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EDUCATION DYNAMICS

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EDITOR'S NOTE

Embark on an immersive journey into the dynamic realm of education with the latest edition of Education Dynamics, the Biannual Journal of Education, Special Education, Physical Education, Lifelong Learning and Yoga proudly presented by Alagappa University.

Within the pages of our July 2023 issue, experience a vibrant tapestry woven from the profound contributions of esteemed researchers across India. Their scholarly dedication not only enriches our journal but also elevates it to international acclaim in the ever-evolving landscape of education. Delve into this innovative edition to unravel a mosaic of insights and perspectives covering physical well-being, lifelong learning, the tranquillity of yoga, and the inclusivity of special education.

Heartfelt appreciation is extended to authors, Associate Editors, Editorial Board Members, and Peer Review Team Members whose relentless commitment and expertise have shaped this creative volume. Their dedication enriches scholarly dialogue and fosters meaningful engagement with educators and society.

As we relentlessly pursue excellence in education and scholarship, we invite our cherished readers to join us on a journey of exploration and enlightenment through the diverse topics and insights presented. May the shared knowledge ignite innovation, dialogue, and collaboration, propelling us toward the forefront of educational advancement.

We express deep gratitude for your steadfast support and engagement with Education Dynamics. Together, let's forge ahead on a transformative voyage of discovery in the ever-evolving landscape of education.

Editor

Education Dynamics (Alagappa University Faculty of Education)

FOSTERING TVET AND ENTREPRENEURIAL LEARNING THROUGH FORMAL EDUCATION IN INDIA

Suprabha Dey*& Prof. Asheesh Srivastava**

Abstract

The Education 2030 Agenda through its Sustainable Development Goal 4 (SDG 4) emphasizes on ensuring inclusive and equitable quality education along with lifelong learning opportunities for the humankind by 2030. The targets 4.3 and 4.4 mentioned under Goal 4 of the SDG not only aims to ensure all men and women to have affordable technical, vocational and higher education by 2030 but also aims to substantially increase the number of youth and adults in relevant skills. The Industry 4.0 that conceptualizes to rapid technological and industrial advancements of 21st centuries is impacting the future of work greatly thus leading to the creation of new jobs. In this way the onset of Industry 4.0 has resulted into Education 4.0 that is transforming the world of education through cutting-edge technologies including automation, artificial Intelligence, machine learning etc. as an integral part of teaching learning process. In this regard education should very much focus on developing work-related competencies and skills among learners so that they can be equipped with the necessary skills that can make them 21st century workforce-ready. Therefore in the era of Industry 4.0, Technical and Vocational Education and Training or TVET takes the centre stage in inculcating 21st century skills, technical and vocational capacities and related attitude, training and competencies among learners hence making skills the new global currency of the 21st century economies. TVET thus along with it's mainstreaming in schools, colleges as well as in universities with a holistic approach is an essential requisite in the field of education. The paper therefore discusses about the crucial requirement of TVET as well as the ways in which it can be strengthened in teaching–learning and research to foster entrepreneurship, self-reliance and skill development through formal education in India.

Keywords: SDG 4, TVET, Education 4.0, Skills, Entrepreneurship

Introduction

With the advent of Industry 4.0 and the rapid advancements in the technology, the entire work dynamics is under significant change process, revolutionizing how the businesses will operate and how employees will be carrying out their tasks. The introduction of newer

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technologies like artificial intelligence, machine learning, automation, robotics etc., is not only redefining new job roles but also transforming the traditional job roles thus underlining the crucial need of re-skilling and up-skilling of individuals in order to adapt to the evolving responsibilities. Hence Industry 4.0 emphasizes the need for new knowledge and skills along with enhanced efficiency among the individuals thus highlighting the need for Education 4.0. Education therefore must be redesigned in such a way that through both school as well as higher education it can inculcate the required technical and vocational capacities as well as entrepreneurial competencies among learners so that they can keep in pace with the emerging job roles in the era of Industry 4.0.

The Sustainable Development Goal 4 of the United Nations Sustainable Development Goals emphasizes on quality education and with the targets 4.3 and 4.4 aims to ensure that all women and men can have the access to affordable and quality technical, vocational and tertiary education, including university as well as to substantially increase the number of youth and adults in having relevant technical and vocational skills, for employment, decent jobs and entrepreneurship by 2030. Another Sustainable Development Goal, SDG 8 also highlights the need for quality Technical and Vocational Education and Training or TVET as it emphasizes on "decent work and economic growth" through its targets. Out of the twelve targets of SDG 8, Target 8.3 aims to: "Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation." whereas Target 8.6 aims to Promote youth employment, education and training. The Education 2030 Agenda through the above mentioned Sustainable Development Goals very clearly depicts its focus regarding the future of work through education as it strongly stresses on an education that along with imparting knowledge and understanding can make the learners skilled and competent for jobs, employment and entrepreneurship. This underlines the pivotal need of TVET in this rapidly advancing world of 21st century economies. Technical and Vocational Education and Training or TVET is defined 'as comprising education, training and skills development relating to a wide range of occupational fields, production, services, and livelihoods' (UNESCO, 2016). In addition to the study of technologies and related sciences TVET also helps in the acquisition of practical skills, capacities, attitudes, understanding and knowledge related to occupations in various sectors of economic and social life. Furthermore TVET takes place at all levels of education and is a part of

lifelong learning and very much aids to the continuous up-skilling and re-skilling of learners required for professional development.

Objectives

The paper includes the following objectives:

- To identify the crucial requirement of Technical and Vocational Education and Training in the era of Industry 4.0.

- To explore the Technical and Vocational Education and Training entrepreneurial learning ecosystem.

- To explore the ways TVET and Entrepreneurial Learning can be inculcated through formal education in India.

Research Questions

- Why is Technical and Vocational Education and Training an important requisite in the age of Industry 4.0?

- What is the Technical and Vocational Education and Training entrepreneurial learning ecosystem?

- How Technical and Vocational Education and Training and Entrepreneurial Learning can be inculcated through formal education in India.

Methodology

The data used in the present paper has been collected from the secondary sources that include the various research articles, reports, related documents and research materials available in the online repository regarding TVET.

TVET the crucial requisite in the era of Industry 4.0

The whole world has set a new momentum for education as well as the dynamics of teaching – learning processes as it is experiencing the fourth Industrial Revolution or Industry 4.0. Industry 4.0 has brought with itself new opportunities as well as solutions to the global challenges. It is creating new ventures along with the onset of a whole set of new jobs that are yet to be created. The fourth Industrial Revolution powered by automation, artificial intelligence,

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machine learning, big data, robotics, etc. is very much transforming the workplace of the modern day economy. Furthermore the Industry 4.0 has greatly impacted the way we view education as well as its concept. Thus Education 4.0 is being designed in accordance with the Industry 4.0. This is further leading to the convergence of humans and machine that in turn is minimizing the subject distance between science, technology, social science and humanities thus directing towards a more interdisciplinary approach in terms of teaching- learning, innovation and research. But the present challenge that lies ahead of us is the serious skill mismatch existing between the learners job related competencies to that of the demands of the industry. Education therefore on a serious note has to be re-vitalized with the necessary technical and vocational education and training, attitudes, abilities, competencies and related skills so that the formal education obtained by the learners can be sufficient enough to make them work-force ready.

Technical and Vocational Education and Training or TVET is therefore an essential component of Education 4.0 as well as the response to the demands of the Industry 4.0. TVET when integrated with formal education will induce the necessary skill sets, attributes, knowledge and understanding of the labor market that in turn will help learners become much more capable and productive in the workplace. Stakeholders of the education sector therefore must understand the dynamics of the Industry 4.0, identify the components of TVET in order to address Industry 4.0 and set new initiatives to cultivate holistic and entrepreneurial graduates to curb the global challenges in order to meet the requisites of Industry 4.0. TVET thus is the means through which new creations and innovations can be developed.

The TVET Entrepreneurial Learning Ecosystem

Entrepreneurship or Entrepreneurial learning can be inculcated via TVET and is very crucial for graduates across their life, work and venture creation. Entrepreneurial learning or entrepreneurship can be the instrument of job creation, innovation, economic growth as well as social well being. TVET inculcates among the learners transformative entrepreneurial competencies like creativity, self-efficacy, problem – solving that are very important for graduates to create their own career paths.

Entrepreneurial competences are commonly viewed as a mix of knowledge, skills and attitudes, including self-confidence, networking, understanding risk, working with others,

creativity, a sense of initiative, problem-solving, the ability to marshal resources, and financial and technological knowledge (OECD, 2018a; UN, 2016).

According to UNESCO-UNEVOC there are eight elements of a TVET entrepreneurial learning ecosystem which highlights the areas where action is required to mainstream entrepreneurial learning through TVET. These eight elements are explained as follows:

1. **Policy:** This includes the policy level actions and strategies to shape and support entrepreneurial learning in TVET.

2. **Resources:** This includes the financial, non-financial, public and private resources that actively support entrepreneurial learning in TVET.

3. **Governance and Partnerships:** This includes the various community partnerships and businesses as well as the community connect in order to inculcate the real life relevance and the practical vocational perspectives that are crucial for entrepreneurial learning and TVET.

4. **Teachers and Trainers:** This involves the needs for training and related support for both pre-service and in-service TVET teachers and trainers to mainstream entrepreneurial learning among learners.

5. **Curricula and Pedagogy:** This highlights the priority for curriculum and pedagogies nationally or locally that can impact on the effectiveness as well as quality entrepreneurial learning in the area of TVET.

6. **Learning modes other than formal curricula:** Along with the formal curricula, entrepreneurial learning can also be embedded through non-formal and informal learning including extra-curricular, co-curricular and online learning activities.

7. **Assessment and Recognition:** Assessment and recognition can support better visibility and delivery of entrepreneurial learning for TVET graduates.

8. **Support to career paths/ Start-Ups:** Entrepreneurial learning helps in developing competencies for employment. TVET institutions can support career paths/ start-ups so that TVET learners can start their own ventures.

TVET and Entrepreneurial Learning through Formal Education in India

Re-formulation of Policy: Entrepreneurial learning needs to be mainstreamed into TVET. For this clear and coordinated efforts along with well developed vision should be the policy priorities. Through TVET institution and TVET in schools, colleges and universities the aim should be to ensure a better future for learners by developing their capacities in education, employability and innovation. In order to achieve these both central and state governments need to come up with planned strategies and frameworks to provide TVET and entrepreneurial learning to learners through schools, colleges and university. Strategies must be undertaken that enhance the entrepreneurial learning along with the other technical, vocational and lifelong learning opportunities to learners. In addition to this policies must be designed in such a way that education can work in close association with micro, small and medium sized enterprises (MSME) in order to provide better access to entrepreneurial learning to learners.

Re-designed curriculum and pedagogy: An efficient curriculum and an effective pedagogy is an essential requirement to drive change in the classroom as well as in the mindsets of the learners. Even though TVET is more about the practical know-how, a well designed curriculum and pedagogy is very much required to induce entrepreneurial mindsets, knowledge and understanding among learners. Therefore in this regard stakeholders in the education sector must re-design curriculum and pedagogies in accordance with TVET that can cater to entrepreneurial learning among the learners. This may involve activities that can induce entrepreneurial competencies like practical pedagogical approaches in teaching-learning, community engagements, industry partnerships; outcome based learning activities, curriculum having real-life relevance as well as formative assessment for learning that includes self–assessment, peer assessment, student-teacher feedback, community stakeholder feedback etc. In addition to this curriculum must be designed in a way that can inculcate the value of entrepreneurial learning as well as spirit of self–reliance among learners. For this Industry–relevant curriculum must be designed in collaboration with the experts of the industries so that the recent trends and demands of the evolving skill requirements of the 21st century world of work can be reflected in the curriculum. This will cater industry based skill competencies in learners as well as the expose them towards new and emerging skill sets.

Efficient and equipped teachers and trainers: The most influential factor that plays the crucial role in the implementation of a curriculum and making an effective pedagogy function is a teacher. A well trained and efficient teacher is a pre-requisite for mainstreaming TVET and entrepreneurial learning as it is their knowledge, understanding and confidence that can incorporate entrepreneurial competencies among learners through their teaching. Thus proper in-service and pre-service trainings need to be provided to teachers and trainers so that they can culture entrepreneurial attitudes, mindsets and skills that will further lead to the promotion and inculcation of required skills among the learners. Furthermore for the proper training and better exposure of teachers to TVET and entrepreneurial learning ecosystem, international training courses and collaborations can also be undertaken by the government. These kinds of initiatives will not only cater to the individual growth and development of a teacher but will also contribute to the learner's knowledge acquisition, the educational institution, as well as the learning ecosystem of the nation.

Effective teaching practices: In order to implement TVET and entrepreneurial learning, basic elements must be provided to the teachers which includes the resources, infrastructure, educational materials including competence-based curriculum, optimum teaching-learning environment, financial aid as well as supportive mindsets. In addition to this to have a better and in-depth understanding of TVET and entrepreneurial learning, professional networks like UNESCO-UNEVOC TVeT Forum etc., must be available and accessible to teacher and learners where experts across the world share knowledge and necessary information regarding all aspects of TVET. Furthermore along with the effective teaching practices, learners must be provided with proper apprenticeships and industry exposure through internships. This will not only help in better industry-academia collaborations but also enhance the employability skills and employment opportunities for learners as they will get a platform to practically apply their theoretical knowledge, gain valuable insights by working alongside professionals as well as be well acquainted with the industrial demands and necessary skill requisites.

Non–formal modes of teaching learning in educational institutes

In addition to the formal learning modes, TVET and entrepreneurial learning can be imparted through extra-curricular activities as well as MOOCs or Massive Open Online Courses. This will enhance student's participation and engagement in TVET in a more interesting way

along with the availability of diversified learning resources and ensure that TVET is accessible to a large number of learners.

Start-up support in educational institutes

With the rapidly growing interests of the youngsters in start-ups as a career choice, start-up support must be provided to TVET graduates to help them become a potential TVET entrepreneur. For this there must be TVET start up support cell and incubation centers in the educational institutes that can provide awareness among the learners about the existing opportunities, develop linkage with industries, meet and have a network with entrepreneurs across the world, participate in business start-up events and have extension activities with the community and industry partners to know about the need, risks, challenges and ways to start social or business enterprise.

Undertaking Needful Researches

As the National Education Policy-2020 has mentioned in its report that one of the important reasons behind the low percentage of people formally trained in vocational education in India is the mindset of people considering vocational education inferior to mainstream education, it becomes very necessary especially in the context of India to know about the perception and mindsets of people towards Technical and Vocational Education and Training and their awareness about entrepreneurial learning. Thus grounded theory researches as well as various other qualitative and quantitative researches and surveys must be undertaken by researchers to know about the status of learners regarding their attitude in regard to TVET and entrepreneurship and imperative measures must be taken up to make them aware of the importance and benefits of TVET and entrepreneurship. These researches will also help to learn about the existing gaps and put forward the grass root realities of the people in their access to TVET. This will further aid for important considerations in reformulation of policies and its better implementation according to the needs of the society and the learning requirement of the learners.

Conclusion

The National Education Policy 2020 has mentioned in its policy document the report of the 12th Five-Year Plan (2012–2017) which showed that the percentage of Indian population

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formally trained in vocational education is less than 5% whereas that of countries like USA it is 52%, Germany it is 75% and South Korea it is as high as 96%. This is an alarming indication for India in the age of Industry 4.0 which is leading to the disruption of old jobs and creation of new jobs powered by AI, Automation and robotics. The prior education policies of India recommended for the vocationalisation of school education but sadly the targets have not yet been achieved. The Sample Registration System Statistical Report of 2018 addresses that India has a large young population with 66% under the working-age group of 15–59. This huge working-age population can prove to be an asset for the nation's progress if proper TVET provisions and entrepreneurial learning can be provided to the learners. Thus it is high time that India should re-imagine its Technical and Vocational Education and Training ecosystem with well defined pathways, frameworks and policy reformulation through formal education in schools, colleges and universities so that learners can be equipped with the knowledge, understanding, skills, practical know-how as well as the entrepreneurial capacities for the 21st century workforce. A well designed TVET exposure with industry aligned curriculum, industrial exposure, skill trainings, internships as well as apprenticeship programs will also prepare the learners for self employment thus inculcating the spirit of self-reliance and entrepreneurship in them that would further lead to the emergence of the *Atmanirbhar* Bharat in its true sense.

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SOFT SKILLS REQUIREMENTS OF LIS PROFESSIONALS IN THE NEW E-WORLD

K. Nedumaran& Dr. R. Ramesh***

Abstract

The professional skills and smooth abilities required by using the library experts to be advantageous in rendering carrier to the user's community. Further it deliberates, the abilities required by the gurus such as user's needs assessment, utility of new technological know-how and development of print and non-print collection. All pervasive information technological know-how (e-world) has affected considerably the rendering of library and records services, however adoption of IT to library offerings has now not been smooth. In addition to professional knowledge, librarianship is anticipated to have some knowledge in the areas of management, foreign languages, statistics, computers, etc. New experts of e-world of 21st century want to have now not only expertise and talent in the areas of information technological know-how however additionally matching 'will' to elevate out the offerings in the new media and means. Any giant hole between know-how and corresponding skills required is dangerous. The paper cites a variety of tiers of competencies required through LIS specialists and highlight abilities starting from pc literacy to electronic publishing and marketing.

Keywords: Communication skills, Leadership skills. E-world; LIS professional skills;

Introduction

India has the 2nd greatest population in the world. It is having huge manpower sources which are skilled and having a lot of skills. However, in comparison to the excessive degree of education and skills, it is considered that there are nonetheless a lot of human beings who are no longer employed. Employment opportunities do now not come only with hard abilities education or experience. This is necessary but employers additionally seem for something greater than this which is the tender capabilities section of it. The greatest single element which has triggered big changes in library offerings at some stage in this century is undoubtedly facts technological know-how (IT). It has revolutionaries current library services, made feasible to introduce revolutionary new offerings aside from first-rate amplify in speed of processing and retrieval and overcoming distance and different verbal exchange barriers. In an attempt to understand whether IT can have an effect on the capacity of people and firms to innovate, it was located in a learn

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about that IT has considerably enhanced innovation by using augmenting individual/group abilities through motivation support, assets support and records support.

What is Basic Life Skills?

Life abilities are described as "a team of psychosocial advantage and interpersonal capabilities that assist humans make informed decisions, remedy problems, think significantly and creatively, talk effectively, construct wholesome relationships, empathize with others, and cope with and control their lives in a healthy and productive manner. Life skills might also be directed toward personal movements or movements toward others, as well as towards actions to exchange the surrounding environment to make it conducive to health." according to World Health Organization (WHO). Bearing the WHO definition in mind, the Basic Life Skills curriculum offers youth the emotional, social and intellectual tools wished to gain success in existence on a personal level, an interpersonal level, and within their neighborhood and work places.

Why Is Basic Life Skills Important?

The Basic Life competencies afford comfortably handy equipment to deal with challenges/demands of each day lives the childhood face, from managing their emotions to make an informed decision. It additionally helps improve children's personality, talents, and mental and bodily abilities, and realize their actual practicable through studying to understand one and others, and make fantastic selections to stay harmonically together in the society. The Education for All covered life skills among the vital getting to know tool for survival, potential improvement and pleasant life. It additionally documented that all young human beings and adults have the "human right to benefit from an schooling that consists of learning to know, to do, to stay together." recognizing the significance of residing together as tons as acquiring understanding from an educational environment.

What Is Basic Life Skills For?

- Objective: Young generations strengthen attitudes and beliefs in a high quality manner so that they contribute to Azerbaijani society and acquire success as they transition to adulthood, and the work world.

- Target audience: The life skills lesson package is intended to practice to young generation aged 10 to 24 years old who come to Youth Houses aiming to growing a healthy situation to aid and advert van cement of early life initiatives.

- Expected outcome: Through existence skills education, young generations are equipped with foundational capabilities quintessential for transitioning to productive adulthood; control stress; research to deal with tough emotions; exercise positivism; enhance self-esteem; feel empathy; analyze to hear to others carefully; examine to set non-public boundary; handle dispute well; discover balance between priorities and demands; communicate confidently; set goals; make decisions; resolve problems; suppose critically and creatively; use executive useful skills; and research to soar back from adversity.

Competencies and skills

Now-a-days, in basic terms having professional diploma in the library science area is no longer suited for the employment. There is demand for librarians having multidimensional aptitude in the areas of technical work, administrative work and additionally in presenting user oriented offerings alongside with gentle skills. Like any different profession, the gentle capabilities are required in every day working for carrying out events jobs extra effectively. Some of the tender abilities and competencies which are required through the library experts to fulfill the core objective of the library and facts centers are as follows.

Significance of soft skills

- In the current global, surroundings of competition, gentle abilities are taking part in indispensable role in the consumer oriented services.

- These skills are catching up and getting more significance for employees, college students and different professionals. It helps them abreast of present day and future developments.

- The days are long gone when in all the sectors of employment solely technical skill alone was once admired. Now with the indispensable qualification, expert competencies are required. Technical information or hard skills covers problem knowledge but gentle skill consists of intelligence,

- Communication skills, management skill, negotiating ability etc. Soft ability can additionally be termed as life skills.

- Sometimes many human beings get burdened with smooth skill and hard skills. They assumed that smooth skills are inherited. But it is not so. Soft capabilities are acquired. Some humans equate soft competencies with English speaking.
- The reality is that smooth skills deals with how you speak, not in which language you speak. It is additionally assumed that the people having tender capabilities can prevail in any filed.
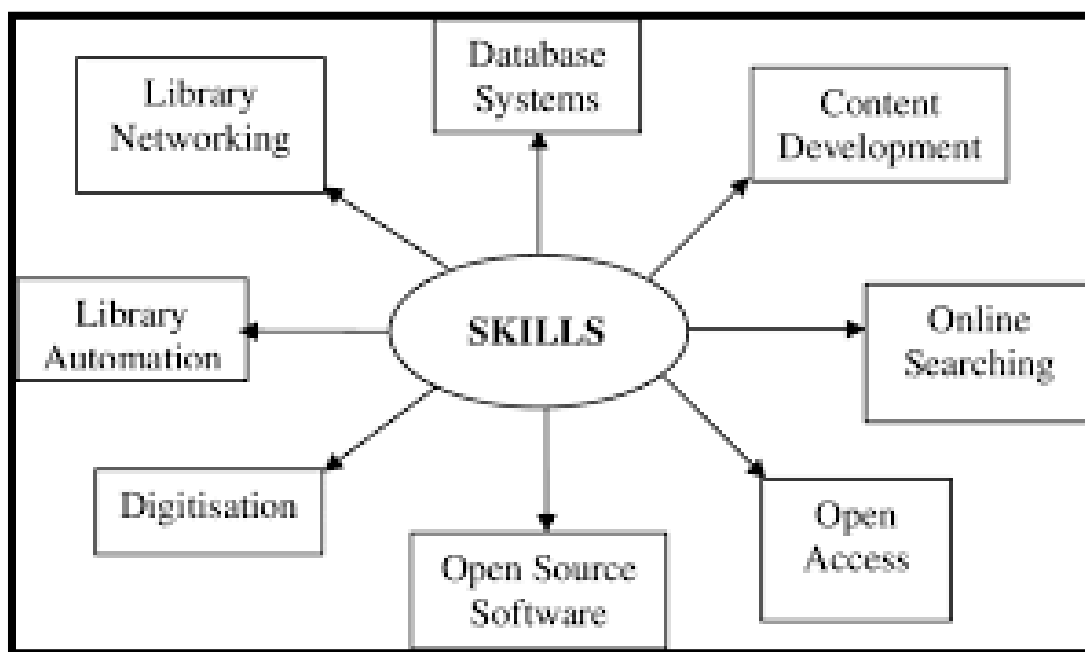
Leadership Skill:

It is very indispensable to librarian to have correct leadership quality, because library work and to deliver the library offerings successfully and promptly is not man or woman work, but it is a team work with spirit. So, it is a need to enhance management quality. This skill creates self assurance amongst library staff.

Communication Skill

This ability basically consists of writing and speaking skill. A right verbal exchange skill usually has top notch have an impact on while making a suitable rapport with the users. It is additionally useful in making the library reviews and correspondence. For precise conversation library professionals should have sound knowledge about mother tongue, language of the precise locality and excellent command over English language.

Teaching Skill

Librarian must be a right teacher. To orient the users with the library services, librarian professionals should have correct educating skill. This will be useful to inculcate studying habits amongst users.

Listening Skills

Listening skill is very useful to engage with the customers of unique age groups. With customers of one of a kind age group, their necessities vary. By careful listening to users, one can precisely identify the demand of them. It helps in the betterment of library services. Customer Service In library discipline the customers are viewed as the clients of library. Current Awareness Service (CAS) and Selective Dissemination of Information (SDI) and different specialized offerings must be user oriented. These services have to fulfil the users and assure a assurance that users will usually come back to library.

E-Skills

Now a day's data technological know-how has top notch impact on library and facts services. Library expert should have sound knowledge about e-based library services, and for that he/she should develops IT skill or E-skills. Library authorities should have the knowledge of laptop network, E-books, copyright, E-publishing, Internet resources, Scanning, Downloading software program purposes.

Domain knowledge

Domain know-how or issue knowledge is very quintessential in every profession. Library specialists have to deal with extraordinary kind of users with their varying needs. A sound challenge know-how help them to make exact conversation with the users.

Traditional Librarianship skill

Library professional ought to have the normal librarianship ability like cataloguing, acquisitions, reference and statistics skill.

Team work skill

To provide tremendous library offerings to users is no longer a job of librarian alone. It is a crew work. To inculcate group work spirit amongst library staff, it is very critical to nurture

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group work ability amongst library professional themselves. The list and discussion on soft skills is unending, due to the fact tender capabilities are not constrained to a precise profession.

Conclusion

Libraries have gorgeous role in dissemination of statistics to the users, due to emergence of information technology and administration techniques, the librarianship also dealing with undertaking to cope up with the situation. LIS profession is one of the challenging fields in this technology of records technology. There are distinctive types of job possibilities in LIS discipline with new challenges. Qualification with the knowledge excels the profession. It is hard to even prioritise them and recommend the appropriate mix. The right mixture of professional, IT and managerial skills differ depending on the task. What is presented in this paper is a quick mention of various areas and respective capabilities likely to be of full-size significance to LIS specialists in the e-world. Soft capabilities can be inculcated through range of programs and methods. There are many tender abilities education packages available in Institutes and Corporate in India to ensure that the employability of the young technology increases and to provide some guidelines on how coaching carried out on smooth competencies can be measured to make them extra effective.

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EFFECTIVENESS OF *THINK ALOUD* STRATEGY IN IMPROVING READING COMPREHENSION OF 5TH-GRADE PRIMARY SCHOOL ESL STUDENTS IN A GOVERNMENT SCHOOL IN BENGALURU, KARNATAKA

Dr. Vijetha Palnaty*

Abstract

This research sheds light on the efficacy of utilizing the Think-Aloud reading strategy to enhance the reading comprehension of 5th-grade primary school students studying English as a Second Language (ESL). Think-aloud reading is a cognitive strategy in which a reader articulates their thoughts while reading a word, sentence, text or paragraph. Students try to share their internal mental processes loudly, such as meanings they are deriving while reading, asking questions if they do not understand, trying to connect to their prior knowledge and making predictions. The purpose of this strategy is to make thinking explicit and visible. The present study was carried out in a selected local Government school in Bengaluru, Karnataka. This study followed a quasi-experimental design, employing the pretest-posttest design. The sample size included four ESL students. They were chosen based on their subpar performance in English reading skills within their classroom as mentioned by their respective teachers and the school principal. Two different types of texts were used and the data were collected with the prior consent of the school principal and respective parents. Pre-test scores and Post-test scores were calculated and were compared. The findings of this study revealed a significant improvement in the students' reading comprehension following twelve-hour remedial sessions. These results emphasize the crucial role of the Think-Aloud reading strategy in improving comprehension for students who struggle with reading in the English language within schools. Furthermore, this study recommends that teachers incorporate this strategy into their daily teaching practices to support the development of reading comprehension among low-performing ESL students.

Keywords: Reading Comprehension, English as a Second Language (ESL), Think-Aloud strategy,

Introduction

Reading serves as a conduit for knowledge acquisition and understanding. The ultimate objective of reading is to comprehend and internalize the text. Reading serves as the primary

means of acquiring knowledge, and while it can be pursued for entertainment or to gather information, its fundamental purpose is to expand one's understanding. For those who possess a love for reading, it becomes a source of immense pleasure. Moreover, it aids in the development of an individual's vocabulary, enabling them to articulate their thoughts more effectively. The power of reading lies in its ability to transport individuals to unexplored realms, introducing them to unfamiliar faces and immersing them in captivating adventures through the sheer force of imagination. Particularly for children, reading plays a crucial role in their learning journey, as it serves as a gateway to acquiring knowledge on a wide range of subjects. Francis Bacon aptly noted that reading is what truly makes a person whole. The process of reading itself is a fascinating endeavour (Kolhekar et al., 2020b). It involves engaging in a dialogue with the text, deciphering its meaning, and interpreting its significance. Marks et al. (2024) emphasize the significance of word segmentation skills in the process of learning to read and the importance of taking into account complex word reading skills when constructing comprehensive neurocognitive models of literacy. Skilled readers possess a deep understanding of this process and employ various techniques to enhance their reading experience, making it more effective and fruitful.

Many individuals frequently encounter difficulties when it comes to reading and writing in English. These challenges arise from various factors, such as limited exposure to English language texts and a lack of opportunities to practice reading or writing in English outside of the educational setting. This is especially true for ESL students where ESL stands for English as a Second Language, and they are individuals who are learning English as a language in addition to their native or first language.ESL students in this study come from various linguistic and cultural backgrounds. They have been exposed to English literacy as part of their school curriculum due to which they possess the ability to communicate and engage in basic English conversations. However, it is important to note that their proficiency in understanding instructions and speaking in English does not necessarily indicate an equal level of competence in reading and comprehending the language. These learners face unique obstacles when it comes to reading and writing in English. Limited exposure to English texts and a lack of opportunities to practice outside of school contribute to their struggles. As a result, it is crucial to address these challenges and provide additional support to enhance their reading and writing skills in English.

Reading comprehension is a crucial objective in the language instruction framework for English learning in primary school. Reading comprehension is the process through which a reader assimilates and synthesizes information obtained from various sources, including visual and written materials. By drawing upon their prior knowledge, readers can construct new understandings and insights. As one of the fundamental skills in English, it holds significant importance in language teaching. Reading comprehension has long been a skill that poses significant challenges in the field of language learning and for decades, ESL students have grappled with the complexities of this skill. The nature of English as a second language reading is inherently complex, as it entails dynamic interactions among various levels of comprehension processes (Song et al., 2020).Therefore, to overcome these challenges, teachers should adopt an active approach to assist students in achieving the ultimate goal of reading. For this, teachers need to delve into the various strategies and techniques that can enhance the reading comprehension of ESL students(Alqarni,2015).By equipping students with a repertoire of effective strategies, teachers can empower them to tackle the complexities of English texts with confidence and proficiency (Pattapong, 2022).

One such strategy is the Think-aloud strategy. Newell & Simon (1972) proposed first this strategy to evaluate students' comprehension. It is a cognitive strategy in which a reader articulates their thoughts while reading a word, sentence, text or paragraph. Using this strategy while reading English texts, ESL students can share their internal mental processes loudly in their native language, such as meanings they are deriving while reading, asking questions to the teachers if they do not understand, trying to connect to their prior knowledge and making predictions(Think-Alouds | Reading Rockets, n.d.).Many researchers have underscored the significance of using this strategy to teach English to non-native speakers of English (Carioli & Peru, 2016; Ness, 2016; Lin & Yu, 2013; Karizak & Khojasteh, 2016; Bai, 2018).According to Pergams et al. (2018), the Think-aloud reading strategy is a widely employed technique among educators to enhance the comprehension skills of young students, while also aiding them in mastering pronunciation, grammar, and intonation. This approach holds significant value in fostering a comprehensive understanding of written material and refining linguistic abilities. Mofid (2019) has affirmed the efficacy of the Think-Aloud Strategy in enhancing eighth-grade students' reading comprehension. Kurniadi (2018) has also proposed the effectiveness of utilizing the Think-Aloud strategy in teaching English as a Foreign Language (EFL) reading.

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This approach emphasizes the students' responses and their application of the Think-Aloud Strategy in EFL reading instruction. The aforementioned studies have prompted the present research to explore the application of the metacognitive Think-Aloud strategy in a different educational setting. This study aims to delve into the issue further, focusing on a distinct education level.

Aim of the Study

- To investigate the impact of the thinking-aloud strategy on the reading comprehension abilities of fifth-grade primary school ESL students in a Government school, in Bengaluru, Karnataka, India.

Research Question

- Is there a statistically significant difference between the pre-test and post-test scores of the ESL students who received instruction in reading comprehension using the thinking-aloud strategy

Method

Research design

This study followed a quasi-experimental design, employing the pretest-posttest design.

Participants

Four5th-grade students studying at a Government Primary School in Bengaluru, Karnataka were selected as participants for this study. They were chosen based on their subpar performance in English reading skills within their classroom as mentioned by their respective teachers and the school principal. All four students were males in the age range of 10-11 years

Materials

Two texts were selected: '*Pet Squad' by Paul Shipton* and other one was '*Waiting for Goldie' by Susan Gates* published by Oxford University Press, 1996.They were carefully selected by taking into consideration the respective teacher's opinions about the reading skills of the four students as well as the texts that were suitable for the use of the think-aloud strategy for this group of students. To collect the data on the reading comprehension of the four students, a similar version of two Reading Comprehension Tests A and B was prepared by the researcher:

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one to collect the data from a pre-test and one to collect the data after the test i.e., post-test. The Reading Comprehension Test was a test consisting of a total of ten multiple-choice questions prepared by the researcher for both the texts '*Pet Squad'* and '*Waiting for Goldie'*. In Scoring test items, a score 'of 0' was given for incorrect answers and a score 'of 1' was given for correct answers.

Procedure for data collection

The data was collected in three different phases as follows

Phase I: Permission was sought from the principal of the school as well as consent from the parents of the four students, to collect the necessary data. Only after obtaining the necessary permission, was the study conducted in school premises after the routine school hours without disturbing the regular school schedule. During this phase, Reading Comprehension Test Afor both texts was administered to the four 5th-grade primary school ESL students. The pre-test scores were recorded. A total number of twelve-hour remedial sessions were conducted by the researcher considering the stages of Davey (1983).

Phase II: During this phase, the researcher demonstrated using the Think-Aloud strategy, using modelling, voicing thoughts by highlighting the critical points of the initial parts of the text from the '*Pet Squad*' gradually guiding the student towards becoming an autonomous user of the thinking-aloud reading strategy. While the researcher explained the process, the four students listened attentively to learn the way how think-aloud strategy can be used to comprehend the text. The steps given by Davey (1983) were used by the researcher for implementing the think-aloud strategy in reading the text

1. Predictions can be made- *"The title says this…so I predict", "In this next section, I think this might happen…"*
2. The pictures formed in the mind can be described while reading- "This picture is in mind where the fish is stuck..."
3. Connecting the prior knowledge to the knowledge in the text with some examples- "This is like a time when I was very hungry…"
4. Talking about the confusing words or sentences in the text- "I thought this word had a different meaning but here it is different…"

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5. Using repair strategies- "Better, I read it again", "Let me check the word before I continue reading..."

After the researcher completed, students were given a chance to continue to read one-by-one the first text and use the think-aloud strategy with the researcher. Initially, they struggled and were hesitant to explicitly come up with their thoughts and questions. The remedial sessions continued for twelve hours for two weeks.

Phase III. During this III phase, after the completion of remedial sessions, the Reading Comprehension Test B for both texts was administered as a post-test to the four 5th-grade students.

Data Analysis

The scores obtained before the test and after the test of the research for both texts were recorded. To determine the difference between the behaviours of the students at the start and the end of the remedial sessions, gain scores were calculated by subtracting the pre-test scores from the post-test scores.

Results and Discussion

This part of the study presents comprehensive information regarding the findings and their corresponding discussion.

Table 1. Results on the Gain Scores of four primary ESL students on texts

'Pet Squad' and '*Waiting for Goldie'*

Name of the Student	Text 1 *Pet Squad* Pre-test scores	Text 1 *Pet Squad* Post-test scores	Text 1 *Pet Squad* Gain scores	Text 2 *Waiting for Goldie* Pre-test scores	Text 2 *Waiting for Goldie* Post-test scores	Text 2 *Waiting for Goldie* Gain scores
A	0	6	6	1	9	8
B	1	8	7	1	9	8
C	1	7	6	0	8	8
D	0	5	5	1	7	6

The study aimed to examine whether there is a difference between the reading comprehension gain scores of the two texts of the four ESL students who were taught the reading by thinking-aloud strategy. As depicted in Table 1, there exists difference between the gain

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scores of ESL primary school students and shows that the thinking-aloud reading strategy has a positive effect on comprehension skills. These findings of the present research are per the findings of the researcher who determined the effect of the thinking-aloud strategy on reading comprehension levels (Sönmez & Sulak, 2018). Furthermore, these findings align with a wide range of literature compiled by numerous researchers who have sought to comprehend the Think-Aloud reading strategy. Specifically, the results are consistent with the research conducted by Kung and Aziz (2020), Cabinda (2019), Iwai (2016), Mofid (2019), Alqahtani (2015), Channa et al. (2014), Roohani et al. (2017), and Kurniadi (2018). These scholars have extensively explored the Think-Aloud strategy concept, and their work has provided valuable insights into its understanding. By examining their findings, we can gain a comprehensive understanding of the subject matter. In light of the importance of the thinking-aloud strategy, it is crucial to acknowledge its role in fostering effective reading comprehension. This strategy not only enhances students' ability to interact with their peers but also empowers them to regulate their learning process when confronted with challenging comprehension tasks and retention of the material. Initially, during the remedial sessions, the ESL students displayed hesitation and shyness when it came to reading the text. They lacked confidence in their reading abilities. It was observed that two ESL students read slowly, word by word. Whenever they encountered a difficult word, one student would skip it, while the other sought assistance from the teacher. This made the researcher realize that these students had never been introduced to the concept of learner's agency in reading. To address this, the researcher gradually implemented the think-aloud strategy, which involved fixing errors, rereading, searching for clues, pausing to think, clarifying, and verifying. Simultaneously, the researcher encouraged the students during their reading journey with appropriate reinforcements. Furthermore, the researcher also emphasized the importance of forming questions before, during, and after reading the text. Initially, the researcher struggled to effectively employ the strategy to stimulate the student's thinking. During the remedial sessions, the researcher observed the behaviour of four ESL primary school students. Students A, B, and C displayed impressive abilities such as predicting the text, creating mental images, and independently illustrating their thoughts. Moreover, they effectively connected their prior knowledge with the new information presented. Initially, when questioned by the researcher, Student B exhibited some hesitancy. However, as the sessions progressed, he showed remarkable improvement. In the beginning, the students would often re-read the text to

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grasp its meaning. They would rely on their native language, Kannada, to inquire about the definitions of unfamiliar words. As the sessions continued, they gradually transitioned to discussing among themselves and attempting to deduce meanings independently. The researcher noted that the students eagerly anticipated each subsequent session, indicating their enjoyment and enthusiasm for these English reading remedial sessions. Laughter and a sense of fun permeated the atmosphere, and the students even came up with their examples. The researcher's observations during the remedial sessions revealed the impressive progress and engagement of the four ESL primary school students. Their ability to predict, visualize, and connect knowledge showcased their growing proficiency in English reading. The transition from relying on their native language to actively seeking solutions in English demonstrated their increasing confidence and autonomy. The students' eagerness and enjoyment throughout the sessions underscored the positive impact of these remedial sessions on their reading development.

Conclusion

The findings of this study contributed to the existing knowledge on the effectiveness of the thinking-aloud strategy in enhancing reading comprehension skills among primary school ESL students. By understanding the impact of this strategy, teachers can make informed decisions regarding instructional methods to improve reading comprehension abilities. Continued research and exploration in this field will undoubtedly contribute to the development of more effective instructional strategies.

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Four ESL Students engaged in Reading	Text 1	Text 2

Institute Reorganization of Authors

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ASSESSING THE IMPACT OF SOCIOECONOMIC STATUS ON THE DEVELOPMENTAL OUTCOMES OF CHILDREN WITH INTELLECTUAL DISABILITIES IN INDIA

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Abstract

This study investigates whether socioeconomic status (SES) affects outcomes for children with intellectual disabilities in India. It aims to identify correlations between SES and the availability of resources, quality of care, educational opportunities, and overall developmental support for these children. Methodologically, the research utilizes a mixed-methods approach, combining quantitative data from national education and health databases with qualitative insights from interviews with parents, educators, and healthcare providers. The primary objective is to assess how SES influences the accessibility and quality of support services for children with intellectual disabilities. A secondary goal is to evaluate the impact of SES on the educational attainment and health outcomes of these children. Data analysis reveals a significant disparity in the provision of services and support for children with intellectual disabilities across different socioeconomic strata. Findings indicate that lower SES is associated with reduced access to specialized educational programs, healthcare services, and developmental resources. Conversely, children from higher SES backgrounds are more likely to receive comprehensive support, leading to better health and educational outcomes. The results highlight a clear socioeconomic divide, suggesting that SES is a determinant factor in the quality of life and development of children with intellectual disabilities in India. The study concludes that policy interventions are needed to bridge this gap, ensuring equitable access to resources and support for all children, regardless of their SES. These findings underscore the importance of inclusive policies and targeted resource allocation to mitigate the disparities caused by socioeconomic factors.

Keywords: Socioeconomic Status, Children with Intellectual Disability, Educational Opportunities, Health Outcomes, Resource Allocation.

Introduction

In India, a country marked by profound socioeconomic disparities, understanding how these disparities impact the developmental outcomes of children with intellectual disabilities is

critical. The intersection of socioeconomic status (SES) and intellectual disability presents a complex array of challenges and opportunities for child development, education, healthcare, and social inclusion. This paper aims to explore and assess the influence of SES on the developmental trajectories of children with intellectual disabilities in India, examining the multifaceted ways in which economic factors intersect with educational and healthcare provision. India's socioeconomic landscape is characterized by vast inequalities, with significant portions of the population living in poverty while others experience substantial wealth. This disparity is crucial in understanding the experiences of children with intellectual disabilities. SES can profoundly impact access to resources, quality of healthcare, educational opportunities, and social inclusion (Sen, 2000; Drèze&Sen, 2013). For children with intellectual disabilities, these factors are even more critical, as they often require specialized services and support to achieve their full developmental potential (Narayan, Patel, Schafft, Rademacher, & Koch-Schulte, 2000).Socioeconomic status is a determinant factor in child development, influencing both direct outcomes such as health and education, and indirect outcomes including familial stress and access to social support networks (Griggs & Walker, 2008). In India, children from lower SES backgrounds often face barriers to accessing quality healthcare and education, which are compounded for children with intellectual disabilities (Singh, 2016). The lack of access to specialized resources and inclusive education can lead to suboptimal developmental outcomes for these children. Healthcare is a critical component in supporting the development of children with intellectual disabilities. In India, access to healthcare is heavily influenced by SES, with significant disparities in the availability and quality of care (Balarajan, Selvaraj, & Subramanian, 2011). For children with intellectual disabilities, this often translates to delayed diagnoses, inadequate treatment, and a lack of rehabilitative services, which are essential for their development (Maulik& Darmstadt, 2007).

Education plays a pivotal role in the development of children with intellectual disabilities. The right to education is particularly crucial for these children as it provides not only academic learning but also socialization opportunities and life skills development (UNESCO, 2015). However, in India, the quality and inclusivity of education are often correlated with SES, leading to disparities in educational outcomes for children from different socioeconomic backgrounds (Tilak, 2002). For children with intellectual disabilities, these disparities can be even more pronounced, as they require specialized teaching methods and resources, which are

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often lacking in lower SES settings (Nidhi&Gulati, 2016). Family and community play a vital role in the development of children with intellectual disabilities. The impact of SES on family dynamics, including stress levels, access to information, and social support, significantly affects the care and support these children receive (Desai &Andrist, 2010). In Indian society, where family and community are central to social life, the role of these units becomes even more critical in shaping the experiences of children with intellectual disabilities (Kumar & Ram, 2015). Social inclusion is another critical aspect impacted by SES, particularly for children with intellectual disabilities. In India, where social hierarchies and stigma often surround disability, children from lower SES backgrounds may face double marginalization – both due to their economic status and their disability (Dalal, 2002). Social inclusion is not just about physical integration into schools and communities but also about acceptance, respect, and equal opportunities, which are often mediated by SES (Ghai, 2002).

The intersection of SES and intellectual disability in India necessitates a multi-faceted policy approach. Policies must address not only the direct needs of children with intellectual disabilities, such as access to specialized healthcare and education but also broader socioeconomic factors that influence these children's development (World Bank, 2007). This includes poverty alleviation, improving access to quality healthcare and education, and promoting social inclusion and rights-based approaches to disability (UNICEF, 2013). Understanding and addressing the impact of socioeconomic status on the developmental outcomes of children with intellectual disabilities in India is vital for creating a more equitable and inclusive society. It requires a holistic approach that considers the multifaceted ways in which economic factors intersect with healthcare, education, and social inclusion. By acknowledging these intersections and developing targeted policies and programs, it is possible to improve the developmental outcomes and overall quality of life for these children.

Review of Literature

Understanding the impact of socioeconomic status (SES) on children with intellectual disabilities in India requires an examination of diverse factors, including access to healthcare, educational opportunities, and family support systems. The literature in this area offers insights into how these elements interact to shape the developmental trajectories of these children. Healthcare access is crucial for early diagnosis and intervention in children with intellectual

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disabilities. Studies by Maulik & Darmstadt (2007) and Balarajan, Selvaraj, & Subramanian (2011) emphasize the disparities in healthcare access in India, often dictated by SES. Lower SES is linked to delayed diagnoses and limited access to specialized care, directly impacting the developmental outcomes of children with intellectual disabilities. Education is a vital determinant of developmental outcomes for children with intellectual disabilities. Tilak (2002) and Singh (2016) highlight the significant disparities in the quality of education based on SES in India. Children from lower SES backgrounds often face barriers in accessing quality special education services, which are crucial for their cognitive and social development. UNESCO (2015) advocated for inclusive education as a means to bridge this gap, ensuring equitable educational opportunities for all children. The role of the family and community in supporting children with intellectual disabilities is critical. Research by Desai & Andrist (2010) and Kumar & Ram (2015) indicates that family stress, influenced by SES, can affect the care and development of these children. Community support systems are often less accessible to lower SES families, which can hinder the social and emotional development of children with intellectual disabilities. The policy and legal framework surrounding children with intellectual disabilities in India also play a critical role. According to the World Bank (2007) and UNICEF (2013), policies in India need to address the SES disparities to improve developmental outcomes for these children. Legislation that focuses on inclusive education and healthcare equity is essential for creating supportive environments for children with intellectual disabilities. Rural-urban disparities in India further compound the challenges faced by children with intellectual disabilities. Dalal (2002) and Ghai (2002) discuss how rural areas, typically lower in SES, lack the necessary resources and specialized services, thereby exacerbating the developmental challenges for these children.

Objectives of the study

In the context of assessing the influence of Socioeconomic Status (SES) on children with intellectual disabilities in India, the research objectives can be elaborated as follows:

Primary Objective: Assessing SES Influence on Accessibility and Quality of Support Services

Objective Details:

- *Identify SES-Related Barriers*: Determine specific barriers faced by children with intellectual disabilities in accessing support services, including healthcare, rehabilitation,

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and specialized educational programs, and how these barriers vary across different SES groups.

- *Quality of Services:* Evaluate how the quality of support services, including therapy, counseling, and special education, differ based on the SES of the child's family. This involves assessing the qualifications of the professionals involved, the resources available, and the overall effectiveness of these services.

- *Geographical Disparities:* Explore geographical variations in service provision, particularly between urban and rural areas, and how these disparities correlate with the SES of the population in these areas.

- *Access to Information and Resources*: Assess the ease with which families of different SES groups can access information about available services, government programs, and rights pertaining to children with intellectual disabilities.

Secondary Objective: Impact of SES on Educational Attainment and Health Outcomes

Objective Details:

- *Educational Outcomes*: Analyze the correlation between the SES of children with intellectual disabilities and their academic performance, school attendance, and overall educational experience. Factors such as school infrastructure, teacher training, and inclusion policies should be considered.

- *Health and Developmental Outcomes:* Investigate the impact of SES on health outcomes, including the management of the disability, general health, and developmental milestones. This includes examining the availability and quality of medical care, nutritional status, and early intervention programs.

- *Family and Community Support:* Examine the role of family and community support in the development of children with intellectual disabilities and how this support varies with SES. This includes parental involvement in education and therapy, social inclusion, and community awareness.

- *Long-Term Implications:* Consider the long-term implications of SES on the life prospects of children with intellectual disabilities, such as opportunities for higher education, employment, and social integration.

Hypothesis of the Study

Based on the objectives outlined for the study on "Assessing the Impact of Socioeconomic Status on the Developmental Outcomes of Children with Intellectual Disabilities in India," the following hypotheses can be formulated:

- *Hypothesis 1 (Accessibility and Quality of Support Services):* Children with intellectual disabilities from lower socioeconomic backgrounds have less access to and receive lower quality support services (including healthcare, rehabilitation, and specialized educational programs) compared to those from higher socioeconomic backgrounds.

- *Hypothesis 2 (Educational Outcomes):* There is a significant correlation between the socioeconomic status of families and the educational attainment of children with intellectual disabilities, with children from higher SES families achieving better educational outcomes.

- *Hypothesis 3 (Health Outcomes):* The socioeconomic status of a child's family positively correlates with the health and developmental outcomes of children with intellectual disabilities. Children from lower SES families are likely to have poorer health and developmental outcomes.

- *Hypothesis 4 (Geographical Disparities):* There are notable disparities in the provision of support services for children with intellectual disabilities based on geographical location, with urban areas (typically associated with higher SES) having better services than rural areas.

- *Hypothesis 5 (Access to Information and Resources):* Families of higher socioeconomic status have better access to information and resources pertaining to the care and support of children with intellectual disabilities, leading to more effective management of these children's needs.

- *Hypothesis 6 (Family and Community Support):* The level of family and community support provided to children with intellectual disabilities is influenced by the socioeconomic status of the family, with higher SES families able to provide more comprehensive support.

These hypotheses aim to explore the multifaceted impact of socioeconomic factors on various aspects of life for children with intellectual disabilities in India. They are designed to

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guide the research in understanding the complex interplay between SES and the opportunities and challenges faced by these children.

Research Methodology

This research methodology outline a detailed plan for investigated the impact of socioeconomic status on children with intellectual disabilities in Kanpur, Uttar-Pradesh.

Study Design: This study was employed a mixed-methods approach, integrating both quantitative and qualitative data to comprehensively assess the impact of socioeconomic status on children with intellectual disabilities in Kanpur.

Sampling Universe and Size

Universe: The study was focused on Kanpur, a major city in India with diverse socioeconomic backgrounds.

Sample Size: A total of 55 children with intellectual disabilities were selected for the study.

Sampling Technique

Stratified Sampling: The sample was stratified based on different socioeconomic strata within Kanpur to ensure representation across various SES levels.

Criteria for Inclusion: Children aged between 6 and 18 years with a diagnosed intellectual disability.

Data Collection Methods

Quantitative Data

Surveys and Questionnaires: Distributed to parents or guardians to gather information on SES, access to services, and child developmental outcomes.

Standardized Assessments: Conducted to evaluate the educational attainment and health status of the children.

Qualitative Data

Interviews: Semi-structured interviews with parents, special educators, healthcare providers, and social workers to gain insights into the challenges and support systems for these children.

Focus Groups: With professionals in special education and healthcare to discuss service provision disparities.

Data Analysis

*Quantitative Data***:** Statistical analysis will be performed using software like SPSS or R. This included regression analysis to examine relationships between SES and developmental outcomes.

Qualitative Data: Thematic analysis was used to identify key themes from interviews and focus group discussions.

Variables

Dependent Variables: Developmental outcomes (educational attainment, health status).

Independent Variable: Socioeconomic status (income level, educational background of parents, access to resources).

Ethical Considerations

Informed Consent: Obtained from parents or guardians of the children participating.

Confidentiality: Ensured for all participants, with data anonymized for analysis and reporting.

Limitations

- The sample size and geographical focus on Kanpur may limit the generalizability of findings to other regions.

- Potential biases in self-reported data from surveys and questionnaires.

Expected Outcomes: The study aims to providing nuanced understanding, how SES impacts the lives and developmental trajectories of children with intellectual disabilities in an urban Indian setting, offering insights for targeted interventions and policy recommendations.

Data Analysis & Interpretation:

- Here is the graphical representation of the distribution for each variable along with interpretation of descriptive statistics.
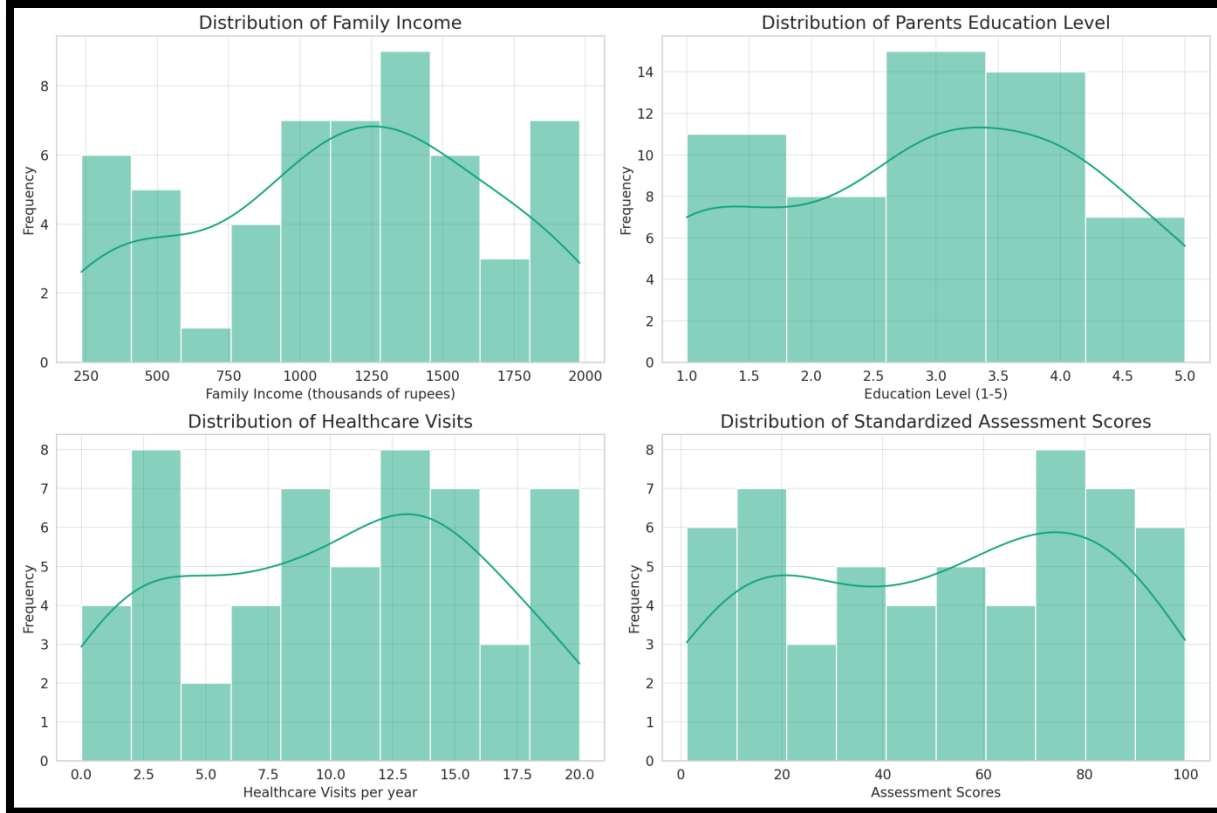
1. Family Income

Interpretation: The average family income of the children is around ₹1,155.84 thousand rupees, with a median slightly higher at ₹1,222.48 thousand, indicating a slight skew in the data towards lower income values. The standard deviation is quite high, suggesting a wide variation in family incomes. The distribution is continuous and spans a broad range, indicating diversity in economic backgrounds.

2. Parents' Education Level

Interpretation: The average education level of parents is close to 3 on a 1 to 5 scale. This might indicate that most parents have an education level around secondary school or high school. The median, also being 3, further supports this. The standard deviation of 1.32 shows a moderate variety in the educational levels of the parents, suggesting a mix of educational backgrounds.

3. Frequency of Healthcare Visits

Interpretation: On average, children have around 10 healthcare visits per year, with the median slightly higher at 11 visits. This could indicate regular medical check-ups or treatments, which

might be expected given their condition of mild intellectual disability. The standard deviation is relatively high, suggesting that the frequency of healthcare visits varies significantly among the children. Some may need more frequent medical attention, while others less so.

4. Standardized Assessment Scores

Interpretation: The average score on standardized developmental assessments is around 51.84 out of 100, with a median of 56.91, indicating that more than half of the children score above the average. The high standard deviation indicates a wide range of scores, reflecting significant variability in developmental progress among the children. This variability could be attributed to individual differences in the severity of the disability, the effectiveness of interventions, or other environmental factors.

- **The regression analysis model**

The regression analysis conducted on the dataset aimed to assess the impact of socioeconomic status (SES) — as represented by family income and parents' education level — on the developmental outcomes of children with intellectual disabilities in Kanpur, India, with a focus on standardized assessment scores. Here is a detailed interpretation of the results:
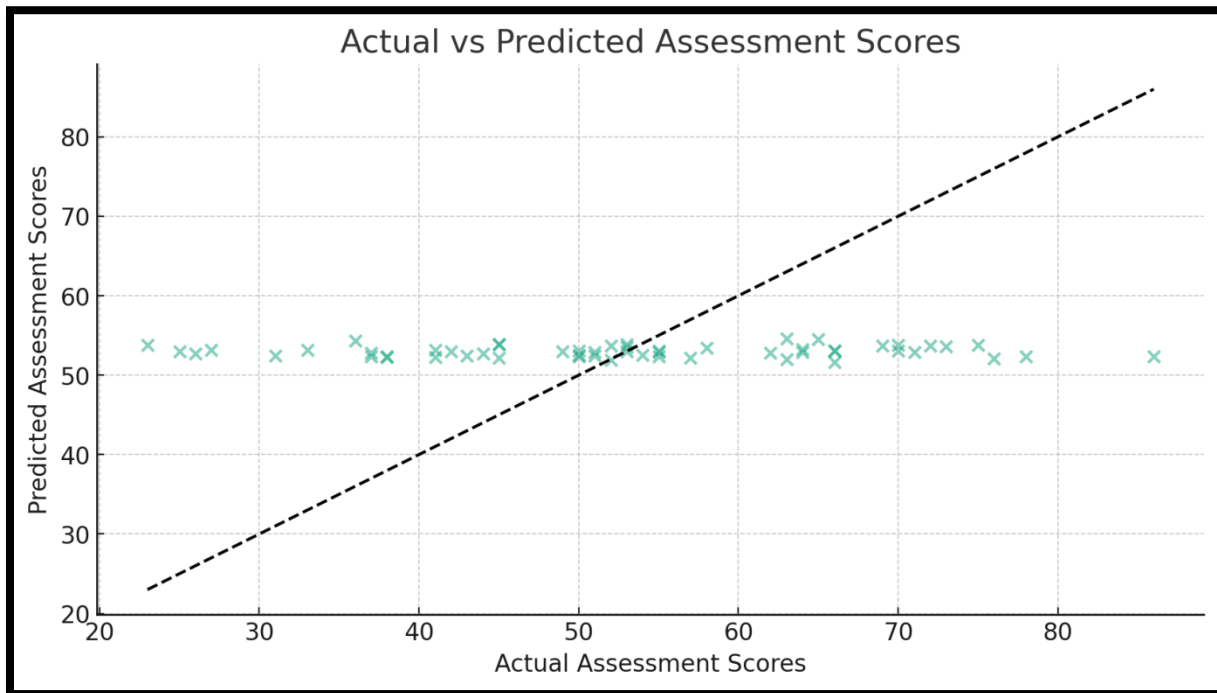
R-squared (R²) Value

The R^2 value of 0.002 is very low, indicating that the model explains less than 1% of the variance in the assessment scores. In practical terms, this means that SES, as measured here, does not appear to be a strong predictor of developmental outcomes in this sample.

Coefficients

Family Income: The negative coefficient for family income (-0.0004) suggests a very slight decrease in assessment scores with increasing income. However, the effect is so small it's negligible, and the high p-value (0.927) indicates that this is not statistically significant. This means we cannot confidently say that family income has an impact on the assessment scores based on this model.

Parents' Education Level: The negative coefficient for parents' education level (-0.7471) suggests that a higher education level is associated with slightly lower assessment scores. However, like income, this relationship is not statistically significant (p-value = 0.751), and therefore, we cannot draw a reliable conclusion about the effect of parents' education on children's assessment scores from this data.

Thematic Analysis: We used structure a thematic analysis based on the data and regression analysis we've performed in our context, we conducted a thematic interpretation of a regression analysis aimed at examining the impact of socioeconomic status (SES) on the developmental outcomes of children with intellectual disabilities in Kanpur, India. The regression analysis, based on a simulated dataset, used family income and parents' education level as proxies for SES and standardized assessment scores as an indicator of developmental outcomes.

Our hematic interpretation revealed several key patterns: Firstly, the analysis indicated no significant correlation between the SES indicators used and the children's developmental outcomes. This suggests that within the scope of the simulated dataset, these SES variables alone do not have a discernible impact on the children's assessment scores. It points to the possibility that other, unmeasured factors could be more influential in shaping these outcomes. Secondly, we observed a potential issue with model specification, highlighted by a low R-squared value and an F-statistic that suggested a poor model fit. This could imply that the linear model used was not capturing the complexity of the relationships between SES and developmental outcomes,

necessitating further research with a broader set of variables and more sophisticated modelling techniques. Thirdly, the variability in assessment scores among the children was notable, indicating that developmental outcomes are influenced by a range of factors beyond SES. This variability suggests that individual characteristics, environmental contexts, and specific interventions might play significant roles in the developmental trajectories of children with intellectual disabilities. Moreover, the analysis underscored the complexity of SES as a construct. Family income and parents' education level are common indicators of SES, but they may not fully capture its multidimensional nature, especially in a diverse and complex society such as India. It may be necessary to consider additional indicators that reflect the economic, social, and cultural dimensions of SES more accurately. Finally, the findings emphasized the importance of cultural and contextual considerations. In the Indian context, factors such as social attitudes toward disability, access to community resources, and familial support systems could be particularly salient in influencing developmental outcomes. These factors may interact with SES in ways that are not captured by a simple linear regression model.

In conclusion, the thematic interpretation of the regression analysis highlights the need for a nuanced understanding of how socioeconomic factors affect the development of children with intellectual disabilities. It suggests that future research should adopt aholistic and contextually informed approach, integrating both qualitative and quantitative methods to capture the full spectrum of influences on developmental outcomes. Such an approach would not only provide a more accurate picture of the impact of SES but also offer insights into the complex interplay of individual, environmental, and societal factors that contribute to the experiences of children with intellectual disabilities in Kanpur, India.

Findings of the Study

Findings of the study titled "Assessing the Impact of Socioeconomic Status on the Developmental Outcomes of Children with Intellectual Disabilities in India" reveal significant insights into the relationship between socioeconomic status (SES) and the developmental outcomes of children with intellectual disabilities in Kanpur, Uttar-Pradesh.

Family Income and Educational Background of Parents:

- The average family income of the children in the study is around ₹1,155.84 thousand rupees, with a median slightly higher at ₹1,222.48 thousand, indicating a slight skew towards lower income values. The standard deviation is high, reflecting a wide variation in family incomes.

- Parents of the children have an average education level of around 3 on a 1 to 5 scale, suggesting that most parents have an education level around secondary school or high school. The standard deviation indicates a moderate variety in the educational levels of the parents.

Healthcare Access

On average, children in the study have around 10 healthcare visits per year, with a median slightly higher at 11 visits. This indicates regular medical check-ups or treatments, considering their mild intellectual disability. However, the standard deviation is relatively high, indicating significant variability in healthcare visit frequency among the children.

Developmental Outcomes

The average score on standardized developmental assessments is approximately 51.84 out of 100, with a median of 56.91. This suggests that more than half of the children score above the average. However, the high standard deviation indicates significant variability in developmental progress among the children.

Regression Analysis

The regression analysis results indicate that family income and parents' education level, as proxies for SES, do not have a statistically significant impact on the children's developmental outcomes, specifically their assessment scores. The low R-squared value suggests that these SES variables alone do not explain much of the variance in assessment scores.

Thematic Analysis

- The thematic interpretation of the regression analysis emphasizes the complexity of the relationship between SES and developmental outcomes. It highlights that other unmeasured factors could be more influential and suggests the need for a broader set of variables and more sophisticated modeling techniques in future research.

- Variability in assessment scores among the children underscores the importance of individual characteristics, environmental contexts, and specific interventions in shaping developmental trajectories.

- SES is a multifaceted construct, and the study suggests the need to consider additional indicators that reflect its multidimensional nature more accurately.

Cultural and contextual factors, such as social attitudes toward disability, access to community resources, and familial support systems, play a crucial role in influencing developmental outcomes in the Indian context.

Overall, the findings suggest that while SES indicators like family income and parents' education level are important, they do not tell the full story of how socioeconomic factors affect the development of children with intellectual disabilities in Kanpur, India. The complexity of these relationships underscores the need for a holistic and contextually informed approach in future research to capture the full spectrum of influences on developmental outcomes and provide more accurate insights for interventions and policies.

Discussion

The findings of this study shed light on the intricate relationship between socioeconomic status (SES) and the developmental outcomes of children with intellectual disabilities in Kanpur, India. Several key points emerge from the data and analysis:

- *SES Diversity:* The study reveals a wide spectrum of family income levels and parental education backgrounds among the participants. This diversity reflects the complex socioeconomic landscape in Kanpur.

- *Limited Impact of SES on Developmental Outcomes:* Contrary to expectations, the regression analysis demonstrates that family income and parents' education level, as conventional indicators of SES, do not exert a statistically significant influence on the developmental outcomes of these children. This finding challenges the prevailing assumption that higher SES necessarily leads to better outcomes.

- *Complexity of Developmental Outcomes:* The high variability in assessment scores among the children underscores the multifaceted nature of developmental outcomes. While SES may play a role, it is clear that other factors, both individual and

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environmental, are at play. These could include the severity of the disability, the effectiveness of interventions, and contextual factors.

- *Holistic Approach Required:* The thematic analysis highlights the need for a holistic approach to understanding the impact of SES. SES indicators alone may not capture the full range of socioeconomic influences on development. Cultural and contextual factors, social attitudes toward disability, and access to community resources also shape the experiences of these children.

- *Policy Implications:* These findings have implications for policy and interventions aimed at improving the lives of children with intellectual disabilities in India. It suggests that a one-size-fits-all approach may not be effective. Instead, policies should be tailored to address the specific needs of individual children and their families, taking into account the complex interplay of factors that influence their development.

Conclusion

In conclusion, this study provides valuable insights into the relationship between socioeconomic status and the developmental outcomes of children with intellectual disabilities in Kanpur, India. While SES indicators like family income and parents' education level are important, they do not appear to be the sole determinants of developmental outcomes. The complexity of these relationships underscores the need for a more nuanced and contextually informed approach to research and policy. Future research in this area should consider a broader set of variables and more sophisticated modelling techniques to better capture the multifaceted influences on developmental outcomes. Moreover, interventions and policies should be designed with a deep understanding of the specific challenges and opportunities faced by children with intellectual disabilities in diverse socioeconomic contexts. By adopting a holistic and individualized approach, it is possible to improve the developmental outcomes and overall quality of life for these children, regardless of their socioeconomic background.

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PERSPECTIVES OF SOCIAL INCLUSION: PERSONS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

Subhransu Bandyopadhyay*

Abstract

Social inclusion for persons with intellectual and developmental disabilities (PwIDDs) is important in view of the "Inclusion" focus in the Sustainable Development Goals (SDGs). To be more specific, this involves helping families who have an intellectually disabled child get access to community services and different programmes. The commitment is to ensure that no one is left behind, including individuals with Intellectual and developmental disabilities. It recognises disability as an important issue that should be taken into account when implementing all 17 SDGs goals by 2030. It is possible to use the term "social inclusion" to refer a process that promotes social interaction amongst individuals' with disabilities and opens up access to participation in all aspects of social life.

Keywords: Social Inclusion, Persons with Intellectual and Developmental Disabilities

Introduction

Intellectual and developmental disabilities (IDD) encompass a range of conditions that impact an individual's cognitive abilities and adaptive functioning. The severity of these disabilities can vary, ranging from minor to severe, and they can either be congenital (by birth) or acquired (after birth).Autism spectrum disorders (ASD), Down syndrome, cerebral palsy (CP),and Specific learning disabilities (SLD) are associated conditions of intellectual developmental disabilities (IDD). Person with IDDs may have trouble with many aspects of everyday life, including verbal and nonverbal communication, social relationships, activities of daily living skills, etc. Schleien, Green, and Stone (1999) contend that the notion of inclusion has three levels, from a physical to a social one. Social inclusion is the final phase that may be attained if physical integration and functional inclusion have been successfully accomplished.

The full participation of PwIDDs in society is an essential component in the process of developing a society that is just and equal. These children should also be provided with equal access to educational opportunities, healthcare treatment, and recreational activities.

It is essential to provide a setting that is welcoming of these impairments and supportive of their individual requirements in order to facilitate the process of social inclusion for them. Providing accommodations such as accessible facilities, assistive technology, and trained staff members who are able to give the appropriate assistance is one way to accomplish this goal. According to McConkey, Walsh-Gallagher, & Sinclair (2005), the significance of dignity and social involvement for those with IDDs was also acknowledged. The authors stated that a majority of IDDs express a desire for opportunities to engage in social activities, form friendships, and have access to community facilities and programmes.

Research identified substantial disparities in community engagement between those with disabilities and individuals without disabilities. According to Rak, E. C., & Spencer, L. (2016), the regression analysis results highlight the significance of job and financial resources in reducing differences in community engagement individuals without disabilities and those with disabilities.

From the perspective of human potential philosophy, enhancing social inclusion extends beyond the promotion of justice and human rights. Its aim is to optimize the capabilities of every person.

Context of Social Inclusion

A social inclusion approach has several benefits, such as broadening the definition of disadvantage beyond poverty, highlighting social issues beyond poverty, focusing political discourse on extreme disadvantage and exclusion, promoting policy coherence, and emphasizing multiple disadvantages. (Hayes, A., Gray, M., & Edwards, B. 2008)

It ensures that every person may fully participate in society while still being respected for their human dignity, regardless of whether it is related to economic interests or not. At this place, the emphasis is placed on community involvement and participation.

Government Initiatives for Social Inclusion

Policies and Program: Government of India (GOI) has worked to achieve inclusion for a variety of features by signing and ratifying the "United Nations Convention on the Rights of Persons with Disabilities" (UNCRPD).

SDGs: The National Institution for Transforming India (NITI) Aayog and the UN Resident Coordinator in India has signed the GOI-United Nations Sustainable Development Framework (GoI-UNSDF) 2018–22. This framework is a five-year strategic plan that outlines the active response of UN agencies to key national developmental priorities and integrates the Sustainable Development Goals (SDGs).Each of India's states and union territories has its own SDG score in the SDG India Index, which is based on a set of targets. In order to evaluate the sub-national unit's performance of all Sustainable Development Goals (SDGs), goal-wise scores are used to produce overall state and UT scores of values range from 0 to 100. 100 score indicates that a state or union territory has achieved all of its 2030 goals.

Rehabilitation of Persons with Disabilities (PwDs)

In the past, rehabilitation of people with disabilities (PwDs) was mostly focused on physical impairments. There was a shift in the Department's priorities during the reporting period towards the rehabilitation of all 21 disability categories, with particular emphasis on those with intellectual, developmental, and mental disorders.(as per annual report of DEPW,GOI,2022-23).

RCI act, 1992 (amended in 2000): The purpose of this act is to establish the Rehabilitation Council of India (RCI) in order to regulate and oversee all training institutes, as well as to maintain central rehabilitation registration (CRR No.) for professionals and to encourage research in the field of Rehabilitation for persons with disabilities. RCI is under the Ministry of Social Justice and Empowerment (MSJ&E) and the Department of Empowerment of Persons with Disabilities (DEPwD) of the Government of India (GOI).

NT Act, 1999: The National Trust aims to assist and empower disabled people to live as freely and completely as possible in and near to their community. The goals are to enhance facilities to help persons with disabilities with their families and to assist registered organizations in providing emergency services to families of people with autism, cerebral palsy, intellectual disability and multiple disabilities. This provision also addresses the challenges encountered by individuals with disabilities who lack familial assistance, ensuring their care and safeguarding in the case of their parent or guardian's death.

Projects sanctioned under the National Trust act:

a) **Disha:** This program is designed to provide early intervention and school readiness support to children between the ages of 0 and 10 years and who have one of the four disabilities covered by the National Trust Act (NT act, 1999). Its main objective is to establish Disha Centers that offer therapies, training, and support to family members of persons with disabilities (Divyangjan).Over the last 8 years, a total of 4141 Divyangjan individuals have received the benefits, with a sum of Rs.14.46 Crore being allocated for the initiative.

b) **VIKAAS:** This is a Day care program, initiated in the year 2015-16, for 10 years old or older persons with disabilities. Mainly to broaden the array of options accessible to those with disabilities so they may improve their social and occupational abilities as they become adults. Over the last eight years, the plan has disbursed a total of Rs.25.13 Crore and benefited 6918 Divyangjan.

c) **Disha-cum Vikaas Scheme (Day care):** It was made available to registered organizations that were already undertaking the process of implementing several schemes. 5300 Divyangjan have benefited from the initiative over the last five years, and a total of 23.24 crore rupees has been spent on their behalf.

d) **Samarth:** By building a residential facility that provides respite care for families going through a difficult period, orphaned or abandoned children, and people with disabilities (Divyangjan) from low-income and low-income households, the Samarth plan hopes to accomplish its goal. This covers those who are impoverished and have at least one of the four impairments that are protected by the National Trust Act. A total of Rs. 11.97 Crore has been spent on the plan over the course of the last eight years, and it has provided benefits to a total of 1975 Divyangjan as well.

e) **Gharaunda (Group Home for Adults):** It was initiated in 2015–2016, has the purpose of ensuring that persons with Autism, Cerebral Palsy (CP), Intellectual disability (ID), and Multiple Disabilities have access to a guaranteed home and a basic level of care services for their whole lives. Total number of 1897 Divyangjan have benefited from the project, and a total of Rs.20.62 Crore has been spent on it. (as per annual report of DEPwD, GOI 2022-23)

f) **Samarth-cum-Gharaunda Scheme (Residential care):** This scheme is for Registered Organizations had the opportunity to establish a combined scheme if they were running several schemes. During the last five years, 1241 Divyangjan have received benefits, and the program has spent a total of 9.63 crore rupees (annual report of DEPwD, GOI 2022-23).

g) '**Niramaya' Health Insurance Scheme**: The insurance policy covers a sum of 01 lakh rupees used for various medical expenses such as outpatient care, diagnostic tests, therapeutic treatments, corrective operations, alternative medicine, transportation, and other related costs. The treatment may be provided by any authorized physician or medical institution. Reimbursement is the method used for making payment. Over 556 Registered Organizations operate the program throughout the whole country, facilitating Divyangjan in completing the online application. At an affordable cost, those experiencing the specified ailments might avail themselves of the advantage. A sum of Rs.7.24 Crore was successfully settled out of a total of 12641 claims (annual report of DEPwD, GOI 2022-23).

RPwD act 2016: The RPwD Act 2016 mandates that individuals with disabilities have the same rights to equality, a dignified existence, and respect for their integrity as others. Individuals with disabilities are provided with an accessible environment that allows them to use their capabilities completely. Regarding to the employment placement 4% of the available seats are reserved for persons with disabilities, and 1% of those seats are reserved specifically for those with intellectual and developmental disabilities.

ADIP CAMPS (**ADIP-Samagra Shiksha CAMPS):** A total of 354 camps were held during the Financial Year 2022-23 under the ADIP-SSA initiative.

Community Based Inclusive Development programme

On 22 November 2018, the Government of India (GOI) signed a MoU with the Department of Social Service, Government of Australia for disability related cooperation between two countries. The Department of Empowerment of Persons with Disabilities (Divyangjan) DEPwD, Ministry of Social Justice and Empowerment, Govt. of India, Rehabilitation Council of India (RCI), and University of Melbourne, Australia developed the first competency-based Community Based Inclusive Development Training (CBID) program in

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India in accordance with the MoU. Divyang-Mitra, who is frontline community-based rehabilitation practitioners, is being trained as part of this effort with the purpose of building community resilience for the inclusion of individuals with disabilities. Divyang-Mitra will collaborate with Anganwadi and ASHA workers.

Sugamya Bharat Abhiyan

The Department of Empowerment of Persons with Disabilities (DEPwD) of the Ministry of Social Justice & Empowerment (MSJE) launched Sugamya Bharat Abhiyan to make initiative seeks to provide disabled people equal access to life and independence. The Sugamya Bharat Abhiyan develops accessible transportation, environmental, and information and communication systems. Dedicated to the socio-economic transformation of disabled people, the Indian government is raising awareness of universal accessibility. Indian Government signed the UN Convention on the Rights of Persons with Disabilities. Article 9 of UNCRPD requires signatory governments to ensure that persons with disabilities have equal access to the physical environment, transportation, information and communications, including ICTs and systems, and other public facilities and services in urban and rural areas.

Project SATH-E

Project SATH-E, which stands for "Sustainable Action for Transforming Human Capital-Education," was initiated in the year 2017 with the purpose of identifying and constructing three states that serve as "role models" for the field of school education. Each of the three states of Jharkhand, Odisha, and Madhya Pradesh was selected after a rigorous screening procedure. With the completion of the first phase in March 2020, the SATH-E programme had an impact on 2.3 crore students, 4.5 lakh teachers, and 2.3 lakh government Schools. There has been a lot of progress in many areas, including increasing access to education (especially for at-risk students and those who have dropped out), improving learning outcomes, advocating for changes in governance, preparing and hiring educators, conducting effective evaluations of their work, ensuring that educators are responsible for their actions and monitoring schools with the use of information technology (Annual Report-2022-23, NITI Aayog, GOI).

National Curriculum Framework for Inclusion

The National Education Policy (NEP2020) envisions an education system that is rooted in Indian ethos and that contributes directly to the transformation of India, i.e., Bharat, into an equitable and vibrant knowledge society in a sustainable manner. This will be accomplished by providing education of high quality to all individuals, thereby transforming India into a global knowledge superpower. The vision of this policy is presented in NEP 2020. According to the National Education Policy 2020 (NEP 2020), the 5+3+3+4 education model will be implemented via the National Curriculum Framework for School Education (NCF-SE). In response to this four-stage school design, it also suggested the creation of a new and thorough National Curriculum Framework for School Education (NCF-SE). All four levels of the curricular framework—foundational, preparatory, middle, and secondary—were provided. Every aspect of the NCF-SE, from education and curriculum to school environment and procedures, are based on concepts that promote inclusion and equity.

Conclusion

The creation of a comprehensive workplace that ensures people with Intellectual and developmental disabilities that actually have jobs are always satisfied, loved, respected, and valued is an important component of the policy of inclusion for PwIDDs. Therefore, the basic goal of inclusion is to accept the special abilities, skills, capacities, and qualities of all individuals in a variety of work situations without passing judgement on them. These will guarantee that workspaces correspond with the goal of creating an inclusive working environment for everyone.

Govt. and private organizations should ensure they do not create unintended disincentives to hiring people with disabilities, set minimum accessibility standards in law while allowing for flexible and incremental implementation of guidelines supporting employed PwIDDs, offer positive incentives to employers to hire PwIDDs, and equip public employment services to support PWDs. However, corporate sectors should emphasise PwIDDs recruitment and in-work assistance, provide them with opportunities to improve their abilities, and implement or promote best practices in universal product and service design for employed PWDs. There should be a greater emphasis placed on community engagement and involvement in a variety of activities.

Additionally, their social life should be made more effective by allowing access to all facilities and eliminating any obstacles that may exist.

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NEW DEMOCRACY OF INDIA

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Abstract

This wide-ranging new option explores the ideas, individuals, and practices that have informed democracy in India since the important yet largely neglected 1970s. Sustained periods of rapid economic growth have moved India from the periphery to the centre of narratives of global change, as we enter the second decade of the much-heralded but ambiguous 'Asian Century.' The special subject will historically locate the rise of Indian democracy. While scholars and journalists alike commonly attach the now-clichéd descriptor 'the world's largest democracy' to India, the life and career of democracy in India have made significant departures from its Western counterparts, and have had markedly more radical outcomes. Discussions will encompass varieties of democracy including republican, representative, deliberative, republican and agonistic ones that have shaped its form in India.

Keywords: Democracy, New Democratic Revolution, Mao Zedong's Bloc of Four Social Classes theory, Post-revolutionary

Introduction

A handful of bureaucrats at the Secretariat of the Constituent Assembly initiated the undertaking. They did so in the midst of the partition of India and Pakistan that was tearing the territory and the people apart, and sovereign princely states had yet to be integrated into India. Turning all adult Indians into voters over the next two years against many odds, and before they became citizens with the commencement of the constitution, required an immense power of imagination. Doing so was India's stark act of decolonisation. This was no legacy of colonial rule: Indians imagined the universal franchise for them, acted on this imaginary, and made it their political reality. By late 1949 India pushed through the frontiers of the world's democratic imagination, and gave birth to its largest democracy.

Secularism and democracy in India

India's constitution was adjusted to describe it as a secular state during the 1975 emergency, and a later court ruling found that India has been secular since independence. But India is understood to be a deeply religious country, with diverse religions represented in its

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population. The constitution is secular in that it prohibits the persecution of individuals for their religious beliefs, but it does not specifically separate church and state in the fashion of the United States constitution. Religion is an important factor in Indian politics with politicians courting votes by caste or religious affiliation.

History of democracy in India

After gaining independence from Britain in 1947, the government was initially dominated by the Indian National Congress Party ('Congress'). The party was heavily identified with independence leader, Mahatma Gandhi, who was assassinated by a Hindu nationalist in 1948. India is an incredibly diverse nation with many regional variations, religions and languages. Some external observers of India expected the country would break up as a result. In fact, Congress managed these differences effectively, redrawing state boundaries along linguistic lines and forming a coalition of regional powerbrokers, rather than attempting to impose a centralized state run out of Delhi.
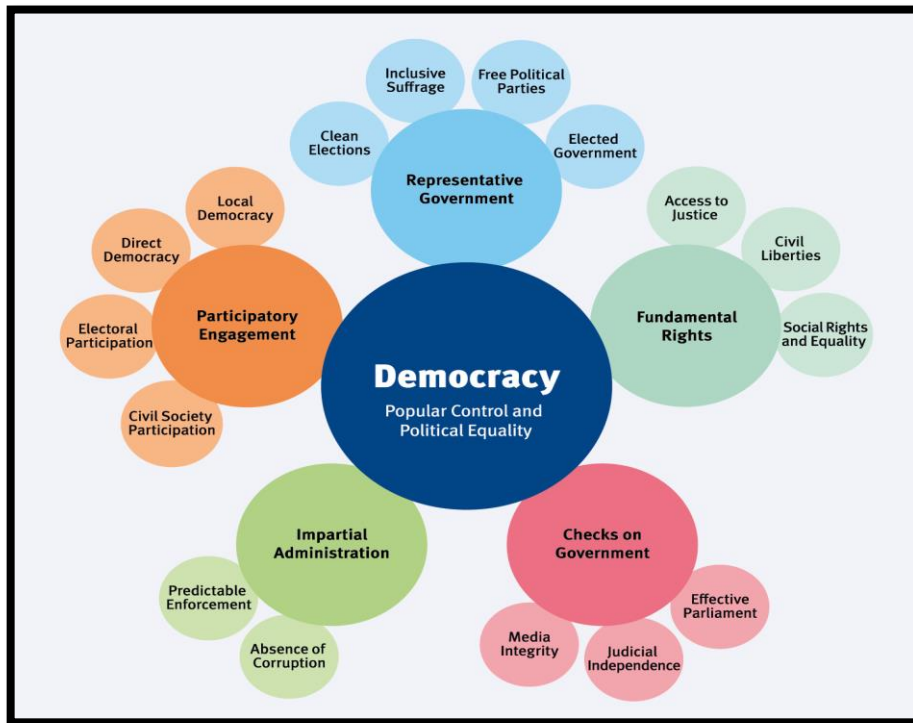
In the 1970s Indira Gandhi broke with this successful formula and attempted to concentrate power in the central government. When these efforts were resisted, she declared a state of emergency in 1975, arresting journalists, politicians and other opponents. In 1977 she

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lifted the emergency, held elections, and was defeated by a coalition, giving India its first non-Congress government. Though that government quickly failed, the election fractured the Congress coalition that had held since independence, creating regional Congress breakaway parties. It also empowered parties like the communists, whose Left Front would go on to rule the state of West Bengal, bordering Bangladesh, for three decades.

Support for Congress gradually eroded over the decades, but the party has remained reliant on the Gandhi dynasty – Indira and her descendants. (It is worth noting that Indira was Nehru's daughter and was not related to Mahatma Gandhi. She was married to Feroze Gandhi – who was not related to Mahatma either). Rajiv Gandhi led Congress to power again in the 1985 election, which followed the assassination of his mother Indira in 1984. But this proved a one-off rather than a return to the dominance of old.

Principles of Democracy

There are mainly five principles like- republic, socialist, sovereign, democratic and secular, with all these quality political parties will contest for elections. There will be many bribes given to the needy person who require food, money, shelter and ask them to vote whom they want. But we can say that democracy in India is still better than the other countries. Basically, any country needs democracy for development and better functioning of the government. In some countries, freedom of political expression, freedom of speech, freedom of the press, are considered to ensure that voters are well informed, enabling them to vote according to their own interests.

Challenges of democracy in India

Perhaps the greatest challenge democracy faces in India is that is has failed to deliver the kind of sustained economic development enjoyed by neighbors like China over the last four decades. It has also failed to eliminate extreme poverty. Educated elites in more globalized cities like Delhi and Mumbai live completely different lives from India's poorest citizens. Low-wage, low-skilled jobs remain the probable form of employment for millions of young Indians, particularly in poorer, populous states such as Uttar Pradesh, creating a large population of poor disenchanted voters. Indian nationalism and populism have fed off this discontent by scapegoating religious minorities – notably Muslims and Dalits – while increasing pride for many Hindus.

Democracy and corruption in India

Indian politics has been plagued by corruption for decades. A wave of scandals engulfed the Congress-led coalition government that assumed power in 2010. Various accusations were made in relation to the 2010 Commonwealth Games. The Indian government formed a special committee to investigate allegations against the Games Organizing Committee, resulting in arrests of the Committee Chair and various other officials. As of March 2022, no convictions have occurred.

The impact on representative democracy

Direct democracy is often contrasted with representative democracy, although in practice the two concepts are generally complementary to each other. Under pure representative democracy, voters choose which candidates and parties they want to elect and empower those representatives to make decisions on their behalf. Conversely, when direct democracy is used, citizens themselves are able to decide about specific laws and do not need to delegate the decision-making process solely to their elected representatives. For example, in referendums, voters rather than their elected representatives make decisions about constitutional or policy issues; when using citizens' initiatives, voters can actually seek to introduce constitutional or legislative measures themselves.

Future of democracy in India

The trajectory of Indian democracy is more uncertain democratic institutions have proven themselves to be brittle. Opponents and critical journalists have been harassed, prosecuted, investigated for tax irregularities or put under surveillance, restricting critical voices. Election campaign finance laws have become more opaque, making it easier for individuals to make unlimited anonymous donations, undermining the integrity of elections. Worst of all, religious division and resentment has intensified, challenging the constitutional right to religious freedom and undermining the rule of law.

The usage of direct democracy

The use of referendums and initiatives has increased dramatically, both in the number of countries employing such devices and in the number of issues being put to a direct vote. These trends have occurred at least partly in response to a growing sense of dissatisfaction with

democratic performance in many countries, and to a decline in participation in democratic elections in some. One argument often advanced in favour of referendums is that they can be used to resolve difficult political problems, particularly where political parties are divided over an issue.

Citizen information and competence

Direct democracy demands from citizens a relatively high level of knowledge of issues that are sometimes complex. Concerns are often expressed that voters may not always have the capacity or information to make well-informed decisions about the issue at stake, and instead could make ill-considered decisions based on partial knowledge of an issue or the emotion of a campaign, or on the basis or unrelated factors such as feelings about a particular political party or personalities. In some jurisdictions, the government or an independent electoral authority assumes responsibility for providing citizens with detailed information concerning the issues on the ballot paper, while in others this task is left to those involved directly in the campaign.

India's successful democracy

After more than five decades of periodic elections in which all political offices are contested, and in which all adults are quailed to vote, there is little doubt that democracy in India has taken root. Moreover, India enjoys free and lively media, freedom of assembly and association, and considerable scope to express political dissent and protest. Even India's founding national party, the Congress ± which increasingly came to resemble a dynasty ± has by now been voted out of power, replaced by other challengers.

Conclusion

The world is at a critical crossroads. Given current trends, democracies are under urgent pressure to deliver. Fortunately, as this report details, efforts are already underway to put the appropriate and corresponding mechanisms in place. Democracies are declining or stagnating in the face of a rapidly changing global context. Even countries previously considered 'established' democracies have vulnerabilities that cannot be ignored. At the same time, democratic regimes have not convincingly made the case that they can deliver what people need. Current challenges, such as an impending recession, the rising cost of living and the increasingly severe effects of

climate change highlight this weakness. People's faith in the importance and effectiveness of democratic institutions is thus decreasing to a worrying extent.

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EMOTIONAL EXPRESSIVITY AND LONELINESS AMONG COLLEGE STUDENTS

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Abstract

Psychological well-being is a basic need of human being. Emotional expressivity can be said as the way an individual express the feelings outward. Emotion expression is a key of expressing the individual in an environment. Loneliness is a feeling of isolated and lonely from the surrounding. This study was conducted to explore emotional expressivity and loneliness among college students. The study was conducted in 40 college students from India and the results shows that there is significant relationship between emotional expressivity and loneliness among college students. And it concluded that the problem of expressing emotions those who have loneliness. Also the paper was discussed about the remedy for loneliness and emotional expressivity.

Keywords: Emotional Expressivity, Loneliness, College Students

Introduction

Psychological well-being is a key for better living. Adolescence is an age period in which emotion are being expressed and suppressed &new roles are assigned. Emotional expressivity can be said as the way an individual express the feelings outward. (Kring et al. 1994) defined emotional expressivity as the extent to which a person outwardly displays emotions regardless of valence or channel. They characterize emotional expressivity as a stable, individual difference characteristic. Emotions are conscious mental reactions (such as anger or fear) subjectively experienced as strong feelings usually directed toward a specific object and typically accompanied by physiological and behavioral changes in the body (American Psychological Association). Emotional expression refers to how one conveys emotional experience through both verbal and nonverbal behavior (Gross 1999). The basics emotions are happiness, sadness, fear, and anger. The way each individual shows or react to the situation and how they express their emotions varies from person to person. Hypothalamus functions as a regulator of emotion to regulate levels of pleasure, sexual desire, anger, and aggression. If an individual is facing an issue in emotion express can be a sign of psychological issue. The hypothalamus triggers certain emotional responses and stimulates the release of hormones. Loneliness is an unpleasant

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emotional reaction to find isolation. This is often due to a lack of connection and unwanted closeness.

There are many reasons for being lonely. These include social, mental, emotional and environmental factors. The desire to communicate is innate, but many of us often feel lonely. Feelings of loneliness are associated with poor level of mental and physical health. Loneliness is a universal human feeling that is both complex and unique to each individual. Loneliness is one of life's most painful and pervasive conditions (Levine 2012). Loneliness can be normal and is only an indicator of hidden disorder when feelings become excessive, all-consuming and interfere with daily life. Loneliness is a situation experienced by the individual as one where there is an unpleasant lack of certain relationships. This includes situations in which the number of existing relationships is smaller and is considered desirable or admissible, as well as situations where the intimacy one wishes for has not been realized (Buecker, S et.al,2020). Loneliness may be regarded as the painful longing for the lost object or for the loss of the love of the object (Freud 1926). It was found that affective and cognitive discomfort or uneasiness from being or perceiving oneself to be alone or otherwise solitary (APA). Loneliness is defined as a negative feeling that arises from discrepancies in individuals' desired and actual social interactions and emotional support derived from these social contacts (Perlman & Peplau 1981; Tesch-Roemer & Huxhold 2019). Emotions are the basic way of expression in an environment of a human being.

Hypotheses

1. There is significant relationship between emotional expressivity and loneliness among college students
2. There is no significant relationship between emotional expressivity and loneliness among college students

Sample

The samples of present study consist of total 40 college students in India.

Result and Discussion

Table 1: Variables, N, Mean, SD & T Value of Emotional Expressivity and Loneliness among College Students

Variables	N	Mean	SD	T value
Emotional expressivity	40	89.44	14.84	2.70**
Loneliness	40	81.06	12.80	

Significant at 0.01 levels

The result shows that there is significant relationship between Emotional expressivity and loneliness among college students so the null hypothesis is accepted. The above table shows the N of 40, mean of 89.44 in emotional expressivity and mean of 81.06 in loneliness, SD of emotional expressivity is 14.84 and loneliness is 12.80 t value is 2.70. The study was aimed to assess the relationship between Emotional expressivity and loneliness of college students and the results indicate that the students who face loneliness are also facing a problem in expressing their emotions. This study was conducted in 40 selected students. Students are the asset of a country. Students who face loneliness are often having chances of developing anxiety, phobia and depression. Emotions are a key to express our state of mind. A person who is having a psychological problem will first affect his emotions; in the sense emotion expression is very important.

Conclusion

The study was conducted to assess the relationship between emotional expressivity and loneliness among college students. The result shows that there is significant relationship between emotional expressivity and loneliness among college students. Loneliness is not a disorder rather it's a condition or symptom of having a psychological issue. College students consist of early adolescents, at this age new roles and initiatives were assigned which may impose a disturbance. Emotion expression is the basic way a human express him in an environment. Loneliness and emotional expressivity can be solved by having therapeutics, meditation and medications.

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EVALUATING THE INFLUENCE OF E-LEARNING ON EDUCATIONAL LANDSCAPE IN INDIA: AN EMPIRICAL ANALYSIS

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Abstract

Training is a central necessity for each person. It is necessary for both personal and societal growth. E-learning and traditional classroom instruction has been incorporated into education in recent years. E-Learning has upset the manner in which we study, giving more prominent solace and imagination in the growing experience. Because it makes it easier to distribute materials, resources, and lectures, the internet plays a crucial role in e-learning. This change in schooling has likewise brought about the idea of "Online Tests," which have earned worldwide respect. The effect of E-Learning has acquired critical consideration, especially because of the Corona virus pandemic. Despite the fact that E-Learning existed preceding the pandemic, its significance and reception expanded dramatically during this period. The pandemic constrained the training area to adjust and carry out E-Learning for a huge scope. This change is supposed to assume a significant part later on improvement of the instruction area, taking it higher than ever. E-Learning has given open doors to people to grow their instructive styles by using the web and other accessible assets. This study means to sum up the effect of E-Learning on training and investigate ways of limiting its disadvantages.

Keywords: E-Learning, E-Exams, Electronic Education, Professional Content

Introduction

The flare-up of the Corona virus pandemic essentially disturbed advanced education by driving the progress to web based realizing, which turned into a compulsory showing process during the lockdowns (Aristovnik et al., 2020a). Regardless of the instructive cycle saw disturbances on all degrees of training, i.e., essential, optional and tertiary (Tang, 2023), as well as in grown-up schooling (James and Thériault, 2020), laborer schooling (Dedeilia et al., 2023) and long lasting training (Waller et al., 2020), advanced education understudies ended up being one of the most terrible impacted bunches on the grounds that the social removing measures, on top of their schooling, tested their monetary and lodging circumstance (Aristovnik et al., 2020a). Challenges emerging from the thickness of understudies in instructive offices (e.g., grounds,

resources, residences and so on.) implied advanced education foundations had to offer schooling depending on different data and correspondence innovations (ICTs) and attempted to guarantee training tantamount in quality to customary picking up, noticing that the nature of web based learning conveyance holds significant ramifications for understudy fulfillment and understudy execution (Keržič et al., 2021). By and by, the lockdown time frames were decimating for the majority understudies additionally with regards to their close to home working (Raccanello et al., 2022). The Coronavirus pandemic at last developed more unsurprising and sensible, permitting advanced education organizations to slowly move back to customary learning draws near. Albeit the epidemiological circumstance has worked on after some time, web based learning is turning out to be progressively well known as it gives new learning open doors, particularly when joined with customary learning.

The fast, yet according to the wellbeing security perspective vital (Aristovnik et al., 2020b), the transition from traditional to online education had a significant impact on education. The switch to online education was made without giving enough thought to whether the teaching methods and study materials were appropriate for this form of higher education delivery. This was an impromptu change in a circumstance of extraordinary vulnerability for the two educators and understudies. Equal access to high-quality education is denied to all students, particularly those from rural areas and regions with lower socioeconomic development, as a result of gaps in higher education providers' preparedness and lack of ICT infrastructure brought to light by the shift to online learning. It is essential to note that emergency situations should not be confused with properly planned online education that is equipped with the necessary infrastructure to enable and support pedagogical work and study in an online environment (Hodges et al., 2020; Fuchs, 2022; Misiejuk et al., 2023). Aside from the progressions in educating and learning, the social part of understudies' lives has been impacted too. The most ridiculously stressing result has been social confinement prompting an absence of urgent social communication for understudies (Elmer et al., 2020; Bonsaksen et al., 2021; Fried and co., 2021; Van der Graaf et al., 2021), and occasionally in corona virus-related post-traumatic stress disorder (PTSD) as well (Ochnik et al., 2021). As per Gavriluţă et al. (2022), three aspects impacted understudies during the Corona virus pandemic: instructive, social, and close to home. The progress from conventional to web based learning involved a huge change in schooling, requiring changes in showing rehearses and new learning draws near. Further, the social part of the Corona virus

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pandemic and related lockdowns is obvious without even a trace of social, monetary and proficient issues (in)directly influencing the progress to adulthood. The new reality changed mentalities to different parts of life and, thus, additionally impacted close to home responsiveness. Momentarily, significant changes to ordinary understudy lives were made during the Corona virus pandemic that might hold extensive impacts of presently obscure degree in the close and far off future (Campos et al., 2022; Gao et al., 2022; Keržič et al., 2022; Rasli et al., 2022).

Accordingly, the instructive local area requires more noteworthy bits of knowledge into various parts of the Corona virus pandemic's effect on internet learning. E-Learning is the union of learning and innovation, where innovation fills in as an empowering device for the growing experience. Technology plays a crucial role in e-learning systems by providing various tools like writing technologies, communication technologies, visualization, and storage, despite the fact that a pencil or notebook may appear more familiar and natural. Analysts and researchers have been attempting to make e-learning frameworks as mechanically straightforward as customary instruments like pencils or note pads.

The writing on e-learning is broad and ceaselessly growing, demonstrating its far and wide reception and utilization around the world. Online courses have encountered a development pace of 65%, featuring the rising prominence of e-learning (Means, Toyama, Murphy, Bakia, and Jones, 2009). A few specialists contend that administration strategies ought to be upheld to help and advance the utilization of e-learning (Kong et al., 2014).

It is critical to persistently upgrade the substance in e-learning frameworks to guarantee an expert and powerful growth opportunity for understudies. This includes consolidating research-based techniques, using creative advancements, and lining up with instructive standards. Thusly, e-learning can proceed to develop and give great instruction to students.

It contrasted with home room addressing, E-Learning offers quicker conveyance of talks using instruments, for example, E-Learning applications, visuals, and the web. Lately, E-Learning has picked up huge speed in India, meaning to further develop the training area and address the instructive disturbances brought about by the Corona virus pandemic. The customary schooling system basically depended on homeroom educating with up close and personal

associations among educators and gatherings of understudies. Nonetheless, there is currently a shift towards E-Getting the hang of, permitting students to get to individualized and mass talks.

The extent of E-Learning empowers instructors to zero in on individual understudies, working with better appraisal and advancement of their insight. E-Advancing likewise offers benefits with regards to using time productively and introducing ideas in an appealing way. Nonetheless, there are difficulties in guaranteeing powerful comprehension of the ideas by understudies and conveying them in the most fathomable way. The powerful utilization of innovation is vital for the outcome of E-Learning. On the off chance that innovation isn't used really, E-Learning might need influence because of an absence of understandability, giving customary homeroom addressing a benefit.

The Covid-19 pandemic had a significant impact on the educational system, necessitating the implementation of novel strategies to guarantee ongoing education. E-Learning arose as an answer, with foundations being asked to take on this innovation to guarantee continuous instruction. This pandemic gave a critical open door to foundations to embrace this new innovation and adjust to the changing instructive scene.

Pre-Covid and Post-Covid in the education sector

Before the Corona virus pandemic, schooling essentially occurred through eye to eye classes in actual study halls. Understudies and educators would assemble at schools or universities to convey and get addresses. Nonetheless, the pandemic achieved a massive change, shutting down homerooms and moving schooling to virtual stages. This unexpected change to web based learning, for example, through Zoom and Google Meet, expected understudies and instructors to adjust to this new ordinary with little arrangement.

One certain result of the pandemic was the expanded contribution of guardians in the virtual homeroom. They could easily keep track of their kids' progress and observe how well teachers gave lectures. Before the pandemic, students, educators, and universities did not use or recognize e-learning as widely.

Study hall learning was portrayed by sitting close to companions, paying attention to addresses without physical removing, going on outings and picnics, and taking part in exercises together. It cultivated a feeling of advancing together and from one another.

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In any case, after the Corona virus influence, guidelines were executed, requiring a 1.5-meter distance between companions, mandatory cover and face safeguard utilization, and the requirement for disinfection in study halls. Understudies and educators are additionally expected to give negative Corona virus reports to enter school premises or convey addresses. Notwithstanding up close and personal homerooms, virtual study halls and e-learning stages arose, isolating companions and expecting understudies to go to classes from their particular homes utilizing the web.

Benefits of E-Learning in India

1. Admittance to Quality Training: E-Learning has made quality training open to a more extensive crowd, remembering understudies for far off regions who recently had restricted admittance to instructive assets. It has overcome any issues among metropolitan and rustic instruction by giving equivalent open doors to all.

2. Convenience and adaptability: E-learning lets you learn when and where you want. Understudies can get to instructive materials and talks at their own comfort, permitting them to offset their examinations with different responsibilities.

3. Intelligent Growth opportunity: Multimedia content, simulations, and virtual classrooms are just a few of the interactive learning tools available on e-learning platforms. This upgrades understudy commitment and comprehension of perplexing ideas.

4. Customized Learning: E-Learning permits understudies to learn at their own speed and modify their growth opportunity as indicated by their singular necessities and inclinations. Versatile learning innovations can give customized proposals and input.

5. Cost-Effectiveness: E-Learning kills the requirement for actual foundation and diminishes costs related with transportation, convenience, and course readings. This makes instruction more reasonable and open to a more extensive populace.

Challenges and Drawbacks of E-Learning in India

1. Foundation and Network: Restricted admittance to dependable web availability and foundation in far off regions blocks the compelling execution of e-learning. Inconsistent admittance to innovation makes a computerized split between understudies.

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2. Mechanical Proficiency: Numerous understudies and instructors might miss the mark on vital mechanical abilities and computerized proficiency to successfully use e-learning stages. Preparing and support are expected to overcome this issue.

3. Absence of Individual Collaboration: E-Learning might miss the mark on private connection and socialization open doors given by customary study hall settings. This can influence the improvement of correspondence and relational abilities.

4. Evaluation and Assessment Uprightness: Guaranteeing the honesty of online tests and evaluations represents a test. Carrying out secure and solid assessment frameworks is critical to keep up with the believability of e-learning.

Future Development and Recommendations

1. Infrastructure Development: Efforts should be made to improve internet connectivity and infrastructure in remote areas, ensuring equal access to e-learning resources.

2. Digital Literacy Programs: Comprehensive digital literacy programs should be implemented to equip students and teachers with the necessary skills to effectively utilize e-learning platforms.

3. Pedagogical Training: Teachers should receive training on effective online teaching methodologies and strategies to enhance student engagement and learning outcomes.

4. Continuous Evaluation and Improvement: Regular evaluation and feedback mechanisms should be in place to identify areas for improvement in e-learning platforms, content, and delivery methods.

5. Collaboration and Research: Collaboration between educational institutions, policymakers, and technology providers can foster innovation and research in e-learning, leading to continuous improvement and development.

Impact of E-Learning in Education Sector on Teachers

The review has given a nitty gritty investigation on what E-Realizing has meant for on instructors. ELearning was carried like a short-term change because of Corona virus despite the fact that E-Learning was available way before pandemic. It was another idea where there was tremendous absence of information about working this product. The product wasn't created at

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beginning stage. The primary issue for educators was to make understudies to comprehend the ideas that should be significant. Teachers were unable to persuade students, and students were unable to comprehend. Instructors weren't ready to make two way correspondence like it was finished in considered common homerooms, understudies utilized the circumstance and began going to E-Learning classes was only for purpose of participation and this a colossal significant blow in ELearning. Educators were not prepared about these new typical classes, on account of unexpected changes in Training area. Educators needed to complete their addressing in soon yet they couldn't do that in light of absence of understandability by understudies. Instructor's couldn't lead tests or tests to know the adequacy of E-Learning classes.

Recommendations

Educator Preparing: It is vital to give thorough preparation projects to instructors to upgrade their capability in leading powerful E-Learning meetings. This remembers preparing for utilizing E-Learning stages, overseeing virtual homerooms, and carrying out intuitive instructing strategies. This will furnish instructors with the fundamental abilities and information to lead drawing in and successful E-Learning meetings.

Further developed E-Learning Stages: Putting resources into the turn of events and improvement of E-Learning stages is fundamental for make them more easy to use and helpful for viable learning. It is urgent to guarantee that these stages support different showing styles, evaluations, and intelligent highlights. This will empower instructors to make drawing in and intuitive opportunities for growth for understudies.

Managing Technical Issues: Perceiving and tending to the specialized difficulties looked by understudies is critical to guarantee impartial admittance to E-Learning for all understudies. Offering help and assets to address web availability issues and specialized capability will empower understudies to take part in E-Advancing successfully.

Upgraded Correspondence Systems: Creating methodologies for working on two-way correspondence among educators and understudies in the virtual climate is pivotal. Empowering normal criticism meetings and setting out open doors for intuitive conversations will improve commitment and empower educators to comprehend understudies' advancing necessities better.

Evaluation Procedures: Carrying out powerful appraisal procedures in E-Learning, like web-based tests and tests, is vital for check understudies' comprehension and measure the adequacy of the virtual growth opportunity. This will empower educators to screen understudies' advancement successfully and offer designated help where required.

Conclusion

The rapid shift to E-Learning during the COVID-19 pandemic has brought both advantages and challenges to the education sector in India. While E-Learning offers the benefits of flexibility, cost reduction, and anytime, anywhere learning, it also presents challenges such as a lack of face-to-face interaction, technical issues, and the need for self-discipline.

The impact of E-Learning on teachers has been significant, with the sudden transition requiring adaptability and the development of new skills. However, challenges such as students attending classes for the sake of attendance and the difficulty in conducting effective assessments need to be addressed.

Moving forward, investing in teacher training, improving E-Learning platforms, addressing technical challenges, enhancing communication strategies, and implementing effective assessment methods is crucial. By doing so, the education sector in India can harness the potential of E-Learning while mitigating its drawbacks, ensuring a more inclusive, engaging, and effective learning experience for students.

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ASSESSMENT OF INTEGRATIVE NEUROMUSCULAR TRAININGAMONG SCHOOL LEVEL FENCERS

*A. Linu**

Abstract

Integrative neuromuscular training referred to as functional training. Integrative neuromuscular training describes a style of training that incorporates multiple disciplines. Each of the disciplines utilized in integrative neuromuscular training contributes a unique stimulus that develops the efficiency and precision of the nervous system as it relates to body movement. Integrative Neuromuscular training is the practice that develops a link between the nervous system and the skeletal muscle system. Most research suggests that neuromuscular training has great benefits for injury prevention in active populations. Integrative neuromuscular training has its roots in resistance training because of the neural adaptations that occur with regular practice. A great portion of strength development is linked to improvements made with activation and synchronization of the motor end units which is the interface between the muscle and nervous system. Integrative neuromuscular training incorporates Core, balance, and plyometric training to further enhance the movement patterns of daily activities.

Keywords: Integrative neuromuscular training, muscle system.

Introduction

Participation in organized youth sports is increasing, and the opportunities to participate in more competitive environments are happening at younger ages (NCYS, 2008). Integrative neuromuscular training is a conceptual training model that is operationally defined as a supplemental training program that incorporates general (e.g., fundamental movements) and specific (e.g., exercises targeted to motor control deficits) strength and conditioning activities such as resistance, dynamic stability, and plyometric exercises that are designed to enhance both health and skill-related components of physical fitness. Integrative training is designed to help youth to master fundamentals, improve movement mechanics, and gain confidence in their physical abilities while participating in a program that includes variety, progression and proper recovery intervals. The cornerstone of integrative neuromuscular training is a appropriate education and instruction by qualified professionals who understand the fundamental principles

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2 of pediatric exercise science and genuinely appreciate the physical and psychosocial uniqueness of children and adolescents (Avery, 2011).

Physical activity for children's growth and development

Physical activity is vital for a child's development and lays the foundation for a healthy and active life. Early childhood services are ideally placed to foster the development of good physical activity habits early in life and to encourage families to engage in regular physical activity. Childhood services should offer a wide choice of play-based, physically active learning experiences that link to children's interests, abilities, and identity and prior knowledge. Physical activity in child care needs to be made up of both structured (i.e. intentionally taught) physical activity and unstructured, spontaneous activity. In addition, as active role models, educators can encourage children to participate in physical activity.

Benefits of physical activity in children

- Promoting healthy growth and development
- Helping to achieve and maintain a healthy weight
- Building strong bones and muscles
- Improving cardio vascular fitness
- Improving balance, coordination and strength
- Maintaining and developing flexibility
- Improving posture
- Assisting with the development of gross motor and fine motors kills
- Providing the opportunity to develop fundamental movements kills
- Helping to establish connections between different parts of the brain
- Improving concentration and thinking skills
- Improving confidence and self-esteem
- Relieving stress and promoting relaxation
- Providing opportunities to develop social skills and make friends

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- Improving sleep

Integrative neuro muscular training

Integrative neuromuscular training involves various activities that target physical, neuro cognitive and visual-motor abilities (Myer, 2013).

- **Resistance/strength training**

Exercising your muscles by using opposing force, such as free weights and bands, is called resistance training. When you pick up a heavy object, resistance is what you work against to lift the item. Muscle resistance improves tone, mass and endurance, and it prevents injuries.

- **Dynamic stability exercises**

Dynamic stability exercises are ones that target the trunk—abs and back muscles—to improve posture.

- **Core training**

Core training is a series of exercises that work the transverse abdominis, erector spine, lowerlats and the oblique.

- **Agility exercises**

Agility drills and exercises help the athlete move quickly and change direction easier**.**

Exercise recommended for including INT in allow- volume warm-up program

- Jogging, skipping, backward running, and carioca
- Strengthening exercises: Lunges, squats, hamstring-strengthening exercises, and toe raises
- Plyometrics exercises: Variety of hopping, jumping, and bounding drills.
- Agility exercises: Shuttle, diagonal running and changes directions

Benefits of Integrative Neuromuscular Training

- Optimize growth and development
- Reduce the rate of injury during sports practice
- Reduce and correct the improper bio-mechanical movements

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- Help to reduce the incidence of metabolic or musculoskeletal disorders

- Acquire great variety of motor skills

- Enhance muscle strength and exercise technique

- Improve dynamic stability and postural control

- Improve pre disposition do other physical activities (sports, games, etc)

- Stimulate an active and healthy life style

- Improve performance in specific sports tasks (soccer, football, tennis, baseball, rugby, etc...) (*Fernando Naclerio*, 2011)

Conclusion

Integrative neuromuscular training will produce substantial improvements in health- and skill-related fitness components in children, and this type of intervention can be a cost-effective and time-efficient method for enhancing motor skills and promoting physical activity in boys and girls. The integrative neuromuscular training effective youth fitness programs and optimizes training adaptations in young children. The primary goal of integrative neuromuscular training for children and adolescents should be to improve muscle strength and fundamental motor skill performance by performing a variety of exercises with progressive loads that are consistent with individual needs, goals and abilities (Avery, 2014). With a program based on the physical and psychosocial uniqueness of children, integrative neuromuscular training that is sensibly progressed over time and consistent with individual needs, goals and abilities can be integral to development and promotion of a health-oriented approach to lifelong physical activity **(**Gregory Detal, 2011).

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AWARENESS OF PARENTS OF ADOLESCENTS WITH AUTISM SPECTRUM DISORDER REGARDING AUTISM SPECTRUM DISORDER IN DELHI

Dr. Tarubhi Agarwal* & Dr. Neelima Asthana**

Abstract

The prevalence of autism spectrum disorder is increasing worldwide. Owing to parents being the primary caregivers in most situations, their awareness of autism spectrum disorder, ability to recognize the signs and symptoms, and management of disability are of paramount importance in providing the best healthcare to children with autism spectrum disorder. Available literature was found to be very little to draw any conclusion about the awareness of parents of children with autism about autism spectrum disorder its causes, signs and symptoms, nutritional aspects, and management of disability as well. The present cross-sectional descriptive study was conducted among parents of adolescents (15-18 years) with ASD residing in Delhi city. A total of 100 adolescents with autism spectrum disorder were selected through purposive sampling. A validated and pre-tested opinion based on the "Yes, No and I Don't know" format was administered among the parents of participants to collect data regarding awareness of parents regarding autism, its causes, signs, and symptoms, nutritional aspects, and management of disability. Collected data were analyzed in terms of percentage. The present study results revealed that the parents of the sample were not properly aware of the autism spectrum disorder, nutritional aspects, and management of the disability. It might be due to a lack of any counseling/information given at the time of diagnosis or training programs that must be organized for the caregivers free of cost.

Keywords: Autism, Awareness, Adolescents, Parents

Introduction

The word "Autism" is obtained from the Greek word "autos," which means "self." It is a state in which a person is socially impaired or self-absorbed. It is an ever-changing field and concepts are being changed continuously depending on the research findings. Autism spectrum disorder (ASD) refers to a neurodevelopment disorder that is characterized by difficulties with social communication and social interaction and restricted and repetitive patterns in behaviors, interests, and activities (American Psychiatric Association, 2013 DSM -5th ed). Autism is a

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spectrum disorder that affects all areas of development commonly termed autism spectrum disorder. It means that there is an extensive type of severity of autism spectrum disorder which ranges from mild to severe. Some people with autism spectrum disorder are too verbal and conversational at the same time others would be less likely to use any verbal styles of communication. Similarly, some people with autism spectrum disorder are very much withdrawn from all sorts of social interplay. There is no exact cause for autism spectrum disorder. However, studies have suggested a possible role of both genetic and environmental factors (Centre for Disease Control and Prevention, [CDC] 2014). It is difficult to diagnose autism spectrum disorder as there is no blood or medical test to diagnose the disorder. Its diagnosis is based on the history and behavior of a child.

Owing to the parents of adolescents with autism being the primary caregivers in all the situations, the researcher needed to know their awareness about autism and how to manage it. Few studies were found that indicated that parents had poor to moderate knowledge about autism and its management. Thus, looking at the significance of the situation the present study was planned to assess the awareness among parents of adolescents with autism spectrum disorder about autism spectrum disorder its causes, signs, nutritional aspects, and management of the disorder.

Review of Literature

Wetherson & Wheeler, 2017 conducted a mixed study on the Views and Knowledge of Children with Autism Spectrum Disorder on a Range of Treatments in South Africa. The study goal was to assess the knowledge and views of parents regarding treatment for their children. A sample comprised 46 parents of children with autism spectrum disorder aged (5 to 9 years) and was recruited from eThekwini Metropolitan Municipality, South Africa using non-random purposive sampling. The data was collected using 42 items questionnaire and analysis was done using descriptive statistics and thematic analysis. The findings showed that parents (53%) did not know about the management of autism spectrum disorder followed by 13.4% who had a practical understanding of the treatment. More than 60% of the parents mentioned that they had difficulty in getting autism spectrum disorder treatment facilities and healthcare professionals and if available, not affordable. The study concluded that healthcare professionals should come forward and share information free of cost to manage autism spectrum disorder.

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Garg, 2020 conducted a descriptive study to assess the Knowledge and Attitude regarding the Care of Autistic Children among Parents of Autistic Children in Selected Centres of Dehradun, Uttarakhand. The study aimed to find out the knowledge and attitude of the parents of children with autism and correlation among both the variables was also determined. A sample was composed of 50 participants (parents of autistic children) and participants were recruited from selected centers of Dehradun using a non-probability convenient sampling technique. Data was collected using a structured knowledge questionnaire and a Likert scale. Analysis of data was done using inferential and descriptive statistics. Moderate knowledge was found among 56 percent of parents. However, parents (52%) had a positive attitude towards the care of children with autism. Additionally, a moderate positive correlation was found between knowledge level and attitude.

Methodology

A cross-sectional descriptive study was conducted targeting all available special schools and NGOs in Delhi city. A total of 100 adolescents with autism spectrum disorder 90 boys (including 43 of 15 years and 47 of 16-17 years) and 10 girls (out of that 3 girls of 15 years and the remaining 7 girls of 16-17 years) aged between 15- 18 years were selected from different NGOs and special schools of Delhi city. The sample that had autism spectrum disorder with associated conditions such as attention deficit hyperactive disorder was excluded from the present study. Parents of adolescents with autism spectrum disorder were interviewed to gain insight regarding autism spectrum disorder, its causes, signs and symptoms, nutritional aspects, and management of disability. The closed-ended pre-tested self-structured opinionnaire was based on literature and DSM, 5 criteria 2013. It was subdivided into five parts (10 items based on autism spectrum disorder, 10 items about causes of autism spectrum disorder, 10 items on signs and symptoms, 11 items about nutrition, and 9 items based on management of disability). Opinionnaire was based on the "Yes, No, I do not know" format (Anwar et al., 2018). A reliability coefficient of the 50 items, awareness opinionnaire was determined using Cronbach's coefficient alpha. Assessment of internal consistency in the pre-testing showed an alpha coefficient of 0.80 for the full scale with this sample and it was found to be good. The collected data were tabulated and analyses were done in terms of percentage for assessing the awareness of the parents of the sample group about autism spectrum disorder its causes, signs, nutritional aspects, and management of disorder using parents' awareness opinionnaire interview schedule.

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Results and Discussion

Parents' Awareness regarding Autism Spectrum Disorder: Opinionnaire

The prevalence of autism spectrum disorder is increasing worldwide. Owing to parents being the primary caregivers in most situations, their awareness of autism spectrum disorder, ability to recognize the signs and symptoms, and management of disability are of paramount importance in providing the best healthcare to children with autism spectrum disorder. Available literature was found to be very little to draw any conclusion about the awareness of parents of children with autism about autism spectrum disorder its causes, signs and symptoms, nutritional aspects, and management of disability as well.

Table: 1.1 Parents' Awareness of Autism Spectrum Disorder & its Causes:

Opinionnaire (n=100)

S. No.	Statement	Yes		No		I don't know		Correct answer
	Autism Spectrum Disorder	N	%	N	%	N	%	
1.	A child with ASD is mentally retarded.	-	-	100	100	-	-	No
2.	ASD is a neurodevelopment disorder.	100	100	-	-	-	-	Yes
3.	Diagnosis of ASD can be made reliable by the age of 2 years	100	100	-	-	-	-	Yes
4.	Signs of ASD appears before the age of 2 years.	100	100	-	-	-	-	Yes
5.	A child with ASD has impaired social and communication skills.	100	100	-	-	-	-	Yes
6.	A child with ASD possesses normal eating habits.	-	-	100	100	-	-	No
7.	Autism remains throughout life.	100	100	-	-	-	-	Yes
8.	ASD is preventable.	-	-	100	100	-	-	No
Causes of ASD								
1.	Due to parental negligence.	-	-	100	100	-	-	No

2.	Advanced/early age of conception.	-	-	100	100	-	-	No
3.	Gestational diabetes.	-	-	100	100	-	-	No
4.	Intake of alcohol during pregnancy.	-	-	100	100	-	-	No
5.	Maternal infections during pregnancy.	-	-	100	100	-	-	No
6.	Poor nutrition during pregnancy.	-	-	100	100	-	-	No

The information regarding parents' awareness of autism spectrum disorder, and its causes is presented in Table, 1.1 which indicates that all the parents of the sample were found to be aware of the basics of autism spectrum disorder as they opinioned that autism spectrum disorder is a neurodevelopment disorder, the signs appear before the age of 2 years and its diagnosis can be made reliably by the age of 2 years. They have impaired social and communication skills and restricted and repetitive behaviors that remain throughout life. All of them had given their opinions that the child with autism spectrum disorder is not mentally retarded. They do not possess normal eating habits and it is not preventable.
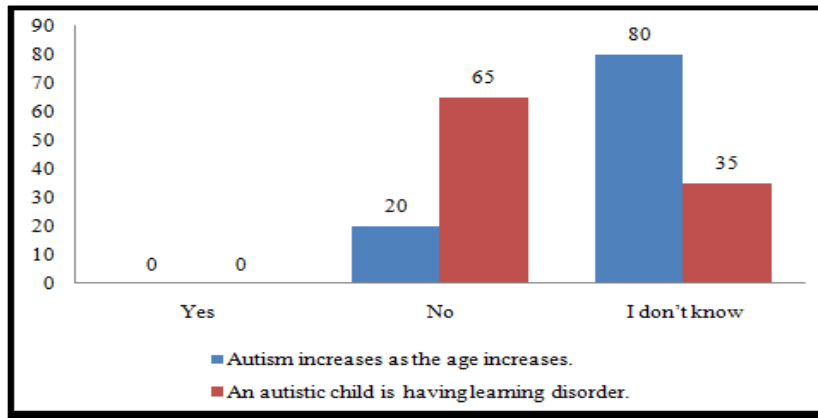
Figure 1.1: Awareness of Parents about Autism Spectrum Disorder

The researcher assumed that the parents of the sample had spent 14 years of their lives with their children who were on the autism spectrum. However, the majority (80 percent) of the parents of the participants were not aware that the severity of the autism spectrum disorder may increase or decrease with age if suitable intervention is not provided as early as possible. Thirty - five percent had not known that children with autism spectrum disorder may have learning difficulties as an associated condition. A majority (65 percent) of the parents had given their opinion that children with autism spectrum disorder may have a learning disorder and only 20

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percent said that the severity of autism spectrum disorder may increase or decrease with age and showed that they had no proper awareness regarding autism spectrum disorder (Figure, 1.1).

Centers for Disease & Prevention Control, 2022 reported that no exact cause of autism spectrum disorder has been determined. Several risk factors may be responsible for its occurrence including genetic, environmental, and biological. In the present study, none of the risk factors was reported by the parents of the sample. Parents of the participants had given maximum correct responses regarding causes of autism spectrum disorder as they said that there is no clear cause for autism spectrum disorder. They were also aware that parental negligence, poor nutrition during pregnancy, advanced/early age of conception, gestational diabetes, intake of alcohol during pregnancy, and maternal infections during pregnancy are not the causes of autism spectrum disorder (Table, 1.1). Twenty percent of the parents responded that autism spectrum disorder is due to heredity factor whereas 80 percent of the parents answered correctly i.e., "No". Twenty percent of parents opinioned that bleeding during pregnancy is the cause of autism spectrum disorder and 80 percent of the parents reported the correct answer "No". Sixteen percent of the parents answered that the use of psychiatric drugs during pregnancy is the cause of autism spectrum disorder whereas 84 percent responded correct answer "No". Twenty percent of the parents reported that premature birth is the cause of autism spectrum disorder while 80 percent gave the correct answer "No" (figure, 1.2).
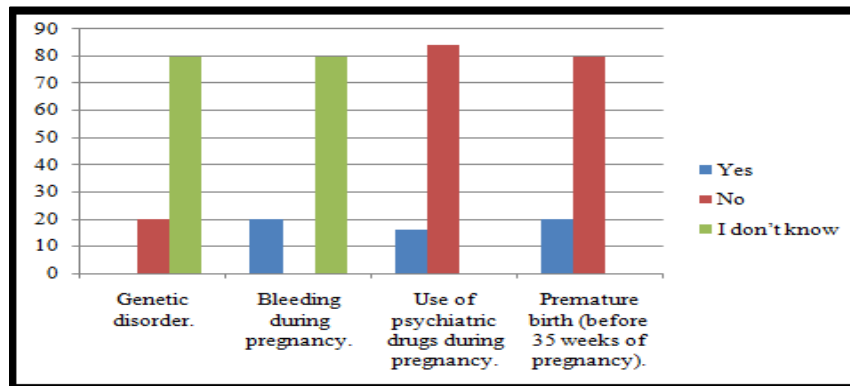
Figure 1.2: Awareness of Parents about Causes of Autism Spectrum Disorder

Table 1.2: Parents' Awareness regarding Signs and Symptoms of Autism Spectrum Disorder: Opinionnaire (n=100)

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S. No.	Statement	Yes		No		I don't know		Correct answer
	Signs and Symptoms of ASD	**N**	**%**	**N**	**%**	**N**	**%**	
1.	Good eye contact is maintained by the child with ASD.	-	-	100	100	-	-	No
2.	A child with ASD makes good and appropriate use of hand and body gestures, during the conversation.	-	-	100	100	-	-	No
3.	A lack of interest in other individuals is seen in a child with ASD.	100	100	-	-	-	-	Yes
4.	Awareness about others being happy, sad or angry is not known by the child with ASD.	100	100	-	-	-	-	Yes
5.	Delayed language development	100	100	-	-	-	-	Yes
6.	Has repetitive behaviour.	100	100	-	-	-	-	Yes
7.	A child with ASD is unable to react to emotional cues, i.e., to affection.	100	100	-	-	-	-	Yes
8.	Even minor changes in the routine of the child with ASD upset them as they are obsessed with the same routine.	100	100	-	-	-	-	Yes
9.	A child with ASD uses repetitive phrases at the wrong times likes singing an advertisement jingle.	100	100	-	-	-	-	Yes
10.	A deficient or limited attention span is seen among children with ASD.	100	100	-	-	-	-	Yes

Signs and Symptoms of Autism Spectrum Disorder: All the parents were aware of the signs and symptoms of autism as they opinioned that the child with autism spectrum disorder is unable to maintain eye contact, good and appropriate use of hand and body gestures during the conversation, lack of interest in other individuals, having repetitive and restricted behaviour. They were also aware that children with autism unable to react to emotional cues and delayed language development (Table, 1.2).

Table 1.3: Parents' Awareness regarding Nutritional Aspects: Opinionnaire (n=100)

S. No.	Statement	Yes		No		I don't know		Correct answer
	Nutrition	**N**	**%**	**N**	**%**	**N**	**%**	

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1.	A balanced diet consists of foods from several food groups and provides all the required nutrients in proper amounts.	60	60	-	-	40	40	Yes
2.	Regular intake of fast food is good for health.	-	-	100	100	-	-	No
3.	Vitamins and minerals are good for health.	40	40	-	-	60	60	Yes
4.	Fruits and vegetables are good sources of vitamins and minerals.	40	40	20	20	40	40	Yes
5.	Fat should be completely removed from the diet to maintain a healthy weight.	20	20	80	80	-	-	No
6.	People should eat good quality protein to build the body.	80	80	20	20	-	-	Yes
7.	Eating refined carbohydrates rich food daily causes weight gain.	88	88	-	-	12	12	Yes
8.	Low intake of fibre related to bowel disorders.	40	40	20	20	40	40	Yes
9.	Intake of iron-rich foods should be increased during adolescence.	10	10	20	20	70	70	Yes
10.	Regular meal patterns should be followed.	100	100	-	-	-	-	Yes
11.	Poor nutrition can have a profound impact on growth and development.	100	100	-	-	-	-	Yes

Basic about Nutrition: Parents of the sample group were not aware of the nutritional aspects as they gave many wrong answers and "I do not know" responses were also collected by the researcher. Forty percent of the parents responded "do not know" about the balanced diet. Sixty percent answered "I do not know" regarding vitamins and minerals being good for health. Twenty percent responded fat should be completely removed from the diet to maintain a healthy weight. Twenty percent of parents' responded people should not eat good quality protein to build the body and 12 percent of the parents "do not know" that daily eating of refined a carbohydrate causes weight gain. Low intake of fiber is the cause of bowel disorders was not known by 60 percent of the parents of the sample group (20 percent responded "No" while 40 percent mentioned "I do not know"). The intake of iron-rich foods that should be increased during adolescence was known by only 10 percent of the parents, 20 percent mentioned "No" and the remaining 70 per cent answered, "I do not know".

Table 1.4: Parents' Awareness regarding Management of ASD: Opinionnaire (n=100)

S. No.	Statement	Yes		No		I don't know		Correct answer
	Management of ASD	N	%	N	%	N	%	
1.	ASD is managed by Positive reinforcement (including rewards, gifts, clapping, etc.)	10	10	90	90	-	-	Yes
2.	To manage ASD, parental counselling is an effective method.	67	67	12	12	21	21	Yes
3.	Early diagnosis and appropriate intervention help improve ASD.	100	100	-	-	-	-	Yes
4.	Using medication alone does not help manage ASD.	100	100	-	-	-	-	Yes
5.	Interaction with typically developing children helps them recover from ASD.	30	30	10	10	60	60	Yes
6.	Prior training is a supportive way to manage a child with ASD.	100	100	-	-	-	-	Yes
7.	Augmented & Alternative Communication may be used to improve the communication of a child with ASD.	-	-	-	-	100	100	Yes
8.	Visual cues likethe picture of a quiet place at home help in managing the aggressive behavior of a child with ASD.	20	20	-	-	80	80	Yes
9.	Dietary changes like the GFCF diet may help in managing ASD.	-	-	50	50	50	50	Yes

ASD= Autism Spectrum Disorder

Management of Disability: Parents were not found to be aware of the management of disability. Two out of nine items of this section were responded to correctly by all the parents including early diagnosis and appropriate intervention with necessary medication helps manage the condition. Only 10 per cent of the parents responded "Yes" for autism spectrum disorder being manageable by positive reinforcement including rewards, gifts, clapping etc. whereas 90 per cent of parents were not aware about of the positive reinforcement. Sixty-seven per cent of the parents were not known that parental counselling is an effective method whereas 12 per cent responded "No" and 21 per cent did not know about the effectiveness of parental counselling. Nearly, 30

per cent of the parents were aware of the interaction with typically developing children helping manage the disorder, 10 per cent responded "No" and 60 per cent "do not know". None of the parents was aware that augmented and alternative communication, visual cues, gluten and casein-free diet may help improve the behaviour of adolescents with autism spectrum as described in Table, 1.4.

Thus, proper intervention is needed to improve the awareness of parents of the sample in the key areas, i.e. nutritional aspects and management of disability to manage the condition. The research highlighted that gluten-free/casein-free diet, ketogenic diet, camel milk, curcumin, probiotics, and fermentable foods may help alleviate autism spectrum disorder symptoms by managing gut health whereas intake of monosaccharides, food that contains additives, pesticides, genetically modified organisms, inorganic processed foods, and starchy carbohydrates may aggravate symptoms (Cekici &Sanlier, 2019).

Conclusion and Recommendation

The present study concluded that the parents of adolescents with autism spectrum disorder were not properly aware of the autism spectrum disorder, nutritional aspects, and management of the disability. It might be due to a lack of any counseling/information given at the time of diagnosis or training programmes that must be organized for the caregivers free of cost. Thus, proper intervention is needed to improve the awareness of parents of the sample in the key areas i.e. nutritional aspects and management of disability to manage the condition.

Strength of the study

1. The present study assesses the awareness of parents of ASD that can be used to educate the caregivers/parents as soon as possible after dignosis of the condition.

Limitations of the study

1. The findings of the study may not be representative of the entire population because the sample was selected only from Delhi**.**

Ethical considerations

Data collection commenced after receiving approval from the Institutional Ethics Committee, Lady Irwin College, University of Delhi on 25th May 2019. Written informed consent was taken from the parents before the selection of the participants in the current study as well as parental consent was also achieved.

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GRATITUDE, ATTRIBUTIONAL STYLES AND PSYCHOLOGICALWELLBEING AMONG HIGHER SECONDARY STUDENTS

Dr. D. Arnold Robinson* & Dr. S. Premina**

Abstract

Generally, Gratitude is related to psychological wellbeing. Psychological wellbeing mechanisms where gratitude may relate to wellbeing including schematic biases, coping and positive affect. When the gratitude is discussed with relevant to explanatory style in understanding psychological wellbeing, attributional style plays a very important role. This study is an attempt to identify dimensions of control in which students feel that they have control over life events. Obtaining information about once attributional style allows the investigators to make better predictions about gratitude and psychological wellbeing of an individual student. The present study aims to find out the role of gratitude, attributional style and psychological wellbeing of higher secondary school students. 100 students were taken from two different types of schools each in Chennai and Tirunelveli. A random sampling technique was adapted for the selection of sample in the schools. Gratitude Scale by McCullough, M.E. et.al, (2002), Attributional style Questionnaire by Seligman and Peterson (1984) and Psychological Wellbeing by Ryff, C.D. (1995) are used to collect data. Results are statistically analyzed through Descriptive Analysis, Differential Analysis, and Relational Analysis (Mediating effect) in this study. It is concluded that gratitude is acting as the mediator for the interaction between attributional style and psychological wellbeing.

Keywords: Gratitude, Attributional Style, Psychological Wellbeing

Introduction

Individuals function effectively when the feelings are god and satisfied. Experience of painful emotions and joyful feeling are normal part of our life. Managing these different situations bring long term wellbeing. During management of life individuals give explanations to each and every circumstances, these activities attracted psychologist.

Gratitude has empowered everyone to teach more effectively, appreciate individual students, grow in profession, and enjoy life. *Gratitude* may be broadly defined as the

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appreciation of what is valuable and meaningful to one. The majority of available research studies indicate that gratitude is associated with an enhanced sense of personal wellbeing.

Attribution is a combined process through which we pursue to understand the reasons behind other's behavior and occasionally the reasons behind our behavior too (Kelley, 1972). According to Weary, Stenley and Harvey (1989), an attribution is an inference about why an event occurred or about a person's disposition or other psychological states. Individuals make attributions about one's own natures and experiences just as they make attributions about others. Hence, attributions may be perceptions and inferences about others or about self. The attributions are about a person's explanation of causation. On the other way they gradually constitute their perspective and framework through which they view life. There are significant evidences which point towards the fact that causal explanation which the individual considers relevant with regard to various events experienced by them, has a marked effect on their action and behavior. Causal attribution processes are not only means of providing the individual with perceptions of reality about the world, but also of maintaining effective control in the world (Kelley, 1972; Stryker and Gottlieb, 1991).

The kind of explanations that people offer for events has been receiving considerable attention from psychologists. In an attempt to understand and explain the causative factors of human behavior, psychologists have found these explanations to be potentially significant. The causal explanations for events, termed attributions, help them explain many crucial areas of behavior like achievement, health, dysfunctional behaviorsand also incorporation of the principles of attribution facilitates the treatment process.

However, one component of attributional style, that of attributing negative events to personal (internal) characteristics (Int–Neg), was associated with a diagnosis of depression. This suggests that overall, attributional style is a reflection of current mood rather than prior causes of depression. Sometimes psychologists feel that one's attributions are related to gratitude. And researchers have found that individuals who exhibit and express the most gratitude are happier, healthier, and more energetic. The more a person is inclined towards gratitude, the less lonely, stressed, and anxious or depressed. As research grows in this area the number of studies which show the positive impact of gratitude multiply.

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Psychological Well-being is a multifaceted concept. It is often thought of as one of the hallmarks of the liberal arts experience, resulting from educational encounters that both guide students in the search for meaning and direction in life and help them realize their true potential.

Related Works

Attribution theory was first proposed by Fritz Heider and later expanded upon by Bernard Weiner, among others. These psychological theorists have provided the foundational concepts for attribution theory and have established the importance of the attributional process to education because of the strong influence attributions have on students' feelings of success and failure and on their emotions, and future motivation and emotional state.

Seligman, Steen, Park, and Peterson (2005) had participants write a letter thanking someone for the positive impact they had on the participant's life. Participants were asked to then deliver and read the letter aloud to the person they had written to. The researchers found that people who completed the exercise reported experiencing more happiness and less feelings of depression than the control group for up to one month later.

In Rash, Matsuba, and Prkachin's (2011) study, participants were engaged in a four-week program where gratitude contemplation was encouraged by having participants think about people, or moments that they were grateful for and to sustain the feelings of gratitude for five minutes. No matter how little he may actually have compared with others, a grateful person enjoys a sense of fullness. But no matter how much a person may in fact have, if he is not a thankful person, he will live with a gnawing sense of emptiness. The grateful person has unlimited capacity to truly enjoy God's blessings, while the ungrateful person can't enjoy the blessings he does have.

Need for the Study

Attributions are an integral part of our daily lives and highly impactful in terms of how students learn, are motivated to learn and develop their ability to self-direct their learning. Because they are part of our metacognitive processes, attributions can be examined and changed, resulting in improved learning processes and learner outcomes.

We review several of these studies, highlight some nuances related to the current research on psychological wellbeing and attributional styles provide an overview of assessment to gratitude.

Definitions of Variables

Gratitude

According to the Merriam-Webster Dictionary, gratitude is simply "the state of being grateful". Psychiatry researchers define gratitude as "the appreciation of what is valuable and meaningful to oneself and represents a general state of thankfulness and/or appreciation" (Sansone & Sansone, 2010). Lacewing, (2016) defines that if we acquire a good through exchange, effort or achievement, or by right, then we don't typically feel gratitude. Gratitude is an emotion we feel in response to receiving something good which is undeserved".

Attributional Style

Attribution styles can be used to understand how and why individuals respond to behaviors and situations. It can also be used to describe behavior in social contexts that impact the relationships we have, how we interact with other groups, understand our national identify and the role of our country in a global context.

Psychological Wellbeing

The World Health Organization defines psychological wellbeing as a state of wellbeing in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. Levi (1987) defined psychological well-being as' a dynamic state characterized by reasonable amount of harmony between individual's abilities, needs, and expectations, and environmental demands and opportunities.

Sample

A convenient random sampling technique was adapted for the selection of sample. 100 students were taken for the study. The students who just completed XII standard were chosen as the sample.

Title of the Problem

The topic, **"Gratitude, Attributional Styles and Psychological Wellbeing among higher secondary students**" was chosen for the study.

Objectives

1. To know the impact of Gender on locality, Gratitude, Attributional Styles and Psychological Wellbeing of higher secondary students.
2. To inter relate Gratitude, Attributional Styles and Psychological Wellbeing of higher secondary students.
3. To find out total mediation effect of Attributional Styles, Gratitude and Psychological Wellbeing of higher secondary students.

Hypotheses

1. Gender has no impact on locality, Attributional Styles, Gratitude and Psychological Wellbeing of higher secondary students.
2. Attributional Styles, Gratitude and Psychological Wellbeing are not interrelated among higher secondary students.
3. Total mediation effect of Attributional Styles as the predictor, Psychological Wellbeing as the outcome variable and gratitude as mediating variable are not significant.

Research Tools selected for the present study

The following tools have been used by the investigator to carry out this study.

1. Attributional style by Seligman and Peterson (1984)
2. Gratitude Scale by McCullough, M.E. et.al. (2002)
3. Scale of Psychological wellbeing by Ryff, C.D. (1995)

Analysis and Interpretation of Data

Education Dynamics (Alagappa University Faculty of Education)

Table-1

To differentiate the levels of Negative Attributional Styles betweenboys and girls

Attributional Style	Gender	N	CR	LS
Internal Negative	Boys	33	0.0183	N.S
	Girls	67		
Stable Negative	Boys	33	0.9704	N.S
	Girls	67		
Global Negative	Boys	33	0.9199	N.S
	Girls	67		
Hopelessness	Boys	33	0.9736	N.S
	Girls	67		
Composite negative	Boys	33	0.4303	N.S
	Girls	67		

From Table 1, it is clear that the calculated CR values are less than that of table CR value hence; it is proved that there is no significant difference between girls and boys in the negative attributions (Internal, Stable and Global negatives and Hopelessness)

Table-2

To differentiate the levels of Positive Attributional Styles between boys and girls

Attributional Style	Gender	N	CR	LS
Internal Positive	Boys	33	0.370	N.S
	Girls	67		
Stable Positive	Boys	33	0.020	N.S
	Girls	67		
Global Positive	Boys	33	0.216	N.S
	Girls	67		
Hopefulness	Boys	33	0.327	N.S
	Girls	67		
Composite Positive	Boys	33	0.049	N.S
	Girls	67		

From Table 2, it is clear that the calculated CR values are less than that of table CR value hence; it is proved that there are no significant differences between girls and boys in the positive attributions (Internal, Stable and Global positive and Hopefulness).

Table-3

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To differentiate the levels of Gratitude and Psychological Wellbeing between boys and girls

	Gender	N	CR	LS
Gratitude	Boys	33	0.7709	N.S
	Girls	67		
Psychological Wellbeing	Boys	33	0.0294	N.S
	Girls	67		

The above table 3 shows that the calculated CR values are less than that of table CR values. Hence, it is proved that there is no significant difference between Gratitude and Psychological Wellbeing of boys and girls.

Table-4

To relate the levels of Positive Attributional styles, Gratitude and Psychological Wellbeing between Tirunelveli and Chennai students

Locality	CP vs G	CP vs PWB	G vs PWB	HF vs G	HF vs PWB
Tirunelveli	0.630	0.434	0.851	0.618	0.431
Chennai	0.490	0.339	0.846	0.729	0.324

CP= Positive attributional style; G = Gratitude; PWB = Psychological Wellbeing; HF= Hopefulness

From the table 4, it is understood that calculated correlation coefficient values are more than that of table correlation coefficient values ($P<0.01$). Hence hypothesis is rejected and proved that there is significant relationship between Positive Attributional Style, Gratitude and Psychological Wellbeing based on locality (Tirunelveli and Chennai) of the students.

Table - 5

To relate the levels of Negative Attributional styles, Gratitude and Psychological Wellbeing between Tirunelveli and Chennai students

Locality	CN vs G	CN vs PWB	HL vs G	HL vs PWB
Tirunelveli	0.311	0.287	0.131	0.202
Chennai	0.530	0.230	0.210	0.132

CN= Negative attributional style; G = Gratitude; PWB = Psychological Wellbeing

HL= Hopelessness

From the table 5, it is understood that calculated correlation coefficient values are more than that of table correlation coefficient values (P<0.01). Hence hypothesis is rejected and proved that there is significant relationship between Negative Attributional Style, Gratitude and Psychological Wellbeing based on locality (Tirunelveli and Chennai) of the students.

Table-6

Total mediating effect of Gratitude on Attributional Style and Psychological Wellbeing of higher secondary students based on locality.

Attributional Style	Locality	Total Mediation Effect	't' value	ρ value
Positive	Tirunelveli	0.9700	27.64	0.0001
	Chennai	0.7535	7.98	0.0001
Negative	Tirunelveli	-0.5516	4.58	0.0001
	Chennai	-0.6783	6.40	0.0001
Hopefulness	Tirunelveli	0.9569	22.83	0.0001
	Chennai	0.9407	19.21	0.0001
Hopelessness	Tirunelveli	-0.4658	3.65	0.0007
	Chennai	-0.3096	2.26	0.0287

From table 6, it is clear that total mediating effect of gratitude on positive attributional style (ρ<0.0001), negative attributional style (ρ<0.0001), Hopefulness (ρ<0.0001) and Hopelessness (ρ<0.0001) are highly significant, because calculated correlation coefficient values are significantly more than that of table correlation coefficient values. So hypothesis has been rejected.
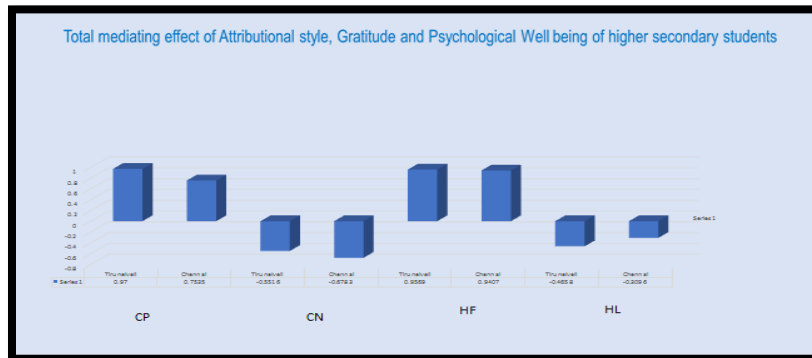
Figure - 1

Total mediating effect of Gratitude on Attributional Style and Psychological Wellbeing of higher secondary students based on locality

Total mediating effect of Attributional style, Gratitude and Psychological Well being of higher secondary students

Results

1. The levels of Gratitude, Attributional Styles and Psychological Wellbeing are moderate in nature.

2. Attributional Styles and Gratitude are related to each other.

3. Attributional Styles has an influence over Psychological Wellbeing of higher secondary students.

4. Gratitude and Psychological Wellbeing are interrelated.

5. Gender has no impact on Attributional Style, Gratitude and Psychological Wellbeing of higher secondary students.

6. Locality has an impact on Attributional Style, Gratitude and Psychological Wellbeing of higher secondary students.

7. Total mediation effect of Gratitude on Attributional style and psychological wellbeing are highly significant in nature.

Educational Implications

The way in which students attribute their experiences may be less of a risk factor and more of a symptom of negative emotion than previously thought. Past episodes of gratitude may produce long-lasting positive attributions relating to the self, in addition to other optimistic attributions. It is therefore important to look out for and address these optimistic attributions in people. Therefore, gratitude appears to be one component, among many components, that contributes to an individual's wellbeing. Research also indicates that there are a number of potential distinctions in the relationship among gratitude, attributional style and wellbeing that

may eventually be relevant to the effective integration of gratitude techniques into psychotherapy treatment.

Delimitation of the Study

The study was restricted to higher secondary school students who were just completed 12th standard. Two schools were selected each from Tirunelveli and Chennai district. Gender and locality are the two demographical variables included in this article.

Conclusions

It is concluded that gratitude is acting as the mediator for the inter action between attributional style and psychological wellbeing. So the educational institutions should develop the gratitude nature among student teachers which will enhance the Psychological Wellbeing and attributional style.

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PREPAREDNESS OF SCHOOL AND HIGHER EDUCATION INSTITUTIONS FOR INCLUSIVE EDUCATION ACCORDING TO NEP- 2020

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Abstract

India is one of the few countries the world over where the education of children with special needs doesn't fall within the purview of the human resource development ministry. It is generally the burden of the omnibus ministry of social justice and empowerment, the prime focus of which is rehabilitation and education. The Government of India approved the National Education Policy "NEP 2020." The policy aims to bring about radical structural change in education policy in India. While the policy has been lauded for bringing in some positive change, it has also been equally criticized for legitimizing exclusionary practices and policies. In fact, till today, it does not have education as part of its agenda, and the issue of the education of children with disabilities remains imperceptible, hidden from the public domain, a private problem for families and NGOs to deal with. It's time that governmental agencies as well as mainstream institutions wake up to the reality that segregation of children with challenging needs is morally unjustifiable and a violation of human rights. Indeed, there is no other way to provide education to 36 million disabled children. Seventy-eight percent of the Indian population lives in rural areas without provision for special schools. Therefore, inclusive schools have to address the needs of all children in every community, and the central and state governments have to train their teachers to manage inclusive classrooms.

Keywords: Inclusive education, Preparedness of Administration, NEP -2020

Introduction

In spite of the widespread adoption of policies on mainstreaming and, more recently, inclusive education for children and young people with special educational needs, little is actually known about the relationship between what teachers think about such policies and the type of learning environments that they provide. It has been established that learners with special needs are not one homogeneous group. They have individual needs and experience different barriers. Some of these are linked to their disabilities, which may include different categories such as visual, hearing, physical, albinism, and speech impairment. Others are related to children

who are gifted, talented, or slow learners. Many teachers, school administrators, and parents are worried about the consequences of enrolling children with special needs in regular schools. They are concerned about how this may affect the performance of the other students in the schools, especially the gifted and talented ones. However, there is no compelling evidence that teachers and school administrators have the necessary attitudes, pedagogical competence, perceptions, instructional resources, and school infrastructure to facilitate the accommodation of learners with diverse backgrounds in all-inclusive schools around the world. Unfortunately, research in this area that can facilitate decision-making is rare and not well disseminated. This study, therefore, provided an in-depth assessment of teacher and administrator preparedness for the smooth implementation of all-inclusive education

Background of the Inclusive Education Proramme

The government of India is constitutionally committed to ensuring the right of every child to basic education. One of the earliest formal initiatives undertaken by the GOI was the Integrated Education for Disabled Children (IEDC) scheme of 1974 (NCERT, 2011). The Kothari Commission (1966) which highlighted the importance of educating children with disabilities during the post-independence period (Pandey 2006). In 1980s the then ministry of Welfare, Govt. of India, realized the crucial need of an institution to monitor and regulate the HRD programmes in the field of disability rehabilitation. Till 1990s, ninety percent of India's estimated 40 million children in the age group- four-sixteen years with physical and mental disabilities are being excluded from mainstream education. The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action (1992) stresses the need for integrating children with special needs with other groups. The Government of India implemented the District Primary Education Project (DPEP) in 1994–95. In late 90s (i.e. in 1997) the philosophy of inclusive education is added in District Primary Education Programme (DPEP). This programme laid special emphasis on the integration of children with mild to moderate disabilities, in line with world trends, and became one of the GOI"s largest flagship programmes of the time in terms of funding with 40,000 million rupees (approximately 740 million US dollars). Sarva Shiksha Abhiyan (SSA) was launched to achieve the goal of Universalisation of Elementary Education in 2001, is one such initiative. Three important aspect of UEE are access, enrolment and retention of all children in 6-14 years of age. A zero rejection policy has been adopted under SSA, which ensures that every Child with Special Needs (CWSN), irrespective of

the kind, category and degree of disability, is provided meaningful and quality education. Inclusive Education of the Disabled at the Secondary Stage (IEDSS) in 2009-10 has provided assistance for the inclusive education of the disabled children at 9th and 10th classes. This scheme now subsumed under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013. It is important to integrate these children into regular schools to help them socialize and build their confidence.

NEP 2020

The National Policy on Education was framed in 1986 and modified in 1992. Since then several changes have taken place that calls for a revision of the Policy. The NEP 2020 is the first education policy of the 21st century and replaces the thirty-four year old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student. The New Education Policy 2020 provides to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. The NEP 2020 seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030". This aspirational goal remains a stark contrast to India's learning outcomes which remain stubbornly low. It has drawn much attention to the theme of inclusive and equitable education

NEP- Equitable and Inclusive Education: Learning for All

NEP Chapter 6 Discussed and focused on inclusive education

Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation.

The Policy also recognizes the importance of creating enabling mechanisms for providing Children with Special Needs (CWSN) or Divyang, the same opportunities of obtaining quality education as any other child.

Ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system will also be accorded the highest priority. Children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education.

Schools/School complexes will be provided resources for the integration of children with disabilities, recruitment of special educators with cross-disability training, and for the establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities (e.g., textbooks in accessible formats such as large print and Braille) will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers. As per the RPWD Act 2016, children with benchmark disabilities shall have the choice of regular or special schooling. Resource centres in conjunction with special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities

Most classrooms have children with specific learning disabilities who need continuous support. Research is clear that the earlier such support begins, the better the chances of progress. Teachers must be helped to identify such learning disabilities early and plan specifically for their mitigation. Assessment and certification agencies, including the proposed new National Assessment Centre, PARAKH, will formulate guidelines and recommend appropriate tools for conducting such assessment, from the foundational stage to higher education (including for entrance exams), in order to ensure equitable access and opportunities for all students with learning disabilities.

Inclusive education

Inclusive education is defined as a system of learning which includes everyone and one that can cater to the learning needs of Children with Disabilities (CwD). India has asserted its commitment to inclusive education by agreeing to the Sustainable Development Goals (SDGs) and the UNESCO Salamanca Statement. Being a signatory to the Convention for the Rights of Persons with Disabilities, it also has a commitment to work towards inclusiveness in all spheres

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in the near future. Additionally, domestic legislations—Right to Education Act, 2009 (RTE), Rights of Persons with Disabilities Act, 2016 (RPWD), and National Trust Act, 1999—mandate 'reasonable accommodation' of children with disabilities in mainstream schools. However, in reality, these children fall through the cracks of the system. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too. Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all.

UNICEF's work to promote inclusive education

To close the education gap for children with disabilities, UNICEF supports government efforts to foster and monitor inclusive education systems. Our work focuses on four key areas:

Advocacy: UNICEF promotes inclusive education in discussions, high-level events and other forms of outreach geared towards policymakers and the general public.

Awareness-raising: UNICEF shines a spotlight on the needs of children with disabilities by conducting research and hosting roundtables, workshops and other events for government partners.

Capacity-building: UNICEF builds the capacity of education systems in partner countries by training teachers, administrators and communities, and providing technical assistance to Governments.

The Choice of the School NEP

NEP has cleared confusion with regards to the medium of attaining education for disabled children. The earlier two acts i.e. (Rights of Persons with Disabilities Act, 2016 ("RPWD Act") and Right of Children to Free and Compulsory Education Act, 2009 ("RTE Act") policy goal The NEP 2020 considers equity as an inclusive notion and embraces diversity by focusing on socially and economically disadvantaged groups and areas (NEP 2020, 24-25).which equivocally provided for three mediums to the children for receiving their education oscillated between these three choices mentioned herein below

    i. Special Schools (RPWD Act)

    ii. Neighborhood Schools (RPWD Act & RTE Act)

iii. Home-based Education (RTE Act) The NEP rectifies this issue by recognizing all three options for their education. Nevertheless, certain concerns remain unaddressed.

Status of inclusive education in School in India

Most of the children in special schools have had an experience in inclusive or regular schools. Reasons for not continuing in regular schools included a lack of professional knowledge, peer and teacher acceptance, quality support, or learning opportunities in inclusive schools. The majority of the parents felt the need to expand the admission criteria. According to them several informal barriers—IQ tests, mock observation by teachers, ability to write or speak—limit access to inclusive education. In many urban inclusive schools, a higher fee was often demanded without any special service or facility by the school. Most of the rural inclusive schools surveyed were run by nonprofit initiatives. Other rural schools accepted children with different abilities either due to lack of knowledge of special needs or due to lack of acceptance by the parents. In the inclusive schools studied, one special educator catered to 20-22 children on average. In comparison, a special educator in special schools supported six-seven children on average. Disability-specific accommodations in examinations still need to cover a wider spectrum of requirements. Bullying and teacher neglect of children with disabilities are not uncommon.

Issues and Challenges

According to School Education Quality Index by NITI Aayog, most States and the Union Territories reported an NER of more than 90 per cent. In fact, the share of out-of-school children has been declining and the transition rate from Primary to Upper-Primary Level and the transition rate from Upper-Primary to Secondary Level has been improving in most states. Despite these positive indicators inter-state variations on these variables at the secondary level continue to be high. Muslims have the maximum proportion of out of school children in India (4.43 per cent), followed by Hindus (2.73 per cent), Christians (1.52 per cent) and others (1.26 per cent).

Implementation Strategies for School Education

Suitable implementation strategies will be deployed to address the problems of access, participation and learning outcomes for the socio-economically disadvantaged groups (SEDGs)

and to eliminate different types of disparities (both groups and areas specific) in school education.

- Strategies for Overcoming Regional Disparities
- Strategies for Gender Disparities
- Strategies for Social Group Disparities
- Inclusion of Children with Disabilities (CwD)

Mode of Special Education in Schools of India

Children with disabilities are educated in India through special schools. There exist a few schools exclusively for blind and deaf under government sector. But there is not any special provision in mainstream government schools for education other disabled children like low vision, leprosy cured, hearing impaired, locomotors disabled, mentally retarded, mentally ill, autism affected, cerebral palsy affected and multiple-disabled. These children with disabilities are nurtured to some extent through the special schools of non-government sector.

Higher education

Indian higher education system is the second largest system in the world after China. There are 37.4 million enrolled students in the HE system with GER of 26.3 — reflecting an increase in the social demand for higher education. Currently there are about 993 universities, 39,931 colleges and 10725 stand-alone institutions. Around 80.3 per cent of students in higher education are enrolled in 10 programmes out of approximately 187(AISHE 2019). More than three-fourths of the institutions and two-thirds of the enrolment are in private higher education institutions. The quality of such a vast, diversified and expanding system remains a challenge in India.

Policy Goal

The National Education Policy 2020 envisions delivering quality higher education with equity and inclusion (NEP 2020, para 9.3, p. 34). Standard setting and accreditation in Higher Education are seen as significant instruments to achieve three policy goals, i.e., quality, self-governance and autonomy in higher education. The NEP 2020 envisages to set up a 'meta-accrediting body' called the National Accreditation Council (NAC) as one of the verticals of HECI.

NEP actions that are specific to Higher Education shall be adopted by all Governments and HEIs:

Steps to be taken by all HEIs

- Provide more financial assistance and scholarships to socio-economically to all
- Make admissions processes more inclusive
- Make curriculum more inclusive
- Increase employability potential of higher education programmes
- Develop more degree courses taught in Indian languages and bilingually
- Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly
- Develop bridge courses for students that come from educational backgrounds
- Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs, including but not limited to the above items.

Preparedness of Institutions

"Towards Inclusive Education in South Africa" in the Western Cape, Thomson (1998:10) emphasized that the effective implementation of inclusive education depends on high quality professional preparation of teachers at pre and in-service levels to equip them for and update their knowledge in meeting the needs of a diverse classroom population. This was (and is) the experience in Europe. Thomson further indicated major obstacles that hamper the implementation of inclusive education worldwide: large classes, negative attitudes to disability, examination-oriented education systems, a lack of support services, rigid teaching methods, assessment dominated by a medical model, a lack of parent involvement, and a lack of clear national policies.

Fighting Educational Exclusion

Inclusion is a complex issue. The curriculum is a powerful tool (Swann, 1988) and may be part of the problem. On inclusion Reuven Feuerstein viewed that "Chromosomes do not have the last word". However, his view on inclusion are challenging for everywhere. He argues there are three pre-requisites

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- **The preparation of the child**: Some children with special needs may require some prior training before they are placed in a regular school. Special educators made available for the purpose can provide such training and thereafter CWSN may be admitted in mainstream schools. States of Andhra Pradesh and Uttar Pradesh have conducted exclusive residential bridge course for CWSN to prepare them for regular schools but in rest of the states it is not yet to be done. From 683 thousand, l00 thousand CWSN were identified in 2002-03. By 2006-07 3 million 38 thousand were identified. From 566 thousand CWSN enrolled in schools in 2002-03, the enrolment of CWSN currently in SSA stands at 2 million 20 thousand (Dec. 2006).The target for 2006-07 include enrolment of 3 million 38 thousand CWSN in 34 States.

- **The preparation of receiving schools**: Some mainstream secondary schools may be selected and developed as "Model Inclusive School" on priority basis. First of all barrier-free access to CWSN are made in all such institutions. Effort should be taken to provide disabled-friendly facilities in these schools. Development of innovative designs to provide an enabling environment for CWSN should also be made in these schools as a part of preparation programme. In India total 222 thousand schools have been made barrier-free countrywide under SSA.

- **The preparation of parents**: It has been seen that the parents/guardians of CWSN generally face problems, both social and psychological resulting into marginalisation and exclusion of CWSN in mainstream schools. Hence, it is important to undertake widespread awareness among the people especially parents of CWSN.

- **The preparation of teachers**: In India teacher training in special education is imparted through both face-to-face and distance mode.

- **Pre-Service Training**: In India, there is provision for pre-service teacher training in SE, but it is mainly concentrated in secondary level training. There are 159 institutions of secondary teacher training in SE whereas there are only eleven institutions in the country that imparts pre-service training at elementary or primary level in SE. The Rehabilitation Council of India (RCI) is the apex authority to develop, recognize and regulate the course curriculum of SE. As the Indian school system is one of the largest in the world and number of CWSN are very high, the prevailing situation of pre-service teacher training in special education needs to be strengthened or elaborate alternative mechanism for

incorporating the elements of special education in general teacher training programs needs to found out.

Conclusion

Teachers and school administrators have a significant role to play in sustaining the all-inclusive education agenda of the government. Firstly, the teachers must have the practical skills, knowledge, and ability to handle the complex behavioral tendencies of an all-inclusive classroom. The government is committed to providing education through mainstream schools for children with disabilities in accordance with the PWD Act, 1995, and all the schools in the country will be made disabled-friendly by 2020. The special interventions and strategies, like pedagogic improvement and adoption of child-centered practices, are focused on children with disabilities. NEP 2020 emphasizes the importance of inculcating inclusive educational structure and inclusive educational culture in our school education system through infrastructural support and by making corresponding changes in the curriculum incorporating materials on human values such as respect for all people, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It calls upon the stakeholders to overcome the barriers and remove biases and stereotypes through sensitization programs. The policy aims to promote inclusion, bring out equity, and develop respect for diversity through the development of understanding of various cultures, religions, languages, gender identities, etc. among children, teachers, and other school functionaries. Implementing the policy will give a result in the empowerment of stakeholders through efficient management of resourcing and improved governance and monitoring with the cooperation of schools for the education of children with disabilities and SEDGs.

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ATTITUDE OF B.Ed. COLLEGE TEACHERS TOWARDS TEACHING PROFESSION IN PURBA MEDINIPUR DISTRICT OF WEST BENGAL

Dr. Ratan Sarkar* & Kartik Maji**

Abstract

In Indian culture, a child's first birth is attributed to their parents, while the second birth, metaphorically, occurs under the guidance of a teacher. Teachers hold a position of great significance, even surpassing that of parents, as they open the doors to knowledge and shape the character of their students. A teacher fulfills roles as a friend, philosopher, guide, and mentor to the student, carrying the weight of high expectations from society. Recognizing the profound importance of the teaching profession, this study endeavors to understand the attitudes of B.Ed. College teachers towards the teaching profession in Purba Medinipur District, West Bengal. The study involved the analysis of data from a sample of 68 teachers, encompassing both genders and various types of locations related to B.Ed. colleges, along with different subject teaching methods. Among these 68 teachers, 46 were male and 22 were female. Additionally, 34 teachers were affiliated with rural colleges, while 34 were associated with urban colleges. Data collection employed a set of 30 items, and respondents were asked to express their opinions about the teaching profession using a five-point Likert scale. Mean scores were computed separately for male and female teachers and rural and urban samples. To assess the significance of differences in attitude towards the teaching profession between rural and urban areas, as well as across genders, t-tests were conducted. The findings of this study show that there is no significant difference between attitudes towards the teaching profession based on gender, locality, or category, but experienced teachers have more positive attitudes towards the profession.

Keywords: Attitude, Teaching Profession, B.Ed. College Teachers, Gender, Experience, Locality, Experience, Purba Medinipur

Introduction

It is education that has the supreme power to buffer the high literacy rate as well as provide them with cognitive skills to persuade them to flourish in every field—economically, politically, and socially-and therefore to increase the quality of the labour force invested with

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skills of productivity (Okemakinde, 2013). In this procedure, it is the teacher who plays a crucial role. It sounds absurd without mentioning the role of teachers in the educational system. The quality of education solely depends on the performance and teaching of the teachers. So, it is pertinent to note that teachers are the cornerstone of the effective teaching-learning process (Anikweze, Ojo, and Aiyanga, 2002), rightly said that 'Teacher should be the carrier of the culture of society, the agent of its propagation, perpetuation, and renewal, as well as the architect of its change for the better'. The effectiveness of any educational system ultimately relies on the quality and dedication of individuals, as teachers are the ones who deliver and shape the educational experience for students. They are not only the pillars of the educational system but also the makers of mankind and the architects of the future of the nation. So, a teacher's role extends beyond the classroom; they should serve as a beacon for students both inside and outside the college, setting an example in all aspects of life. Indeed, the teaching profession is renowned for its intrinsic nobility and steadfast dedication to upholding high moral standing. The University Education Commission (1948) highlighted the significance of teachers and their responsibility in the field of education. The National Policy of Education (1986) has rightly stated that "the status of the teacher reflects the socio-cultural ethos of a society; it is said that no person can rise above the level of its teacher." NCTE in Quality Concerns in Secondary Teacher Education submitted that "the teacher is the most important element in any educational program. It is the teacher who is mainly responsible for the implementation of the educational process at any stage." The American Commission on Teacher Education (1944) rightly observes that "the quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in a critical measure, upon the quality of their education; the quality of their education depends more than upon any single factor, upon the quality of their teacher." Religious leaders, social reformers, and educationists are also given much more stress by teachers at different stages of time. R. N. Tagore said that "a lamp can never light another lamp unless it continues to burn its flame. A teacher can never truly teach unless he continues to learn." This acknowledgement underscores the pivotal role that educators play in shaping the educational landscape. The goal of education is to foster the holistic development of a child's personality. Dr. S. Radhakrishnan said that "the teacher's place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. He not only guides the individual

but also, so to speak, the destiny of the nation." The fruitfulness of education is to be realized only when it underscores the vital role of effective teaching in fulfilling the purpose of education. The Kothari Commission (1966-1966) has aptly observed that "the future of the nation is shaped in her classroom". On the other hand, the ideal process of teaching emphasizes that effective teaching involves cultivating a positive attitude towards the teaching profession and the ability to inspire learners in the right direction. Compelling instruction includes developing a positive demeanor towards the educational calling and the capacity to rouse learners within the right heading. Different instructive approaches and commissions, such as the National Approach of Instruction (NPE-1986) and the NCTE (1998), have recognized that the quality of education depends entirely on the quality of teachers. Despite government endeavors, there's a prevailing sense of instructor disappointment, which is influencing instructive guidelines. Many teachers lack genuine passion for their profession and interest in their students. A nation's progress and educational standards are indeed closely tied to the quality of its education system and, ultimately, its teachers. This leads to the central address: do instructors genuinely hold unfavorable demeanors towards the teaching profession? To reply to this, researchers have initiated an objective study focusing on the attitudes of B.Ed. College teachers in the Purba Medinipur district of West Bengal.

Need and Significance of the Study

The significance of this study lies in its impact on the professional development of teachers and the overall quality of education. The attitudes held by teachers play a pivotal role in how they perform their duties. Teachers' attitudes, values, and beliefs greatly influence their effectiveness in the classroom. A favourable attitude not only makes teaching easier but also enhances job satisfaction and professional fulfillment. Conversely, an unfavourable attitude can make the teaching task arduous and un-enjoyable. Furthermore, it's crucial to recognize that a teacher's attitude also has a direct impact on the behavior and learning outcomes of their students. Therefore, effective and productive learning experiences for students are closely linked to teachers possessing desirable attitudes. In this context, the focus of our study is on B.Ed. college teachers and their attitudes towards the teaching profession. Understanding and assessing their attitudes can provide valuable insights into how to enhance teacher performance, improve the educational environment, and ultimately contribute to the betterment of education as a whole. This study holds significance for several reasons. Firstly, it offers the opportunity to gain a

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deeper insight into the attitudes of teachers towards the teaching profession within the specific content area. Secondly, the findings of this study have the potential to inform both government policies and B.Ed. colleges on how to foster positive attitudes among teachers towards their profession. Lastly, the knowledge derived from this research can be particularly beneficial for individuals entering the teaching profession, serving as a valuable resource for their career development. The study's importance is underscored by its exploration of how various factors, such as gender and locality, might moderate the attitudes of teachers. From a psychological standpoint, a teacher's attitude holds a substantial influence within the teaching profession. These attitudes often stem from underlying values and are shaped by the educational environment that surrounds individuals, especially during their formative years. To promote favourable attitudes towards the teaching profession, colleges must cultivate a supportive environment. Consequently, there is a pressing need to investigate teacher attitudes in B.Ed. colleges, particularly about gender and locality, to better understand and address these influential factors.

Statement of the Problem

The problem for the present study is specifically stated as **Attitude of B.Ed. College Teachers towards Teaching Profession in Purba Medinipur District of West Bengal.**

Objectives of the Study

The objectives of the study are:

1. To find out the difference between the attitude of Male and Female B. Ed college teachers towards the teaching profession.
2. To find out the difference between the attitude of Rural and Urban B. Ed college Teachers towards the teaching profession.
3. To find out the difference between the attitude of Language, Social Science and Science B.Ed. college teachers towards the teaching profession.
4. To find out the difference between the attitudes of fewer than 3 years and above 3 years of teaching experience B.Ed. college teachers towards the teaching profession.
5. To find out the difference between the attitude of General and SC/ST/OBC B.Ed. college teachers towards the Teaching Profession.

Hypotheses of the Study

The research hypotheses of the study are as follows:

- **Ho1:** There is no significant difference between the attitude of Male and Female B.Ed. college teachers towards the teaching profession.

- **Ho2:** There is no significant difference between the attitude of Rural and Urban B. Ed. College teachers towards the teaching profession.

- **Ho3:** There is no significant difference between the attitude of Language, Social Science, and Science B. Ed. college teachers towards the teaching profession.

- **Ho4:** There is no significant difference between the attitude of less than 3 years and above 3 years of teaching experience B. Ed. college teachers towards the teaching profession.

- **Ho5:** There is no significant difference between the attitudes of General and SC/ST/OBC B.Ed. college teachers towards the teaching profession.

Delimitations of the Study

1. Geographical Area: The present study was delimited to only the Purba Medinipur District of West Bengal.
2. Level of Education: The present study was restricted to the B. Ed. college teachers in Purba Medinipur District.

Methodology

Research Design: This study used a descriptive survey research design to investigate the B.Ed. college teacher`s attitude towards the teaching profession.

Variables: Two major variables were considered for the present study and these are given below:

1. Major Variables: B.Ed. College Teachers Attitude
2. Categorical Variables:

    a) Gender (Male, Female)

    b) Discipline (Language, Social Science, Science)

    c) Category (Gen, SC, ST, OBC)

    d) Experience (Below 3 years, above 3 years)

e) Location (Urban, Rural)

Population of the Study

B.Ed. College Teachers of Purba Medinipur District in West Bengal were considered as the population of the present study.

Sampling Technique and Size

A total of 68 B.Ed. college teachers were selected from 4 B.Ed. Colleges (2 Rural and 2 Urban) by using the Stratified Random sampling technique for this study.

Table No. 1: Number of Sample Teachers

S. No.	No. of B.Ed. Colleges			No. of B.Ed. Colleges Teachers (Location Wise)		No. of B.Ed. College Teachers (Male)	No. of B.Ed. College Teachers(Female)	Total
1	Urban	2	4	Urban	34	46	22	68
2	Rural	2		Rural	34			

Research Tools

A self-made tool was used for the present study. The scale consists of 30 items. The categories of response were Likert Type i.e., 'Strongly Agree', 'Agree', 'Neutral', 'Disagree', 'Strongly Disagree' and '4', '3', '2', '1', '0' were respective scores awarded for response to positive items. Some items were negative in nature and scoring was done in reverse order i.e., '0', '1', '2', '3', and '4'.

Analysis and Interpretation

Quantitative analysis was done employing different statistical techniques. Descriptive statistics like mean and standard deviation were calculated for all groups and all the scores. After that, inferential statistical analysis like the t-test was done. The significance of t values was tested at 0.05 level of significant. All the raw data were tabulated in MS Excel.
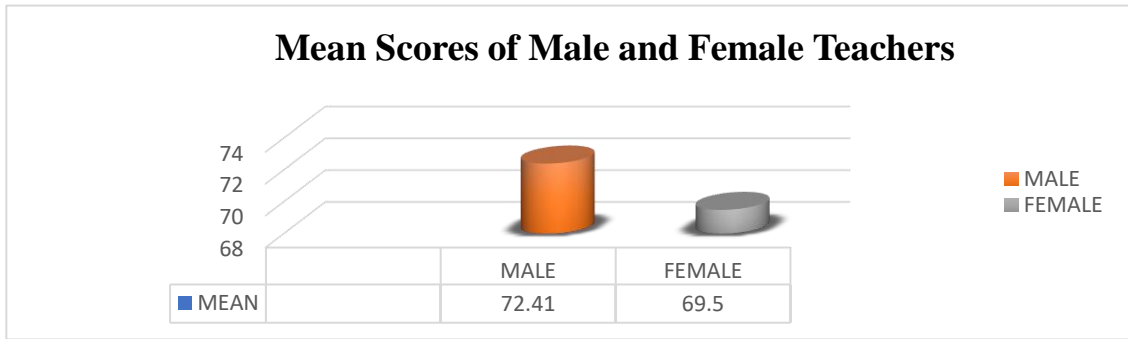
<div align="center">Objectives-wise Analyses of Data</div>

Objective No. 1: To find out the difference between the attitude of Male and Female B.Ed. college teachers towards the teaching profession.

Table No. 2: Comparison of Mean Scores of Male and Female B.Ed. College Teachers

Gender	N	Mean	Std. Deviation
Male	46	72.41	8.14
Female	22	69.5	5.56

Figure No. 1: Graph Showing Difference between Mean Scores of Male and Female B.Ed. College Teachers

From Table No. 2 and Figure No. 1, it is found that the mean score of male teachers is 72.41, the mean score of female teachers is 69.5, and the standard deviation score is 8.14 for male teachers and 5.56 for female teachers. So, this result indicates that the means score and standard deviation value of male teachers is higher than those of female teachers. So, it can be said that male teachers have a moderately positive attitude compared to female teachers towards the teaching profession in Purba Medinipur District of West Bengal.

Hypotheses No. 1: Ho1: There is no significant difference between the attitude of Male and Female B.Ed. college teachers towards the teaching profession.

Table No. 3: Group Statistic and Independent Samples Test Statistics of Attitude of B.Ed. College Teachers towards the Teaching Profession with regard their Gender

Group Statistic					t-test for Equality of Means		
Gender	N	Mean	Std. Deviation	Std Error Mean	df	t	Sig. (2-tailed)
Male	46	72.41	8.14	1.20	65	1.94	0.13
Female	22	69.5	5.56	1.18			

From the analysis in Table No. 3, it is seen that in the case of comparing teachers' attitudes towards the teaching profession between male and female teachers of B.Ed. colleges, the mean and standard deviation for male and female teachers were computed separately. The calculated t value is 1.94 (t > 0.05) and the P value is 0.13 (p > 0.05). Hence, it is not significant at the 0.05 level.

So Ho1 is accepted, and it can be safely said that male teachers are not significantly different from female teachers in respect to their attitude towards the teaching profession in Purba Medinipur District.

Objective No. 2: To find out the difference between the attitude of Rural and Urban B.Ed. college teachers towards the teaching profession.

Table No. 4: Comparison of Mean Scores of Rural and Urban B.Ed. College Teachers

Location	N	Mean	Std. Deviation
Rural	34	69.91	5.96
Urban	34	73.02	8.56

Figure No. 2: Graph Showing Difference between Mean Scores of Rural & Urban B.Ed. College Teachers
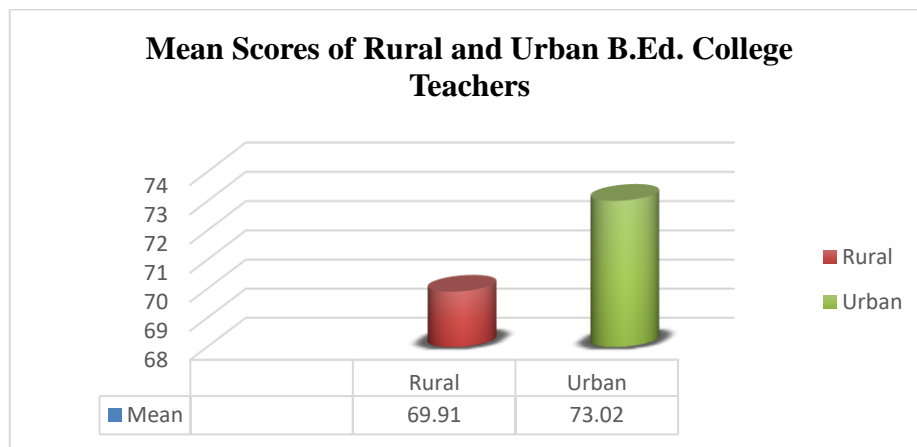
From Table No. 4 and Figure No. 2, it is found that the mean score of urban teachers is 73.02, the mean score of rural teachers is 69.91, and the standard deviation value is 8.56 for urban teachers and 5.96 for rural teachers. So, this result indicates that the means score and standard deviation values of urban teachers are higher than those of rural teachers. So, it can be

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said that urban teachers have a moderately positive attitude compared to rural teachers towards the teaching profession in the Purba Medinipur district of West Bengal.

Hypothesis: H0-2 there is no significant difference between the attitude of Rural and Urban B.Ed. College teachers towards the teaching profession.

Table No. 5: Group Statistics and Independent Samples Test Statistics about the Attitude of Rural and Urban B.Ed. College Teachers towards the Teaching Profession

	Group Statistics				**t-test for Equality of Mean**		
Gender	**N**	**Mean**	**Std Deviation**	**Std Error mean**	**df**	**t**	**Sig. (2-tailed)**
Rural	34	69.91	5.96	1.02	66	1.92	0.08
Urban	34	73.02	8.56	1.46			

From the analysis in Table No. 5, it is seen that in the case of comparing teachers' attitudes towards the teaching profession between rural and urban teachers of B.Ed. colleges, The mean and standard deviation for rural and urban teachers were computed separately. The calculated t value is 1.92 (t > 0.05) and the P value is 0.08 (p > 0.05). Hence, it is not significant at the 0.05 level.

So, Ho2 is accepted, and it can be inferred that urban teachers are not significantly different from rural teachers concerning their attitude towards the teaching profession in Purba Medinipur District.

Objective No. 3: To find out the difference between the attitudes of those below 3 years and above 3 years of teaching experience B.Ed. college teachers' towards the teaching profession.

Table No. 6: Comparison of Mean Scores of B.Ed. College Teachers with regard to their

Experience	**N**	**Mean**	**Std. Deviation**
Below 3 years	37	73.10	8.52
Above 3 years	31	69.51	5.55

Experience

Figure No. 3: Comparison between Mean Scores of B.Ed. College Teachers about their Experience
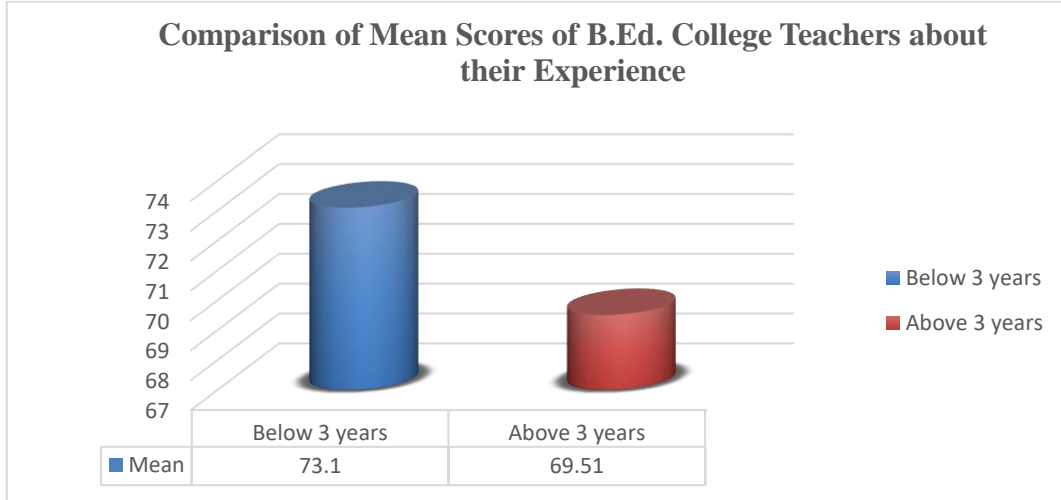
From Table No. 6 and Figure No. 3, it is found that the mean score of below-three-year-experienced teachers is 73.10, the mean score of above-three-year-experienced teachers is 69.51, and the standard deviation value is 8.52 for below-three-year-experienced teachers and 5.55 for above-three-year-experienced teachers. So, this result indicates that the means score and standard deviation values of below-three-year-experienced teachers are higher than those of above-three-year-experienced teachers. So, it can be said that the below-three-year-experienced teachers have a moderately positive attitude compared to the above-three-year-experienced teachers towards the teaching profession in Purba Medinipur District of West Bengal.

Hypothesis: H0-3 there is no significant difference between the attitude of those below 3 years of teaching experience and those above 3 years of teaching experience of B.Ed. college teachers towards the teaching profession.

Table No. 7: Group Statistics and Independent Sample Test Statistics of Attitude of B.Ed. College Teachers towards the Teaching Profession with regard to their Experience (Below 3 years and above 3years)

Group Statistics					t-test for Equality of Means		
Experience	N	Mean	Std Deviation	Std Error Mean	df	t	Sig. (2- tailed)
Below 3Years	37	73.10	8.52	1.40	69	1.99	0.04
Above 3Years	31	69.51	5.55	0.99			

From the analysis in Table No. 7, it is seen that in the case of comparing teachers' attitudes towards the teaching profession between below-three-year-experienced teachers and above-three-year-experienced teachers of B.Ed. colleges, the mean and standard deviation for below-three-year-experienced teachers and above-three-year-experienced teachers were computed separately. The calculated t value is 1.99 (t > 0.05) and the P value is 0.04 (p > 0.05). Hence, it is not significant at the 0.05 level.

So Ho3 is rejected, and it can be safely said that those below 3 years' experience teachers are significantly different from those above 3 years of experience teachers in respect to their attitude towards the teaching profession in Purba Medinipur District.

Objective No. 4: To find out the difference between the attitude of General and SC/ST/OBC B.Ed. college teachers towards the teaching profession.

Table No. 8: Comparison of Mean Scores of Attitudes of B.Ed. College Teachers with regard to their Categories towards the Teaching Profession

Category	N	Mean	Std. Deviation
General	49	72.44	7.93
SC/ST/OBC	19	68.94	5.62

Figure No. 4: Graph Showing the Difference between Mean Scores of the Attitudes of B.Ed. College Teachers with regard to their Categories towards the Teaching Profession

Categroy-wise Difference between Mean Scores

	General	SC/ST/OBC
Mean	72.44	68.94
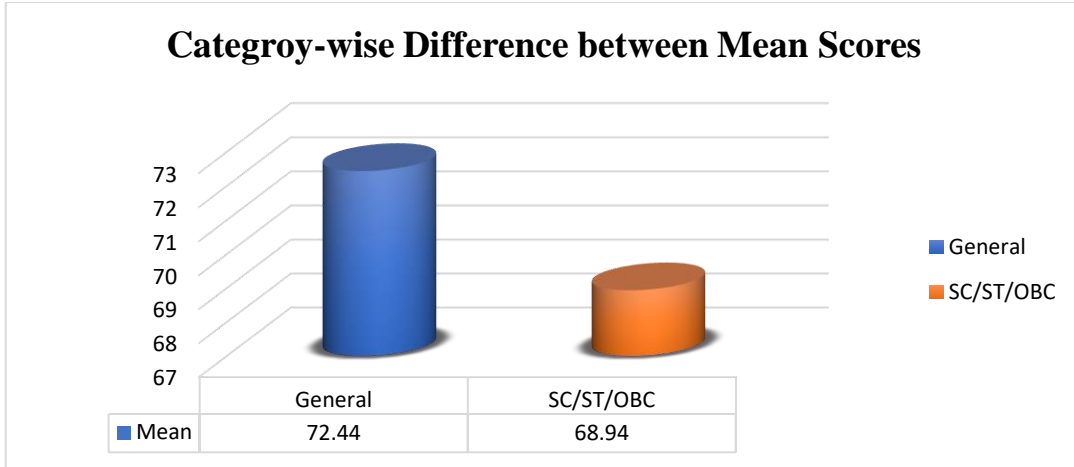
From Table No. 8 and Figure No. 4, it is found that the mean score of general category teachers is 72.44 the mean score of teachers belonging to SC/ST/OBC category is 68.94, and their standard deviation values are 7.93 and 5.62 respectively. This result indicates that the means score and standard deviation values of general category teachers are higher than those of SC, ST, and OBC category teachers. So, it can be said that the general category teachers have a moderately positive attitude compared to the SC/ST/OBC category teachers towards the teaching profession in Purba Medinipur District of West Bengal.

Hypothesis: H0-4 there is no significant difference between the attitude of General and SC/ST/OBC B.Ed. college teachers towards the teaching profession.

Table No. 9: Group Statistics and Independent Sample Test Statistics of Attitude of B.Ed. College towards Teaching Profession Category wise-General and SC/ST/OBC

Group statistics					t-test for Equality of Means		
Category	N	Mean	Std Deviation on	Std Error mean	df	t	Sig. (2- tailed)
General	49	72.44	7.93	1.13	67	1.89	0.08
SC/ST/OBC	19	68.94	5.62	1.28			

From the analysis in Table No. 9, it is seen that in the case of comparing teachers' attitudes towards the teaching profession between general category and SC/ST/OBC category teachers of B.Ed. colleges, the mean and standard deviation for general category and

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SC/ST/OBC category teachers were computed separately. The calculated t value is 1.89 (t > 0.05) and the P value is 0.08 (p > 0.05). Hence, it is not significant at the 0.05 level.

So, Ho1 is accepted, and it can be inferred that general category teachers are not significantly different from SC/ST/OBC category teachers concerning their attitude towards the teaching profession in Purba Medinipur District.

Results

The central aim of this study was to identify and analyze the attitude of B.Ed. College teachers toward the teaching profession. The comprehensive study conducted on the teachers working in B.Ed. colleges located in Purba Medinipur District, West Bengal, have revealed that the teachers possess a moderately positive attitude towards their teaching profession. The research took into account several factors, including the satisfaction levels of the teachers with their job, their motivation, and their outlook towards their students. The results of the study indicate that the teachers in this region are generally content with their choice of career and find their work fulfilling. They are highly motivated to impart knowledge to their students and are dedicated to their roles. The study also found that the teachers in the region have a positive outlook toward their students, which can play a significant role in fostering a healthy learning environment. Overall, the study provides a detailed and insightful analysis of the attitudes of the teachers towards their profession in the Purba Medinipur District of West Bengal. After conducting thorough analysis and research, the study has produced several significant findings. Below are some of the most notable results that emerged from the study:

- General category teachers exhibit a slightly higher mean attitude score of 72.44 towards the teaching profession compared to SC/ST/OBC category teachers, who have a mean score of 68.94. However, this difference is not statistically significant, indicating that there is no substantial distinction in attitude between these two groups in Purba Medinipur District. The statistical analysis of the data shows that the calculated t value of 1.89 (t > 0.05) and the P value of 0.08 (p > 0.05). Hence, it is not significant at the 0.05 level and Ho4 is accepted. it provided in Table No. 9; it can be noted that the category does not differ in attitude towards the teaching profession.

- There is no statistically significant difference in the attitude towards the teaching profession between male and female teachers. The statistical analysis of the data shows

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that the calculated t-value of 1.94 (t > 0.05) and a P-value of 0.13 (p > 0.05) do not reveal any significant difference between the attitudes of male and female teachers towards the teaching profession in Purba Medinipur District. Therefore, these results are not significant at the 0.05 level, and Ho1 is accepted.

- Similarly, there is no statistically significant difference in the attitude towards the teaching profession between rural and urban teachers. The statistical analysis of the data shows that the calculated t-value of 1.92 (t > 0.05) and a P-value of 0.08 (p > 0.05) do not reveal any significant difference between the attitudes of rural and urban teachers towards the teaching profession in Purba Medinipur District. Therefore, these results are not significant at the 0.05 level, and Ho2 is also accepted.

- Teachers with less than 3 years of teaching experience have a notably more positive attitude towards the teaching profession, as demonstrated by their higher mean score of 73.10, compared to teachers with more than 3 years of experience, who have a mean score of 69.51. This suggests that teachers with fewer than 3 years of experience significantly possess a positive attitude towards the teaching profession in B.Ed. colleges. The statistical analysis of the data shows that the calculated t value is 1.99 (t > 0.05) and the P value is 0.04 (p > 0.05). Hence, it is not significant at the 0.05 level. So Ho3 is rejected, and it can be safely said that those below 3 years' experience teachers are significantly different from those above 3 years of experience teachers in respect to their attitude towards the teaching profession in Purba Medinipur District.

Discussion

During an investigation into the teaching process and attitudes of B.Ed. college teachers in Purba Medinipur District of West Bengal, some interesting findings were uncovered. The results relate to studies on attitudes towards the teaching profession based on different categorical variables. Here's a summary of these findings that relate to the other studies:

- Teachers who have less than three years of teaching experience have a significantly more positive attitude towards the teaching profession compared to those with more than three years of experience. This finding is consistent with the study conducted by Barwal (2011), who found that teachers with more experience have more positive attitudes towards the teaching profession than those with less experience.

- There is no significant difference in attitude towards the teaching profession between General category teachers and SC/ST/OBC category teachers in B.Ed. colleges. This finding is also consistent with the study conducted by Trivedi (2011)who reported that attitudes toward the teaching profession do not differ based on categories.

- When comparing the attitudes of rural and urban teachers, as well as male and female teachers, no significant differences were found in attitude towards the teaching profession. This finding is also consistent with the study conducted by Banerjee and Behera (2014), who revealed that male and female teachers, as well as rural and urban teachers, do not have significant differences in attitudes towards the teaching profession.

These findings provide valuable insights into the attitudes of B.Ed. college teachers in this region based on different factors such as experience and social categories.

Suggestion for Further Research

Based on the delimitations, limitations, and findings of the present study following suggestions are made for future research.

- Comparable types of research could be conducted in areas beyond Purba Medinipur District to ensure the generalizability of the findings.

- Equivalent investigations can be carried out on a national level to capture the diverse perspectives among B.Ed. College instructors across various states, regions, and educational levels (primary, secondary, and tertiary institutions).

- Comparable investigations can also be undertaken to analyze how cultural, educational, and social factors contribute to variations in attitudes and to identify any commonalities or discrepancies that may exist on a broader scale.

- Similar studies can also be conducted to explore how teachers' attitudes may evolve or vary depending on the level of education in which they are involved.

- Similar studies can also be conducted in a more comprehensive qualitative manner, utilizing methods such as interviews, focus group discussions, or case studies, to gain a nuanced understanding of the attitudes of B.Ed. College teachers and to delve into the underlying factors that shape their attitudes.

Conclusion

To conclude it can be stated that teachers occupy a vital place in shaping the future of the young generation of our nation and emphasize the importance of enhancing the quality of their teaching. So, it is pertinent to say that it is the teacher who is responsible for improving the quality of education and, therefore, the fate of our nation, employing various kinds of effective teaching methods and techniques. Attitude, being a dynamic entity, is influenced by variables like age, previous experience, beliefs, gender, and stream of education. The comprehensive analysis undertaken in this study aimed to assess the attitude of B.Ed. college teachers towards the teaching profession. Principally, it was recognized that there is no significant difference in the attitude towards the teaching profession about gender, category, or locality, but teachers with less experience are seen to show a more positive attitude towards the teaching profession. This micro-level study also unveiled more dynamic conclusions. The investigators expect that this study will be helpful for educational administrators, policymakers, and concerned authorities while resolving something relating to the issues of teacher education and quality education at the higher education level. While conducting the study, the investigators noticed that many studies can be conducted on attitudes toward the teaching profession at the macro level.

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EFFECT OF PHONOLOGICAL AWARENESS TRAINING IN IMPROVING THE READING SKILLS AMONG CHILDREN WITH DYSLEXIA

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Abstract

Investigator attempted to find out the effect of phonological awareness training in improving the reading skills among children with dyslexia. True Experimental Research Design with Pre and Post – tests has been employed in the study. Investigator has chosen ten domains of phonological awareness namely rhyming words, alliteration, letter sound awareness, syllabification, phoneme blending, phoneme segmentation, phoneme deletion, phoneme isolation, phoneme substitution and word recognition. In total the number of items is 125 and the total score is also the same. There were 15 students with dyslexia were selected as the sample for the present study. Among the 15 students, 10 represent experimental groups and remaining 5 were in the control group adopting non probability, purposive sampling method. The phonological awareness intervention was implemented among the sample for 25 sessions. The collected data were analysed quantitatively by applying t- test and Mann- Whitney test. The findings of the study indicate that significant difference exist in pre-test and post- test of mean difference scores in the sample on learning of phonological awareness and basic reading skills. It also states that the performance level of the sample after intervention in all the domains of phonological awareness were higher than the before intervention.

Keywords: Phonological Awareness, Reading skills, children with dyslexia

Introduction

Reading is an important ability for advancement in language acquisition and language use. Children learn to read as they enter school at pre-school or elementary school levels. As children progress through elementary school, they transition from 'learning to read' to 'reading to learn'. Phonological awareness is an important component skill of reading ability and is a determinant of success in learning to read and spell. Early speech and early language difficulties are risk factors associated with future reading difficulties. Children with language difficulties such as difficulty in phonological awareness are particularly at risk for poor literacy outcomes.

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Phonological awareness is critical for learning to read any alphabetic writing system. The development of phonological awareness before school age was modelled in association with the development of vocabulary and letter knowledge, home literacy environment, children's reading interest, and beginning reading skill in children with and without dyslexia.

Phonological awareness interacts with and facilitates the development of vocabulary and word consciousness (Louisa & Tolman, 2009). One of the main reading difficulties students with learning disabilities have is in decoding printed words. Students with learning disabilities have difficulty in phonological processing – that is, in hearing the different sounds in words. They may also have difficulty associating sounds with letters. This, in turn, interferes not only with the ability to sound out unfamiliar words but it also strongly affects spelling.

Need and Significance of the Study

The need of the study is to have the basic knowledge on how the letters and words are being spell out and to pronounce the phonological sounds properly in the English language. Phonological awareness leads to better reading efficiency. Phonological awareness prepares children with dyslexia for later instruction, including phonics, word analysis and spelling. For this purpose, the investigator felt the need to take up this research study. The outcome of the study would be proper phonological awareness in English language should improve the reading ability and skills among children with dyslexia.

Therefore, there is a need to provide enough knowledge and skills to the teachers to identify the students with dyslexia and catch them up as early as possible to find solution to the learning problem to have a smaller number of failures at the primary or elementary and also at the secondary level due to the lack of phonological awareness process.

The researcher had an observation in one of the private schools in Coimbatore for the purpose of dissertation. At that point of time the researcher observed the following key points:

➢ Inability to discriminate sounds and letters

➢ Reading 3 letter words and decoding the words were the most difficult task

➢ Omission and substitution of words

➢ Difficulty in syllabication and blending of sounds

Thus, the investigator felt there is an arising need to study on this topic.

Statement of the Problem

The present study is an attempt to improve the phonological awareness training in improving the reading skills among children with dyslexia who are enrolled in special schools and in inclusive schools, by using various aspects of basic reading skills. The research problem is stated that "Effect of Phonological Awareness Training in Improving Reading Skills among Children with Dyslexia."

Operational Definitions

Effect

'Effect' in the present study refers to a change which is a result of the intervention provided in this study, it is referring to the difference score of the domains of phonological awareness.

Phonological Awareness

Kelly (2014) Phonological awareness is the foundation for learning to read and the ability to recognize and work with sounds in spoken language.

In this study the term 'Phonological Awareness' refers to the package comprising of the broad skills to identify and manipulate the sound patterns of English language and the content has been taken from the primary school.

Training

The term 'training' refers to the process of learning the skills need to develop the phonological awareness using worksheets.

Reading Skills

In this study 'reading skills' is the ability of an individual for basic reading skills to develop the phonological awareness and the ability to pronounce the letter and words in a proper manner.

Children with Dyslexia

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (Association, 2003).

Scope of the Research

This study states the importance of learning the reading skills in the English language. The phonological awareness training among children with dyslexia make them independent in the reading skills, socially relevant and academically efficient for the future learning process. This study will be an eye opener for English teachers who are both in the special school and in the inclusive setup and help them in employing effective teaching method of phonological awareness training. As the study focused only the primary level students, it will help children with dyslexia to get clear knowledge in phonological awareness by improving the reading skills before entering secondary level and will equip them to perform better in academics and acquisition of knowledge. The phonological awareness worksheet will encourage curiosity for getting involved in the phonological awareness training to increases understanding and improve intuition by actively participating and utilizing various forms of learner- centred approaches.

The outcome of the study may provide individualized and group learning experience with the integration of phonological awareness domains in worksheets to the children with dyslexia so that the learner with dyslexia have path to understanding during the learning process and to concretize the basic reading skills and manipulation of sound units.

The sample size for the research study is fifteen. The broad concept of phonological awareness is divided into ten different domains. It is particularly designed for the children with dyslexia. The primary focus of the study is to improve their phonological awareness among children with dyslexia. The skills that manifest the research problem rhyme words, alliteration, letter- sound awareness, syllabification, phoneme blending, phoneme segmentation, phoneme deletion, phoneme isolation, phoneme substitution and word recognition. The current study

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examines the issues faced by children with dyslexia to alleviate the problem through intervention strategies in phonological awareness.

Delimitations

1. The phonological awareness training instruction was prepared only for English subject.

2. Samples were restricted to ten children with dyslexia in the experimental group.

3. The number of children with dyslexia in the control group were five.

Review of Literature

Balami (2016) investigated "Effect of Phonological Awareness Training on the Reading Performance of Dyslexic Children in Primary Schools" the sample size was 15 (8 boys and 7 girls). The result of the study reveals that there is significant effect of the training in phonological awareness skills on the reading performance of the dyslexic children. However, there is no significant effect of sex on the intervention.

Phillips (2016) addressed the "Enhancing phonological awareness in Children with Dyslexia"using computer games used quasi-experimental scientific method with a sample of 12 children, aged between 6 to 12 years, divided into two groups: experimental (six) and control (six). The research shows significant differences, with 95% confidence level, in the experimental population after applying the gaming strategies found that there is a significant improvement in phonological awareness in Children with Dyslexia by using computer games designed specifically for this study purpose.

Neumann (2015) investigated "The role of phonological awareness in treatments of dyslexic primary school children" examined that the number of 30 children with dyslexia among the age group of 8-10 i.e. from fourth to fifth graders with phonological awareness deficit, and the phonological awareness training has been conducted. The results of the study revealed that an effective intervention has significantly improved reading in German children with dyslexia can equally benefit from a phonology-based reading training or a visually-based reading training. The design of the study is experimental study. In this both control group and experimental group were taken.

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Gaps in the Review of Literature

In this, the gaps in the literature review are there are no standardized testing formats in our country to assess the phonological awareness and the level of reading skills.

Methodology

Objectives of the Study

- To find the effectiveness of phonological awareness training programme on improving reading skills.

- To find out the level of reading skills among children with dyslexia.

- To train children with dyslexia on phonological awareness to improve reading skills.

- To find out the difference in the reading skills of children with dyslexia before and after phonological awareness training.

Research Hypothesis

1. There will be no significant difference in the control and experimental group mean difference scores in all the domains of phonological awareness.
2. There will be no significant difference in the effect of phonological awareness training in improving reading skills among children with dyslexia.

Research Design

This study uses a quantitative methodology as data collected are continuous scale data and are analysed with quantitative data analysis methods. The experimental design used is the true experimental design with two groups which is a type of experimental method.

Variables

The variables that have causative characteristics are called 'independent' variables, whereas the 'end result' is the dependent variable. The present study aimed at finding the effect of phonological awareness training in improving reading skills among children with dyslexia.

Accordingly, the independent variable is the "Intervention package". It has been divided into two groups: Control group and Experimental group. For the control group there is no intervention package are provided and for the experimental group the intervention package is

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provided and the dependent variable is "Reading skills". The dependent variable of 'change in reading skills' is the difference in post-test score and pre-test score. The scores are obtained on the reading skills test developed by the researcher as part of the phonological awareness training package and used as pre-test and post-test for both control and experimental groups. This difference in pre-test and post-test score is chosen as the dependent variable because it reflects the change in reading skill after the duration of intervention and it can also indicate the direction of change.

Sampling Technique

Purposive sampling under non-probability sampling method was adopted for selecting samples. In this method, sample with the profile representing that of the population of the study were identified and inducted into the study. Since children with dyslexia are not a big population and not present in all schools in all classes, but is a small population, purposive sampling technique has been used.

Data Analysis

The dependent variable of interest is the difference score (post-test – pre-test) for each student in the sample of the study. This difference score can give information regarding improvement (or decline) in specific basic reading skills addressed in this study. The basic reading skills have been represented in 10 domains in the basic reading skill test. Table 1 presents the descriptive statistics, which are the mean difference score and standard deviation of the difference scores for control group and experimental group in each domain, which are related to the basic reading skills addressed in this study. These mean difference scores are represented graphically in figure I.

Table No: I: Mean Difference Scores on basic Reading Skills for Control and Experimental Groups presented Domain- wise

Domains	Mean Difference Score- Control Group (n=5)	Mean Difference Score- Experimental. Group (n=10)
Rhyming Words	1.4	7.4
Alliteration	0.6	11.1
Letter-sound Awareness	1.6	7.5
Syllabification	1.4	5.3

Phoneme Blending	0.8	6.5
Phoneme Segmentation	1	2.8
Phoneme Deletion	1.4	5.1
Phoneme Isolation	1	5
Phoneme Substitution	1.2	4
Word Recognition	1.2	4.6

Figure No: I: Graphical Representation of Mean Difference Scores for Domains 1-10 for Control and Experimental Groups
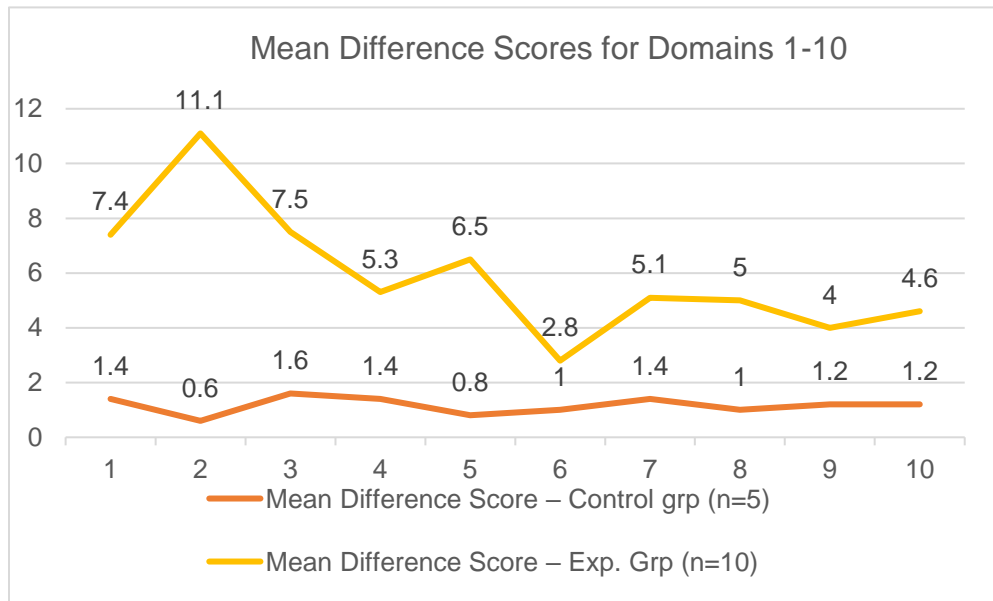

Since the descriptive statistics shows a difference in sample means, an inferential statistic t- test is being performed to confirm real or underlying reason for this observed difference in sample means (table I and figure I). This is because, the differences seen in sample means may be either due to natural or chance variation (also called sampling error) or it may be due to the effect of the intervention provided to the experimental group.

The Group -Wise sample size in this study is 5 in control group and 10 in experimental group. This poses a challenge for assumption of normality which is important to use parametric inferential statistical test. With the sample size of 10 it is not possible to identify the shape of the distribution. Table III presents the frequency distribution for the overall score for the experimental group and figure II shows the frequency distribution of the data using the histogram.

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Table No: II: The Frequency of Distribution for each Domain

Score Limit	Frequency of Marks
0-10	0
11-20	0
21-30	0
31-40	0
41-50	6
51-60	2
61-70	1
71-80	0

Figure: II: Histogram showing Frequency Distribution of Difference Scores for

Domains 1-10
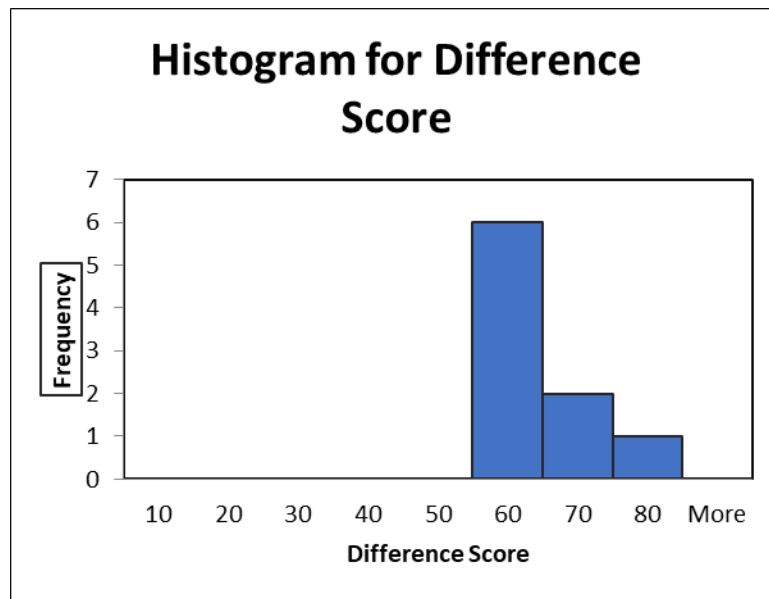
The histogram (figure II) clearly shows the 10 data points distributed as just three data points (6, 2 and 1) in the histogram. Due to this too few data points, the pattern of curve cannot be deciphered. Therefore, it is not possible to make the assumption of normal distribution of data which is important pre-requisite to use parametric inferential statistical test, the two independent samples t-test. The non-parametric equivalent of this parametric test, the Mann-Whitney's U test will be used as inferential statistical test for testing the observed differences in mean difference scores of control and experimental groups in the sample.

Results

Null hypothesis (h_0): The distributions of both the populations are equal. That is, any inequality observed in the sample is due to sampling error or natural variation.

Alternate hypothesis (h_a): The distributions of both populations are not equal. That is the inequality observed in the sample is due to the effect of the intervention.

Independent variable for the study is intervention. There are two groups within the independent variable - control and experimental group. The dependent variable is change score or difference score calculated as: difference score = post-test score – pre-test score. The results of the Mann-Whitney test for each domain are shown in Table – III.

Table No: III. The results of the Mann-Whitney test statistic 'U', corresponding p-values for each calculated 'U' statistic and the decision for each domain in the basic reading skills test

Domain	Mann-Witney U statistic	P- value	Decision
Rhyming Words	0.000	0.002	Reject H_o
Alliteration	0.000	0.001	Reject H_o
Letter- Sound Awareness	0.000	0.002	Reject H_o
Syllable	0.000	0.001	Reject H_o
Phoneme Blending	0.000	0.001	Reject H_o
Phoneme Segmentation	1.500	0.003	Reject H_o
Phoneme Deletion	0.000	0.002	Reject H_o
Phoneme Isolation	0.000	0.002	Reject H_o
Phoneme Substitution	1.500	0.003	Reject H_o
Word Recognition	0.000	0.002	Reject H_o

The results of the Mann-Whitney tests for the overall basic reading skills test and its component domains are presented below:

For All the Domains

The p-value for calculated U- statistics obtained for domains 1 to 10 is 0.00, which is less than the level of significance, α=0.05. Therefore, the null hypothesis that there are no distributions of control and experimental groups are equal, for each domain, is rejected. In other words, the difference between the experimental and control group, for each domain, is a

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statistically significant difference. This means that the differences between distributions of experimental and control groups seen in the sample are due to the intervention and not due to any chance variation.

Conclusion

According to this research study each of the domains has a function which improves the role of basic reading skill.

Overall, in the domains from rhyming words to word recognition a difference in change scores can be seen from control to experimental group. And this difference is shown to be statistically significant as shown in table III.

Results obtained from the above data analysis show statistically significant effect of phonological awareness training on reading skills among children with dyslexia. Thus, the effect of phonological awareness instruction/ training on improving phonology related reading skills was proved in learning English in the primary classes.

The study sought to find out that learning phonological awareness for improving basic reading skills among children with Dyslexia get improved with proper phonological awareness training. After analysing the data, it was discovered that there was a significant effect of phonological awareness in improving reading skills among children with dyslexia. It appeals to children learn through visual, auditory and tactile senses. The importance of the research study will include classroom teachers to employ instructional method to using to improve phonological awareness and improving reading skills. It will assist them to prepare and to meet the diverse needs of the students learning the concept of phonological awareness and the concept of reading skills for the advancement in rhyming words, alliteration, letter sound awareness, syllabification, phoneme blending, phoneme segmentation, phoneme deletion, phoneme isolation, phoneme substitution and word recognition to understand more easily, to see more clearly, to handle conveniently and to have better reading ability and skills.

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