- There is no significant locale difference on study habits among school students. This may be because rural and urban student show same study habits patterns and same opportunities of rural students to interact with person with varying backgrounds may be limited factor in their study habits. The result of the present study is in the line with the finding of (Pillai, 2012) where he found that there was significant locale difference on study habits among school

students. The results of the present study is in contrary to the findings of Anupum (2012), where he found that there was no significant locale difference on study habits of the urban and rural school students.

Results

- Data was tabulated, analyze and interpreted as follows:
- The majority of the school students have below in average in study habits. There are 99(46.5%) school students score below the mean interval, whereas 42(21%) of school students score above that class interval and highest frequency (59).
- Study habit of boys and girls school students did not differ significantly. Mean score of study habits of boys students are 149.6 (SD=14.4) nearer to mean score of study habits of girls students 153.2(SD=18.15) t-value came out to be 1.6 which is no significant at 0.05 level.
- Study habits of rural and urban school students differ significantly. Mean scores of study habits of urban students is 151.1 (SD=20.7) nearer to mean score of study habits of rural students 150.2 (SD=18.15) t-value came out to be 0.99. Which is not significant at 0.01 level.

CONCLUSIONS

- Majority of school students have average or below average in study habits because majority of students had study habit scores below than mean scores.
- Study habits of boys and girls school students did not differ significantly.
- Study habits of rural and urban school students did not differ significantly.

SUGGESTIONS FOR FURTHER RESEARCH

The present study was confined only to study habits and academic achievement of school students. Analysis of data was done by using t-test and coefficient of correlation. Keeping in view the limited scope of the study following suggestion may be laid down for further research.

- The present study was confined only to study habits and academic achievement of school students. Keeping in view the limited scope of the study following suggestion may be laid down for further research.
- The present study was confined only to Shri Fatehgarh Sahib district of Punjab. The study should be

extended to the other districts of Punjab state. Similar studies can be undertaken on University and college students.

- The present study was restricted to only 200 school students of Shri Fathegarh Sahib district. Larger sample can be taken in further research endeavors.
- Comparative studies may be undertaken to find out relationships among study habits and academic achievement across cross-culture groups of population in the country.
- Other psychological factors like personality, emotional intelligence, adjustment, well-being, home environment, motivation, thinking style may be undertaken with study habits. So, there should be explored in future.

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METACOGNITION AND ITS RELATIONSHIP WITH STUDENTS' ACADEMIC PERFORMANCE

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Abstract

This paper discusses metacognition, defined as thinking about one's own thinking, and its relationship to student's academic performance. A number of previous studies have shown that metacognition and intelligence were associated, and therefore suggested that students who have metacognition tend to be successful learners. This paper also reports on a study investigating the relationship between students' academic achievement and metacognitive awareness, which has been done at a private secondary school in Patiala. An established instrument by Shraw and Anderson's Metacognitive Awareness Inventory is used for the purpose of this study. Specifically, this study examined the relationship between student's academic performance and each of the five components of metacognition regulation namely planning, information management strategies, comprehension monitoring, debugging strategies and evaluation. It also examined metacognition awareness in students across gender and different academic years. Overall, the findings revealed a significant positive relationship between student's academic performance and metacognitive awareness, a significant difference in metacognition awareness between Form 2 and Form 5 students, and no significant difference in metacognition awareness between male and female across all academic years. Some suggestions to develop metacognition in students are discussed, and possible directions for research on metacognition in learning process are proposed. Keywords: Metacognition, metacognitive awareness, metacognitive knowledge, metacognitive regulation.

Introduction

Metacognition is simply and commonly defined as "thinking about thinking". Metacognition refers to the knowledge that people have about their own thought processes. The term "metacognition" has been used in psychology and education research literature since mid 1970s. It is most often associated with John Flavell, who first used the term formally in the title of his paper in 1976. He defined metacognition as follows: "In any kind of cognitive transaction with the human or non-human environment, a variety of information processing activities may go on. Metacognition refers, among other things, to the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in service of some concrete goal or objective. In essence, metacognition is the knowledge and the active monitoring of one's own cognitive processes. Indeed, we engage in metacognitive activities everyday. Another early contributor to the metacognition literature was Ann Brown (1978), who suggested knowledge of cognition (what we know about our cognition) and regulation of cognition (how we regulate or control our cognition to perform something) as the

two primary principles of metacognition which are important for learning. Knowledge of cognition includes three components of knowledge namely declarative (knowing "about" things), procedural (knowing "how" to do things), and conditional (the "why" and "when" aspects of cognition). Regulation of cognition, on the other hand includes planning, regulation and evaluation. Knowledge of cognition helps people to selectively allocate their resources and use strategies more effectively, while regulation of cognition is linked to more systematic skills such as planning, monitoring, and evaluation. Metacognition refers to the ability to think about, understand and manage one's learning. Metacognition includes knowledge about learning and about oneself as a learner, and the skills of monitoring and regulating one's own cognitive processes. Schraw and Dennison (1994) defined regulation of cognition as comprising of the following five aspects namely planning, information management strategies, comprehension monitoring, debugging strategies and evaluation. Planning refers to goal setting and allocating resources prior to learning; information management strategies refers to the skills and strategy sequences used to process information more efficiently such as organiz-

ing, elaborating, summarizing and selective focusing; monitoring refers to the assessment of one's learning, comprehension and strategy used; debugging strategies refers to the strategies used to correct comprehension and performance errors; and evaluation refers to analysis of performance and strategy effectiveness after a learning episode. Highly meta-cognitive individuals excel in planning, managing information, monitoring, debugging, and evaluating. These abilities are no doubt essential for View metadata, citation and similar papers at core.ac.uk brought to you by CORE provided by Universiti Teknologi Malaysia Institutional Repository learning both individually and in cooperative groups. Learners who are aware of what they know, what they understand, what they do not know, what they do not understand, and why they do not understand for instance, are those who have metacognitive awareness. Metacognitive awareness allows learners to make self-reflection about his/her own cognition processes in such a way that enable them to observe, monitor, evaluate, and regulate their own thought processes that take place during learning. A number of previous studies have shown that metacognition, or the ability to control one's cognitive processes (Selfregulation), and intelligence were associated, and therefore suggested that students who have metacognition tend to be successful learners. According to Sternberg (1984, 1986a, 1986b), metacognition (self –regulation) which involves planning, evaluating and monitoring problem-solving activities are the executive processes of the brain. He refers to these executive processes as “metacomponents” in his triarchic theory of intelligence. Meta components are executive processes that control other cognitive components as well as receive feedback from these components. Furthermore, Sternberg claimed that meta components are responsible for “figuring out how to do a particular task or set of tasks, and then making sure that the task or set of tasks are done correctly” [23]. Sternberg concluded that the ability to appropriately allocate cognitive resources, such as deciding how and when a given task should be accomplished, is central to intelligence. Recent research has revealed the significance of metacognitive awareness in learning. For instance, learners who score high on measures of metacognition are more strategic more likely to use problem-solving heuristics better at predicting their test scores and generally outperform learners who score low on metacognitive measures. Metacognition has been shown to predict learning performance. Learners who are metacognitively aware know what to do when they don't know what to

do; that is, they have strategies for finding out or figuring out what they need to do. More importantly, research has demonstrated the value of metacognition in predicting academic achievement. For example, greater metacognitive ability has been linked to grade point average math achievement and reading skill .In addition to this, studies explicitly show that metacognitive skills play an important role in effective learning that leads to academic success, and that academically achieving students are better on metacognitive measures [11, 25, 28] The present study aimed to investigate the relationship between metacognitive awareness and students' academic performance. Since learning is also implied at schools, academic performance is one way to assess a student's learning. In this study, students' academic performance will be measured based on the total average mark of their examination scores. Specifically, the research questions for the study were 1) What is the relationship between metacognitive awareness and students' academic performance? 2) What is the relationship between regulation of cognition and students' academic performance? 3) What is the relationship between knowledge about cognition and students' academic performance? 4) What is the relationship between knowledge about cognition and regulation of cognition? 5) Is there a difference in metacognition awareness between form 5 students and form 2 students? And 6) Is there a difference in overall metacognition awareness between males and females?

Methodology

Participants Forty form 5 students (20 female, 20 male) and thirty three form 2 students (18 female, 15 male) from Sunny Hill, a private school in Patiala participated voluntarily in this study. The age range for the participants from form 5 group was between 17 and 19 years ($M = 18$, $SD = 3.1$). The age range for the participants from form 2 group was between 14 and 16 years ($M = 14.5$, $SD = 2.9$). 2.2. Instrumentation An established instrument Metacognitive Awareness Questionnaire(-MAI), designed by Schraw & Dennison (1994) was used in the study. The MAI instrument consists of 52 statements to which participants respond by marking a Likert scale with numbers from 1 (“not at all true of me”) to 5 (“very true of me”). The statements represent two component categories of metacognition, knowledge and regulation. Within the knowledge component were statements of declarative knowledge (knowledge about self and strategies), procedural knowledge (knowledge about strategy use), and conditional knowledge (when

and why to use strategies). The regulation component covered planning (goal setting), information management (organizing), monitoring (assessment of learning and strategy), debugging (strategies to correct errors) and evaluation (analysis of performance and strategy effectiveness). For the purpose of testing the reliability and face validity of the questionnaire, 30 students (15 form 2 students, and 15 form 5 students) from Sri Bintang Tuition Centre were administered the inventory. Items were first reviewed for face validity. The items appeared to be easily understood, therefore none of the wordings and grammatical structures were changed or improved. The inventory was then tested for its reliability. The reliability analysis indicated high internal consistency for the entire scales; Knowledge of Cognition: .79; Regulation of Cognition: .84. The alpha coefficient was found to be .89 for overall inventory. The inventory, after undergoing these processes, ended up remain the same as the original version by Schraw & Dennison (1994).

2.3 Procedures. A short meeting was held with the principal representative of the school before the implementation. The aim of the study and the application procedure were discussed. The MAI test was given to students during their regularly scheduled class hours and the instrument was administered by classroom teachers. It took approximately 10 minutes for students to finish answering all the questions.

2.4 Data Analysis Framework After the questionnaire is completed the score on each item is summed together, to create a test score for the participant of type interval data. Since scores resulting from the study is interval data, so parametric statistical tests were used. For each group (Form 2 students, Form 5 students, and the pooled group of all participants) descriptive statistics were generated. These included the means, standard deviations, minimums, and maximums for variables of MAI scores and total average of examination scores. Secondly, Pearson Corr. was used to detect correlation between average examination scores and each of the three MAI scores (knowledge, regulation, and total). Thirdly, the independent t- test was used to detect differences in metacognitive knowledge, metacognitive regulation, and total score between the Form 2 students and the Form 5 students. Finally, independent t- test was used to compare the MAI scores for males and females for each group.

Results

Descriptive Statistics for Sample Groups. Table 1, Table 2 and Table 3 present the descriptive statistics for

the participants in the research study. Results for the research questions will follow.

Table 1. Descriptive Statistics for Form 2 Sample Group

Variable	Mean	Std Deviation	Minimum	Maximum
Form 2 Students (N= 33)				
Total average of examination scores	75.4	8.0	55.9	89.5
MAI knowledge score	71.3	8.2	55	79
Mai Regulation score	119.2	15.3	77	159
MAI total score	185.5	20.2	131	241

Table 2. Descriptive Statistics for Form 5 Sample Group

Variable	Mean	Std Deviation	Minimum	Maximum
Form 5 Students (N= 40)				
Total average of examination scores	66.6	7.6	53.8	82.7
MAI knowledge score	76.6	6.2	61	82
Mai Regulation score	133.2	18.2	84	167
MAI total score	199.3	18.9	149	253

Table 3. Descriptive Statistics for Pooled Sample Group (Form 2 and Form 5)

Variable	Mean	Std Deviation	Minimum	Maximum
Pooled Form 2 and Form 5 Students (N= 73)				
Total average mark of examination scores	71	9.9	53.8	89.5
MAI knowledge score	74.1	7.7	55	82
Mai Regulation score	127.1	17.1	77	167
MAI total score	188.4	21.5	131	253

Table 4. Correlation of Students' Total Average Mark of Examination Scores with MAI Scores

Variable	Mean	Std Deviation	Minimum	Maximum
Pooled Form 2 and Form 5 Students (N= 73)				
Total average mark of examination scores	71	9.9	53.8	89.5
MAI knowledge score	74.1	7.7	55	82
Mai Regulation score	127.1	17.1	77	167
MAI total score	188.4	21.5	131	253

Table 5. Correlation between Metacognitive Knowledge and Metacognitive Regulation

Variable	Mean	Std Deviation	Minimum	Maximum
Pooled Form 2 and Form 5 Students (N= 73)				
MAI Knowledge Scores	74.1	7.7	55	82
MAI Regulation Scores	127.1	17.1	77	167

The correlation between metacognitive knowledge and metacognitive regulation was non-significant

($r=0.13$, $p=0.210$). (See Table 5). Comparison of MAI Scores between Form 2 Students and Form 5 Students The independent t- test was used to detect any significant differences between Form 2 students and Form 5 students in their MAI knowledge scores, MAI regulation scores and MAI total score. A significant difference was found between the Form 2 and the Form 5 students in metacognitive knowledge ($t(71)=1.021$, $p<.05$), metacognitive regulation ($t(71)=1.621$, $p<.05$), and MAI total scores ($t(71)=2.653$, $p<.05$). Overall in all three set of scores, there were significant differences between the Form 2 students and the Form 5 students who participated in the study. (Results are summarized in Table 6, Table 7 and Table 8). Table 6. Comparison for MAI Knowledge Scores between Form 2 Students and Form 5 Students MAI Knowledge Scores T P Form 2-Form 5 Students 1.021 .042* Table 7. Comparison for MAI Regulation Scores between Form 2 Students and Form 5 Students MAI Regulation Scores T P Form 2-Form 5 Students 1.621 .039* Table 8. Comparison for MAI Total scores between Form 2 students and Form 5 students MAI Total Scores T p Form 2-Form 5 Students 2.653 .021* Comparison of MAI total scores between Males and Females The independent t-test was used to detect any significant differences between male and female students in MAI total score. No significant gender differences were detected among the Form 2 students ($t(31)=1.151$, $p<0.05$) ** Significant result ($p<0.01$) 4.0 Discussion The present study focused on examining the relationship of metacognition with students' academic performance. Additionally it compared metacognitive awareness in students across academic years and gender. Results indicate that a positive relationship between metacognition and students' academic performance exists in the sample researched. It seems that students who do well in examination are better on metacognition measures. Metacognition is no doubt important in one's learning process. Student who has metacognitive awareness understand himself as a learner, know the best learning strategies that work for him, and know when and why to use such strategies. More importantly, metacognitive students are very good at planning their learning, monitoring their progress and learning strategies and evaluating their learning strategies, learning output, self-strengths and self-weaknesses through out the whole learning process. Metacognitive student has the ability to think about, understand and manage his own learning . Previous studies shows that learners who score high on measures of metacognition are more strategic and generally outperform learn-

ers who score low on metacognitive measures Students who have metacognition also tend to be successful learners. Interestingly, the results observed from individual group of Form 2 and Form 5 students show that students' academic performance seems to correlate positively with metacognitive regulation, but not with metacognitive knowledge. Furthermore, no significant relationship was found between metacognitive knowledge and metacognitive regulation. Perhaps metacognitive regulation, the knowledge about one's learning strategies rather than metacognitive knowledge is more dominant in students as a significant factor in academic success. As emphasized in the MAI, regulation of cognition comprising the following five aspects namely planning, information management strategies, comprehension monitoring, debugging strategies and evaluation. Students who are highly metacognitive self-regulated are those excel in planning, managing information, monitoring, debugging, and evaluating Many studies show that students who use metacognitive strategies are more successful compared to the ones who do not, and teachers can play important role to develop these strategies in the students On the attempt to seek any differences in metacognition awareness between Form 2 and Form 5 students, the results show significant differences between the Form 2 and Form 5 students in metacognitive knowledge, metacognitive regulation and overall metacognitive awareness. Demographic statistics tables for both groups shows that the means for each MAI knowledge score, MAI regulation score and MAI total score for Form 5 group are higher than the Form 2 group. It can be concluded that the Form 5 students are significantly better on their metacognitive awareness. Though, the total average of examination scores of the Form 2 group is higher (75.4) than Form 5 students (66.6), this does not provide concrete evidence to say that metacognition is not important in determining one's academic performance. Possible factors for instance the different levels of difficulty in the courses taken at different academic year, perhaps could lead to the slightly lower total average marks for the Form 5 students as compared to the Form 2 students. These results also suggest that metacognitive awareness tends to increase with academic years. The form 5 students tend to have higher scores for metacognitive knowledge, metacognitive regulation, and also in overall metacognitive awareness than the Form 2 students. Perhaps age be the factor here, because generally students experiences and maturity are increase in line with their ages. They could have become more aware about their

self-responsibility in their own learning process, and therefore become more self-regulative- that is better at planning the best strategies for learning, better at monitoring their progress in learning and most importantly become aware of the importance of evaluating what how they have been doing so far, how should they improve, and why they should improve to be not only to be a highly academic achiever but perhaps most important, useful and meaningful is for them to become a better metacognitive learner. The results are collateral with the finding of research study by Rasnak (1995), who found that the concepts of learning process, the level of metacognitive knowledge and the use of learning strategies (metacognitive regulation) were significantly better changed and improved as the age increases As for the last research question about the differences between females and males in overall metacognition awareness, the results shows no significant gender differences among the Form 2 students, the Form 5 students, or the pooled group. Not much is known about any previous literature that showed clear evidence on gender difference in metacognition. Perhaps more studies need to be done to research on this issue. In sums, findings of the present study provide significant information about the concept of metacognition in learning and the its relationship with students' academic performance. Overall results showed metacognition and students' academic performance were correlated, and metacognitive regulation rather than metacognitive knowledge was found to be highly related to students' academic performance. Significant differences were observed in metacognition awareness between the Form 2 students and Form 5 students, but yet on gender differences, the results showed no clear advantage of any particular gender over the other ones. Meta cognition is very important in one's learning. The use of meta cognitive strategies ignites one's thinking and can lead to more profound learning and improved performance, especially among learners who are struggling.(Swanson, 1990). These meta cognitive strategies can be developed in oneself. Students who are aware of their own cognitions or thoughts processes, will be more responsible of their own learning processes. These are some practices or meta cognitive activities students should do to develop their meta cognition: 1) talking about thinking, 2) keeping a thinking log, 3) identifying "what you know" and "what you don't know", 4) Planning and self-regulation and 5) self-evaluation. Talking about thinking is similar like thinking aloud, in which students verbalize and internalize their thoughts to themselves. This technique is

best practiced in small groups, where students can take turn asking questions, clarifying and summarizing the topics being studied. When one student talks through a topic, he actually describing his thinking processes to himself and to his peers. Developing meta cognition through a thinking log involves students making self reflection upon their own thinking or thoughts and its progress. Teachers can very much help on this by asking students to write a reflection on what they have learnt , the things they understood and the things they do not understand on the day itself. The third practice is students should identify what they know and what they do not know at the beginning of any new topics learnt and this can be done via self-asking approach at the beginning of any classes. The purpose is so that the students can make conscious decision about their role as a learner, in particular for the purpose of that specific topic/course and as well as, about their existing knowledge on the topic/course they are currently undergoing – things such as what they already know , and what they want to learn about from that class. This session is important because it acts as the first step to develop meta cognition skills in our students. The fourth and the fifth practices basically complement each others. Planning, self regulation (monitoring) and self-evaluation as mentioned earlier in the literatures are very important to ensure successful learning. Finally, taking into considerations of some limitations in the present study, the possible directions for research on meta cognition are proposed. The sample size used for this study to examine the generated research questions was rather small and composed of only the Form 2 and Form 5 students. This may be a limitation of the generalizability of the study findings. In future studies, to put our current understanding of metacognition in students in broader perspective, a larger picture is needed. Therefore the metacognitive inventory should be applied to more different academic years and age groups. This may involves assessing the relationship of metacognition with students' academic performance at various levels of education stages, at pre-school, primary school and secondary school for instance. To do this definitely, the suitable metacognitive inventory need to developed to suit each researched group. Perhaps with a more holistic and bigger sample size, significantly concrete results can answered the research questions of the present study. Another limitation is, in the present study, the only criteria of the academic performance was their total average mark of examination scores. These marks may not be a valid indicator of true performance or

achievement. In addition to the total average marks of the examination scores, different criteria for the identification of academic performance should be used. Rather than relying on one criteria of performance or achievement, various sources of information would be more valid indicators to academic success and this need to be further identified and researched.

5.0 Conclusion

Metacognition enables one to be successful learner, Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Because metacognition plays a critical role in successful learning, it is important to develop metacognition in students, and to do this teachers, parents and the students themselves should play their respective roles to develop the metacognitive environment, be it in school or at home, by encouraging more metacognitive activities of which some have been mentioned above.

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RESEARCH ON INDIAN CONCEPTS OF PSYCHOLOGY: MAJOR CHALLENGES AND PERSPECTIVES FOR FUTURE ACTION

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Abstract

In India, psychology as a science is a century old. Since its inception in 1905, considerable research has taken place. However, the volume of research is not comparable to the amount of research conducted in developed countries. Lack of state and private funding for research in psychology, inadequate avenues for publishing research data, reduced motivation of psychology graduates and mentors may have led to low research publication from India (Manickam, 2003). When the volume of published psychological research literature is evaluated, it is seen that the number of research studies conducted in India focusing on Indian concepts by Indian researchers is considerably low (Manickam, 2002). In this chapter some of the obstacles in conducting research on Indian concepts, the conflicts that have struck the researchers and the means

Indian Concepts and the Research Scenario

In psychology, from the time of James (1902) and Jung (1933) onwards, there were references to concepts from Indian thought. Since that period, some of the concepts have been kept alive in some way or the other in the development of psychological science. Kilby (1968) made valuable observations regarding the potential of the Indian concepts, which he termed as the “philosophical psychology in India”. Walsh (1988) focused on some of the important concepts in Indian thought that have significant role in developing a comprehensive psychological science. These writings inspired many researchers to explore Indian concepts from a Western psychological perspective. Indeed, published research literature on Indian concepts in relation to psychology and mental health are more from developed nations than from India.

It is not that Indian psychologists have not taken initiatives in this direction. Durganand Sinha (1997) has discussed two facets of indigenization of psychology in India. First is purely the product of culture, the concepts and categories that are culture-bound. The second is the product of the interaction of cultural variables with concepts, theories and methods introduced from outside. J.B.P. Sinha (2002) has referred to these two as endogenous and exogenous indigenization. The endogenous indigenization refers to Indian psychology rooted in theories, concepts and methods of Indian origin. The works of Paranjpe (1984, 1998), Rao (2002), Cornelissen (2001), and Manickam (2002, 2003) fall in this stream. Many major obstacles have impeded the progress of what can be called philosophical psychology in India.

Major Research Obstacles

Apart from the material and physical limitations in conducting psychological research in India, there are other

factors, which hinder the process of conducting research on Indian concepts. Some of these are discussed here.

Language

Majority of the ancient Indian texts are in Sanskrit and Pāli, and that poses a great problem in comprehending the concepts in English. It is further complicated by the fact that even in Sanskrit the same word has different meanings. The different translations and diverse interpretations of the terms in English lead to a clutter in the meaning of concepts. To the same Sanskrit term in the original text, different meanings are attributed in English without providing the context. A student of psychology, trained from a Western psychological perspective, might find these terms confusing. For example, the concept of vijñāna is considered as intelligence by Radhakrishnan (1952, p.165), and knowledge by Sri Aurobindo (1988, p. 268). In a translation of ṽaṅkarā's commentary on the Upaniṣads, vijñāna is translated as consciousness. It is further complicated by the inconsistent use of the terms in Indian philosophical psychology literature. Therefore, many new entrants to this field neglected the concepts for want of clarity and felt these concepts were “absurd” and “silly”. Psychologists, who study the concept of intelligence from the scientific psychological perspective, get bewildered in comprehending vijñāna as intelligence, knowledge and consciousness.

Equating with Religion

Another factor is the tendency to equate Indian philosophical concepts to the Hindu religion. This confusion does arise because of the very nature of the Hindu religion, which is not strictly a “religion”, as the other “revealed” religions. Rather, it is defined as a way of

life, drawing its principles from the various schools of philosophical thought. For instance, the Vedas are philosophical treatises, which have been accorded a divine status due to the wisdom contained within them. Further, the spirit of critically questioning these principles, in the light of contemporary evidence and the natural process of socio-cultural change is not encouraged. Thus, the line dividing the sacred and the secular is rather blurred. Hence, these concepts are kept outside the realm of scientific enquiry or, at best, approached with trepidation, by contemporary researchers. Further, as Indian philosophy has veered towards emphasizing the spiritual dimension of humankind, the dividing line has been further blurred. For instance, in 2000, the concept of karma was the focus at a conference organized by the International Interfaith Institute at Oxford, UK. The objective of the conference was to enquire the theological convergence of the concept of karma through interfaith dialogue. Leaders representing different major faith groups discussed the understanding of “karma” from their own religious perspective. Thus, focus of karma as a religious concept hinders its value and relevance from a psychological perspective, thereby restricting research on karma as a principle and as a belief (Manickam, 2003).

Attitudinal Effects

In analysing the stunted growth of research related to Indian concepts in psychology by Indian researchers, one could identify several attitudinal effects. These can be broadly delineated as: import-manufacture effect, India-made foreign effect, Jasmine in one’s own courtyard effect, crab in the open jar effect, and connected within and unconnected outside effect.

1. **Import-Manufacture Effect:** This is related to the psychological interpretation of the Indian concepts in some of the published papers that are related to psychology and mental health from our country. Psychological concepts or processes of Western origin are selected or chosen, analysed from the perspective of Indian philosophical psychology, and claimed that, “...it is not a new concept, it has been prevalent here for centuries” or “It is propounded by the Indian sages centuries ago” or “it is revealed in the ancient texts”. This phenomenon is seen with regard to concepts, theories and therapies, for e.g., psychotherapy (Balodhi, 1990), behaviour modification and self-actualization (Sharma, 1986), Āyurvedic psychotherapy (Paramesh, 2003). Because of distorted interpretations of Indian concepts

by Indian psychologists, the uniqueness of the concepts in Indian thought are either misinterpreted or not perceived. This discourages an inquisitive researcher with the thinking that, “If Indian thought does not have anything new to offer to psychology, why should I explore the literature?”

2. **India–Made Foreign Effect:** Concepts that have originated in Indian thought are depicted as or equated to well-known or popular concepts of Western psychology. This is a reverse of the import-manufacture effect. This is done with the justification that the use of the equivalent psychological term to the Indian concepts would help psychologists’ abroad to easily understand the Indian concepts. However, this led to the misperception of the rich concepts and limited the scope of study. For example, yoga is equated to relaxation (Nathawat et.al., 1999), behaviour therapy (Balodhi and Mishra, 1983) and de-conditioning therapy (Vahia, 1973) by different researchers. The efforts of some Indian psychologists in interpreting psychological concepts in Indian thought into the framework of Western psychology led to either misperception of the concepts or their neglect.
3. **Jasmine in One’s Own Courtyard Effect:** There is a Malayalam proverb, which when translated would mean that, “The Jasmine, which flowers in one’s own courtyard, does not have any pleasant smell at all.” Majority of the psychologists in India are not aware of the importance of the psychological concepts of Indian origin and are unwilling to explore or experiment with the concepts. More than four decades ago, Kilby (1968) also observed the same. One of the Indian professors who taught us theories of personality at the master’s level more than two decades ago refused to talk to us about the Indian concepts related to personality. He repeatedly warned us that, “Personality is personality. There is no Indian concept of personality.” The irony was that the same teaching department of psychology had offered “Indian psychology” and “Psychology of Religion” as separate optional subjects. Due to the extreme influence of scientific psychology, and inability to identify significant Indian concepts that have high relevance to the contemporary local or global situation and indigenous context, psychologists continued research on concepts of Western origin and replicated the research in India with minor variations. The same trend is manifested in the publication policies and guidelines of the scientific

journals. Review studies or conceptual papers related to Indian philosophical psychology were not easily accepted by majority of the scientific Indian journals of psychology until recently.

4. **Crab in the Open Jar Effect:** As the story goes, while transporting a jar of non-Indian crabs, it is essential to ensure the lid is firmly on, lest they escape. However, if they are Indian crabs, there is no need to have a lid, for, if one crab tries to creep out, the other crabs would pull it down. Even though the field of psychology is vast, there is a tendency among psychologists in India not to let another perform. Within the psychology discipline, research departments do not have a mutually supportive and encouraging environment. With very few exceptions, there is hardly any encouragement from the fraternity to conduct research on innovative topics in any area, as also those related to Indian concepts. Doctoral or academic committees approve research proposals that use conventional scientific approaches or methods, with standard statistical procedures, even if they are obsolete or do no justice to the data on hand. Unconventional areas are not recommended, because the research topics and the methods are not supported by 'earlier research' findings or are too cumbersome to deal with. This curtails the enthusiasm of new entrants from undertaking research in Indian concepts related to psychology and mental health. Research colleagues scorn at those who dare to venture into new areas rather than providing courage and support. It must be sadly emphasized that this state of affairs is not restricted to psychology and Indian concepts only, but is a deep malaise in the Indian research fraternity, irrespective of the discipline pursued. Hence, growth and advances in scientific research are severely curtailed.
5. **Connected-Within and Unconnected-Outside Effect:** The psychologists who take up and continue with research for a considerable period on Indian concepts are well connected within. Being well connected within is consonant with some of the major concepts of Indian thought. However, there appears to be less communication between those who do research in the area. There exists no platform for networking or connecting between those who take up research on Indian concepts. There is a positive change recently with the launching of more number of conferences and workshops on Indian concepts. However, collaborative research or multi-centred research within the country on topics related to psy-

chology or Indian concepts in psychology is an unheard event. Pooling data from different regions and diverse cultural settings are essential in developing the field of psychology, with particular reference to Indian concepts of psychology. Since there are many teaching and research departments of psychology spread across the country, with a concerted effort, it is possible to conduct multi-centred collaborative study. Well-defined concepts can be experimentally studied and experiential data on specific phenomena could be compiled.

Stumbling Blocks, Conflicts and Means to Overcome Them

Indian thought is a treasure trove of numerous psychological concepts that are not yet fully explored by psychologists. Unearthing the tremendous potential of Indian thought in relation to psychology is one of the great challenges to psychologists in the twenty-first century. In order to accelerate the process, the probable blocks need to be identified. From a research perspective, there could be different types of conflicts, which surface because of the confusion and the misinterpretation of psychological concepts in Indian thought in the available literature.

These conflicts lead many to exclude or neglect the concepts from the purview of research. Some of these blocks and conflicts are discussed.

Unity vs. Diversity

Concepts of Indian psychology arise from diverse schools of philosophical thought. However, often the diverse nature is not acknowledged and is presented as the "absolute" one, even though research data does not support the claims. In one sense, there is unity within diversity. However, at the same time, in order to make the concepts clear from a psychological perspective, the diversity has to be spelled out, giving the context or reference to the particular school of thought. For example, the term dhyāna has a different working definition in different schools of thought. Hence, it is necessary to state the school of thought, such as Vipāssanā (Pāli) or Buddhist, rather than referring to it as "Indian meditation" or "Eastern meditation technique". Similarly, the term karma has a different meaning and context in the different schools of thought. Efforts to develop a unitary or integrative concept based on sufficient evidence should be developed. Theorists need to ensure that a concept, representative of a particular school of thought, is not presented as an "Indian" thought. By not

doing so, it amounts to imposing the hegemony of a concept irrespective of its validity and reliability.

Science vs. Philosophy

For those psychologists who have not yet looked at Indian thought for want of scientific fervor, Vivekananda's words could be a revelation. Vivekananda (1907/1989) observed, "If a foreigner takes up our literature to study, at first it is disgusting to him; there is not the same stir, perhaps, the same amount of go that rouses him instantly" (p. 274). However, those who delve into this area develop a passion for the concepts and "... as you go on studying them they fascinate you; you cannot move; you are bound; and whoever has dared to touch our literature has felt the bondage, and is there bound for ever. Like the gentle dew that falls unseen and unheard, and yet brings into blossom the fairest of roses, has been the contribution of India to the thought of the world" (p. 274).

Vivekananda's statement is prophetic in relation to the study of the Indian concepts in psychology. Psychologists from other countries appear to be more interested in Indian thought than those from India (Wolf, 1999; Easterlin and Cardena, 1998–1999; Brown and Ryan, 2003). Indian psychologists have been reluctant to explore Indian concepts, due to its lineage to Indian philosophy. As stated earlier, the equating of philosophical concepts to religious doctrines need not cause one to be hesitant in pursuing these concepts and attempting to bring them under the rubric of scientific psychology. Historically, psychology evolved out of Western philosophy and therefore Western psychologists have no conflict in looking at philosophy as a precursor to the exploration of human thought and behaviour. A theological perspective has its own place in understanding human life and existence. Hence, there is no reason for Indian psychologists to shy away from exploring, experimenting, and experiencing the psychological concepts in Indian philosophy. Some researchers have tried to take up psychological concepts that had originated from Western philosophy and tried to establish the link to Indian philosophy, which is deceptive. However, we need to encourage the new generation of psychologists to explore Indian philosophical psychology using the scientific approach and developing concepts present within them.

Specific vs. Integrative

Connectedness or interconnectedness is one of the hallmarks of Indian philosophical psychology. However, there are concepts that can be taken in isolation and re-

searched. At the same time there are concepts and theories that are integrative and holistic (Manickam, 1992). However, a careful analysis of the review articles, empirical research and other literature related to Indian concepts reveals that there is "messaging up" of the concepts. When the research findings do not imply the connectedness, it is fair and ethical to state the specificity. A specific concept when interpreted in terms of connectedness leads to confusion. Review studies that follow a philosophical method of study, focusing on integration may do so judiciously without diluting or mixing up the meaning of the concepts. Researchers attempting to study specific Indian concepts using a well-designed method, if it does not reflect the integrative nature, should not interpret or claim it as an integrative one. Rather the specificity should be mentioned. Though majority of the concepts are integrative, a researcher, who is proficient in Western research design and methods, may not be in a position to study the integrative concepts. Hence, with all the limitations, one may have to tolerate those who pursue a well designed experimental research on specific Indian concepts, since that is one of the important options available.

There are eight personality inventories or tools developed on the concepts of sattva, rajas, and tamas (Singh, 1971; Uma et al., 1971; Mohan and Sandhu, 1986; Das, 1991; Pathak et al., 1992; Marutham, 1992; Mathew, 1994; and Wolf, 1999). Three of the studies were specific: Mohan and Sandhu (1986) mentioned that the concepts are based on the Sāṅkhya school of thought, Das (1991) made it specific to the Bhagavad-Gītā, and Wolf (1999) based the tool on the concepts specific to the Vedic theory. The reference to the specific school of thought or context

brings in more clarity of the concepts and opens up scope for further research. Similarly, Kiran Kumar (2003) studied the concept of ahaṁkāra, which is a specific concept, but has implications at the integrative level. But the specific nature of the concept is given prime importance. Similarly, Manickam (2002) identified the concept of sahya (to be borne or endured) from Indian thought, a specific quality of a person or that of a group and brought forth its contemporary relevance in the area of applied psychology. Campos (2002) edited a special series of articles aimed at integrating Buddhist philosophy with cognitive-behavioural therapy in the journal *Cognitive and Behavioural Practise*. Apart from an introduction to basic tenets of Buddhism for the cognitive-behavioural therapist (Kumar, 2002), the articles attempted to integrate Buddhism and cognitive

behaviour therapy (Hayes, 2002; Robins, 2002). This approach can be considered as specific since the concepts chosen are only from Buddhist school of Indian thought.

However, in order to have a coherent understanding of human nature, across cultures and belief systems, an attempt has to be undertaken to integrate the concepts of the different schools, not only the Indian schools of thought, in order to operationalize the concepts, as aspects of human nature. For instance, the field of neuropsychology explores the human species, rather than humans as a cultural product; the discipline of linguistics, which explores the syntax of language as a human ability, rather than the differences or commonalities between different languages.

Technique vs. Theory

In recent years, different techniques based on concepts from Indian thought are increasingly used in helping situations (Campos, 2002, Brown and Ryan, 2003). Although there may be an overlap of techniques and theory with Western models, concepts of yoga such as āsanas, prāṇāyāma, pratyāhara, dhāraṇā, or dhyāna are often used interchangeably which is misleading.

If the research objective is to study the theory of yoga, as laid out by Patañjali in his Yoga- Sūtras, the integrative functioning of yoga, or the effectiveness of yogic āsanas or other paths (techniques), the objectives should be clearly delineated without using “yoga” as a generic term and mixing theory with the practise.

Clinical vs. Therapy

Clinical conditions are evaluated by mental health professionals, based on the diagnostic and research guidelines provided by the International Classification of Disorders or the Diagnostic and Statistical Manual of the American Psychological Association (DSM). Sometimes clinicians struggle to “label” a clinical state in order to follow a disease model as applied to physical conditions. However, a clinician practicing in India, as in other parts of the world, would experience that there are a number of clinical situations where it is difficult to diagnose or label a person within the available diagnostic criteria. This could be a manifestation of culture specific syndromes and psychosocial situations. Thus, concepts related to the phenomenology and “disorders” require further investigation. Some of the therapeutic approaches stated in the Indian thought could be more suitable and yield better results if applied to the appropriate clinical states, which may not come under the

purview of international classifications

Methods based in Buddhist principles are increasingly used for various situations. Conradsen (2002) used mindfulness meditation based on Buddhist philosophy for promoting holistic health in persons living with HIV/AIDS; Marlatt (2002) used therapy based on Buddhist philosophy for the treatment of addictive behaviour; Toneatto (2002) treated anxiety disorders, using meta- cognitive therapy developed from Buddhist psychology.

Experimental vs. Experiential

The earlier mentioned secular vs. sacred and the material vs. spiritual issues follow us in the development of appropriate and adequate research designs. Psychologists well trained in research methodology find it difficult to venture into this area for two reasons: conceptual and methodological. Brown and Ryan, 2003; Gillham, 2000; Snyder and Lopez, 2001, have carried out research on concepts that are similar to those found in Indian thought.

There is an extensive body of research literature on the implications and applications of yoga for various conditions (e.g., Nathawat and Kumar, 1999; Venkatesh et al., 1994). Sajani Velayudhan and Manickam (2000) studied the effectiveness of integrative art therapy that included Indian music and other forms of art. The study was conducted on adolescent participants of a program on personality development using integrative art therapy and reported the subjective experience of the participants.

Conceptual clarity is required to discern areas for which experiential or experimental approaches can be used in the research design. For this, adequate discussions and exchange of ideas between theorists and experimentalists is required – a state of affairs which is sadly lacking in Indian academia.

Quantitative vs. Qualitative

The overemphasis on quantitative methodologies by Indian researchers could prove to be an obstacle in investigating Indian concepts. A substantial proportion of Indian academic and research fraternity do not support research that uses qualitative data. Doctoral committees tend to reject research proposals using innovative and qualitative methodologies, preferring to utilize scored standardized questionnaires, comparing inter and within group scores, using correlation statistics, which, as mentioned earlier, do no justice to some of the research questions. Qualitative methods can be used in different settings to collect data, without simplify-

ing the process and ensuring effective gathering of data through participation at different levels (Kamat, 1996). As we have seen in the history of research related to psychology, development and utilization of new methods have to be encouraged to study the Indian concepts from a scientific perspective, rather than limiting to the available methods. In addition to using first-person technologies, the use of modern technologies such as fMRI, biophysiological equipment has to be incorporated into the research design to produce data that can address questions from many angles.

Practice vs. Publication

Experiential anecdotes of therapists working in India show the application of Indian concepts in the therapeutic process. Alexander (1978) used concepts from the Bhagavad-Gītā in his therapeutic approach. He narrated how a client in Indian setting could be introduced to psychotherapy using the dialogue of Arjuna and Kṛṣṇa at the battlefield. He found the concept very useful in his work with clients at a period when psychotherapy as a method of treatment was naïve to the population he dealt with. The new generation therapists explored the concepts in the Bhagavad-Gītā as a result of documentation of his work.

In our regular meetings of clinical psychologists at Thiruvananthapuram, Kerala, every one reported that they use different Indian concepts during the conduct of therapy depending on the problem, the context and therapeutic phase. But the process of using these concepts was neither documented nor published. The approach of practising psychologists from other parts of the country is unlikely to be different. For the growth of the profession of psychology and to improve upon the research related to the Indian concepts, the experiential anecdotes of professionals working in diverse clinical settings and who use the concepts should be documented and published. This would help preserve the essence and value of Indian thought, before we are forced to learn the distorted versions of the concepts from abroad.

Stagnant vs. Vibrant

Should we stay stagnant with the ancient concepts or should we think in terms of finding its relevance in the contemporary context? Stagnation sets in if one perceives the concepts presented in classical texts as sacrosanct. While adapting the concepts to psychology, some of the interpretations provided by the earlier theorists in relation to psychology may have to be discarded. For instance, the twentieth century saw Freudian psycho-

analytical concepts followed by behavioural concepts governing all aspects of psychological thought. However, after extensive research, many aspects of these models have been discarded, as they do not present an accurate view. This is the process of science – openness and willingness to accept different views in the light of evidence, even if this evidence contradicts long cherished beliefs. Some of the explanations given to the terms by earlier interpreters may not stand the test of time, though its essence would. This must be done carefully without distorting the essence of the concepts. Orthodoxy in thinking may dissuade one from including the Indian philosophical concept to the realm of psychological research. At the same time, replacing the terms in Indian thought with scientific psychological terms will not help in comprehending the Indian psychological concepts. Stagnancy has also set in by not attempting to understand the concepts from the contemporary perspectives. Let us be realistic and not deny the fact that some of the concepts and procedures do not work in all situations and may not be applicable to the current situation. Because of the changing times, living conditions, and environment, some concepts may have to be interpreted cautiously. For example, though experimental studies have shown that different yogic āsanas do have positive effects on various parameters, in clinical practice, a number of clients do not practise the āsanas as instructed. The clients report various difficulties like lack of time, restricted living space and disadvantaged life setting and resources. Sri Aurobindo (1988) also observed the limitations of one of the yoga, “But the weakness of Haṭha yoga is that its laborious and difficult processes make so great demand on time and energy, and impose so complete severance from the ordinary life of men that the utilization of its results for the life of the world becomes either impracticable or is extraordinarily restricted” (p. 29). Therefore, the situation compels us to develop an alternate method or a modified version of the yogic techniques or to explore and identify the problem-matched yogic āsanas to reduce stress.

Another experience in the clinical or counseling situation is that parents or relatives of persons who have psychological problems, irrespective of caste or religion, do look out for an alternate form of healing other than modern medical or psychological form of treatment. When persons undergo stress and suffering, manifest abnormal behaviour or experience unusual perceptions, they or their relatives consult astrologers or soothsayers for black magic (Manickam et al., 2003). The literature

on Āyurveda states that some of the mental aberrations are caused by evil spirits (Balodhi and Chowdhary, 1986). The clients or their relatives follow the 'prescriptions' provided by the traditional healer and they often get negative results. We need to sieve the traditional literature of healing methods that are based in superstition and/or inadequate information, and subject other methods to proper experimentation in order to use traditional methods as legitimate approaches in the healing sciences.

Perspectives for Future Action

To develop a wider perspective, researchers interested in this area have to come together to work out new strategies. Four stages are envisaged in order to accelerate research on psychological concepts in Indian thought.

Accept/Enquire

The first stage is to facilitate the researchers to accept that there are concepts in Indian thought that have significant role in the development of psychology. Many Indian psychologists are not convinced about the importance of Indian concepts. Even if one prefers to go solely on scientific evidence, the research findings related to Indian concepts both from India and abroad cannot be ignored. Acceptance does not mean a blind faith that the Indian concepts are the only concepts that could lead to the growth of psychology. Making the psychology community aware that there are concepts originating from Indian thought with significant relevance to the field of psychology is the first step. The available experiential and qualitative research findings have to be enquired and accepted. Incorporating philosophical psychology as part of the graduate and master level curriculum could help some of the students of psychology to take up the issues for research at the Masters and Doctoral level. Parker and Manickam (1995) introduced Indian psychological concepts in the curriculum of psychology course as part of the Masters level program in Applied Theology of the West Minister College, Oxford, UK, for their distance education program offered in India. As a result, several Master level theses on integrating Indian psychological concepts and theology were produced. Indian psychological concepts were also made part of the compulsory course work of the Master level psychology program of the University of Kerala. However, it was discontinued, as there were no faculty members to follow up the initiative.

Acceptance of the importance of the concepts leads to the commitment to enquire about the concepts. For those working in therapeutic situations, the task is eas-

ier. Clients' narration of varied and diverse cultural and philosophical experiences compel the therapists to enquire more about the Indian psychological concepts to help the clients grow. To ease the therapeutic process, knowledge of Indian thought is found handy.

Identify/Explore

At this stage of identifying the concepts, not only studying the philosophical work, but connecting to different persons working in the related area is required. Reading the texts or the translation of the texts, without skipping the interpretation is useful in identifying the concepts. Active interdisciplinary dialogue with philosophers and linguists is an essential part of the process. This synergy between the psychology, philosophy, and Sanskrit departments and scholars is essential to the adequate understanding of the concepts in Indian thought. One of the features of the Indian thought is that the learner learns directly from the master or guru. This process of discussing with the 'master' definitely helps in clarifying the meaning of the concepts and identifying the appropriate concepts of psychological relevance, due to existing ambiguity and overlapping of concepts from different schools of Indian thought. With advancing technology and if the master is willing, the student can use the different media including the Internet to explore and identify the concepts. However, the researcher needs to connect to people who are working in the related area, discuss the various concepts and sharpen the understanding of the identified concepts.

Maintain/Persist

This stage has two dimensions. The first dimension is one of choice of the psychologists. One may enter into the realm of Indian philosophical psychology and may opt to maintain the interest or leave the area of research. A select few researchers who maintain their interest in and persist with their topic of research could lead to the development of this area of psychology. Developing concepts, techniques and building up theory based on persistent research would open up the field of enquiry for the next generation of psychologists.

The second dimension is related to the concepts. Maintaining the concepts without distortion is an important aspect of research on Indian concepts. Concepts from yoga school of thought or Upaniṣadic concepts need to be maintained without distorting the meaning of the terms. When an appropriate and accurate English translation of the Indian concepts could not be found, the original term in Sanskrit as followed in concepts

like yoga, mokṣa, karma, sahya, vipāṣanā and similar terms may be used, albeit with an unambiguous working definition, to

enable uniformity between researchers. Based on the research data, the contemporary relevance of the concepts may be modified, but not the concepts. Similarly, one may persist with the research on the concepts even if the scientific fraternity is not convinced about the data. Instead of modifying the concepts to match those from a different perspective, it is essential to persist doing research on the concepts. Therapists in India perceive the Bhagavad-Gītā as possessing therapeutic approaches of the major established forms of psychotherapy. Efforts have not been made to systematize the concepts of the Bhagavad-Gītā into a structured form of therapy, and as such, the principles are used loosely in context where appropriate. Hence, the principles contained therein are not amenable to research in order to establish the validity and reliability of the concepts in a contemporary therapeutic situation.

Communicate/Modify

Lack of communication between researchers and their inability to constructively critique work has led to repetition of research on concepts without attempts to build on earlier findings. For example, as mentioned, over the past few years seven personality inventories related to sattva, rajas and tamas were developed. With stringent copyright laws, it might become difficult for the Indian researchers to work more on sattva, rajas and tamas, with the development of a scale in USA (Wolf, 1999). The communication between those who had worked on these concepts could have helped to evolve a more accurate version of the scale. This may well be a consequence of the “Indian crab” effect, as much as the lack of sustained intellectual commitment to the discipline. In addition, the lack of peer reviewed journals of high standards adds to the publishing of papers of poor academic quality. Interdisciplinary and collaborative research is necessary to further research on Indian concepts and the development of a systematized discipline of Indian psychology.

Summary

Research related to Indian concepts in psychology has not shown much growth. Apart from the obstacles related to language and tendency to confuse the secular and the sacred in classical Indian thought, five attitudinal and perceptual effects that block researchers are: Import- Manufacture Effect, India-Made Foreign Effect,

Jasmine in One's Own Courtyard Effect, Crab in the Open Jar Effect, Connected-Within and Unconnected-Outside Effect. Some of the hindering factors and conflicts that plague Indian researchers are related to unity-diversity, science-philosophy, specific-integrative, technique-theory, clinical conditions-therapy, experimental-experiential, quantitative-qualitative, publish-silence and stagnant-vibrant. Four steps suggested for future action are: accept/enquire, identify/explore, maintain/persist, and communicate/modify.

Concepts contained within the varieties of Indian philosophies have to be adequately researched to differentiate those that are truly in the realm of philosophical thought and those that are representative of and a reflection of human nature. They have to be approached differently, lest we lose their richness and relevance. Innovative approaches and methods have to be developed to investigate these, using first-person technologies and advanced scientific technology where appropriate.

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THE ROLE OF ENTREPRENEURSHIP EDUCATION ON GRADUATE MANPOWER DEVELOPMENT IN PUNJAB

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Abstract

This study was designed to investigate the role of entrepreneurship education on graduate manpower development in Punjab. The specific purposes of the study were to identify the types of entrepreneurship education programmers for graduate manpower development in Punjab; determine the extent to which entrepreneurship education enhance production potentials of graduates in Punjab; determine the extent to which entrepreneurship education enhance skill acquisition among graduates in Punjab; determine the extent to which entrepreneurship education enhance marketing potentials of graduates in Punjab; ascertain the factors militating against the entrepreneurial education programmer for graduate manpower development in Punjab; and examine the strategies for enhancing entrepreneurship education programmer for graduate manpower development in Punjab. The design of the study was a descriptive survey design. Simple random sampling technique was used in drawing the sample composition of the study. The population of this study comprised eight thousand seven hundred and ninety (8,790) male and female members of one hundred and fifteen (115) registered youth Organizations in Punjab. The sample consisted of 899 members of registered youths organizations in Punjab. The data collected from the six research questions were analyzed using mean scores and standard deviation, while t-test analysis was used to test the two null-hypotheses formulated for the study. The findings revealed that the outcome of technological activities can improve individuals and nations economically and otherwise, education equips graduates with manufacturing skills, entrepreneurship education enhances functional skill acquisition among the graduates. Training on marketing skills place to ensure that graduates gain increased awareness and understanding of financial products and services.

Key Words:Entrepreneurship, Education,Manpower Development, Technological Activities

INTRODUCTION

Background of the StudyEntrepreneurship education is a programmer or part of a programmed that prepares individuals to undertake the formation and/or operation of small business enterprises which also includes franchise operations for the purpose of performing all business functions relating to a product or service with emphasis on social responsibilities, legal requirements and risks for the sake of profit involved in the conduct of private business enterprises. Entrepreneurship education entails a philosophy of self-reliance such as creating a new cultural and productive environment, promoting new sets of attitudes and culture for the attainment of future challenges (Arogundade, 2011). It involves combination of various resources to increase value and introduce change and innovation into the production process for creating wealth and employment opportunities.

LITERATURE REVIEW

According to Ocala (2010), entrepreneurship education could turn around the economic fortune of any society by providing jobs and reducing the unemployment rate in such society. Entrepreneurship could aid people in identifying investment opportunities and also help them to harness untapped natural resources in the environment in order to produce the goods and services needed in the country. These will no doubt reduce or eliminate pover-

ty and help to increase per capita income in the country which is one of the cardinal points of the entrepreneurship ventures.

Entrepreneurship education seeks to prepare people (particularly the youths), to be responsible enterprising individuals who become entrepreneurs or entrepreneurial thinkers by immersing them in real life learning experience thereby taking risks, manage results and learn from the outcome of the entrepreneurial activities (Suleiman, 2010). Through entrepreneurship education, people come to know that they can either take or create jobs which make them to be self-employed. Entrepreneurship education could be given to interested graduates in Punjab through workshops, classes, and conferences thereby learning basic ideas of starting their own entrepreneurship businesses and keeping it running.

More so, Ezeilo (2005) in her view, believe that entrepreneurship education equips individuals particularly youths in selecting suitable job positions, and occupations; as well as upgrading skills for those who are already employed in selected occupations. She further commented that re-training programmes suppose to be designed to prepare youths for gainful employment as skilled workers in agriculture, home economics, trade, and industrial occupation .In support of his opinion , Ubah (2013) emphasize that it is through entrepreneurship education that most rural and urban youths are sensitized and made

aware of income generating activities such as; poultry management, mechanized farming, cassava processing, soap making, basket weaving, and among others. Thus, Agboeze (2012) also emphasize that there are many entrepreneurship education programmers where graduates are empowered. For instance, there are sociological and technological entrepreneurship education programmer and more specifically, agricultural/agro-allied activities where there are foodstuffs, restaurants, fast food vending etc. In the area of solid minerals, there are quarrying, polishing and crushing engineering. In power and transport, there are power generations, Haulage business (cargo and passengers). In the area of information and telecommunication business, there are manufacturing and repairs of GSM accessories and the printing and selling of Re-charge cards. In hospitality and tourism business, there are hotels, accommodation, film and home video production; in oil and gas business, there are construction and maintenance of pipelines, drilling, refining by products.

TECHNOLOGY & ENTREPRENEURSHIP EDUCATION

Mobile technology as part of entrepreneurship education, its introduction and usage are used prolifically in the world today. The innovation has impacted positively on the lives of graduates more than any other technology. The usage has presented opportunities with different dimensions to all groups of individuals and businesses. Mobile commerce (M-commerce) means all forms of interface between a consumer and a mobile device (Alex 2010), these may also include but not limited to the issuance of electronic coupons and shopping over the internet through a mobile device. Mobile financial services therefore fall under this umbrella such as mobile personal banking and payments.

ENTREPRENEURSHIP EDUCATION IN PUNJAB

The construction industry as an aspect of entrepreneurship education in Punjab has witnessed an overwhelming upsurge in construction contracting dominated by expatriate companies with few indigenous companies (Idoro, 2009). Unfortunately, the period also exposed the country's indigenous companies to low level of human resources development required for; planning, designing, constructing and maintaining the magnitude (in size and number) of projects conceived by the government. In the area of environmental and waste management business, there is refuse collection/disposal, recycling and drainage/sewage construction job. In the area of financial banking services, there is banking, insurance

and stock trading. In engineering and fabrication work, there are machines and tools fabrications. There is also the building and construction, where there are plan and design services for wealth creation among graduates. These entrepreneurship activities are aimed at making people, to become independent in entrepreneurship activities for economic empowerment and Punjab which is the focus of this study is not left out. Punjab has sterling qualities such as; resourcefulness, initiative, drive, imagination, enthusiasm, zest, dash, ambition, energy, boldness, audacity and courage, which are all valuable traits for entrepreneurship development. Supporting this assertion, bennell (2000) maintained that, governments, NGOs and international bodies seeking to improve the livelihood of the youths, could best pursue their empowerment objective by tapping into the innate resources of graduates, and build on their strong spirit of risk taking through entrepreneurship education which may in turn lead to economic empowerment.

ECONOMIC EMPOWERMENT & ENTREPRENEURSHIP EDUCATION

Economic empowerment according to Ogbe (2006) is a way of motivating individuals in the society to be productive and self dependent by inculcating into the individual's entrepreneurship skills such as personal business initiatives and basic skills in business development. In fact, the best foundation for any business success is to have several possibilities for creating profits. However, profit creation is determined by the choice of the business, self-concept, interest, resources, and aspirations which in turn would enable the person to achieve self-development, self-actualization and self-fulfillment. Production empowerment according to Idachaba (2006) is the basic focus of entrepreneurship initiatives. It is determined by what the person trained wants to produce, how to produce and whom to produce the goods for. Personal trait and initiative will instinct in the person on what to produce, which depends on the resources available. How to produce the goods depends on the factors of production available to him. Finally to whom such goods are produced for depends on market. Knowledge of the factors of production which determines how the goods are to be produced and to whom they are to be produced can be imbibed mostly through entrepreneurship training and marketing strategies.

In Nigeria and the world over, entrepreneurship is seen as a key to economic and developmental process. When people are exposed to entrepreneurship, it is evident that

they would be opened to opportunities that will enable them to become creative and productive. This will enhance job creation and improve the standard of living of the individuals in the society. Sanda (2010) considered entrepreneurship education as an indispensable ingredient for job creation. He asserts that Nigeria and other countries of the world are seeking to increase the entrepreneurship capacities of their citizens with the understanding that it will contribute to economic growth and development. The Nigerian government recognized that in order to empower young people (between the ages of 18 to 35) economically, there is a need to formulate the National Economic Empowerment and Development Strategy (NEEDS) which aims at transforming its economy and growing small businesses in the country. In spite of all the opportunities offered by the Nigerian government, economically and otherwise, entrepreneurship education has still received little or no attention. Like every other aspect of education and empowerment programmes in Nigeria, entrepreneurship education faces a lot of challenges which inhibits its effectiveness on graduate manpower development such as poor and lack of accessible road network, inadequate funding, irregular power supply, lack of security, in-depth corruption and lack of basic technological skills.

CRITICAL ANALYSIS

The present rate of unemployment in Punjab is threatening. The desire to provide employment in the state is one of the major aspirations of the government. The government has over the years evolved measures of providing job opportunities both at the federal and state levels. The jobs being provided seems not to be enough as a result of the teeming population in the state. The inability of the government to provide adequate job opportunities has rather made some youths (graduates) take to armed robbery; kidnapping; prostitution and other social vices, which have made them become deviants in the society, and has in turn led to insecurity in the nation. This may be because the graduates are not informed on the types of entrepreneurship programmes to be embarked upon, and therefore, calls for entrepreneurship education programme.

The unacceptable rate of youth unemployment in the country, the low standard of living and the hope of technological transfer which is tending towards a mirage may be because of poor production capacity of the workforce, have led to a renewed interest in entrepreneurship education programme for graduates in Punjab. Also, Shortage of skills remains a serious problem in Punjab. Over 80%

of the youths in Punjab are unemployed simply because they do not have the required skills (Akukwe, 2009). The skill deficit graduates are considered to be constraint to a long term economic growth and a contributing factor to incidence of youth unemployment.

Although several attempts have been made at encouraging entrepreneurial activities for graduates in Punjab in the past, there is no gain saying the fact that these initiatives failed to produce the desired results. Various constraints such as; poor and lack of accessible road network, inadequate funding, irregular power supply, lack of security, in-depth corruption and lack of basic technological skills have seriously affected the implementation processes of Entrepreneurship education programme in Punjab. Also, the ability to produce, use knowledge and market products has become major factor in development, and they are critical to a nation's comparative advantage. Education for a knowledge economy should cultivate the highly skilled, flexible and human capital needed to compete in global markets. With the continuous shift to knowledge-based economy that affects virtually every nation in the world and makes for a more competitive landscape, it is imperative than ever before that we prepare our graduates for the challenges ahead through entrepreneurship production and marketing skills.

CONCLUSION

The findings of this study will be of both theoretical and practical significance. Theoretically, the study is anchored on human capital theory, propounded by Schultz in 1960s. This theory is of the idea that humans are indispensable factors of production in any business. It is a factor of production along with certain other factors such as land, labor, and capital. But these factors are being activated and utilized by human abilities for maximum productivity. So, without manpower development, other factors and resources in the society will not be harnessed. This theory is in line with the present study, as the study is geared towards equipping the graduates with the relevant skills needed for effective productivity and self-reliance.

Practically, the findings of this study will be of immense benefit to graduates, adult education facilitators, curriculum experts, government, further researchers and the entire society. On the side of graduates, the findings will assist them to be actively engaged in income generating business establishment; which will in turn alleviate poverty and rate of unemployment among them in Punjab. It will enable them to be creative, innovative and to develop their dormant potentials for business ventures ahead. Ad-

ditionally, the findings of this study will be of immense benefit to adult education facilitators. This study will enable them update their knowledge and teaching methods; so that they can provide entrepreneurship education and economic empowerment for different categories of people, including graduates. The study was focused on entrepreneurship education for graduate manpower development in Punjab. The content coverage of this study was limited to some major areas like; examining the types of entrepreneurship programme for graduate man-

power development, extent entrepreneurship education enhance production potentials of graduates, extent to which entrepreneurship education enhance the skill acquisition of graduates, extent entrepreneurship education enhance marketing potentials of graduates, factors militating against the provisions of entrepreneurial education for graduates and strategies for enhancing entrepreneurship education provision for graduate manpower development in Punjab

ADOLESCENT STAGE AND ITS IMPACTS ON ADOLESCENTS

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Abstract

Adolescents constitute the largest age group in the globe during a unique stage of life known as the transition between childhood and maturity. New perspectives are being offered by longitudinal studies and precise assessments of teen activities in both developed and developing nations. Physical and sociological changes throughout puberty cause inherited difficulties from earlier ages to manifest in human disparities in maturity, academic success, self-confidence, peer pressure, and familial proximity. Therefore, hazards to parents' health and wellbeing are anticipated. To advance understanding at that point, multidisciplinary techniques were required. In particular, biological-social science, socio-economic and cultural heterogeneity, and drivers of positive results were important. During the period of puberty, depression, anxiety, and eating problems are particularly prevalent. Adolescents with anxiety or mood disorders may suffer from physical symptoms such as exhaustion or chronic fatigue, dizziness, headache and pain in the abdomen or arms. The five main features of puberty are biological growth and development, an unclear status, increased decision-making, increased anxiety, and self-search. Adolescence is a lifetime with specific needs and rights relating to health and development. It is also a time to develop awareness and skills, learn to control feelings and relationships, and gain qualities and skills that would be necessary for teenage years to be experienced and adult positions to take on.

KEYWORDS: Adolescence, Anxiety, Cultural Heterogeneity, Depression, Psycho-Social Changes.

Introduction

Nowadays, young adults aged in between ten to nineteen years are a generational bulge. This is the highest demographic era in the world and comprises around 20 percent of the world's 6.5 billion in 2005, with 85 percent residing in developing nations and about one-third comprising the country's national populations. Teenagers are often described as "demographically dense" – a time of life in which a large proportion of people experience a large proportion of the principal events in their lives. These entail dropping out of college or finishing it, having a kid, and promoting economic growth. These may include non-consensual sexual activity, alcohol and drug abuse, self-harm and physical aggression, and legal issues. These behaviours may be more common in this age group than in others and have the power to drastically alter life paths[1]–[7]. The relationship, the standard of education, the environment, as well as lifestyle and work habits, have an impact on society, employment, and daily life in the home, with long-lasting effects on people's well-being and those of future generations. Adolescence is the developmental period between the ages of thirteen and nineteen, from infancy to adulthood. But much earlier, during the preteen or all years, the physical and psychological changes that arise in adolescence begin at an age of nine to twelve years. Adolescence may be a period of disorientation and experimentation. Adolescence is the developmental era between the ages of 13 and 19 from infancy to

adulthood. But much earlier, during the preteen or "all" years,

the physical and psychological changes that arise in adolescence begin: ages 9 and 12. Adolescence can be both a time of disorientation and of exploration.

Adolescence is a time of intense physical, mental, social, and emotional growth and development. Problems in development and hormone equilibrium are discussed, posing as short and tall adolescents, menstrual disorders, obesity and acne. Adolescents are reputed to be surly, uncommunicative, moody, argumentative and flippant-even all at once! Such habits can be common for teenagers when seen from time to time, because becoming a teen is difficult. Factors that impact teenage development involve growth of the physical, cognitive, mental, social, and behavioral facets.

Environmental causes of teenage mental illness are usually a product of stress at its heart. Social stress, loneliness, or drug misuse are important causes of stress in adolescences. Some that causes of stress include: depression-manipulation of the personality, psychological or physical. The most common conditions in teenage mental wellbeing include fear, depression, deficits in concentration and hyperactivity.

Concern for growth and maturity is based on the belief that each person's problems, ideas, and perspectives are unique. Taking insults, humiliation, and criticism too personally. looking for allies and people who like to draw attention to themselves. Adolescent psychol-

ogy can assist kids in better understanding the bodily changes they're going through and interacting with other kids. Along with the physical development, adolescence brings about new ways of thinking. Adolescents learn logical reasoning as they grow cognitively.

Adolescence refers to the era of human development that takes place between puberty and adulthood. Adolescence starts at about 10 years old and finishes at about twenty-one years old. You can divide puberty into three stages: early puberty, middle adolescence and late adolescence. Every stage has its own peculiarities. Furthermore, improved teenage wellbeing offers economic gains and broader social gains. Eventually, investment in teenage wellbeing is important because it is a critical period in human development, and also because of the different challenges of illness and disability faced by teenage populations.

For a long time, adolescence was considered to be an American cultural phenomenon, a by-product of the process called as industrialization. An intimate and socially divisive era results in creation of situations like young people dependency on their families after dropping out of school and wait for jobs. Hundreds of society's studies, however indicated that the adolescence stage is a widely accepted period of development, starting at or just after maturity, perhaps with various signs, behavioral indications and social inferences.

Rituals relating to future adult positions like reproduction, obligation and job, or religious rituals, sometimes differentiated from age, indicate puberty in most societies. The transit rituals are less systematic and more fluid in the society, but improvements in schooling, changes in family rules in the sense of autonomy and first-time experiences, for example alcohol intake or triggering events, will help to cross the distance between puberty and maturity.

Following the publishing of a highly influential book by Hall in 1904, there was a perniciously held belief that puberty's "raging hormones" ultimately lead to revolt, confrontation with parents and other authority, etc. This naive notion proved to be incorrect. Most teens do not go through a "sturm und drang" phase. Alternatively, the phase of development to adulthood is generally a socially defined age, with an initiation typically precipitated by obvious physical changes associated with adolescence including numerous encounters between physiology and culture (or the collection of social structures and relationships that existed at the time).

Unidirectional structures suggesting whether hormones are activating actions (e.g., testosterone induces ag-

gression) or activities stimulate hormone alteration (e.g., tension enhances cortisol), have given way to hormone / conduct correlations and conceptual conclusions. For eg, poor commitment, family conflict and insufficient involvement in children suppose that the timing of the initiation of puberty is affected. The mixture of these pressures and early adolescence, in effect, leads to dissatisfaction with parents, reduced self-esteem, and deviant peer's interactions. Neuro-physiological and brain imaging experiments reveal that reorganization of the brain coincides with the onset of adolescent puberty, which could make adolescents more likely to receive stimuli affecting their judgment.

New Methods for study of Adolescent phase

Because they are costly to maintain and complicated as knowledge is to be processed, potential experimental systems are better suited for the analysis of human growth, particularly the understanding of transformation processes and the sequential organisation. Youth monitoring their life cycle as they interact with family, school, peers and the larger social community creates knowledge that reaches well beyond the dream provided by measurement at any point of time.

Several major birth cohort research in developing countries , including Brazil and South Africa, are currently in development, offering information on the long-term and quantitative effects of diet and family life on a social and health basis [8], [9].

At the start of 1990, the Birth to Twenty (Bt20) project in South Africa enrolled in Soweto- Johannesburg a population of more than 3,000 babies. Nicknamed "Mandela's Babies" this project has been collecting knowledge from pre-born to the ages of 15 (the project is scheduled to hit the age of 20), regarding children (born soon after Nelson Mandela escapes from jail) and their relatives. The youngest mother was only 14 when she delivered her child, and the second- generation cohort youth started to be raised. This young group is the first generation of children residing in South Africa in a democratic way and this studies seeks to reflect the development of individuals and groups as they change their lives over a certain significant time.

Outcomes of the study

In the first two years of life, a small number of children may be identified who adjustment challenges remains for most of their adolescence, primarily in the form of issues relating to peers. Such factors can only be modeled in fairly specific terms via the combination

of physiological (low birth weight), socioeconomic (single parenthood and societal (poverty). Father parent deficiency is very strong in Southern Africa, mostly due to migrant work. The single-parent female-headed households are poorer than others and people who are not legitimately or traditionally married to the mother at the time of the birth have been born tend to provide less and less care to their children when they mature.

In both regions, there are major variations in physical development, most obviously in both childhood and adolescence. However, the trends created by the clustering of the personal profiles, circumstances and contexts can be observed not just with time. The antecedents, consequences and outcomes of such incidents will be addressed with young people with unique physical growth, or with signs such as preñedness or sexual behavior. For starters, infants with increased weight changes during infancy tend to have higher body weight, decreased glucose tolerance and a greater likelihood of overweight, diabetes and cardiac disease afterwards. Boys and girls in Bt20 who were 13 at a more mature point of adolescence were more vulnerable to engaging than their less-developed peers of different behaviors like smoking, substance usage and sexual intercourse. Puberty has significant human variation, as with other developmental periods. A variety of cultural, socioeconomic, and biological influences affect Pubertal Staging. The age at which teenagers reach adolescence has declined worldwide, largely due to socio-economic factors and diet changes. In South Africa, for example, the menarche has declined by 0.73 years per decade among urban people, although the last average age reported in the US remains 13.2 years, which still is considerably older than that of American Girls. At the same period, adult risk effects, including illness in the reproductive and breeding area, socioeconomic problems and chronic disorders in later life and the associated physical and psycho-social influences are important risk factors. Of example, the initiation of sexual activity in early menarche is connected, early and late adolescence are correlated with increases in self-esteem of children and girls and the rise in adolescence of girls is connected to later risk of hypertension and diabetes.

The accurate measurement of pubertal stage in social studies in non-Western societies, especially in Africa, is only recently realized by careful confirmation of growth in hair, breasts and gonads, personality evaluation against certain parameters like the Tanner Scale of Sexual Maturation. The above often ought to be adequately assessed for aggressive actions in accordance

with pubertal staging. The greatest tendency for unreported queries pertaining to criminal or generally recognized practices (such as sex, drug usage and truancy). These patterns can be evaluated and corrected by new techniques. Those involve the application of biological indicators such as salivary cotinine or thiocyanate to determine the under-report of smoke. Because cotinine, produced inside your body, is a nicotine by-product, cotinine measures are a good substitute for ingestion or absorption to nicotine. As a predictor for HIV infection and to assessing under-reports of orientation in young adults in addition to the consistency of evidence across the years. They do use cotinine for urinary leukocyte esterase (ULE) studies with Bt20. "ULE" studies in women are more responsive than in males and involve microscopic evidence. Usually, urinary tract diseases may be produced from other types than from age.

However, at the age of 13, ULE findings were shown in twice the amount of girls reported sexually involved and in 50% of girls disclosing sex at the age of 14 and 15. The optimistic ULE findings were linked to the following information, indicating that seventeen proportion of adolescents at 13 and around 21 percent of adolescents at 14 years of age who did not mention becoming sexually involved are expected to undergo early puberty.

In teenage self-reports efforts are similarly important to increase the accuracy of extremely sensitive information. Latest scientific advancement has contributed to machine audio (CAASI) self-interview. Young people interpret or address on-screen questions in a language of their preference by way of headsets and type their answers into a standard or modified keyboard directly. Comments Bt20. Zimbabwe and Kenya say that respondents prefer privacy and some young people feel more truthful about their responses. Consumer concerns with the platform are also obstacles, pending easier-to-use solutions before being able to extend its use to teens with

low educational levels. Other creative methods involve asking critical questions and answering them by voice activated assistants and cell phones.

The planet is now approaching a time where people will rely on advanced data collection skills. The crucial basis for a systematic evaluation of strategies targeted at improving opportunities for better development for youth is accurate and detailed review of evidence gathered from the self-reports of young people in particular. For the next 5 years of the Bt20 project, the researchers concentrate on progress results; success in education or retirement; getting unwanted teens pregnant or finish-

ing preparation, rising weights, rising signs of diabetes, failure of the law, etc. The researchers are now beginning to recruit young Bt20 boys and girls of the next generation and this gives us an outstanding opportunity to examine inter-generational advantages and drawbacks.

Bt20 and other clinical research give insight into predisposing factors in the teenage years for positive and detrimental outcomes. Most of these study results stress the significance of early and systematic action. A good beginning in life, friendly and healthy family connections and encouragement for the growth of young people through school and locality and so on are all expected in terms of academic success, transition, community participation and future ambition to achieve positive results for young people. Nonetheless, there are often causes for optimism, particularly as children are exposed to extremely dangerous environments.

Three decades earlier, Garmezen and his collaborators, for example, noticed that when a schizophrenic parent raised the risk of children being impacted by the condition, 90 percent of the students surveyed were “good friends, academic success, dedication to learning and purposeful lives, early and successful jobs.” That also refers to conditions of deprivation, strife and crime, and misuse and corruption of parental substances; most children subject to these circumstances grow up to lead productive lives as adults, with the opportunity to love and function.

Self-stabilizing strategies allow other adolescents and young adults, who grow up in rough environments, to have only the lowest possibility of participating with others in social activity, of doing and enjoying what they do, and of contributing to the health of others. Opportunity niches may be created by winning a game, selecting a team or casting in a school production, or having a family member to help the project, even though the parent or the instructor is of concern. -- all these affects the way a child looks at himself and how people look at him and handle him[10]– [17].

The degree to which this is so much surprised everyone within the Bt20 Community. For 2300 children who had been tracked before the age of 16, over 50% had very bad conditions (within

\$1 a day a person), 20% went to sleep frequently hungry in their early days, over 40% had a parent or assistant experience of community violence or family abuse, and only 2 out of 5 children lived with their mothers. Given these circumstances, prediction is made at the moment that only about five percentage of children have experi-

enced chronic behavioral problems.

However, when teenagers reach their teenage years, move farther away from home to school, are subject to fewer parental control and guidance, and are disproportionately subjected to peers engaged in unsafe behaviour, the levels of potentially harmful habits are growing. Of example, while only 1.6 percentage of thirteen-year-old (3.3 percentage of the boys and 0.8 percentage of

girls) have had sexual contact, this figure increases to approximately 20 percentages at age fifteen (twenty-seven percentages among boys and twelve percentages among girls).

A composite risk ranking in tandem with drinking, alcohol and substance usage, foreplay and arms rates showing a significant improvement with increased adolescence development and the shift from elementary to high school. Young adults, who are more prone to take risks while they are early adulthood, are young in childhood and where they are exposed to older youth without sufficient control and advice on parental treatment.

Conclusion

Human results by the effects of evolution and early childhood experiences in puberty and, in particular, puberty. Longitudinal patterns suggest that it is also age of opportunity: healthy diet and healthier lifestyles, support for the families and educational effects of people and the access to community programs that enable young people to break up early habits which lead to poor health and poor social integration. Current methods enhance the consistency and efficiency of the data of young people and provide incomparable possibilities in both biological and social sciences.

However, we now have a much better understanding of what is wrong with young people, as well as how problems can be avoided or how young people can travel, particularly with regard to the nations that face the greatest challenges when it comes to young people. The desire to create and investigate solutions that can assist and reduce the hazards to young people's sexual and psychological wellbeing is what motivates new research.

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ROLE OF TEACHERS AND PROFESSIONALS IN NEP 2020

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Abstract

Education is as old as the human race. It is a never ending process of growth and development and its period stretches from cradle to grave. In a real sense, education is to humanize humanity and to make life progressive, cultured and civilized. It is very important for the progress of individuals and society. It is through education that man develops his thinking, reasoning, problem-solving, creativity, intelligence, aptitude, skills, good values and attitudes. With education man can transform into human, social, moral and spiritual being. This transformation is only possible if a teacher can give proper direction to a human being to develop his above said skills. The teacher can act as trail-blazers in the lives of learners and in the process of education for development. To perform their multiple tasks in the classroom, school and community in a generally professional manner then a chain reaction can begin starting with a sound teacher's performance and high quality learning among increasingly more students. Students will be able to taste joy of knowledge and thrill of understanding only when critical and creative thinking, insight and imagination are given importance in learning. Teachers truly shape the future of children and therefore, the future of our nation. Because of the noblest role of teacher, he was considered as the most respected person and guru of our society. The most learned, knowledgeable, skilled person became a teacher. To be skilled teachers must know about the professional ethics of teaching. But unfortunately, the current role of teacher is not as much effective as it was. May be the reasons quality of teacher, his recruitment, service conditions and motivation does not reach the desired standards. NEP 2020 give a vision how to become good teachers and good professionals. So this paper will throw a light on the role of teacher and professionals as envisioned by NEP.

Keywords: Teachers, Professionals, NEP 2020

Introduction

Education is a process of human enlightenment and empowerment aiming at achieving a better and higher quality of life. It brings out the complete development of man individually and helps him to adjust himself to his environment. The main aim of education is to develop a harmonious personality of the learner. It is a process that may motivate children to think, reason, comprehend, analyze and bring out their hidden knowledge. Education develops the individual like a flower that spreads its fragrance all over the environment. Education modifies behavior and attitude in away that it is beneficial for society and the world. Education makes pupils fit to live in the ever-changing world. Education is universally recognized as the most effective tool of bringing desirable change towards the social and economic betterment and cultural transformation of society in the status of human beings and the country. It widens the mental horizon of human being.

We are living in the 21st century in which the meaning education has been changed. Now modern meaning of education is learner-centered. Education means to draw out the best in the pupil. It means to develop the inherent capacities of the learner in the social environment in the best possible manner. It stands for the wholesome, balanced and all-round development

of personality. Education is fundamental for achieving full human potential, developing an equitable and just society and promoting national development. Today students are facing a world in which the Information Communication Technology (ICT) revolution has led to drastic changes in all walks of life i.e. social, economic, cultural and political. Today quality education can be achieved only when students are motivated and willing to learn better. To enable the students to face the future with confidence and responsibility, the teachers and parents should work together for their better education.

Providing universal access to quality education is the key to India's continue ascent and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration and cultural preservation. The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as rise in data, machine learning, many unskilled jobs worldwide may be taken over by the machines, while the need for a skilled workforce with multidisciplinary abilities will be in more demand. So, it is becoming increasingly critical that children not only learn but they should know how to learn. Thus, education must move towards less content and more about how to think crit-

ically, solve problems, more creative. so, for this pedagogy must evolve to make education more experiential, holistic, integrated, learner-centred, flexible and enjoyable. Education must build character, enable learners to be ethical, rational, compassionate, and caring and at the same time prepare learner for employment.

A teacher plays a very important role in the success of a learner's life. Teachers can shape the future of our children and ultimately the future of the nation is in the hands of teachers. They are the indispensable part of education system. Teachers can impart knowledge, values, ethics, skills and social responsibility among the learner. In ancient time teacher has an important place in the society. Society gave them respect like gurus. As they thought that he is the only person who can make each student capable to achieve his/her life's potential. However, unfortunately, teacher's status has been dropped in today's time. The quality of training, recruitment, service conditions, and empowerment of teachers is reduced. Consequently, the quality and motivation of teachers does not reach the standards. There are a number of reasons which are affecting the teacher's motivation and demoralise to perform their duties efficiently:

- Current teacher recruitment does not involve any interviews that assess motivation and passion of a teacher. Also Teacher Eligibility Test have a little correlation with teaching ability.
- There are approximately 17000 teachers' education institutions that are under private managements. These are functioning like commercial shops where the minimum curricular requirements are not met.
- Over 10 lakh vacancies are there for teachers. In rural areas PTR is more than 60:1. Due to the issue of lack of teachers many schools are facing problems in expertise of subject teachers. In many cases, Hindi teacher is teaching Mathematics. Or a science teacher is teaching is asked to teach History. There is a major shortage of language teachers.
- There is an issue of transfers of teachers which can harmful effect on young students, on their psychology and on their education.
- Teachers do not feel comfortable in their work places due to the lack of sufficient facilities like safe drinking water, working toilets, electricity. Also lack of human resources such as social workers, counsellors, and remedial instructors who can help support teachers in their duties.
- Teachers are asked to perform non-teaching duties such as midday meal preparation, election duties, or

many more administrative tasks which may effect their actual teaching duties. It reduces their concentration on teaching. It also effects the efficiency of teachers as he invests more time in non-teaching duties rather than teaching duties.

- Lacking in the professional development opportunities for teachers. Teachers often ask to attend workshops which are not relevant to their duty. And those which are relevant they are not ask to attend. Even the teachers are not offered duty leaves for those workshops. As a result, teachers are lacking in sharing ideas and best practices with their peers.

On the other hand, following are the key qualities of teachers, teacher education school resourcing which enable a teacher to become an outstanding and excellent teacher:

- Teacher must be passionate, motivated, well qualified, well trained in content, pedagogy, and practice.
- Teacher should be fully involved and related to the students to whom he is teaching.
- To make teacher happy, working environment must be safe, secure, comfortable, and inviting.
- School complexes, classrooms must be equipped with the learning resources which are needed for an effective teaching and learning.
- Teachers should be free from non-teaching activities and also he should be given the duties of his/her expertise.
- Teacher must have the freedom to use innovative methods and teaching strategies which are best useful for his/her students.
- Teachers must have the opportunities for CPD. They should have the facilities to learn new advancements and use those new ideas in their pedagogy and subject content.
- Teachers must feel that they are the vibrant part of professional community.
- The institutions in which teachers are working must provide a caring, collaborative environment which encourages their excellence, curiosity. This is all in the hands of school management committees. Career management and progression of teachers must be based on outstanding performance and merits.

By analysing the above qualities and the primary issues which are affecting current situation of teachers, there is a gap which is bridged by the new National Education Policy 2020. This is the first education policy of the 21st century which aims to make India with equitable access to the highest quality education system by

2040 regardless of social and economic background. This policy aims to address the many growing developmental imperatives of our country. This policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that helps to accomplish educational goals of 21st century. The current 'concern of the nation' is effective implementation of NEP 2020 across the wide spectrum of educational institutions in India- big /mall, private/public, urban/rural, academic/vocational, schools/ colleges, IITs/ITIs etc.

The National Education Policy lays particular emphasis on the development of the creative potential of each individual like students, teacher.

We may lose because of our demographic makeup and other factors. The Indian educational system may be led out of its current quagmire of aimlessness and inflexibility, however, and into a progressive, flexible, multidisciplinary, skill-focused education system that will be able to generate competent, creative, skilful, employable, and ethical learners. Teacher is the source of this commonality. The Kothari Commission stated in 1966: "Of all the various factors that affect the quality of education and its contribution to national development, the quality, competence, and character of teachers are without a question the most significant."

As stated in the NEP 2020, "Teachers actually shape the future of our children - and, therefore, the future of our nation," suggesting that teachers have an important role to play.

The teacher is the centre of all the fundamental reforms of education system. So the new education policy lay emphasis on the re-establishment of teachers. It believes that a teacher is the most important respectful and essential member of our society, because he truly shapes the next generation of citizens. This policy guides to empower teachers and help them to do their job as effectively as they can. The new education policy helps the teachers for their recruitment by ensuring their dignity, respect and livelihood.

This policy envisages a complete overhaul of the teaching profession in key areas so that the above issues are fully addressed so that the above mentioned goals required for outstanding teaching may be achieved.

1. Recruitment and Deployment

To ensure the truly excellent students enter the teaching profession especially in rural areas a large number of number of merit based scholarships will be instituted across the country for studies at outstanding four year

integrated B.Ed. programmes. Also scholarship holders should be established their guaranteed employment in their local areas so that they will act as a role models for their next generations. Also in rural areas these teachers should provide the housing facilities by giving the provision of local housing or on the school premises.

The transfers should be halted. As transfers can affect the relationships in those local areas. Transfers can occur in a very special circumstances for changes in school attendance or for the promotion of outstanding teachers.

For the best entrance in teaching profession Teacher Eligibility Test will be strengthened. It helps to inculcate best test material in both content and pedagogy. For the subject teachers TET and NTA scores will be considered for recruitment. Also classroom demonstration and interviews will become the integral part of teacher recruitment. Teachers in private schools will also go through this process.

To ensure an adequate number of teachers across subjects- teachers in particular subject such as arts, physical education, vocational education, and languages will be recruited and sharing across schools could be considered in accordance with the grouping of schools adopted state and UT governments. A comprehensive planning exercise will be conducted across India to ensure the recruitment of outstanding teachers.

2. School environment and culture that is conducive to quality education

Happy and motivated teachers and students make for good learning. Schools should be aesthetically pleasing, inviting, and inspiring place for teachers. Schools must be safe, clean, pleasant and teachers must have the freedom using infrastructure, resources of schools to perform their duties efficiently. School environment should be so conducive that teachers feel a part of that system which help them to perform their duty with safety, dignity and with good mental as well as physical health.

3. Continuous Professional development

Teachers must have access to more short courses that are certified, for modular approaches that allow them to accumulate credits and earn certificates and diplomas even leading to professional degrees. Such course must be offered in part time mode, online, evening, blended. A well-integrated CPD curriculum will be developed for all stages, subject, pedagogical knowledge. ICT should be utilized extensively for CPD. Teachers

should give access to the internet and technology both at school and from their homes. Every head teacher or school principal will be responsible for building strong in-school teacher development processes that enhances the capabilities of all school teachers. Also the outstanding teachers those who are nominated and recommended by students, parents, principals, peers should give recognition at district, state and national levels.

4. Career management

A tenure track system for hiring teachers across all levels of education must be established. All the teachers must have the opportunity to progress in their career in terms of salary, promotions, etc. pay and service conditions of teachers have to be commensurate with their social and professional responsibilities, and it will help to retain the talented teachers in the profession. The professional levels should be set by NCTE and NCERT. all the teachers will have possible career progression paths to become educational administrators or teacher educators. The SPST will form the basis for the performance appraisal of teachers. This appraisal will be carried out by the head or principal of school. This process will help for determining the teacher accountability. This ensures professional integrity and transparency in education system.

5. Approach to teacher Education

For the teacher preparation and high quality content teacher education requires multidisciplinary approach. Programmes of teacher preparation at all levels should be conducted within large multidisciplinary universities or colleges in order to get the maximum output. Teachers in training institutions would be able to interact with peers from other disciplines and be taught by faculty in allied disciplines of education such as psychology, child development and social science etc. furthermore, the components B.Ed. programmes could be changed into multilevel, discussion-based and constructivist learning which helps in the development of 21st century skills such as problem solving, critical, creative thinking, communication and discussion abilities. For this curriculum for teacher preparation will be reformed and revitalised. Ensuring the university B.Ed. programmes are affiliated with a variety of nearby schools at various levels. In these schools, student can learn their teaching potential and get the teaching experience. Training is an important part of B.Ed. programme so this school training will produce outstanding teachers. Further other four-year integrated B.Ed. programmes are being

developed at multidisciplinary universities. With this the substandard teacher education institution which are only selling degrees will be shut down. With this initiative of NEP 2020 the needed integrity and quality in teacher education programme will be attained. The goal of new education policy is to move B.Ed. programme into multidisciplinary colleges universities.

For ensuring broad-based competencies and 21st century skills, there is a need to build holistic approach for students as well as teachers. So to make teachers highest quality professionals professional education is required. Professional education helps to develop the capacity in individuals to combine a strong foundation of theoretical knowledge and to connect theory to practice. Professional education is an area in which people with from different streams or areas like industry/ business/ hospital experience are invited to teach the faculty for appropriate preparation. They can give induction training for the in-service professional development. To make teachers professionals professional education is also needed in teacher education programmes. Teachers need to be educated to specialise in teaching particular subjects. It helps to train and to develop abilities for teaching methods. Collaborative and experiential learning methods needs to be brought to improve teacher education.

Considering the lacklustre efforts to improve the quality of education system the NEP 2020 has come for the change of role of teacher in education system in India. The NEP emphasizes the teacher contribution, their sacrifices and efforts to uphold the dignity, respect and honour of this profession. This can only be possible if policymakers create independent agency like Teacher Recruitment Board/Indian Teaching Services. And also these agencies while recruitment should perk the facilities to attract young, intelligent, and creative minds for this profession. But they should make these new recruitments tight to get the desired results, and make teachers accountable and responsible.

If these are implemented, the best brains will come into this ecosystem as a preferred choice and lead India towards becoming Vishwa Guru in the coming years.

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NATIONAL EDUCATION POLICY 2020: VISION FOR INCLUSIVE EDUCATION

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Abstract

Teachers truly shape the future of our children - and, therefore, the future of our nation. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation. To achieve the goal of universalisation of Education in India, there is an urgent need for additional special educators for certain areas of school education. Over the years, the Government of India came with various policies on education inclusive education such as the RPwD Act 2016. All the policies emphasized the right of the child from diverse backgrounds and abilities to access formal education but still, the disparities continued. After 34 years, finally we have our long waited National Education Policy. This paper is an attempt to discuss the new provisional changes for Inclusive Education in NEP 2020.

KEYWORDS: NEP 2020, Inclusive Education, RPwD Act 2016,

Introduction

Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. After Independence Indian Education System goes through various changes, in order to make it accessible to the masses. Numerous commissions, policies and various reservations worked out pretty well for the paradigm shift from focusing solely on the 3R to providing quality education to the masses. Education is a fundamental right of every Indian citizen. All children in the age group of 6-14 years irrespective of any diversity are ensuring to access free and compulsory education by the RTE act 2009. In the current situation, education is not a distant dream for the disadvantaged groups. But is it same for children with special needs?

The definition of inclusive education is given by UNESCO's Section for Special Needs Education (UNESCO, 2000) as, "Inclusive education is concerned with removing all barriers to learning, and with the participation of all learners vulnerable to exclusion and marginalisation. It is a strategic approach designed to facilitate learning success for all children. It addresses the common goals of decreasing and overcoming all exclusion from the human right to education, at least at the elementary level, and enhancing access, participation and learning success in quality basic education for all."

Inclusive Education refers to an educational practice, wherein child with disabilities will be fully included in the mainstream classroom with same age peers in the local school. This also emphasized that the child with

disability must be exposed to all the curricular and co-curricular activities in order to ensure his full participation in the educational process.

In the year 2015, India adopted the 2030 agenda for sustainable development. The goal 4 of SDG mentioned to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030 (NEP,2020).

INTERNATIONAL SCENARIO

In the International scenario, the emphasis on education as a right of every individual started 60 years ago with the Universal Declaration of Human Rights in 1948 and World Declaration for

Education for All in 1990. Various International Conventions pronounced the need equality of opportunity such as Convention against Discrimination in 1960, Convention on Rights of Child in 1989 which was the first treaty that was developed for the child rights and the United Nations Convention on Rights of Person with Disabilities (UNCRPD) in 2006. Two very important International Framework for awareness of Inclusive education are Salamanca Framework (1994) and Biwako Millennium Framework of Action (2002) (Schuelka, Johnstone 2012).

AN OVERVIEW OF INCLUSIVE EDUCATION IN INDIA

1. The first school for the deaf was set up in the Bombay in 1883 and first school for the blind at Amritsar in 1887. In 1947, the number of schools for blind increased to 32, for the deaf 30 and for the mentally retarded 03.
2. In India, the Kothari Education commission (1964-

- 66) emphasis on the need for development of an effective education programme for the people with disability, to ensure the equalization of educational opportunities.
3. NPE 1968 pronounced "Educational facilities for the physically and mentally handicapped children should be expanded, and attempts should be made to develop integrated programmes enabling the handicapped children to study in mainstream schools" (NPE, 1968).
4. A programme for Integrated Education was included in the Planning Commission of India in the year 1971.
5. In December 1974 a scheme named Integrated Education for Disabled Children (IEDC), was launched by Government of India in order to put the idea of integration into action. The vision of this scheme was to promote integration of the children who have mild or moderate disabilities in the regular schools.
6. In the year 1976 education was added in the concurrent list by the 42nd amendment.
7. Article 45 was introduced. Article 45 ensures the free and compulsory education for all children from age 6 to 14 years.
8. The second education policy of India was adopted in the year 1986. NPE 1986 by emphasizing on Inclusive Education states that "the children with mild disabilities should be permitted to education in the regular school while the children with moderate to severe disabilities should continue to get education in the special school" (NPE, 1986).
9. In the year 1987, the Mental Health Act came into action which revoked the Indian Lunacy Act of 1912 intending to consolidate the law for mentally ill persons.
10. In the same year, the Project Integrated Education for the Disabled (PIED) to encourage the school in the neighborhood to enroll the children with disabilities. This was a joint venture of Education Ministry with NCERT and UNICEF.
11. However, the Programme of Action in the year 1992, stated that "the children disabilities who can be integrated in the regular school must get education there and the children who are facing problem in integrating in the regular school must send to the special. After learning skills, they can further have shifted to the regular school" (POA, 1992).
12. Rehabilitation Council of India Act (RCI) also came in September 1992. This act was enforced for regulating the training of rehabilitation professionals and the maintenance of a Central Rehabilitation Register.
13. After RCI act the Persons with Disabilities Act came in 1995, which ensure the full participation and equality of the people with disabilities in the Asian and Pacific Region.
14. With the joint effort of Government of India and the world bank in 1997, the District Primary Education Program was launched. DPEP states that "any difference that a child exhibited in learning was to be attributed not a problem with child, but of school system." This was the first time when the emphasis was on the school preparedness (DPEP, 1997).
15. In the year 1999, National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act came. To provide financial support to the people with mentioned four disabilities, various scheme such as "Reach and Relief Scheme" and "Samarth Scheme" was introduced (National Trust Act, 1999).
16. For the Universalization of Elementary Education, Government of India launched Sarva Shiksha Abhiyan (SSA) in 2001. Though SSA was not an intervention specific to disability but the emphasis was Education for All.
17. In the year 2009, Inclusive Education of the Disabled at the Secondary Stage (IEDSS) came. This was a reformed of IEDC for secondary stage education.
18. In the same year Rastriya Madhyamik Shiksha Abhiyan (RMSA) was introduced by the Government of India, for the Universalization of Secondary Education.
19. 2009 was a major year in education for India. The Right to Education act was passed in the same year and enforced from 1st April 2010. RTE 2009 under the article 21 A, makes the education a fundamental right of every children in India.
20. The Rights of Person with Disability Act 2016, replaced the PwD Act of 1995. This act was in line with the UNCRPD. It includes 21 conditions as disable. The central and state government will be established advisory board on disability.
21. In the year 2018, the Samagra Shiksha Abhiyan was launched by the MHRD. It is an integrated scheme for school education, which merged three scheme SSA (Sarva Shiksha Abhiyan), RMSA (Rastriya Madhyamik Shiksha Abhiyan) and TE (Teacher Education).
22. At Present there are 410 special education Institutions in India and 08 Special Education Institutions are situated in Haryana.

INCLUSIVE EDUCATION IN NEP 2020

Based on the recommendation given by the Kasturirangan Committee (2019), the National Education Policy has been brought out after 34 years. This is a very comprehensive policy covering all the level of education. The policy spread into four parts. Equitable and inclusive education is cover under school education (NEP, 2020).

NEP 2020 is in line with the RPwD act 2016. The Rights of Persons with Disabilities (RPwD) Act 2016 defines inclusive education as a “system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities “(RPwD Act, 2016). The RPwD act also affirmed the provision of free education for the child with disability upto the age of 18 years in an adequate condition (Banga, 2015). The RPwD act also increased the 3% reservation to 5% for the people with benchmark disabilities in all government institution for higher education. Any person with at least 40% of the listed 21 disabilities in the RPwD act is known as the person with benchmark disability. The act also emphasized on the barrier free access as a non-discrimination measure (Narayan, John 2017).

a) Schooling

NEP 2020 affirms all the recommendation given by RPwD Act 2016, regarding school education. The policy has given highest priority to enabling regular schooling process from foundational stage to the higher education, for the children with disability. Children with moderate to severe disabilities will have the option of regular or special schooling (NEP 2020, Part-I, Section 6.10).

b) School Complex

School complex will be provided with a resource centre inside the complex itself and other resources. School also must ensure the recruitment of special educators with cross-disability training. The school will be supported to provide individualized accommodations and support mechanism in order to fulfill the need of the child with disabilities and to ensure barrier free access (NEP 2020, Part-I, Section 6.11).

c) Curriculum, Supportive Devices and Assistive Devices

NCERT will work with expert bodies like DEPwD to make national curriculum framework (NEP 2020, Part-I, Section 6.10). NIOS is responsible for developing high-quality modules to teach Indian Sign Language and

through this to teach other basic subjects. The curriculum will be flexible according to child strength, which will allow the children to work on their own pace. To integrate and engage the child in the classroom activities, appropriate technology- based tools and other assistive devices, as well as teaching-learning materials which are adequate and language-appropriate such as large print textbooks and Braille will be made available in school (NEP 2020, Part-I, Section 6.11).

d) Teacher

NEP 2020 talks about reform of teacher education programmes. Sensitization, early intervention, support and special pedagogy to teach children with disability, to be an integral part of teacher education programmes (NEP 2020, Part-I, Section 6.14)

e) Assessment

National Assessment Centre, PARAKH, will formulate the guidelines and recommend tools for the assessment of the child with disability. This will be for all the exams including the entrance test from the foundational stage to higher education (NEP 2020, Part-I, Section 6.13).

f) Home Schooling

The home-schooling option will be available like before for children with severe and profound disabilities. The resource centers and special educators will provide support for home- schooling. For home-schooling all the guidelines and standards will be developed as recommended in the RPwD Act 2016. The orientation of the parents will be done though the technology-based solution for enabling the parents to meet the diverse educational need of their child (NEP 2020, Part-I, Section 6.12).

DISCUSSION

The New Education Policy is a comprehensive plan. It includes all those aspects that will lead to full inclusion of the children with disability in the education system. The following five aspects are an attempt to give a structure to all the points included in NEP 2020.



Figure: 1

Positive Attitude

Attitude is one of the most significant barriers to inclusion. Teacher as a pillar of the education system can bring a positive attitude among students towards inclusive education. This requires the teachers not only to be sensitized towards inclusion but also well trained for the inclusion. NEP 2020 talks about the reforms in teacher education program to inculcate the values and skills required for inclusive education.

School Preparedness

Inclusive education can only be successful if the school is well prepared to cater the need of the children with disability. NEP 2020 gives priority to the school preparedness. Resource centre in every school complex and recruitment of the special educators and the individualized support programs are the aspects of school readiness towards inclusion.

Resources & Support

Assistive, supportive device and other resources according to the individual needs must be available in the school. When it comes to supporting NEP 2020 has a very detailed plan. The resource centre supports not only the school but also the home-schooling parents. The school and the parents must be provided support by the state for quality education. Orientation programs for the parents providing home-schooling are also a part of NEP 2020.

Individualized Program

No two children are alike similarly no two disabled children are alike. So, for every disabled child with different disabilities have diverse needs. No one size fits all is the key to success here when it comes to design educational program for these children. NEP 2020 has the provision of the school to provide individualized programs for these children.

Flexible Curriculum

These children have very distinct need and ability than their peers and that is why we can't make them learn whatever their peers are learning. And that is why a flexible curriculum and a flexible assessment mechanism is very much essential for the betterment of these children. NEP 2020 not only talk about the flexible curriculum but also talk about PARAKH for easy assessment. NEP 2020 also mentioned, for the development of national curriculum framework NCERT will work along with PEDwD.

Conclusion

"All of us do not have equal talent. But, all of us have an equal opportunity to develop our talents". (Dr. A P J Abdul Kalam)

Only placement of the child with disability will not help. If we want to grow as a country, it's our moral duty to make education accessible to every child regardless of their disability. India as a country of diversity, always see these diversities as an opportunity similarly now it's time that the mindset of people to change and see every disability as a special ability. That is to focus on what these children can do better rather than merely focusing on things that they cannot do. From segregation to inclusion, the inclusive education system in India goes through several hurdles. To look at the disability as a special ability, it's required a change in the mindset. Finally, the government of India came up with such a policy which includes the minute details. The New Education Policy 2020 if implement with proper planning, will be proved as a catalyst for inclusive education. This will bring the paradigm shift in inclusive education. All the aspects discussed above altogether will give rise to effective and quality education for children with disability. This will help in bridging the gap between the expectation and the reality of inclusive education.

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CRITICAL ANALYSIS OF NPE-2020 AND ITS IMPLANTATION

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Abstract

After a long wait of 34 years for the country to follow a New Education Policy 2020. The drafting committee forward its final draft to the union cabinet for its approval and it was accepted and approved on the 29th of July 2020. The new policy aims to pave the way for transformational reforms in school education and higher education systems in the country. This was one of the major steps taking to bring a much-needed reform in the education system of the country. The objective of this study is to investigate the areas where the policy has proposed action, but they look very shabby. It is not possible to have a policy where we need to build a complete infrastructure. A total reform and a drastic change are to be considered during the implementation of this policy. As it is well known that education is a concurrent subject and the implementation of the proposal under the New Education Policy 2020 depends on the future regulations by the centre and state.

Key Words: New Education Policy, School Education, Higher Education, Government

Introduction

On the 29th of July India saw the light of New Education Policy 2020 which received the approval of the Modi 2.0 government. It was 34 years long that the country waited to get this document approved. As COVID-19 has put forward many challenges in front of the education institutions how much this new policy is going to reshape the need of the country is a wait and watch scenario. The mode of teaching and learning has now changed. Offline teaching is now online. New software and new courses got its recognition which all opens new doors to explore. In all this New Education Policy has come in a time when the reducing GDP in the world is a matter of concern.

The Vision of the Policy

The National Education Policy 2020 looks into the education system rooted in Indian ethos that contributes directly to transforming India that is Bharat. It aims to sustain and take care of the existing vibrant knowledge society, by providing high-quality education to all, without having any discrimination of religion, gender, caste, or creed giving all equal platforms to grow and develop. It is also a step making India a global knowledge superpower. The Policy envisages that the uniform curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties, and develop Constitutional values, bonding with one's country, and conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to install among the learners, a deep-rooted pride, in being Indian and love for the country, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispo-

sitions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Challenging Implementation of Vocalization in Primary Stage

As we talk about the modern world, modern taught, modern gadgets, modern set us we also must see how do really, we get to be into the modernized world. Today we talk about the latest development and latest gadgets. We talk about living a knowledge world where information spreads in the speed of the light. New Education Policy is all talking about being modernised not only in thoughts but also in action. NEP-2020 talks of vocational education from elementary schools. Vocational education was also the concept of Mahatma Gandhi who also spoke of education for growth and for living. Education that leads to livelihood. It also emphasizes the use of technology in education and that is to bring a change in planning, teaching, and learning assessment. But we should not be ignored by the fact that the only 54.29% is internet users. Many students do not have access to the modernised technology and gadgets. The challenge is to think about how we will be able to cater to the students who are excluded from these benefits. We cannot be unaware of the rising poverty and job losses during this pandemic situation. Online classes conducted by the schools have been out of the class because not having essential gadgets or not have proper internet connectivity. We find that there are come commitments towards the budgetary that have been highlighted for online education but how much will turn into reality is a larger question to be answered. The given budgetary support may also not be sufficient to

build an e-infrastructure in rural areas. Research plays an incredibly significant role in all universities. The Education Ministry must work hard to come up with the means and ways by which it thinks to tackle the digital divide and the gender inequality within digital technology. The mind-set of the families must be changed from a larger perspective.

Creation of Regional Languages

NEP-2020 gives emphasis on establishing a National Education Technology Forum to advance digital learning and develop e-content. It also has a plan to create the same content in eight different regional languages. The suggestion is good and is catering a wider area of the population, but it is not providing any specific road map for it. The country with a large diverse population needs much such specification to implement such ideas in a very well designed and proper manner. This concept should be able to align graduates in regional languages with greater job opportunities. Even nothing is extremely specific to what will happen regarding the local languages that is been talked about having learning instructions in the primary level.

Freedom to School Readiness

The NEP-2020 speaks of 'School readiness' which is an incredibly good concept. It has tried to give priority to lay a foundation of learning to every new learner that is added to the system. The question is here are the Anganwadi centres or the primary schools were given the freedom to try new ways of learning. The question arises on how school readiness can be achieved with a proper infrastructural transformation. It is going to be exceedingly difficult of achieving the goal without procedural modifications and resource allocations. If the system needs these modifications, then who is going to provide the resource that is needed?

Reforms in Higher Education

As we turn the pages of NEP-2020 we find the plan of remodelling of higher education in the country. We find that it talks about the establishment of reputed universities with high standards just as recommended by DS Kothari in 1964-66 in his recommendation known as Kothari Commission. Kothari talked about having standard institutions and the basics of the standard will begin from its admission process. The commission report suggested that during admission the institutions will have a certain criterion and only fulfilling those criteria a child gets admission to that institution. But since the imple-

mentation of the Right to Education 2010 the maintenance of the standard has become a matter of concern and then onwards institutions have to follow the rules led in RTE-2010. Now if we talk of a large country like India having more than 800 existing universities and 39,000 colleges how will higher education have a drastic change in each period which is specifically talked about in NEP-2020. The policy also speaks of self-financed courses but has not given any kind of clear guidelines that how they are going to be run in the institutions opting without adequate resources and funding. As we all know that each institution needs to have proper facilities and infrastructure. Here the fee will always be a major concern and fee hike will be the biggest obstacle. The guidelines are given of maintaining the quality of education but how is that going to be possible without adequate sources.

The rise in GDP for the Education Sector

Since independence, the constitution talks about free and compulsory education until the age of 14. That means every citizen enjoys the right to have free and compulsory education. But till 2009 after crossing a long 59 years since the constitution came into force, we as a country failed to achieve the goal. Resulting in it the government brought a new law named Right to Education RTE-2010 that came into force since the 1st of April 2010. We have crossed 10 years since then but today if we look back can we say that we have grown even half the way. Bringing laws and enforcing them does not work in a country of large size like ours. The NEP-2020 also expects the allocation of 6 percent of its GDP in the education sector. Let us not forget that since 2004 the government has introduced 2 percent of education cess thinking it is going to boost the Indian education system. Amidst an economic crisis, how it is possible for the centre to raise funds is an excessively big question that must be addressed. The question to be taught on is will the educational cess going to be the part of the primary budget or will it be an additional tax as conceptualised for the beginning is to be seen in the later stage.

Global Recognition of the Existing Universities

The NEP-2020 talks about the high standard of universities that can compete with the universities of global reputation. Its 74 years since Independence still India has not been able to establish a single university of a global standard that can even be brought in the top 200 university lists in the world. We don't have any existing universities equipped to compete with the universities of the global world. We find anything to come into action takes years

in India. Even the revision of the New Education Policy different committees was formed by the central government as a central agency yet it took five long years to present its final draft that was accepted and announced by the central cabinet in July 2020. Earlier education policies of 1968 and 1986 then amended in 1992 to be called and known as revised policy 1992 took years to come into action. The financial commitments to implement the Right to Education Act do we see the commitment to ground reality? It is long that RTE came into force but still many children are not able to get free and compulsory educational rights due to a lack of funds and so call political will.

Teacher Appointment and Requirements

NEP-2020 highly shows its concern towards the teachers' credibility. Innumerable teaching posts in universities, colleges, and schools are vacant and many are run-on parttime teachers. Part-time teachers by the name itself are parttime so how can we expect a hundred percent form them when they are not enjoying the basic facility of their hard work. The government does not have a noticeably clear picture of what and how it thinks about the teacher community. There are state governments that have given the Supreme Court of India that they don't have sufficient funds to pay the salary of the teachers but the same government has funds to subsidise its own MPs and MLAs for various facilities. Teachers' appointment is done on a strict rule given by the affiliating boards and universities but when it comes to the payment to the teachers the same board or university is least bothered of what is the reality. Even then the teachers give their best because they know they are catering to the future of India in the four walls of the classroom in some or the other way.

Lack of Infrastructure and Facilities

Educational institutions lack basic infrastructure and mostly it will in the case of government-run institutions. The government prepares affiliation norms for any private institution to follow at the time of their establishment and have lots of criteria to evaluate and judge its performance from time to time. But it has no such criteria for its own run institutions. Educational institutions lack benches, blackboards, chalks, dusters, equipped libraries with the latest books, lack of apparatus in the science lab. Students do not get hands-on experience in the computer lab. All this is because a substantial proportion of teaching is done by the ad hoc teachers who are not much

interested in the basic amenities in the institution they come to teach and get their share of salary and go. We must look for possibilities that are possible to make some long-term, sustainable plan with scanty resources.

Creation of Knowledge-Economy

When we read the document of the National Knowledge Commission 2005 we find the different sections it has been divided and it talks highly about building a knowledge society, knowledge web, knowledge economy but it's almost fifteen years let's look back on what we have achieved till date through that commission. The NEP-2020 aims to create a knowledge-based economy that requires its pupils to have developed the combination of skills and per iodize scientific temperament to enhance employment opportunities. The biggest hindrance to this is the growing economic hardship and high educational expenses. In this scenario, many are going to be left out from the educational institutes and many will drop out in one stage of life. It will not be wrong to say that gaining an education is also considered a 'luxury' and how many are able to meet these expenses is taught for food. Even the government institutions of higher education are charging exceedingly high. The fees range from Rs.2-9 lakh for MBA in IITs as compared to the fees of IIMs which will be Rs.22 lakhs. Just to think is this in a reach to the middle class or it's for only for the elite class of session who can afford the expenses of the fees.

Foreign University Gaining Access

NEP-2020 is opening the doors for foreign universities to have campuses in India with the aim to stop the brain drain. But the question is are they going to provide or abide by the reservation policy of the country and take care of the economically poor students. Will such students get access to their campus? The big concern is that will this step be able to motivate and encourage Indian students to stay back in the country and pursue their higher education? Will they be able to adjust to their dreams and ambitions that they are looking for? India has its own rich culture coming of the foreign universities in the Indian soil will bring western culture on its campus. Is India ready to accept that culture or we will be witnessing hooliganism on the campus every now and then. This concern has to look into with a border mind.

Common Entrance Test for Universities

NEP-2020 has brought the idea of a common entrance test for universities, reforms in the school examination system and encourages people for simple preparation.

Professional colleges granting MBA (Management) studies have a common process for admission and a common test is conducted on All India Basis called CAT (Common Admission Test). Even now the plan is to bring all recruitments under a single common eligibility test to be conducted by the National Recruitment Agency. But at large the question is how this common entrance test is going to enhance the quality of education in secondary education? Even the policy has recommended discontinuing the MPhil course which is normally done before Ph.D. The commission has not spoken anything about those students who are pursuing MPhil.

Corruption in the Education Sector and Lack of Financial Resources

Corruption in the education sector is a major concern for every student. If you need a mark sheet you have to pay under the table. Request the University of the certificate you will have it but only after giving some extra payment to those who will reach them to you. Lack of financial resources is a major concern for policy implementation. Teacher recruitment is now seen for a long time that it is on contract bases and no permanent teachers are recruited in many government institutions. Even well-known institutions like Kendriya Vidyalaya and Navodaya Vidyalaya are seeing the teacher's requirement done on contract bases or ad hoc bases. Even the policy does not talk about the welfare of the teachers who are the backbone of the entire system.

Conclusion

It's a matter to the recognition of the merit that would be the key to reconstruct the Indian Education system. But going one step forward I would like to say this policy is

nothing new as it is centred on the concept of Basic Education of Gandhi Ji who talked of education that helps a person to earn his livelihood. Just as Gandhi Ji said that education should be job oriented that provides money to live. Education means bread and butter. So when this policy talks of skill development, exit at any stage during a course if a person is eligible to earn his bread and butter he should be allowed to exit with a proper certificate or a degree even if he has achieved the minimum level of learning. The future of New Education Policy 2020 will all depend on the political will and the system that it is going to offer to the nation. Just as the Common School system which is still to see the bright daylight only because of the lack of willness in the political class it has yet to be a reality.

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ROLE OF ICT IN TEACHER EDUCATION

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Abstract

ICTs are making dynamic changes in society. They are influencing all aspects of life. The influences are felt more and more at schools. Because ICTs provide both students and teachers with more opportunities in adapting learning and teaching to individual needs, society is, forcing schools aptly respond to this technical innovation. Therefore, this review article discusses the roles of ICTs, the promises, limitations. Today our classroom processes are mostly based on chalk and talk, thus there is an immediate need for orienting the teachers in ICT skills and program. The teachers should be trained in the use of modern tools. Technology based learning can be viewed as an innovative approach for delivering. Well designed, learner centered, interactive and facilitated learning environment to anyone are anyplace.

ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters (UNESCO, 2002). ICT stands for Information and Communication Technologies. ICT is a part of our lives for the last few decades affecting our society as well as individual life. ICT which is now broadly used in educational world, Teacher, Student, administrator and every people related to education are popularly used ICT.

Teacher use ICT for making teaching learning process easy and interesting. A competent teacher has several skills and techniques for providing successful teaching. So development and increase of skills and competencies of teacher required knowledge of ICT and Science & Technology. Modern science and technological societies education demands more knowledge of teacher regarding ICT and skills to use ICT in teaching –learning process.

This paper discussed about the role of ICT in teacher education.

Keywords: ICT, Technology, Technical innovation, Teacher education, learning environment.

Introduction

Today's age of 21st Century and it is also the age of information and technology (IT). Every aspects of life are related to science and technology. Huge flow of information is emerging in all fields throughout the world. Now information and technology is popularly using in educational field for making teaching learning process successful and interesting for students and teacher both. In 1998, UNESCO World Education report refers about student and teachers must have sufficient access to improve digital technology and the internet in their classroom, schools, teacher educational institutions. Teachers must have the knowledge and skills to use new digital tools to help all students achieve high academic standard. The quality of professional development of teacher education depends on the extent of ICT integration in teacher education programme. According to UNESCO (2002) "ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters". Teachers are at the core of any living society. Technologies play an important role in training programme of teachers. Students' accesses knowledge and information through TV, digital media, cable network, internet and social media i. e. Facebook, Twitter, Whatsapp, Linkedinn, Igo, Line, Wechat etc. ICT is very important for Preservice teacher education programme

in the 21st Century. Without proper knowledge of ICT teacher cannot perform in his/her class room and it could not be said to be a complete one.

Education

"Education is the complete development of individuality of the child, so that he can make his original contribution to human life according to his best capacity", opines T. P. Nunn.

A child is an integral part of society. A child has to bring in him the desired changes according to the needs and demands of the ever changing society, of which he is an integral part. Thus, Education bestows upon the child immense benefits. It brings up the child as the parents do. It guides him like an affectionate father and serves him faithfully like a wife.

Education develops the individual like a flower which distributes its fragrance all over the environment. In this sense, education is that conductive process which drags a person from darkness, poverty and misery by developing his individuality in all its aspects – physical, mental, emotional and social. With this type of alround development, an individual becomes a responsible, dynamic, resourceful and enterprizing citizen of strong good moral character who uses all his capacities to develop his own self, his society and his nation to the highest extent by contributing his best to national honour, national glory,

national culture and civilization of the nation of which he is a part, an integral part.

Why do we use ICT in teacher Education?

The classroom is now changing its look from the traditional one i. e. from one way to two way communication. Now teachers as well as students participate in classroom discussion. Now Education is based on child centric education. So the teacher should prepare to cope up with different technology for using them in the classroom for making teaching learning interested. For effective implementation of certain studentcentric methodologies such as project-based learning which puts the students in the role of active researches and technology becomes the appropriate tool. ICT has enabled better and swift communication; presentation of ideas more effective and relevant way. It is an effective tool for information acquiring-thus students are encouraged to look for information from multiple sources and they are now more informed than before. So for this reason ICT is very much necessary for Teacher Education.

Recent Trends in Teacher Education:-

Based on various changing needs of our society now emphasis is also given to the various educational theory and educational practices. According to these theories and practices changes are also undergo in teacher education also. It is natural that teacher education must include new technology. Teachers should also know the right attitudes and values, besides being proficient in skills related to teaching. As we know the minimum requirement of any training programme is that it should help the trainee to acquire the basic skills and competencies of a good teacher. Now-a-days new trends in teacher education are Inter-disciplinary Approach, Correspondence courses, orientation courses etc. Simulated Teaching, Micro Teaching, Programmed Instruction, Team Teaching are also used in teacher education. Now-a-day Action Research also implemented in Teacher Education. ICT acts as the gateway to the world of information and helps teachers to be updated. It creates awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development.

Thus, it can be said that education is the backbone of a nation and Teacher plays an important role in the process of education.

Role Of Teachers In The Process Of Education:

The future of a nation is fashioned in a classroom. Education is a socially oriented activity which is associat-

ed with strong teachers having high degrees of personal control with learners.

A teacher plays an important role in the process of Education. A teacher is considered to be the architect of the nation. In other words, the future of the nation lies in the hands of a teacher Aristotle rightly says -

“Those who educate children well are more to the honoured than they who produce them; for these only gave them life, those the art of living well”.

A teacher acts as a facility center of information and knowledge. A teacher after gathering information from specified sources like text books, personal notes, library etc. communicates it to the students.

Not only this a teacher develops the quality of creativity in students. A teacher arises a passion for the subject among the students by getting them to look at issues in a variety of ways. A teacher instills a hunger in their students to learn more on their own which strengthens the good future of students.

According to Verma (2010), a teacher plays a significant role not only in class teaching learning situation but in social engineering too.

Need of Teacher Education:

“A good teacher is like a candle – it consumes itself to light the way for others”.

Very truly says Nikos Kazantzakis that – Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own.

But a teacher becomes a good and an ideal teacher only in that condition when he/she is able to motivate students by using creative and inspirational methods of teaching. Teaching is one of the most complicated jobs today. It demands broad knowledge of subject matter; curriculum and standards; enthusiasm, a caring attitude and a love of learning; knowledge of discipline, class room management techniques and a desire to make a difference in the lives of young people.

Great teachers set high expectations for all students. Effective teachers have lesson plans that give students a clear idea of what they will be learning, what the assignments are and the grading policies. These assignments have learning goals and give students ample opportunities to practice new skills.

A good teacher has empathy and positive mental attitude. A good teacher knows that his/her students are visual, auditory or kinaesthetic learners and is adept at creating presentation for all three.

With all these qualities of a good teacher and effective teaching approaches there is no wonder that teachers would be able to make a difference in the lives of the students.

But the teachers would be able to acquire these effective qualities of teaching and will be able to become great teachers when they would be properly trained. This arises the necessity of teacher's education.

Therefore, teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviors and skills they require to perform their task effectively in the classroom school and wider community.

With the 'teacher education' teachers are able to become like a window through which young people will see their future.

Information And Communication Technology:

Any knowledge economy, depends on the development of its educational sector as education is the driving force of economic and social development in any country.

Information and communication technology has become common place in all aspects of life. It has a great impact in education and is a strong agent to improve in many areas of educational endeavour.

Information and communication technology usually abbreviated as ICT is usually a more general term that stresses the role of telecommunication, broadcast media, all types of audio-video processing and transmission and network based control and monitoring functions in any form of endeavour. The expression was first used in 1997 in a report by Dennis Stevenson to the UK Government and promoted by the National Curriculum documents for UK in 2000.

According to Blurton, Information and communication technology is defined as "diverse set of technological tools and resource used to communicate, create, disseminate, store and manage information". Across the past 20 years the use of ICT has fundamentally changed the practices and producers of nearly all forms of endeavour and especially in educational endeavour.

Technologies Included In Ict:

ICT helps to keep pace with the latest developments with the help of different technologies included in it.

Technologies included in ICTs are: - Radio and Television (broadcasting technology), Telephone, Computers and Internet, Video cameras, cell phones, personal digital assistants.

Some of the services available through ITC are: -

- www – www stands for world wide web which is one of the most important and widely accepted services (like IRC, E-mail etc.) of the Internet. Its popularity has increased dramatically, simply because it's very easy to use colourful and rich content.
- According to Dennis P. Curtin (2002): - "Web is a series of interconnected documents stored on computer sites or websites".
- E-learning – E-learning is also known as online learning. E-learning encompasses learning at all levels both formal and non-formal that uses an information network – the Internet, an intranet (LAN) or extranet (WAN). The components include e-portfolios, cyber infrastructures, digital libraries and online learning object repositories. All the above components create a digital identity of the user and connect all the stakeholders in the education. It also facilitates interdisciplinary research.
- Group Discussion – Internet Relay Chat (IRC) is among the popular Internet service people mostly use for live chatting. Group of people with common interest can exchange views / opinions with each other instantly through Internet.
- Description of the internet technologies required to support education via ICTs (www, video conference, Tele-Conference, Mobile Conference, CD Database, Word-Processor, Intranet, Internet etc.)
- E-Modules – Modules written are converted and stored into digital version into a computer using word processor accessible by the user through internet.
- Audio – Conferencing – It involves the live (real-time) exchange of voice messages over a telephone network when low – band width text and still images such as graphs, diagrams or picture can also be exchanged along with voice messages, then this type of conferencing is called audio-graphic. Non-moving visuals are added using a computer keyboard or by drawing / writing on graphics tablet or whiteboard.

Video – Conferencing – Video Conferencing allows the exchange not just of voice and graphics but also of moving images. Video-Conferencing technology does not use telephone lines but either a satellite link or television network (broadcast / cable).

Web – Based Conferencing – Web-based conferencing as the name implies, involves the transmission of text and graphic, audio and visual media via the internet; it requires the use of a computer with a browser and communication can be both synchronous and asynchronous.

Open and Distance Learning –
Open and distance learning is defined by the Common-

wealth of Learning as: -

“a way of providing learning opportunities that is characterized by the separation of teacher and learner in time or place or both time and place; learning that is certified in some way by an institution or agency; the use of a variety of media, including print and electronic, two-way communications that allows learners and tutors to interact, the possibility of occasional face-to-face meetings, and a specialized division of labour in the production and delivery of courses.

All these services availed through ICT plays a great role in teacher education. It allows higher participation and greater interaction. It also improves the quality of education by facilitating learning by doing, directed instruction, self-learning, problem solving, information seeking and analysis and critical thinking as well as the ability to communicate, collaborate and learn.

Teacher Education And Ict -

Education, as we know is instrumental in ensuring that future generation is well informed and competent. Therefore, the progress of any country depends upon the quality of education offered and its practices.

Education in India has undergone various phases and stages of development starting from the Gurukul system of education in the Vedic age to the new system of education in the post-independent period. At all stages of development there was a concern for bringing in quality education on the practical aspects in education.

The great Indian thinkers had emphasized on developing the inner potential of individuals by reflecting upon unique potential of individuals.

Getting educated is solely dependent upon the individual teacher's role to set conditions and generate environments for learning.

Traditionally, the teacher used to be the complete source of knowledge for the students. But now, in many cases, the teachers do not possess adequate information and knowledge to supplement the view of the student.

Nextly, as unfortunately, because the quality and accessibility of education varies so greatly between regions, the educational system of our country often fails to deliver the level of education necessary to ensure good competency. Many educational institutions have limited resources for buying books, stationary, furniture and other class room materials. Teachers also lack adequate qualification and training to engage their students in learning. Their lesson plans are most often outdated or irrelevant. Now, if the teacher's scope of gathering information and knowledge is limited how can you expect magic and wonders from

teachers as well as students? These jeopardize the available quality of education.

But now, the pace of technological revolution and emergence of a knowledge society has changed the traditional role of teacher. In present scenario, teachers need to help their students in: how to learn, how to grow in future, how to develop study skills, how to conduct fundamental research, how to examine, evaluate and access information and also how to question and then dismantle unauthentic structure of knowledge and cognition if need be. Therefore, in this age of rapid change and uncertainty, there is one thing of which we can be certain – teachers will need to adapt to change if they are to survive and keep pace with new methods and technologies. Arguably the area of most rapid change is that of ‘Information and Communication Technology’.

All these expectations may be met only through need based, goal oriented and meaningful in – house discussion, conferences, symposia, workshops, refresher and orientation courses, crash courses, capsule courses and subject based courses, interdisciplinary and holistic approaches to education and quality research and by enriching existing libraries.

The teacher educators and individual teacher ought to sincerely and persistently work hard toward this goal. And the achievement of use of this goal becomes easy by the use of user – friendly ICT in the both the fields of children education system and teacher education system.

ICTs offer many new possibilities for teacher education. Using ICTs as tool for training of teachers is as important as introducing the basics of ICTs to the prospective teachers. ICTs support effective professional development of teachers through regular use of technologies.

Rationales for introducing ict in teacher education:

ICT is introduced in teacher education at various levels as a compulsory subject or a special field subject. Sometimes, it is also introduced as one of the subjects to be studied under a course titled ‘Educational Technology’.

There are four main rationales for introducing ICT in teacher education. The first rationale for introducing ICT in teacher education is ‘Social’. ICT plays an important role in society and thus the need for familiarizing student teachers with ICT is increasing day to day.

The second rationale for introducing ICT in teachers education is ‘Vocational’. ICT prepares the student teachers for jobs that require skills in technology.

The third rationale for introducing ICT in teacher education is ‘catalytic’. There is a great utility of technology to improve performance and effectiveness in teaching,

management and many other social activities.

The fourth rationale for introducing ICT in teacher education is 'Pedagogical'. The present era is an era of competition and in this era there is a great need to utilize technology in enhancing learning, flexibility and efficiency in curriculum delivery for teachers so that they can effectively contribute in the overall development of children. Various other rationales for introducing the course are as follows: -

1. Understanding the scope and importance of ICT in contemporary society.
2. Developing effective perspectives and attitude towards emerging technologies.
3. Developing skills in handling, maintaining and protecting different types of hardware and equipment in institutions of learning.
4. Acquiring a theoretical basis of ICT and to develop an awareness about recent developments in the area of ICT.
5. Acquiring the necessary skills of handling software packages for the purpose of education in the institutions of learning.
6. Acquiring knowledge about new Internet technologies and their place in the field of education.

A Framework For Using Icts In Teacher Education:

In planning for infusion of ICTs into teacher preparation programmes, the factors important to a programmes, the factors important to a programmes' success must be considered. A holistic framework proposed by the UNESCO (2002) takes into account the factors, e.g. cultural, educational, technology resources that are important in planning the integration of technology into preservice curriculum.

These factors have been discussed below: -

'Context and Culture' identifies the culture and other contextual factors that must be considered in infusing technology into teacher curriculum. It includes the use of technology in culturally appropriate ways and the development of respect for multiple cultures and contexts, which need to be taught and modelled by teachers.

'Leadership and Vision' are essential for the successful planning and implementation of technology into teacher education and require both leadership and support from the administration of the teacher education institution. 'Lifelong learning' acknowledges that learning does not stop after school.

'Planning and Management of change' is a factors or theme born of today's context and accelerated by technology itself. It signifies the importance of careful plan-

ning and effective management of the change process.

These factors / themes may be understood as strategic combination of approaches that help teacher educators develop the four core competencies.

The ICT competencies are organized into four groups:

'Pedagogy' is focused on teacher's instructional practices and knowledge of the curriculum and requires that they develop applications within their disciplines that make effective use of ICTs to support and extend teaching and learning.

Finally, 'Technical Issues' is an aspect of lifelong learning theme through which teachers update skills with hardware and software, as new generations of technology emerge.

Various other competencies which are to be developed on the part of student teacher through ICT would be: -

1. Surfing the Internet and locating useful information from the internet for the development of lesson plans.
2. Developing lesson plans incorporating student use of technology in the learning process.
3. Evaluating and selecting appropriate software for a particular subject as per student need.
4. Generating printed documents like student assignments, newsletters, communication etc. utilizing a variety of applications software like word processing and desktop learning.
5. Managing student data; using data management tools for efficiently managing learning.
6. Developing assignments and project work for students; giving them broader and deeper knowledge in a field of study; developing critical thinking and infusing creativity among students.

Objectives of using ict in teacher education:

The aim of teacher education is to develop skills and appropriate knowledge among teacher trainees for using and integrating the correct technology in an appropriate manner. Every teacher should know how to use technology, pedagogy and subject area content effectively in their daily classroom teaching. It is clear that merely introducing technology to the educational process is not enough. One must ensure technological integration since technology itself will not lead to change. Rather, it is the way in which teachers integrate technology that has the potential to bring change in the education process. Hence, attitude and self-efficiency towards technology play an important role. For teachers to become fluent in the usage of education technology means going beyond mere competence with the latest tools to developing an understanding of the complex web of relationships among users, tech-

nologies, practices and tools. Teacher must understand their role in technologically – oriented classroom. Thus, knowledge about technology is important in itself.

In techno-pedagogy there are three areas of knowledge, namely: -

Content, pedagogy and technology.

1. Content (C) is the subject matter that is to be taught.
2. Technology (T) encompasses modern technologies such as computer, Internet, digital video and common place technologies including overhead projectors, black boards and books.
3. Pedagogy (P) describes the collected practices, processes, strategies, procedures and methods teaching and learning. It also includes knowledge about the aims of instruction, assessment and student learning.

Role/ importance of ict in teacher education:

At present a new era has evolved in the education sector by means of ICTs.

Different ICTs are now set to become instrumental to help expand access to teacher education, strengthen the relevance of teacher education to the increasingly digital work place and raise teacher educational quality, helping make teaching and learning into an engaging, active process connected to real life.

ICT has a great role in the context of teacher education: -

1. It envisages excitement to the student teacher's eyes, ears and more importantly the head.
2. ICT fulfils the needs of student teachers by providing items and packages of higher standard and interest.
3. It helps in transforming the definition of literacy, learning and knowledge; a definition that increasingly includes multimedia digitized literacy.
4. Multimedia provides a kind of control over the learning environment to the pupil teachers and they experience learning from their failures and I practices.
5. ICT facilitates the student teachers to have control on lesson, pace sequence, content, feedback, which in turn enhances the efficiency of learning.
6. Unlike books, it is interactive in nature and creates motivation and interest among pupil teachers in turn meeting the individual unique needs effectively and efficiently.
7. Develops the ability of self learning and interacting individually.
8. ICT helps in implementing ICT driven distance education programmes where the teachers are given new opportunities for acquisition of a new knowledge.
9. Thus, ICT is a powerful new development with ambitious role in teacher education, Digital and Internet

based multimedia transforms the present trend in the field.

Limitations:

The present approach for ICT integration is dismal as an “add on” approach because of following reasons:

1. ICT basics are taught to teacher trainers focusing on technical issues, but little emphasis is given to pedagogical aspects.
2. Educational technology courses are taught in a rather traditional way and show little evidence of using new technology to support instructional innovations.
3. Student teachers don't know how to use new technology in their classroom instruction when they go to schools.
4. Technology input is not integrated in the curriculum courses, especially method courses.

These are certain basic problems associated with the integration aspects of technology. These are major hurdles in the integration of ICT in teaching-learning process. Further the time spent for practical sessions is less, as more time is spent for theory sessions. The total approach of introducing ICT at pre-service level is not very serious.

In teacher training programs, the ICT education scenario is struggling with the following problems:

1. Only at the awareness development level are objectives being achieved, but higher order thinking skills regarding the use of ICT tend not to be occurring.
2. Technology, pedagogy and content area integration is a rare feature. All components are dealt separately which creates confusion for student teachers.
3. There is a serious discrepancy among syllabi of teacher training institutions and secondary schools. Syllabi of teacher training institutions are not on a par with school level curriculum.
4. Time duration of the courses related to ICT education is too short to develop knowledge and necessary skills among students to achieve higher order thinking skills.
5. There is a lack of availability of proper infrastructural facilities at most of the institutions.

Suggestions: -

The objective of implementing ICT at the pre-service level is to develop techno-pedagogues. Teachers should be in a position to integrate technology into teaching / learning as well as develop the art and skill of “webogogy” (i.e. to make use of Internet technology, exploring it, accessing information from it to use in teaching learning etc.). So, objectives must be set at the attainment of ap-

plication and skill levels rather than just at the knowledge and understanding levels. The professional development of teachers needs to be given importance. There must be congruence between the school curriculum and teacher training curriculum. Otherwise, teachers are not ready to utilize their knowledge to effectively design teaching/learning process, project work, and assignments. In addition to offering ICT as a compulsory and special course, integrated approaches need to be studied along with methods courses. This will help student teachers to develop the concept of 'techno pedagogy' to a greater extent.

Conclusion

Teaching occupies an honorable position in the society. ICT helps the teacher to update the new knowledge, skills to use the new digital tools and resources. By using and acquire the knowledge of ICT, student teacher will become effective teachers. ICT is one of the major factors for producing the rapid changes in our society. It can change the nature of education and roles of students and teacher in teaching learning process. Teachers in India now started using technology in the class room. Laptops, LCD projector, Desktop, EDUCOM, Smart classes, Memory sticks are becoming the common media for teacher education institutions. So we should use information & communication Technology in Teacher Education in 21st Century as because now teachers only can create a bright future for students.

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ROLE OF TEACHERS AND PROFESSIONALS IN NEP 2020

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Abstract

Education is as old as the human race. It is a never ending process of growth and development and its period stretches from cradle to grave. In a real sense, education is to humanize humanity and to make life progressive, cultured and civilized. It is very important for the progress of individuals and society. It is through education that man develops his thinking, reasoning, problem-solving, creativity, intelligence, aptitude, skills, good values and attitudes. With education man can transform into human, social, moral and spiritual being. This transformation is only possible if a teacher can give proper direction to a human being to develop his above said skills. The teacher can act as trail-blazers in the lives of learners and in the process of education for development. To perform their multiple tasks in the classroom, school and community in a generally professional manner then a chain reaction can begin starting with a sound teacher's performance and high quality learning among increasingly more students. Students will be able to taste joy of knowledge and thrill of understanding only when critical and creative thinking, insight and imagination are given importance in learning. Teachers truly shape the future of children and therefore, the future of our nation. Because of the noblest role of teacher, he was considered as the most respected person and guru of our society. The most learned, knowledgeable, skilled person became a teacher. To be skilled teachers must know about the professional ethics of teaching. But unfortunately, the current role of teacher is not as much effective as it was. May be the reasons quality of teacher, his recruitment, service conditions and motivation does not reach the desired standards. NEP 2020 give a vision how to become good teachers and good professionals. So this paper will throw a light on the role of teacher and professionals as envisioned by NEP.

Key words : Teachers, Professionals, NEP 2020

Education is as old as the human race. It is a never ending process of growth and development and its period stretches from cradle to grave. In a real sense, education is to humanize humanity and to make life progressive, cultured and civilized. It is very important for the progress of individuals and society. It is through education that man develops his thinking, reasoning, problem-solving, creativity, intelligence, aptitude, skills, good values and attitudes. With education man can transform into human, social, moral and spiritual being. This transformation is only possible if a teacher can give proper direction to a human being to develop his above said skills. The teacher can act as trail-blazers in the lives of learners and in the process of education for development. To perform their multiple tasks in the classroom, school and community in a generally professional manner then a chain reaction can begin starting with a sound teacher's performance and high quality learning among increasingly more students. Students will be able to taste joy of knowledge and thrill of understanding only when critical and creative thinking, insight and imagination are given importance in learning. Teachers truly shape the future of children and therefore, the future of our nation. Because of the noblest role of teacher, he was considered as the most respected person and guru of our society. The most learned, knowledgeable, skilled person became a teacher. To be skilled teachers must know about the professional ethics of teaching. But unfortunately, the cur-

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Education is a process of human enlightenment and empowerment aiming at achieving a better and higher quality of life. It brings out the complete development of man individually and helps him to adjust himself to his environment. The main aim of education is to develop a harmonious personality of the learner. It is a process that may motivate children to think, reason, comprehend, analyze and bring out their hidden knowledge. Education develops the individual like a flower that spreads its fragrance all over the environment. Education modifies behavior and attitude in away that it is beneficial for society and the world. Education makes pupils fit to live in the ever-changing world. Education is universally recognized as the most effective tool of bringing desirable change towards the social and economic betterment and cultural transformation of society in the status of human beings and the country. It widens the mental horizon of human being.

We are living in the 21st century in which the meaning

education has been changed. Now modern meaning of education is learner-centered. Education means to draw out the best in the pupil. It means to develop the inherent capacities of the learner in the social environment in the best possible manner. It stands for the wholesome, balanced and all-round development of personality. Education is fundamental for achieving full human potential, developing an equitable and just society and promoting national development. Today students are facing a world in which the Information Communication Technology (ICT) revolution has led to drastic changes in all walks of life i.e. social, economic, cultural and political. Today quality education can be achieved only when students are motivated and willing to learn better. To enable the students to face the future with confidence and responsibility, the teachers and parents should work together for their better education.

Providing universal access to quality education is the key to India's continue ascent and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration and cultural preservation. The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as rise in data, machine learning, many unskilled jobs worldwide may be taken over by the machines, while the need for a skilled workforce with multidisciplinary abilities will be in more demand. So, it is becoming increasingly critical that children not only learn but they should know how to learn. Thus, education must move towards less content and more about how to think critically, solve problems, more creative. So, for this pedagogy must evolve to make education more experiential, holistic, integrated, learner-centred, flexible and enjoyable. Education must build character, enable learners to be ethical, rational, compassionate, and caring and at the same time prepare learner for employment.

A teacher plays a very important role in the success of a learner's life. Teachers can shape the future of our children and ultimately the future of the nation is in the hands of teachers. They are the indispensable part of education system. Teachers can impart knowledge, values, ethics, skills and social responsibility among the learner. In ancient time teacher has an important place in the society. Society gave them respect like gurus. As they thought that he is the only person who can make each student capable to achieve his/her life's potential.

However, unfortunately, teacher's status has been dropped in today's time. The quality of training, recruitment, service conditions, and empowerment of teachers

is reduced. Consequently, the quality and motivation of teachers does not reach the standards. There are a number of reasons which are affecting the teacher's motivation and demoralise to perform their duties efficiently:

- Current teacher recruitment does not involve any interviews that assess motivation and passion of a teacher. Also Teacher Eligibility Test have a little correlation with teaching ability.
- There are approximately 17000 teachers' education institutions that are under private managements. These are functioning like commercial shops where the minimum curricular requirements are not met.
- Over 10 lakh vacancies are there for teachers. In rural areas PTR is more than 60:1. Due to the issue of lack of teachers many schools are facing problems in expertise of subject teachers. In many cases, Hindi teacher is teaching Mathematics. Or a science teacher is teaching is asked to teach History. There is a major shortage of language teachers.
- There is an issue of transfers of teachers which can harmful effect on young students, on their psychology and on their education.
- Teachers do not feel comfortable in their work places due to the lack of sufficient facilities like safe drinking water, working toilets, electricity. Also lack of human resources such as social workers, counsellors, and remedial instructors who can help support teachers in their duties.
- Teachers are asked to perform non-teaching duties such as midday meal preparation, election duties, or many more administrative tasks which may effect their actual teaching duties. It reduces their concentration on teaching. It also effects the efficiency of teachers as he invests more time in non-teaching duties rather than teaching duties.
- Lacking in the professional development opportunities for teachers. Teachers often ask to attend workshops which are not relevant to their duty. And those which are relevant they are not ask to attend. Even the teachers are not offered duty leaves for those workshops. As a result, teachers are lacking in sharing ideas and best practices with their peers.

On the other hand, following are the key qualities of teachers, teacher education school resourcing which enable a teacher to become an outstanding and excellent teacher:

- Teacher must be passionate, motivated, well qualified, well trained in content, pedagogy, and practice.
- Teacher should be fully involved and related to the students to whom he is teaching.

- To make teacher happy, working environment must be safe, secure, comfortable, and inviting.
- School complexes, classrooms must be equipped with the learning resources which are needed for an effective teaching and learning.
- Teachers should be free from non-teaching activities and also he should be given the duties of his/her expertise.
- Teacher must have the freedom to use innovative methods and teaching strategies which are best useful for his/her students.
- Teachers must have the opportunities for CPD. They should have the facilities to learn new advancements and use those new ideas in their pedagogy and subject content.
- Teachers must feel that they are the vibrant part of professional community.
- The institutions in which teachers are working must provide a caring, collaborative environment which encourages their excellence, curiosity. This is all in the hands of school management committees.
- Career management and progression of teachers must be based on outstanding performance and merits.

By analysing the above qualities and the primary issues which are affecting current situation of teachers, there is a gap which is bridged by the new National Education Policy 2020. This is the first education policy of the 21st century which aims to make India with equitable access to the highest quality education system by 2040 regardless of social and economic background. This policy aims to address the many growing developmental imperatives of our country. This policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that helps to accomplish educational goals of 21st century. The current 'concern of the nation' is effective implementation of NEP 2020 across the wide spectrum of educational institutions in India- big /mall, private/public, urban/rural, academic/vocational, schools/ colleges, IITs/ITIs etc.

The National Education Policy lays particular emphasis on the development of the creative potential of each individual like students, teacher.

We may lose because of our demographic makeup and other factors. The Indian educational system may be led out of its current quagmire of aimlessness and inflexibility, however, and into a progressive, flexible, multidisciplinary, skill-focused education system that will be able to generate competent, creative, skilful, employable, and

ethical learners. Teacher is the source of this commonality. The Kothari Commission stated in 1966: "Of all the various factors that affect the quality of education and its contribution to national development, the quality, competence, and character of teachers are without a question the most significant."

As stated in the NEP 2020, "Teachers actually shape the future of our children - and, therefore, the future of our nation," suggesting that teachers have an important role to play.

The teacher is the centre of all the fundamental reforms of education system. So the new education policy lay emphasis on the re-establishment of teachers. It believes that a teacher is the most important respectful and essential member of our society, because he truly shapes the next generation of citizens. This policy guides to empower teachers and help them to do their job as effectively as they can. The new education policy helps the teachers for their recruitment by ensuring their dignity, respect and livelihood.

This policy envisages a complete overhaul of the teaching profession in key areas so that the above issues are fully addressed so that the above mentioned goals required for outstanding teaching may be achieved.

1. Recruitment and Deployment

To ensure the truly excellent students enter the teaching profession especially in rural areas a large number of number of merit based scholarships will be instituted across the country for studies at outstanding four year integrated B.Ed. programmes. Also scholarship holders should be established their guaranteed employment in their local areas so that they will act as a role models for their next generations. Also in rural areas these teachers should provide the housing facilities by giving the provision of local housing or on the school premises.

The transfers should be halted. As transfers can affect the relationships in those local areas. Transfers can occur in a very special circumstances for changes in school attendance or for the promotion of outstanding teachers. For the best entrance in teaching profession Teacher Eligibility Test will be strengthened. It helps to inculcate best test material in both content and pedagogy. For the subject teachers TET and NTA scores will be considered for recruitment. Also classroom demonstration and interviews will become the integral part of teacher recruitment. Teachers in private schools will also go through this process.

To ensure an adequate number of teachers across subjects- teachers in particular subject such as arts, physical

education, vocational education, and languages will be recruited and sharing across schools could be considered in accordance with the grouping of schools adopted state and UT governments. A comprehensive planning exercise will be conducted across India to ensure the recruitment of outstanding teachers.

2. School environment and culture that is conducive to quality education

Happy and motivated teachers and students make for good learning. Schools should be aesthetically pleasing, inviting, and inspiring place for teachers. Schools must be safe, clean, pleasant and teachers must have the freedom using infrastructure, resources of schools to perform their duties efficiently. School environment should be so conducive that teachers feel a part of that system which help them to perform their duty with safety, dignity and with good mental as well as physical health.

3. Continuous Professional development

Teachers must have access to more short courses that are certified, for modular approaches that allow them to accumulate credits and earn certificates and diplomas even leading to professional degrees. Such course must be offered in part time mode, online, evening, blended. A well-integrated CPD curriculum will be developed for all stages, subject, pedagogical knowledge. ICT should be utilized extensively for CPD. Teachers should give access to the internet and technology both at school and from their homes. Every head teacher or school principal will be responsible for building strong in-school teacher development processes that enhances the capabilities of all school teachers. Also the outstanding teachers those who are nominated and recommended by students, parents, principals, peers should give recognition at district, state and national levels.

4. Career management

A tenure track system for hiring teachers across all levels of education must be established. All the teachers must have the opportunity to progress in their career in terms of salary, promotions, etc. pay and service conditions of teachers have to be commensurate with their social and professional responsibilities, and it will help to retain the talented teachers in the profession. The professional levels should be set by NCTE and NCERT. all the teachers will have possible career progression paths to become educational administrators or teacher educators. The SPST will form the basis for the performance appraisal of teachers. This appraisal will be carried out by the

head or principal of school. This process will help for determining the teacher accountability. This ensures professional integrity and transparency in education system.

5. Approach to teacher Education

For the teacher preparation and high quality content teacher education requires multidisciplinary approach. Programmes of teacher preparation at all levels should be conducted within large multidisciplinary universities or colleges in order to get the maximum output. Teachers in training institutions would be able to interact with peers from other disciplines and be taught by faculty in allied disciplines of education such as psychology, child development and social science etc. furthermore, the components B.Ed. programmes could be changed into multilevel, discussion-based and constructivist learning which helps in the development of 21st century skills such as problem solving, critical, creative thinking, communication and discussion abilities. For this curriculum for teacher preparation will be reformed and revitalised. Ensuring the university B.Ed. programmes are affiliated with a variety of nearby schools at various levels. In these schools, student can learn their teaching potential and get the teaching experience. Training is an important part of B.Ed. programme so this school training will produce outstanding teachers. Further other four-year integrated B.Ed. programmes are being developed at multidisciplinary universities. With this the substandard teacher education institution which are only selling degrees will be shut down. With this initiative of NEP 2020 the needed integrity and quality in teacher education programme will be attained. The goal of new education policy is to move B.Ed. programme into multidisciplinary colleges universities.

For ensuring broad-based competencies and 21st century skills, there is a need to build holistic approach for students as well as teachers. So to make teachers highest quality professionals professional education is required. Professional education helps to develop the capacity in individuals to combine a strong foundation of theoretical knowledge and to connect theory to practice. Professional education is an area in which people with from different streams or areas like industry/ business/ hospital experience are invited to teach the faculty for appropriate preparation. They can give induction training for the in-service professional development. To make teachers professionals professional education is also needed in teacher education programmes. Teachers need to be educated to specialise in teaching particular subjects. It helps to train and to develop abilities for teaching methods.

Collaborative and experiential learning methods needs to be brought to improve teacher education.

Considering the lacklustre efforts to improve the quality of education system the NEP 2020 has come for the change of role of teacher in education system in India. The NEP emphasizes the teacher contribution, their sacrifices and efforts to uphold the dignity, respect and honour of this profession. This can only be possible if policymakers create independent agency like Teacher Recruitment Board/Indian Teaching Services. And also these agencies while recruitment should perk the facilities to attract young, intelligent, and creative minds for this profession. But they should make these new recruitments tight to get the desired results, and make teachers accountable and responsible.

If these are implemented, the beat brains will come into this ecosystem as a preferred choice and lead India towards becoming Vishwa Guru in the coming years.

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