



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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Belur Math, Howrah - 711 202, West Bengal

*3.2.1: Average number of research papers / articles per teacher published in Journals notified on UGC website*

First page of the article/journals with seal and signature of the Principal



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Belur Math, Howrah - 711 202, West Bengal

2022-23

| Sl. No. | Name                              | Designation         | No. of Research Papers/Articles |
|---------|-----------------------------------|---------------------|---------------------------------|
| 1       | Dr. Satyajit Kar                  | Associate Professor | 1                               |
| 2       | Dr. Abhijit Guha                  | Associate Professor | 2                               |
| 3       | Russell Al Farabi                 | Assistant Professor | 2                               |
| 4       | Alik Kumar Mondal                 | Assistant Professor | 1                               |
| 5       | Prof. (Dr.) Swami Tattwasarananda | Professor           | 4                               |
| 6       | Dr. Pradip kumar Sengupta         | Associate Professor | 1                               |




| Sl. No. | Name             | Designation         | No. of Research Papers/Articles |
|---------|------------------|---------------------|---------------------------------|
| 1       | Dr. Satyajit Kar | Associate Professor | 1                               |

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## Awareness level of SC students about different caste-based incentives schemes of Government

**Abhijit Mondal**  
(Assistant professor, Department of Education, South Calcutta Girls' College)

**Dr. Satyajit Kar**  
(Associate professor, Department of Education, Ramakrishna Mission Sikshanamandira)

**Abstracts:**

The study has been conducted on 628 Scheduled Caste students of South 24 Parganas, North 24 Parganas and Kolkata districts during February to July 2019 through checklist. It is descriptive survey in Nature. The data has been analyzed through MS Excel and percentage. It has been found that the awareness level of SC students regarding pre-matric, post-matric, Oasis scheme, free-coaching, free text books and free school dress scheme is very low. It is also revealed that there is no significant impact of parents' income, father education and gender on the awareness level of SC students towards various Government incentive schemes. Although mothers' education had an impact on the awareness level of SC students.


**Key words:** Awareness level, Caste-based Government scheme, SC students


**Introduction**

India is a democratic country, diversity and plurality are the essential features of India. People from multiple socioeconomic, sociocultural background, history, language etc live in India. Scheduled caste, also known as Dalit, exterior caste are Sudra constitute approximately 21% of Indian population as per census, 2011. As per state wise distribution of scheduled castes population, west Bengal is the second largest SC populous state next to Uttar Pradesh. Due to their multifarious disadvantages, lagging behind the developmental aspects of in general population, they are the focus of policy maker and researchers.

One of the important human development indexes is literacy. It is found that highest literate people are from these lower caste Indian population. As per census, 2011 the literacy rate of SC is 66.07% whereas the national average is 74.2%. Along with this literacy gap, the educational status of SC communities is lower than non-SC. Their enrolment in all the levels of education, starting from primary to university level is lower than people from other castes. High school dropout rate is prevalent among SC students. Good number of research literature support that the educational problems among SC students are associated with their poverty, unawareness and apathetic parental attitude towards education.

Before going to discuss the importance, relevance of caste-based reservation policy for SC school going students, we should be familiar with politico-legal perspective as per Indian constitution. Indian constitution

  
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| Sl. No. | Name             | Designation         | No. of Research Papers/Articles |
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| 2       | Dr. Abhijit Guha | Associate Professor | 2                               |

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## A STUDY ON: IDENTIFICATION OF INCULCATED AND RARELY OR NOT INCULCATED VALUES AMONG THE STUDENTS THROUGH HISTORY TEXTBOOK OF CLASS VI UNDER WEST BENGAL BOARD

<sup>1</sup>Arijit Saha, <sup>2</sup>Dr. Abhijit Guha  
<sup>1</sup>Ph.D. Research scholar, <sup>2</sup>Associate Professor  
<sup>3</sup>Educational studies  
<sup>1</sup>Ramakrishna Mission Sikshanamandira, Belur Math, Howrah, India

**Abstract :** The aim of the present study is to find out the values reflected in History textbook of class VI of West Bengal Board. Again it also tries to identify the values which have been inculcated and rarely or not inculcated among the students of class VI of West Bengal Board. The method of the present study is qualitative in nature where content analysis was followed. Result shows that, total 34 values were identified through the content of class VI History textbook. Again it was also observed that, out of 34 values, 23 values were inculcated among the students through their learning experience but 11 values have not been extensively inculcated among the students, so these values classified as a rarely inculcated values.

**Index Terms** - Values, value education, value sheet, inculcation, rarely or not inculcation.

### 1. INTRODUCTION


In present time, there is a great depletion of values. It is true to state that one of the reasons of this unprincipled condition of the society is lack of values. Education is the most powerful instrument that develops the desired values among the students. The essence of values embedded in the textbooks (Chavan, Patarkar and Mali, 2016, p.105). The different subjects at school stages reflect value in different modes. The thread connecting past and present history teaches children to become responsible future citizens with a strong moral compass. The content of History portrays number of important values like: co-operation, empathy, fraternity, patriotism, justice. So it can be said that, values are embedded in the content of History textbook. Teachers have to identify those inherent values from the content of textbook and adopt appropriate pedagogical process to inculcate those values among the students extensively. That is why it is essential to find out the values reflected in the History textbook which are meant for the all-round development of students and importantly suggest a suitable pedagogy for inculcate those embedded values among the students extensively for their holistic development. The objectives of the present study are to identify the values reflected in History textbook of class VI of West Bengal Board of Secondary Education and to identify the values which have been inculcated and rarely or not inculcated among the students of class VI.

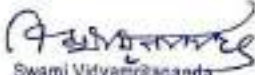
**2: Methods**

The method of the present study is qualitative in nature where content analysis was followed.

**2.1: Sources of data**

The data was collected from the existing primary and secondary sources in the following ways. In this regard, the primary sources are- upper primary History textbooks of class VI of West Bengal Board, Education for Values in School- A Framework (NCERT) – 2011, National Policy of Education- 1986, National Curriculum Framework-2000 and National Policy of Education- 2016 (Draft report) and the secondary sources are- reference books, journal, articles etc.



  
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### RESEARCH ARTICLE

#### ENGAGEMENT OF SCHOOL STUDENTS IN SHADOW EDUCATION: PRESENT STATUS IN INDIA & WEST BENGAL

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2. Associate Professor, Ramkrishna Mission Shikshanamandira, Belur Math, Howrah.

#### Manuscript Info

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##### Key words:-

Formal Education, Shadow Education, Document Analysis, ASER 2021

#### Abstract

Education has been a fundamental part of society since ancient times. The modes of education, learning, and subject knowledge have been presented in a variety of ways over time. At present, formal education, or school education, is the most important for students. In front of this school or formal education, another education system has emerged, which is commonly referred to as private tuition, and scholars refer to it as "Shadow Education." The recent study is mainly based on three objectives 1. The five highest and lowest states for children taking private tuition based on percentages in India. 2. Percentage of children enrolled in private tuition with respect to their grade, gender, school type, and parents' education in India. 3. The percentage of children enrolled in private tuition by their school type in the State of West Bengal. Documentary analysis is mainly used as a research method, and secondary data is inculcated in this study. The findings of the study are that enrolment rates in the five highest and lowest states with private tuition are increasing over the previous year. The percentage of children taking tuition has improved from the previous years, with respect to grade, gender, school type, and parents' education and hike around 40% in India. In the state of West Bengal, there is an increase in private tuition enrolment among private school students compared to government school students. According to ASER 2021, West Bengal is the highest private tuition-taking state in India at the school level.

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#### Introduction:-

India is one of the world's largest school education systems with over 1.5 million schools, nearly 9.7 million teachers and nearly 265 million students of pre-primary to higher secondary level from dissimilar social and economic backgrounds. The system endeavors to maintain standards and uniformity through the country while giving liberal scope for the country's different culture and heritage to grow and flourish (UDISE+ 2020-21). Shadow education has developed significantly as research area over the last 35 plus years since "the detailed research" began from 1989 (Bray & Lykins, 2012, p. 26), but the concept and investigation results are still flurried and cause misperceptions due to various explanations. Shadow education may be a term that has been employed by varied researchers and students for those tutorial activities that are used to reinforce pupils' knowledge about school curriculum-based examinable subjects (Malik, 2017).

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## Savitribhai Phule's Contribution to Education with Special Reference to Dalit Education


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**Abstract:**  
 Savitribai Phule was one of the greatest architects who helped to formulate the base of the modern Indian education system. Indian social mechanism, based primarily on caste identity, is responsible for creating hindrances against uniform education system, and many people who were considered 'dalit' were historically denied any right to education as well as social security. It was only after Independence that they were given the constitutional right to education. Savitribai Phule, who herself was a Dalit woman, realized the need for education after getting education from her husband. She tried to spread education among the women and downtrodden so that they could become self-conscious and able to come to the mainstream of society. Even before Independence, when no men could even imagine starting schools for women, she raised the importance of education and started schools for women and dalits. The modern Indian development of equality in the educational sectors is much more indebted to her struggle in the British colonial period. She was the first Indian woman who established schools for girls and became the First Indian woman teacher, also from the dalit community. She was the mother of modern poetry stressing the necessity of English through her poems. Her *Kavya Phule*, the first collection of poems, was published in 1854. She condemns Manu for creating an unequal society. Later, in *Go, Get Education*, she says that human beings become animals without wisdom that comes from knowledge and advocates knowledge as greater than all riches. She calls for a war cry, to rise to learn and act, and requests to learn English to become self-reliant by learning English. Thus, she is one of the towering figures who fought for human rights, equality, justice and liberty for the depressed class, along with Dr. B.R. Ambedkar and Jyotiba Phule.

**Keywords:** Caste Hierarchy, Dalit Consciousness, Aesthetics, Justice, Emancipation.

**Introduction:**  
 Despite the British Government's effort to educate every Indian citizen, dalits were marginalized everywhere. In 1948, the responsibility to promote social equalization fell upon the Indian Government after gaining Independence. Many commissions and committees were formed to eradicate inequality and raise the status of the dalits. Savitribai Phule fought for the right to education in pre-independent India for Dalits and women who were denied that. Even after independence, dalits are facing discrimination here and there. Savitribai's indomitable spirit defeated any obstacle- may it be physical, social or economic. According to history and mythology, a group of people from Western Asia came to India in ancient times. Those people are known as Aryans. They found the natural resources of India, noticed the

  
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Research Paper / Article / Review

## Education and Empowerment of Santali Women in West Bengal

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*Abstract: Within Santali society, women are prohibited from holding elected positions, and from participating in public meetings or judicial court proceedings at the village level. Socially, Santali women are restricted from openly worshipping the Santal gods and spirits, from taking part in religious sacrifices, and from consuming fowl which has been sacrificed. The main focus of this paper is to explore socio-cultural, socio-political and socio-economic dimensions of the problems faced by Santali women and how education can play a crucial role in making them empowered and thus improving Santal lifestyle at large. It is to explore how far education has influenced Santali women's livelihood, their social stratification, culture, old-age rituals, view towards their own brethren. With the help of Education, Women's entry into the societal activities has increased. With their growing confidence, they managed to address situations of domestic violence in some circumstances. There is a general perception in India that women in tribal societies face fewer restrictions than Hindu women. This may be true to the extent that tribal women are permitted to travel to the market on their own, and as a result have greater control over their finances. Looking into the condition of education, culture, and other social issues involved with the women of a well-known tribal community, the 'Santal', a detailed analysis can be contextual and necessitating. The paper highlighted all the major issues concerned with the inclusion of Santal women in the mainstream education.*

*Key words: Empowerment, Economy, Education, Culture, Language.*

### 1. INTRODUCTION:

In India, different sects of scheduled tribes have been found as marginalized groups in the society. Deprivation is common to all. Illiteracy is curse to them and cause of their misery. A community with educated women can ensure its liberty from misery of life by adopting good culture, practice and beliefs and encouraging and involving future generation in participation to education. If the women are literate and educated, it is expected that assuming the role of a mother, they will be enthusiastic to engage their child to participate in education. Otherwise the 'Inclusive Education' in India will be in vain. So in this perspective, looking into the condition of education, culture, and other social issues involved with the women of a well-known tribal community, the 'Santal' can be contextual and necessitating.

The tribal lifestyle in tribal dominated areas in West Bengal indicated varied socioeconomic and socio-cultural problems. Lack of irrigation, electric power, lack of industries in the area, lack of interest and cohesiveness due to emergence of different political organization among the villagers for development work and some other similar constraints could be beyond the reach of government and needed long-term planning for overcoming them. In the rural areas of West Bengal educational backwardness had been one of the obstacles. All long term plans failed to improve the quality of life of the tribal communities. The Santals, most dominant tribal group in Eastern India and Bangladesh, are not bound to follow a fixed occupation. Hunting, fishing and collection of wild plants, fruits, honey, tubers, flowers etc. were their occupation from ancient time. In ancient period the Santals used to live a semi-nomadic life, always on the move in search of food. Now the Santals have the life of agriculturists and lead a settled village life. In reality, their social life, rites and rituals, thinking and philosophy basically centred on different agricultural activities. The Santals for any cultivation, they perform sacrificial rites to the different *bongas* at the *Jaherthan* (religious place of Santal). Daily labour in different works like agricultural work, wood-work, road-construction work, helper of mansion etc. was also their occupation and source of their income. Since women constitute nearly half of the population, modern societies give considerable emphasis on the development of women. The women in Santal community still face several hazards

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| 4       | Alik Kumar Mondal | Assistant Professor | 1                               |

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**RESEARCH ARTICLE**

**EDUCATIONAL PROBLEMS FACED BY THE 3<sup>rd</sup> GENDER PEOPLE IN MURSHIDABAD DISTRICT**

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Transgender, 3<sup>rd</sup> Gender, Education, Drop-Out, Harassment, Peer Group

**Abstract**

The term "Transgender" related with a person whose gender expression is neither male nor female and whose gender identity does not correspond with their sex assigned at birth. 3<sup>rd</sup> gender people does not include sexual orientation or physical sex characteristics, but is, in fact, a less clinical term that pertains to gender identity and gender expression. They faces so many problems from neighborhoods, different institutions and society. Major Objectives of the study is to explore the educational status and problems of 3<sup>rd</sup> gender people live in the Murshidabad district. The researcher used the survey method and ethnographic research method for this study. Major findings of the study are: 1.42% of transgender are completely illiterate and 28% of transgender has drop-out after class "V". Hence, in total 70% of people of transgender community is remaining near illiterate. 2.28.57% of literate 3rd gender attended primary school, 28.57% middle school, 16.19% high school, and 4.7% graduation. Their low level of education and discontinue education are because of their escaping from biased and violent atmosphere of their families, educational institutions and societies. 3. Maximum student from primary level responded that they had faced various mental, physical harassment from their peer group or neighbor.

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**Introduction:-**

The term "Transgender" related with a person whose gender expression is neither male nor female and whose gender identity does not correspond with their sex assigned at birth. Socio-cultural identity of a transgender person in India as Kinnars, Hijras, Aravansis, Jogtaseen ("State Policy for Transgenders in Kerala 2015," n.d.). The word hijra used in the Indian language appears to be derived from the Persian word hira, i.e., someone who is effeminate and/or ineffective or incompetent. Another commonly used word is kinnar, whereas chhokka is used in a derogatory context (Sawant, 2017).

Human rights are basic rights and freedoms which are guaranteed to a human by him being a human which can neither be created nor can be abrogated by any government, it includes the right to life, liberty, equality, dignity, and freedom of thought and expression. These human rights are unimaginable for the people live under transgender community. 3<sup>rd</sup> gender people does not include sexual orientation or physical sex characteristics, but is, in fact, a less clinical term that pertains to gender identity and gender expression. There are so many problems which are faced by the transgender in India are as:

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**RESEARCH ARTICLE**

**PROSPECTIVE TEACHERS' PERCEPTIONS ON SELF-EFFICACY IN TECHNOLOGY BASED TEACHING**

Chandan Kumar Sahana<sup>1</sup> and Prof. (Dr.) Swami Tattwasarananda<sup>2</sup>

1. Research Fellow, Ramakrishna Mission Sikshanamandira.  
2. Professor, Ramakrishna Mission Sikshanamandira.

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**Manuscript Info** **Abstract**

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Prospective Teachers, Self-Efficacy, Technology Based Teaching

Self-efficacy is one of the innate and integral qualities of teacher for effective teaching. Now-a-days technology based teaching is an inseparable part for effective learning. That's why teachers need to develop the skill of ICT based teaching and they also must have the quality of self-efficacy. By employing Descriptive Survey research design, the present study aimed in comparing prospective teachers' perceptions on self-efficacy in technology based teaching on the basis Arts stream and Science Stream and course of the study (1<sup>st</sup> year and Final year). 100 prospective teachers were selected as sample by employing random sampling method. Data were collected by using standardised tool & collected data were analysed by using IBM SPSS Statistics 20. The notable findings of the study were that both hypotheses were rejected.

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**Introduction:-**  
Teaching is a complex activity. Teaching is not only the activity of delivering content in the classroom, but also the activity of integration of various teaching methods and strategies on the basis of learners' characteristics. Effective teaching depends on various variables like teachers' content knowledge, general pedagogical knowledge, technology knowledge, self-efficacy etc. Now-a-days technology based teaching is an inseparable part for effective learning, but integrating technology into teaching is among the greatest challenge facing today's teachers (Cennamo, Rees & Ertemer, 2010). Birginilas (2009) pointed out that teachers' integration of technology in education are often related to lack of confidence, limited technological knowledge, negative attitudes etc. That's why teachers need to develop the skill of ICT based teaching and they must have the quality of self-efficacy. The mentioned challenge can be overcome by teachers' 'willingness' and 'I can' attitude that is known as self-efficacy of teachers.

Bandura (1997, p.3) defines self-efficacy as 'beliefs in one's capabilities to organise and execute the course of action required to produce given attainments'. Teacher's self-efficacy can be considered as powerful capability for teacher's overall effective teaching with students' effective academic performance (Moore & Esselman, 1992). Tacharanan-Moran & Woolfolk Hoy (2001) supported the development of self-efficacy that is essential for effective, committed and enthusiastic teachers. Prospective teachers can develop the quality of self-efficacy as well as pedagogical knowledge of using ICT that makes them as effective, committed and enthusiastic teachers. That's why the present investigators wanted to know prospective teachers' perceptions on self-efficacy in technology based teaching.

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“Education is the manifestation of the perfection already in man.”

- Swami Vivekananda





অনুবাদ ও তাৎপর্য বিবৃতি: স্বামী তত্ত্বসারানন্দ

[পূর্বানুবৃতি: জ্যেষ্ঠ সংখ্যার পর]

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দ্বংপুণ্ডরীকং বিরজং বিশুদ্ধং  
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অচিন্ত্যমব্যক্তমনস্তরূপং  
শিবং প্রশান্তমমৃতং ব্রহ্মযোনিম॥২॥

অর্থ—[আমার] দ্বংপুণ্ডরীকম্ (হৃদয়পত্র) বিরজম্ (রাগভেদাদি-রহিত) বিশুদ্ধম্ (দুঃখাদি দোষ-রহিত, পবিত্র ও নির্মল) বিচিন্ত্য ([এইরকম] চিন্তা করে) মথো (সেই হৃদয়পত্রে) বিশদম্ (শুদ্ধ স্মৃতির মতো নির্মল) বিশোকম্ (শোকরহিত অসম্বন্ধরূপ) অচিন্ত্যম্ (ধ্যানাতীত, বস্তুত মনের অতীত) অব্যক্তম্ (বাক্য বা শব্দ নিয়ে অপ্রকাশযোগ্য) অনস্তরূপম্ (অসীম, দেশ-কাল-বস্তু প্রভৃতি সর্ববিধ পরিচ্ছেদশূন্য) শিবম্ (পরম মহলক্ষণ) প্রশান্তম্ (অকিঞ্চিদাদোষ-রহিত) [অতএব] অমৃতম্ (কোনাদির

অর্থক, ব্রহ্মচারী প্রশিক্ষণ কেন্দ্র, বেলুড মঠ

দ্বারা অসম্পূর্ণ, অমরগর্ভমী, মৃত্যুরহিত) ব্রহ্মযোনিম্ (ব্রহ্ম অর্থাৎ কার্যব্রহ্ম বা হিরণ্যগর্ভেরও যোনি অর্থাৎ কারণ অর্থাৎ জগতের সৃষ্টি, স্থিতি, প্রলয়ের কারণ যে পরব্রহ্ম) [উক্তক]।

অনুবাদ ও বিবৃতি—[গুরুকে ভক্তি-বিনয়চিত্তে প্রণাম করে] আমার হৃদয়পত্র রাগ-দেব-দুঃখ-বিরহিত ও পবিত্র—এইরকম চিন্তা করে সেই স্থানে শুদ্ধ স্মৃতির মতো নির্মল, শোকরহিত, ধ্যানাতীত, বাক্য-মনের অগোচর, বেশকালবস্তু-পরিচ্ছেদশূন্য অর্থাৎ একমাত্র অখণ্ড সত্তা, মহলক্ষণ, অবিন্যাসিদ্ভাব-রহিত, অতএব অমরগর্ভমী, হিরণ্যগর্ভাদি কার্যব্রহ্মেরও সৃষ্টি-স্থিতি-লয়ের কারণ যিনি (তাকে)।

তমাদিমধ্যান্তবিহীনমেকং\*  
বিভূং চিদানন্দমরূপমজুতম।

\*শাস্ত্রের 'তমাদিমধ্যান্তবিহীনমেকং'



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৪৯



অনুবাদ ও তাৎপর্য বিবৃতি: স্বামী তত্ত্বসারানন্দ

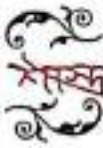
[পূর্বানুবৃতি: আবার সংখ্যার পর]

১৯৩১

একশাস্ত্রাভ্যন্তে প্রাণো মনঃ সর্বেক্রিয়াপি চ।  
 বং বায়ুর্যোক্তিরাপঃ পৃথী বিশ্বস্য ধারিণী।।১৪

অর্থ—এতস্মাৎ ([স্থূল, সূক্ষ্ম, করণ শরীরের  
 অবিষ্ঠান] এই [পদ্রব] থেকেই) প্রাণঃ  
 ([পঞ্চবায়ুস্বক] ক্রিয়াশক্তি) মনঃ ([জ্ঞানশক্ত্যায়ক]  
 অস্তঃকরণ) সর্বেক্রিয়াপি (পঞ্চ কর্মোদ্ভ্রায় এবং পঞ্চ  
 জ্ঞানেক্রিয়) বম্ (আকাশ) বায়ুঃ (নভঃস্থল বা  
 পবন) জ্যোতিঃ (তেজ) আপঃ (জলসমূহ  
 [পৃথিবী এবং পৃথিবীর নিচে অবস্থিত  
 লোকগুলিতে জলের বাহ্যিক অনুসারে  
 জলের অস্তঃ, মরীচি, মর, আপ প্রকৃতি  
 বিভিন্ন সমার্থক শব্দ ব্যবহৃত হয়, সেকারণে এখানে  
 'জল' শব্দটিতে বহুবচন প্রয়োগ করা হয়েছে।)  
 বিশ্বস্য ধারিণী ([স্থাবরজনমাষক] জগতের  
 ধারণকর্ত্রী) পৃথী (পৃথিবী) জায়তে (উৎপন্ন হয়  
 অধিক, প্রত্যক্ষী প্রসিদ্ধক কেন্দ্র, বেবুচ মঠ

[জবটা এই বে, সবকিছুর উৎপত্তি পরব্রহ্ম থেকে;  
 পরব্রহ্মই 'সর্বকারণকারণম্']।  
 অনুবাদ ও বিবৃতি—এই পরব্রহ্ম থেকেই  
 ক্রিয়াশক্তিরূপ প্রাণ, জ্ঞানশক্তিরূপ মন, সকল  
 কর্মোদ্ভ্রায় ও জ্ঞানেক্রিয়, আকাশ, বায়ু, তেজ বা  
 অগ্নি, জলসমূহ, স্থাবরজনমাষক বিশ্বের ধারী পৃথিবী  
 উৎপন্ন হয়। [প্রসঙ্গত স্মরণ করা যেতে পারে  
 তৈত্তিরীয়েপনিষদ-এর উক্তি—“যতো বা  
 ইমানি ভূতানি জায়ন্তে। যেন জাতানি জীবন্তি।  
 যৎ প্রযন্ত্যভিসংবিশন্তি। তথিহি জাসম্বা  
 তদ্রজ্জৈতি।” (৩।১।১)]  
 যৎপরং ব্রহ্ম সর্বস্য বিশ্বস্যায়তনং মহৎ।  
 সূক্ষ্মাৎ সূক্ষ্মতরং নিতং তত্ত্বমেব ত্বমেব তৎ।।১৫  
 অর্থ—[এবার 'তত্ত্বমপি'—এই মহাবাক্যের তাৎপর্য  
 বলা হচ্ছে] সর্বস্য (নিখিল জীবের হৃদয়স্থিত বা  
 আত্মস্বরূপ) বিশ্বস্য (নিখিল বিশ্বের [কার্যকারণে



  
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| Sl. No. | Name                      | Designation         | No. of Research Papers/Articles |
|---------|---------------------------|---------------------|---------------------------------|
| 6       | Dr. Pradip kumar Sengupta | Associate Professor | 1                               |

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## Educational Scenario among the Savar of Jhargram Municipality

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*2.Associate Professor, Swami Vivekananda Centre for Multidisciplinary Research in Educational Studies (SPCHARES), Belur Math, Howrah*

**Abstract:** This paper mainly highlights about the educational status of Savar tribal community in Jhargram Municipality of Jhargram district of West Bengal. In addition to the educational status of students, and gender based educational status is also shown in this paper. Data was collected through household survey, interview and different secondary sources like books, journals, reports, Internet etc. The researcher takes 43 household surveys, where included 180 Savar people from selected three village area. The names of the villages are – Srisachak, Satyabanpalli and Chandbila.

**Key Words:** Education, Savar Community, Jhargram Municipality.

Date of Submission: 05-05-2022

Date of Acceptance: 20-05-2022

### I. INTRODUCTION

The SAVARS are an ancient tribe. Many references to this group can be found in Hindu mythology and Hindu classics. In central India, they were found in Bihar, Madhya Pradesh, Maharashtra, and Orissa. They have affiliates in Andhra Pradesh to the south and West Bengal to the east.

According to Cunningham (1884, vol. XVII p.113) the origin of the name of Savar must be sought for outside the language of the Aryas. In Scythian word 'sagaris' stands for an axe. He is of the view that savars derive their name from their habit of carrying axes and that the Scythian word sagari has been distorted into savari and then Savar.

According to Swami Vivekananda 'if the poor cannot come to education, education must reach them'. Education is an important weapon of human resource development for the tribes who have been deprived of education for centuries. Lack of education is largely responsible for the exploitation and misery of the tribals. Indigenous people are unable to take advantage of new economic opportunities due to lack of education and necessary skills. Education is the mainstay on which the development of indigenous people depends. Knowledge gives inner strength which is important for the tribal communities for attaining freedom from exploitation and poverty.

As per 2011 census report in the all over India literacy rate 73% & ST literacy rate 59% gap between 14%, Where overall West Bengal literacy rate 76.3% and ST literacy rate 57.9% gap between 18.4%. It is very clear that ST community lags far behind the overall literacy rate.

### II. OBJECTIVES

To study the present educational status of the Savar community in Jhargram Municipality of Jhargram District in the Indian state of West Bengal.

### III. STUDY AREA

The present study researcher selected Jhargram Municipality of Jhargram district. Only three municipality area had been taken, these are Srisachak, Chandbila and Satyabanpalli.

*Table no 1: Selected Village, Household and Total Population Number List*

| Sl.No. | Municipality          | Village       | Household | Total Population |
|--------|-----------------------|---------------|-----------|------------------|
| 1.     | Jhargram Municipality | Srisachak     | 19        | 78               |
| 2.     | Jhargram Municipality | Chandbila     | 10        | 43               |
| 3.     | Jhargram Municipality | Satyabanpalli | 14        | 59               |

Source-Field Study

DOI: 10.9790/0837-2705061318

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2021-22

| Sl. No. | Name                              | Designation                    | No. of Research Papers/Articles |
|---------|-----------------------------------|--------------------------------|---------------------------------|
| 1       | Dr. Abhijit Guha                  | Associate Professor            | 2                               |
| 2       | Prof. (Dr.) Swami Tattwasarananda | Professor                      | 2                               |
| 3.      | Arumay Jana                       | Assistant Professor (SACT - I) | 1                               |



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|---------|------------------|---------------------|---------------------------------|
| 1       | Dr. Abhijit Guha | Associate Professor | 2                               |

**TOTAL QUALITY MANAGEMENT IN TEACHER EDUCATION INSTITUTIONS AS PERCEIVED BY TEACHER EDUCATORS**

UGC CARE APPROVED

**ABSTRACT**

*Total Quality Management (TQM) involves a continuous improvement in the field of education. It is a collective effort to reach an organization to its utmost improvement. The purpose of the present study is to study the practices of TQM in Teacher Education Institutions (TEIs) and to find out the strong and weak areas of the different indicators of TQM in Teacher Educational Institutions (TEIs). The sample of the study consisted of 91 teacher educators. A questionnaire of 110 items in 11 areas followed a five-point Likert scale was answered by the teacher educators. The result of the study showed that there are some strong and weak areas of the different indicators of TQM in TEIs and TQM in the self-financed TEIs as perceived by the teacher educators is found better than the govt. aided TEIs in West Bengal. The result of this study suggests that by fixing weak areas, TEIs need to pay special attention to quality, so that they can achieve their goal.*

**Keywords :** TQM, TEIs, Teacher educators, Student-teachers.

**Introduction**

Higher education institutions provide higher education as well as professional education. At present, new courses have been created, as a result of the demand for knowledge as well as with the aim of modern education. In education curriculum, teaching method, the role of the teacher, and the role of the institution have been changed. A quality-based organization or institution to achieve excellence always tries to be at its best with its continuous improvement. Perhaps the best achievement is not possible, but it can be sought for. TQM, TQM is a method by which an institution can achieve its excellence in overall efforts.

Total quality management is a philosophy, not just a general idea. It is a mechanism to increase the quality of services in a certain way in a short time; it is a process by which the success of an organization reaches its peak. Total quality management is the process of continuous improvement in any organization where innovation, human resource management, infrastructure management, finance management, administrative management, leadership, etc. is involved. Total quality management is indicated by TQM. Where these words are observed. The first is the 'Total', the second is 'Quality' and the

third is the 'Management'. The meaning of 'Total' is made up of the whole or involvement and input of everyone. The meaning of 'Quality' is a degree of excellence and the meaning of 'Management' is the way or act of controlling, handling, and directing. According to Besterfield, TQM is the art of managing the whole to achieve excellence. (Cited in Senthivelan, 2015).

**Review of Related Studies**

On reviewing the literature it was observed by the researcher that in India and abroad many works have been done related to this ground. After reviewing India and abroad literature of this study, it was found that the TQM had a significant impact on education. The same result has been seen in the following studies like Parooq et. al (2007), Dahl and Karabulut (2013), Paul and

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- Swami Vivekananda



## Reflection of Values in History Textbook of Class VIII under Paschimbanga Madhyasiksha Parshad.

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Received: June 02, 2018

Accepted: July 22, 2018

### ABSTRACT

*In the present society of 21<sup>st</sup> century we are facing different kind of social erosions like; dishonesty, corruption, smrest etc. It is true to state that one of the reasons of this immoral condition of the society is lack of values. As we know that a child is a future citizen of a nation, so, it is unanimously important to cultivate proper values within a child by the process of education. The spirit of values lies implicit or hidden in the textbooks. The different subject at school stage reflects value in different modes. As a bridge between past and present history can play a vibrant role in a child, in making themselves as a responsible citizen with full of moralities.*

*Value and the history text book are correlated in a significant ways. The content of history text books reflects different kinds of values like moral, social, economical, religious and as well as aesthetic. All these values are projected basically into two ways- a) written form of the content b) Illustration, and help to inculcate the dynamic life of the students at the upper primary level.*

*Current model of education puts exclusive focus on cognitive to the total neglect of the affective domain and teachers have no clear idea about values, so teachers cannot convey the values among the student. So students can only acquire the knowledge of text but miss the essence of values behind the text. The present paper tries to identify values from class VIII history text book of Paschimbanga Madhyasiksha Parshad*

**Keywords:** values, value education, strategy, value in text, value in illustration.

### 1. Introduction:

The present world is engulfed in tensions, conflicts, jealousy and crimes. People are becoming more self-centered and making a fast buck has become the philosophy of life of modern generation. Most of the people believe possession of wealth and power as key of happiness. Human relations have become hypocritical in this fast changing world. This resulted in frustration, insecurity, violence, instability and unhappiness (Sharada and Prasad, 2012, p.6). The erosion of values is one of the reasons behind those problems. The main aim of education is to bring attitudinal changes and values that fit the students into society and nature. It is a most powerful instrument that develops the desired values in the younger generation.

The spirit of values lies implicit or hidden in the textbooks. The different subject at school stage reflects value in different modes. For example History portrays the values of patriotism, compassion, bravery, co-operation, loyalty, justice, perseverance as evidenced from the lives of great people. It may be pointed out that the idea of providing value education through the school subjects should not mean that the school subjects are to be treated as mere vehicle of value education and not the knowledge of the discipline if we do that, it would be destroy the true nature of the discipline itself. Integration of values with teaching of subjects is aimed at building holistic attitudes, positive feelings and emotions about the subject content during teaching learning process and thereby guiding and facilitating acceptance and internalization of values. The teaching of different school subjects therefore should shake the process involved in value development not only at knowledge but also at the feeling and doing levels (Reddy, 2012, p.35 &37).

#### 1.1 Historical Background:

Since, Vedic period Indian culture is considered very rich in value system. Gurukuls, Rishikuls, Ashrams were the main centers of education. Thereupon education was the storehouse of moral, spiritual and social values which was closely associated with religion. Gurus were taught the students to lead a spiritual and disciplined life. Their aim was to promote the moral values of life and eternal values like truth and non-violence. After Vedic religion, Gautama Buddha advocated a new religion called 'Buddhism' which could be easily understood by the masses. Buddhism was propagated by establishing Maths and Viharas in which students had to maintain healthy atmosphere and strictly follow moral behaviour. Their aim was to inculcate values like good character, dignity of labour and vocational education with the chief aim of salvation and emancipation.





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|---------|-----------------------------------|-------------|---------------------------------|
| 2       | Prof. (Dr.) Swami Tattwasarananda | Professor   | 2                               |

**DEVELOPMENT OF SECONDARY ENGLISH TEACHERS' PCK (PEDAGOGICAL CONTENT KNOWLEDGE) MEASURING TOOL** UGC CARE APPROVED

**ABSTRACT**

*Though English has been popularized day by day, it was found that academic performance of students on English is not satisfactory level in India as well as in West Bengal. Teachers' lack of pedagogical content knowledge may lead to this situation and unable to implement effective teaching. That's why the purpose of the study was to develop a tool that can measure English teachers' PCK. The investigators needed to follow three phases including essay steps literature review to reliability test for the development of the tool. Collected data were analysed by IBM SPSS 20 for reliability test and Cronbach's Alpha Value is .930 that indicated that the tool is reliable and valuable for measuring PCK of secondary English teachers.*

**Keywords :** Pedagogical Content Knowledge; tool development; secondary English teacher

**Introduction**

Second language teaching mainly English language and literature is not a new issue but has been discussing all parts of the world. Basically, in India English is taught as second language. That's why it is not acquisition, but learning. As a result, students learn English consciously. Teacher here plays a pivotal role, and teachers are the given of adequate knowledge to pupils for effective learning. But, students of India are afraid of English language learning, and also their academic achievement in English except some students are not satisfactory level. So, not only English teachers, but also all teachers from any discipline need to have the quality that is PCK, for specific subject and subject content. On PCK many studies have been conducted so far. PCK is very important for academic performance of students and implementation of effective teaching for teacher. But for measuring PCK of English teachers as second language teachers, no tool was found.

**Concept of pck**

The term Pedagogical Content Knowledge (PCK) was emphasized by Lee Shulman (Shulman, 1986b, 1987). PCK was introduced under a subcategory of

teacher content knowledge and another knowledge that deals with knowledge of subject matter (Shulman, 1986b).

The concept of PCK has been changing. That's why researcher like Eriol & Berry defined PCK as a form of practical knowledge that teachers use to guide their actions in classroom.

In this study PCK is called as professional knowledge and belief of teacher for teaching.

**Purpose of the study**

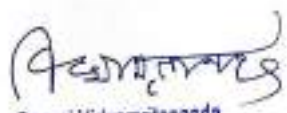
The purpose of the study was to develop a tool for measuring PCK of secondary English teachers of West Bengal specifically.

**Methodology**

To develop a tool for data collection the investigators has done the following process as-

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Research and Reflections on Education ISSN 0974 - 448 X Vol. 20 No. 3 July-Sep 2022, 26

  
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“Education is the manifestation of the perfection already in man.”

- Swami Vivekananda





## Kalyan Bharati

ISSN No. 0976-8822  
(UGC-CARE List Group I)

### IMPACT OF 3 WEEKS INTEGRATED ENTREPRENEURIAL BASIS YOGA INTERVENTION PROGRAMME ON THE WELLBEING OF POTENTIAL YOGIPRENEURS

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#### Abstract

Entrepreneurship is considered to be the central idea of renewing and expanding the businesses. 'Yoga' is an emerging discipline and there is an immense opportunity of creating entrepreneurial ventures in this field. The objective of the present study is to find out the impact of an entrepreneurial workshop on wellbeing of the young yoga professionals. The impact was measured by Kaur wellbeing scale. Total 33 male participants, in the age group of 21-27 years, and with qualifications of B.Ed., M.Ed. and PGDYE, were selected for the entrepreneurial workshop. Repeated measure 't' test and co-relation were used to compare the changes and to measure the influence on the wellbeing status of the participants before and after three weeks of attending the workshop. The results of the study show that, except physical wellbeing ( $p \geq 0.05$ ), there were significant differences in mental wellbeing, social wellbeing, emotional wellbeing and spiritual wellbeing and significant positive relations among them ( $p \geq 0.05$ ) of the participants after attending the entrepreneurial workshop. On the basis of the findings, the study concludes that the integrated yoga intervention programme improves the wellbeing of an individual as well as group of individuals who have the vision of becoming entrepreneurs in the emerging discipline of yoga.

**Keywords:** Entrepreneurship, integrated yoga, professional opportunities, well-being, yogipreneurs.

#### Introduction

Unemployment is a rising problem in the world. A report, entitled "Toward Solutions for Youth Employment: A 2015 Baseline Report", indicates that globally, 621 million young people, aged 15-24 years, are not in education, employment or training, 75 million young people are trained but have no job, and in the next decade, one billion young people will enter into the labour market and a large number of them will face a future of irregular and informal employment (Solution for Youth Employment, 2015). Thus, many believe that the entrepreneurs have the potential to solve this problem by creating opportunities for themselves and others. For the success of an entrepreneur, the 'talent' must be developed and 'temperament' must be improved by imparting 'technique' through structured and unstructured learning (Bolton & Thompson, 2004). An entrepreneur takes risks if there is a possibility of making profit in future. They use the power of 'creativity and innovation' in order to build something 'new and unique' which gives them a competitive advantage in the marketplace (Shir,

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THE JOURNAL OF ORIENTAL RESEARCH MADRAS ISSN : 0022-3301 | APRIL 2021 | 8

**MOTIVATION IN LEARNING OF POST-MATRIC SCHOLARSHIP RECIPIENT AND NON-RECIPIENT STUDENTS OF HIGHER SECONDARY SCHOOLS IN WEST BENGAL\***

BY

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Ramakrishna Mission Sikshanamandira, Belur math-Howrah, West Bengal, India

**Debasri Banerjee\***  
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**ABSTRACT:** Poverty is considered as one of the grievous factors that hinder the overall academic performance of the students. To ensure a better future, better jobs, to achieve ultimate goals in life, and to make a developed nation, students need to get better opportunities and support during their educational process. Post-matric Scholarships (PMS) are government-funded financial assistance given to the students studying at post matriculation or post-secondary stage. It enables students to continue and complete their education without several economical burdens and it raises the levels of participation in the educational process, decreasing dropout rate, motivating them to pursue higher education, reducing the gender gap, and promoting equity in the society. Learning is an active process that needs to be motivated and guided toward desirable ends. The motivation in learning varies from individual to individual. A definite motive is valuable in all work, the greater motivation raises the attention given to the work on hand, and the sooner will the desired result be achieved. The purpose of this study is to determine the student's motivation in learning is impacted by Post-Matric Scholarships (PMS) recipients and non-recipient students of higher secondary schools in West Bengal. Motivation in Learning Scale (MLS) was administered on 425 randomly selected higher secondary (H.S) school students under WBCHSE board of West Bengal. The major finding was observed that students impacted significantly through Post-Matric scholarship with respect to all categorical variables under consideration.

**Keywords :** Motivation in learning, Post-Matric, Post-Matric Scholarship Recipient, Post-Matric Scholarship Non-Recipient

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Central University, Ahmedabad-380015, Gujarat, India



**TECHNOLOGY BASED TEACHER EDUCATION PROGRAMME IN COVID-19 PANDEMIC SITUATION: A BANE OR BOON**

Dr. Pradip Kumar Sen Gupta

**Abstract:**

Today is the era of technology. Technology plays a pivotal role in our day to day life. We cannot deny the presence of technology in our practical work. Use of electronic gadget and many other modern digital devices changed the scenario of education in today's world. ICT based education system was introduced nearly after recommendations of NPE-1986 and its follow-up programmes in the year 1991, by the Government of India. But digital content for teaching-learning was not so solid and effectively powerful since it was introduced nearly more than three decades ago.

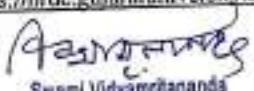
Union Government of India also introduced the idea of "Digital India" (2015) and the digitized education system creates a new impact in the field of education also. The advancements of technology have changed the world greatly. There is no denying of the fact that they make lives better and easier, especially in the fields of science, medicine and education etc. During the critical circulation of pandemic COVID – 19, the livelihood of the people totally collapsed. It changes the scenario of our society. Like other field of educations, its effects the teacher education system also. From the time of lockdown the face to face contact education system totally stopped and also collapsed. So an alternative option of digital platform enhancing day by day. In some near recent times this types of teaching-learning platforms (Banglar Siksha Portal, Swayam, Swayam-prabha, E-Pathshala, Bharta Digital class, Mooc etc.) will become convenient through time-being tests also. Various E-Content may be used for digital classroom learning. Though it introduces many opportunities, but it also has its drawbacks. In this article the presenter tries to analyse the Challenges and Possibilities on technology based teacher education. The article also concludes that the perfect amalgamation of technology and education can create a new era in the field of teacher education.

**Key Words:** Digital Technology, Teacher Education, Challenges, Possibilities

**"Technology will never replace great teachers, but in the hands of great teachers, it's transformational."**  
– George Couros

A Canadian leadership trainer and teacher told that aforementioned line in this pandemic situation. Today is the modern age of education. In this age so many advancement are observed in the field of education. The use of technology has become part of our daily routine. Every day we use cellphones when we talk, take selfies, video chat, play with apps, send emails etc. Technology has

ne, 2021. VOL.13. ISSUE NO. 2 <https://hrdc.gujaratuniversity.ac.in/Publication> Page | 728

  
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| 3       | Arumay Jana                       | Assistant Professor (SACT - I)  | 1                               |



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**Our Heritage**

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Vol-58 Issue-30 February-2020

**Vedantic Approach of Education: Chicago Address Perspective**  
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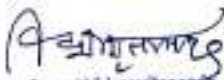
**Abstract:**  
Last year (2018) is recorded as historical moment when Global Society paid tribute by the observation of 125<sup>th</sup> anniversary of Chicago Address of Swami Vivekananda--- the avatar of youth fire. The year 1893 was the era of transformation--- Swami Vivekananda of India became Swami Vivekananda of the World. Swami Vivekananda delivered six lectures series respectively 11<sup>th</sup>, 15<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup>, 26<sup>th</sup>, and 27<sup>th</sup> September 1893. Each and every historical speech has educational appeal based on Vedantic spirit. To explore those educational ideals/truths is the objective/purpose of this article.

**Key words:**  
Intrinsic motivation, Adaptive behaviour, Ephemeral, Metaphysics, crisis of humanity.

**Introduction:**  
Swami Vivekananda started his travelling in India (First phase: 1886 to 1893) and after thorough investigation came to understand that poverty and illiteracy are the basic challenges to make India as Welfare Nation. He observed that poverty is the by-product of illiteracy. So he pointed out that eradication of illiteracy and to educate people are urgently needed. His earnest willpower has been reflected in his two letters which he sent to HaridasBeharidas, and to the king of Mysore in 1894. In these two letters he emphasised on mass- education and accountability of the teachers, application of tools for easy understanding and for generating intrinsic motivation.

At the end of first phase travelling, he was informed by his South Indian followers that World Parliament of Religions will be held at USA shortly and Swami Vivekananda was inspired by South Indian fellows to attend that historical conference and for exploring Indian view of life and religion as theirsaw-dharma (self-duty).

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| 2       | Prof. (Dr.) Swami Tattwasarananda | Professor   | 3                               |

Studies in Indian Place Names  
(UGC Care Journal)

ISSN: 2594-3114  
Vol-48-June-23-March-2023

**MOOCs (Massive Open Online Courses) in Education System of India: An Overview**

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Contact No- 8240800034

Prof (Dr.), Swami Tattwasarananda  
Professor  
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**ABSTRACT:**


E-learning is a digital phenomenon in the era of modern technology. Due to development of technology day by day the mode of learning becomes globalized. Though India is developing country but for the liberalisation and globalisation of education India is moving forward successfully. As a result, MOOCs have come into existence for the mode of learning as well as the public and the private sectors step forward to reach education every corner of the society. This paper aimed at exploring in details of MOOCs i.e. anatomy of MOOC, objectives, classification, enrolment process, pros and cons and some major platform of MOOCs in India.

**KEYWORDS:** MOOCs, E-learning, Mode of E-learning, Model of MOOC, Globalisation, Online Platform, Open Learning

**INTRODUCTION:**

The 21<sup>st</sup> century has witnessed educational paradigm shift. And. The way of teaching-learning is gradually changing in all over world due to expansion of technology and science. That's why the mode of distance and open learning has been changing its scene. With the help of ICT and diffusion of IT, a newly form of distance and open learning is e-learning that draws world-wide attention and help students and teachers in education system. The massive participation of e-learning is known as MOOCs. This terminology was coined by

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A Study on Value Conflicts and Moral Degradation of Modern People | Our Heritage

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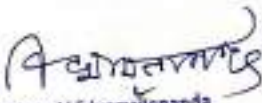
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## Abstract

In ethics, value denotes the degree of importance of something or action, with the aim of determining what actions are best to do or what way is best to live, or to describe the significance of different actions. It deals with right conduct and living a good life. And in the way of this fulfilment there arise conflicts in our mind between moral values and material pleasures.

Our Heritage Journal (ISSN 0474-9030) has been Discontinued as per UGC notification from Feb 2020

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## *Our Heritage*

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Vol-68-Issue-36-February-2020

### **Brainstorming: A Constructive and Innovative Strategy in Teaching-Learning Process**

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**Prof (Dr.). Swami Tattwasarananda**

Professor

Ramakrishna Mission Sikshanamandira

#### **ABSTRACT:**

Shifting from teacher-centred education to learner-centred education due to continuous research and development of new teaching strategy, brainstorming is one of them. Though it is developed for generating ideas of advertisement it is equally important for using as teaching strategy. This technique is based on the constructive approach to solve the problem by the learners themselves with the help of teacher. The process known as brainstorming because the learners' brains are used to storm a problem.

**KEYWORDS:** Brainstorming, Constructive, Innovative Strategy

#### **INTRODUCTION:**

It has been changing the scenario in concept of teaching strategy. Earlier teacher-centred teaching approach dominated in teaching learning process. But gradually the concept of teaching strategy approach has been shifting to the concept of learner centric approach which gives the importance of students' active participation. Mostly student centric approaches are based on the constructive theories of Piaget and Vygotsky. According to Piaget students would learn or solve problem without any guidance or help from teacher or others but Vygotsky said that students would learn without any guidance at a certain stage but after that guidance must be provided for solving problem. On the basis of constructive approach 'brainstorming teaching strategy plays a significant as well as pivotal role in teaching learning process to develop problem solving skill of the learners.

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| 3       | Arumay Jana | Assistant Professor (SACT - I) | 1                               |

Studies in India (Pare Names  
(UGC Care Journal)) ISSN: 2794-3114  
VOL-43(2023)-62-MARCH-2023

**Influence of Yogic Practices on Psychological Variables in Youths With  
reference To Low Back Pain: A Pilot Study**

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**Abstract**

Low back pain is a specific or nonspecific multidimensional disorder suffers from adolescent to old age either long term or certain times in daily life activities. Studies showed that before treating low back pain not only considered biomedical factors but stick to contemplation patient own thought, emotional and behavioural factors. The aim of the present study was to evaluate the influence of yoga intervention on beliefs in fear avoidance, catastrophizing thoughts and depression of youth college students suffering from low back pain. Total nine moderately disable subjects were selected by Oswestry low back pain disability questionnaire after those patients were medically checked by an expert orthopaedic surgeon. Five subjects received yogic treatment for 12 weeks as 4 days in a week and rest of them without any kind of treatment. This design of the study was a pre - test - post - test experimental group design. Fear Avoidance Beliefs Questionnaire (FABQ), Pain Catastrophizing Scale (PCS), Hamilton Depression Rating Scale (HAM- D), Psychological inflexibility in pain scale was used as measuring tools. Data were analysed using mean and percentage only. Mean differences of pre and post intervention data indicates that intensity of low back pain in experimental group was reduced moderate (24.44%) to minimum disability (7.5%) but little change in control group (27.77% to 24.46%) and decrease pain related thought, belief, distraction in compare to control group those were not received any treatment. The present study concluded that yoga is an effective alternative medicine to lessen pain and pain related negative thought, belief and elevated mood and interest in work of college students.

**Keywords:** Low Back Pain, Yogic Practices, Fear Avoidance Beliefs, Pain Catastrophizing, Depression

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**REVIEW OF RESEARCH**  
 IJRC APPROVED JOURNAL NO. 48514  
 ISSN: 2249-934X  
 VOLUME - 7 | ISSUE - 11 | AUGUST - 2018

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**KNOWLEDGE ABOUT GREEN CHEMISTRY OF TRIBAL AND NON-TRIBAL STUDENTS AT HIGHER SECONDARY LEVEL**

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<sup>2</sup> Assistant Professor (Stage 3) R K Mission Sikshanamandira, Belur Math, Howrah.

**ABSTRACT**

Science improves human life at every level, from individual comfort to global issues. The proper knowledge of science helps to improve the surroundings. Also these proper knowledge gives some behavioral changes to the human beings. These are the open mindedness, truthfulness, honesty, to know the cause behind any matter, critical thinking, use some innovative thinking apart from traditional method which is collectively known as awareness in science. The knowledge of material used i.e. the material which is toxic or non toxic to the human or to the environment at different situation is affect the awareness. This is called the knowledge about green chemistry of that particular students.

The Present study shows the knowledge of green chemistry of Tribal and Non-tribal students at higher secondary level. The main objective of this study is to find out the relationship between tribal and non tribal students about knowledge of green chemistry at PaschimMedinipur districts. Descriptive Research Methodology with survey techniques has been used in the present study. The present study is quantitative in nature. The researcher has taken 240 samples for this study from PaschimMedinipur districts of West Bengal. A self made questionnaire, standardized by the different expert and supervisor was used to collect data. Collected data was analysed with suitable statistical techniques like t- test, Descriptive statistics etc through MS-Excel 2007. There are some difference of knowledge about green chemistry with respect to gender, location of the schools and also to the combined of gender-location of the schools.

**KEY WORD:** knowledge about green chemistry, tribal students, non-tribal students, rural school, urban school, higher secondary level students.

**INTRODUCTION**

India has a rich glorious heritage, but, a sizeable part of Indian population is yet to get benefits out of it. The schedule castes and schedule tribes are two groupings of historically disadvantage people. This people in India usually resides in hill area, forest, near the seas, and in islands and deprived from the society. Their life style is quite different from the socially civilized persons i.e. non-tribal people. It is not their society are static but the pace of social change in tribal society is very low. Though our national leaders and constitutional makers are committed to uplift the tribal people by implementing different policies but a desired level of development has not been achieved yet. According to Mandal commission (1979) another new category are identify who are the also socially or educationally backward and they are called Other Backward Class (OBC).

According to Education Commission (1964-66) The Progress, welfare and prosperity of a nation depend on a sustained growth in the quality of education and research in the science and technology.

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## REVIEW OF RESEARCH

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VOLUME - 8 | ISSUE - 5 | MARCH - 2019

### IONIC AND ELECTRONIC TRANSPORT OF ALKALIHALIDE CRYSTALLINE SOLIDS

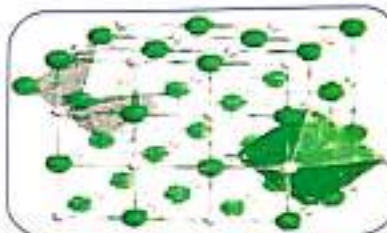
Satyajit Kar<sup>1</sup> and S. Kundoo<sup>2</sup>

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<sup>2</sup>Department of Physics, Govt. College of Engg. & Leather Technology, Kolkata, India.

#### ABSTRACT :

Single crystals of pure alkali halides, have been grown by adopting Czochralski - Kyropoulos method. The crystals are characterized by usual techniques to form non-rectifying contact in insulating solids within heterogeneous electrodes through experiment. In this paper both analytical and experimental approach has been introduced to justify the experimental fact. From the theoretical concept, it has been established to be a useful tool over the homogeneous for electron injection. The activation energy involved in the ionic zone (zone - I) and Space charge limited (SCL), zone - II injection has been performed keeping the specimen under field stress crystals. For this purpose in situ measurements were carried out to yield current density at different temperature at particular field. The activation energy values for heterogeneous electrodes depend on both electric field and temperature. These expected results indicate the non-uniformity of fields in case of the pointed cathode and is very important towards the formation of ohmic contact.



**KEYWORDS :** Lexical Competence, Teacher Behaviour, Socio-Demographic Variables, Secondary Level English Language Teachers.

#### INTRODUCTION

The electrical conductivity of all the materials differs significantly. Some are electrically good conductor, some are insulator (bad conductor) and few are in between them i.e. semiconductor. The conduction of electron depends on both electric field [1-3] and temperature. First of all the conduction process in most materials due to low electric field strength is mainly ohmic [3,4] but as the field strength is increased the conductivity becomes field dependent. The conductivity of dielectrics (insulators) may be either ionic or electronic or both.

Single crystals of pure KCl, KBr and NaCl have been grown by adopting Czochralski - Kyropoulos method and the crystals were characterized. A non-rectifying contact has been established through experiment in insulating solids within heterogeneous electrodes.

#### THEORETICAL DEVELOPMENT

The contact between metal and insulator exhibit either enabling or blocking carrier injection. When two materials with different Fermi levels ( $E_F$ ) are brought into contact, free carriers will flow from one material into the other until an equilibrium condition is established, which is equivalent that till the Fermi levels of both the materials are aligned. The Fermi levels for electrons in both materials are equal at the contact. The net carrier flow will set up a positive space charge on one side and a negative space charge on the other side of the interface, forming an electric double layer. This double layer is

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| Sl. No. | Name             | Designation         | No. of Research Papers/Articles |
|---------|------------------|---------------------|---------------------------------|
| 2       | Dr. Abhijit Guha | Associate Professor | 10                              |

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## Human Values Reflected in Bengali Text Books at Elementary Level in West Bengal

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**ABSTRACT** *Since time immemorial of ancient values are the salient feature in education and human life. Education is like a pregnant woman and in her womb the values are nurtured. But in the present society, the mass erosion of values has tempted the intelligentsia to think over the importance of value and its propagation through education in a systematic manner. The attempt in West Bengal in this respect goes back to 2013 when the newly formed government has given importance to value education in its renewed curriculum for elementary education. The present study aims at investigating the values reflected in the contemporary curriculum of elementary level and their reflection in the text books of vernacular. Primary source of the study is all vernacular text books up to class VIII focused on only Bengali text books. The major findings were observed that 54 no's of values should remain in elementary level and 34 no of values are in the contemporary Bengali vernacular text books. The researcher of the present study wants to investigate the value system as incorporated in Elementary Education of West Bengal, particularly in the vernacular literature books recognized by West Bengal Board of Primary Education and WBSE (meant for class I to VIII). The researcher will use techniques like content analysis approach to analyse and interpret data.*

**Keywords:** Human Values, Vernacular Text books, Elementary Level

**1.Introduction:**  
 During the time of Vidyasagar (1820-1891) it has been noticed that to imbibe moral values among children he incorporated moral text books in school syllabus because he believed unless a child is provided with moral education he is never going to attain complete mental and social apprehensiveness. Simultaneously, he also introduced imaginary stories into their curriculum with a hope to familiarize them with language and to attain reading and writing skills along with the development of his mind because child is the future of a nation. Today education system is mainly dependent on definition or rote learning instead of their practical usage in life. According to value frame work, even young learners hardly understand why they are in school, why they are studying different subjects and how their schooling will be helpful to them. Their understanding is limited to learning the subjects. They hardly know how the welfare of the country, care about the environment and other social and moral issues. They are not clear as to what sort of person they hope to become when they complete their school education. (Education for values in school- A Frame work 2012, P-3)

Today's young learners are the good citizens and navigators of tomorrow. But today's modernized realist city, globalization, social media have played very influential roles in the lives of the children or younger's resulting in harsh consequences giving rise to loneliness, indulgence in unwanted activities which does not lead one to be a good citizen. According to primary education system and its curriculum of 1979, a child can not only grow up to a creative person but also a sound citizen on this law based society. Human development is equipped with different elements viz body knowledge, activity and emotion. By following these principles, we can say that mother tongue is the only medium to achieve wisdom, thought detainment and general arithmetic knowledge to create an exploitation free democratic country. So, here in conjunction with science and it has been also observed that mother tongue imbibes children with a positive outlook and mental conscience:

- The attribution of industrious people has led to an advanced human civilization and human resource.
- Sense of magnitude to one's work.
- A sense of patriotism at an evolves though fraternity and love for mankind.
- A respectful attitude should be shown towards democracy.
- Artistic sense leads to ethical development.

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“Education is the manifestation of the perfection already in man.”

- Swami Vivekananda





## EFFECT OF SELF-EFFICACY ON ABILITY IN LEARNING OF HIGHER SECONDARY STUDENTS

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**Abstract** - The present study was constructed to inquire the effect of self-efficacy on ability in learning of higher secondary schools students in West Bengal. The study population consists of all higher secondary schools in West Bengal. The sample for the present investigation is made by selecting almost 743 higher secondary school students using the random sampling method from the target population. A. K. Singh and Shree Narain self-efficacy scale and self made ability in learning scale for students are used to collect the data. Mean, standard deviation, t-test, analysis of variance have been used by the researchers for analysing and interpretation of data. The study showed that, no significant effect of any level of self-efficacy (viz. low, moderate and high) exists on the means of students' ability in learning.

**Index Terms** - Ability in Learning and Self-efficacy.

### 1: Introduction:

Social Cognitive Theory (Bandura, 1977) is one of the most important theories to describe learner behaviour. This Theory indicate that a blend of internal self-influence factors and external social systems motivate and control behaviour (Bandura, 2012; Schunk & Pajares, 2002). Self-efficacy refers to a person's judgement of their capabilities to arrange and implement courses of action compulsory to achieve required performances (Bandura, 1997). Ability is a relatively internal and stable factor over which the learner does not exercise much direct control. Ability is the vital personal causes of success and failure (Heiders, 1958). Ability is classified as stable internal factor and it is consistent and stable while effort is unstable and changes. Sharma et al. (2011) introduced that one of the most significant concerns of education is to certify that the child is capable to make use of most of his abilities and capabilities to accomplish to his maximum level. Ashana (2011) focused that mental ability plays important role in academic achievement of the students. Spinatha (2009) suggested that general cognitive ability is the strongest and only predictor on academic achievement. Self-efficacy has been studied different psychological disciplines, such as sporting skill and performance (Owen & Froman, 1988), work-related behaviour (Stajkovic & Luthans, 1998), and academic performance (Pintrich & DeGroot, 1990; Robbins, Lauver, Le, David, & Langley, 2004). Self-efficacy is an individual's confidence in his or her own ability to complete a task (Gist & Mitchell, 1992; Schunk, 1995). It has been generally recognized that self-efficacy, which is the belief in one's ability to successfully perform a task and plays an important role in learning (Amil 2000; Bandura 1986; Ljem, Lau & Nie 2008; Leo & Choy 2013; Pajares 2000; Schunk 1991; Williams & Takaku 2011). Locke and Latham (1990), Pajares and Kranzler (1995), Gabunga (2007), Lew and Park (2015) shows that significant relationship exist between self-efficacy and ability. According to Pajares (2000) learner's self-efficacy influences his or her academic performance. A number of researchers e.g. Margolis & McCabe 2004, 2006; Pajares 2006 have pointed out that without adequately high beliefs that they have the ability to be successful, many struggling students will not put in the effort essential to attain success in academic tasks.

### 1.1: Objectives of the study:

- To find out the effect of self efficacy on ability in learning of higher secondary school students.
- To differentiate students self efficacy according to gender.
- To differentiate the students ability in learning according to gender.

### 1.2: Hypotheses of the study:

- H<sub>1</sub>: There is no significant effect of self-efficacy on ability in learning of higher secondary students.  
H<sub>2</sub>: There is no significant difference between boys and girls self-efficacy in learning of higher secondary students.  
H<sub>3</sub>: There is no significant difference between boy's and girls' ability in learning of higher secondary students.

### 2. Methodology of the study:

#### 2.1. Variables

- 2.1.1: Major variables: Students Self-Efficacy and Students Ability in learning.  
2.1.2: Categorical variables: Gender (Boys and Girls)



## ATTITUDE TOWARDS TEACHING PROFESSION OF SCHEDULED CASTE AND SCHEDULED TRIBE TEACHERS AT SECONDARY LEVEL SCHOOLS

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**Abstract:** Scheduled Caste and Scheduled Tribe teachers presently constitute a large number of teaching forces in West Bengal. Success in teaching depends upon their attitude towards the profession as it determines their teaching behavior pattern. The present study was conducted to enquire the position of attitude towards teaching profession on randomly selected 374 (Scheduled Caste and Scheduled Tribe) teachers at secondary level in West Bengal under different categorical variables. Standardized scale ASTTP (Kulsum, 2008) was employed in this study to collect data. It was found that the Scheduled Caste teachers are not significantly different from the Scheduled Tribe teachers in respect to their attitude towards teaching profession. The present study also revealed that the Scheduled Caste and Scheduled Tribe male teachers and rural teachers are not significantly different from the Scheduled Caste and Scheduled Tribe Secondary level female teachers and urban teachers respectively in relation to the attitude towards teaching profession. It is a matter of satisfaction that overall mean value is higher than the used scale mean value in case of SC and ST teachers in West Bengal, and they are possessing similar attitude irrespective of the several categorical variables.

**Index Terms-** Teaching profession, Scheduled Caste and Scheduled Tribe Teachers, Secondary Level Schools

### Introduction:

Every coin has its both sides. Likewise, teaching profession has also both the aspects. If it is possible to isolate the factors of dissatisfaction, to reduce the intensity of the factors, teaching profession will be, no doubt, very much interesting and attracting to the talented and quality persons. It is very much true that if a person is not satisfied with his profession he cannot deliver the goods satisfactory. The progress of the nation depends on the standard of education existing in it. The standard of education depends on the standard of teachers. A proper teacher teaches to lead the nation. For this for an ideal teacher as a profession he must have the appropriate reliability about the profession and must obey these minutely. One who has taken teaching as a profession undoubtedly he has admitted to guide himself according to the highest professional view. A teacher when he has taken teaching as a profession, what he has opined is very important because on his opinion the success or failure of education system depends.

Khamari and Tiwari (2015) found that there is no significant difference in attitude towards teaching profession of teachers with respect to caste. Some study found that there is no significant difference in attitude towards teaching profession of teachers with respect to gender. (Banerjee and Behera, 2014, Khamari and Tiwari, 2015, Sudhakar and Reddy, 2017). Some study also depict that there is significant difference between the attitude towards teaching profession of male and female teachers. (Musa & Bichi, 2015, Sarkar & Behera, 2014). Various study revealed that there is no significant difference in attitude towards teaching profession of teachers with respect to Locale. (Sarkar and Behera, 2016, Sudhakar and Reddy, 2017). One study also depict that there is significant difference in attitudes towards teaching profession between urban and rural area school teachers. (Banerjee and Behera, 2014).

### 1.1 Objectives of the Study:

- O1. To compare the Attitude towards Teaching Profession in relation to Caste (Scheduled Caste and Scheduled Tribe) variation.
- O2. To compare the Attitude towards Teaching Profession of Scheduled Caste teachers under different categorical variables like Gender (male and female) and Locale (urban and rural).
- O3. To compare the Attitude towards Teaching Profession of Scheduled Tribe teachers under different categorical variables like Gender (male and female) and Locale (urban and rural).

### 1.2 Hypotheses of the study:

- Ha1:** There is no significant difference in the mean score of Attitude towards Teaching Profession between Scheduled Caste and Scheduled Tribe teachers.
- Ha2:** There is no significant difference in the mean score of Attitude towards Teaching Profession of Scheduled Caste teachers with reference to their Gender (male and female) variation.
- Ha3:** There is no significant difference in the mean score of Attitude towards Teaching Profession of Scheduled Caste teachers with reference to their Locale (urban and rural) variation.
- Ha4:** There is no significant difference in the mean score of Attitude towards Teaching Profession of Scheduled Tribe teachers with reference to their Gender (male and female) variation.

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## Effect of Concept Mapping Teaching Strategy on Physical Science Achievement in Relation to Intelligence Level

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**Abstract:** In this present era, physical science education is very much depending on proper knowledge construction through meaningful learning process. This knowledge construction in physical science is processed through understanding of the relationship and hierarchy formation between important set of concepts. Concept mapping promotes this meaningful learning in physical science. Hence, the present study was carried out to investigate how far concept mapping teaching strategy has significant effect on physical science achievement in relation to intelligence level (High, Moderate and Low Intelligence). True experimental research design of randomized Solomon four equivalent groups was applied in this study. The study consisted of 41 sample of class IX student, selected from a Co-Ed school of Howrah district in West Bengal. For match group formation Mixed type Group Test of Intelligence (MGTI) by Mehrotra (2008) was used as a measuring tool. Achievement test in physical science (developed and standardized by the researchers) was used as another measuring tool for data collection. Descriptive statistics like mean, Variance, Standard Deviation, Standard Error of Mean etc. were applied for data analysis. Inferential statistics like "t" test and ANOVA were also applied for analyzing the result. Result of the study showed that changing in teaching strategy (concept mapping and demonstration) did not produce any significant difference among the high, moderate and low I.Q. students' achievement in class IX physical science subject.

**Keywords:** Concept Mapping, Physical Science, Achievement

### I. INTRODUCTION

**Introduction:** At present, the most widespread activity carried out in India is to create enthusiasm among the students on learning science. The government of India gives importance on those science disciplines by means of different activities. Inventing new science and technological apparatus, adopting new teaching-learning processes, popularizing science articles, organizing lectures, promoting various scholarship schemes and establishing various science centers etc. makes science education more structured and more meaningful to the learners. These efforts have come from individuals and from different private and public institutions who are trying to change the scenario of science education in India. "NCF – 2005 recommends that emphasis should be laid on the active participation of the learner in the construction of their knowledge"[14]. In this context concept mapping teaching strategy plays a significant role in physical science education on constructing knowledge in systematic and structural form. This is the reason for using concept

mapping strategy in physical science teaching which has been widely used in present day.

**Literature Review of the Study:** After reviewing India and outside India literature of this study, it is shown that students taught through concept mapping strategy improve students' mastery of content at the higher-order levels of cognition and enhances their academic achievement level over conventional method. The same result has been seen in the following studies like- [2], [7], [9], [13], [16], [19], [20], [21] etc. It is also seen that there are some studies conducted on the relation between concept mapping strategy and attitude towards science subjects [1] etc. Through this strategy student's teaching-learning process should be flourished [22]. Collaborative learning, higher education of the students and motivation of the students - all are linked with the concept mapping teaching strategy. Studies of relation between concept mapping and mind mapping teaching strategy are also to be done by some researchers [10] etc. But a very few study is likely to be seen about the enhancement of science achievement through concept mapping teaching strategy in relation to students' intelligence level. Hence, from the above studies,

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## Reflection of Values in History Textbook of Class VIII under Paschimbanga Madhyasiksha Parshad.

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### ABSTRACT

*In the present society of 21<sup>st</sup> century we are facing different kind of social erosions like; dishonesty, corruption, swrest etc. It is true to state that one of the reasons of this immoral condition of the society is lack of values. As we know that a child is a future citizen of a nation, so, it is unanimously important to cultivate proper values within a child by the process of education. The spirit of values lies implicit or hidden in the textbooks. The different subject at school stage reflects value in different modes. As a bridge between past and present history can play a vibrant role in a child, in making themselves as a responsible citizen with full of moralities.*

*Value and the history text book are correlated in a significant ways. The content of history text books reflects different kinds of values like moral, social, economical, religious and as well as aesthetic. All these values are projected basically into two ways- a) written form of the content b) illustration, and help to inculcate the dynamic life of the students at the upper primary level.*

*Current model of education puts exclusive focus on cognitive to the total neglect of the affective domain and teachers have no clear idea about values, so teachers cannot convey the values among the student. So students can only acquire the knowledge of text but miss the essence of values behind the text. The present paper tries to identify values from class VIII history text book of Paschimbanga Madhyasiksha Parshad*

**Keywords:** values, value education, strategy, value in text, value in illustration.

### 1. Introduction:

The present world is engulfed in tensions, conflicts, jealousy and crimes. People are becoming more self-centered and making a fast buck has become the philosophy of life of modern generation. Most of the people believe possession of wealth and power as key of happiness. Human relations have become hypocritical in this fast changing world. This resulted in frustration, insecurity, violence, instability and unhappiness (Sharada and Prasad, 2012, p.6). The erosion of values is one of the reasons behind those problems. The main aim of education is to bring attitudinal changes and values that fit the students into society and nature. It is a most powerful instrument that develops the desired values in the younger generation.

The spirit of values lies implicit or hidden in the textbooks. The different subject at school stage reflects value in different modes. For example History portrays the values of patriotism, compassion, bravery, co-operation, loyalty, justice, perseverance as evidenced from the lives of great people. It may be pointed out that the idea of providing value education through the school subjects should not mean that the school subjects are to be treated as mere vehicle of value education and not the knowledge of the discipline if we do that, it would be destroy the true nature of the discipline itself. Integration of values with teaching of subjects is aimed at building holistic attitudes, positive feelings and emotions about the subject content during teaching learning process and thereby guiding and facilitating acceptance and internalization of values. The teaching of different school subjects therefore should shake the process involved in value development not only at knowledge but also at the feeling and doing levels (Reddy, 2012, p.35 &37).

#### 1.1 Historical Background:

Since, Vedic period Indian culture is considered very rich in value system. Gurukuls, Rishikuls, Ashrams were the main centers of education. Thereupon education was the storehouse of moral, spiritual and social values which was closely associated with religion. Gurus were taught the students to lead a spiritual and disciplined life. Their aim was to promote the moral values of life and eternal values like truth and non-violence. After Vedic religion, Gautama Buddha advocated a new religion called 'Buddhism' which could be easily understood by the masses. Buddhism was propagated by establishing Maths and Viharas in which students had to maintain healthy atmosphere and strictly follow moral behaviour. Their aim was to inculcate values like good character, dignity of labour and vocational education with the chief aim of salvation and emancipation.



## EFFECT OF LEARNING ANXIETY ON EFFORT IN LEARNING OF HIGHER SECONDARY STUDENTS

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**Abstract:** The present study was constructed to inquire the effect of learning anxiety on effort in learning of higher secondary schools students in West Bengal. The study population consists of all higher secondary schools in West Bengal. The sample for the present investigation is made by selecting almost 743 higher secondary school students using the random sampling method from the target population. Vishal Soofi and Anil Anand's 'Educational Anxiety Inventory' and self made effort in learning scale for students are used to collect the data. Mean, standard deviation, t-test, analysis of variance have been used by the researchers for analysing and interpretation of data. The study showed that, significant effect exist on any level of learning anxiety (viz. low, moderate and high) exists on the means of students' effort in learning. The study also shows that rural students are significantly different from urban students in respect to learning anxiety and effort in learning.

**Index Terms** – Effort in Learning, Learning Anxiety

### 1: Introduction:

Anxiety means tension, nervousness or uneasiness considered by uncertainty, fear or dread about something which is basically unidentified or unrecognized by the human being; it may consist in unrelenting apprehensions of upcoming events as well as in comprehensive emotional reactions to any decision (Good, 1973). According to Breuer (1999) anxiety is one of the most extensively experienced emotion and one of the most important constructs of all human behavior. Researchers in general have the same opinion that learning anxiety is not always awful. A middling level of anxiety is valuable in maintenance people motivated and also useful for people in having a more sustainable life (Khan, 2008, Daghighi, & Babrami, 2010 and Dornally, 2009). With no anxiety the majority of the people would lack of motivation to do anything in life. So, the moderate level of learning anxiety is crucial to encourage students to study for enhanced achievements. Effort is an internal and unstable factor over which the learner can exercise a great deal of control. Studies of student effort also propose that effort is connected with the possibility of doing healthy on a task. Thus, students capacity expected to figure out what they necessitate to study, study it, and be doing well—if they have the ability to do the assigned task, confidence in this ability, and no anxiety about the task. Effort is a multi-dimensional conception, and a excellent indicator of effort should consist of measures of a broad range of tasks and expectations. The researchers have been observed that a high level of anxiety affect with concentration power and memory. In this purpose we can say that high learning anxiety may be one of the barriers to educational achievement. Maltoo, & Nabi, (2012) concluded that if we are concerned about students' performance, learning anxiety cannot be ignored at any cost. Hutchinson (2007) indicated that cognitive anxiety may not be the major determinant of the effort and performance changes observed. At last, the results recommended that other individual difference variables may play a significant part in determining the degree to which individuals may be capable to make use of anxiety-induced effort. Huberty (2009) proposed that the consequences of chronic test anxiety such as low level self-esteem may lead to reducing effort and motivation for school tasks. Monahan (1973) concluded that anxiety is the significant cause to reducing effort.

### 1.1: Objectives of the study:

- To find out the effect of learning anxiety on effort in learning of higher secondary school students.
- To differentiate students learning anxiety according to location of school (urban and rural).
- To differentiate the students effort in learning according to location of school (urban and rural).

### 1.2: Hypotheses of the study:

- Ha1: There is no significant effect of learning anxiety on effort in learning of higher secondary students.  
Ha2: There is no significant difference between learning anxiety of urban and rural higher secondary students.  
Ha3: There will be no significant difference between effort in learning of urban and rural higher secondary students.



## SELF-PERCEPTION OF ADOLESCENT GIRL STUDENTS IN THE LIGHT OF KANYASHREE PRAKALPA

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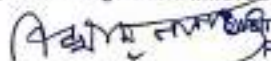
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**Abstract:** Women plays a vital role in inclusive growth of a nation or a society through sustainable development. A girl child may blossom into an ever fragrant flower with the proper nourishment of her mother. Few measures were taken for empowerment of women in the course of providing incentives or providing different scopes to access education since early age. It is also important for the woman to be empowered that her mentality regarding their own perception about an empowered individual. Education is also important for a woman as it helps her to be dynamic, updated and progressive person. The present study is conducted with the main objective to know the self-perception of adolescent girl students in the light of Kanyashree Prakalpa with respect to the variation of class (across age), locality and caste category. The data are collected from randomly selected 926 unmarried adolescent girl students from secondary and higher secondary schools of Medinipur division (administrative division), West Bengal using self developed tool: Adolescent Girls' Attitude towards Education Scale (AGATES). Data consists of 85.9 % beneficiary of Kanyashree Prakalpa and 14.1% non-beneficiary of Kanyashree Prakalpa, 50.1 % urban area student and 49.9% rural area student, 38.3% general category student, 29.6 % OBC category student, 22.8 % scheduled caste category student and 9.3 % scheduled tribe category student and the girl students belonging to class VIII (13 plus years) to class XII (17 plus years). The raw data are tabulated in MS-Excel 2007 and t-test, ANOVA are done by SPSS 22.00 version. Result of investigation indicates that there is no significant changes in self perception of KanyashreePrakalpa beneficiaries across class (across age), but they are in better position. Locale variation plays significant role only in self-perception of girls. It is also found that all caste category beneficiaries are in better position than non-beneficiaries. Finally the investigator concluded that Kanyashree Prakalpa is not just a social welfare scheme, it is future.

**Index Terms-** Self-perception, beneficiary of Kanyashree Prakalpa, non-beneficiary of Kanyashree Prakalpa, adolescent girl student

### Introduction:

Perception refers to the way a person try to understand the world around him or her. It is the process by which a person organize and interpret his sensory impressions in order to give meaning to the environment. The interpretation of same situation by two individuals may be immensely different. Self-perception is an individual's awareness of his/her own identity.(Alexander & Winne, 2006, p. 284). According to Lawrence, (1996) there are three aspects of this concept; self-image (of what the person is), ideal self (what the person wants to be), and self-esteem (what the person feels about the inconsistency between what she/he is and what she/he would like to be). (Crisp & Turner, 2011, p. 191). James (1890) described two fundamental aspects of self: "me-selves" and "I-Self". "me-selves" consists of what is known about oneself. He referred this as one possessions, recognitions received from others and inner or subjective being. He concluded that "I" is synonymous with "Thought" and that it is enough to know that it exists; and that in every one, at an early age, the distinction between thought as such, and what (Thought) is of or about, has become familiar to the mind (Alexander & Winne, 2006, pp. 296,297). If the social, political, economic and legal strength of the women are confident enough and they are able to claim their rights such as: freely live their life with a sense of self-worth, have complete control of their life, have equal rights to participate in social, religious and public activities, get equal employment opportunity without any gender bias, their perception level will be considered as high level of perception. Since early age women were deprived not only in Indian society but also abroad in several directions though in different period social reformers tried to provide the dignity to the women through legislation of acts, abolishment of evil rituals, expansion of women education etc. Pathan (2010) in her study



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## Effect of Organizational Commitment on Job Involvement of Secondary School Teachers in West Bengal

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Dr. Abhijit Guha\*\*

**Abstract:** The study is an empirical study and tries to measure the effect of organizational commitment on job involvement of the secondary school teachers in West Bengal. 808 secondary school teachers are selected as sample through random sampling technique. Out of 808, the sample contains 485 male teachers and 323 female teachers. Raw data are collected through introducing two standardize scale, one is Job involvement scale (JIS) of Akhtar and Singh (2014) and another is Teacher's organizational commitment scale (TOCS) of Jamal and Raheem (2005). The finding of this study included that both job involvement and organization commitment are not differed in relation to gender. Organizational commitment has significant positive effect upon the job involvement.

**Key Words:** Job Involvement, Organizational Commitment

### **1. Introduction:**

Teaching profession is meaningful when teachers are engaged themselves in a constructive and fruitful way so that teaching learning outcomes become enhances. If the teachers engage themselves in their profession in a proper way it will be productive not only to students of the institution but also to the teachers themselves. Job involvement is the person's looks towards his/her job in a relationship with the work environment. Job involvement was the person's

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## TEACHER'S ACTIVITY AND ITS UPSHOT ON THE STUDENTS' ACTIVITY UNDER ACTIVITY BASED METHOD OF LEARNING ENGLISH LANGUAGE IN PRIMARY SCHOOLS OF WEST BENGAL

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### ABSTRACT

The present paper tries to find the activities of the teachers of Bengali medium primary schools of West Bengal in learning English (L<sub>2</sub>) through Activity Based Method. The authors set two objectives to find out the quality of teacher's activity and to understand its impact on students' activity in those schools. Two observations schedules were developed by the researchers to observe and note the activities of the teachers and students during teaching-learning. Finally the state-of-the-art of teacher's activity and its influence on students' activity were revealed and understood. The important revelations are: (a) Teacher's discussion and free sharing of opinion are imperceptible. (b) A large number of teachers do not use gesture in listening, speaking and reading activities of learning English. (c) Most of the teachers do not guide students in the use of worksheets. (d) Most of teachers try to teach grammar in traditional technique. (e) Students' activity suffers due to teacher's inadequate guidance (f) Most of the backward learners' apathy and indifference cumulate presumably due to misdirected pedagogy and inertia.

**KEYWORDS:** Teachers' activity, Students' activity, English language teaching-learning, English (L<sub>2</sub>).

### 1. INTRODUCTION

The teaching of English at primary level in West Bengal had a long and tragic history from 1983-2003, which affected the English language education of West Bengal schools. The effect of such history damaged the backbone of English language education of primary level as well as higher education of West Bengal as a necessary consequence. So the present generation of teachers fails to uphold before their students the rich heritage of teaching English in this land. Different methods were tried on the students of primary, upper primary and above with traditional curriculum of English but the end products were almost nil (Majumder, 1993, p. 919-920; Chattopadhyaya, 2014, p. 131-134).

In that situation the 'expert committee' of School education department of Government of West Bengal had reviewed and revised the entire curriculum, textbook, syllabus, equipment of the classroom and teaching-learning method of primary and upper primary sections of West Bengal schools in 2011. The approach of primary school education shifted its focus from the conventional approach of teaching learning to child centric, activity based approach to teaching-learning. The approach has wider acceptability and it encourages both teachers and learners in second language teaching learning.

In Activity Based Method children should be active. Learning is collaborative and communicative. Teacher plays the role of a facilitator. Teacher's activity is the assigned work of teachers in the



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## EVALUATION OF STUDENTS' ACTIVITY UNDER ACTIVITY BASED METHOD OF LEARNING ENGLISH LANGUAGE IN RURAL AND URBAN PRIMARY SCHOOLS OF WEST BENGAL

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### ABSTRACT:

This paper intends to find the activities of the Bengali medium students of urban and rural primary schools of West Bengal in learning English(L<sub>2</sub>) through Activity Based Method. The authors set four objectives for finding the quality of activities in those schools. An observation schedule was developed by the researchers to observe and note the activities of the students during learning. The authors also compared the learning activities of the two groups of students and found their strength and weakness in activities. Finally the strength and weakness of the Bengali medium primary students in learning English(L<sub>2</sub>) through Activity Based Method were revealed.

**KEYWORDS:** Activity Based Method, Students' activity, English language learning.

### 1. INTRODUCTION:

The teaching of English at primary level in West Bengal discontinued in 1982 in order to increase the enrolment of students at primary level. The effect of such discontinuation damaged the backbone of English language education of primary level as well as higher education of West Bengal. When the English language teaching was reappeared in 2005 neither the students nor the teachers had any heritage of English language teaching learning in lower classes. Different methods were tried on the students but end products were almost nil (Majumder, 1993, p. 919-920, Chattopadhyaya, 2014, p. 131-134).

In that scenario Government of West Bengal had started a new thinking regarding School Education in the year 2011. The 'Expert Committee' has reviewed the entire aspect of school level curriculum, syllabus, text book and teaching learning method and recommended to revise the entire curriculum, textbook, syllabus, equipment of the classroom and teaching-learning method of primary and upper primary section of West Bengal. The approach of primary school education shifted its focus from the conventional approach of teaching learning to child centric, activity based approach to teaching-learning. It has wider acceptability and encourages both teachers and learners in second language teaching learning.

In Activity Based Method children should be active. Learning is collaborative and communicative. The students should enjoy the principle of joyful learning. The learning principle of English emphasizes on the developing audio-oral skills as well as on the skills of reading and writing. The development of Language



competence follows inductive process of learning where exposure to language items is initially provided and is followed by wide range of activities. Students' activity is a practical or reasoning task engaged in one by one or more pupils to enhance and enrich learning. While tasks are associated with evaluating individual pupil's performance, activity involves two or more pupil working cooperatively or collaboratively to achieve a common goal (Hayes, 2005, p.6). Activities are display of behaviour and discipline, training of body and mind. Acting, performing, demonstrating, playing games, thinking, writing, reading,

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## কাব্যের রস

সোমেন দত্ত



সাক্ষিপত্র

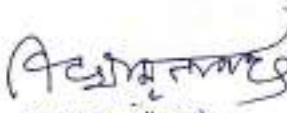
প্রাচীন ভারতীয় সাহিত্যে অলংকার শব্দটি ব্যাপক অর্থে প্রচলিত। মহাভারত অর্থে অলংকার বলতে কাব্যের শোভাখরসম্বন্ধী উপস্থাপন বিশেষ কে বোঝায়। এই কাব্যে অলংকার, সাহিত্যিকের প্রকৃতি স্বভাব ও জ্ঞানভার শব্দকে বোঝানো হয়। এই অলংকার শব্দেই ইতিহাস সূত্রাঙ্গীত কাব্যের ক্ষেত্রে ঐক্য সাহিত্যের বিধি অনুসরণ করেই একটি জন্মসিদ্ধি। পরবর্তীতে প্রকাশের পরে এক আন্তর্জাতিক অলংকারশাস্ত্র ও কাব্যকে পুস্তক করে প্রাচীনদের মতই প্রথমে সচেতন হয়েছেন। লক্ষ্যের কথা কই কথা এর অন্য নাম সার্থক, অর্থৎ পক্ষ ও অর্থৎ সম্বন্ধে কাব্যের উৎস। প্রচলিত অর্থে সাহিত্য ও কাব্য সম্বন্ধে প্রকৃত অর্থে সার্থকি রচনা বা শব্দবিহীন হয় সাহিত্য এবং কাব্য অর্থে সাহিত্য বিচার মত বা সাহিত্যিকৃতিক বোঝায়।

**মুখ্য শব্দ** অলংকার শাস্ত্র, সাহিত্য, কাব্য, কাব্যের রস, রসায়ন, বিচার, অনুভব, অক্ষরিকায়, পুস্তক, রচনা, কল্প, বৌদ্ধ, বীর, ভয়মক, বীজমক, অক্ষু, শক্তি।

কাব্যের প্রতি মানুষের ভালোবাসা, আগ্রহ সূত্রাঙ্গীত কাব্য থেকেই পরিলক্ষিত। ভারতবর্ষে সাহিত্যের ইতিহাস পর্যবেক্ষণ করাতে দেখা যাবে যে, এমন কিছু কিছু কাব্য আছে যেগুলি পাঠে পাঠকবর্গের এতটাই আনন্দানুভূতির সম্ভব হয় যাতে তাদের আহ্বারও কোন রুচি থাকে না। কাব্যপাঠের মানবজাতির মানবজাতির থেকেও অতি প্রবল। ভারতবর্ষে এই কাব্যের বিভিন্ন শ্রেণিবিন্যাস পরিলক্ষিত হয়। যেমন - স্থলা কাব্য, অথকাব্য ইত্যাদি। দৃশ্যকাব্যের মধ্যে আবার রূপক উপস্থাপক ইত্যাদি পরিলক্ষিত এবং অথকাব্যের মধ্যে মহাকাব্য গল্পকাব্য চম্পূকাব্য ইত্যাদি পরিলক্ষিত হয়। প্রাচীনকাল থেকেই কাব্যের এই বিভিন্ন বিভাগগুলিকে অবলম্বন করে বিভিন্ন কাব্য রচয়িতৃগণ জগৎজয় করে সরাসরি তথা পরোক্ষভাবে আনন্দ প্রদান করেছেন।

কিন্তু এই কাব্যের আত্ম বা মূলভিত্তি কি? এ বিষয়ে পণ্ডিত মহলে মতবৈধতা বিদ্যমান। কারো মতে এই কাব্যের আত্ম রস, কেউ বলেন কাব্যের আত্ম ধ্বনি, আবার কেউ বলেন কাব্যের আত্ম রীতি ইত্যাদি এই বিভিন্ন মতকে অবলম্বন করে

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“Education is the manifestation of the perfection already in man.”

- Swami Vivekananda



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## Anesthesiology

### ACHIEVEMENT VIS-A-VIS ATTITUDE OF THE STUDENTS IN RELATION TO DIFFERENT BRANCHES OF GEOGRAPHY IN THE SECONDARY CURRICULUM IN WEST BENGAL

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**ABSTRACT** Students of secondary classes in schools in WB view different branches of Geography differently. In a bid to estimate the difference of the viewpoints the researcher has undertaken the study to compare test on Attitude towards Geography and an achievement test in Geography comprising distinctly two sections Physical Geography & Economic Geography. Inter correlations were found among Attitude towards Geography(1), Physical Geography(2), Economic Geography(3) and Geography (4) itself. The inter correlations show that secondary students possess a favourable attitude towards the branches of Geography and the subject Geography itself included in their curriculum.

**KEYWORDS** :Attitude towards Geography, Conceptual structure, Cognitive structure.

**1.1 INTRODUCTION:**  
Geography is so useful a subject in daily life that even British Indian Govt could not keep it beyond the school curriculum. Among the school subjects Geography is highly popular to the school students and a substantial part of the students pursue Geography in their higher studies. Geography curriculum has been enormously changed after independence of our country and it is also periodically modified. Gradually depending on higher needs of public life, different branches have been incorporated in the curriculum of secondary school Geography.

Curriculum of secondary school geography mainly concerns the study of (a) the surrounding environment of man, (b) people and places. The first corresponds to Physical & the second to Economic Geography. The two branches together form the secondary school level Geography. Physical geography deals with the physical phenomena and Economic geography with different resources for living and development. The physical part of the geography is more associated with exact science and the other part is with humanistic (Stachowik & Amar Rajewski, 2016, Pg 203-220).

The learning or the educational outcome of a student depends upon the correspondence between the cognitive structure of the student and conceptual structure of the subject of learning (Novak-1966, p 252 ). The present credit system for different subjects of study, is fast dependent on the complexity of the conceptual structure of a subject.

Fig.1 Correspondence between discipline and student(as per Novak)

The present style of teaching-learning demands higher cognitive abilities, critical thinking, innovative practices of the students in learning Geography. In the school geography the branches physical and economic geography don't comprise the same conceptual structure. Physical geography involves cause and effect study but such scope does not exist in economic geography. Physical geography can be studied by experiment and observation. A student hardly has any scope to study personally the status of production and distribution of crops, minerals and forestry in economic geography in that sense. Economic geography part is generally presented to the students through lecture method accompanied by descriptions of some facts, figures and tables. Even committed by the students in two branches are different. The development of attitude of a student towards a subject depends on the cognitive development of student and conceptual structure of the subject. The attitude of a student may shift from one subject to another as he grows. The visually handicapped students in most of the cases shift their attitude from mathematics to History or other humanistic subject when they are promoted to upper classes; De & Bera,2012).The rate of change of complexity of mathematics is higher as the grade level of the students increases but VI students' rate of cognitive development is slow in comparison to

but. This slow cognitive development is one of the prime causes of shifting attitude to history from mathematics in the upper classes of the school. It may appear that as the conceptual structure of a subject is sometimes instrumental for developing attitude towards the subject. School students show their differential attitude towards a subject, or its parts) there of depending on the complexity of conceptual structure and cognitive demand of the subject or its parts, scope of achievement and its applicability in life. In the school Biology students prefer Zoology over Botany (Tanner,2010).

The branches of school geography differ a lot on the conceptual structure. So these parts might contribute differently in the development of attitude of a student towards the subject. Relation between attitude towards geography and achievement of the students in a part of the subject might reveal the relative contribution of the part towards development of attitude towards geography. Dackiewicz(88) and Kar(1990) found significant positive relation between attitude and achievement in science. Michon & Chastejce (2006) found (i) a significant and positive relation between achievement in mathematics and attitude towards mathematics.

A higher relation between Attitude towards Geography & a part/branch of Geography might, therefore, demonstrate superior contribution of that part towards the development of Attitude towards Geography among the students. Stachowik & Rajewski (2016) reported that Polish Geography suffer from poor internal integration. There remains a question-which parts of Geography plays vital role in developing attitude towards the subject.

**2.0 VARIABLES IN THE PRESENT STUDY:**  
The variables involved in the present study may be noted as:-

**Major variables:**  
1. Students achievement in geography.  
Sub variable - a. Achievement in Physical Geography  
b. Achievement in economic Geography

2. Students' attitude towards Geography

3.0 Definition & Operational Definitions :

**3.1 ATTITUDE:**  
An attitude is "a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols" (Flagg & Vaughan; 2005, p. 150) Attitude is the feeling or mental disposition of an individual which influences the human behaviour. Attitude is a vital ingredient for the success or failure of children in their optimum development. Attitude structure can be described in terms of three components.

**Affective component:** this involves a person's feelings / emotions about the attitude object.

**Behavioural (or conative) component:** the way the attitude, we have, influences how we act or behave.

**Cognitive component:** this involves a person's belief / knowledge about an attitude object.

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## Education Of Santals Of Jhargram: An Ethnographic Study

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**Abstract:** This paper mainly concentrates on the educational status among the Santal, the most dominant tribal community of West Bengal in West Bengal with special reference to Jhargram block of Jhargram district in the Indian state of West Bengal. This paper also explores the views of parents, students and villagers of this community regarding the various aspects of education. Education plays an enormous role for the improvement of a society or a particular community or an individual. Education changes the social status economically, occupationally and to some extent politically. Data was collected through household surveys and as well as informal and semi-structured interviews were used to collect information.

**Key Words:** Santals, Educational Status, Jhargram block

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### I. INTRODUCTION

The present study is about the education of one of the most distinctive tribe i.e., the Santals in eastern India. According to The Constitution(Scheduled Tribes Order), Second Amendment Bill,2011, "Tribal follow some specific criterion like having primitive traits, distinctive culture, geographical isolation, shyness of contact with the community at large and backwardness." Although this criterion is not spell out in The Constitution of India but has become well established and accepted. The Santals, need not in say, rightly follow this criterion. The Santals are not only the most dominant tribe in West Bengal but also they have the third largest population among the tribes of the whole country after Bhill and Gond tribe. As per 2001 census in the state of West Bengal the number of Scheduled Tribes was 4,406,794. It was 5.50% of the total population of the state. i.e., 80,176,197. The Santal community share more than 50%(51.80%) of the total Scheduled Tribe population, which clearly shows their strong dominance among the tribal community in the state of West Bengal. Santals have their habitats in all over West Bengal especially in Paschim Medinipur, Jhargram, Bankura, Purulia, Birbham and Burdwan districts. Besides West Bengal, Santal tribe is located strongly in the states of Bihar, Jharkhand, Odisha, Assam and in foreign countries like Bangladesh and Nepal also. Although Santals are the largest tribal community in India, the overall progress and mainly in respect of education, how far they cope up with the speeding growth of the country's development process, is needed to be found out. Education plays an enormous role for the improvement of a society or a particular community or an individual. Education changes the social status economically, occupationally and to some extent politically. Education is an important instrument of social change and modernization. So, the study is mainly going to give focus upon the educational status of this tribal community.

### II. OBJECTIVES OF THE STUDY

To depict the present status of the Santal community in West Bengal in terms of education with special reference to Jhargram block of Jhargram district in the Indian state of West Bengal.

### III. STUDY AREA

The present researcher selected Jhargram Community Development Block in Jhargram Subdivision of Jhargram district (erstwhile Paschim Medinipur district) in the Indian State of West Bengal. Jhargram Police Station serves this block. Headquarters of this block is at Jhargram. Jhargram is located at 22.27°N 86.59°E. Jhargram Community Development Block has an area of 539.64 km<sup>2</sup> (208.36 square miles). Altitude is 81 meters above sea level. Population density as per Census 2011 is 330/km<sup>2</sup> (860/square miles). As per census 2011, Jhargram block had a total population of 170,097 out of which 85,970 were males and 84,127 were females. Jhargram block registered population growth of 10.90% during the 2001-2011 decade. Scheduled tribes

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