

JOURNAL

ISSN 0975-0797

**Journal of  
Education  
&  
Pedagogy**

**A Peer Reviewed Refereed International Research Journal**

**Volume XIV**

**No.1**

**June 2022**



**NATIONAL EDUCATIONIST COUNCIL**

**(A Vision to be Transformed into Reality to Meet out Global Challenges in the Field of Education)**

**Website: [www.nec-india.org](http://www.nec-india.org)**

ISSN 0975-0797

# JOURNAL OF EDUCATION & PEDAGOGY



(A Peer Reviewed Refereed International Research Journal)

Volume-XIV, No. 1, June 2022

Published Biannually

By National Educationist Council

## EDITORIAL BOARD

- Chief Executive Editor** : **Dr. Harendra Singh**, Professor & Principal/Director, D.P.M.(P.G.) Institute of Education, Behsuma, C.C.S. University, Meerut, India
- Executive Editors** : **Dr. P.C. Naga Subramani**, Asso. Professor, Dept. of Pedagogical Sciences, Tamil Nadu Teachers Education University, Chennai, India  
: **Dr. Neelam Kumari**, Head of English Department, Kisan Post Graduate College, Simbhaoli, C.C.S. University, Meerut, India  
: **Dr. R.S. Mishra**, Former Reader, C.S.S.S.(P.G.) College, Machhra, C.C.S. University, Meerut, India
- Members** : **Dr. Olena Vynoslavskya**, Professor & Head of Psychology and Pedagogic Department, National Technical University, Kiev, Ukraine  
: **Dr. Theodore W. Frick**, Professor of I.S.T. Department, School of Education, Indiana University, Bloomington, USA.  
: **Dr. Dzintra Ilisco**, Professor & Docent Chair, Institute of Sustainable Education, Dugavpils University, Latvia.  
: **Dr. Joseph Mworio Wamutitu**, Professor, Dept. of Curriculum and Instruction, Egerton University, Njoro: Kenya.
- Advisory Board** : **Prof. Rajarshi Roy**, Vihwa-Bharti, Shantiniketan West Bengal, India  
: **Prof. Sunita Mishra**, Dean & Head B.B.A. University, Lucknow  
: **Mohd. Shamsuddoha**, University of Chittagong, Bangladesh  
: **Prof. Aejaz Masih**, IASE Jamia Milia Islamia, New Delhi  
: **Prof. B.D. Sharma**, Formerly with Atlanta University, USA  
: **Prof. I.S. Sethi**, Former Head, Punjabi University, Patiala  
: **Dr. T.R. Kem**, Former Secretary, U.G.C., New Delhi  
: **Dr. Pranav**, MJP Rohailkhand University, Bareilly  
: **Dr. K.R. Singh**, E S, S G S U K L, London UK.  
: **Dr. S.K. Verma**, C R E N A Un., Maxico

*Views expressed in the research papers/articles inside are the personal opinions of the contributors. National Educationist Council or Editorial Board of the Journal of Education & Pedagogy will not be responsible for them. All disputes are subject to the Jurisdiction of Meerut (India) courts only.*

*All right reserved. No part of this publication may be reproduced in any form or by any means, electronic, photocoping or otherwise, without permission in writing from Chief Editor, Journal of Education & Pedagogy.*

#### **SUBSCRIPTION FEE**

	<b>With in India</b>	<b>Out Side India/Abroad</b>
One year	Rs. 1500/-	\$ 350

*Designed & Type Setting by:*  
**Navneet Commercial College**  
86, Kapoor Commercial Complex, Tej Garhi, Garh Road, Meerut  
Mobile: 9917103388, 9837316888  
E-mail: mrt.vinay74@gmail.com

*Printed by:*  
Navneet Printers  
**Tej Garhi, Garh Road, Meerut, Meerut**  
08126468275

*\*All Research Papers/Articles published in this journal received through E-mail*



# JOURNAL OF EDUCATION & PEDAGOGY

*(A Peer Reviewed Refereed International Research Journal)*

Volume-XIV, No. 1, June 2022

*Published Biannually*

**By National Educationist Council**

## CONTENTS

1. Effect of Blended Instructional Strategy (BIS) on Hindi Language achievement of native speakers in relation to their learning styles  
**Rajarshi Roy and Ranu Mondal** 1-18
2. ZIP LOCK MODEL: Inclusion of the tribals for educational, social and economic equity through an innovative multilingual approach  
**Shilpa Raghuvanshi** 19-28
3. An Analytical Study on Reading Habit Enhances Mental Tranquillity and Reduces Stress during Pandemic  
**Pratima Saha** 29-38
4. New Dimension in Higher Education in India  
**Gedam Kamalakar & Kandi Kamala** 39-50
5. Objectives of Moral Education  
**Shivakumar S.** 51-54
6. A Study of the Impact of the Use of E-Learning on Secondary School Students  
**Maganlal S. Molia** 55-60
7. A Study of Attitude towards Factors Affecting the Appointment of Female Teachers Working in Rural & Urban Areas of Secondary Level Public Schools Affiliated with CBSE  
**Harendra Singh** 61-67

## **FUNDAMENTAL DUTIES OF INDIAN CITIZEN**

- 2 To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- 2 To cherish and follow the noble ideals which inspired our national struggle for freedom;
- 2 To uphold and protect the sovereignty, unity and integrity of India;
- 2 To defend the country and render national service when called upon to do so;
- 2 To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- 2 To value and preserve the rich heritage of our composite culture;
- 2 To protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- 2 To develop the scientific temper, humanism and the spirit of inquiry and reform;
- 2 To safeguard public property and to abjure violence;
- 2 To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavor and achievement.

## Effect of Blended Instructional Strategy (BIS) on Hindi Language Achievement of Native Speakers in Relation to their Learning Styles

Rajarshi Roy\* and Ranu Mondal\*\*

---

### ABSTRACT

*The purpose of the present study is to compare the effect of the Blended Instructional Strategy (BIS) with the Traditional Instructional Strategy (TIS) for Hindi language achievement among native speakers of class VIII in relation to their learning styles based on Felder and Soloman. The learning-styles of native speakers were identified and the effect of two instructional strategies were compared based on the learning styles. A quasi-experimental pretest-posttest design was used for the study. Students of VIII grade with Hindi as their first language were selected for this study. A total of 217 students (aged 12-13 years) were selected. The students were randomly divided into two groups, the experimental group and the control group. The experimental group (107) was taught using a Blended Instructional Strategy (BIS), while the control group (110) was taught using a Traditional Instructional Strategy (TIS). The pre-test and post-test results were analysed using the mean-scores and t-test. The result shows that the Hindi language achievement of native speakers had significantly increased with Blended Instructional Strategy (BIS) and it is equally beneficial for all learning styles.*

**Key words:** Blended Instructional Strategy (BIS), Traditional Instructional Strategy, native speaker, learning styles.

---

### Introduction

Throughout the history of teaching and learning numerous approaches, strategies and tactics have been proposed and adopted to make the process of teaching-learning more effective. Hence there is a shift in the paradigm of teaching from behaviouristic approach to constructivist approach.

Nowadays teaching-learning is pupil centric, which encourages students to be free from rote memory and encourages the construction of knowledge. The National Education Policy 2020 stated that 'New circumstances and realities require new initiatives'. It also appreciated the integration of technology in education for achieving quality education. Blended learning is an instructional strategy

---

\* Professor of Education Department of Education, Vinaya Bhavana, Visva-Bharati, Santiniketan (WB) Email: dr\_r\_roy@yahoo.com.

\*\* Research Scholar Department of Education, Vinaya Bhavana, Visva-Bharati, Santiniketan (WB)

that not only replaced conventional teaching methods but also welcomed the latest technologies and resources to provide a personalized learning experience for each student. Blended learning is a collaboration of synchronous and asynchronous education. Graham, C. R. (2006) defined blended learning as 'a system which combine face to face instruction with computer-mediated instruction' whereas Garrison and Kanuka, (2004) defined it as 'the thoughtful interaction of classroom face to face learning experience with an online learning experience.' Blended learning promotes students' engagement in learning as the scope of teacher-students interaction increases (Lalima and Dangwal, 2017). Flexibility is another key that encourages self-paced and continuous learning (Namysova, et.al 2019).

Apart from developing and executing numerous instructional strategies to improve the efficacy of the teaching-learning process, understanding the learner is equally important for the overall success of the teaching-learning process, since primary goal of teaching is to help the learner in learning and make the learner learn the content matter. Kolbe, (1984) described learning as a cyclical process, with cognitive elements, such as concrete experience, reflection and observation, abstract conceptions and generalisations, and active exploration. He defined learning as 'the process whereby knowledge is created through the transformation of experience.' Learning style is vital in learning because when it is precisely aligned with the instruction or method of teaching, students learn better (Fielding, 1994). The concept of learning styles relates

to the belief that different people learn in differing ways. Identifying students' learning styles not only assists in satisfying the different learning demands of pupils but also helps in maintaining students' interest in learning activities (Felder & Brent, 2005).

## **Rationale of the Study**

We are living in a digital world. Skilled people are preferred to work around the globe. Communication is playing a major role to share expertise with others for the benefit of inclusive and sustainable development. Day by day the role and importance of language is increasing. The educational institutions are also motivating the learners to learn new languages to convey the information to others and to share among the learners. According to psychology no two learners are exactly the same. Every individual has own way of learning process, i.e., learning styles. In general, there are three types of learners in any classroom viz., auditory, visual and kinaesthetic. The teacher plays the major role in teaching-learning process based on the learning style of an individual, and supposed to adopt various instructional strategies to fulfil the needs of the learner.

Present social-learning theories emphasis over knowledge-sharing. A classroom accords various types of learners i.e., native and non-native learners, average learners, above average learners, below average learners, gifted learners, special learners, digital learners and so on. Instruction is very important to make the learners as understandable learners.

The National Policy of Education, 2020

has emphasized on the use of blended learning from school to higher education for effective and meaningful learning. Keeping the factors in view, it is essential to explore the effect of Blended Instructional Strategy (BIS) on the Hindi language achievement of native speakers in relation to their learning styles.

## **Review of Related Research Literature**

Research is a continuous process. The contribution and conclusion of the past researches are always a stepping stone for new researches. The review of related research literature not only showcase the range of studies those have been conducted in past but also helps in identifying the gaps of prior researches. Here the researchers have taken an initiative to study the impact of 'instructions' on the achievement of native speakers in relation to the learning styles. So, the researchers took a glimpse on the studies carried out in the area of instructional strategies, blended learning and learning style and picked those studies which have a resemblance to the present study.

### **Studies Related to Hindi Language and Instructional Strategies**

Experimental studies carried out by Kumar.J .J.(2020) found that computer based instruction is more effective on the Hindi achievement scores of secondary students compared to the traditional method of teaching.

One of the studies carried out by Yadav.O.(2019) concluded that teaching with 'module' is effective on the reading and writing errors of VIIIth grade Hindi students of

Haryana. Researcher emphasised that teaching with modules improve the performance of students in formation of syntax, idiom-usage and proper usage of punctuations while reading and writing, than the students, who are taught in a conventional method of teaching.

Kundal, D.B and Dave,Y.J. (2016) aimed to study the achievement of the Hindi language among IXth grade students of Gujarat and its relationship with the two teaching methods viz., dramatization and a conventional method of teaching. It was found in the study that the dramatization method has improved academic achievement among IXth grade students irrespective of their gender.

Kumar,P.S.L.(2014) inferred that the Role-Play (RP) Model and Inquiry-Training (IT) Model were found better than activity oriented approach for teaching Hindi poetry to the secondary level student of Karela. Activity oriented approach is not fruitful because teachers are having less knowledge regarding this model and are not used to incorporating technology in teaching and learning.

Study conducted by Remani,V.N.(2008) reveals that the modular approach of teaching has a positive effect on Hindi test scores of IXth grade students on all the objectives of bloom's taxonomy, intelligence level and socioeconomic status of students.

Ohri.N. (2015) in his study concluded that the Concept-Attainment Model yielded a higher mean-gain-achievement-score on Hindi grammar, irrespective of the intelligence level of the student over the conventional instruction strategy.



### **Studies Related to Blended Instructional Strategies**

Good many experimental studies were carried out on Blended Instructional Strategies (BIS) and its effectiveness on various subject matter. A few of them are conducted by Eren & Dokme. (2022), Seage & Turegun.(2020), Krishnan,D.(2019), Debrashi.(2017), Saha.(2019), Josephine.(2016), and Krishnan,D.(2016) to measure the impact of Blended Instructional Strategies (BIS) on the achievement of science subject. The findings revealed that the achievement of students in science subject has been increased due to Blended Instructional Strategies (BIS). Similarly, Bhagat & Chang, (2015) conducted a study using the Geo-Gebra application on the class ninth students, to find the impact of flipped-classroom model of blended learning on the mathematical performance of students. The study revealed that blended instruction is effective on the mathematical achievement of students. An indepth analytical study conducted by Setiwan, Muhtadi, Hukom,(2022) on the performance of mathematics taught with various models of blended learning and found that blended learning has a positive impact on the mathematical ability of college students compared to traditional teaching.

Lin et al., (2016), and Fitri & Zahari, (2019) also found that blended learning is effective in the achievement of mathematics.

Tirkey, & Roy (2018) found that the Blended Instructional Strategies (BIS) is effective in the science achievement of IXth grade students, compared with the traditional instructional strategy.

Besides knowing the impact of blended instruction on various subject matters, the perception of teachers towards blended instruction is equally important.

Chien & Wen. (2022) conducted a study to train the English language teachers of Taiwan for blended learning and collected their feedback on the trend in teaching and learning. The results reveal that teachers have a positive attitude toward blended learning. A similar study was conducted in India by Alekya.(2020) to know the perception and attitude of English teachers toward blended learning.

Assylzhanova et.al (2022) conducted a study in Kazakhstan on IVth grade students and found that it leads a positive English achievement.

Arvind. (2019) in her study, found that blended instruction is effective in the listening and speaking skills of secondary English students.

Katasila & Poonpon (2022), found that blended learning is effective on the vocabulary knowledge of Thai primary school students. Blended learning was also found effective in reading skills by Smith (2022).

### **Studies Related to Learning Styles**

Gola, R. (2021) concluded that convergent and accommodative learning styles are correlated with science achievement of XIth grade students, whereas divergent and assimilative learning styles are not related to science academic achievement.

Tiiga,S. (2021) conducted a survey who found the effect of learning style on the mathematic achievement of IXth grade students of Chhattisgarh. The researcher used

the learning style inventory developed by Karuna Shankar Mishra (2012), which categorizes students as inactive reproducing, enactive constructivist figural reproducing, figural constructive, verbal reproducing and verbal constructive.

The learning style of IXth grade students regarding mathematical achievement vary over school management, gender and area of residence. Kumar, M. (2020) found that the mathematical achievement of IXth grade students is positively correlated with active, reflective, sequential and global learning style but don't share any significant relationship between sensing-intuitive, verbal-visual learning style, which reflect that students with preferred learning style as active-reflective, sequential and global have performed well in mathematics then who are having visual-verbal, sensing and intuitive learning style.

Diman, R. (2020) found no relationship between learning-style and instructional strategy (mind mapping and constructivist approach).

Tirkey & Roy (2017) found that IXth grade students with reflective, active and pragmatist learning styles have performed well in science achievement when taught through Blended Instructional Strategy (BIS), whereas the students with theorist learning style has not performed well either in Blended Instructional Strategy (BIS) or in traditional instructional strategy.

## **Operational Definition of The Keywords**

The operational definition of the keywords on which the present study is hinging on are as follows:

## **Instructional Strategies**

For the sake of the present investigation, the terminology 'instruction' is considered as a plan of action adopted by the researcher to deliver the content-knowledge effectively to the pupil. Instruction is goal oriented and more or less pre-planned (Romiszowski, A.J. 1981) activity. Instruction is also defined as the creation of an environment to manipulate the learner to respond to a specific situation (Merrill, D. 1995 as cited by Roy, 2016). Two types of instruction have been used in this investigation, one is the Blended Instructional Strategy (BIS) and another is the Traditional Instructional Strategy (TIS). The control group was taught with the traditional instructional strategy with the chalk and talk method. On the other hand, the experimental group was taught with a Blended Instructional Strategy (BIS). For blended instruction, five e-model of the constructivist approach, the first principle of instruction by David Merrill, and the cognitive theory of multimedia were used.

## **Native Speaker**

In the context of the present study native speakers are those students who speak Hindi as their mother tongue and study Hindi subject as a first language in school.

## **Learning Style**

The concept of learning style is related to the different ways an individual learns a particular content. Felder Soloman's (1997) questionnaire on learning style was used for the present study, which is based on the learning style theory of Felder-Silverman (1988).

## *Effect of Blended Instructional Strategy (BIS) on Hindi Language Achievement of Native Speakers in Relation to their Learning Styles*

The learning style questionnaire categorized learners based on the mode of reception and pattern of processing information. The Felder-Soloman's learning style questionnaire has four dimensions. i.e., perception, input, processing and understanding dimension.

The perception dimension, which includes sensing and intuitive learner which describes the types of information the learner prefers to use, then the input dimension divides the learner as visual and verbal, afterward the processing dimension categorises the learner as active or reflective and at last the comprehension dimension categorises the learner as sequential and global.

### **Objective of the Study**

The main objective of this study is to identify the learning styles of native speakers and to find out the effect of Blended Instructional Strategy (BIS) (BIS) and Traditional Instructional Strategy (TIS) on the achievement score of Hindi language of VIIIth grade students, in relation to their learning styles.

### **Hypotheses**

The following are the null hypotheses formulated for the current study:

- Ho1 There is no significant difference between the achievement scores of native speakers in blended and traditional instructional strategies.
- Ho2 There is no significant difference between the achievement scores of native speakers in blended and traditional instructional strategies related to the

perception dimension (i.e., sensing, balanced and intuitive) of learning style.

- Ho3 There is no significant difference between the achievement scores of native speakers in blended and traditional instructional strategies related to the input dimension (i.e., ., visual, balanced and verbal) of learning style.
  - Ho4 There is no significant difference between the achievement of native speakers in blended and traditional instruction strategies relates to the processing dimension (i.e., ., active, balanced, and reflective) of learning style.
  - Ho5 There is no significant difference between the achievement scores of native speakers in blended and traditional instructional strategies related to the understanding dimension (sequential, balanced, and reflective) of learning style.
- Methodology

### **Design of the Study & Participant**

The present study used the quasi-experimental, pretest-posttest non-equivalent group design.

### **Sampling Technique**

A total of 217 VIIIth grade students (12-13 years old) from the Burdwan district of West Bengal (India) who were studying the Hindi language as their first language was selected for the study. All the selected participants are native speakers of Hindi. Shri Ramasish Hindi High School (107) and Nehru Vidyamandir High School (110) from the West Bengal Board of Secondary Education were selected as experimental and control groups

respectively. The experimental group was taught through Blended Instructional Strategy (BIS) (BIS) and the control group was taught through traditional instructional strategy (TIS). Both the groups were taught by the researcher herself with the same course content.

### **Independent Variables**

The independent variables in the study were learning styles and instructional strategies (i.e., Blended Instructional Strategy (BIS) and traditional instructional strategy). The experimental group was taught with a Blended Instructional Strategy (BIS) and the control group with a traditional instructional strategy.

### **Dependent Variables**

Achievement scores of Hindi languages among the native speakers of class VIII was the dependable variable of the study.

### **Tools**

For this study, two tools were used for collecting the data. The first tool was a learning style questionnaire based on the Felder-Silverman learning style theory (1988), developed by Felder and Soloman (1997). The learning style questionnaire was translated into Hindi language for a better understanding of students. The test-retest method was used for testing the reliability of the translated tool. The reliability coefficient of the learning style questionnaire was found to be 0.81.

For measuring the effect of instructional strategies on achievement of the Hindi language, an achievement test was constructed. The reliability coefficient of the test was 0.80 and the content validity index was 0.81.

### **Procedure**

The researcher administered the Felder-Soloman learning style questionnaire on the native speakers of Hindi language to identify the learning style of learners i.e., sensing-balanced-intuitive, visual-balanced-verbal, active-balanced-reflective and sequential-balanced-global.

Before conducting the experiment, a pre-test was conducted to identify the entry-level knowledge of students. For the experiment, two poem and two prose were selected, which were not taught by the regular teacher. For each lesson 4 periods of 45 minutes each were taken. The experimental group was taught with the Blended Instructional Strategy (BIS) and the control group was taught with the traditional instructional strategy. Post-test was administered on both experimental and control groups.

### **Statistical Techniques**

The data collected through the learning style inventory was analysed by calculating the frequency and percentage. The pre-test and post-test scores were analysed through mean, standard deviation, and 't'-test. The homogeneity of experimental and control groups was statistically confirmed through the Levene test. The p-value was 0.527 ( $p > .05$ ) which confirms that the groups are homogeneous. Analysis of variance (ANOVA) was used for calculating the effect of instructional strategies in relation to learning styles.

### **Findings**

The findings of the present study are as follows:

*Effect of Blended Instructional Strategy (BIS) on Hindi Language Achievement of Native Speakers in Relation to their Learning Styles*

**Table 1: Different learning styles of native speakers in different instructional groups**

Dimensions	Experimental group (BIS)			Control group (TIS)	
	Learning style	Frequency	%	Frequency	%
Perception	Sensing	60	56	40	36
	Balanced	29	27	43	39
	Intuitive	18	17	27	25
	<b>total</b>	<b>107</b>	<b>100</b>	<b>110</b>	<b>100</b>
Input	Visual	39	37	35	32
	Balanced	40	38	57	52
	Verbal	28	25	18	16
	<b>Total</b>	<b>107</b>	<b>100</b>	<b>110</b>	<b>100</b>
Processing	Active	49	46	36	33
	Balanced	43	40	27	25
	reflective	15	14	47	42
	<b>Total</b>	<b>107</b>	<b>100</b>	<b>110</b>	<b>100</b>
Understanding	Sequential	59	55	24	23
	Balanced	21	20	33	30
	Global	27	25	53	47
	<b>Total</b>	<b>107</b>	<b>100</b>	<b>110</b>	<b>100</b>

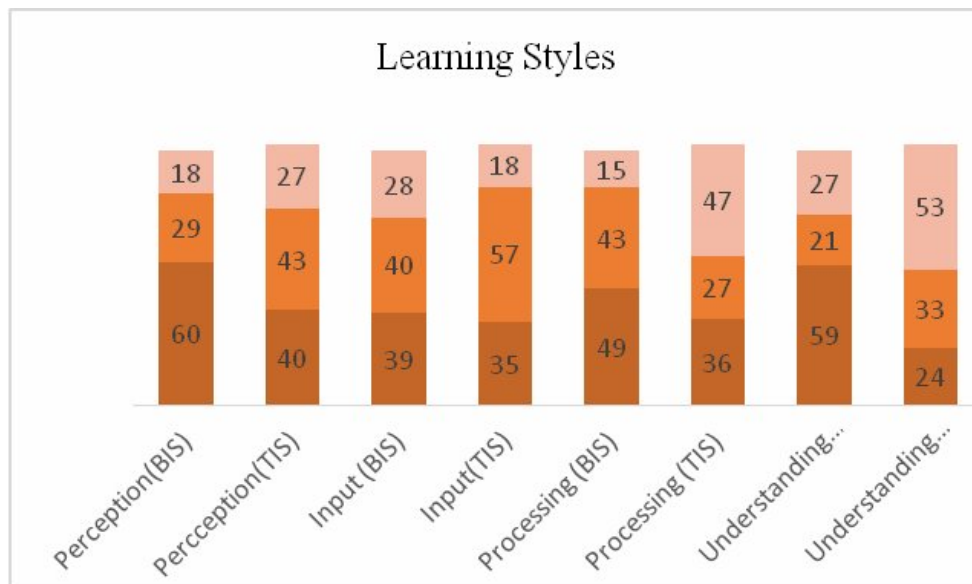


Figure 1: learning styles of native speakers

The descriptive statistics shown in table 1 represent the frequency and percentage of learning styles of VIIIth grade students. In the perception dimension, the number of students having sensing, balanced (both sensing and reflective) and reflective are 60, 29 and 18 in the experimental group (BIS) and 40, 43 and 27 respectively in the control group (TIS).

In the input dimension, among the experimental and control group, majority of the students had a preference for a balanced (both visual and verbal) learning style for receiving the information.

In the processing dimension, students are more in active learning style with 46% in the experimental group whereas in the control

group students prefer a reflective learning style (42%) to process the received information.

In understanding dimension, students taught with a Blended Instructional Strategy (BIS) having 55, 21 and 27 percentage for sequential, balanced and global learning styles respectively. While in the control group, the percentage of students in sequential, balanced and global were 23%, 30% and 47%. The distribution of preferred learning styles of native speakers in VIIIth grade are shown in figure 1.

**Ho1-** There is no significant difference between the achievement scores of native speakers in blended and traditional instructional strategies.

**Table-2: Difference between the mean of achievement scores of experimental group and control group of native speakers**

Pair	Group	Test	N	Mean	SD	df	't'	p	Remarks
1	Experimental	Pre-test	107	9.51	3.18	106	14.18	.000	Significant
		Post-test	107	13.80	3.48				
2	Control	Pre-test	110	8.25	3.02	109	3.10	.002	Significant
		Post-test	110	7.35	3.50				
3	Experimental	Post-test	107	13.80	3.48	215	14.02	.000	Significant
	Control	Post-test	110	7.43	3.50				

The pair 1 shows the t-test scores of the pre-test and post-test scores of the experimental groups. The p-value < 0.05, signifies that the Blended Instructional Strategy (BIS) is effective. The pair 2 represent the t-score value of the pre-test and post-test score of the control group, the p-value < 0.05 which means the traditional method is effective on the control group. To examine which method is the most effective, post-test scores of the

experimental and control group were compared, and the result shows that the Blended Instructional Strategy (BIS) is more effective than the traditional instructional strategy. The mean score of the experimental and control groups is presented in figure 2.

*Effect of Blended Instructional Strategy (BIS) on Hindi Language Achievement of Native Speakers in Relation to their Learning Styles*

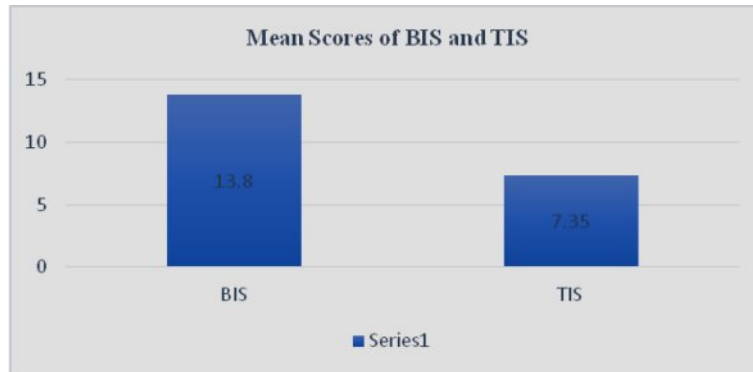


Figure 2: Mean scores of BIS and TIS

Ho2 There is no significant difference between the achievement scores of native speakers in blended and traditional instructional strategies related to the perception dimension (i.e., ., sensing, balanced and intuitive) of learning style.

**Table-3: t-test scores of experimental (BIS) and control (TIS) groups based on the perception dimension of learning style**

Perception Dimension										
Learning Styles	Group	N	M	SD	SEM	Mean difference	df	t	p	Remarks
Sensing	BIS	60	14.18	3.33	.430	6.580	98	9.59	.000	Significant
	TIS	40	7.60	3.40	.538					
Balanced	BIS	29	13.24	3.34	.620	5.910	70	7.23	.000	Significant
	TIS	43	7.33	3.44	.525					
Intuitive	BIS	18	13.44	4.14	.976	6.330	43	5.346	.000	Significant
	TIS	27	7.11	3.72	.716					

Analysed data in Table 3 depict that the p-value of all the learning styles of perception dimension are significant at 0.05 level of significance. All the learning styles of perception dimension have been benefited from the Blended Instructional Strategy (BIS).

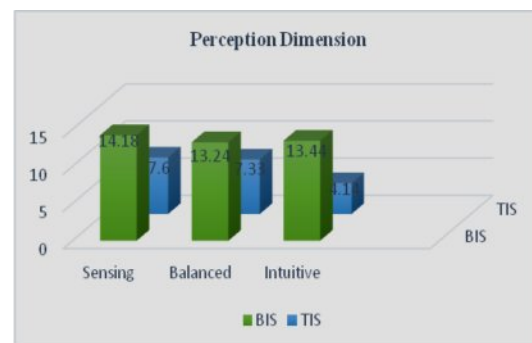


Figure 3: mean scores of Blended instructional and traditional instructional strategies under perception dimension of learning style.

**H03** There is no significant difference between the achievement scores of native speakers in blended and traditional instructional strategies related to the input dimension (i.e., visual, balanced and verbal) of learning style.

**Table-4: t-test scores of experimental (BIS) and control (TIS) groups based on the input dimension of learning style**

Input Dimension										
Learning styles	Group	N	M	SD	<sup>s</sup> EM	Mean Difference	df	t	p	Remarks
Visual	BIS	39	13.79	4.21	.674	6.850	72	7.818	.000	Significant
	TIS	35	6.94	3.19	.539					
Balanced	BIS	40	13.55	2.85	.451	6.370	95	9.54	.000	Significant
	TIS	57	7.18	3.48	.461					
Verbal	BIS	28	14.18	3.34	.631	5.350	44	5.048	.000	Significant
	TIS	18	8.83	3.76	.886					

In response to the effect of Blended Instructional Strategy (BIS) on input dimension of learning style, table 4 reveals that the p-values of all the learning styles of input dimension were ( $p > 0.05$ ). which means that

the Blended Instructional Strategy (BIS) (BIS) is effective on the Hindi achievement of native speaker who prefers visual, balanced and verbal learning styles.

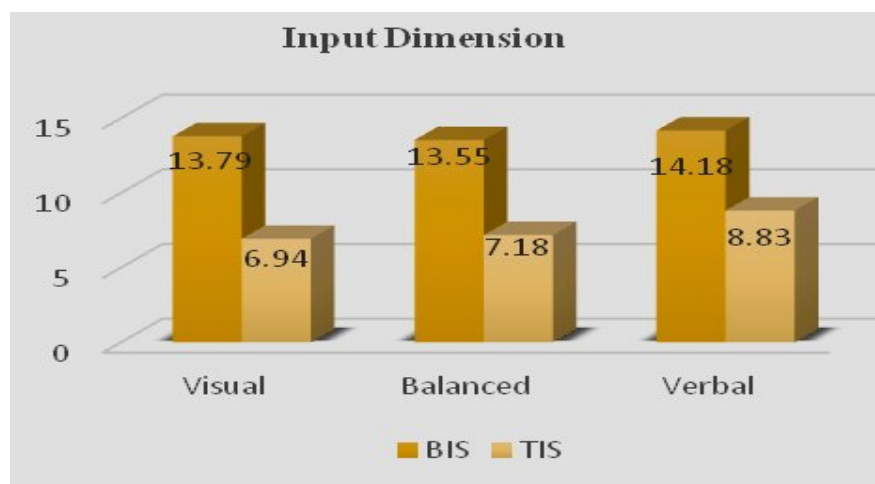


Figure 4: mean scores of Blended Instructional Strategy (BIS) and Traditional Instructional Strategy under input dimension of learning style

**H04** There is no significant difference between the achievement of native speakers in blended and traditional instruction strategies

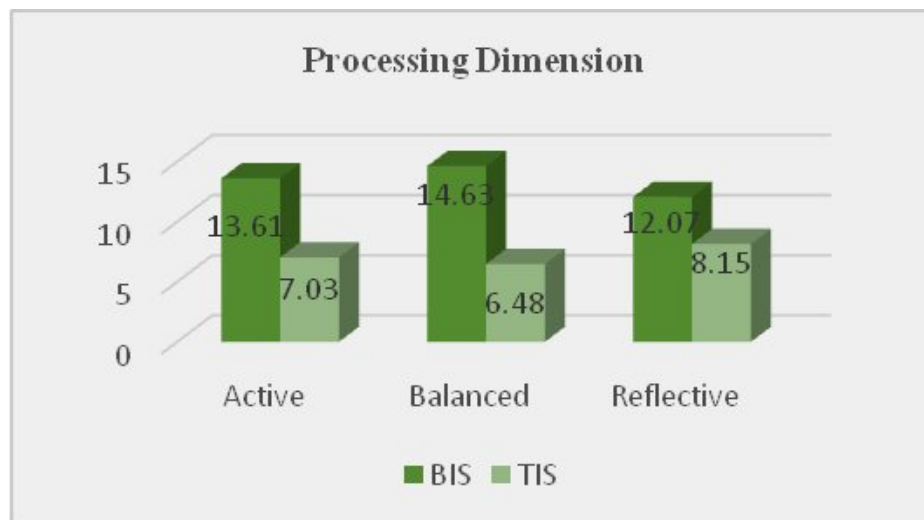
relates to the processing dimension (i.e., active, balanced, and reflective) of learning style.



**Table 5: t-test scores of experimental (BIS) and control (TIS) groups based on the processing dimension of learning style**

Processing Dimension										
Learning styles	Group	N	M	SD	SEM	Mean Difference	df	t	p	Remarks
Active	BIS	49	13.61	3.52	.503	6.580	83	8.628	.000	Significant
	TIS	36	7.03	3.41	.568					
Balanced	BIS	43	14.63	2.47	.377	8.150	68	12.600	.000	Significant
	TIS	27	6.48	2.88	.554					
Reflective	BIS	15	12.07	5.01	1.294	3.920	60	3.403	.001	Significant
	TIS	47	8.15	3.47	.506					

In connection with processing dimension, table 5 shows that active, balanced and reflective learn well with a Blended Instructional Strategy (BIS).



**Figure 5: Mean scores of Blended Instructional Strategy and Traditional Instructional Strategy under processing dimension of learning style**

H05 There is no significant difference between the achievement scores of native speakers in blended and traditional instructional strategies related to the understanding dimension (sequential, balanced, and global) of learning style.

**Table-6: t-test scores of experimental (BIS) and control (TIS) groups based on the understanding dimension of learning style**

Understanding Dimension										
Learning styles	Group	N	M	SD	SEM	Mean Difference	df	t	p	Remarks
Sequential	BIS	59	13.93	3.07	0.400	6.430	59	2.910	.005	Significant
	TIS	24	7.50	3.23	2.284					
Balanced	BIS	21	14.29	4.14	0.903	6.870	52	6.537	.000	Significant
	TIS	33	7.42	3.51	0.611					
Global	BIS	27	13.15	3.79	0.729	5.870	78	6.775	.000	Significant
	TIS	53	7.28	3.60	0.494					

Table 6 reveals that the Sequential, Balanced and Global learners of the experimental group have performed well in comparison to the control group.

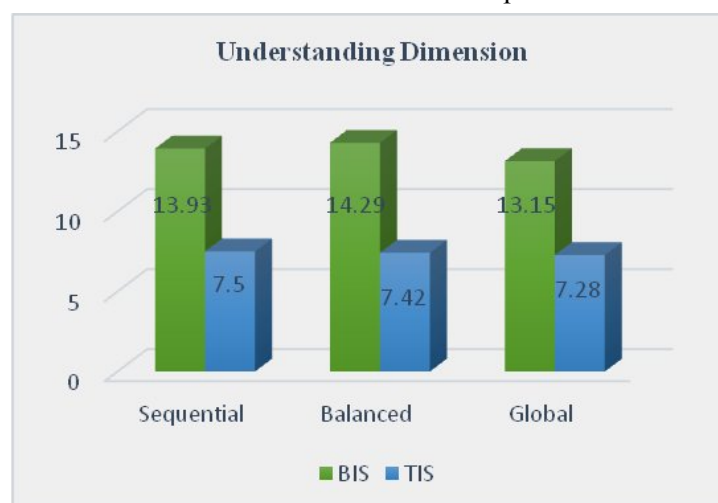


Figure 6: Mean scores of Blended Instructional Strategy and Traditional Instructional Strategy under understanding dimension of learning style.

## Discussion

The findings of the study reveals that the students, learning Hindi as first language learners prefer sensing and the balanced form of visual and verbal learning style primarily over other learning styles. Pasupathy. D and Shah, M. P. (2021) also found in their study that when it comes to learning language, a proportion of students are lean towards verbal

and visual learning styles. Marosan. Z and et.al. (2022) concluded that the learning styles of language students are more towards sensing, followed by verbal and visual than the other learning style. Results shows that students prefer sensing, visual and verbal learning styles. This means that students prefer to learn textbook content by engaging into varieties of learning activities. Reflections on abstract concepts occur when the learning

*Effect of Blended Instructional Strategy (BIS) on Hindi Language Achievement of Native Speakers in Relation to their Learning Styles*

activities, when students engage the maximum of their senses Vosniadou.S.(n.d) The main objective of this study is to explore the effectiveness of Blended Instructional Strategy (BIS) over Traditional Instructional Strategy (TIS) in respect to the learning styles of students. For getting the result of blended instructional and traditional instructional strategy over Hindi language achievement, 5 null hypotheses were formed for analyzing the results.

The very first Hypothesis stated that, there is no significant difference between the achievement scores of native speakers in blended and traditional instructional strategies. The result shows that blended learning is more beneficial in the achievement of Hindi language among native speakers than the traditional instruction strategy. The findings are supported by the findings of Eren & Dokme.(2022), Seage & Turegun.(2020), Krishnan,D.(2019), Debrashi. (2017), Saha. (2019) Josephine. (2016), Krishnan (2016).

The second hypothesis stated that, there is no significant difference between the achievement scores of native speakers in blended and traditional instructional strategies related to the perception dimension (i.e., sensing, balanced and intuitive) of learning style. The result shows that the null hypothesis is rejected as there is a significant difference among the score of students who preferred sensing balanced and intuitive learning styles of the experimental group and control group.

The third hypothesis stated that there is no significant difference between the achievement scores of native speakers in blended and traditional instructional strategies related to the input dimension (i.e., visual, balanced and verbal) of learning style. The

result shows that the null is rejected as there is a significant difference between the mean score of visually balanced and verbal students of the experimental and control group. The experimental group performed well than, the traditional instructional group.

The fourth hypothesis stated that there is no significant difference between the achievement of native speakers in blended and traditional instruction strategies related to the processing dimension (i.e., active, balanced, and reflective) of learning style. The result shows that the processing dimension have performed well in the experimental group.

The fifth and last hypothesis stated that, there is no significant difference between the achievement scores of native speakers in blended and traditional instructional strategies related to understanding dimension (sequential, balanced, and global) of learning style. The result shows that native speakers of blended learning with sequential balanced and global learning style have performed well than, the traditional instructional strategy.

A limitation of this study is the uniformity of participants. Only VIIIth grade Hindi language students were considered for this study. Another limitation is that the study is carried out in West Bengal only. Hence, the findings of the study could be generalized, keeping in view the limitations.

Further researches are to identify the learning styles of the students across various subjects with different learning style inventories. In addition, the impact of various models of blended instruction and their impact over the achievement of knowledge will be beneficial.

## Conclusion

The integration of Information-Communication-Technology (ICT) in education is the new normal. India has taken initiative in that field but the focus is mainly on higher education. School education is the backbone of higher education; hence an initiative was taken to find the effect of Blended Instructional Strategy (BIS) on the achievement of VIIIth grade students. The findings of this study reveal that Blended Instructional Strategy (BIS) is effective in the achievement of Hindi language. Students

performed well in Blended Instructional Strategy (BIS) over Traditional Instructional Strategy. The study also reveals that Blended Instructional Strategy (BIS) is equally effective across the learning styles i.e., sensing-intuitive, visual-verbal, active-reflective and sequential-global. The findings of the study shows that blended instruction meets the individual differences in terms of learning styles. Hence blended learning can be used in classroom teaching for making the teaching learning process more effective and beneficial to students.

## References

- Al-Derbashi, K. Y., & Abed, O. H. (2017). The level of utilizing blended learning in teaching science from the point of view of science teachers in private schools of Ajman Educational Zone. *Journal of Education and Practice*, 13.
- Alekya (2020). The attitude and perception towards blended learning approach among English language teachers in secondary schools of north coastal districts of Andhra Pradesh. Ph.D. Thesis. India. <http://hdl.handle.net/10603/277704>.
- Arvind.A.(2019) Effectiveness of blended learning approach on listening and speaking skills in English language anxiety and learner satisfaction of secondary school students. Ph.D. Thesis. India. <http://hdl.handle.net/10603/324486>.
- Assylzhanova, D., Seisenbek, N., Uzakbaeva, S., & Kapalbek, B. (2022). The effect of ICT-enhanced blended learning on elementary school students' achievement in English and attitudes towards English lessons. *International Journal of Education in Mathematics, Science, and Technology (IJEMST)*, 10(3), 632-649. <https://doi.org/10.46328/ijemst.2463>.
- Chin-Wen Chien (2022) Analysis of blended learning training sessions for Taiwanese elementary school English teachers, *Education 3-13*, 50:1, 11128, DOI: 10.1080/03004279.2020.1833064.
- Dave,Y.J,(2016), Effectiveness of dramatization method for teaching of Hindi subject in 9th standard, PhD Thesis, Department of Education, Saurashtra University, India, Retrieved From <http://hdl.handle.net/10603/151824>.
- Dhiman,R.(2020). Effect of mind mapping and constructivist approach on acquisition of scientific concepts in relation to scientific aptitude and learning style. Ph.D. Thesis. Department of Education, Panjab University. Retrieved from <http://hdl.handle.net/10603/326707>.
- Bhagat, K. K., & Chang, C.-Y. (2015). Incorporating GeoGebra into Geometry Learning-A lesson from India. *Eurasia Journal of Mathematics, Science and Technology Education*, 11(1), 77-86. <https://doi.org/10.12973/eurasia.2015.1307a>.

*Effect of Blended Instructional Strategy (BIS) on Hindi Language Achievement of Native Speakers in Relation to their Learning Styles*

- Eren, E., & Dökme, ?. (2022). An effective intervention with a blended learning environment for improving cognitive learning and spiritual meaning. *Cultural Studies of Science Education*, 1-22.
- Felder, R. M., & Brent, R. (2005). Understanding student differences. *Journal of Engineering Education*, 94(1), 57-72.
- Felder, R. M., & Silverman, L. K. (1988). Learning and teaching styles in engineering education. *Engineering Education*, 78(7), 674-681.
- Fielding, M. 1994. Valuing difference in teachers and learners: building on Kolb's learning styles to develop a language of teaching and learning. *The Curriculum Journal* 5(3):393-417.
- Fitri and Zahari. (2019). The implementation of blended learning to improve understanding of mathematics. *Journal of Physics: Conference Series*.vol.1188. DO - 10.1088/1742-6596/1188/1/012109.
- Gola,R.(2021). A Critical Study of Secondary School Students Learning Styles with special reference to their Achievement in Science. Ph.D. Thesis. Department of Education, IFTM University. Retrieved from <http://hdl.handle.net/10603/380641>.
- Graham, C. R. (2006). Blended learning systems: Definition, current trends and future directions. In C. J. Bonk & C. R. Graham (Eds.), *The handbook of blended learning: Global perspectives, local designs* (pp. 3-21). San Francisco: Pfeiffer. Graham, C. R. (2009).
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *Internet and Higher Education*, 7, 95-105.
- Josephine,M.(2016). Effectiveness of a Blended Learning Programme on Academic Achievement in Teaching of Physical Science among Student Teachers of Puducherry Ph.D. Thesis. India. [Http://hdl.handle.net/10603/293865](http://hdl.handle.net/10603/293865).
- Katasila,P. & Kornwipa, P.(2022). The Effects of Blended Learning Instruction on Vocabulary Knowledge of Thai Primary School Students. *English Language Teaching*; Vol. 15, No. 5; 2022 ISSN 1916-4742.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, N.J: Prentice?Hall.
- Krishnan, D. (2019). Effect of blended learning strategy on learning science among secondary school students. *Emerging Computational Media and Science Education*, Mumbai, 9.
- Krishnan,D.(2016). Effect of blended learning strategy on higher order thinking and learning science among secondary school students. India. <http://hdl.handle.net/10603/73173>.
- Kumar.J.J.(2020). Comparative Study of the Effect of Educational Achievement of Traditional and Innovative Method in Hindi Language at Secondary Level. Ph.D. Thesis. Department of Education, Mohan Lal Sukhadia University. India. Retrieved from <http://hdl.handle.net/10603/310365>.
- Kumar,M.(2020). Achievement in mathematics in relation to attitude towards mathematics metacognition and learning styles of ninth class students of district Kapurthala Punjab.

- Ph.D. Thesis. Department of Community Education and Development, Panjab University. Retrieved from <http://hdl.handle.net/10603/317235>.
- Kundal,D.B.(2016). Effectiveness of various teaching schemes for vocabulary development in Gujarati language. Ph.D. Thesis. Department of Education, Saurashtra University. Retrieved from <http://hdl.handle.net/10603/290499>.
- Kumar.P.S.L (2014) Facilitations and constraints to the modernization of Hindi teaching in the schools of Kerala, Ph.D. Thesis, School of Pedagogical Sciences, Mahatma Gandhi University, India, Retrieved from <http://hdl.handle.net/10603/46454>.
- Lalima & Dangwal. (2017). Blended learning: An Innovative approach. Universal Journal of Educational Research 5(1). Pp-129-136, DOI: 10.13189/ujer.2017.050116.
- Lin, Y.-W., Tseng, C.-L., & Chiang, P.-J. (2016). The Effect of Blended Learning in Mathematics Course. Eurasia Journal of Mathematics, Science and Technology Education, 13(3), 741-770. <https://doi.org/10.12973/eurasia.2017.00641a>.
- Marosan.Z and et.al. (2022). Students' perception of ILS as a learning style Identification tool in E-Learning environments. Sustainability.vol.14. Retrieved from <https://doi.org/10.3390/su14084426>.
- Namyssova, G., Tussupbekova, G., Helmer, J., Malone, K., Afzal, M., & Jonbekova. D. (2019). Challenges and benefits of blended learning in higher education. International Journal of Technology in Education (IJTE), 2(1), 22-31.
- Ohri, N. (2015) Effect of Bruner's concept attainment model on achievement in Hindi in relation to learning approaches and intelligence, Ph.D. Thesis, Department of Education, Panjab University, India. Retrieved From. <http://hdl.handle.net/10603/199300>.
- Pasupathy, D., & Shah, P. M. (2021). Learning Styles of English as a Second Language (ESL) Upper Primary School Students. International Journal of Academic Research in Progressive Education and Development, 10(3), 629-649.
- Remani, V.N.(2008). Preparation and testing of teaching modules for instruction in Hindi language at the secondary level, Ph.D. Thesis, Department of Adult Continuing Education and Extension Services, University of Calicut, India, Retrieved From <http://hdl.handle.net/10603/215156>.
- Romiszowski,A.J(1981).Designing instructional system. Routlage. London.
- Roy, R. (2011). Educational Technology in changing society. Shipra Publications, New Delhi.
- Saha, S. K. (2019). Remedial Tutor: A blended learning platform for weak students and study its efficiency in social science learning of middle school students in India. Education and Information Technologies, 24(3), 1925-1941. <https://doi.org/10.1007/s10639-018-9813-4>.
- Seage, S. J., & Türegün, M. (2020). The Effects of Blended Learning on STEM Achievement of Elementary School Students. International Journal of Research in Education and Science, 6(1), 133-140.
- Setiawan, A. A., Muhtadi, A., & Hukom, J. (2022). Blended learning and student mathematics ability in Indonesia: A meta-analysis study. International Journal of Instruction, 15(2), 905-

*Effect of Blended Instructional Strategy (BIS) on Hindi Language Achievement of Native Speakers in Relation to their Learning Styles*

916. <https://doi.org/10.29333/iji.2022.15249a>.
- Smith. (2022). Blended eLearning Tools and Upper Elementary Reading Achievement. Ph.D. Thesis, Walden University. Retrieved from [https://eric.ed.gov/?q=blended+learning+AND+language&ff1=dyIn\\_2022&id=ED620694](https://eric.ed.gov/?q=blended+learning+AND+language&ff1=dyIn_2022&id=ED620694)
- Tiiga, S. (2021). An Analytical Study of the effect of Learning Styles on Mathematics Achievement. Ph.D. Thesis. Department of Education, Pt. Sundarlal Sharma Open University Bilaspur. Retrieved from <http://hdl.handle.net/10603/395678>.
- Tirkey, N. & Roy, R. (June, 2019). Effect of blended and traditional Instructional strategies on 'Procedure Schema' in life-science learning at secondary level students with relation to their learning styles. Journal of Education and Pedagogy XI (1), pp 16-30. ISSN: 0975-0797.
- Tirkey, N. & Roy, R. (March, 2018). Effect of blended and traditional Instructional strategies on 'Fact Schema' in life-science learning at secondary level students with relation to their learning- styles. Jamia Journal of Education 4(2), pp 77-89. ISSN: 2348-3490.
- Tirkey, N. & Roy, R. (2017). Learning style in relation to different instructional strategies for enhancing learners' performance in life science in Jharkhand (India). International journal of Research in humanities and social studies. Vol.4(8), pp-22-27.
- Vosniadou, S. (n.d) How Children Learn. Retrieved from <http://www.ibe.unesco.org/publication>.
- Yadav, O. (2019). Prarambhik star par Hindi bhasha ke pathan evam lekhan sambandhi ashhudhiyo ke vivaran hetu upcharatmak module ki prabhavshalita ka Adhyayan. Ph.D. Thesis. Department of Education, Kurukshetra University, India. Retrieved from <http://hdl.handle.net/10603/303797>.

## **Inclusion of the Tribals for Educational, Social and Economic Equity through an Innovative Multilingual Approach**

**Shilpa Raghuvanshi Chauhan\***

---

### **ABSTRACT**

*India is a land of 1635 native languages of which about 197 are classified as endangered and vulnerable by UNESCO. As most of the tribal languages don't have a script, innovative but practically feasible methods of introducing the usage of mother tongue/native tribal languages in education programs in India are urgently needed. Instructions in mother tongue in the education system will prevent extinction of tribal languages and better learning in tribal students with fewer dropouts. This paper highlights a unique model of mainstreaming tribal students by a multilingual approach that diverts the feared extinction of tribal language on one side and merges deprived tribal students with the rest of the world for educational, social, and economic equity.*

**Key words:** Mother tongue, Tribal language, Education, Innovative methods, Learning

---

### **Introduction**

Literacy rate among the backward groups is a powerful indicator of social and economic development of any country. Literacy rate of Schedule Tribes (ST) in India is far below national literacy average (74.04%) nearing about approximately 60%. Although post-Independence, various concrete steps for economic and educational development of tribal were taken but their inclusion in education is feeble as little attention was paid to link education to their native culture. The denial of schooling in the mother tongue to children of tribal communities and the fact that they live mostly in remote regions of India are

some of the major reasons for this stark difference in the literacy rate. Although the Constitution in 1956 recognised the need for primary education in the mother tongue for linguistic minorities, education till date is being imparted primarily in the 15 'official' languages and English. The denial of schooling in the mother tongue to tribal children has obscured them from using prior knowledge as student's experiences and identity are housed in their mother tongue only.

Many studies have demonstrated that use of students' mother tongue in education has greater impacts not only on individual students but on the society as a whole, as it:

---

\* Salwan Public School, Rajendra Nagar, New Delhi. Email: shilpa.raghuvanshi@yahoo.co.in



(1) increases access and equity, (2) improves learning outcomes, (3) reduces repetition and dropout rates (4) fosters positive social cultural benefits and (5) lowers overall costs (Bender, 2005). Hence, the Indian education system desperately needs a reform that rejuvenates the dying tribal languages and bolsters the literacy rate of tribal children who otherwise cannot access education due to language differences. In such a scenario, the programmes that aim to teach children what is important in their community; teach them culture and values that are hidden in their languages and give them with a sense of stability, self-esteem, and cultural identity to enhance learning is needed.

On the other hand, teaching tribal students exclusively in a language that cannot be used to communicate with the world outside will keep them away from the latest technology and development in the outside world. All their innovations and knowledge will be of no use if it is not conveyed to the rest of the world. Hence, this will stagnate all the hard work to a restricted niche of tribal world only, failing to provide growth, power, position, etc. This will lead to meaningless education and frustration as tribal children cannot be at par with the world though being literate. But what is the meaning of 'education' and its purpose?

Hence, there is urgent need of designing a model that can address both the problems coherently; averting the fear of extinction of tribal language on one hand and raising tribal students to a level where they can easily communicate with the world outside, so that they are transformed from marginalised to empowered status. Also, the model needs to

imbibe all those routes that are flexible enough to contain maximum individuals into the educational programme as lifting the whole society will lead to their holistic empowerment.

The objective of this paper is to discuss

1. Innovative ways of resurrecting Indian tribal languages.
2. To design a practical and feasible model of inclusion of tribal in education.
3. To teach any one standard language to the tribals.
4. To contain maximum individuals in the educational programme.

## **Resurrecting Tribal Languages & Teaching Standard Languages: A Challenge**

Developing Dual Language Identity is a challenging task. The long-term effects of colonization have ridden many Indian communities of their native tongue and unfortunately socioeconomic circumstances have led to compulsory education in a link language like "English".

Reasons why English could easily throttle our rich heritage of language are:

1. During British rule, English became an official language so much so that all the official documentation were done in either the national language or English.
2. Dealing with official matter made learning English a necessity and other who were not versed in this language were dependent on English speaking/ understanding individuals.

3. Higher education books were printed in English and were not accessible in tribal language.
4. A general consensus developed amongst Indians that an individual better versed in English language is more educated and advanced as compared to non-English speaking individuals. This feeling of inferiority amongst native language speaking individuals further forced them to learn this foreign language abandoning the learning in mother tongue.
5. A unified language connection of expression in a country where language changes after every 15 kms.

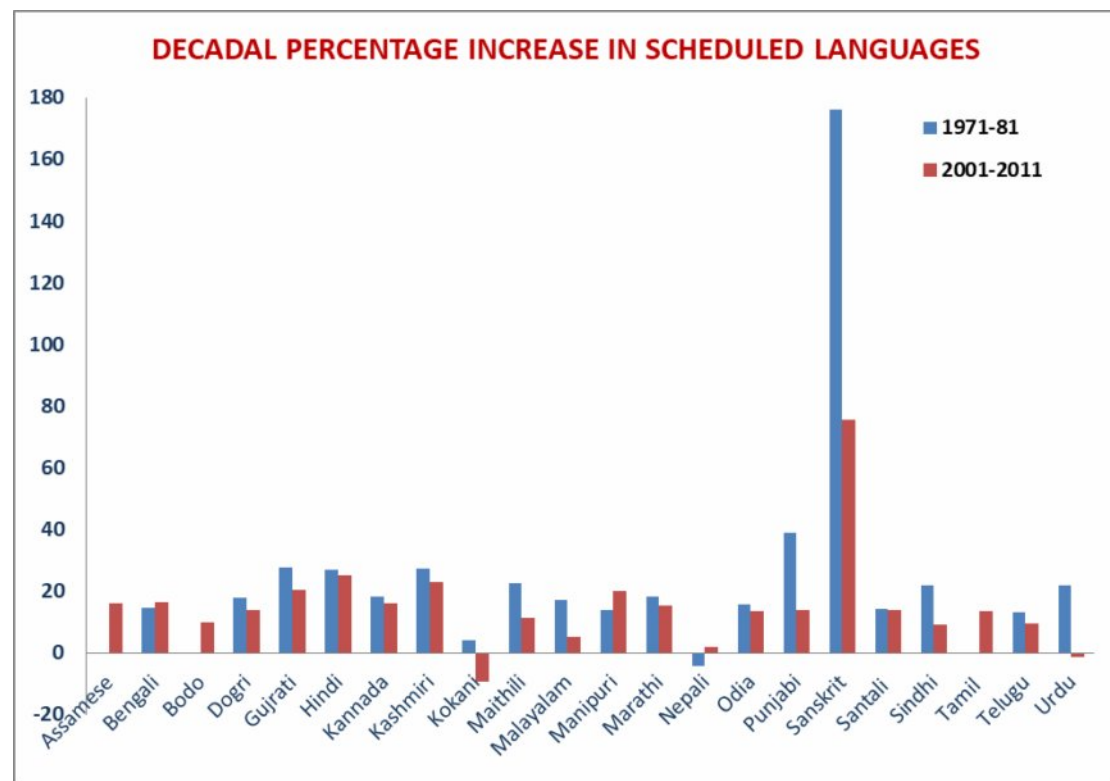
All this leads to negligence of mother tongue, so much so that many of them are at the verge of extinction. Therefore, English or Hindi? became more of a necessity in a multilingual country than a culture hailing from British rule. In such a scenario, resurrecting so many tribal languages is a big problem challenge and urgently needs various innovative methods for their resurrection (Fig.1).

On the other hand, due to globalization connecting language is a mandate for mainstreaming of tribal. They have no basic knowledge of newly taught standard language, even after grooming of several years students

cannot communicate or construct small sentences properly. Limited time does not permit teachers to teach basic aspects of language learning skills like listening, speaking, reading, writing and communicating. As the second language is not spoken outside the school, prolonged and specific practice in the elements of that language is not acquired and hence fluency in the standard language is not gained or acquired. Wrong pronunciation and intonation are rarely rectified due to time crunch or lack of expert human resources. School teachers, being unaware of proper phonetic study of the words, may fail to correct the pronunciations of their students at the initial stage.

Learning of a second language means the forming of fresh speech habits (the voice rises and falls in the manner peculiar to vernacular speech), which is not easy. Greater persistence of effort is therefore needed on the part of both the teacher and students. Since preaching second language starts late the use of the mother tongue becomes spontaneous. Fear of learning second language among students as a very difficult language is one of the greatest hindrances in their way of acquiring it. The teachers are failing in convincing students about the simplicity of standard language and its utility in their future lives.

**Figure 1 : Percentage differences in scheduled languages in span from 1971-1981 to 2001-2011,** Source: Census of India 2011



**Note:** Efforts by Indian government to develop and sustain dual language culture in tribal schools

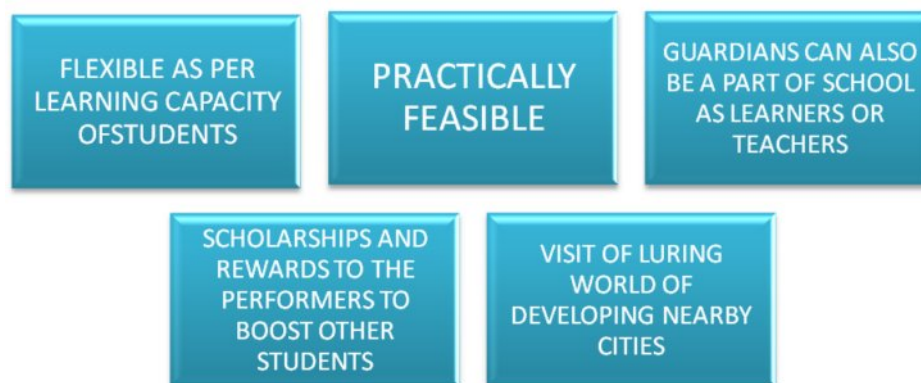
Tribal students and their parents in India feel alienated from the rest of the society as their mother tongue is neither used in education nor during communication in schools. In such a scenario schools have cautiously designed multilingual programmes where they either teach more than one language or teach through more than one language that is deemed to be pedagogically appropriate and socio-politically acceptable (Fig.2). Research based on intense research has shown that there exists a significant positive correlation between bi/multilingualism, cognitive flexibility and scholastic achievement (Cummins, 1986 &

Peal, 1962). In India, the MLE programme was formally introduced in Andhra Pradesh in 2004 and in Odisha in 2006 following a brief phase of development of curriculum and MLE learning materials including textbooks were designed by a collective of language experts, educationists, department of Tribal Welfare, NGO representatives working in tribal areas, subject experts and local members of the tribal community (Mohanty, 2009). It is now being up-scaled to nearly 2500 more schools across eight districts in eight tribal languages in Andhra Pradesh and 544 additional schools across eight districts in ten tribal languages in Odisha.

### **Exclusive Features of Zip Lock Model Are**

1. Maximizing retention of tribal students in school by moderating the curriculum as per their convenience so that there is maximum participation and most important zero drop rate.
2. Another unique feature of this model is that fast learning students can be given attractive packages in terms of jobs or scholarship that will inspire all other students to work harder.
3. Another distinguishing feature of this model is that fast learners themselves will be recruited by the school on a part-time basis to go door to door in their village and convince orthodox parents to send their children to school and encourage them to learn any of the standard languages, because till the environment at home is not conducive to learning, the child may drop out.

**Figure 3: Exclusive features of zip lock model**



**Note:** Features of zip lock model that would help promoting education in tribals

### **The Advantages Of The Zip Lock Model**

1. It will turn the tide of extinction of many tribal languages, as tribals from these regions will get mainstreamed with others in the society and will start speaking their languages in established centres and may even pen down their scripts in their mother tongue. Even the process of cultivating oral languages will be highly beneficial.
2. It will foster opportunities to tribals and help marginalised communities address longstanding discrimination.
3. It will connect the alienated tribals to other sections of the society and help them attain economic and social equity.

### **Map Of Zip Lock Model**

An appropriate model is needed for the proper functioning of Zip Lock Model (Fig.4 &5)

**Inclusion:** Zonal officers along with a team of appointed teachers will go door to door in each tribal area to convince them to send their children to schools. Parents and elders of the society should also accompany students during first semester to learn what the students

are learning. They can give valuable feedback to the teachers of how the newly taught content could be related to their cultural heritage and made easier for the students to grasp the concept.

**Retention:** To retain the students in schools initial burdening of students with a multilingual curriculum should be avoided. Students who were earning anyhow before their admission into the school should be awarded scholarships and should be trained in one of the skills that can help them pursue their part time job as a profession later. Healthy meals, educational cinemas conferring that how tribal like them can reach the pinnacle of success should be shown to inspire them; constant reinforcement that a language can bridge the gap between them and other sections of the society should be done. Trips

to nearby industries and cities where tribals from their society have succeeded should be planned. All in all they have to be taught that multilingual education had helped many amongst them to break the virtual barricade of language and can fetch them what they dream of.

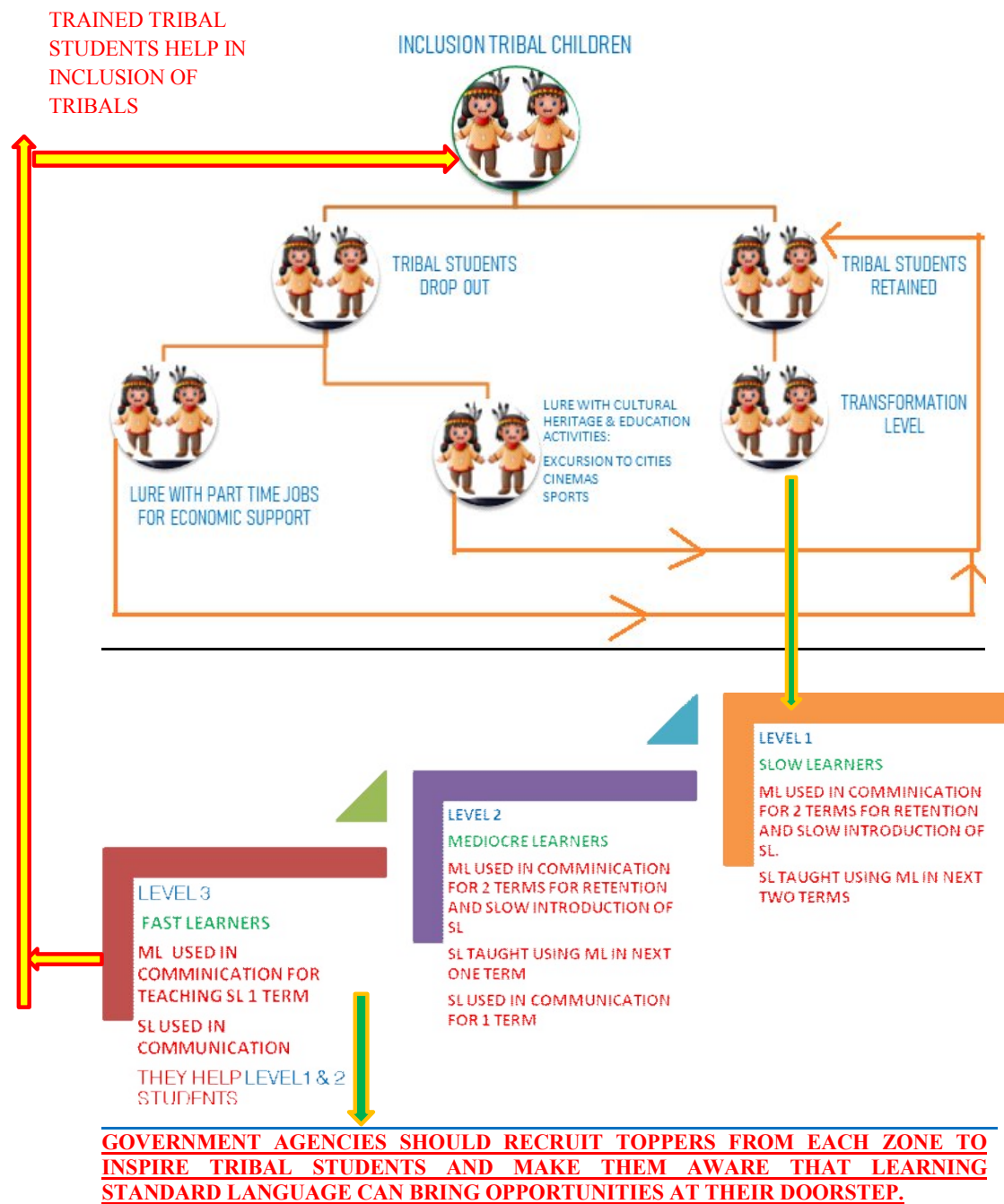
**Transformation:** Transformation step is the most flexible arm of this model, where the students are taught at a pace that suits their learning capabilities as the environment at their home might not conducive to get fluent in a second language or they may not get any learning support at home. In such a scenario their confidence should not be lost and the standard language should be taught as per their capabilities. Syllabus should be customised as per the learning capabilities of students.

**Figure 4: Flowchart of the steps of zip lock model**



**Note:** Steps of zip lock model for inclusion of maximum children under educational program

**Figure 5: Diagrammatic representation of working of zip lock model**



**Note:** Diagrammatic representation of working of zip lock model

## **Practices to Ground Zip Lock Model through Multilingual Approach in Indian Schools**

Extensive research has been done in western countries to bolster multilingual education system (Rhodes, 1990 & Short, 1991). Rural setting of tribals, lack of funding, lack of expert human resources, ignorance towards education and restriction to learn another language make multilingual approaches a tedious task in Indian schools. Small but practically feasible approaches must be designed to address the ground difficulties rather than just copying a scheme from any western country. Another important issue is that- Learning more than one language could be very tedious for students; the content should be cautiously drafted to ensure that students enjoy learning more than one language and firmly understand the purpose behind multilingual education. Use of the mother tongue in the official context of school raises its prestige and practicality in the eyes of both speakers and non-speakers, which has the capacity to improve the students' self-confidence, social relations and political participation as well as education. Also, they should be continuously reinforced that gradual transition from their mother tongue to a standard or link language will be instrumental in mainstreaming them, which could be critical for their economic and social prosperity. Also, being well versed in mother tongue (tribal language) will keep their culture alive and their people connected to the world via them.

### **Culturally relevant content to bridge mother tongue with standard language:**

In India, people take pride in speaking their language, perusing their culture, following

their customs and tradition. Tribals and their society consider any change in their practices as a threat to their tradition. In such a scenario, the education system has to maintain a fine balance between cultural preservation and innovation and upgradation to multilingual approaches in education.

Educational materials prepared should have equal indulgence in both languages, so that tribal languages re-gain their lost importance and tribal students get access to standard languages via their mother tongue. Some of the materials that can be prepared for the purpose include subject textbooks in tribal language, big and small books based on certain cultural themes, story books, glossaries, tribal language phrase books, teacher handbooks and picture dictionaries.

Such literature will endorse a sense of pride regarding their own language among the tribal. Since the school books are designed so that there exists a balance of curriculum between mother tongue and standard language. This effort will help them understand that the standard language being taught to their children in schools is not to replace their mother tongue, but to go hand in hand with their native language. Since higher education and their relevant reading material is available in established standard languages only, learning it become a sort of compulsion to get access to higher education. They should be told that the real impact of this positive feeling on further learning is limitless.

### **Culture cum current classroom arrangement**

Minimal resources, rural settings and lack of technology in tribal sectors of India restrict the usage of latest technology to endorse multilingual education in Indian

schools. In such a scenario, improving the available resources skilfully is the only option to merge the culturally and globally relevant content.

The classroom walls of the schools should be used to endorse multilingual curriculum supporting usage of tribal language. Teachers and students should accessorize their classroom with all the basic and necessary information pertaining to the learning of tribal languages. Colourful portrayals of the local tribal people and their culture will help to connect the learning experience with the localities. Walls of the rooms and corridors should be so designed that they depict themes of both the languages and a relation should be drawn between the mother tongue and the standard language. The following points should be taken care of while designing the walls:

1. The four walls of classroom should clearly show a transient gradation from mother tongue to the standard language in a term wise pattern.
2. The transition should be in the entire regime of relevant subjects like science, social science etc.
3. The walls should be designed in a child friendly manner and should make the acquaintance to both languages easier.
4. Overcrowding of the walls should be avoided and designing should be done with comprehensible schematic diagrams/texts for the children, which will create a friendly environment for the children.

### **Multilingual dictionaries**

1635 native languages are spoken in India. Lack of enough resource persons that can translate these languages amongst each other is going to be an obvious bottleneck. To

relieve this situation, a handy dictionary should be accessible to all the school going students so that they can learn even when away from home. It can be produced in collaboration with fluent speakers, with support from institutes that teach endangered languages. Dictionaries of this type will help in better endorsement of the language that can be discussed at home not only among the students but also among the non-school going individuals which should include parents and relatives of the students also.

### **Integration Of Fusion Culture**

Students should be encouraged to design street signs, public maps, short films; small articles that can be publish on websites, and create music based on fusion of languages they are learning that can be sent to a panel of experts and students are rewarded for the same. It can be based on various heritage languages as well as standard languages. Lively practices like this will bring dormant languages back to life and fluency in standard languages will be attained faster. Students should be rewarded for any such constructive initiative to boost the confidence of other batch mates.

### **Integration of Local Stakeholders**

Every language has its own demands. Non-native professional teachers may not induce robust immersive environment where transition from mother tongue to standard language is smoothly attained in the restricted timing of the school. Parents of tribals should be requested to attend the school twice a week (flexible schedule) along with their wards free of cost so that they also get acquainted to the standard language, so that they can reinforce it at home. This practice will also benefit their own professional development.



## Means of Communication

Many tribal students cannot have access to the school and hence cannot be mainstreamed. Indigenous radio stations that are thriving around almost all parts of the country can transmit multilingual educational capsules to low cost and easily available radios. Even, television can help multilingual education in all the relevant subjects by having a daily presence in the lives of speakers near and far. Indigenous language broadcasters, artists, writers, commentators, and journalists can play the most critical role by creating content in indigenous languages for radio, TV, and other mass media.

## Conclusions

Equity in education can fetch both economic and social equality in our country. Both preservation of cultural heritage and getting ready for the ever evolving world outside is the moral responsibility of the education system of our country. Innovative approaches like the zip lock model will help in attaining self-confidence and giving prestige to tribal languages and will facilitate acquaintance to one of the standard languages of India in minimum budget, as it deeply looks into mentality, affordability and practical aspects of the teaching of Indian languages and education of tribal children.

## References

- Bender, P., N. Dutcher, N., Klaus, D., Shore, J., & Tesar, C. (2005). In Their Own Language-Education for All. Education Notes, World Bank.
- Cummins and Swain. (1986) Bilingualism in education : aspects of theory, research and practice. <https://lib.ugent.be/catalog/rug01:00012274>.
- Mohanty, A., Mishra, M K., Reddy, N.(2009). Overcoming the language barrier for tribal children: Multilingual education in Andhra Pradesh and Orissa, India.
- Peal, E., & Lambert, W. E. (1962). The relation of bilingualism to intelligence. *Psychological Monographs: General and Applied*, 76(27), 1-23.
- Rhodes, N., and D. Short. (1990). *Strategies and Techniques for Integrating Language and Content Instruction*. Washington, D.C.: Center for Applied Linguistics.
- Short, D. (1991). *Integrating Language and Content Instruction: Strategies and Techniques*. Washington, D.C.: National Clearinghouse for Bilingual Education.

## **An Analytical Study on Reading Habit Enhances Mental Tranquillity and Reduces Stress during Pandemic**

**Pratima Saha\*\***

---

### **ABSTRACT**

*Reading habit is one of the virtues amongst all of the good habit or behaviour. In the time of emergency or social crisis, specially when social and physical distancing is the only method to reduce the spreading of infection or in the lockdown time, people are suffering from mental stress and acute depression, reading became an incredible remedy. In this kind of situation, the habit of reading can reduce the stress of mind for sometimes. It is proved that reading habit reduces mental depression and anxiety, specially during pandemic.*

**Key words:** Reading habit, mental stress and depression, bibliotherapy, mental tranquillity.

---

### **Introduction**

In the year of 2020, COVID19 pandemic is badly affecting the human civilisation all over the world. Not only their physical health is at a stake but also people are facing mental hazard during prolonged pandemic period. From the middle of March 2020, Indian Prime Minister Narendra Modi announced countrywide lockdown with strict social distancing.

Reading activity is a good habit for all the time. People of any age can enhance their self esteem by reading in any time. Reading not only helps to reduce mental stress, but also it enriches people, by knowledge. Reading means any type of informative documents like books in various form like novel, fiction and non fiction, autobiographical documents, journal and magazine or newspapers etc. And the

medium of the reading may be traditional or digital, language may be different (English, Bengali, Hindi and others). 70% are read from their own collection and 30% are collected from friends, relatives and others.

And in emergency period, that provides like a miracle. People can overcome from their depression and mental stress by spending time by reading. As social distancing as well as physical distancing have reduced the direct interaction amongst people and they all are now bound to live in solitary way. Books have become their only companion in pandemic situation. In the year of 2020, all of the world have witnessed a completely new infectious disease, named as novel corona virus. From the very beginning of the year 2020, the covid -19 has spread every corner of the world and infected more than thousands and spread in cumulative ways. There is no means to get

---

\* Librarian, Acharya Girish Chandra Bose College, Kolkata, e-mail : [tulu.pratina@gmail.com](mailto:tulu.pratina@gmail.com)

cured from the infection. Every single day, thousands are infected and many are dying. People are scared and mentally depressed.

In different situation, even in emergency period, reading habit is proved to help the people to overcome their mental stress. It is proved that reading habit is a beneficial way which decreases blood pressure and improves heart rate while releasing tension and depression. The sudden outbreak of this infectious disease is really stressful for people of different socio-economic background in a society. Fear and worry of one's own health and the health of the loved ones, enhances mental stress. People react most strongly in the crisis period, which makes different and difficult situation for others. Continuous broadcast of news about pandemic makes mass more helpless which in a way or other is responsible to trigger panic and stress. Although people should be aware of pandemic conditions, but sometimes they should take break from watching, reading and listening repeated news and try to read other kind of documents and fictional books to get relief from stress temporarily. University of Sussex proclaimed that only six minutes reading in a day can reduce 68% of stress instantly and regular reading habit shows low depression rate. And reading is one of the most effective way to reduce stress up to 68%. (12) "A survey of The Reading Agency 'TRA' has found that Covid-19 pandemic has seen a spike in reading among young adults." (Pandemic spikes youth reading habits, TRA survey finds, Published April 23, 2020 by Ruth Comerford).

"Emory University (2013) found that reading a novel can affect your brain for days after reading. It looked at what neural effects reading had on 21 students for 19 days". (Coronavirus and reading habits in the U.S.

2020, by generation Published by Amy Watson, Mar 31, 2020). In that respect, the term 'Bibliotherapy', which first coined by Presbyterian minister Samuel M. Crothers in 1916, means 'a combination of the words 'therapy' (treatment) and books', is very much relevant concept and should be discussed.

'As during lockdown people are spending all their time at home, 36 % of study participants preferred to spending time in reading books, newspaper or any other literature as compared to 21% before lockdown. Advance Field & Brand Solution conducted a survey to determine the effect of the lockdown on 'reading habits' and 'time duration' by people. Results show that readers who spent more than half an hour in reading newspapers increased from 42% before lockdown to 72% and consequently the average duration increased from 38 minutes to 1 hour.'

According to a survey analysis, reading habit is gradually increasing during lockdown period. Before lockdown, only 15% of total time spent by reading books but during lockdown it was increased 15% to 36%. It is proved that reading habit contributes to calm feeling, both physically and mentally. World famous personalities also claim that. Once Mark Zuckerberg wrote that he was looking forward to shifting more of his media diet towards reading books. Books allowed him "to see a world beyond the front porch of my grandmother's shotgun house," Oprah Winfreysaid in her acceptance speech for the 2004 United Nations Humanitarian Awards, adding that books gave her "the power to see possibilities beyond what was allowed at the time. "Bill Gates, the former Microsoft CEO has attested to reading 50 books a year, or roughly one book a week.

In emergency period and in lockdown situation, prime minister of India Mr. Narendra Modi urged to cultivate reading habit. He mentioned the name of Akshara Library in Kerala and said, 'this library is a beacon guiding tribal children on a new path'. "In this digital era of Google guru, I request to you, please devote some time for reading. You will love this exercise. I urge you all to talk about the books you read on the 'Narendra Modi Mobile App.' Let us have discussions on the books we read and why we liked them," he said.

## Literature Review

According to the article 'Destroyer and Teacher : Managing the Masses during the 1918-1919 Influenza Pandemic ', written by Nancy Tomas explained that sustained imposition of gathering bans, schools closure, and other social distance measures significantly reduced mortality rates during 1918-1919 pandemic. Learned people like teachers can help to circulate this important message to the society which generated awareness.

Jones (1990) stated that traditional teaching techniques rarely accommodate every social and emotional development needs. So, the employment of new strategies like, bibliotherapy acts as social medium to help children, specially adolescents to grow up with exact manner.

Hayati (2012) stated that bibliotherapy is the process of growing toward emotional good health through the medium of literature. It's enhanced the power of imagination and makes children more curious about unknown.

Akhouri(2018) defined that bibliotherapy is the self management method to treat mind to moderate level of depression. Author took 12 patients who are suffering from depression

as a sample and the total study period was three months. Amongst those people 6 person swere under bibliotherapy. And the result showed that people under therapy were more stress less in mind than others. So it is effective as an adjunct to psychotherapy in the management of depressed people.

According to Chettri & Rout (2013), in the article ' Reading Habit -An overview ', reading habit occupied a pivotal role in life. The authors defined the importance of reading habit and factors influencing reading habit. They also tried to explain how information technology helps to promote reading habit in today's life. Research suggests that the habit of independent reading is a strong indicator of school and reading success.

Gehlot, Al khalat & Gehlot (2019) evaluated the reading habits of Indian students (reading aloud and reading silently) from low, middle and high class schools. It is a very interesting topic to discuss. They concluded that loud reading is important at primary level education and silent reading is preferred at secondary and tertiary level of education process.

Shewale (2018) analysed that rate of literacy is increasing from 2001 (65%) to 2011 (74%) and it is predicted to reach 90% in the year of 2020. Reading habit is increasing due to availability of books, accessibility of e books, e journals, more sharing , and increasing number of publishers and booksellers. But he stated that printed media is gradually replaced by electronic media of reading books and documents.

Kshama Parikh, Priyanki Vyas (2020) courted that "E-Libraries has become more relevant in present situation of COVID-19 pandemic as it has caused an international

lockdown in the world and India. Causing majority of the citizens to stay at home. The survey was conducted to study the reading habits of various library users (volunteers) during this situation. Besides the reading habit, the survey also collected the data for the various activities carried out by users at home. Main finding of the survey is that the users had taken keen interest to switch over to reading eBooks and 70% of student users and 53% of faculty users are reading more e-content especially books/magazines/research papers. Besides the extensive reading habit, the survey also discloses the greater involvement of users for learning/leisure/hobby activities at home. Student users have also reported spending more quality life with family members at home. Above all, the survey disclosed the reading of books as the main activity of the users during lockdown. This finding will inspire the organizations for establishing scalable and secure eLibrary Infrastructure and for focusing on acquiring more eBooks for the eLibrary and provide better services to their users during situations like that of COVID-19."

Mirza and others (2021) stated that COVID-19 has had critical global impacts on the lives of people around the world, causing not only deathly devastation but also, serious educational and economic loss in the world. It forced educational institutes to hastily shift to the online mode with little preparation to take the plunge or execute learning objectives. It was not different in Pakistan either. However, this drastic change also created new opportunities for academic research to once again fathom the limits of the human mind, prompting studies embedded in the new pedagogies.

## Objective

This study was conducted to show that reading habit enhanced mental tranquillity and reduced mental stress and depression in the period of emergency time (specially when social and physical distancing is the only weapon to fight against the infectious disease covid-19).

## Method

With purposive sampling method, 100 teachers and faculties from different schools and colleges in Kolkata were taken, (with their reading habit). Total duration of the study was more than 4 and half months (i. e, total period of lockdown from 16 March onwards including declared unlock 1 condition imposed in society). Consent was taken from the participants by sending questionnaire via email and WhatsApp and to get response. Some of the questions were close ended and some were open ended. Suggestions were also taken as a part of the response.

## Scope & Coverage of the Study

In the study, some educational institutions are considered. The data are collected by their faculty members only. Reading habit in pandemic period is main focus of analysis. Basically Kolkata based schools and colleges are considered as sample.

## Parameters of the Study

- \* **Target group:** Teachers and faculties of schools and colleges.
- \* **Total no. Of faculties:** 140 (including librarians) (Assumed target group)
- \* **As a sample:** 100 (40 are not included, no data received from them or incomplete answers are given)(actual target group)

- \* **Inclusion criteria:** Mainly reading habit and relationship with mental stress are considered amongst literate persons.
- \* Only faculties of a particular college.
- \* Educational qualification of the faculties is Post-graduation and above.
- \* Faculties are of different age groups (both male and female).

### Exclusion Criteria

- 1) Enough knowledge about pandemic and current situation.
- 2) Mentally and physically sound during the emergency period.

### Reading habit in normal time and emergency period

It is provided that, reading habit,(which

can be a major aid to self-growth and healing, as well as helping to decrease anxiety and depression) increased in emergency, specially in lockdown period due to loneliness generated by social distancing. As one of the results of a research shows that only 6 minutes of reading in a day, makes huge difference and brings mental peace and sound physical health. "The reading habit, however, is an extremely important one for all age groups. Bibliotherapy or book therapy, which isn't a new concept per se, has found new ground and newer fans as people stay home during the corona virus pandemic. Some reports have also suggested that reading poetry in the morning can alleviate stress and elevate mood."

Particular	Strongly agreed	Agreed	Neutral	Not agreed
Reading habit is good virtue	99% of faculties	1% of faculties	-	-
Reading reduced mental stress and depression	95% of faculty members	5% of faculty	-	-
Reading habit reduced stress during emergency period, like, epidemic outbreak	45%	35%	8%	12% (stress reduced for sometimes, not reduced permanently)
Reading habit should be exist amongst everyone	40%	50%	10% (data not provided)	
Reading habit should be recommended to students	97%	3%		
Read various documents (other than book, like, journal, magazine, newspapers, e books etc)	73%	22%		5% (only newspapers followed)
Reading various kind of books (Novel/ essay/ short story/ biographical literatures/ comedy/ tragic literature/ romantic novels/ adventure / epic)	66%	21%	13%(Specific data are not given)	

Faculty should enhanced knowledge by reading	92%-93%	8%-7%		
Reading habit only medium for recreation	22%	56%	12%	10% (Other means also the recreational medium, like, writing, playing in house games, cooking, lessening music)
Using social media to gathering knowledge	90%	7%	3%	
Using social media to gathered information about p-andemic	65%	5%	3%	27% (Gathered information by newspapers mainly)
Bibliotherapy, one of the relevant tool	45%	50%	5%	

Regular reading helps not only to reduce stress and also enhance mental and emotional strength. It is an interesting fact that most of the people are getting knowledge and information on their mobile phone. Therefore it is clear that the medium of reading is changed. The students as well as their faculties prefer online reading. But this kind of practice is basically exercised in urban community, in rural India people still follow the traditional mode of learning.

Nielsen Book India online survey of 1,084 Indian adults (with a ratio of 60:40 female/male), which was conducted May 14 to June 7, examined the impact of reading and buying behavior on leisure books (excluding academic books) in India. The Hindustan Times reported "two-thirds of book readers say they are consuming more books since lockdown began. Earlier, Indian book readers read books or listened to audio books for an average of nine hours per week. Since lockdown this has increased by seven more hours a week..... Survey respondents said the most influential factors for discovering

books pre- and post-lockdown are recommendations from friends/relatives, followed by media articles/reviews and general browsing on bookseller websites. "Female readers are more likely than men to seek out recommendations from friends/relatives and to read media articles/reviews. Meanwhile, male readers like to discover books by browsing on bookseller websites and looking at bestseller sections," the Hindustan Times wrote, adding that purchasing online, followed by physical bookstores and then home delivery, were the most preferred options for buying books post-lockdown. After the lockdown is lifted, 60% respondents said they expected to buy books through physical stores and 70% through an online bookshop, "with the proportion higher than before lockdown in each case, but more so for online than in-store," the Hindustan Times noted, adding that respondents "think they will use home delivery more after lockdown than before."

A telephonic survey was undertaken from April 13, 2020 to April 16, 2020 across four states -Rajasthan, Bihar, Gujarat, and

Madhya Pradesh, which gauged the lockdown's impact on 'reading pattern' and 'time-spent' by public, found that the number of readers who used to spend over an hour on newspapers every day, has more than doubled to 38%, up from 16% in the pre-lockdown period.

## **Data Collection and analysis**

It is provided that, reading habit, (which can be a major aid to self-growth and healing, as well as helping to decrease anxiety and depression) increased in emergency, specially in lockdown period due to loneliness generated by social distancing. As one of the results of a research shows that only 6 minutes of reading in a day, makes huge difference and brings mental peace and sound physical health. "The reading habit, however, is an extremely important one for all age groups. Bibliotherapy, or book therapy, which isn't a new concept per se, has found new ground and newer fans as people stay home during the corona virus pandemic. Some reports have also suggested that reading poetry in the morning can alleviate stress and elevate mood."

Regular reading helps not only to reduce stress and also enhance mental and emotional strength. It is an interesting fact that most of the people are getting knowledge and information on their mobile phone. Therefore it is clear that the medium of reading is changed. The students as well as their faculties prefer online reading. But this kind of practice is basically exercised in urban community, in rural India people still follow the traditional mode of learning.

Nielsen Book India online survey of 1,084 Indian adults (with a ratio of 60:40 female/male), which was conducted May 14 to June 7, examined the impact of reading and

buying behavior on leisure books (excluding academic books) in India. The Hindustan Times reported "two-thirds of book readers say they are consuming more books since lockdown began. Earlier, Indian book readers read books or listened to audio books for an average of nine hours per week. Since lockdown this has increased by seven more hours a week..... Survey respondents said the most influential factors for discovering books pre- and post-lockdown are recommendations from friends/relatives, followed by media articles/reviews and general browsing on bookseller websites. "Female readers are more likely than men to seek out recommendations from friends/relatives and to read media articles/reviews. Meanwhile, male readers like to discover books by browsing on bookseller websites and looking at bestseller sections," the Hindustan Times wrote, adding that purchasing online, followed by physical bookstores and then home delivery, were the most preferred options for buying books post-lockdown. After the lockdown is lifted, 60% respondents said they expected to buy books through physical stores and 70% through an online bookshop, "with the proportion higher than before lockdown in each case, but more so for online than in-store," the Hindustan Times noted, adding that respondents "think they will use home delivery more after lockdown than before." (13)

A telephonic survey was undertaken from April 13, 2020 to April 16, 2020 across four states -Rajasthan, Bihar, Gujarat, and Madhya Pradesh, which gauged the lockdown's impact on 'reading pattern' and 'time-spent' by public, found that the number of readers who used to spend over an hour on newspapers every day, has more than doubled to 38%, up from 16% in the pre-lockdown period.



## Data Collection and analysis

(Data are collected by questionnaire, from all faculty members, including librarian. Data was collected within a particular time period.)

## Results

Prolonged lockdown period accelerated mental stress and depression as a result of loneliness for social distancing. During lockdown, people used to engage themselves by different means of relaxation like reading, writing, playing in-house games, cooking, listening music etc. It is proved that most of the literate people prefer to reading books than other means.

In the survey of this study, it has been noted that each and every faculty used to engage themselves by doing different action like reading, writing, playing in-house games, cooking, listening music to reduced their mental stress during lockdown emergency period. 95% of the total no. of faculties have engaged themselves in reading. Form of reading are various in nature such as reading novel, magazine, books, e-books, articles, journals, e-journals, religious books, travel related guide books, poems, newspapers etc. More than 80% of the faculty members used to spend their leisure time by reading. The study analysis depicted that they used to read Bengali literature more than English one, like collection of Bengali novelist (Bibhutibhusan Bandhopadhyay, Rabindra Nath Tagore, Ashapoorna Devi, Saradindhu Bandhopadhyay, Sukumar Roy, Abanindra Nath Tagore, BaniBasu, Moti Nandi, Sirsendhu Mukhopadhyay, Sunil Gangopadhyay, Syamal Gangopadhyay, Mahasweta Devi, Satyajit Ray, Pracheta Gupta, Tilottoma Mazumderetc).

Some of them engaged themselves by reading the story books on detective fiction, romantic fiction, epics etc (books written by Ruskin Bond, J K Rowling). It is interesting that most of the faculties as well as their students have chosen those books in leisure period, which are based in their mother (regional) language than foreign language.

Some of them used to read novel, essay, short story, biographies, comedy, tragedy, romantic novel, novel of adventure, epics etc. Near about 99% of faculty members were following newspapers on daily basis to gain their knowledge about pandemic. They were following mainly two popular Bengali newspapers, Anandabazar Patrika and Bartaman. Some were following English daily newspaper like The Telegraph, The Statesman. But 75% of them followed Bengali newspapers. It has been identified that more than 95% members of faculty staff were using social media platform to interact among themselves and managed to maintain social distancing.

90% of the total faculties have accepted the fact that their mental stress and depression has been reduced by their reading habit. All of them agreed with the fact that more than 10% of the total information are gathered by the help of social media (by using Facebook, WhatsApp etc.). Not all the information is authentic, but most of the authentic information about pandemic has been found from government circulars through social media. More than 75% of them have communicated with their students by using social media platform.

45% of faculty members have spent more than 4 to 5 hours per day by reading printed documents such as books, journals and

magazines(including newspapers).25% engaged themselves by reading near about 3-4 hours per day, and rest have spent atleast2-3 hours per day. Medium of the literature was mainly Bengali but English and Hindi were also followed, specially to acquire pandemic related record/statement. Faculties also conducted classes by using online platform, like, Zoom cloud, Google classroom according to their requirements to complete study as per the session syllabus. They also encouraged their students to read other kind of books (not text book only) to reduce depression (due to prolonged home stay situation) and enhance their knowledge. Near about 90% of faculties spread out the information with each other about pandemic by using social media platform and they also shared various e-books, e-journals

or magazine to maintain communication. Most of them tried to enliven their students by providing e-books and e-journal or e-magazine through social media like Facebook, Twitter, WhatsApp etc. Reading habit indirectly helps to develop and enhance writing skills amongst students.

## Conclusion

From the above fact, It is concluded that in the emergency period reading habit was positively increased amongst faculty members of a particular Institution. Reading habit increased mental tranquillity. It also reduced mental stress and depression which arose during lockdown period. It can not be denied that reading is an easiest way to get relief from acute stress and depression.

## Reference

- ET bureau (April 24, 2020). Readers spending more time on newspapers during lockdown. [www.economictimes.indiatimes.com](http://www.economictimes.indiatimes.com) (access on 19-8-2020).
- The guardian (May15, 2020) .Research finds reading books has surged in lockdown. (<http://www.theguardian.com>) (retrieved on 18-8-2020).
- Business insider (2017). 9 of the most successful people share their reading habit.[www.businessinsider.com](http://www.businessinsider.com) (Access on 20-8-2020)
- Mann Ki Baat 2.0: PM Modi urges to make book reading a habit in the era of 'Googleguru'(2019). [www.hindustantime.com](http://www.hindustantime.com) (retrieved on 20-8-2020)
- Advance Field & Brand Solution, April 26, 2020, Lockdown impact: 38% of readers spend >1 hour reading newspapers retrieved from <https://www.adgully.com/lockdownimpact-38-of-readers-spend-1-hour-readingnewspapers-survey-92391.html>
- Sangkaeo, S. (1999). Reading habit promotion in Asean libraries. 65th IFLA Council and General Conference, Bangkok, Thailand, August 20-August 28, 1999. <http://www.ifla.org/IV/ifla65/papers/091-114e.htm>
- K Chettri & S K Rout (2013). Reading habits-An overview. IOSR Journal of Humanities and social science (IOSR-JHSS).14(6), sep-oct 2013, 13-17. e-issn 2279-0837. [www.iosrjournal.org](http://www.iosrjournal.org)
- L. Gehlot, Hailah A Al Khalaf and H. Gehlot (2020). Evaluation of the reading aloud and reading silently) from low, middle &high class schools. Educational research and reviews. Academic journals. 15(2), Feb. 2020, 41-49. DOI: 10.5897/ ERR2019.3760.

- N. Shewale (2018) reading habit: current trends. National conference on reading habits. 19-20 Jan, 2018.
- M.Kumar& S Dwivedi (2020). Impact of coronavirus imposed lockdown on Indian population & theirs habits. International journal of science & healthcare research. 5(2), April -June 2020, 88-97.ISSN 2455-7587.
- Saumya Sharma, World Book Day 2020: How to read a book in the digital age while we stay home and practice social distancing. Hindustan Times Delhi. (2020).[www.hindusthantime.com](http://www.hindusthantime.com)
- Reading for stress relief (2016). Regents of the University of Minnesota. [www.telegraph.uk.in](http://www.telegraph.uk.in) (retrieved on 22-8-2020).
- [www.self-awareness.com](http://www.self-awareness.com)(july, 2020). (retrieved on 2-9-2020).
- Readers spending more time on newspapers during lockdown. (24 April, 2020). The Economic Times [www.economictimes.com](http://www.economictimes.com)(retrieved on 2-9-2020).
- Kshama Parikh, Priyanki Vyas. A Survey on Reading Habit of Library Users during COVID-19 Lockdown. Library Philosophy and Practice, 1-6, 2020.
- Quratulain Mirza, Habibullah Pathan, Sameena Khokhar, Muhammad Arslan Raheem, Ms Faiza Mushtaq (2021). English Reading Habits in Online Learning among Tertiary Learners in Pakistan: Evaluating the impact of COVID. Asian EFL Journal Research Articles. Vol. 28 Issue No. 1.1 February 2021

## New Dimension in Higher Education in India

Gedam Kamalakar\* & Kandi Kamala\*\*

### ABSTRACT

*Higher Education has an important role in the task of rebuilding a nation and it paves the way for overall development of a nation. The twentieth century has witnessed several revolutions like Green revolution, White revolution, I.T revolution, so on and so forth, taking human civilization to new heights. At the start of 21st century, we gave a lot of importance given to higher education. Every country realized the value of higher education and the benefits that accrue from it. "The social demands for higher education continue to increase. The inabilities of the state to support this growing demand result in new financing arrangements for higher education. The recent reforms in this area could be broadly divided into two categories: the privatization of public institutions and the establishment of private institutions of higher education. Privatization implies the application of market principles in the operation of public institutions, while ownership rests within the public domain. Promotion of the private sector implies the growth and expansion of the non-state sector in higher education, and very often this sector does not rely on state funding for its growth and expansion. Both of these measures have paved the way for market operations in higher education*

**Key words:** Foreign Countries, Higher Education, Educational Quality, Access to Education,

### Introduction

In his bestseller "The World is Flat": Thomas Friedman describes a world of shrinking trade impediments and expeditious technological advances which have led to revolutionary globalization of industry. Domestic companies in India and other parts of the world are now able to compete on a level playing field with companies the world over. The world has been flattened. In today's world where there is neck-to-neck competition,

education must be such that our graduates have a reasonable opportunity to achieve success. Education is important for the sustained growth of the nation. It is the foundation on which the development of every citizen and the nation as a whole is contingent.

The direct correlation between higher education and human resource development is an area of abundant research. Capacity building in the national context presupposes numerous resources of which human resource

\* Researcher, Dept. of Political Science, Osmania University, Hyderabad, Telangana, India  
Email Id: kamalakarou@gmail.com

\*\* Assistant Professor, Dept. of Political Science, Government Degree College for Women (Autonomous) Begumpet, Osmania University, Hyderabad, Telangana, India

is the most important one. Developmental activities require a workforce that is proficient across a range of skills. With the emergence of LPG era, the value of education has multiplied leaps and bounds.

## **Globalization and higher education: The Indian Scenario**

Globalization has changed the dynamics of economies and the politics of world nations. And policy formulation across the board is increasingly influenced by the factors of globalization as the domestic markets protected so far opened up to completion from across the world.

The Indian higher education institutions have been undergoing transformation for the last 20 years under the influence of globalization. Many new universities have been conceptualized and established to increase the reach of higher education throughout the country. The universities with stronger relationships with industry and the economy have adapted to changes arising due to globalization and the ecosystem. Globalization leads to many opportunities and also challenges in higher education in India.

## **Contemporary Issues in Higher Education in India**

### **Shortcomings in Intuitional Capacity Expansion**

The Gross Enrollment Ratio (GER) in higher education is only 27.1% in India as per the report of All-India Survey on Higher Education (AISHE) 2019-20, under the Ministry of Education. This ratio is quite low when compared to that of developed as well as developing countries.

### **Making higher education inclusive and equitable**

The composition of students in higher education is not representative of the various sections of society. Merit should not be the exclusive domain of only the rich, wealthy, and elite which has increased after globalization. Measures must be taken to ensure that the people untouched by the advances of technology and globalization are also brought into the fold of higher education.

### **Ensuring quality and promoting excellence in HE**

After globalization, the higher education institutions are in competition not just with domestic institutions but with global institutions. Excellence in higher education has to be pursued to make the institutions globally competent and they have a lot to learn and implement from best practices across the world. Though the Government is consistently focusing on quality education still the UGC and our universities are not in a position to mark their place among the top universities of the world.

Expansion, excellence, and equity are interrelated any policy should address these 3E's.

### **Investment percentage of GDP:**

One of the reasons for lower quality not being able to attain a global level of excellence and also not being fully equitable is because of underinvestment in HE. In 1968 the Kothari commission has suggested 6% of GDP should be on HE. As per the Economic Survey 2019-20, the expenditure on education by the Center and the States as a proportion of the Gross Domestic Product (GDP) between 2014-15 to 2018-19 has been around 3%. National

Education Policy, 2020 (NEP) reaffirms the recommendation of an increase in public investment on education to 6% of GDP, but this target has not been achieved till now.

### **Employability**

Many a time, there is a long gestation period after graduation and before landing a good job. Sometimes people remain unemployed even after completing higher education because of lack of skills that are required for employment. The focus of education has to shift to skilling the students to make them industry ready and not just to impart knowledge.

### **Poor Infrastructure, Facilities, and Faculty shortages:**

Infrastructure particularly of public sector institutions suffers from poor facilities, faculty insufficiency, and the incapacity of the educational system to attract, retain and preserve well-qualified teachers have been posing challenges to quality education for many years. There are plenty of vacancies in higher education but still large numbers of NET/Ph.D. candidates remain unemployed.

### **Inadequate Research**

Not much attention has been catered to research in higher education institutes. The quality of the research is getting compromised as the scholars are working either without fellowships or not getting their fellowships on time. Moreover, Indian Higher education institutions are poorly tied with research centres and industries.

### **Poor Governance Structure**

Excess-centralization in decision-making, bureaucratic structures, and lack of accountability, transparency, and

professionalism are some of the challenges faced by the Indian education system.

## **Companies Expectations from Universities**

The author has interacted with HR and Managers (both from the technical and non-technical side) of different companies viz. Amazon, Google, Yash Technology Solutions, Sell Craft Global Solutions. They have responded to the questionnaire on varied aspects such as curriculum by the University, students' performance at campus placements, time period for providing training, percentage of the quality of students they are getting versus the quality of students they actually want, etc. On interacting with them it has been found that there is an immense gap between the skills required by them and skills possessed by the students. They got to spend most of their productive time training the unskilled freshers.

## **Other skills of High importance for Employers: Oxford Economics Survey**

Apart from the domain knowledge, there are other skills that are of high importance to employers for hiring a candidate as per the Oxford Economics Survey, refer Fig.2 to 5. They included Communication Skills, Computer Skills, Numerical and logical ability, and behavioural traits like learning agility, adaptability, and interpersonal skills. From the figures, we can see that these skills which are so important for companies are necessary irrespective of the individual's field of study or course. However, most universities do not lay emphasis on these skills and there is an urgent need to redesign the curriculum, method of

instruction, and evaluation to ensure that these skills are developed in students as part of regular instruction and also create extra-curricular opportunities for the inculcation of these skills.

**Fig. 1: Skills in high demand over the next 5 to 10 years.**

<b>Digital Skills</b>				
<b>Digital business skills</b>	<b>Ability to work virtually</b>	<b>Understanding of corporate IT software and systems</b>	<b>Digital Design Skills</b>	<b>Ability to use social media</b>
50.6%	44.9%	40.1%	35.2%	29.3%

Source: Oxford Economics

**Fig. 2: Agile thinking skills**

<b>Ability to consider and prepare for multiple scenarios</b>	<b>Innovation</b>	<b>Dealing with complexity and ambiguity</b>	<b>Managing paradoxes and balancing opposing views</b>	<b>Ability to see the big picture</b>
54.8%	46.0%	42.9%	40.9%	15.3%

Source: Oxford Economics

**Fig. 3: Interpersonal and communication skills**

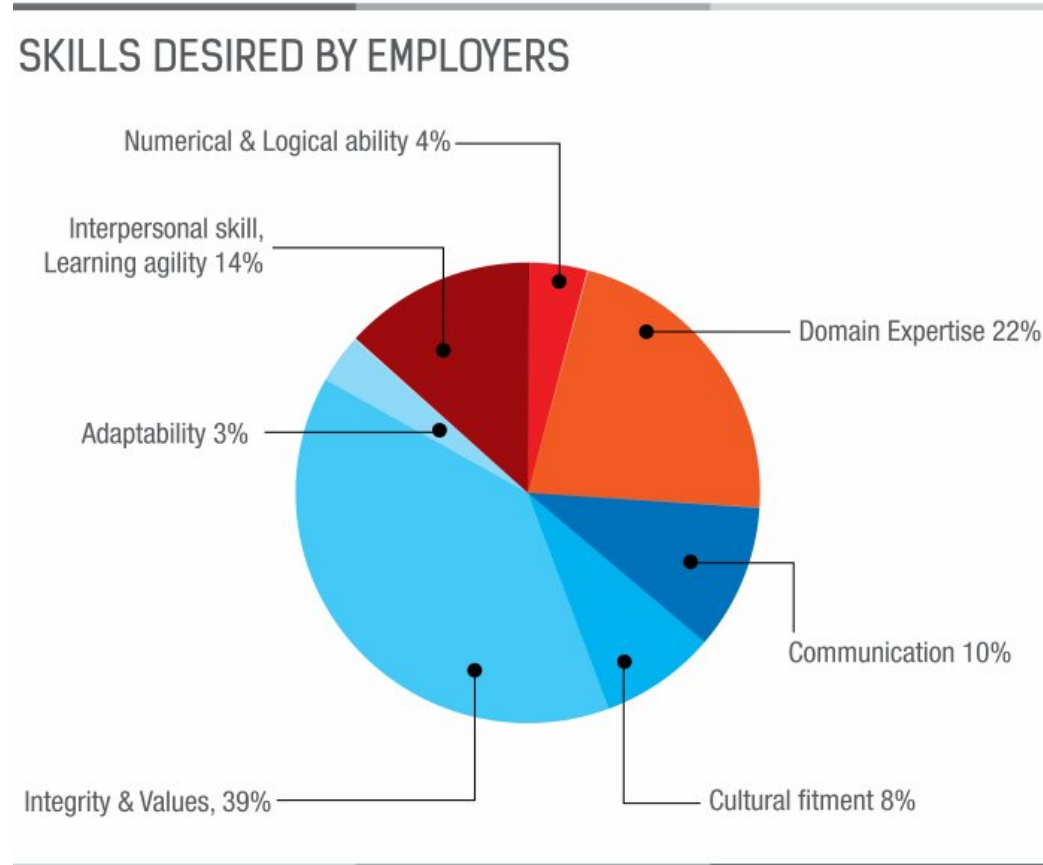
<b>Co-creativity and brainstorming</b>	<b>Relationship building with customers</b>	<b>Teaming</b>	<b>Collaboration</b>	<b>Oral and written communication</b>
48.3%	47.4%	44.9%	30.4%	29 %

Source: Oxford Economics

**Fig.4: Global operating skills**

<b>Ability to manage diverse employees</b>	<b>Understanding international markets</b>	<b>Ability to work in multiple overseas locations</b>	<b>Foreign language skills</b>	<b>Cultural Skills</b>
49.1%	45.7%	37.5%	36.1 %	31.5%

Source: Oxford Economics

**Fig.5: Employability Skills**

Source: Job-market-India-2015-an-essential-report

From the graph above in Fig.6, it can be seen that huge importance is given by industry to soft skills such as communication skills, interpersonal skills, etc which are given minimal importance in the current higher education institutes. Thrust must be given to these areas in higher education by making the courses more hands-on.

#### **A student perspective on challenges faced during and after covid**

To understand the impact of covid on the overall effectiveness of delivery of lectures, assignments, and activities in the effective

delivery of education during and after covid crisis, we have conducted a survey on students across different disciplines in Osmania university. We have delivered a short questionnaire to students and we have received a total of 184 valid responses. The questionnaire was sent in multiple methods such as SMS, WhatsApp, and paper-based. The results of the questionnaire are discussed in detail below.

#### **1. Did the overall quality of education get adversely impacted due to covid19?**

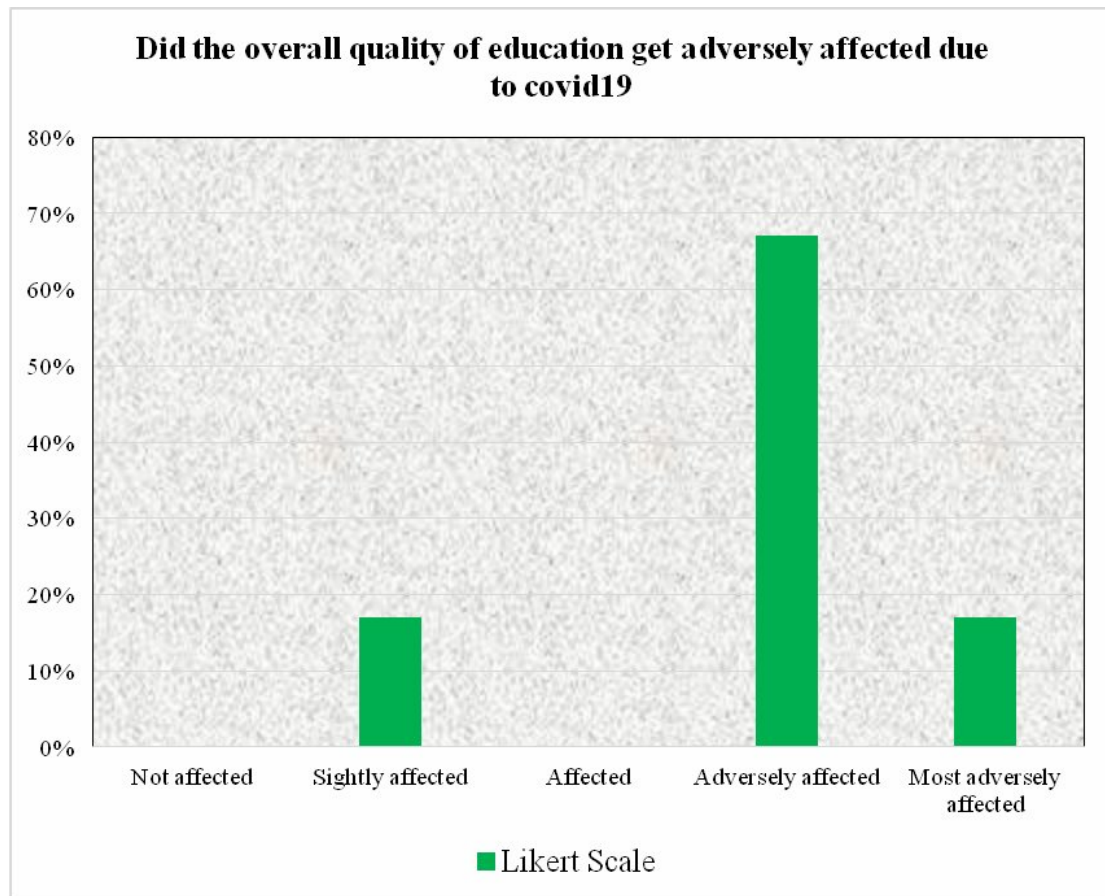
We used a Likert scale of 5 with 5 being



most negatively affected and 1 least affected. Of the 184 students, 17% chose 5 which is most negatively affected while 67% selected 4 which is negatively affected. A total of 154

i.e., 84% of the students feel that the quality of education has been adversely affected due to covid19. Nobody felt that covid19 has not affected education during covid19.

**Fig.7: Overall quality of education on Likert Scale**

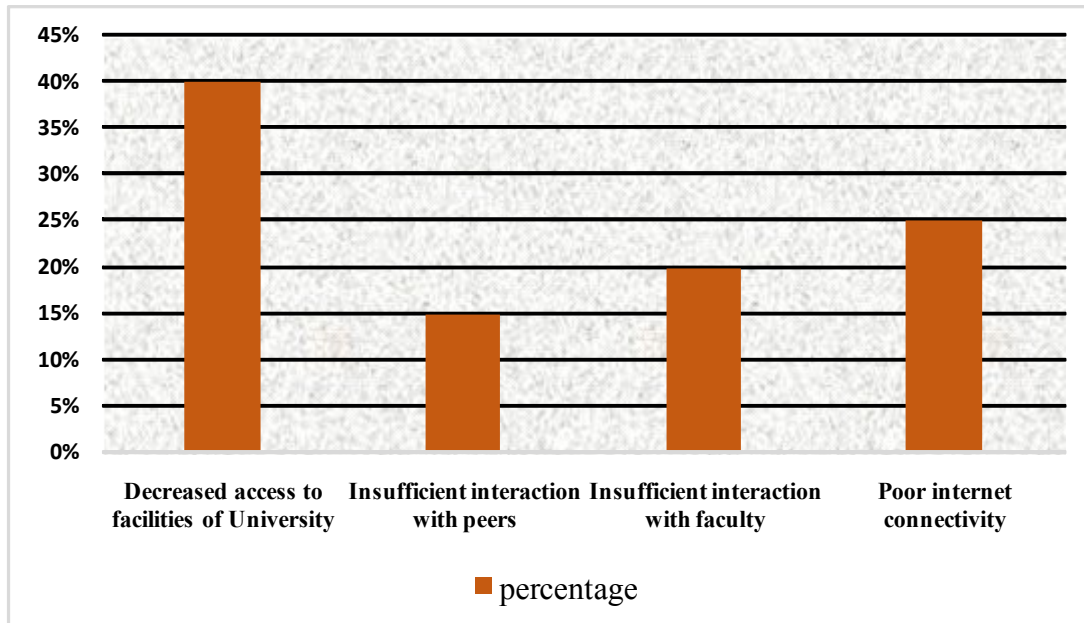


Source: Author

## 2. "Which of the following are most affected during covid19?"

For these 74 students, i.e., 40% of the students said that decreased access to

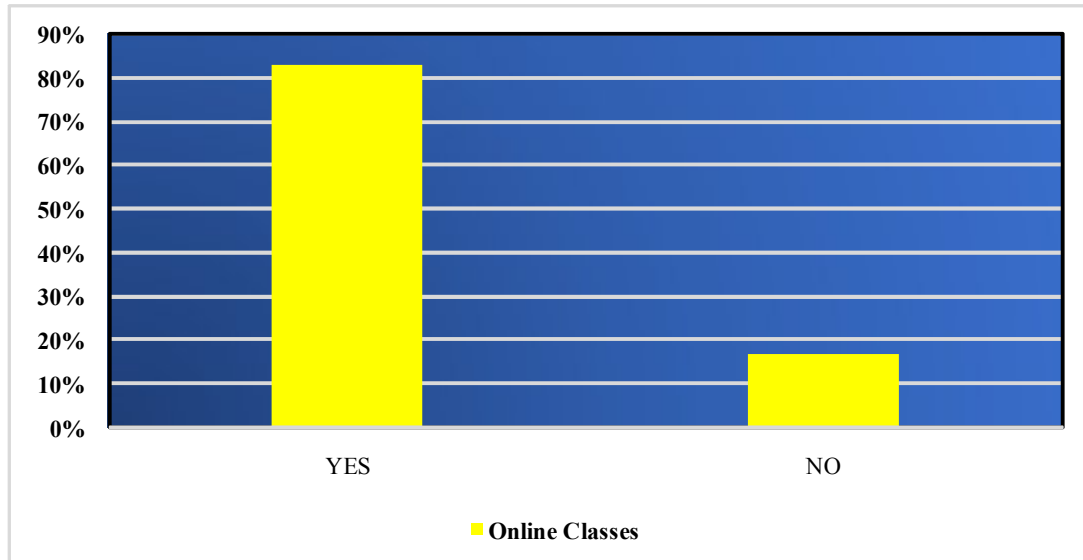
university facilities was the most important factor that was affected followed by poor internet connectivity at 25% and insufficient interaction with faculty at 20%.

**Fig.7: Which of the following were most affected during covid19?**

Source: Author

**3. "Do you prefer to have at least some classes online?"**

For this question, a whopping 83%, 153 students said yes.

**Fig.8 Do you prefer to have at least some classes online?**

Source: Author

#### **4. On further asking "what percentage of the classes would you prefer online?"**

17% of the students preferred to have 100% classes online while 33% preferred to have 70% classes online. So, a total of 50%

i.e., 92 students preferred to have 70% or more classes online. Another 33% of the students preferred 50% classes online. Nobody wanted to have 100% in-classroom teaching.

**Fig.9 What percentage of classes do you want to be taken online?**



Source: Author

### **Major Observations from the student survey**

1. Students feel that overall education during covid is adversely affected. They flagged lack of university facilities and poor internet connectivity as the main reasons.
2. From the above two questions it is clear that students on the one hand have overwhelmingly said that the education during covid is adversely affected but on the other hand a vast majority still preferred the online mode of delivery of classes. This seems contradictory but the most reasonable explanation would be the

flexibility of location and freedom to work while studying that online classes offer to be the reason for students preferring online classes while they do feel the shortcoming of lack of access to resources in the university such as the library, direct interaction with faculty, etc.

### **Need for foreign investment in Indian Higher Education**

FDI in higher education will solve the problem of enrolment rate as we are in a situation of less supply high demand. Indian money and talent going abroad would be arrested to some extent. Infrastructure will improve in higher education will improve as

the foreign universities will build their campuses as per international standards tried and tested in their countries. The ensuing competition would induce the homegrown Indian universities to become more competent by improving their infrastructure, method of imparting education, up-gradation of curriculum to keep abreast with the changing requirements of the industry. Moreover, FDI in education would generate immense employment opportunities.

### Integration of Universities and Industries

By keeping in view, the intensified global knowledge economy, there is a need for strategic partnerships between the universities and industry that go beyond the customary funding of discrete research projects. Their partnership will work well when the research-driven university work in coordination with the innovation-driven environment of the company.

**Fig 10: Enrolment of Indian Students by fields of study**

Field	Number ('000)	Total %
Arts	7,539	37%
Science	3,790	19%
Commerce & Management	3,571	18%
Engineering & Technology	3,262	16%
Education	733	4%
Medicine	716	4%
Law	373	2%
Others	218	1%
Agriculture	97	0%
Veterinary Science	28	0%
	<b>20,327</b>	<b>100%</b>

**Source:** International Journal of Academic Research ISSN: 2348-7666; Vol.3, Issue-2(2), February 2016

### Attracting foreign universities to establish institutes in India

One of the recommendations of UGC is that foreign universities should be encouraged to offer their programs in India. On behalf of GOI, there are several schemes which are offered by various regulatory bodies concerned with higher education. These schemes support

the bilateral exchange of academic staff from India to foreign countries. Moreover, international institutions such as UNESCO, UNICEF, UNDP are also offering similar programs. All these are aimed at bilateral transactions and aimed at Quality enhancement.

### **Global Initiatives for Academic Network (GAIN): Approved by Union Cabinet in Higher Education**

Union Cabinet has approved a program titled Global Initiative for Academic Networks (GIAN) in Higher Education aimed at tapping the talent pool of scientists and entrepreneurs internationally to encourage their collaboration with the institutes of Higher Education in India. GIAN will initially include the participation of foreign faculty in Institutes as Distinguished / Adjunct / Visiting faculty / Professors of Practice, etc., to participate in delivering Short or Semester-long Courses.

### **New Education Policy (NEP) 2020**

The Government of India has come up with NEP with the aim to increase the Gross Enrolment Ratio in higher education from 26.3% (2018) to 50% by 2035 and increase public sector investment in the education sector to 6% of GDP.

### **Way Forward/ Suggestion**

1. The States must come up with a new vision and programs specifically addressing the needs of the State, its industry, economy, social setup.
2. Collaboration between higher institutes in India and abroad must be given more emphasis so as to enable the exchange of students, best practices, and knowledge sharing.
3. To enable diffusion of knowledge among research various research institutes in India, collaboration and inter-institutional research have to be encouraged to avoid reinventing the wheel, save resources, and achieve higher productivity and progress.
4. Government must promote an alliance between Indian higher education institutes and top international institutes and also generate liaisons between national research laboratories and research centres of top institutions for standard and synergic research.
5. There should be a multidisciplinary approach in higher education so that students develop rounded knowledge and personality.
6. Pedagogy must be improved through the following ways:
  - a. Increase the teacher training days and the frequency of training.
  - b. Establish teacher training institutes to cater to the existing and new faculty for training.
  - c. Collaborate with premier institutes in India such as the IITs and IIMs for teacher training.
7. Improving the quality of all Universities irrespective of Public or Private.
  - a. Stringent implementation of UGC norms will help improve the quality.
  - b. Many private institutes have mushroomed without basic infrastructure and facilities. These must be made to adhere to the norms failing which punitive measures need to be taken.
8. Need to create standard and qualitative education infrastructure to grab futuristic jobs.
9. Ensure that education policy is fully integrated into larger economic growth strategies.

- a. Government should facilitate and enforce concrete integration of higher education with industry by making an internship mandatory. Incentives must be provided by the government to the industry for giving internships to students. This will boost the industry-higher education integration and will be a win-win as the industry can make a full-time offer to the interns and students can get real-life work experience for future job searches.
- b. A percentage of classes conducted for the various higher education courses must be reserved for industry professions. This will not only foster stronger engagement of industry with higher education but also helps knowledge sharing on current issues faced in the industry and the best practices.
10. Move rapidly to develop new forms of digital and automation-enabled training programs.
11. Develop and promote investment policies that encourage foreign direct investment and curtail long-term unemployment.

## **Conclusion**

Higher education is the pipeline of manpower resources for all economic activity and the quality of output from the higher education institutions will determine the present and future economic growth and prosperity. It is indispensable that higher education has continuously evolve in tandem with the rapidly changing requirements of the industry in terms of knowledge and skill required. Indian higher education sector is fraught with many issues in terms of quality of education imparted, methodology of delivery, and the skills imparted. Apart from catering to industry, higher education also has to be accessible to all sections of society and to different geographies. Expansion of higher education sectors in terms of quality, as well as volume, is the need of the hour. While the government has made many efforts to expand the capacity of higher education such as attracting premier foreign higher education institutes, expanding Indian institutes and bringing about changes in UGC norms, etc, a lot more needs to be done to reform the higher education sector in India.

## **References**

- Kothari Commission Vol.1pp.1-287  
University Grants Commission Report, 2010  
Agarwal, 2006.  
'Social Infrastructure, Employment, and Human Development, Chapter 10, Economic Survey, 2019-20, Ministry of Finance.  
Hanson, Melanie. "U.S. Public Education Spending Statistics" EducationData.org, August 2, 2021.  
International Journal of Academic Research ISSN: 2348-7666; Vol.3, Issue-2(2), February 2016  
John Handerson Moura Ar/global-talent-2021-52407222: Oxford Economics

**Weblog**

<https://www.indiabudget.gov.in/budget2019-20/economicsurvey/>

<https://www.education.gov.in/en/aishe-report-1>

[https://www.indiabudget.gov.in/economicsurvey/doc/vol2chapter/echap10\\_vol2.pdf](https://www.indiabudget.gov.in/economicsurvey/doc/vol2chapter/echap10_vol2.pdf)

<http://www.skillsahead.net/job-market-india-2015-an-essential-report/>

[https://educationdata.org/public-education-spending-statistics\)](https://educationdata.org/public-education-spending-statistics)

<http://iiti.ac.in/GIAN/>

<https://www.slideshare.net/JohnHandersonMouraAr/global-talent-2021-52407222>

## Objectives of Moral Education

Shivakumar S.\*

---

### ABSTRACT

*Since independence education system in the country has expanded very rapidly. In spite of the recommendation of the several commissions on education that education in human values should be made an integral part of the curriculum, it is hardly visible in the State's schools, perhaps, because of lurking suspicion that moral education might be used for religious education. India is a multi religious country and comprises of multicultural societies. The constitution of Republic of India is based on the concept of secularism. Therefore, it is imperative to distinguish Moral education from religious education or even education about religious. So far as the subject moral education is concerned, values themselves seem to form the aims of teaching the subject. Attempts have been made from time immemorial to spell out human values worthy of pursuit.*

**Key words:** Human values, Moral education, Religious education.

---

### Introduction

At the very outset it should be noted that the field of moral education is not only the most abstract and controversial but also the most difficult to handle in concrete terms. Traditionally the objectives of moral education were based on religion and philosophy. There was no secular moral education and very little scope for the development of moral thinking and the capacity for independent moral decision. In the modern world these are held to be very necessary.

The objectives of moral education should be such that the curriculum should recognize the tensions that are brought about by the conflicts between traditions and change. The planned program should aim at developing a critical moral perspective in our pupils that will

enable them to employ modern skills for the betterment of mankind while helping them renew their commitment to fundamental traditional values.

The report of the Joint Study on Moral Education in Asian Countries lists the following objectives for Moral Education:

- \* Full development of child's personality in its physical, mental, emotional and spiritual aspects.
- \* Inculcation of good manners and of responsible and co-operative citizenship
- \* Developing respect for the dignity of the individual and society.
- \* Inculcation of a spirit of patriotism and national integration

---

\* Principal, Vivekananda Teacher Training & Research Centre, Hosahalli, H.D. Kote Taluq, Mysore, Karnataka



### *Objectives of Moral Education*

- \* Developing a democratic way of thinking and living
- \* Developing tolerance towards and understanding of different religious faiths.
- \* Developing a sense of human brotherhood at the social, national and international levels.
- \* Enabling children to make moral decisions on the basis of sound moral principles.

#### **The religious dimension in objectives of Moral education**

Moral education programs for separate religious groups may lead to religious, cultural, social and political prejudice which in pluralist societies may disrupt national unity. In countries with a secular education system, the government should consider the contribution which religious can make in developing an effective moral education program. It is believed that a good moral education program can be developed without relying on religion. This may be necessary in multi-religious societies and in those where the population is a mixed one of believers and non-believers. At the same time, common teachings of all religions can be used to reinforce moral values and also teach religious tolerance and understanding to children. For this purpose it is necessary to make a study of the common teachings of different religions and the religious phenomenon as a whole that might be conducive to the moral development of children.

#### **The spiritual dimension in objective of Moral education**

An important aspect of moral education programs in all countries relates to the development of the spirit of national identity and patriotism in children. This is necessary

for the purpose of integrating and strengthening a nation, especially if it has won its freedom only recently or if its security is threatened in some form. It has been argued therefore that it should be an important objective of moral education to make children aware of the fact that the whole world is now a community of interdependent nations and that the survival and well-being of the people of the world depends on mutual co-operation.

#### **The cognitive, conative and affective dimensions of moral education objectives**

To be morally educated is to be able to think morally, to feel the kind of emotions and to act morally. Objectives of moral education should therefore be concerned with all the three phases of personality development as they relate to moral behavior. As these phases are themselves interrelated, it would be erroneous to think that moral education is exclusively concerned with knowledge, emotion or action alone.

The working group on value oriented education has identified five dimensions of value education, these being physical education, emotional education, mental development, aesthetic development and the moral and spiritual domain. The values to be pursued in the moral and spiritual realm, according to them are: Sincerity, faithfulness, obedience to what one conceives to be the highest, gratitude, honesty, benevolence, generosity, cheerfulness, selflessness, freedom from egoism, equanimity in joy and suffering, in honour and dishonour, success and failure; pursuit of the deepest and highest of the absolute and ultimate and the progressive expression of this pursuit in thought, feeling and action.

### **Moral components advocated by John Wilson**

1. Consideration for others: Principle of equality, dignity of the individual.

**Virtues involved:** kindness, sympathy, altruism, courtesy, co-operation etc.

2. An awareness of feelings in one's own and in others: Capacity to anticipate the feelings that would arise in him and in others as result of his action - moral thinking about the pros and cons of his action - 'Do unto others as you would like them do unto you'. Virtues involved: - magnanimity, nobility, altruism etc.
3. Ability to collect data (in a situation involving morality):
  - \* Right decision making,
  - \* Moral issues and moral conflicts,
  - \* Ability to collect all relevant facts, analyze ,
  - \* Think of the possible course of action,
  - \* Scientific method of solving problemsVirtues involved: - reasoning, endurance, patience etc.
4. Ability to take a decision: Moral education must train the person to be able to take the right decision

**Virtues involved:** justice, wisdom, temperance etc

5. Will to act on the decision: May not act for want of sufficient courage - fear anticipated Virtues involved: courage, duty, responsibility etc.

**Moral attitudes recommended by Kay William:** Recommends for the development in children five Primary Moral Traits (PMT) and four Primary Moral Attitudes (PMA). He seems to have evolved these traits and attitudes

considering moral education as a process of socialization of the individual.

**Primary Moral Traits (PMT):** (1) to make right moral judgments' (2) to postpone gratification of desires (3) to treat other human beings with dignity (4) to be flexible in making moral judgments' (5) to be creative and dynamic in moral decisions.

**Primary Moral Attitudes (PMA):** The individual must be educated to possess the following attitudes. (1) Autonomy: freedom of the will - feel free to take decision (2) Rationality: moral decisions based on reason (3) Altruism: extending help and co-operation to others-self sacrifice (4) Responsibility: prepared to own responsibility for all his actions - accept guild in all humility

**Five doctrines in Moral education advocated by Sri Kuvempu (National Poet):** (1) Manujamatha (Universal Man), (2) Viswapatha (Universal Path), (3) Sarvodaya (Welfare of all), (4) Samanvaya (Harmony)

### **School as a setting for Moral Education**

Schools, in the first place, by their nature cannot help being setting for the moral education of children. Some of these learning is unreflective, some coming from the 'hidden' curriculum and some through the organization of the social. Over above all this, we have, of course, direct, deliberate moral education. Let us examine these in some detail.

The school contributes in a number of ways to the process of unreflective learning. A lot of learning goes on as a result of the experiences pupils have at school. It is not only when teachers are deliberately setting up projects in moral education or extracting moral lessons from their work in literature or history that moral learning is going on. As much, if not more, is learning from the way in which

### *Objectives of Moral Education*

they organize the work of their pupils, react to the behavior of individuals, use punishment, exercise discipline, achieve control and in general, approach their pupils, handle their classes and manage their classrooms. Moral attitudes are caught from every interaction of teacher and pupil since these again, like all human interactions, is moral interactions. It will be apparent that the school will contribute to this kind of unreflective moral learning both by its deliberate attempts to ensure the acceptance by children of certain values and through this kind of unconscious absorption of the values implicit in its patterns of working and its structures, in short, through what has been called the 'Hidden curriculum' or 'Phantom curriculum'.

### **Reference**

- Introduction to Moral Education. John Wilson  
Moral Education in Asia - Report of NIER, Tokyo (Japan) on the study undertaken by UNESCO  
- APIED - NIER  
Report of the Education Commission - 1964-66  
Education in Human Values, Hand book for teachers - Ed. By S. R. Rohidekar and others. Part  
I and II  
Moral Education. N. J. Bull.  
Moral Education in School. Philip. R. May

### **Conclusion**

Moral education helps one to distinguish between right and wrong. It gets reflected in one's personality. It helps in building a good personal and professional life. It helps to eliminate problems like violence, dishonesty, jealousy etc from one's life. This set of beliefs guides their intentions, attitudes and behaviors towards others and their environment. Moral education should not be only for the children who are in the school but also for those who are outside it. Even parents, non-literates, neo-literates should be involved in the project. In fact, the whole society has to be involved in the process of moral oriented education.

## A Study of the Impact of the Use of E-Learning on Secondary School Students

Maganlal S. Molia\*

---

### ABSTRACT

*The present study is survey type quantitative nature. The objectives of the study as: (1) To construct the Use of E-Learning Inventory on Secondary School Students and (2) To Study of the Impact of the Use of E-Learning on Secondary School Students. The students studying in Gujarati medium Secondary Schools in Gujarat was considered as population of the study. The investigator were selected 90 secondary school students studying at Rajkot as sample in which 45 boys and 45 girls. Survey type quantitative was used. In the present study the investigator constructed standardized Use of E-Learning Inventory on Secondary School Students was used. Use of E-Learning Inventory was administered on Secondary School Students. The student's scores on the E-Learning Inventory were recorded. This quantitative study the data were analyzed by descriptive statistical technique mean and SD. The study revealed that Electronic learning or 'e-learning' has been an influential mode of learning today. Based on this study, it can be concluded that the students were exposed to the e-learning in great deal. This study has also proven that e-learning could provide greater flexibilities on instructor-led or self-study courses among the students.*

**Key words:** e-learning

---

### Introduction

Teaching is a dynamic, well-planned and systematic presentation of facts, ideas, skills and techniques to students and its focus is to acquire maximum learning experiences. Selection of the most suitable teaching strategies is the basic condition for successful teaching/learning process. E-learning or electronic learning is used to provide instructional programmes to students who are separated by distance and from the instructors or teachers. It uses the Internet, computers,

networking and multimedia technologies. There are many definitions of e-learning. According to Garisson and Anderson (2003), as cited in Muhammad Rais and Yusup Hashim (2004), e-learning is a network or online learning that takes place in a formal context and uses a range of multimedia technologies. Chan et al. (2007) highlighted that e-learning includes computer-enhanced learning or training which is usually delivered via a personal computer. Learning is delivered by other communication technologies whose methods of delivery include online lectures,

---

\* Department of education, Saurashtra University, Rajkot (Guj.) India E-mail:msmolia99@gmail.com

tutorials and learning support systems. Effective e-learning is often a blend of methods. It also includes online learning, web based training and computer based training. E-learning may improve access to education and training, the quality of teaching and learning and mark the need for higher institutions to maintain competitive advantage in this changing market place for students. This means e-learning may enhance quality of teaching and learning. There are numerous advantages and disadvantages of e-learning. Previous research found that e-learning is more cost effective than traditional learning because less time and money is spent by learners on travelling. This means when students embark on e-learning, they can be thrifty. Besides, flexibility is another major benefit of e-learning. E-learning provides learners the advantage of taking classes anytime and anywhere.

#### Review of Literature

E-learning is the acquisition and use of knowledge distributed and facilitated primarily by electronic means. This form of learning currently depends on networks and computers but will likely evolve into systems consisting of a variety of channels (e.g., wireless, satellite), and technologies (e.g., cellular phones, PDA's) as they are developed and adopted. e-learning can take the form of courses as well as modules and smaller learning objects. e-learning may incorporate synchronous or asynchronous access and may be distributed geographically with varied limits of time. Some terms are: e-learning, distributed learning, online learning, web-based learning and distance learning. First, to review and summarize definitions related to e-learning. Urdan & Weggen (2000), related that online learning constitutes just one part of e-learning and describes learning via internet, intranet and

extranet. They added that levels of sophistication of online learning vary. Hall and Snider (2000) define e-learning as the process of learning via computers over the Internet and intranets. Hall and Snider extended that e-learning is also referred to as web-based training, online training, distributed learning or technology for learning. Given the progression of the definitions, then, web-based training, online learning, e-learning, distributed learning, internet-based learning and net-based learning all speak of each other (Hall & Snider, 2000; Urdan & Weggen, 2000). Similar also to e-learning and its related terms is technology-based learning (Urdan & Weggen 2000). Urdan & Weggen shared that e-learning covers a wide set of applications and processes, including computer-based learning, web-based learning, virtual classrooms, and digital collaborations. Like Hall & Snider (2000), Urdan & Weggen (2000) have set apart distance learning and e-learning in their glossaries, making, however, e-learning inclusive and synonymous to all computer-related applications, tools and processes that have been strategically aligned to value-added learning and teaching processes. Berge (1998) explained the difference between distance education and distance learning. Distance education was seen as the formal process of distance learning, with information being broad in scope, for example, college courses. While, distance learning was seen as the acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance. Willis (1994) in his definition of distance learning identified the acquisition of knowledge and skills as another criterion and supported the former three criteria by saying that distance learning occurred through

mediated information and instruction, and encompassed all technologies and other forms of learning at a distance. Interestingly, Urdan & Weggen (2000) saw e-learning as a subset of distance learning, online learning a subset of e-learning and computer-based learning as a subset of online learning. Distance learning purports planned courses, or planned experiences.

### Objectives of the Study

Objectives of the study were:

1. To construct the Use of E-Learning Inventory on Secondary School Students.
2. To Study of the Impact of the Use of E-Learning on Secondary School Students.

### Variables Involved in the Study

Two types of variables were involved the study (1) Independent variable and (2) Dependent variable.

**Independent Variable:** The independent variable of present study was students. Two level of Boys and Girls.

**Dependent Variable:** The dependent variables of present study were student's Scores of Use of E-Learning Inventory.

### Research Question of the Study

With reference to objective the research question as: To Study of the Impact of the Use of E-Learning on Secondary School Students.

### Population & Sample

The students studying in Gujarati medium Secondary Schools in Gujarat was considered as population of the study. The investigator were selected 90 secondary school students studying at Rajkot as sample in which 45 boys and 45 girls.

### Tool of the Study

In the present study the investigator in order to trace out in Use of E-Learning Inventory on Secondary School Students was prepared by investigator himself. They were Use of E-Learning Inventory on Secondary School Students was divided to two sections. Section - I requested for the background information of the students and section - II was the Use of E-Learning Inventory on Secondary School Students consists of (9) items, each rated on five -point Likert scale running from (1 = Strongly disagree , 2 = Disagree , 3 = Undecided, 4 Agree, and 5 = Strongly Agree). For this study, experts in the field ensured face and content validity of the items through consultation. The scores were reversed for negatively worded items. It was given to colleagues for content and construct validity. The reliability of the used tools is verified and established. Through the split half method the reliability coefficient of Use of E-Learning Inventory on Secondary School Students was 0.87 and by Spearman brown method it was 0.85. The internal consistency of the tool was established using Cronbach Alpha which yielded a reliability index of 0.89 (Cronbach, 1951). The tool was pilot tested and the Kuder-Richardson 20 reliability index was 0.78 (Kuder & Richardson 1937).

### Data Collection

Use of E-Learning Inventory was administered on Secondary School Students. The student's scores on the E-Learning Inventory were recorded.

### Statistical Technique Used

This quantitative study the data were analyzed by descriptive statistical technique mean and SD.

## Results and Discussion

The results of Mean and SD of the Use

of E-Learning Inventory on Secondary School Students are presented in Table-1.

**Table-1: Mean and SD of the Use of E-Learning Inventory on Secondary School Students**

No.	Statement	Mean	S.D.
1.	E-learning can enhances my computer and Internet skills.	4.29	0.75
2.	E-learning can give more advantages rather than disadvantages to my academic achievement.	4.36	0.67
3.	E-learning gives no time barrier.	4.33	0.73
4.	E-learning helps me to make my lesson more organized.	4.11	0.64
5.	E-learning helps my lesson more effective compare to chalk and talk.	4.00	0.64
6.	E-learning provides complete content in my learning with good exercise.	4.27	0.72
7.	E-learning provides good instructional learning program to me even I far from teacher.	4.27	0.75
8.	E-learning provides me with different learning styles and can make my learning more fun.	4.09	0.63
9.	E-learning provides me with greater flexibility on free to select either instructor-led or self-study courses.	4.49	0.69

Based on Table -1, with the highest mean score of 4.49 and Standard Deviation of 0.69, the students admitted that E-learning had provided them with greater flexibilities on either instructor-led or self-study courses. Chan et al. (2007) stated that one of the benefits of e-learning to students is that it can cater a wide range of students learning styles. Fioriello (2009) stated that students have an option to choose what they like and e-learning draws them to topics they like and enjoy. From the researcher's point of view, the students had the autonomy to choose the types of e-learning tools they preferred to use. Usually, students choose the Internet as their main e-learning tools and CDROM as their second preferred

choices. This happens because students nowadays could get easy access to the Internet since they have the connection at home (39.82%). Having the Internet is important since it could provide them current knowledge and practices. The lowest mean score was seen in the statement 'E-learning helps me understand my lesson effectively compared to the chalk and talk method' (mean: 4.00, SD: 0.640). This is not surprising considering that e-learning contains colorful pictures and interesting videos that can make students enjoy learning. Liam and Huang (2002) as cited in Borstorff and Lowe (2007) found that websites, a diversity of multimedia inputs such as video, audio, photos and online chat rooms,

had allowed the learners in their study to seek knowledge that would relate to their prior, personal experiences and engage them in interdisciplinary training. According to Chan et al. (2007), previous studies showed that online learning could provide a variety of delivery methods to cater to different types of learners if compared to traditional classrooms. Besides, from the perspective of Bloom's Taxonomy, e-learning is an effective learning tool (Karthi, 2006, Suanpang and Petocz, 2006, Vidakovic et al. 2003, in Halawi et al. 2009). In my opinion, e-learning could provide interesting learning styles and enhance students' academic performances. Students can be more active because they could learn

independently and increase their thinking abilities. Students can have systematic lessons because e-learning provides content and exercises displayed in videos, animations and sounds.

## Conclusions

Electronic learning or 'e-learning' has been an influential mode of learning today. Based on this study, it can be concluded that the students were exposed to the e-learning in great deal. This study has also proven that e-learning could provide greater flexibilities on instructor-led or self-study courses among the students.

## References

- Borstorff, P.C. & Lowe, S.K. (2007) Students Perceptions and Opinions Toward E- learning in the College Environment. *Academy of Educational Leadership Journal*, 11 (2), 13-29. Retrieved March 25, 2010 from <http://www.alliedacademies.org/Publications/Papers/AELJ%20Vol%2011%20No%202%202007%20p%2013-29.pdf>
- Chan Y. F., Ranjit K.S., Jamiah Baba & Eliza Parman. (2007). *Computer Education For Classroom Teaching*. Malaysia: McGraw-Hill Fauzi Jasmani. (2011). Ketagih Internet punca otak remaja mengecut?. Retrieved January 4, 2012 from <http://eiz1004.upprofits.com/ketagihinternet-punca-otak-remaja-mengecut/>
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16 (3): 297-334.
- Fioriello, P. (2009). 14 Advantages of E-learning. Retrieved January 4, 2012 from <http://drpfconsults.com/14-advantages-of-e-learning/>
- Hafizah Mohamad Hsbullet & Kamil Md. Idris. (2009) E-learning adoption: the role of relative advantages, trialability and academic specialization. *Campus Wide Information System*, 26 (1), 54-70. Retrieved March 10, 2010, from <http://proquest.umi.com.ezaccess.library.uitm.edu.my/pqdweb?index=6&did=1615587031&SrchMode=1&sid=4&Fmt=6&VInst=PROD&V>
- Halawi, L.A., McCarthy, R.V & Pires, S. (2009) An Evaluation of E-learning on the Basis of Bloom's Taxonomy: An Exploratory Study. *Journal of Education for Business*, 84 (6), 374-380. Retrieved March 25, 2010, from [http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=EJ844509&ERICExtSearch\\_SearchType\\_0=no&accno=EJ8445090](http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ844509&ERICExtSearch_SearchType_0=no&accno=EJ8445090)



*A Study of the Impact of the Use of E-Learning on Secondary School Students*

- Kuder, G. F. & Richardson, M. W. (1937). The theory of the estimation of test reliability. *Psychometrika*, 2(3), 151-160.
- Muhammad Rais Abdul Karim & Yusup Hashim.(2004). The experience of the E-learning implementation at the Universiti Pendidikan Sultan Idris, Malaysia. *Malaysian Online Journal of Instructional Technology (MOJIT)*, 1 (1), 50-59. Retrieved March 10, 2010, from:<http://pppjj.usm.my/mojit/articles/pdf/0804/The%20Experience%20of%20the%20E-Learning%20Implementation%20at%20UPSI.pdf>
- Shelly, G.B., & Vermaat, M.E. (2008). *Discovering Computers 2009*, USA: Course Technology Cengage Learning

## **A Study of Attitude towards Factors Affecting the Appointment of Female Teachers Working in Rural & Urban Areas of Secondary Level Public Schools Affiliated with CBSE**

Harendra Singh\*

---

### **ABSTRACT**

*The Present study focused on attitude towards factors affecting the appointment of female teachers. The objectives of the study were (i) To study of the factors affecting the appointment of female teachers working in the rural areas of secondary-level public schools affiliated with CBSE. (ii) To study of the factors affecting the appointment of female teachers working in the urban areas of secondary-level public schools affiliated with CBSE. (iii) To compare the factors affecting the appointment of female teachers working in the rural and urban areas of secondary-level public schools affiliated with CBSE. For this study, 20 Principals, 60 Management Committee Members & 100 Teachers were selected as a sample. A self-constructed tool was administered to the sample. Raw data were statistically treated with Mean, Standard deviation, and t-test. The researcher finds that in the secondary private public schools affiliated with CBSE in the rural areas disciplinary factor is more effective for appointment.*

**Key words:** Attitude, Appointment, Factors Affecting the Appointment, Teachers

---

### **Introduction**

In today's world, the earning of a single person cannot afford all expenses. If both males and females earn then only life runs smoothly. Keeping this thing in mind a female wants to come into the teaching profession because along with earning she was safe and gives time to their family. Now a day's the demand of our society is also that both boys and girls earn.

In this modern era girls/women also

stand on their own feet. They are no less than boys in any way. They also want to do a job. But she wants a safe job where they get honour and pride and teaching is such a profession. Most of women want this profession because it is safe and in our society the status of a teacher is above the God. In most professions, we have seen that there is no time limit but a girl has to adjust to the family along with her job. She has to give time to their family for this she wants such profession in which she also gives time to their family and teaching is

---

\* Professor of Education & Principal Director, D.P.M. (P.G.) Institute of Education, Behsuma, Ch. Charan Singh University, Meerut, Email: harendra\_2k@yahoo.com

such a profession where there is no overtime and along with that a girl/woman also gives time to their family that's why female teacher chooses this profession.

When a child is born, he was totally unknown from the activities of the world. But he learns many things in the lap of his mother. The mother is the first teacher of a child who teaches social & moral values to the child. When he starts going to school, he finds new faces in which he/she starts searching for the face of his mother. He wants the same love and affection from his teacher that he gets from her mother. At this level, there is a need for a female teacher because she can adjust to the student easily. Her behaviour is so polite and affectionate those students talk with them easily. We have seen that the behaviour of male teachers is rude so the student cannot convey their thoughts easily whereas female teachers have more sympathy with the students because they find their own child in the students. So, she can easily understand the student that's why there is a need for female teachers.

Today is a time of globalization and from this globalization, the teaching profession is also not far away. Teaching also comes into the hand of the private sector and most of the public schools are governed by businessmen where there is no interference from the government. They make their norms according to their own comfort. In public schools, female teachers are appointed keeping this thing in mind that they are polite in behaviour as compared to male teachers. They can easily obey the order of their seniors without any argument. They fulfil their responsibility with sincerity and dutifulness as compared to male teachers. One of the main reasons behind the appointment of the female teacher is that

having the same qualification and experience as male teachers they also work at a less pay scale as compared to male teachers.

In the present scenario, competition in each and every field/occupation. Every person wants good goodwill in society and the image of the school depends upon the student's performance, their creativity, their talent etc. to come out this talent, this creativity there is a need for a good teacher and a good teacher is that who teaches from the heart, not from books. Only bookish knowledge cannot do the overall development of a student there should be a need for extra co-curricular activities, and cultural activities and we have seen that these types of activities will be managed by the female teacher more appropriately than male teachers. Female teachers are multi-dimensional they came out with the talent of a student; they motivate the student at every step that's why there is a need for female teachers. To know more factors of appointment of female teachers in public schools there is a need to study.

## **Terms Used in the Study**

**Factors affecting the Appointment:** Those facts which affect the mind of the interviewer at the time of the interview, on the basis of which interviewer selects the candidate.

**Female Teachers:** A woman or a girl appointed in the school for teaching work.

**Attitude:** "Attitude is a readiness to react towards or against some situations, person or thing in a particular manner to a particular degree of intensity." When a person does any of the jobs his attitude towards that field/occupation has been seen. In the same way, the selection of an applicant also depends upon

the attitude. To see the attitude of a candidate a psychological person is also considered in the selection committee. The attitude of a teacher plays an important role for the student or for the school also. A psychological person sees the attitude of an applicant towards a student because if the attitude of a teacher is positive then he/she is a good teacher because he/she talks and thinks positively. If any teacher is of negative attitude, then he/she think negatively, and always talk negative thought. By this, the confidence level of the student also got declined and if the teacher is a positive thinker, then he/she says if one door is closed then a thousand of doors open. He/she says always do the struggle because the fruit of struggle is always sweet. He/she motivates the student and increases their confidence level. So, the teacher who has a positive attitude would be selected.

### **Statement of the Problem**

The statement of the problem has been stated as, "A Study of Attitude towards Factors Affecting the Appointment of Female Teachers Working in Rural & Urban Areas of Secondary Level Public Schools Affiliated with CBSE."

### **Objectives of the Study**

Every research work is written with some objectives, goals, or purpose. The present research study has also certain objectives as has been outlined below. The specific objectives of the study were:

1. To study of the factors affecting the appointment of female teachers working in the rural areas of secondary-level public schools affiliated with CBSE.
2. To study of the factors affecting the appointment of female teachers working

in the urban areas of secondary-level public schools affiliated with CBSE.

3. To compare the factors affecting the appointment of female teachers working in the rural and urban areas of secondary-level public schools affiliated with CBSE.

### **Hypothesis of the Study**

To achieve the objectives the non-directional hypothesis was formulated for the present research as, "There is no significant difference between the factor affecting the appointment of female teachers working in the rural & urban areas of secondary level public schools affiliated with CBSE."

### **Delimitations of the Study**

The study was delimited to the only female teachers working in the rural & urban areas of secondary-level public schools affiliated with CBSE of the Meerut region.

### **Method of the Study**

The analytical survey method of research was used by the researcher in this study.

### **Population of the Study**

In this study, the researcher has a definite number of an individual on whom the researcher is on the survey. So, the researcher has taken a finite population. The researcher has taken the Principal, Management Committee Members and Teachers of all public schools run in the rural area and urban area of secondary-level schools affiliated with CBSE in the Meerut region.

### **Sample of the Study**

In the present study, the researcher has taken 10 public schools, out of which 5 schools

are from rural areas and 5 schools from the urban areas of CBSE. From each school 1 Principal, 3 Management Committee Members & 5 Teachers were taken for sample. The total sample is 20 Principals, 60 Management Committee Members & 100 Teachers.

### **Sampling Technique used in the study**

The purposive sampling method was used to select the sample of the study.

### **Analysis and Interpretation of Data**

**Table-1: Factors affecting the appointment of female teachers working in the rural areas of secondary-level public schools affiliated with CBSE**

Factors of appointment female teachers	Principal		Management Committee Member		Teacher		Total	
	Satisfy score	%age	Satisfy score	%age	Satisfy score	%age	Satisfy score	%age
Educational factor	16	53	50	56	85	57	151	56
Economic factor	2	40	6	24	16	64	24	53
Administrative factor	19	63	56	62	89	85	164	61
Disciplinary factor	24	69	68	65	105	60	197	63
Individual eligibility factor	38	76	93	62	159	64	290	64

**Interpretation & Discussion:** In table no. 1 objective no. 1 is explained. In this, for the analysis of factors affecting the appointment of female teachers working in the rural areas of secondary-level public schools affiliated with CBSE. The researcher has taken the Principal, Management Committee Members and Teachers. After the analysis, the researcher found that according to the principal, the factor of appointment of the female teacher is an administrative factor and disciplinary factor. The most important factor behind this is

### **Tool Used in the Study**

The researcher does not find suitable research tools, so he constructs his own tool which was used in the present study.

### **Statistical Techniques to be Used**

For the present study, the following statistical techniques were used for the analysis of data i.e., Mean, Standard deviation and t-test

individual eligibility. In this fact, the views of the teacher and student are also related.

From the above discussion, the researcher finds the factor of appointment of a female teacher in the CBSE affiliated public school in rural areas is individual eligibility. After that, the importance given to the disciplinary factor along with this their polite behaviour with the administration is also the factor of appointment of the female teacher. The economic factor is the least factor which affects the appointment of female teachers.

**Table-2: Factors affecting the appointment of female teachers working in the urban areas of secondary-level public schools affiliated with CBSE**

Factors of appointment female teachers	Principal		Management Committee Member		Teacher		Total	
	Satisfy score	% age	Satisfy score	% age	Satisfy score	% age	Satisfy score	% age
Educational factor	14	40	52	58	90	60	156	58
Economic factor	4	34	4	27	9	36	17	38
Administrative factor	17	57	53	59	82	55	152	56
Disciplinary factor	12	34	46	44	94	54	152	48
Individual eligibility factor	20	40	95	63	176	70	291	65

**Interpretation & Discussion:** In table no.2 objective no.2 is explained. In this table, the researcher has analysed the factor of appointment of female teachers working in the CBSE affiliated public school in urban areas. For analysis, the researcher has taken the Principal, Management Committee Members and Teachers. According to the Principal, the main reason behind the appointment of the female is the economic factor. But according to the teacher's viewpoint, their individual eligibility and administrative factor are the main factor of appointment. In the same way, the

student thinks that the appointment of the female teacher is because of their individual eligibility and educational factor.

From the above discussion, the researcher finds that the factor of appointment of female teachers in the public schools affiliated with CBSE in urban areas is their individual eligibility. After that, importance is given to the educational factor and their sympathetic behaviour with the administrative staff. The least factor which affects the appointment is the economic factor.

**Table-3: Comparison of the factors affecting the appointment of female teachers working in the rural and urban areas of secondary-level public schools affiliated with CBSE**

Factors of appointment of female teachers		Average score	Standard deviation	Standard error difference	T-score	Result
Educational factor	Rural	25.17	10.54	1.351	2.96	*S
	Urban	29.17	9.53			**NS
Economic factor	Rural	24	0	0	0	*NS
	Urban	17	0			**NS
Administrative factor	Rural	27.33	2.21	0.559	3.58	*S
	Urban	25.33	5.47			**S
Discipline factor	Rural	28.14	9.19	0.999	6.44	*S
	Urban	21.71	9.13			**S
Individual eligibility factor	Rural	28.5	9.38	0.527	1.14	*NS
	Urban	29.1	6.95			**NS

\*0.05, \*\* 0.01, S- Significant, NS -Not Significant

**Interpretation & Discussion:** In this table objective no.3 hypothesis no. 1 is described. In this, there is a Comparison of the factors affecting the appointment of female teachers working in the rural and urban areas of secondary-level public schools affiliated with CBSE. With the help of the following factors, i.e., educational factor, economic factor, Administrative factor, discipline factor and individual eligibility. We have included the thought of the Principal, Management Committee Members and Teachers of rural areas. The average score of these are as respectively 25.17, 24, 27.33, 28.14, 28.5 and the standard deviations are as respectively 10.54, 0, 2.21, 9.19, 9.38 in the same way we have concluded the thought of the Principal, Management Committee Members and Teachers of the urban area the average score of these are as respectively 29.17, 17, 25.33, 21.71, 2.9 and standard deviation are as follows 9.53, 0, 5.47, 9.13, 6.95. the value of standard error difference is respectively 1.351, 0, 0.559, 0.999, 0.527 whereas the calculated value of 't' is education (2.96), economic (0), administration(3.58), discipline (6.44) & individual eligibility (1.14) which was significant at level 0.05 where table value (2.23 & 2.14) is either less or more by which researcher has the analysis that there is a significant difference in the factor of education, administration and discipline of the appointment of a female teacher in C.B.S.E Board in a rural and urban area whereas in economic factor and individual eligibility, there is no significant difference.

From the above discussion, researchers find that there is a significant difference in education, discipline and administrative factor in the appointment of female teachers working in the public schools affiliated with the CBSE

in the rural and urban areas whereas, there is no significant difference in the economic factor of individual eligibility of the factor of appointment of female teachers.

## Findings

After interpretation of the data, the researcher found that:

1. The factor affecting of appointment of a female teacher working in the CBSE affiliated public schools in rural areas is individual eligibility. After that, the importance given to the disciplinary factor along with this their polite behaviour with the administration is also the factor of appointment of the female teachers. The economic factor is the least factor which affects the appointment of female teachers.
2. The factor of appointment of female teachers in the public schools affiliated with CBSE in urban areas is their individual eligibility. After that, importance is given to the educational factor and their sympathetic behaviour with the administrative staff. The least factor which affects the appointment is the economic factor.
3. There is a significant difference in the discipline factor of the appointment of female teachers working in public schools affiliated with the CBSE in the rural and urban areas, whereas there is no significant difference in the economic, educational, Administrative factor and individual eligibility of the factor of appointment of female teachers.

## Conclusion

The researcher finds that in the secondary private public schools affiliated with

CBSE in the rural areas disciplinary factor is more effective. Female teachers can better control the students, they can not do any partiality between the students, they have more efficiency to maintain discipline in the schools and one of the reasons is that student can openly or friendly share their views with them because they are soft and kind-hearted whereas economic factor i.e. salary does not affect the appointment of female teachers. While the C.B.S.E Board is in urban areas their individual eligibility is more effective along with their educational factor. Females are polite and tolerant by nature due to which they can easily adjust to children. They can give proper time to the student because they have the knowledge of their behaviour. Female give

good moral values to the student because they are away from social evils as well as their education factor also become effective because their teaching techniques are helpful in the learning process of the student. This profession is peaceful as well as spiritual and females took actively participate in school activities. Here also economic factor does not affect their appointment. It can be concluded that in the CBSE affiliated secondary public schools of the rural and urban areas, individual eligibility is the most effective factor which affects the appointment of female teachers, while education, discipline and administration also affect, but the economic factor i.e. income does not affect the appointment of a female teacher.

## **References**

- Agarwal, CJ (2007) School Management, Information and Communication Technology; Agarwal Publication: Agra
- Almack, C. John (2008) Research and thesis writing; Indigo Books: New Delhi
- Gupta, S.P (2010) Modern Measurement and Evaluation; Sharda Pustak Bhawan
- H. Mehrishi, Kumar Santosh (2007) Teacher Education; Nehra Publishers and Distributors: Delhi
- Pachauri Girish (2010) Psychological Foundation of Education; R. Lall Book Depot: Meerut
- Pachauri Girish,(2009) Sociological foundation of Education; R. Lall Book Depot: Meerut
- Rampal and Sharma, Educational Research and Statistics; Vinod Pustak Mandir
- Rao Bhaskara Digumarti (2003) National Policy on Education; Discovery Publishing House: New Delhi
- Ritu Singh (2012) A Comparative Study of Professional Development and Attitude towards Teaching among Male and Female B.Ed. Students, M.Ed. Dissertation, C.C.S. University, Meerut.





## **JOURNAL OF EDUCATION & PEDAGOGY**

*(A Peer Reviewed Refereed International Research Journal)*

*Published Biannually*

**By National Educationist Council**

### **CALL FOR PAPERS**

The Journal of Education & Pedagogy is addressed to the international readers, researchers & educationists, published twice a year in June and December, by the National Educationist Council.

It invites unpublished and original research papers, book reviews, Ph.D. thesis reviews, summaries and reports etc.

\*Short communication to review articles, reports of conference, summary or views on government reports, debatable issues, etc. are also published.

\*Authors/Publishers are also welcome to send books or book review to the Editor for the publication of review in the journal.

### **GUIDELINES FOR CONTRIBUTORS**

1. Electronic copy must be sent to the Email: jepnec@gmail.com and copy forwarded to harendra\_2k@yhahoo.com. Article/paper must be in MS-Word document in Times New Roman in font size 11 (Paper in other format will not be accepted)
2. Papers/articles should be original & unpublished contribution. Papers should be accompanied by a declaration that the material is original, has not been published elsewhere in part or full and the same has not been submitted for publication in any other book or journal or elsewhere. Submission of research papers/articles will be held to imply that it has not been previously published and is not under consideration for publication elsewhere and further that if accepted, it will not be published elsewhere.
3. Email of the research paper/article should be submitted along with an abstract not more than 200 words. The length of a paper including tables, diagrams, illustration etc. should be between 3000 to 5000 words, along with author's brief resume, contributor must be subscribe the journal. A copy of the journal will be sent to the contributor by ordinary post, if he/she subscribes journal.
4. Editorial board has all rights for publication/making any alteration/change in the paper/article or refusal. No correspondence will be entertained regarding the publication of articles/papers. Refused articles/papers will not returned. Editorial board has rights to publish research papers/articles etc. in any of the journals published by NEC or its collaborative publication.
5. Paper received from 1st July to 31st December will be considered for June volume and from 1 January to 30 June will be considered for December Volume of the Journal.

6. The paper once submitted to this journal should not be resubmitted simultaneously to other journals of else where for consideration.
7. All papers submitted to the journal will be the property of National Educationist Council and subject to blind review. To ensure anonymity, the author's name, designation, affiliation, official & residential address and other details about author should only appear on the first page along with the title of the paper. Second page should start with the title of paper again followed by text.
8. Footnotes in the text should be numbered consecutively in plain Arabic superscripts. All the footnotes, if any, should be typed under the heading 'References' at the end of the paper immediately after 'Conclusion'.
9. For citation of books the author's name should be followed by the (b) title of the book (c) year of publication or edition or both (d) page number (e) name of publishers and place of publication.
10. All references should be alphabetically arranged at the end of the text. Style should follow: author's name, forename/initials, date of publication (italicized in case of a book, and in double quotations in case of an article, and the source, Journal or book underlined or italicized), place of publication, publisher, page numbers, and any other additional information. Journal articles should contain complete information regarding volume number, issue number, date, etc. A few examples are as follows:
  - \* Malik, A.P. (1998) Education Policy and Perspective. New Delhi: Allied.
  - \* Majumdar, Ramesh (1997) "The Role of the Society", Journal of Educational Views, 1 (3 & 4), July-October, pp. 1-11.
  - \* Ganeshan, P.R. (1989) "Educational Finances in a Federal Government", Seminar on Mobilisation of Additional Resources for Education. New Delhi: National Institute of Economic Planning (mimeo).

**Note:** *Note: Note: Kindly send your paper for publication in the journal as following format- Topic of the research paper, abstract, key-words, Introduction discussing problem, the paper focuses and its theoretical background, Statement of the Problem, Objectives of the Research Paper, Hypothesis, if any, Population, Sample, Tools used in data collection, Process of data collection, Findings and References. No Need to write above sub-headings of the paper but the paper should contain description related to them. All Correspondence should be Email to: jepnec@gmail.com and copy forwarded to harendra\_2k@yahoo.com.*

# JOURNAL OF EDUCATION & PEDAGOGY

*(A Peer Reviewed Refereed International Research Journal)*

*Published Biannually in June & December every year*

## SUBSCRIPTION FEE

	With in India	Out Side India / Abroad
One year	Rs. 1500/-	\$ 350

\* Subscription amount should be submitted in the bank account:

The account detail:

UNION BANK OF INDIA, Meerut (Main) Branch, Meerut-250001 (U.P.) India,

A/C No. 306001010035323, IFSC Code: UBIN0530603,

the subscription form along with deposit slip should be send through Email to jepnec@gmail.com & copy to harendra\_2k@yahoo.com

## Format for Subscription Application

I, Prof/Dr./Mr./Mrs./Ms. \_\_\_\_\_ wish to subscribe the "Journal of Education & Pedagogy" for the year..... The prescribed contribution of journal subscription is deposited in the bank account through the transaction number ..... dated ..... of Rs..... Kindly send the journal at the following address (should be in Block Letters).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Details of Subscriber:

Name: \_\_\_\_\_ Designation \_\_\_\_\_

Official Address: \_\_\_\_\_

\_\_\_\_\_ Phone & Mobile: \_\_\_\_\_

Email: \_\_\_\_\_

Residential Address:

\_\_\_\_\_

Phone/Mobile \_\_\_\_\_

**Signature**

*Note: Journal will be deliver through ordinary post, if you want through registered post or courier it is necessary to paid appropriate additional charge for postage according postal rules alongwith self addressed envelop (Postal delay or lost or damage of journal is not the responsibility of the National Educationist Council.*



0975-0797

---

Published for the National Educationist Council  
by Mr. Manoj Kumar, 35-A, Dev Nagar, 1st Floor, Union Bank Building,  
Khunipul, Begum Bridge Road, Meerut-250 001 (U.P.) INDIA  
Website: [www.nec-india.org](http://www.nec-india.org)