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CONTENTS

FUNDAMENTAL DUTIES OF INDIAN CITIZEN

- To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- To cherish and follow the noble ideals which inspired our national struggle for freedom;
- To uphold and protect the sovereignty, unity and integrity of India;
- To defend the country and render national service when called upon to do so;
- 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;
- To value and preserve the rich heritage of our composite culture;
- To protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- To develop the scientific temper, humanism and the spirit of inquiry and reform;
- To safeguard public property and to abjure violence;
- 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.

ICT tools, Course Plan & Lesson Plan for Outcome-based Education: A Case Study of XYZ University

Muhammad Mahboob Ali*

ABSTRACT

Excellence of teaching will allow the students to attain knowledge and skill through Outcome-based Education (OBE). This can be facilitated by the Information and Communication Technologies (ICT) in education, knowledge obtaining procedure which must be accompanied by the course curriculum and lesson plan. This study is qualitative in nature. This study discusses considering a hypothetical university entitled "XYZ" which intends to incorporate outcome-based education. The principals of OBE are an arrangement procedure that is dissimilar to the old-style didactic planning. Rather it is an inductive learning based approach. As such OBE focuses on inductive learning procedure, in an OBE system, practicum is an improved version than providing the students by an educator with a traditional education style to serve the community as a whole.

Key words: Competency Model, Outcome -based Education, Inductive Learning, Course Plan, Lesson Plan, ICT Tools .

Introduction

Outcome-based education (OBE) is a recital grounded instructive technique in an emerging critical superior environment, at all levels of program along with attractive de-facto, arrangement typically aimed at several recognized, rather than evolving teaching arrangements to continuous development process for gathering knowledge, skill, creativity, innovativeness ethically. Madsen, Habbestad, and Borch (2023) argued that collaborative online learning can facilitate unintended valuable learning outcomes and critically debates the limitations related to emphasizing a too-strong focus on intended learning outcomes as a premise for constructive alignment in education. OBE refers to a meaningful way to discharge responsibility of belongings, aptitude to brand choices; sympathetic to continue responsibility then wherefore; study and familiarize with finished self-reflection; put on information, skill development suitably also uses sensibly. According to SDSN (viewed on 2023, 3rd March) SDG 4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality,

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promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

* Tijsma et al. (2023) argued that the nature of the design principles is dependent on the students' capabilities, which are related to their previous experiences. Inductive learning is an education policy that highlights the status of engaging a students' indication of learning - in addition to collecting serious-thoughtful knowledge. Kondo, Nishigori, and van der Vleuten (2022) argued that comparisons of the scores between the generic rubrics and the localized tools revealed good correlations for several substance but no correlations for others. Hypothetical XYZ university can create index to scrutinize what result they contain frequently, and efforts made in the region to get better. Regular basis improvement is being required for attaining employment skill. Outcome based education is related to: obviously criterion for computing to ease/skill; adaptive to student's requirements; students to maintain is providing at what time plus anywhere it's wanted the majority; students are known enough occasion to attain mastery. Creating competency among the students is very much important. The competency-based curriculum is a focal point on which the students will reach at the end of the course as the uppermost ability plus talent execution, as the prospectus is the bottom of the knowledge oriented results, and competency-based curriculum is center on attaining the objective put through the expert to matching the gap with skill deficiency. García(2021) opined that competencies are presented through actions, and learning outcomes of programs are presented as capabilities for action, and learning outcomes of courses are presented as measurable and verifiable products. Competency model is related to knowledge, skills, attitude and task. This is illustrated below in Figure.1.

Figure-1 Competency Model
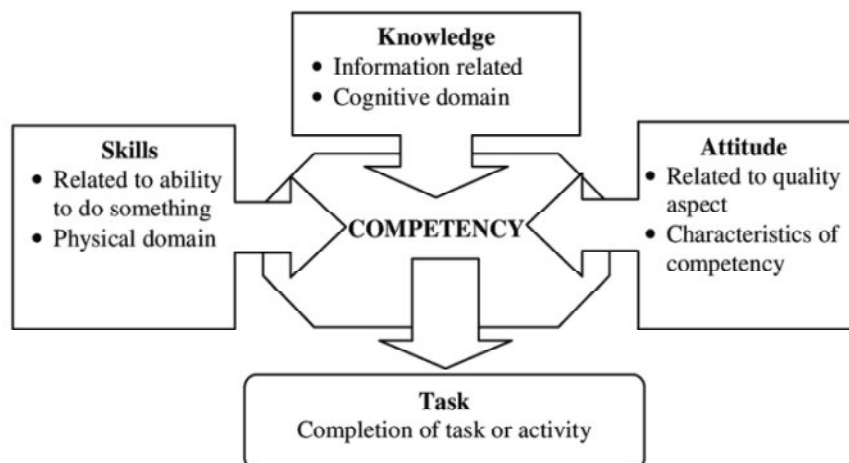
Source: Salleh, et al. 2015 mentioned from UNIDO (2002)

In Bangladesh there is a skill-gap mismatching which is actually creating unemployment especially for so-called educated students. As such practicum for any level of education is being very much important. Practicum is permitting students to put on what they partake from lesson to an actual real life scenario and assist to deliver their expert services connected with their arena which contain secure to convince sequences and remain frequently obligatory aimed at guarantee of capacity building and capability. Course plan is helping an educator to take strategy which components of effort and the message is delivered so that for respective progression, connecting the situation to the preceding knowledge of the students as such related to the requirements of the students. Lesson plan assists instructor to remain extra active in the classes through a framework to trail respective class time period which safeguards each moment of lesson period remains expended education by innovative idea sharing and taking expressive deliberations and class participations. Ali, Rattanawiboonsom, and Hassan (2019) observed that developing employability skill and soft skill of the education sector with creativity and innovative nature is being required to attain managerial efficiency. BLOOM'S Taxonomy is based on three domains: the Cognitive domain; the Affective domain; the Psychomotor domain. There should be vertical and horizontal coordination between 'high order thinking skills' (HOTS) and 'low order thinking skills' (LOTS) so that student's engagement and awareness towards the society can be raised. The Bangladesh National Qualifications Framework (BNQF) develops pathways that provide enhanced right of entry to experience and aid populace to move easily in addition to readily between education and training sectors, and the occupation market (Ministry of Education, Government of Bangladesh, 2021). Inclusive assessment process of course outcome is significant. Although, this criterion should first and foremost act as hub on guiding values which is intended for appraising each students' capabilities and capacity.

Ali, Medhekar, and Rattanawiboonsom (2017) argued that with the visionary zeal, missionary enthusiasm, guided by super goal to enhance quality education at higher educational institutes, and implementation, with focused based strategic planning and collaborative effort are required to build capabilities and fill the skills-gap. Rajan (2012) argued that co-curricular activities need to be i intelligently designed and promoted for the purpose of wholesome personality development, global citizenship, character education, manners and courtesy. According to Bangladesh Accreditation council (2022) accreditation Standards and Criteria for Academic Program are: Standard-1: Governance ; Standard-2: Leadership, Responsibility and Autonomy; Standard-3: Institutional Integrity and Transparency; Standard- 4: Curriculum design; Standard-5: Teaching Learning and Assessment; Standard-6: Student Admission and Support Services; Standard-7: Faculty and Professional Staff; Standard-8: Facilities and Resources; Standard-9: Research and Scholarly Activities; Standard-10: Monitoring, Evaluation and

Continual Improvement.

Research course of the study is how effective and efficient outcome based education can be attained in the hypothetical XYZ University?

Objectives of the study:

The following are the objectives of the study

i)   To find out whether ICT tools can be effectively used?

ii)   To observe what is the impact of course plan?

iii)   To assess the need for proper lesson plan.

Methodology of the study:

The study is qualitative in nature. In the study through using ICT tools, course plan and lesson plan, researcher wanted to know how effectively and efficiently outcome-based education (OBE) can be implemented for employability skill. Time period of the study is from 1st February 2023 to 31st March 2023.

Now the study will describe the followings: ICT tools used for a course; Course Plan and then Lesson Plan format.

ICT tools used for a course:

*   Management of Small Credits

*   Semester I

*   Programme and Academic Year: MDS, Spring 2023

*   Batch: 2022-24

Prelude

This course facility outlines the evolution of small business credit management as a track record of a small business's monetary responsibility; that small companies, NGOs, investors, or financial organizations use to determine whether or not a business is a suitable candidate to lend money to or do business with. Credit risk is most simply defined as the potential that a borrower or counterparty may fail to meet its obligations in accordance with agreed terms. The study will cover the performance of cottage, micro and small loan in line with NGOs of Bangladesh benchmark. The course will also discuss criteria used in identifying credit worthy clients, the effectiveness of the loan disbursement procedures, the extent to which the NGOs educate and supervise the customers, and problems encountered in recovering NGOs loans granted. Owing a small business provides an excellent opportunity to satisfy personal objectives while achieving the firm's business objectives. In no other occupation or profession is this as true. But there are many varied reasons for starting small businesses, as there are small business owners. Those reasons are summarized as to satisfy personal objectives and business objectives. The least developed countries have started refocusing their attention on small enterprises to enhance the role in bringing about structural change in their economies. Agricultural enterprises and agricultural credit flow will also be covered. SMEs financial will also be discussed. The preparation of the business plan will be built upon everything that has been learned to date and will require the synthesis of this learning.

The course will provide the student with the opportunity to explore and investigate a business venture of interest and the preparation

of a business plan will provide an opportunity to apply what has been learned in the business program. The entrepreneurial process begins with the pursuit of a perceived opportunity. As such, the ability to identify a valid opportunity is paramount to the field of entrepreneurship.

Transformation from informal to formal market, social entrepreneurship, social networking, social capital, social business, social investment, social formal and non-formal education and community banking. Creation of process of Micro-Savings transformed to Micro-Investment. Discussion on Palli Sanchya Bank, Karma sangthan Bank, PKSF and need for alternative banking at local level by introducing societal banking with under separate regulator will also be discussed. Students will get the benefits of the ICT, using different software tools.

Description of the Task

Students are required to do some field work and side by side attend lectures/ classes to understand the theory. During lectures/ classes they will be presented with one documentary and two power-point slides online by meet. Google. Moreover, Google classroom will be regularly used for providing lectures by the faculty and submitting assignments, Quizzes, Google Docs and exams by the students through online. Sometimes https://streamyard.com/and https://padlet.com/ will be used. Also, several knowledge elegances with many interactive mechanisms and circumstance situations will be used as one of the Facility Tools.

Objectives

* To identify the key variables and strategies for creating and sustaining effective policies and programs in the development of small business management. To recognize the importance of smooth process flows.

* To recognize the applied topics clear understanding of the objectives, several types of small credit management practices and its gradual evaluation with the help of ICT tools will be discussed.

* To demonstrate the understanding of the Agricultural enterprises and agricultural credit flow with the help of field visits and submission of field report.

* To use ICT and physical blended delivery of teaching and learning for the betterment of the education of the students.

Methodology

In this course, student will learn inductive learning process. Industry-academic alliances will be practiced. Students' participation through blending learning mode will develop better knowledge and skills required for the real world. Practical experience will give them to attain competency-based learning. The course will emphasize on mapping, measurement, besides realizing prearranged instructive goals to benefit each student's study, growth and fostering knowledge which will assist each student to cultivate in his/her specialized individual interests and skills.

Screenshots
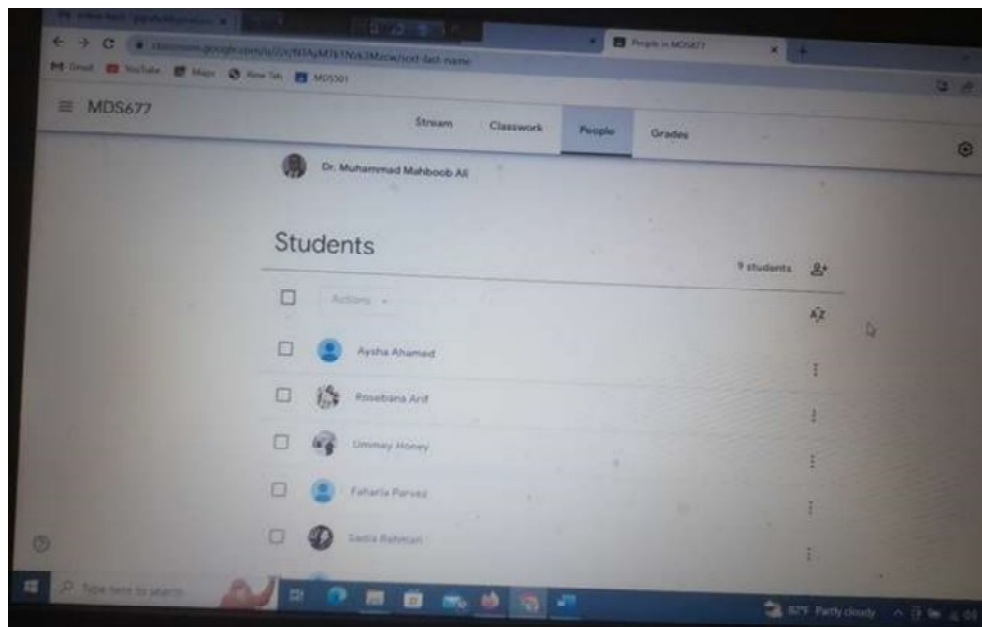
Figure 1: Students added
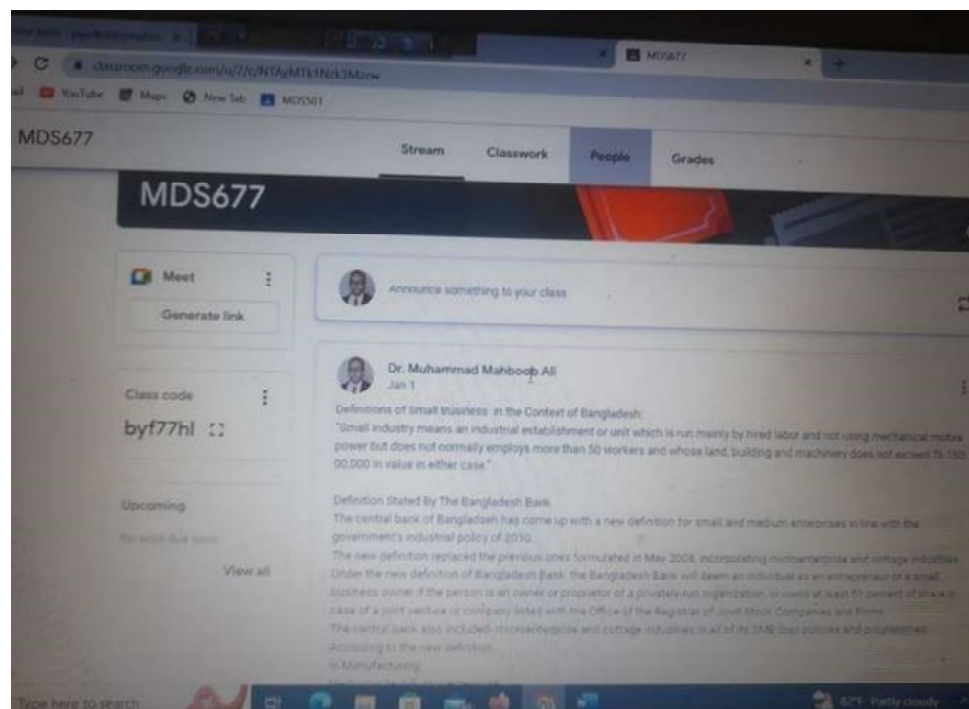
Figure 2: Course details
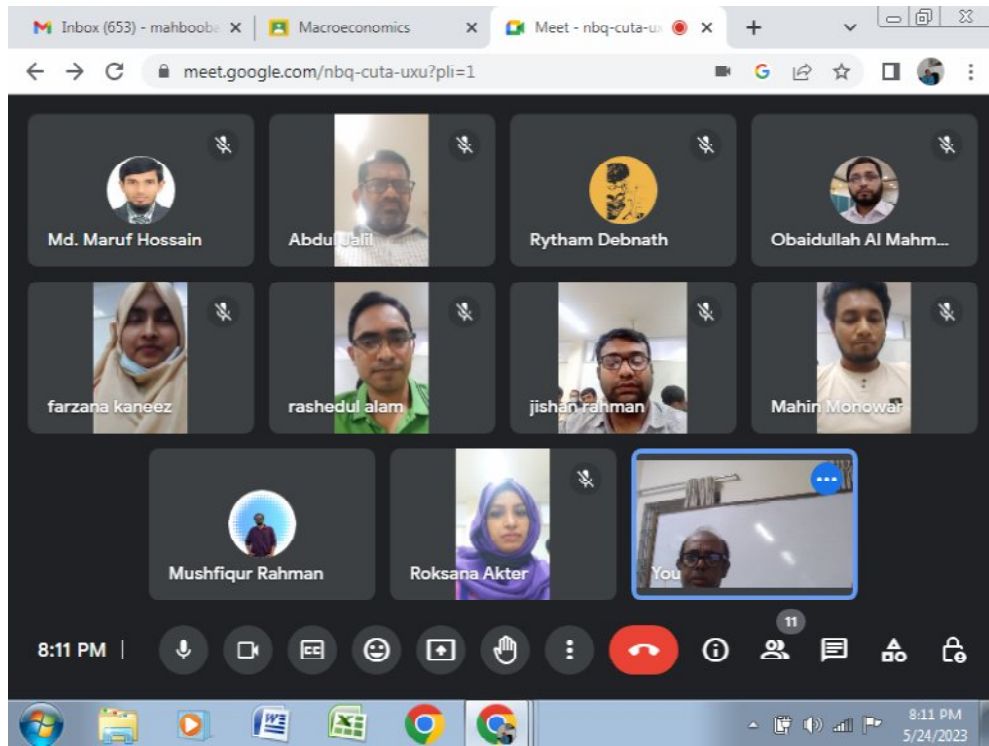
Figure.3:Particpatory online class using meet.Google
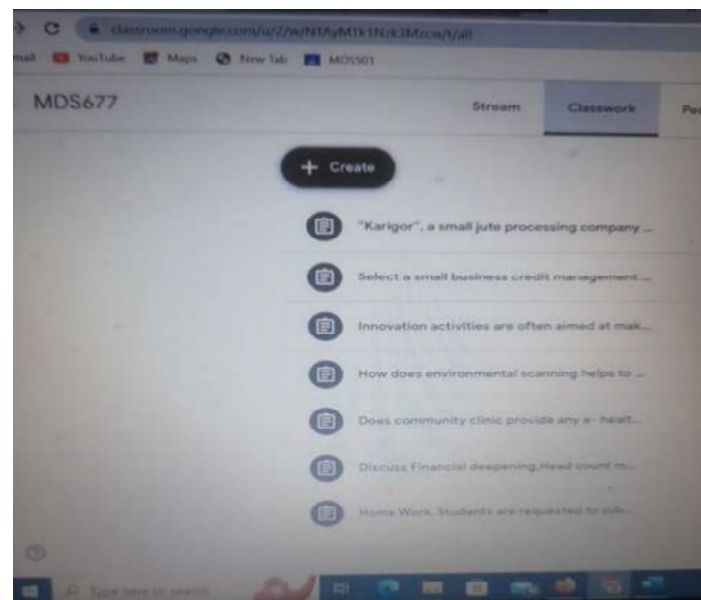
Figure 4: Google Classroom- Classwork Create: Notes Weblink: (Illustrated for Padlet)
https://padlet.com/smallbusiness/global-small-businesses-qz3m4rgpvwoaebi4

Learning Outcomes

* Students can learn how to do small business with innovation and creativity with practical exposure.

* Through learning this course students can minimize skill deficiency and are able to develop managerial and operational activities of small business through using digitization process.

Competency based learning with the assistance of digitization process will be helpful for the students.

Three-Level Rubric Framework

Assessment Tool: Scoring Process of Rubric, Assessment and Evaluation

Task Description

DIMENSIONS	EXEMPLARY	COMPETENT	BEGINNING
Knowledge/ Understanding (20 marks)	Will be used to see how much in-depth knowledge and understanding by the students	Competency will be created will be assessed	Learning process proactive And students class participation will be evaluated.
Thinking/ Inquiry (30 marks)	Thought provoking Process will be assessed by quizzes and assignments.	Class participation will be judged to see whether student can properly digest the course.	Field trip and practical oriented participation will be evaluated
Communication (20 marks)	Presentation will give idea how much student can communicate.	Assignments, Book report writing, and 2 mid assessment and one final assessment will help to judge the students.	Gathering both online and offline education and communication of the student and question through peer learning is important.
Use of visual aids (20 marks)	PPT slides, participating online class presentation will be evaluated.	Flipped classroom will be used with the help of Google map, different documentation like micro-entrepreneurs photo snap.	Process of visual aid will be introduced.
Presentation skills (10 marks)	Developing a conclusion and review the presentation by the student before presenting so that confidently can present will be assessed.	Establishing linking statements by the student. Developing an opening by the student.	Preparation considers the classmates and Faculty's instruction. Choosing the topics. Selecting main points of the presentation slides. Supporting information need to be collected.
Total: 100			

Evaluation Method	
Attendance with class participation	5%+ 5%
Field Visit	5%
First assessment	10%
Field Trip report by online	10%
Second assessment	15%
A case study presentation individually through online	10%
Book Report(assignment)	10%
Quiz	10%
Final assessment including Quiz	20%

Course Plan: Sem**ester I: Spring 2023**
Management of Small Credits
Programme and Academic Year: MDS, Spring 2023 Batch: 2022-24
Master in Development Studies: XYZ University
Department of Economics
MED 674: Economics for Sustainable Business, Section 1
Name of the Participant (as provided in Registration form and Required on Certificate): Muhammad Mahboob Ali
Institute / College name (as provided in Registration form and Required on Certificate, do not put Address of college): **Dhaka School of Economics, Constituent Institution of the University of Dhaka, Bangladesh**
Mobile Number: +8801616394704
Email Id:pipulbd@gmail.com
Participant No. (as provided in excel against your name in enclosed sheet with this form in mail as attachment):**40**
Class Date: Each Saturday: Time: 9am to 12 noon: Room:**338**
Student Counselling Hour: 12noon-1:30 pm (Saturday): 5pm-6:30 pm (Sunday)

Course Description

In this course, we are presenting an outline of the conceptual framework to build step-by-step model for managers to identify risks and opportunities of economics for sustainable business practices and also a managerial frame-work for decision making, as well as a supervisory framework for the board. The key to economics for sustainable business is in achieving the right balance between managing competitiveness and profitability for attractive returns to shareholders with managing the political, social, and ecological context of the business (triple bottom- line) which in turn can enhance competitiveness and profitability. Managing the context of the business is focused on both, protecting value against sustainability risks and creating new value from sustainability opportunities.

Rationale of the Course

This course will explore that body of knowledge, placing it within the larger context of development economics, and the economics of sustainable development, linked with United Nations 17 Sustainable Development goals. Economic sustainability in the economy is important to small business economic sustainability because it affords consumers the ability to actively engage in the marketplace, leading to profit for businesses.

Prerequisite: None

Course Learning Outcome

CLO1: Provide a solid foundation in the economics of the development and sustainability

CLO2: To examine critically the business case for sustainability, and the place of sustainability within organizations.

CLO3: To apply economic fundamentals to crucial sustainability issues of climate change and energy policy.

CLO4: Discuss on balancing economic growth and generating profit with the impact on the environment and people.

CLO5: Assessment on broader environmental, political, and social landscape in which an organization operate, including the role of government, investors, and customers

CLO6: Explore collective efforts and business can be a catalyst for system-level change in the face of significant global and domestic issues, such as climate change and income inequality.

Note: CLO means Course learning outcome

Course Content

* Economics of the development and sustainability

* Business case for sustainability

* Place of sustainability within organizations.

* Economic fundamentals to crucial sustainability issues of climate change and energy policy.

* Balancing economic growth and generating profit with the impact on the environment and people.

* Environmental, political, and social landscape in which an organization operate, including the role of government, investors, and customers.

* Collective efforts and business can be a catalyst for system-level change

Course Objectives

Upon completion of this course, students should be able to:

1. Understand the importance of 'risk management' for sustainable economy

2. Discuss the issues that management focusses on that is more "responsibilities" of the business related to knowledge management

3. Identify the importance of 'stakeholder management' for business competitiveness

4. Recognize the 'strategic differentiation 'required for sustainable business development

5. Demonstrate the importance of 'Business model innovations and transformations'

6. Be familiar with the importance of 'managing change' and adaptability for economic sustainable business

7. Learn how businesses can affect change and demonstrate how you can influence others using a values-driven approach in the for-profit space.

Course Curricula

1. Innovation and its management (Textbook:1)

2. Learning, decision-making and leadership (Textbook :2)

3. Opportunity identification and solution development (Textbook :3)

4. https://www.worldbank.org/en/news/feature/2022/06/06/creating-a-green-

and-sustainable-growth-path-for-Bangladesh

5. Opportunity identification and solution development (Textbook:4)

6. Determinants of Sustainable Business Model of Companies Early Stage of Development by Marek Jab?o?ski doi:10.3390/books978-3-03842-334-8/3

7. Corporate Environmental Management (PPT slides and Toyota case study)

8. Economy of Mutuality: Equipping the Executive Mindset for Sustainable, Business by Kevin T. Jackson

9. Business Model Innovations for Sustainability, By Lindsay Clinton and Ryan Whisnant

10. The Sustainable Economy, by Yvon Chouinard, Jib Ellison, and Rick Ridgeway.

    https://hbr.org/2011/10/the-sustainable-economy

11. Getting started: creating the organization, obtaining resources and reaching break-even (Textbook :1)

12. Enterprise strategies and fast growth (Textbook 1)

MDS 674

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
	To know how to make a rational choice using economics for sustainable business	To apply the theoretical insights and methods through business case for sustainability	To develop a framework analysis using micro Finance concepts, thoughts and theories of microfinance	To analyze Investigating complex problems and develop creative solutions through use of microfinance	To explain basic functioning of the national, regional and global development of MFIs	To explain knowledge, understanding and skills about Micro-enterprises and Govt. regulations	To examine current development, social and political debates using analytical tools in microfinance
CLO1: Provide a solid foundation in the economics of the development and sustainability	1	1	1	1			
CLO2: To examine critically the business case for sustainability, and the place of sustainability within organizations.		1	1	1	1		

CLO3: To apply economic fundamentals to crucial sustainability issues of climate change and energy policy			1	1	1	1	
CLO4: Discuss on balancing economic growth and generating profit with the impact on the environment and people			1	1	1	1	1
CLO5: Assessment on broader environmental, political, and social landscape in which an organization operate, including the role of government, investors, and customers	1		1	1	1	1	
CLO6: Explore collective efforts and business can be a catalyst for system-level change in the face of significant global and domestic issues, such as climate change and income inequality							

Mapping Course learning outcomes (CLOs) with the Teaching-Learning and assessment strategy

MDS 674	Assign-ment	Home Work	Class Partici-pation	Quiz	Field Visit	Present-ation	Group work	Exam	Project paper
CLO1: Provide a solid foundation in the economics of the development and sustainability	1	1	1					1	
CLO2: T o examine critically the business case for sustainability, and the place of sustainability within organizations.	1	1		1				1	
CLO3: To apply economic fundamentals to crucial sustainability issues of climate change and energy policy	1		1			1		1	
CLO4: Dis cuss on balancing economic growth and generating profit with the impact on the environment and people		1		1		1		1	
CLO5: Assessment on broader environmental, political, and social landscape in which an organization operate, including the role of governmen t, investors, and customers	1	1		1				1	
CLO6: Explore collective efforts and business can be a catalyst for system -level change in the face of significant global and domestic issues, such as climate change and income inequality	1	1				1		1	

Evaluation Method

Attendance with class participation	5%+ 5%
Field Visit	5%
First assessment	10%
Field Trip report presented by online	10%
Second assessment	15%
A case study presentation individually through online	10%
Book Report (Assignment)	10%
Quiz	10%

Important Instructions

* Students will be encouraged and motivated by both online and offline study. They will have to go for field trips twice during the course. Prepare a report and present the case from the book.

* Related topics of the course outline (Case study presentation time limit is 15 minutes and preferably 2/3 minutes relate with Bangladesh situation total 20 minutes per student).

* In each class four students will present case study after the 1st assessment.

* ICT must be used in the course learning.

* Field Trip must be arranged by the students after the 2nd class/lecture.

* At least one documentary and two ppt slides online by meet. Google

* Google classroom will be regularly used for providing lectures by the faculty and submitting assignments, Quizzes, Google Docs and exams by the students through online. Sometimes https://streamyard.com/ will be used.

* Book report must be submitted before the 1st term assessment.

* All kinds of cheating are prohibited having grave consequences(copying from each other, not referencing and acknowledging other authors work, and contract cheating).

Book(s)/Journals/Weblinks

Textbook (1)

* Enterprise: Entrepreneurship and Innovation

* Textbook (2): Managing sustainable Business

References:

* Journal article (1): DOI: 10.5539/jms.v6n1p149

* Journal article (2): https://doi.org/10.3390/su10114137

* Journal article (3): https://hbr.org/2011/10/the-sustainable-economy

* Book report (within 1500) words: Implementing Diversity, Equity, Inclusion, and Belonging Management in Organizational Change Initiatives El-Amin,A et al, (2022),IGI,USA

Monogram of XYZ University
LESSON PLAN
Programme:
Session:
Semester:
Year:

1.	**Course Title:** **Course Code:** Credits:	
2.	Day, Time and Classroom	
3.	Use of Bloom's taxonomy	EVALUATION SYNTHESIS ANALYSIS APPLICATION COMPREHENSION KNOWLEDGE
4.	a) Programme Learning Outcome(s)	**PLO1:** Understand basic International economic concepts. **PLO2:** Display a familiarity with the basic economic concepts and theories necessary to understand the functioning of the Bangladesh and global economies. **PLO3:** Be able to express international economic ideas accurately, professionally, and succinctly by effectively applying relevant global economic sources and data in various written formats. **PLO4:** Be able to gather and analyze relevant data as well as critically evaluate international economic policy proposals and their diverse outcomes in relation to various contemporary economic models and theories.
	b) Course Learning outcome(s)	**CL01:** Conceptually explain and understand the various constituents of business environment and their impact on businesses in general. **CL02: C** onceptually explain and apply the trade theories, investment theories, exchange rate theories and regional trading bloc theories and their impact on economic welfare and businesses. **CLO3:** Apply and analyze the different exchange rate regimes' impact on businesses in general and energy sector. **CLO4:** Analyze and integrate the opening up economies of developing countries like Bangladesh th rough BB and multilateral route (WTO) and their impacts on Businesses in general and energy sector. **CLO5:** Integrate all constituents of environment and their impact on decision about finalizing the location of business in other countries.
	c) Mapping between PLOs and CLOs	
5.	Course Synopsis	

6.	Course Outcomes	
7.	Learning Approaches	
8.	Instructor's bio-sketch	**Name:** **Email No.** **Contact No.** **Bio-sketch:** Google class code: Google class link:
9.	Possible Assessments A)	Use of Rubrics
10.	Estimated Number of Students	
11.	**Course Syllabus**	

SESSION	DURATION	COURSE CONTENT	Textbook no./Reference Book no./Journal Title with DOI
Session 1	90 minutes		
Session 2	90 minutes		
Session 3	90 minutes		
Session 4	90 minutes		
Session 5	90 minutes		
Session 6	90 minutes		
Session 7	90 minutes		
Session 8	90 minutes		
Session 9	90 minutes		
Session 10	90 minutes		
Session 11	90minutes		
Session 12	90 minutes	**Review & problem solving**	
Session 13	90 minutes		
Session 14	90 minutes	Class Test:1 (10 minutes)	
Session 15	90 minutes		
Session 16	90 minutes		
Session 17	90 minutes		
Session 18	90 minutes		
Session 19	90 minutes		
Session 20	90 minutes		
Session 21	90 minutes		
Session22	90 minutes		
Session 23	90 minutes		
Session 24	90 minutes	**Review & problem solving**	
Session25	90 Minutes	**Class Test:2(10)**	

12.	Learning Context	**A. The Learners** (i) *What prior experiences, knowledge and skills do the learners bring with them to this learning experience?* (ii) *How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners?* (Must include where applicable accommodations and/or modifications for learners identified as exceptional.) **B.** Learning Environment: **C.** Resources/Materials: Textbook, e -book refere nce (online link), Lecture sheets, PPT slide sharing etc. **D.** Practical Exposure of the course:
13.	Teaching/Learning Strategies and Peer review by the colleagues and students	**A. Introduction:** *How will I engage the learners?* (e.g., motivational strategy, h ook, activation of learners' prior knowledge, activities, procedures, compelling problem) **B. Middle:** Teaching: How does the lesson develop? How we teach new concepts, processes (e.g., gradual release of responsibility - modelled, shared, and guided instruction). **C. Consolidation and/or Recapitulation Process:** *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?* **D.** Any Caste study presentation: If so, how many? **E.** Any Assignment presentations: If so, how many? **F.** How practical exposure you will give? **G.** What are tools ICT tools will you be used during contributing the course?

14. Application: What will learners do to demonstrate their learning?(Moving from guided, Daffodil practices, and gradual release of responsibility.)

15.

16. What do I need to do to become more effective as a teacher in supporting student learning?

17. Conclusion: How will I execute the lesson plan?

Key Readings List:
A-   Textbooks
B-   Reference Books
C-   Journal Articles with DOI no.
Signature
Name of the Faculty:
Date:

Note:

1. Sessional marks must be submitted before 7 days of Final exam.

2. Lesson plan should be submitted to the programme coordinator before starting of the class based on the syllabus of the programme.

Conclusion and Implications

Broader entrée to multifaceted teaching has converted to essential element so that it can discourse the expanding stresses of home-grown and worldwide occupation markets which can be mitigated. Not only physical learning at the classroom, but involvement in co-curricular activities as well as practical exposure and soft-skill training are very greatly significant for competency-based learning. Skill gap mitigation is considerably essential

for the education sector for which preparing course curriculum is important. Demographic dividend can be gained only when need-based education for the youth employment can be arranged. Vocational and technical education is very much imperative. Higher education should be limited for those who want to go for academic arena or research work. Inductive learning process give the base of the students to do well in the future. Due to expansion of Internet of thinking, artificial intelligence, block chain management, big data gradually demand for the labor force in the worldwide is decreasing. As such additional necessity is for preparing latest course curriculum based on OBE design. Localization of the education with the history, culture, demography, need, capability and geographical location, values, ethics and morality specific to a country and industry is required, rather than blinding adopting a tailor made recipe. Huge numbers of students are doing Master of Business administration, but their employability in the market is very narrow, because of lacking in soft-skills gap and other attributes that employers want to see in a graduate. This is like demonstration effect in the community. For an ordinary accountant position in a manufacturing company suppose only undergraduate passed accounting degree holder is sufficient but not an MBA degree holder with major in accounting.

For a one credit hour course, total classes must be 12 hours minimum and maximum 16 hours. As such for 4 credit hours, minimum 48 hours and maximum 64 hours classes with 2 hours midterm and 3 hour final examination plus practical exposures. UGC, Bangladesh may consider at least one-week training program on OBE compulsory either from the country or abroad for selection of lecturer position.Without such an initiative OBE method cannot be activated at the tertiary level of education. Global benchmarking is needed in the education sector which Honourable Prime Minister Sheikh Hasina's desire. Worldwide teacher selection depends on 4- year Bachelor's degree and Masters's reslut but not high school results. Ranking of Journals in Tertiary educational institutes are very much needed.In the education sector those who are providing logistic support are creating nasty student-teacher and staff politics which must be banned and those who are the real culprit and create false acquisition against good teachers,they must be punished.Law should be their for punishment of official for their daring and torturing attitude and oppression against faculties.

Cultivating the excellence of sophisticated teaching methods includes enlightening the prospectus, aptitude, possessions, superior quality of teachers, proper evaluation, academic services, appropriate logistic facilities and non-academic staff must refrain from red tapism or internal politics and exploring prospects of the students. It is a continuous development process. The prospectus of advanced teaching ought to focus on outcome, motivating through the attainment of the goals that will help the occupation market to create market equilibrium between demand for and supply of accomplishment of alumnae. Students might apply their services and assist the business and the society in order to correspondingly triggering a worldwide standard benchmark but to serve locally to provide community services with greater aptitude, understanding, knowledge and skill. Employability skill is very considerably essential input for a students and practicum must get more emphasis for creating

workforce. Sustainable development goal 4.7 may be attained for Bangladesh if outcome-based education is properly implemented by adopting Plan-Do-Check-Act (P-D-C-A).

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A Study of the Impact of Social Media on Cultural Identity Formation of Tami Minority Students in Kerala

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ABSTRACT

This study examines how social media shapes the cultural identity of Tamil students in Kerala, India. Through personal interviews and opinions, the research investigates how various platforms impact the cultural narrative, connectivity, and expression within the Tamil linguistic minority community. It explores the intricate relationship between tradition, modernity, and cultural identity in Kerala's educational context, questioning whether social media serves as a bridge or contributes to the dilution of cultural heritage. Additionally, the study explores how social media creates a sense of belonging for Tamil students, offering a virtual space for connection and support. It also scrutinizes social media's role in challenging stereotypes, promoting cultural diversity, and empowering individuals to assert their unique identity globally. With implications for educational institutions and policies, the research aims to guide interventions that support minority students and contribute to a more inclusive and diverse society.
Key words: Social Media, Cultural Identity, Tamil linguistic Minority Students.

Introduction

The linguistic diversity in India is rich and intricate, with various states hosting a multitude of languages and cultures. Kerala, a state known for its linguistic and cultural diversity, is home to a significant Tamil-speaking minority population. With the advent of social media, the ways in which individuals engage with their cultural identity have undergone significant transformations. This study aims to investigate the impact of social media on the cultural identity formation of Tamil linguistic minority students in Kerala. By examining the role of social media in shaping their cultural narratives, language use, and community interactions, this study seeks to shed light on the complex dynamics at play

The concept of social media, often characterized by its interactive and user-generated content nature, encompasses various platforms such as Facebook, Instagram, and Twitter. According to Kaplan and Haenlein (2010), social media involves the creation and exchange of user-generated

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content within online communities. As Tamil linguistic minority students engage with these platforms, they contribute to and are influenced by the digital narratives that unfold, shaping their cultural experiences.

Cultural identity, as defined by Stuart Hall, is the "shared sense of belonging to a particular group or culture" (Hall, 1990). In the context of Tamil linguistic minority students, the intricate fabric of their cultural identity is woven not only through traditional influences but also by the digital threads of social media. As these students navigate the complexities of cultural diversity, social media emerges as a dynamic force shaping their perceptions, expressions, and connections with their cultural roots.

The lens of cultural identity, as explored by scholars like Erikson and Tajfel, offers a framework to understand the social and psychological dimensions of identity formation (Erikson, 1968; Tajfel, 1978). Social media, with its pervasive reach and influence, becomes a virtual landscape where Tamil linguistic minority students negotiate, redefine, and express their cultural identities. In the words of Sherry Turkle, "We shape our tools, and thereafter, our tools shape us" (Turkle, 2011). Thus, exploring the impact of social media on the cultural identity of Tamil students is not merely a study of technology but a nuanced examination of its role in shaping the very essence of who they are.

As we embark on this exploration, it is essential to recognize the dynamic nature of cultural identity. Homi Bhabha's concept of the "third space" becomes particularly relevant as

we consider how social media creates a digital realm where traditional and contemporary cultural influences converge (Bhabha, 1994). This study seeks to unravel the complexities of this third space, exploring how social media becomes a canvas for the expression and negotiation of cultural identity among Tamil linguistic minority students.

Cultural identity, in the context of this study, extends beyond static definitions; it encompasses the fluid, dynamic interplay of heritage, language, traditions, and contemporary influences. The exploration of this dynamic landscape is guided by the understanding that, in the digital age, cultural identity is not confined to physical spaces but extends into the virtual realms of social media platforms.

Marshall McLuhan, who stated that "the medium is the message," underscores the profound influence of social media as both a medium and a message in shaping cultural identity (McLuhan, 1964). McLuhan's perspective prompts us to delve into the ways in which the very medium of social media becomes an integral part of the cultural narrative, influencing how Tamil linguistic minority students perceive, express, and negotiate their identities.

This study employs a multifaceted approach, drawing inspiration from the comprehensive definitions of cultural identity by scholars like Anthony Kwame Appiah (Appiah, 1991). It recognizes that cultural identity is not a monolithic concept but a tapestry woven with threads of language, values, and shared experiences. Through

interviews, opinionnaires, and an examination of existing research, this study aims to unravel how social media becomes a dynamic tool in the hands of Tamil linguistic minority students as they navigate the intricate terrain of cultural identity formation.

In conclusion, the exploration of the impact of social media on the cultural identity formation of Tamil linguistic minority students is a journey into the evolving context of tradition and modernity. As we navigate this digital realm, it is imperative to recognize that cultural identity is a dynamic narrative, and social media serves as a pivotal storyteller in this ongoing saga. Through this study, we endeavor to uncover the nuances, challenges, and transformative potential embedded in the relationship between social media and the cultural identity of Tamil linguistic minority students in the vibrant tapestry of Kerala.

Objectives

The present study has the following objectives

* To analyze the opinions of Tamil linguistic minority students regarding the impact of social media on their cultural identity formation.
* To analyze the perspectives of teachers on the role of social media in shaping the cultural identity of Tamil linguistic minority students.

Methodology

In the present study, a qualitative research design was used to collect relevant data from the target students in the schools (Creswell, 2009)

Design of the Study

The present study adopts a descriptive survey design to assess the impact of social media on the cultural identity formation of Tamil linguistic minority students in secondary schools of Kerala. The data for this study have been collected from diverse sources, including personal interviews and opinions.

Sample and Sampling

The investigator purposefully chose Palakkad district in Kerala as the location for the study. A random sampling technique was used to select 9 schools for the study. A purposive sampling technique was employed to select a total of 120 Tamil linguistic minority secondary school students from the ninth class standard and 25 teachers from the selected Schools having Tamil linguistic minority students.

Tools Used for the Study

The following tools were used in the study:

1. Opinionnaire for Students: Opinionnaire for Tamil linguistic minority students on the impact of social media on their cultural identity formation. The survey involved the participation of 120 students.

2. Interview Schedule for Teachers: An interview schedule designed for teachers in schools with Tamil linguistic minority students. The interview segment included the participation of 25 teachers.

Statistical Techniques

Percentage analysis of the Opinionaire to the Tamil linguistic minority students were used

Analysis and Interpretation

1. **To analyze the opinions of Tamil linguistic minority students regarding the impact of social media on their cultural identity formation.**

    An opinionnaire was given to 120 Tamil linguistic minority students to analyze the opinions of Tamil linguistic minority students on the impact of social media on their cultural identity formation. The investigator discovered several significant findings based on the responses received in the opinionnaire.

Table-1: The Opinions of Tamil linguistic minority students about the impact of social media on their cultural identity formation.

Dimension	Item	Agree		Disagree	
		N	**%**	**N**	**%**
Language Influence	1. Social media affects the way I use Tamil language online.	90	75	30	25
	2. The things I see on social media impact the way I speak Tamil.	88	73	32	26.6
Cultural Representation	3. I see Tamil culture on social media that reflects my experiences.	92	76.6	28	23.3
	4. I actively share and celebrate Tamil culture on social media.	100	83.3	20	16.6
	5. Social media helps me express and show my Tamil identity.	85	70.8	35	29.1
Traditional Values	6. What I see on social media shapes how much I follow traditional values	89	74.1	31	25.8
	7. The content online influences how I see traditional values.	96	80	24	20
	8. Online discussions affect how I practice cultural traditions.	90	75	30	25
Expressing Identity	9. Social media is where I show my Tamil cultural identity	87	72.5	33	27.5
	10. I actively contribute to how Tamil culture is seen online.	79	65.8	41	34.1
	11. My online presence shows my connection to Tamil culture.	77	64.1	43	35.8
	12. I use social media to share and express my Tamil identity.	92	76.6	28	23.3
Knowing and Feeling Connected	13. Social media helps me learn more about Tamil culture.	100	83.3	20	16.6
	14. What I see online makes me feel more connected to Tamil culture.	86	71.6	34	28.3
	15. Online interactions affect how connected or disconnected I feel to Tamil culture.	94	78.3	26	21.6

The analysis reveals that a significant proportion of Tamil linguistic minority students, 75%, acknowledges the impact of social media on their use of the Tamil language online. This suggests that the digital realm plays a crucial role in shaping linguistic expression. Additionally, 73% of participants note that what they see on social media influences their spoken Tamil. This connection between online exposure and language habits underscores the platform's role in shaping linguistic practices among this demographic.

In terms of cultural representation, a notable 76.6% of students identify with Tamil culture on social media, reflecting their own experiences. This signifies that the online sphere serves as a mirror, showcasing cultural elements that resonate with the students' lives. Furthermore, an overwhelming 83.3% actively share and celebrate Tamil culture on social media, demonstrating a proactive engagement with cultural expression. This dimension highlights social media as a dynamic space for the manifestation and celebration of cultural identity.

Within the realm of traditional values, the analysis indicates that 74.1% of students agree that social media content shapes their adherence to these values. This finding suggests that online content has a discernible impact on the cultural beliefs and practices of Tamil linguistic minority students. Moreover, 80% acknowledge that online content influences their perception of traditional values, revealing a correlation between virtual exposure and cultural outlook. This dimension emphasizes the dynamic interplay between digital experiences and the preservation of traditional values.

Regarding the expression of cultural identity, the study reveals that a substantial 72.5% of participants actively use social media as a platform to showcase their Tamil cultural identity. This reflects a digital space where individuals express and assert their cultural affiliations. Additionally, 65.8% contribute actively to shaping how Tamil culture is perceived online. This dynamic participation underscores the role of social media not only as a reflective surface but as a canvas where users actively contribute to the representation of their cultural identity.

In the dimension of knowing and feeling connected, a unanimous 83.3% express that social media plays a pivotal role in helping them learn more about Tamil culture. This aligns with the platform's educational function, acting as a source of cultural knowledge. Furthermore, 71.6% feel more connected to Tamil culture based on online content, emphasizing the positive impact of social media on cultural connection. This dimension highlights the transformative role of the digital sphere in fostering a sense of cultural belonging and connection among Tamil linguistic minority students.

The comprehensive analysis across dimensions reveals a nuanced and multifaceted relationship between social media and the cultural identity formation of Tamil linguistic minority students. The digital space serves not only as a medium for cultural representation but as an active participant in shaping language use, preserving traditional values, expressing identity, and fostering a sense of cultural connection. The findings underscore the complex interplay between digital experiences and the rich cultural tapestry of this demographic, emphasizing the need for a holistic understanding of the role of social media in cultural identity formation.

2. To analyze the perspectives of teachers on the role of social media in shaping the cultural identity of Tamil linguistic minority students.

An interview was conducted with 25 teachers to analyze their opinions on the role of social media in shaping the cultural identity of Tamil linguistic minority students. Based on the interview, the investigator uncovered several key findings.

In exploring the perspectives of teachers on the role of social media in shaping the cultural identity of Tamil linguistic minority students, it is crucial to understand the nuanced views expressed. The first set of questions delves into the overall impact perceived by educators. Responses may reveal whether teachers view social media as a positive force in preserving or diluting the cultural identity of their students. The inquiry into specific platforms and their influence provides a targeted approach to understanding the digital landscape. Teachers may highlight particular platforms that play a more significant role in shaping the cultural identity of Tamil linguistic minority students, offering concrete examples of online spaces that impact their students' cultural experiences.

The questions related to challenges and concerns aim to uncover any apprehensions teachers may have regarding the influence of social media on cultural values. This can lead to insights into potential pitfalls or areas where educators feel a need for intervention or guidance. Positive examples, if provided by teachers, can shed light on successful instances where social media has been employed to strengthen cultural bonds among Tamil linguistic minority students. These anecdotes offer a balance to the potential challenges discussed earlier and provide a holistic perspective on the role of social media in cultural identity formation.

The examination of teachers' perceptions of their role in guiding students through the digital realm adds a pedagogical dimension. Understanding how educators navigate their responsibilities in this context can contribute to discussions on digital literacy and cultural preservation. Teachers may share insights into whether they believe a joint approach involving educators, parents, and social media platforms is necessary to support the cultural identity of Tamil linguistic minority students. This holistic view underscores the multifaceted nature of the issue and paves the way for comprehensive strategies to address the challenges and opportunities presented by social media in shaping cultural identity.

In response to the question about the positive examples of social media being used to strengthen cultural bonds, teachers might share instances where students actively engaged in online communities that celebrate Tamil culture. This could include participation in virtual events, language-sharing platforms, or collaborative digital projects that foster a sense of cultural pride and unity. Regarding potential challenges or concerns, teachers might express worries about the dissemination of inaccurate cultural information through social media. This could involve the perpetuation of stereotypes or the misrepresentation of Tamil traditions, emphasizing the need for critical media literacy skills among students.

Expanding on the question about specific educational approaches or interventions, teachers may suggest incorporating digital citizenship and cultural sensitivity into the curriculum. This could involve creating

modules that teach students how to navigate social media responsibly while being mindful of their cultural heritage. In exploring the collaborative efforts between educators, parents, and social media platforms, teachers may emphasize the importance of open communication. They might advocate for workshops or informational sessions involving all stakeholders to foster a shared understanding of the digital challenges faced by Tamil linguistic minority students.

Additionally, when discussing the role of social media in fostering cultural awareness, teachers may highlight instances where students initiated discussions on cultural topics, shared personal experiences, or collaborated on digital projects that showcased the richness of Tamil heritage. Addressing the question about the influence of social media on cultural misconceptions or stereotypes, teachers may share experiences of correcting misinformation within the classroom. This could involve classroom discussions or projects aimed at dispelling stereotypes and promoting an accurate understanding of Tamil culture.

Teachers might discuss their observations regarding students' preferences for certain types of content on social media. This insight could reveal trends that educators can leverage to create engaging and culturally relevant educational materials. The responses to the inquiry about the extent to which social media contributes to cultural preservation could vary, with some teachers emphasizing the positive role social media plays in providing a platform for cultural expression, while others may express concerns about potential cultural dilution.

As for the specific role of teachers in guiding students through social media,

educators may share strategies such as incorporating digital literacy into classroom discussions, providing resources for responsible online behavior, and fostering an open dialogue with students about their digital experiences. The diverse responses to these additional questions contribute to a comprehensive understanding of teachers' perspectives on the multifaceted relationship between social media and the cultural identity of Tamil linguistic minority students.

Conclusion

In exploring the viewpoints of Tamil linguistic minority students and teachers regarding the impact of social media on cultural identity, a complex and detailed picture emerges. Students widely acknowledge the significant influence of social media on language use, cultural representation, adherence to traditional values, and the expression of their cultural identity. The connections observed between online exposure and linguistic habits, cultural identification, and active celebration underscore social media as a notable tool for both reflecting and actively participating in cultural expression.

Teachers' insights contribute depth to the conversation, emphasizing the intricate nature of their perspectives on social media. They acknowledge potential challenges, share examples of constructive outcomes, and recognize the importance of collaborative efforts, highlighting the complexities of navigating cultural identity in the digital era. Educators play a pivotal role in guiding students through these challenges, promoting responsible online behavior, and acknowledging the educational potential of social media.

In summary, the multifaceted relationship between social media and the cultural identity

of Tamil linguistic minority students is apparent. The digital space functions not only as a reflective mirror but as an active force shaping language use, preserving traditional values, expressing identity, and fostering a cultural connection. The findings underscore the necessity for comprehensive educational approaches that address both the beneficial and challenging aspects of social media, acknowledging its transformative potential in cultural identity formation. Striking a balance in digital literacy, cultural sensitivity, and collaborative efforts is crucial for fostering an informed and empowered cultural experience for Tamil linguistic minority students in the digital age.

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Search of Essential Factors to Assess the Health of Rural Education System: A Statistical Approach

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ABSTRACT

Education is a mirror of the society, and it is the seed as well as flower of the socio-economic development. The standard of education at rural schools has been reported as low owing to the geography of the rural areas and rural dynamics which conflicted with learning. The aim of the present study is to find most essential parameters to assess the health of the rural education system through statistical modelling. Study focusses on the thinking of rural parents as well as teachers. A detailed questionnaire comprising different types of questions targeting on the assessment of education quality has been floated and responses were analysed. Binary logistic and structural equation models are considered for assessing the rural educational system through several independent factors. Based on the results from both models, a measurement model has been developed to analyse the health of rural education system in the form of latent variable through confirmatory factor analysis. Various exogenous variables were collected through questionnaire survey. It has been found that out of 9 factors, distance from schools and teacher's educational qualification are essential variants to decide the response variable.

Key words: Structural Equation Modelling, Educational Health, Rural Areas.

Introduction

Educational status of left behind children in rural areas have shortage of intergeneration education, lack of comprehensive education, lack of funding system etc. They also live in a world which has a social interaction barrier, poor sense of self identity and lack of self-disclosure psychology. They also face adverse growth due to increase in industrialization and urbanisation as well as backward supporting facilities of rural education. These children if provided essential support and facilities can be a big decision maker and helpful in a better nation building in future. World has witnessed an outbreak of COVID-19 recently which affected most of the sectors in the way planet functions. From health to education, working

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ethics, emotional sentiments etc everything has been changed now. One of the biggest effected sectors is education. Students are forced to learn through digital/virtual mode worldwide. During this period also, rural children suffered the most as they were not capable of having advanced technologies like other children from urban areas. They were still deprived of basis amenities and suffering academic loss. This situation caught an attention and hence, analysis of rural education system through several aspects has been planned in this study.

The people below the poverty line and people residing in rural areas have faced a drastic damage in terms of education especially due to the lack of amenities network and connectivity as well as no proper gadgets due to poor economic conditions. In developing countries like India, the rural and village school from 87% of total schools of which 90% are run by government with financial aid and rest of the schools are unaided. Various initiatives were taken up by Govt. of India to support education in rural areas by bringing in various technologies and through the usage of internet. The modern trend in rural education focused upon there significant movements making their appearance in rural education today. There should be a trend toward centralization of authority. There is a trend toward larger school areas and there should be a change taking place in the school curriculum and the way in which it is being administered.

Villages are the backbone of India and to increase the village's interest for education government is facilitating the rural schools by providing many facilities like free food, free books, scholarships and other incentives. Government is also focusing upon creating/ improving a quality education. With nearly 80% of the poor living in rural areas, it is imperative that efforts be made for revival and progress of the rural areas with thrust on agriculture. During the last decade India has made enormous progress towards universalizing access to elementary education. Sridhar (2020) published a detailed review on the importance of rural education in Arunachal Pradesh, India highlighting the effects of modern technology, establishment of more schools and government initiatives.

According to Muduli (2023), approximately 196 million children are going to elementary school and out of that 146 million are enrolled in rural schools. Also, approximately 95% children from the age group of 5-14 are enrolled in rural India. This data shows a very good sign as per rural educationist perspective but, quality and access to education is major issues in rural education system. The rural children go to school but the learning quality they receive is not enough.

According to the Right to Education, every resident of India between the age of 6-14 will get free and compulsory education irrespective of caste, creed, religion, and economic conditions, it gives equal opportunity to all. Even though education is a basic right of every citizen, many are denied of this right. As compared with the education facilities available in urban and sub-urban areas, the schools in rural areas have a shortage of basic needs like drinking water, transportation facilities, and well qualified educators.

Despite of many efforts by government schemes and non-governmental efforts, performance of primary school students in India lags far below government expectations, and major disparity exists between rural and urban areas. Nandi Foundation conducted STRIPES (The Support to Rural India's Education System) trial to assess the effect of education based on supplementary remedial teaching and learning materials in the Andhra Pradesh (Eble et al 2010). Since the Modi Govt took over the Nation, the system of education in rural areas has been undergoing many changes and transformation. Since then, the rural areas have started developing in various sections i.e., infrastructural, educational, supply of electricity, providing cooking gas to household. The Modi government has started different schemes for the upgradation of education in rural areas. Sarva Shiksha Abhiyan, right to education, mid-day meal scheme is some of them. These schemes had led to increase in 15000 cr. And 21000 cr. Students (Kapur, 2018).

As it is evident that system of education is in developing states. School comprised the quality of learning should implement the necessary measures to minimize the daily mental effects of these challenges on learning at rural schools. To enable learners to learn optimally with improve school performance, school authorities should frequently hold meetings and other gatherings to sanitize parents and raise awareness on the importance educating their children. Education of any rural area can be assessed based on certain parameters like, School attendance, Qualitative and quantitative variables, Effectiveness of education, Curriculum implementation, Perception of teachers, students and parents, School climate.

There have been several studies done so far focusing on the awareness and promoting rural education in India. Taneri and Engin (2011) conducted a study in Ankara with a special emphasis on elementary schools and their conditions. Their focus within the domain was on to administrators, teachers and students. This study found that parent's involvement in term of knowing attendance of their children and inviting them to various cultural activities significantly increased the awareness for education among parents

Chandra, R (2014) promoted Govt. policies and their benefits to the families of below poverty line in village of Barabanki, Uttar Pradesh and seen positive attitude towards education. Another study done by Shikalepo (2020) focused on the challenges which hinder rural education and found that most promising challenge is the mindset of the residents. He also points out that necessary recommendations are required to overcome and to stop the deterioration of education system.

Another recent study based on teacher qualification, curriculum implementation school climate, parental involvement, educational technology, and instruction materials is done at Meerut (Vinod and Siri, 2023). Results showed that the educational institutes have less accessibility and rural schools were found to be less qualified and less effective than the education in larger in sub urban schools. There is a strong relationship between education

quality and school development. Learning at rural school was categorized by numerous challenges owing to the locality to the rural environment.

Based on the above previously done studies, it is found that a model specifying the importance of parent's point of view as well teacher's perspective is very essential in order to find the health of an education system in a rural locality. Authors mainly focus on these two aspects and various parameters within these two perspectives through statistical model to assess the health of educational welfare in some rural area in Indore district of Madhya Pradesh state of India.

Study Area

Present study is conducted in four villages of Indore district i.e. Rau, Manglaya Sadak, Khatri Khedi and Kanadiya. Rau is a Nagar Panchayat city and Manglaya Sadak is a census town city in district of Indore while Khatri Khedi and Kanadiya are medium size villages located in Indore Tehsil. As per census India 2011, Rau has the total population of 36,055 out of which 18,658 are males and 17397 are females. Children population of Rau with age of 0-6 is 5051 which is 14.01 % of total population of Rau. Out of total population, 12,501 were engaged in work or business activity. Of this 9,968 were males while 2,533 were females. Child sex ratio in Rau is around 898. Manglaya Sadak is a census town of Indore district. As per the census India 2011, it has total population of 10,393 (5568 males and 4825 females). In 2023, estimated total population is 14,300. Child population of Manglaya Sadak is 1578 which is 15.18 % of total population. Out of total population of Manglaya Sadak, 3,759 were engaged in work or business activity. Of this 3,052 were males while 707 were females. Child Sex Ratio in Manglaya Sadak is around 863. As compared to above two villages, Khatri Khedi is relatively small village which has child population of 67 which is 11.47% of its total population of 584 (as per 2011 census). Child Sex Ratio for the Khatri Khedi as per census is 1094. Looking at the literacy rates in all the villages, it is evident that females are less educated than males. Detailed demographic parameters of each area are as follows:

Table1: Details of study area

Name	Population	Males	Females	Literacy Rate
Rau	36,055	18,658	17,397	83.59% (M-89.09% F-77.73%)
Manglaya Sadak	10,393	5568	4825	77.29% (M-84.75% F- 68.69%
Khatri Khedi	584	302	282	62.16% (M- 75.17% F- 48.23%)
Kanadiya	2407	1251	1156	Not available

Materials

Data collection:

As per the above section, four villages have been visited and concerned authorities (i.e. sarpanch, teacher, parents, etc) have been interviewed on certain aspects based on prepared questionnaire (Annexure1). Main essence of questions revolves around two perspective i.e parents and teachers. Parental's point of view has been assessed based on various parameters like awareness of education, gender biasedness, parental involvement, accessibility to the school. On the other hand, teachers' point of view has been assessed based on awareness of govt policies, school environment, economic and social barrier, availability of infrastructure, availability of qualified teachers, awareness of modern pedagogy and Curriculum. A complete flow chat of the methodology considered is shown in Figure 1.
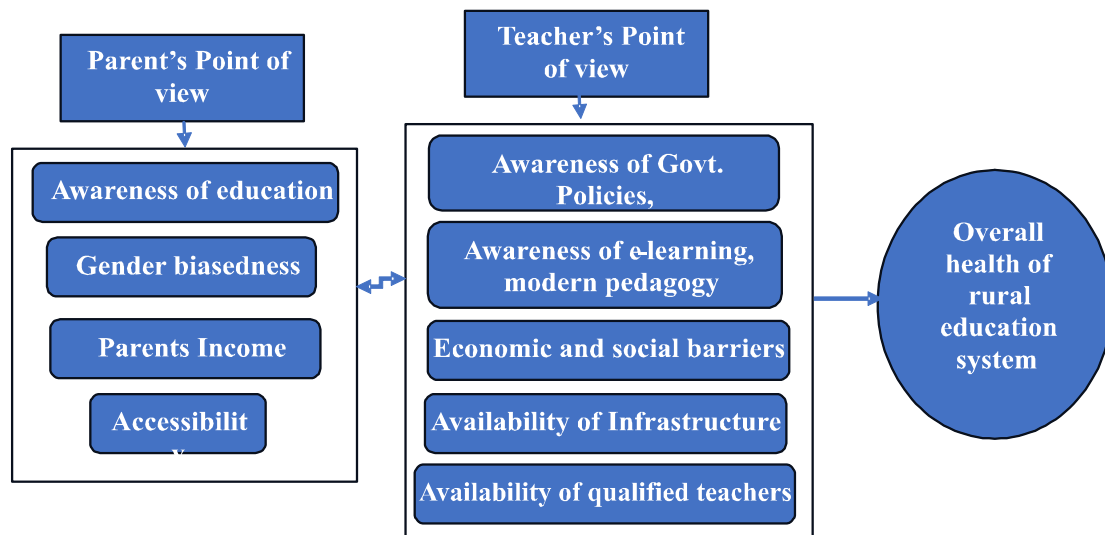
Figure 1: Flowchart of the study

As discussed, a detailed questionnaire comprising question pertaining all above parameters has been prepared and concerned authorities were interviewed. Due to unavailability of certain respondents, a google form has been floated and responses were recorded. Thus, this study is based on primary data which has been collected through personal interviews as well as through survey. A total of 59 responses were collected through both modes of data collection from all four villages.

Challenges during data collection:

Study is basically dependent on the primary data collection. In all the four villages, people were least interested in filling up the forms. As most of the parents were not aware about the benefits of schools and education, they involved their children with them in agriculture and house-chores. On repeating request, forms were filled, and it was found that only 30 responses were properly filled. Since, literature is lacking with such types of studies, this paper attempts to lay a foundation on the present area in assessing the rural health education system through modelling.

Statistical Models

This study plans two methods to be applied and assess the effectiveness of both ways to find the health of rural educational system. One model accepting the dependent variable i.e. educational health as a binary variable and applied binary logistic model. Another method assumes educational health as a latent variable and will be assessed through confirmatory factor analysis as a part of structural equation modelling. Bothe the models are described as follows:

Binary Logistic Regression:

A regression analysis is a statistical approach to find the relationship between variables. These variables depend on the types of the data like continuous, categorical, binary, interval etc. A simple linear regression is used when dependent and independent variables are continuous while binary logistic regression is useful to estimate the relation of binary variable with one or several independent variables (continuous or categorical). If dependent variable has more than two categories, multinomial logistic regression is used. In the present study, the focus is on the health of education system in a rural area which has two categories i.e., good or bad. Hence binary logistic regression is applicable.

Let us assume that Y is a binary output variable, and we want to understand the conditional probability as a function of x. The most obvious model is to consider as a linear function of x. As it is known that linear functions are unbounded and thus can take any value between [-?, +?]. Here, it becomes necessary to transform such that the outcome has values between 0 and 1 as probability lies between only 0 and 1. Logit transformation of or p i.e. will provide the values in our intended

range. Now, this function can be considered as a linear function of all independent variables without any fear. This is called logistic regression and statistical model is represented as follows (Roch, S. 2020):

$$\frac{\log(p(x))}{1 - p(x)} = \beta_0 + x.\beta$$

Solving for gives:

$$p(x;b) = \frac{e^{\beta_0 + x.\beta}}{1 + e^{\beta_0 + x.\beta}} = \frac{1}{1 + e^{-(\beta_0 + x.\beta)}}$$

This paper uses several packages like "stats", "caret", "InformationValue' and "ISLR" in R for applying binary logistic regression with binomial family followed by some accuracy tests and prediction accuracies. As per present study, all independent variables are categorical and hence interpretation of R output will be based on reference model and coefficients will be associated with all given level leaving the reference level. Further, {aod} library will be used for testing the significance of independent variables on deciding the overall health of education system in the study area.

Structural Equation Model (SEM):

SEM is a multivariate statistical model which is used to model complex relationship between measured (observed) variable and non-measurable (latent) variables (Hox, 1999). It is a combination of path analysis, factor analysis and regression. The basic highlight of SEM is the estimation of latent variable through observed variables. Confirmatory factor analysis is the first step in structural equation modelling and is also known as measurement model because it determines about how the endogenous variable is measured by exogenous variables. CFA enables to test the goodness of fit of a theoretical model through goodness of fit measures (Comparative Fit

Index (CFI) and Tucker-Lewis Index (TLI), recommend values should be >0.90).

An open source "R" software has been used for the present data analysis and several add-on packages like "lavaan", "plyr" and "semPlot" have been implemented for CFA analysis (Rosseel, 2023).

Data Analysis and Results:

Data Description:

Collected responses were described using "Statistical Package of Social Sciences (SPSS)" and analysed through both defined models in "R" software. Following Table2 shows the description of the responses with respect of both points of view.

Table 2: Sample data description

Q1. How gender biasness affects education (GB)			
Points of views	Creates inequality in social economic opportunities	Limits career prospects	Reinforces gender stereotypes
Parent	7	6	0
Teacher	5	11	1
Q2: Which gender faces more biasness?			
Points of views	Both	Female	Male
Parent	7	6	0
Teacher	5	11	1
Q3. Challenges in assessing education (CH)			
Points of views	Insufficient infrastructure	Lack of qualified teachers	Lack of transportation
Parent	4	3	6
Teacher	9	7	1
Q4. Distance of the nearest school (DNS)			
Points of views	Within 1km-5km	Within 5km-10km	Within 10km-15km
Parent	1	7	5
Teacher	5	9	3
Q5. Awareness about Govt. schemes and initiatives			
Points of views	Awareness campaigns	Scholarships and financial aid	Skill development workshops
Parent	0	6	7
Teacher	5	7	5
Q6. Teachers' ability to teach through proper training (TEQ)			
Points of views	No	Yes	
Parent	2	11	
Teacher	4	13	
Q7. If educational institutes are accessible in terms of response and help. (AEI)			
Points of views	Not accessible	Somewhat accessible	Very accessible
Parent	1	7	5
Teacher	1	14	2

Q8. Teacher's educational qualification (TEdQ)			
Points of views	UG	PG	B.Ed
Parent	6	4	3
Teacher	3	3	11
Q9. Hygiene and health facility status (HHF)			
Points of views	No	Yes	
Parent	4	9	
Teacher	5	12	
Q10. Based on all information, if rural education system is healthy or not? (EH)			
Points of views	No	Yes	
Parent	3	10	
Teacher	6	11	

Based on the above table, it is found that parents are less knowledgeable and aware about the importance of education in out study area as female children are more prone to be at home as compared to the boy children. On the other hand, teacher's point of view is more meaningful as they clearly show that females are more biased. Though teachers also agree that schools should be more accessible to the community (most of the schools are in within 5km-10Km). One point should be noted that parents are aware of scholarship and financial aids and skill development workshops but still not interested in education. All the villages have teachers with proper education as 11 out of 17 respondents agree that B. Ed teachers are available. As per teachers, health and hygiene status is also as per the guidelines but parents don't agree. Based on the above data,

approximately 77% parents agree on the good health of education system while approximately 67% agree that the system is healthy.

Binary Logistic Model:

First attempt is to fit a binary logistic regression on the data as educational health is a binary variable and can be fit using binary logistic regression. Through this model, authors try to find out if there is any significant effect of any of the independent variables in deciding the health. Output of R software using glm() does not offer any strong relationship of any of the independent variable with dependent variable as all p-values are 1 (which are not acceptable statistically to establish the relation). Some of the other measures are as follows (Table3):

Table-3: R output for binary logistic regression

Null Deviance	3.6652 e+10	df : 29
Residual Deviance	3.3920e-10	df : 5
Number of Fisher Scoring iterations: 25		

Above statistics also fail to show a low RMSE. Hence, binary logistic regression is not able to construct this complex relationship. We

moved on to another model i.e. structural equation model which is well-known to model a complex relationships. A part of SEM ie.

Confirmatory Factor Analysis tries to fit the data into model and hence it is known as measurement model as well.

Measurement Model (Confirmatory Factor Analysis):

In this part of analysis, educational health of a rural area (EH) is considered as a latent variable and through numerous exogenous variables like:

1. If the respondent is teacher or parent'(TP)

2. How gender biasness affects education (GB1)

3. Which gender faces more biasness? (GB2)

4. Challenges in assessing education. (CH)

5. Distance of the nearest school (DNS)

6. Awareness about Govt. schemes and initiatives (AGI)

7. Teachers' ability to teach (TEQ)

8. If educational institutes are accessible in terms of response and help. (AEI)

9. Teach's educational qualification (TEdQ)

10. Hygiene and health facility status (HHF)

11. Based on all information, if health of rural education system is good or not. (EH)

Firstly, a full model has been developed using all the above stated independent variables. Results of model1 showcase very low goodness of fit measures (0.494 and 0.382) instead of >0.9 (recommended values) and comparatively higher values of badness of fit measures (0.110 and 0.160) instead of <0.10. All p-values are also greater than 0.5 showcasing not so promising fit. Nevertheless, two exogenous variables have reasonable loadings (AEI=5.718 and TEQ=4.743) with comparatively high standard estimates of 0.402

and 0.435 respectively. Hence these accessibility of educational institutes in terms of help and response along with teacher's ability to teach in conjunction of training and technology can be considered important for assessing the educational health in the study area from full model. Essential measures from all the three models are listed in Table 4.

Our second attempt (i.e. model2) is to fit EH with all ordinal variables. In our study we have seven ordinal variables. Hence model2 was fit with these ordinal variables. Distance from the nearest school and teacher's educational qualification were found good parameters from this model to assess the health of a educational system in the area (DNS loading= 0.399, TEdQ loading=0.674). This model also did not succeed in scoring a better goodness of fit measures (0.130 and -0.306) and badness of fit measures (0.248 and 0.205). Hence there is a need to fit another model using the major findings of above two models.

Finding from these two models were combinedly used as input for third model (Model3). Thus, model3 has 5 exogenous variables (TEQ and AEI from Model1; DNS and TEdQ from Model2 and TP as a reference variable). Third model shows that distance from schools and teachers qualification matters the most in deciding the health of education system in that area. As results show the loading of these two factors are 0.294 and -.483 respectively. Another essential measures are goodness of fit measures which are 0.954 and 0.908 respectively (recommended values >0.9) and badness of fit measures that are 0.038 and 0.094 respectively (recommended value<0.1). These two measures confirms that third model is an overall best model utilizing the present data. Following Table 4 shows

some measures of user model vs baseline model, based on which various goodness fit measures and badness of fit measures were calculated.

Table-4: Statistics of user model and baseline model

Model	Observed variables		Test Statistic	D.F.	P-Value (Chi-quare)
Model1	Full model	User Model	73.748	54	0.038
		Baseline Model	105.034	66	0.002
Model2	TP, GB2, DNS, TEQ, AEI, TEdQ, HHF	User Model	39.785	14	0.000
		Baseline Model	50.622	21	0.000
Model3	TP, DNS, TEQ, TEdQ, AEI	User Model	5.212	5	0.039
		Baseline Model	14.641	10	0.146

Following are the model fit indices (Table 5) which show how well the data fit in specified model. They can be analysed in two ways goodness of fit measures (i.e., Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI)) and badness of fit measures (i.e. Root Mean Square Error of Approximation (RMSEA) and Standardized Root Mean Square Residual (SRMR).

Measures of fit in CFA:	Goodness of fit
Model1	
CFI	0.494
TLI	0.382
AIC	773.481
BIC	807.110
Model2	
CFI	0.130
TLI	-0.306
AIC	403.787
BIC	423.404
Model3	
CFI	0.954
TLI	0.908
AIC	275.634
BIC	289.646

Measures of fit in CFA:	Badness of fit
Model1	
RESEA	0.110
SRMR	0.160
Model2	
RESEA	0.248
SRMR	0.205
Model3	
RESEA	0.038
SRMR	0.094

Conclusion

Proposed study has been planned to study the educational system wellness through various aspects using statistical modelling. Main emphasis has been on teacher's and parent's point of view to achieve the goal. Responses from detailed questionnaire targeting both aspects have been collected from four villages of Indore district. Our first attempt was to apply binary logistic regression but due to the complexity of the relation between educational system health and various points of view, this model did not show promising result. Hence a measurement model (CFA) which is a part of structural equation

model has been developed. A total of three CFAs were generated using sequential strategy. Final model showed that distance from school and teacher's educational qualification are important factors for assessing the educational health of a village.

As per the literature review, not much literature is available based on statistical model and assessment in this area and most of the studies are comprehensive, this study is an attempt to find the deciding factors of the health of rural education system through modelling. We find that even today, it is tough to involve parents in a rural area in such type of studies resulting very a smaller number of respondents. Since it is a preliminary pilot study in this direction, we are succeeded in finding some important factors. We agree that developed model is far away from its best version, but it presents foundation of future research in this direction. Also, it has been concluded too that in order to enhance the education wellness, there should be more advertisement and campaign to aware residents of rural areas about education and govt. initiatives in education sector along with the benefits.

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A Study of Professional Development among Male and Female Pupil Teachers

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ABSTRACT

The present study was conducted on the sample of 100 pupil teachers. As per the nature of study the survey method was applied. A stratified random sampling method was applied to collect the data. The study aimed at finding out the difference of professional development in the male and female pupil teachers.

Key words: Professional Development, Pupil Teachers, Internship, Practical Work, Practice Teaching

Introduction

Professional development will be part of almost every teacher's career. They will take training, participate in collaborative learning groups, or seek out seminars and conferences. Teacher professional development involves a continuous process of reflection, learning, and action to further a teacher's knowledge and skills, leading to enhanced teaching practices that positively impact on students' learning. When professional development is done well, it provides an opportunity for teachers to grow their knowledge and sharpen their skills, which can lead to better student outcomes. It's a way for teachers to collaborate with their colleagues and one avenue through which administrators can support their teachers.

Teaching in our country can not be considered as a full-fledged profession like medicine, engineering and law, etc. Hence, if teaching is accepted as a profession then the question of "Professional Development of Teachers" comes into the picture which needs discussion. Otherwise, teaching by the teacher will be meaningless, and baseless, and teaching will never be regarded as a profession truly which was the main feature of the "Emerging Indian Society". Teachers are being prepared and trained by teacher education institutions through teacher educators. Therefore, a teacher educator is the fortune maker not only of an individual but also of the nation as a whole. Hence, simply terming teaching as a profession will never suffice if we do not focus on the professional development of teachers. Teaching is a Profession, where teachers will handle the teaching task by accepting teaching as a profession.

Internship programs are to be designed

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to provide necessary practical exposure related to teacher education institutions. This will give the prospective teacher educators adequate knowledge of the total functioning of teaching education institution, and the improvements needed and also provide insights into the problems and issues concerning the maintenance of institutional plant, classroom management, organizational climate of the institution, etc. Practical work other the internship and practice teaching has to develop competencies and skills in education and work requirements in the teacher education institutions.

The overriding idea behind professional development is that increased knowledge help, teachers improve student achievement. That's because professional development focuses on what each teacher needs to fine tune his or her classroom practice.

According to U.S. Secretary of Education Arne Duncan, "Professional development transforms the nation's best teacher. It's a lot of hard work but arguably the most important growth and learning you're ever going to have as a teacher."

The process of professional development is continuous and ongoing. It is essentially that of developing and implementing a self-concept, a compromise process in which the self-concept is a product of the interaction of inherited aptitudes, neural and endocrinal make-up, opportunity to play various roles and evaluations of the extent to which the results of the role-played meet with the approval of supervisors and fellows.

The development theories assert that different factors predominate in making choices at different stages of development. Professional development is a long process. Ginsberg postulates that this process goes on till the onset of adulthood. Super holds that the development process is a lifelong process and goes on till sense-scene.

Teaching is a profession where everyday radical changes occur in the educational system. Teachers face a lot of changes and challenges due to modernization and globalization. In a survey, there is an overwhelming concern over the quality and relevance of education. Education, being the social system of society, plays a key role in molding, shaping, reforming, and reconstructing society from time to time. Teaching in our country can not be considered as a full-fledged profession like medicine, engineering and law etc. Teaching is accepted as a profession then the question of the "Professional development of Teachers" comes into the picture which needs discussion. Professional development does not necessarily link development to organizational interests but is directed to the individual's personal growth for use in wider fields. Encouraging and supporting teaching education educators throughout their careers to review their learning needs and to acquire new knowledge, skills and competence through formal, informal and non-formal learning, internship programs are to be designed to provide necessary practical exposure related to teacher education institutions. This will give the prospective teacher educators adequate knowledge of the total functioning of teacher education institution, the improvements needed and also provide insights into the problems and

issues concerning maintenance of institutional plant, classroom management, organizational climate of the institutions etc. Practical work other than internship and practice teaching has to development competencies and skills, in education and working with community as per the practical work requirements in the teacher education institutions. Professional development of college teachers, envisages choosing, preparing and making success in the teaching profession. Lastly in the study of this topic by survey, we found that pupil teacher's professional development towards theory and practical marks, therefore they do not show any significant difference in professional development towards male and female Pupil Teachers.

Statement of the Problem

The statement of the problem has been stated as: **"A Study of Professional Development among Male and Female Pupil Teachers".**

Objectives of the Study:

The study was designed to realize the following objectives:

1. To compare the professional development of male and female Pupil Teachers.

This objective was divided into two sub-objectives theory and practical marks.

(i) To compare the professional development of male and female Pupil Teachers in terms of theory marks.

(ii) To compare the professional development of male and female Pupil Teachers in terms of practical marks.

Hypotheses of the Study:

In order to achieve the objective of the study following hypotheses were formulated and tested.

1. Male and female Pupil Teachers do not differ significantly in their professional development.

The hypothesis was divided into two sub-hypothesis theory and practical marks-

(i) Male and female students do not differ significantly in their professional development towards teaching in terms of theory.

(ii) Male and female students do not differ significantly in their professional development towards teaching in terms of practical.

Definition of Variable Involved

Professional development: Cook and Fine (1997) say that "Professional development can no longer be viewed as an event that occurs on a particular day of the school year, rather, it must become part of the daily work life of educators."Allen Ginsberg (1972) stated that the choice of professional and development is a life long process as individuals continue to seek and get the job most suitable for them. Internship programs for pupil teachers are to be designed to provide necessary practical exposure related to teacher education institutions. This will give the prospective teacher educators adequate knowledge of the total functioning of teaching education institution, the improvements needed and also provide insights into the problems and issues concerning maintenance of institutional plant, classroom management, organizational climate of the institution etc. Practical work other the

internship and practice teaching has to develop competencies and skills in education and work requirements in the teacher education institutions. In the present study professional development has been taken male and female B.Ed. students in terms of theory and practical marks.

Research Method

The survey method of the research was used in the study and to measure the professional development of the Pupil Teachers the theory and practical marks were taken.

Population of the Study

The population for the present study was considered of all Pupil Teachers (B.Ed. students) of self-financed institutions affiliated with Ch. Charan Singh University, Meerut comprised the population of the study.

Sampling Technique and Sample of the Study

A stratified random sampling method was applied in selecting the sample of the study. Five colleges were selected randomly from each sample college 10 male and 10 female Pupil Teachers (B.Ed. students) were selected. Similarly, five colleges were selected.

Then from 5 colleges 10 male and 10 female total of 20 Pupil Teachers were selected; a total of 100 Pupil Teachers (B.Ed. students) were selected.

Tools Used in the Study

To measure professional development, the marks obtained in the theory and practical examinations were used.

Statistical Technique

Mean, Median, Standard Deviation, 't' test and other appropriate statistical technique were used in the study. Mainly 't' test was applied to compare.

Table-1: Comparison of Professional Development towards Male and Female Pupil Teachers

Groups	No. of Students	Mean	S.D.	't' Value	Significance level
Male Pupil Teachers	50	675.1	58.41	1.58	Ins.
Female Pupil Teachers	50	691.34	42.750		

Interpretation: Table No. 1 displays analyzed data regarding the comparison of professional development towards the teaching of male and female pupil teachers studying in the department of education. Obtained C.R. value was found 1.58. The minimum required C.R. value should be 1.96 or more than it. Thus obtained C.R. value is insignificant. Table no. 1 shows that the mean score of male students is 675.1 and female students is 691.34. The difference is not real. It may be due to measurement errors.

In the absence of any empirical evidence, present findings can be criticized. However, by definition, professional development is a lot of hard work, but arguably the most important growth and learning pupil

teachers of both institutions have started their career hardly six months before. It will take time for the full growth of positive or negative professional development. Since in both types of pupil teachers professional development towards theory and practical marks, therefore, they do not show any significant difference in professional development towards male and female Pupil Teachers.

Table-2: Comparison of Professional Development in terms of theory marks of male and female Pupil Teachers

Groups	No. of Students	Mean	S.D.	't' Value	Significance level
Male Pupil Teachers	50	425.52	47.04	1.05	Ins.
Female Pupil Teachers	50	434.42	37.17		

Interpretation: Table No. 2 displays analyzed data regarding the comparison of professional development in terms of theory marks of male and female Pupil Teachers. Obtained C.R. value was found 1.05. The minimum required C.R. value should be 1.96 or more than it. Thus obtained C.R. value is insignificant. Table no. 2 shows that the mean score for male students is 425.52 and females is 434.42. The difference is not real. It may be due to the measured error.

No research study has been conducted showing the comparison of professional development in terms of the theory of male and female Pupil Teachers. Therefore, nothing definite can be said regarding the causes of the present finding.

Table-3: Comparison of Professional Development in terms of practical marks of male and female Pupil Teachers

Groups	No. of Students	Mean	S.D.	't' Value	Significance level
Male Pupil Teachers	50	251.58	22.54	1.08	Ins.
Female Pupil Teachers	50	256.12	19.32		

Interpretation: TTable No. 3 displays analyzed data regarding the comparison of professional development in terms of practical marks of male and female Pupil Teachers. Obtained C.R. value was found 1.08. The minimum required C.R. value should be 1.06 or more than it. Thus obtained C.R. value is insignificant. Table no. 3 shows that the mean score of male students is 251.58 and female students is 256.12. The difference is not real. It may be due to the measured error.

Since no research study has been conducted showing the comparison of professional development in terms of practical male and female Pupil Teachers. Therefore, nothing definite can be said regarding the causes of the present finding.

Validation of Hypotheses

On the basis of the analysis of the data the validation of the hypothesis as are:

1. Hypothesis No. 1 states that male and female Pupil Teachers studying in B.Ed. do not differ significantly on their

professional development with regard to hypothesis no. 1. C.R. value is 1.58, which is insignificant. It shows that male and female Pupil Teachers studying in B.Ed. do not differ significantly on their professional development. Thus hypothesis no. 1 is accepted.

2. Hypothesis No. 1.1 states that male and female Pupil Teachers studying in B.Ed. do not differ significantly on their professional development towards teaching in terms of theory with regard to hypothesis no. 1.1. C.R. value is 1.05, which is insignificant. It shows that male and female Pupil Teachers studying in B.Ed. do not differ significantly on their professional development towards teaching in terms of theory. Thus hypothesis no. 1.1 is accepted.

3. Hypothesis No. 1.2 states that male and female Pupil Teachers studying in B.Ed. do not differ significantly on their professional development towards teaching in terms of practical with regard to hypothesis no. 1.2. C.R. value is 1.08, which is insignificant. It shows that male

and female Pupil Teachers studying in B.Ed. do not differ significantly on their professional development towards teaching in terms of practical. Thus hypothesis no. 1.2 is accepted.

Conclusions

On the basis of the analysis of the data and validation of the hypothesis the following conclusions were drawn:

Male and female Pupil Teachers showed equal professional development.

This will be divided into two sub-equal professional development in theory and practical marks.

(i) Male and female Pupil Teachers showed equal professional development towards teaching in terms of theory.

(ii) Male and female Pupil Teachers showed equal professional development towards teaching in terms of practical.

So, it can be said that Male and female Pupil Teachers has equal professional development.

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An Analysis of Doctoral Theses in Education uploaded in Shodhganga Repository with special reference to West Bengal

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ABSTRACT

Doctoral theses represent comprehensive research reports conducted by investigators. In the digital age of education, a plethora of resources is accessible through various online platforms. Shodhganga, operated by the INFLIBNET Centre, stands out as a pivotal platform offering researchers valuable insights into the current trends in Indian research. This study aims to examine the doctoral theses uploaded by universities in West Bengal on the Shodhganga repository. The analysis encompasses a total of 458 doctoral theses from 12 different universities in West Bengal. It is noteworthy that among the 51 universities in West Bengal, 31 have entered into a MOU with the Shodhganga INFLIBNET centre. However, the study highlights that the University of Calcutta has the highest number of doctorate theses, followed by Jadavpur University and the University of Burdwan in second and third place, respectively.

Key words: Shodhganga Repository, INFLIBNET-Centre, Doctoral Theses in Education, Higher Education, Research Trend.

Introduction

Research at doctoral level signifies the highest level of education. It contributes to the unique and gives an in disposable identity to the researcher's in-depth plunge in finding the truth. The theses, if untapped and not recognized, can lead to duplication, repetition, and pave a way for plagiarism. To curb the error, it was seen that in the year 2016, UGC came up with mandatory submission of theses which will be accessed digitally worldwide. Shodhganga serves as this unique platform for open access and quality research theses. Ancestrally mandate digital repository not only ensures equal access but also looks after quality research which would see to the unseen factors. INFLIBNET has been

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designated as the digital archive responsible for the preservation, hosting, and retrieval of theses from all colleges and universities. Shodhganga is a platform that serves as a repository of intellectual reservoir and commendable contributions, managed by the INFLIBNET centre.

The Shodhganga-INFLIBNET is an open-source digital repository software called Dspace (Esh, 2015, & Khode, 2020) developed by MIT (Massachusetts Institute of Technology) in partnership with Hewlett Packard (HP) (Thamaraiselvi, et.al., 2016). The protocols used follow all the international norms and order. The input in Shodhganga enables the research scholars to contribute immensely to this desired platform. This repository enables us to store, disseminate and maintain a required index of the theses that has been uploaded which provides universal accessibility to all. Dspace favors open archives initiatives protocol for meta harvesting data support platform with this many universities have used their repositories using Dspace. With the required internet infrastructure and connection, the universities will be able to provide the research scholars the e-versions of the theses. There is replication of the academic structure based on their departments, centers as well as colleges and each university must facilitate in case of navigation and retrieval of the dissertation and theses.

An Overview of Doctoral Theses Uploaded in Shodhganga Repository

Quantitatively, there are 235 universities in India, identified with having the doctoral theses in Education. By these universities, a total of 40,5,337 theses were uploaded in Shodhganga repository, while only 17,885 are related to the field of education.

There are 235 universities are participated in Shodhganga with MoU to INFLIBNET. From the 235 universities it can be seen that Punjab University ranks first in producing maximum research publications in Education. Chhatrapati Sahuji Maharaj University follows the second position. Dr. Rammanohar Lohia Avadh University, Faizabad always has contributed remarkably. Sardar Patel University has made 425 theses publications. Maharaja Sayajirao University of Baroda also has made notable contributions. Shri Jagdishprasad Jhabarmal Tibarewala University has 423 theses contribution in education. Utkal University also has a mark of 419 theses in Education. Alagappa University, Maharshi Dayanand University and Veer Narmad South Gujarat University has immense contribution of theses in education. Shri Ramswaroop Memorial University, Sri Sathya Sai Institute of Higher Learning, Vels University, Vijayanagara Sri Krishnadevaraya University, Bellary, haven't performed up to the mark.

## Research Objectives

The objectives of the study are:

1. To understand the present scenario of doctoral theses in India in terms of number of theses uploaded in Shodhganga repository.

2. To find out university-wise number of doctoral theses in education uploaded in Shodhganga INFLIBNET.

3. To analyze the doctoral theses in education on the basis of year of completion, university and research

supervisor with special reference to West Bengal State.

Methodology

The data obtained from the Shodhganga repository (up to November 2023), were consider for analysis of this study. Additionally, all education-related doctoral theses uploaded by the universities of West Bengal and submitted to the Shodhganga repository have been included. After gathering the information, the data was analyzed by using percentage technique, pie graphs, and analytical discourse methods.
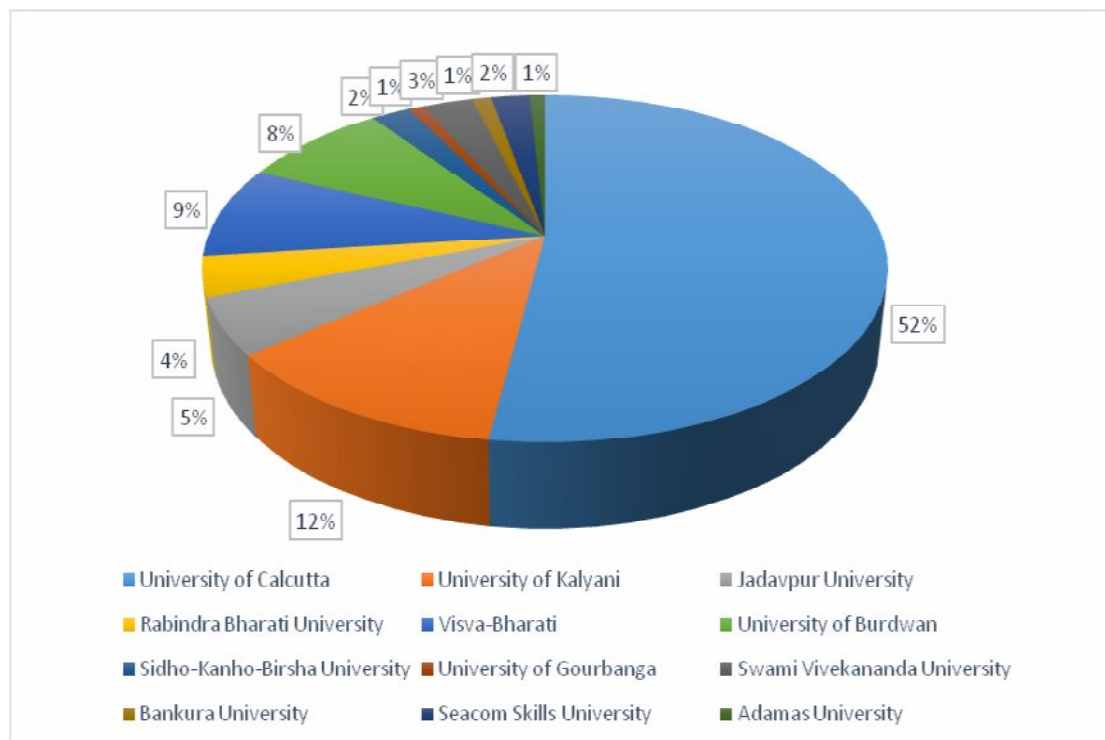
Source: Shodhganga Repository (As on 2.11.2023)

The above table illustrates the university-wise distribution of doctoral theses in education uploaded in the Shodhganga database. We found 28 universities, and among these universities, only 458 doctoral theses in education were awarded. It is found from this study that the University of Calcutta has the highest number of doctoral theses, with 239 (52.18%). The second-highest number of doctoral theses, i.e., 55 (12%), were awarded by the University of Kalyani, followed by Visva-Bharati 39 (8.51%) and the University of Burdwan 38 (8.29%). Jadavpur University has 24 (5.24%), Rabindra Bharati University has 17 (3.71%). We may have found that the University of Gour Banga and Adamas University are awarded very small percentages of doctoral theses, i.e., 4 (0.87%). The remaining 16 universities have not uploaded doctoral theses in Sodhganga yet.

Tabl-1: Year-wise distribution of Doctoral theses uploaded in Shodhganga

Period	No. of Theses found
1950-1959	1
1960-1969	7
1970-1979	11
1980-1989	19
1990-1999	21
2000-2009	42
2010-2019	265
2020-2023	88
Total	454*

*4 of the Theses were not identified the year of award.

The year 1957 marks the commencement of theses upload process with 1 which later increased to 2 in the year 1964. It is seen that from the year 1965-68 marks a stagnation with a gradual increase from the year 1969. The year 2009 marked an upshoot with an increase of 6 doctoral theses. Year 2011 with 13 upgrades in doctoral theses. The year 2016 has the maximum number of theses updates with 53 in number. With the growing years of 2018 and 2019 it was seen that there was gradual decrease in the number of theses update to 51 and tremendously drop down in the year 2023 with 5 updates. A total of 458 theses updated in the span of 58 years from 1965-2023 with gradual rise and update and stagnation from 1969.

Year	Count
Year Not Found	4
2023	5
2022	32
2021	28
2020	23
2019	51
2018	51
2017	46
2016	53
2015	16
2014	12
2013	11
2012	6
2011	13
2010	6
2009	6
2008	3
2007	6
2006	2
2005	4
2004	4
2003	4
2002	6
2001	4
2000	3
1999	2
1998	3
1997	4
1995	2
1994	5
1993	1
1992	1
1991	1
1990	2
1989	2
1988	1
1986	2
1985	4
1984	2
1983	3
1981	3
1980	2
1979	1
1978	1
1977	2
1976	1
1975	1
1974	3
1972	2
1969	2
1968	1
1967	1
1965	1
1964	2
1957	1

Conclusion

A number of Universities in West Bengal have already set-up their institutional and ETD repositories using either DSpace or other OAI-PMH compliant Institutional Repository software. A platform like Sodhganga serves as this positive tool which provides universal accessibility to theses and dissertation keeping minimum error of duplication and repetition. It would be possible for universities having sufficient network and computing. Year wise updates in theses would demand more clarity and finding out the plausible factors which led to minimum upload in Sodhganga. There needs to be more involvement of the supervisors in the analysis of the theses.

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Achievement in Hindi in relation to Cognitive Style and Language Creativity among Students of 10th Class

Preeti Bala*

ABSTRACT

The present study was conducted on the sample of 100 students of class 10th. The sample comprised of 50 boys and 50 girls of Govt schools of Jalandhar city only. As per the nature of the study, descriptive survey method was applied. Simple random sampling technique was used for the data collection. The study aimed at finding out the differences between boys and girls of 10th class with regard to their achievement in Hindi, Cognitive Style and Language Creativity. Further, study also attempted to explore the relationship of achievement in Hindi with Cognitive Style and Language Creativity. As per the data collected through the application of standardized tools, no significant difference was pointed out between boys and girls of 10th class with regard to their achievement in Hindi, Cognitive Style and Language Creativity. Similarly, no significant relationship appeared between achievement in Hindi and cognitive style as well as between achievement in Hindi and Language Creativity.

Key words: Achievement in Hindi, Cognitive Style, Systematic Style, Intuitive Style, Language Creativity.

Introduction

Education is the process of developing the capabilities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. The world is becoming more and more competitive. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools and in general the education system itself.

Infact, it appears as if the whole system of education revolves rounds the achievement of students. School achievements may be affected by various factors like intelligence, study habits, and attitude of pupils towards school, different aspects of their personality, socio economic status, etc. But a modern society can not achieve its aim of economic growth, technical development and cultural advancement without harnessing the talents of its citizens.

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Achievement in Hindi

Achievement has become an index of child's future in this highly competitive world. Educationally the word achievement refers to an individual's performance up to a desired level in a particular field. Hindi is a practical language of India. It is the mother tongue or language of Haryana, Himachal Pradesh, Uttar Pradesh, Madhya Pradesh, Rajasthan, Bihar, Gujarat, Maharashtra and Bengal.

Hindi literature is not literature of any one community, but it is the literature of all Indians. Hindi language reflects the Indian culture. Hindi is very important from vocational point of view. The people who have a deep knowledge of Hindi have better opportunities to enter in the other professions. It is language of communication. It is the soul of India. Almost every Indian can communicate through this simple, powerful and complete language. Hindi is our national language, but today most preference is given to English language. Most of the studies revealed that the status of Hindi can be enhanced with the help of motivation and cognitive style.

Similar views have been given Vijay (1989) on linguistic behavior and long term instructional goals and provided a description of linguistic behavior from the novice level to superior level.

Cognitive Style

Cognitive styles describe how the individual acquires knowledge and processes information. Cognitive styles are related to mental behaviors which individuals apply habitually when they are solving problems. In general, they affect the way in which information is obtained, sorted, and utilized. It was Witkin who introduced the term "cognitive style" to describe the concept that individuals consistently exhibit stylistic preferences for the ways in which they organize stimuli and construct meanings for themselves out of their experiences.

Cognitive style is a term used in cognitive psychology to describe the way individuals think, perceive and remember information.

The phrase 'Cognitive Style' consists of two words cognitive and style. It is the process by which the sensory input is transformed, reduced, elaborated, stored, recovered and used. Main stages in the process of cognition are sensing, attending, perceiving, comprehending, understanding and remembering. The habitual pattern or preferred way of doing something (thinking, learning and teaching) that is consistent over long periods of time is the 'style' of the individual.

Cognitive style of an individual has influence on his achievement. How the individual thinks, perceives and remembers the information, helps them to understand and produce information. The information remembered by an individual helps them to achieve more and more. As Geetanjali (2006) found that cognitive style had a significant effect on student's achievement; more the field of independence of the students, higher the academic achievement. Cakan (2000) found that cognitive style had a statistically significant effect on student's performance whereas the effect of gender, ethnicity, and socio economic status of students was not significant does not influence cognitive style. Altan et al (2006) found that there was no significant relationship between cognitive style and academic achievement. Cognitive styles are concerned with the form rather than content of cognitive delivery.

Language Creativity

Creative person can describe anything in a unique way, which helps him during his achievement procedure. Dhaliwal and Saini (1976) reported significant relationship between creativity and achievement in mathematics, but the dimensions of creativity namely, fluency and flexibility were positively and significantly related with achievement in History and Geography separately and originality was positively and significantly related with achievement in Hindi. Vijaylakshmi (1980) indicated a positive relation between creativity and academic achievement and between creative ability and socio-economic status.

Language creativity may be defined as a multi-dimensional attribute that is differently distributed among the people and include chiefly the factors of fluency, flexibility, originality and elaboration. Language creativity, therefore, is not much different from general creativity except for the aspect of elaboration which is specifically related to it.

Cognitive styles indeed have important functions in creative information processing. In many cognitive style theories, there are the several findings of associations between cognitive styles and creativity. Bagchi (2004) found that in case of girls there existed a low and positive relationship between scholastic achievement of life science and cognitive style. Albert (2004) recorded a low but significant correlation between cognitive style and academic achievement.

Creativity in language can be analyzed into five dimensions like plot building, dialogue writing, poetic diction, descriptive style and vocabulary test and these dimensions can be measured by keeping into consideration the factors as:

1. Fluency: fluency means each of the relevant words, each of the meaningful idea expressed by the respondent. In fluency the different types of words like identical fluency, associated fluency ere included.

2. Flexibility: It means the total number if response. It is based on 'shift on response'. How many ideas expressed by the respondent?

3. Originality: It means what is original in this test and how many responses given by the respondent. It is also related to common idea and most unique idea.

4. Elaboration: It means building upon given information to find out the structure, to make it more detailed, while writing a story a poem, a dialogue or a description.

A number of researchers have made attempts to study the relationship between academic achievement and creativity but such explorations have pointed out contradictory results. As Mehndi (1977) studied the relationship of creativity to the academic achievement of 439 boys of urban and rural areas. The significant positive relation between creativity and school marks in different subjects were reported. However, Sandhu (1979) concluded that there is significant relationship of creativity with "the academic achievement in science.

Significance of the Problem

There are many factors which affect the school achievement like intelligence, study habits, and attitude of pupils towards school, personality, socio economic status, etc. But a modern society can not achieve its aim of economic growth, technical development and cultural advancement without harnessing the talents of its citizens. In this highly competitive

world, achievement has become an index of child's future. This achievement is further impacted by many factors. Cognitive style as one of the factors influences achievement of students. How students think, perceive and remembers information, helps them to understand and produce information. In addition to it, language creativity which include the factors like fluency, flexibility, originality and elaboration also seem to play important role in the level of achievement of students.

Although few studies have been conducted to find the achievement of students in different subjects but it came to light that relatively less research work has been done to explore achievement in Hindi of 10th class students hence the concerned study mainly highlights the relationship of language creativity with students' achievement in Hindi and their cognitive style.

Statement of the Problem

Achievement in Hindi in relation to Cognitive Style and Language Creativity among Students of 10th Class.

Objectives of the Study

The objectives of the study are:

* To find out the difference between boys and girls of 10th class in their achievement in Hindi, cognitive style and language creativity.
* To examine the relationship between achievement in Hindi and language creativity of students of 10th class.
* To examine the relationship between achievement in Hindi and systematic style of students of 10th class.
* To examine the relationship between achievement in Hindi and intuitive style of students of 10th class.

Hypotheses of the study

The following hypotheses were framed:

* There exists no significant difference in achievement in Hindi between boys and girls of 10th class.
* There exists no difference in cognitive style between boys and girls of 10th class.
* There exists no significant difference in language creativity between boys and girls of 10th class.
* There exists no significant relationship between achievement in Hindi and language creativity of students of 10th class.
* There exists no significant relationship between achievement in Hindi and systematic style of students of 10th class.
* There exists no significant relationship between achievement in Hindi and intuitive style of students of 10th class.

Delimitations of the Study

* The present study was delimited to 100 students of 10th class of Jalandhar City only.
* The study was delimited to urban area only.
* This study was focused only two dimensions of cognitive style, i.e systematic style and intuitive style only.

Research Methodology

Research methodology depends upon the types and scope of the problem. In the present study descriptive survey method was used.

Sampling

The sampling frame of the study comprised of students of 10th class studying

in schools of Jalandhar city. 100 students were selected by applying simple random sampling technique. Further in accordance with gender stratification, equal data was taken from boys and girls.

Tools Used

In the present study investigator used following standardized tools for the data collection:

1. Hindi Achievement Test by L. N. Dubey (1990)
2. Cognitive Style Inventory by Dr. Praveen Kumar Jha (1971)
3. Language Creativity Test (LCT) (in Hindi) by S. P. Malhotra and Sucheta Kumari (1989)

Results, Discussion and Interpretation

Results and discussion are an important part of a good research work. They show the end product of any research study. On the basis of the results, hypotheses were tested and conclusions were drawn.

Hypothesis 1: There exists no significant difference in Achievement in Hindi between boys and girls of 10th class.

To find out the difference in Achievement in Hindi between boys and girls of 10th class, t-value was calculated and the results have been presented in under mentioned table.

Table-1: Showing Mean, SD and t-value of Achievement in Hindi among Boys and Girls of 10th Class

Gender	N	Mean	SD	t-value	Remarks
Boys	50	44.38	9.77	1.84	Insignificant
Girls	50	48.36	11.77		

Interpretation: It is evident from table 1.1 that the mean score for achievement in Hindi for boys of 10th class turned out to be 44.38 whereas for girl students it is 48.36. The value for standard deviation of achievement in Hindi for boys of 10th class turned out to be 9.77 where as for girl students it is 11.77.

The t value for gender difference in achievement in Hindi is 1.84, which is less than the table value 1.96 at 0.05 level and 2.58 at 0.01. Hence it is not significant. It means that there is no significant difference in achievement in Hindi between boys and girls of 10th class. In the light of this, the null hypothesis that there is no significant difference in achievement in Hindi between boys and girls of 10th class is accepted. This shows that with regard to achievement in Hindi, gender does not play any significant role.
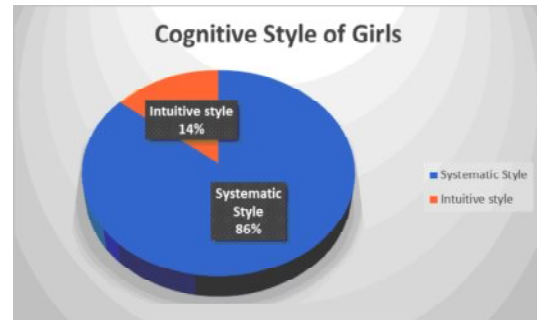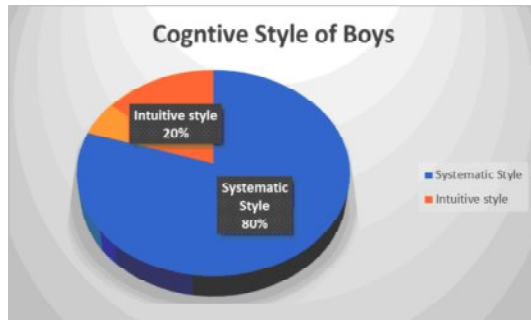
Results pertaining to difference in Cognitive Style between boys and girls of 10th class

Hypothesis 2: There exists no difference in Cognitive Style between boys and girls of 10th class

To find out the difference in cognitive style between boys and girls of 10th class, percentage was calculated and the results have been presented in the under mentioned table.

Table-2: Showing Type of Cognitive Style of Boys and Girls of 10th Class

Gender	N	Systematic Style	Intuitive style
Boys	50	40	10
Girls	50	43	7

Cogntive Style of Boys

Cognitive Style of Girls

Interpretation: Results clearly indicate that 40 boys (80%) have systematic cognitive style and 10 (20%) of boys have intuitive cognitive style. Similarly, 43 (86%) girls have systematic cognitive style, and 7 (14%) girls have intuitive cognitive style. It is apparent from the numbers and corresponding percentage that maximum number of boys and girls are falling in the category of systematic cognitive style. Therefore, the hypothesis that there exists no significant difference in cognitive style among boys and girls of 10th class is accepted, as there is no difference in the cognitive style between boys and girls of 10th class. This shows that there exists no difference in cognitive style between boys and girls of 10th class.

Results pertaining to difference in Language Creativity between boys and girls of 10th class

Hypothesis 3: There exists no significant difference in Language Creativity between boys and girls of 10th class

To find out the difference in language creativity between boys and girls of 10th class, t-value was calculated and the results have been presented in the under mentioned table.

Table-3: Showing Mean, SD, and t-value of Language Creativity between Boys and Girls of 10th Class

Categories	N	M	SD	t-value	Remarks
Boys	50	121.66	54.13	1.60	Insignificant
Girls	50	139.12	54.98		

Interpretation: It is evident from table 1.3 that the value for mean of Language creativity for boys of 10th class turned out to be 121.66 where as for girl students it is 139.12. The value for standard deviation of language creativity for boys of 10th class turned out to be 54.13 where as for girl students it is 54.98.

The calculated t-value for gender difference in language creativity came out 1.60, which is less than the table value 1.96 at 0.05 level and 2.58 at 0.01 levels of significance. Hence it is not significant. In the light of this, the null hypothesis that there is no significant difference in language creativity between boys and girls of 10th class is accepted.

Results pertaining to relationship between Achievement in Hindi and Systematic Cognitive Style of students of 10th class

Table-4: Showing coefficient of correlation between Achievement in Hindi and Systematic Cognitive Style of students of 10th Class

Variables	N	df	Coefficient of correlation	Result
Achievement in Hindi	100	98	0.053	Insignificant
Systematic Style	100			

Interpretation: The coefficient of correlation between achievement in Hindi and systematic cognitive style of students is .053, which is not significant at 0.05 levels of significance. It means that there is no significant relationship between achievement in Hindi and systematic cognitive style of students of 10th class. In the light of this, the null hypothesis that there is no significant relationship correlation between achievement in Hindi and systematic cognitive style of students is accepted.

Hypothesis 4: There exists no significant relationship between Achievement in Hindi and Systematic Cognitive Style of students of 10th class

To find out the relationship between achievement in Hindi and Systematic Style of students of 10th class, co-efficient of correlation was calculated and the results have been presented in the under mentioned table.

Results pertaining to relationship between Achievement in Hindi and Intuitive Style of students of 10th class

Hypothesis 4: There exists no significant relationship between Achievement in Hindi and Intuitive Style of students of 10th class

To find out the relationship between achievement in Hindi and Intuitive Style of students of 10th class, co-efficient of correlation was calculated and the results have been presented below in the under mentioned table.

Table-5: Showing coefficient of correlation between Achievement in Hindi and Intuitive Cognitive Style of students of 10th Class

Variables	N	Df	Coefficient of correlation	Result
Achievement in Hindi	100	98	0.075	Insignificant
Intuitive Style	100			

Interpretation: The coefficient of correlation between achievement in Hindi and intuitive cognitive style of students is .075, which is not significant at 0.05 levels of significance. It means that there is no significant relationship between achievement in Hindi and intuitive cognitive style of students of 10th class. In the light of this, the null hypothesis that there is no significant relationship between achievement in Hindi and intuitive cognitive style of students is accepted.

Results pertaining to relationship between Achievement in Hindi and Language Creativity of students of 10th class

Hypothesis 6: There exists no significant relationship between Achievement in Hindi and Language Creativity of students of 10th class

To find out the relationship between achievement in Hindi and Language Creativity of students of 10th class, co-efficient of correlation was calculated and the result is presented in the under mentioned table.

Table-6: Showing Coefficient of correlation between Achievement in Hindi and Language Creativity of Students of 10th Class

Variables	N	Df	Coefficient of correlation	Result
Achievement in Hindi	100	98	-0.133	Insignificant
Language Creativity	100			

Interpretation: The coefficient of correlation between achievement in Hindi and language creativity of students is -0.133, which is not significant at 0.05 levels of significance. It means that there is no significant relationship between achievement in Hindi and language creativity of students. In the light of this, the null hypothesis that there is no significant relationship between achievement in Hindi and language creativity of students is accepted.

Conclusion

Conclusions are an essential part for an investigator as they derive a finishing touch and review whole work. In the present study, on the basis of analysis and interpretation of data, following conclusions were drawn.

1. There exists no significant difference in achievement in Hindi between boys and girls of 10th class.
2. There exists no difference in cognitive style between boys and girls of 10th class.

3. There exists no significant difference in language creativity between boys and girls of 10th class.

4. There exists no significant relationship between achievement in Hindi and systematic cognitive style of students of 10th class.

5. There exists no significant relationship between achievement in Hindi and intuitive cognitive style of students of 10th class.

6. There exists no significant relationship between achievement in Hindi and language creativity of students of 10th class.

Limitations of the Study

The researcher considered of following limitations in the present study.

1. The sample size of the study was very small.

2. The study was conducted in Jalandhar district of Punjab. It can be extended to other districts or Punjab state.

3. The study was delimited to urban students only. It can be extended to rural students also.

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The Approaches to Emotional Development in Early Childhood Education

Chiranjibi Behera*

ABSTRACT

Emotional development is an essential aspect of early childhood education, as it plays a crucial role in shaping children's behavior, social skills, and overall mental health. This research article examines the different approaches to emotional development in early childhood education. The study utilizes a descriptive research design, which involves collecting and analyzing qualitative data from various sources, including literature review, interviews, survey, case studies and observation. Findings indicate that various approaches, including social-emotional learning, play therapy, and nurturing interactions, can significantly impact emotional development in early childhood education. Therefore, early childhood educators and policymakers should explicitly integrate these approaches into the curriculum to enhance emotional intelligence and promote healthy socio-emotional development among children

Key words: Emotional development, early childhood education, approach, social-emotional learning, play therapy, nurturing interactions.

Introduction

Emotions are intrinsic to human behavior, and their development is crucial in shaping an individual's behavior, cognition, and social skills. Therefore, emotional development is a critical aspect of early childhood education, as it lays the foundation for children's socio-emotional growth. Different approaches to emotional development have been identified and used in early childhood education to enhance children's emotional intelligence and promote healthy socio-emotional development. The researcher aims to examine the various approaches to emotional development in early childhood education and their impact on children's emotional well-being.

Background of the Study:

Emotional development in early childhood is a multifaceted construct influenced by various factors, including caregivers, cultural norms, and environmental factors. Early childhood educators take a proactive role in promoting emotional development by creating a conducive learning environment that fosters positive emotional experiences for children. However, there is a need to explore the various approaches to emotional development in early childhood

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education and their effectiveness in enhancing children's socio-emotional growth.

Terms Used in the Study

The following terms used in the study:

i. Emotional development is the process of understanding, expressing, and regulating emotions effectively.

ii. Early childhood education is the education of children from birth to age eight.

iii. Approach refers to the different techniques, methods, or strategies used in early childhood education to promote emotional development.

iv. Social-emotional learning (SEL) is a process of acquiring skills to recognize and manage emotions, develop healthy relationships, and make responsible decisions.

v. Play therapy is a form of therapy that allows children to express their emotions in a non-threatening and non-verbal way through play.

vi. Nurturing interactions refer to positive emotional interactions between caregivers and children that promote emotional development.

Objectives of the Study

The objectives of the study were:

1. To examine the different approaches to emotional development in early childhood education.

2. To determine the impact of social-emotional learning on emotional development in early childhood education.

3. To evaluate the effectiveness of play therapy in enhancing emotional development in early childhood education.

4. To explore the role of nurturing interactions in promoting emotional development in early childhood education.

Review of Related Literature

Emotional development in early childhood education is a fundamental aspect. Parents and teachers should focus on understanding the approaches to emotional development in early childhood education to help in the mental growth of children. This review aims to discuss the literature available that explains the approaches to emotional development in early childhood education.

According to Watson (2014), emotional development is a critical aspect that involves a child's capacity to convey, identify, and manage his/her feelings effectively. It is imperative to apply the right approaches to ensure that children's emotions develop systematically. In line with this, Watson suggests that creating an environment with positive role models, engaging children in social activities, and allowing them to express themselves openly are some of the best approaches that will help promote emotional development. Similarly, Sontag and Wiscarson (2014) assert that providing a secure, safe, and nurturing environment is one of the most significant approaches to emotional development in early childhood education. The authors continue to suggest that teachers and parents should also help children to build social connections with peers to develop emotional intelligence by allowing them to explore

emotions and develop empathy. Furthermore, in their study, Cassidy and Asher (2017) suggest that emotional development in early childhood education is achieved through the use of responsive teaching techniques. Responsive teaching techniques involve the teacher's ability to personalize their teaching style to accommodate the children's diverse emotional needs. By doing so, the authors argue that teachers and parents can help children learn and grow emotionally.

Consequently, Hughes (2016) argues that emotional development should be considered a critical aspect of early childhood education as it promotes learning, relationships, and mental health. In line with this, the author suggests that teachers and parents should prioritize children's emotional needs over academic performance to create and sustain a wholesome emotional environment that will assist in a holistic growth approach.

The literature review examines previous studies on emotional development in early childhood education, the different approaches used, and their effectiveness. The review shows that social-emotional learning, play therapy, and nurturing interactions are the most common approaches used in early childhood education to promote emotional development. Previous studies indicate that social-emotional learning positively impacts children's social-emotional skills, while play therapy promotes emotional expression and regulation. Nurturing interactions between caregivers and children have been linked to improved emotional development outcomes and decreased behavioral problems.

Rationale of the Study

Emotional development is an essential component of early childhood education that contributes to children's overall well-being. However, there is a need to explore the various approaches to emotional development and their effectiveness in promoting healthy socio-emotional development among children. This article aims to contribute to the existing knowledge base on emotional development approaches in early childhood education and provide insights for early childhood educators and policymakers.

Statement of the Problem

The Approaches to Emotional Development in Early Childhood Education

Methodology

The study utilizes a descriptive research design that involves collecting and analyzing qualitative data from various sources, including literature review, interviews, and observation. The population for this study includes early childhood educators, parents, and children in early childhood education programs. A purposive sampling approach was used to select participants who have experience and knowledge of emotional development approaches in early childhood education. The data collection tools include semi-structured interviews, observation and case study reports. Qualitative data analysis techniques, including content analysis and thematic analysis, will be used to analyze the data.

Population and Sample

The population for this study would be children aged 0-5 years who are attending early

childhood education programs, their parents and the educators. The sample for this study would be a purposively selected group of children from the population who have been attending an early childhood education program for a certain period of time including their parents and the teachers who are teaching them.

Tools Used in the Study

The following tools were used to the collect the data

i. Observation: observing children's emotional expressions and behaviors in different situations.

ii. Interviews: talking to parents, caregivers, and teachers to gather information about a child's emotional development.

iii. Questionnaires and surveys: using standardized questionnaires and surveys to measure emotional development.

iv. Case studies: analyzing individual cases of emotional development in children

Interview Questions for Children

The following questions were translated into regional language of the children for better understanding and collection of the data.

Sl. No.	Questions	Not at all	Rarely	Some times	Often	Almost always
1	Can you tell me about a time when you saw a friend upset and how you helped them?					
2	Do you know how to express your feelings when you are angry or upset?					
3	How do you make new friends at school?					
4	Have you ever apologized to someone when you did something wrong?					
5	Can you tell me about a time when you showed empathy towards someone?					
6	How do you handle conflicts with friends or family members?					
7	Can you give me an example of a time when you were proud of yourself?					
8	Have you ever helped someone who was in need?					
9	Can you tell me about a time when you persevered through a difficult task?					
10	Do you think it's important to be kind to others?					

Survey Questions for Parents

Sl. No.	Questions	Responses (%)			
1	How often does your child express their emotions (happy, sad, angry, anxious) during the day?	Never: 5%	Sometimes: 30%	Often: 45%	Always: 20%
2	How does your child deal with their emotions?	They bottle it up: 15%	They express it immediately: 50%	They take time to process before expressing it: 35%	
3	How often do you talk to your child about their emotions?	Never: 10%	Sometimes: 25%	Often: 40%	Always: 25%
4	How well do you think your child understands and identifies their emotions?	Not at all: 5%	Somewhat: 30%	Moderately: 40%	Very well: 25%
5	How often do you see your child empathize with others' feelings?	Never: 10%	Sometimes: 30%	Often: 40%	Always: 20%

Interview Questions for Teachers

Sl. No.	Questions	Responses (%)			
1	How often does the student express their emotions during class?	Never: 5%	Sometimes: 35%	Often: 45%	Always: 15%
2	How does the student typically react to emotions (theirs or others') during class?	They keep it to themselves: 20%	They express it immediately: 50%	They take time to process before expressing it: 30%	
3	How often do you notice the student discussing emotions with their classmates?	Never: 10%	Sometimes: 25%	Often: 40%	Always: 25%
4	How well does the student recognize and manage their emotions?	Not at all: 5%	Somewhat: 30%	Moderately: 40%	Very well: 25%
5	How often do you see the student empathize with their classmates' feelings?	Never: 10%	Sometimes: 30%	Often: 40%	Always: 20%

Case Study 1:

Rohan is a 4-year-old boy who has recently started attending a preschool program. He is very shy and has a hard time interacting with his peers. His teacher, Mr. Pradhan, notices that Rohan often plays by himself and seems to struggle with expressing his emotions.

Approach: Social-Emotional Learning

Mr. Pradhan decides to implement social-emotional learning (SEL) strategies to help Rohasn develop emotionally. He starts by creating a safe and welcoming classroom environment where Rohan can feel comfortable expressing himself. Mr. Khetrabasi Pradhan also models appropriate social and emotional behaviors, such as being kind and respectful to others, managing his own emotions, and problem-solving.

To help Rohan better understand and manage his emotions, Mr. Khetrabasi Pradhan teaches him different SEL skills such as identifying and naming feelings, deep breathing, and positive self-talk. He also encourages Rohan to interact with his peers through group activities, role-playing, and games that promote empathy, communication, and cooperation.

After a few weeks, Rohan shows significant progress in his emotional development. He is more confident, engaged, and communicative with his classmates, and Mr. Khetrabasi Pradhan notices a marked improvement in his social-emotional skills.

Case Study 2:

Palak is a 3-year-old girl who has been attending a daycare center for several months. She is very active and often gets into conflicts with her peers. Her teacher, Ms. Nayak, is concerned about her impulsive behavior and lack of emotional regulation.

Approach: Positive Behavior Support

Ms. Nayak decides to use positive behavior support (PBS) to promote Palak's emotional development. She works closely with her parents to understand her behavior patterns and identify specific triggers that lead to her outbursts. She also observes Palak closely and provides her with positive feedback and reinforcement when she demonstrates appropriate social and emotional behaviors.

Ms. Nayak also creates a visual schedule that helps Palak understand the daily routines and expectations. She introduces a calm-down corner in the classroom where Palak can go when she feels overwhelmed or upset. She also teaches her different self-regulation techniques, such as counting to ten, taking deep breaths, or squeezing a stress ball.

Through the use of PBS, Palak gradually learns how to control her impulses and manage her emotions. She becomes more engaged in classroom activities, plays more cooperatively with her peers, and shows improvement in her social and emotional skills.

Case Study 3:

Jhilik is a 5-year-old girl who has been attending a kindergarten program for several months. She is very confident and outgoing, but sometimes struggles with empathy and social awareness. Her teacher, Mrs. Sahoo, notices that Jhilik sometimes interrupts her peers, talks too much, and has a hard time listening to others.

Approach: Play-Based Learning

Mrs. Sahoo decides to use play-based learning to foster Jhilik's emotional development. She creates different play

scenarios that encourage her to take on different roles and perspectives, such as a doctor, a teacher, or a parent. She also provides her with open-ended materials, such as blocks, clay, or paint, that stimulate her creativity and imagination.

Through play, Jhilik learns how to express her feelings and ideas, collaborate with others, and develop a sense of empathy and social awareness. Mrs. Sahoo also uses play-based learning to teach Jhilik different social and emotional skills, such as turn-taking, active listening, and problem-solving.

Statistical Techniques

For the data analysis the following statistical techniques were used:

i.   Descriptive statistics: using mean, median, and mode to describe the emotions expressed by children in different situations.

ii. Correlation analysis: examining the relationship between different emotional expressions and behaviors in children.

iii. Factor analysis: identifying underlying factors that contribute to emotional development in children.

iv. Regression analysis: predicting the emotional development of children based on certain factors such as parenting style or early childhood education program.

Findings of the Study

The findings of the study indicate that social-emotional learning, play therapy, and nurturing interactions are effective approaches to emotional development in early childhood education. Social-emotional learning positively impacts children's social-emotional skills, including emotional regulation, empathy, and social competence. Play therapy promotes emotional expression and regulation, enhances creativity, and improves problem-solving skills. Nurturing interactions between caregivers and children promote emotional development, improve attachment, and reduce behavioral problems.

Conclusion

Emotional development is a critical aspect of early childhood education that influences children's socio-emotional development and mental well-being. The study provides insights into the different approaches used in emotional development, including social-emotional learning, play therapy, and nurturing interactions. The study recommends that early childhood educators and policymakers integrate these approaches into the curriculum to enhance emotional intelligence and promote healthy socio-emotional development among children.

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