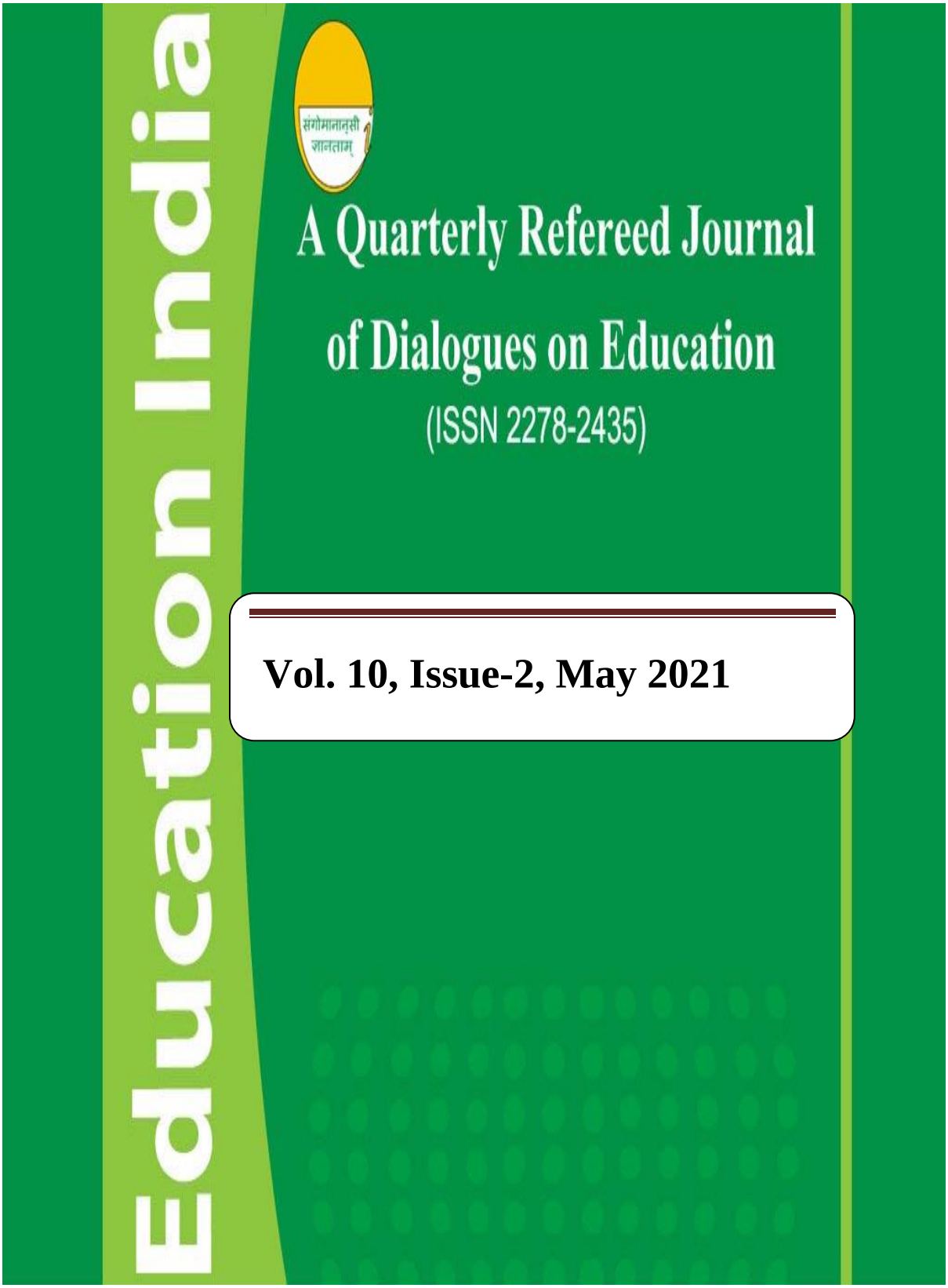
Education India
संगोमानानृसी
ज्ञानताम्
A Quarterly Refereed Journal
of Dialogues on Education
(ISSN 2278-2435)
Vol. 10, Issue-2, May 2021

Index

12. A Study on Students' Perception towards Online Learning in Higher Education in relation to their Gender and Localities

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Abstract

Very recently the Covid-19 pandemic situation has shocked the world and our country too. The pressure on students and higher education institutions is realized high. Schools and universities have been closed and exams postponed. Classrooms are going virtual and admissions for the upcoming academic year are fraught with confusion. According to UNESCO, over 320 million students in Indian schools and colleges are currently affected. The pandemic has pushed the world to drastically reinvent ways of coping with the ***'new normal'****. Can India emerge from this crisis with a refreshed perspective and boost to higher education? An immediate and effective response to the crisis was to go digital. Developing strong online platforms has become necessary to offer continuity in learning. Yet in a developing country like India with vast disparity in socio-economic backgrounds of students and the quality of educational institutions, the shift has not been easy. The digital divide has been further widening the gap, and needs urgent attention from both public and private sector stakeholders as the crisis continues. Good teachers, refreshed curricula and effective tools will ensure students stay involved and active in the learning process. Besides all other factor perception of students towards online learning plays an important role in the way of materializing the different strategies to cope up with the coming digitalized teaching-learning or virtual learning. The Gender and Locality are two major factors which have a greater impact on persons' attitudes and perceptions in other societal variables. In the present article the investigators have selected two variables to study i.e., Gender and Locality as factor in students' perception towards online learning in higher education in west Bengal.*

Key word: Students' Perception, Online Learning, Gender, Localities, Higher Education

1. Introduction

The Information and Communication Technology (ICT) and globalization are both enhanced the growth of online education and made a drastic change in the educational sector

especially in higher education. The fast expansion of the use of internet and related technological advancement fulfilled social demands for improved access to higher education. Reach to the online mode of education in higher education gives students access to a broad range of resources to conduct research and for personal study in numerous ways in different fields by collaborating with others around the world. The evolution of wave 2.0 and social software are changing the way students collaborate, access, learn, communicate and seek new information (Compbell, Wang, Hsu, Duffy & Wolf, 2010).

All the countries in the world have augmented their educational network to meet the future challenges posed by the global need and demand. The measures taken in this direction vary from country to country and in the same country from area to area, depending upon the resources available in the respective country. India is a country with highest number of schools and higher education institutions than any academic system in the world. It is hard to provide standards of education to all students compare to online education at a minimum cost, even though it saves time and can easily be accessible from any corner with the help of advance technology and equip learners to enrich their knowledge. Lots of opportunities will be needed for the issue of online learning that can be beneficial in the educational sector. Till now very few blended and fully online modules and courses developed in India.

The spread of pandemic COVID-19 has disrupted every aspects of human life including education. An unprecedented situation has occurred on education system. In many educational institutions around the world, campuses are closed and teaching-learning has moved online. In India, about 32 crore learners stopped to move schools/colleges and all educational activities brought to an end [13]. Despite of all these challenges, the Higher Education Institutions (HEIs) have reacted positively and managed to ensure the continuity of teaching-learning, research and service to the society with some tools and techniques during the pandemic. Advance in technology reduced the anxieties of mental connection. Even in social distancing and physical isolation that is now in present situation during Covid-19, there is effective connection made possible by technology. In the present crisis due to this pandemic, social distancing is advised. Despite the distance we remained connected via internet with every aspects of our daily life. In today's world isolation is virtually impossible. Technology has facilitated tremendously that we can get knowledge at home. Applying technology in the educational field makes teaching and learning more effective. Online learning encourages active participation in the learning process,

can be difficult to achieve through traditional mode of lecture. Teaching remotely and on digital platforms created unexpected changes in our education system. An effective integration requires for transformation process to re-examine the existing structures and practices. Major adjustment in current teaching and learning is essential to adopt technology successfully at Universities and Colleges. Access the internet technology in higher education for faculty, administrators and students is taken into account to enjoy the packed benefits of its adaptation and implementation. Students across the world forced to adopt the delivery of knowledge by online mode to improve and enhance the higher education system. From the viewpoints of student's perception, effect of online learning on the basis of gender and locality may differ to some extent. Hence the present study focuses on the students' perception about online learning in higher education.

1.1 Objectives

For the present study the investigators formulated following objectives:

i. To study the Gender as a factor in students' perception towards online learning in higher education
ii. To study the Locality as a factor in students' perception towards online learning in higher education

1.1.1 Significance of the Study

The present study might be worthwhile, as an attempt has been made to produce something about the perception towards online learning and the results of this study might be helpful for solving the problems arise due to social distancing in pandemic situation as well as it might be helpful to prepare new creative, and unique online educational programmes . The outcomes of the study would definitely suggest the strategy for promoting online education not only at Higher education level but at other levels also. The present investigation might would have both theoretical and practical implications to the teachers, educators, instructional designers, curriculum framers, future researchers in numerous ways with respect to constructing online instructional strategies, open and distance education and framing the qualitative e-learning materials. The importance of this study is to create a healthy and positive attitude towards educational technology among persons who suffer the techno-anxiety.

2. Literature Review

Bao (2020) revealed that five principles are highly-impact online education (a) high relevance between online instructional design and student learning, (b) effective delivery on

online instructional information, (c) adequate support provided by faculty and teaching assistants to students; (d) high-quality participation to improve the breadth and depth of student's learning, and (e) contingency plan to deal with unexpected incidents of online education platforms [5]. Nassoura (2020) attempted to measure critical aspects such as, instructor characteristics (IC), social presence (SP), instructional design (ID) and trust (TR). He found that the critical factors influence students' perceptions [20]. Daniels, Sart and Cruz (2019) found a significant difference between ratings from public and private institutions. Students of public institutions show higher expectations on e-learning than students from private institutions [9]. Arora and Mehta (2018) E-Learning in India has a very big potential and a bright future. They suggested E-Learning is needed to attract affordable international students, to utilize the adventurous faculty collaborators, to bring about e-twinning of institutions and to plan more inter-country exchange programs [3]. Naresh and Reddy (2018) reported that E-learning has created new definition and dimension in learning pattern and education system. They found to make complete use of e-learning both for the tutor and learners to change the perception and the method of teaching- learning. They suggested e-learning in India would be an acceptable substitute to the class room learning in higher education very soon [19]. Cynthia (2017) indicated that students' perceptions of learning in online classes vary by all of the demographic variables considered except gender [8]. Konwar (2017) revealed that the attitude of college students towards e- learning is independent with regard to gender and locality. It is also found that the attitudes towards e-learning are very high among college students and the students who has used e-learning as learning strategy they have got high marks or percentage than the less user of e-learning strategy [15]. Lone (2017) advocated that Technology is touching every aspect of society. The human experience of online education is about to change. It is an effective tool for development of educational sector in India [16]. Mamattah (2016) found that majority of the students think e-learning is an innovative idea and must be encouraged; however, few concerns such as the fear of employers' discrimination against those who study through e-learning were discovered. It was also realized that hybrid learning, which is a combination of online learning and face-to-face learning, is the preferred mode of learning for the respondents [17]. Matsunaga (2016) found out participants' overall positive perception of knowledge on online learning. He stated again the findings of this study seem useful for future online course designers and takers [18]. Sun and Chen (2016) viewed that effective online instruction is dependent upon 1) well-designed course content, motivated interaction

between the instructor and learners, well-prepared and fully-supported instructors, 2) creation of a sense of online learning community and 3) rapid advancement of technology [22]. Fedynich, Bradley and Bradley (2015) emphasized on the interaction, between students and with the instructor has a major impact on their satisfaction. They also identified sufficient learner support that linked to campus resources, and the need for varying instructional design and delivery to facilitate students' desire to learn [10]. Soni (2015) identified that a Massive Open Online Courses (MOOCs) based model seems to be the best fit with higher education in India. It can overcome the problems and challenges concerning Indian higher education [21]. Abbad and Jaber (2014) stated that, in general, students have favourable perceptions toward using the e-learning system. They also found that technology acceptance is the most variable; it was the factor that contributed to students' perception and satisfaction of the e-learning system [1]. Kar, Saha and Mondal (2014) found that students have high attitude towards e-learning and their attitude scores did not differ significantly with their personal variables such as, gender, stream of study and residence. The study concluded that university students are ready to take various courses conducted through online mode [14]. According to Allen and Seaman (2013), some educators and administrators believe that learning outcomes through online education are the same or superior to those in traditional FTF classrooms [2]. Burns (2013) reported that traditional students may harbor misgivings about the social aspects involved in online courses, that online students have had positive experiences – though the online courses are not always up to their expectations, and that both traditional learners and online learners perceive online learning as convenient though not necessarily conducive to their learning [7]. Huss and Eastep (2013) suggested that students have definite perceptions about online education and what they believe to be the necessary components for their success in this environment [11]. The investigation of Imran (2012) reported that E-Learning has created new dimensions in education, both within and beyond the curriculum and is still looking at further opportunities of becoming more practical. He strongly believed that e-learning will be a substitute classroom learning in India [12]. Astani, Ready and Duplaga (2010) found that more experience with online learning results in more satisfaction with overall online learning [4]. Barbara, Yukie, Robert, Marianne and Karla (2010) suggested that e-learning leads to similar or better outcomes than face-to-face learning, although the authors noted that the optimistic effect of e-learning outcomes was stronger than in face-to-face courses [6].

2.1 Problem Definition:

The investigators reviewed the above studies critically. The maximum studies highlighted the methods and importance of e-learning in higher education. Very few studies conducted to measure the students' perception towards e-learning were found. Nassoura (2020) investigated some characteristics of instructor and instructional design as the factors in students' perception towards online education. Gender and Locality not as factor found by Konwar (2017), Gender, Stream and Locality not as factors by Kar, Saha & Mondal (2014) and Gender as not a factor in students' perception towards e-learning were found by Cynthia Barnes (2017). Technology acceptance as a factor in students' perception towards e-learning was found by Abbad, M. M. & Jaber, F.N. (2014). No study reported that the gender and locality as factor in students' perception towards online learning. But the Gender and Locality are two major factors which have a greater impact on persons' attitudes and perceptions in other societal variables. To verify the above results, the researchers have selected two variables to study i.e. Gender and Locality as factor in students' perception towards online learning in higher education. Thus the study was entitled as "**A Study on Students' Perception towards Online Learning in Higher Education in relation to their Gender and Localities"**.

2.1.1 Hypotheses

The following hypotheses were considered for the present study.

$H_0$1: There exists no significant difference between Boys and Girls in the perception towards online learning in higher education

$H_0$2: There exists no significant difference between Rural Boys and Rural Girls in the perception towards online learning in higher education

$H_0$3: There exists no significant difference between Urban Boys and Urban Girls in the perception towards online learning in higher education

$H_0$4: There exists no significant difference between Semi-Urban Boys and Semi-Urban Girls in the perception towards online learning in higher education

$H_0$5: There exists no significant difference between Rural students and Urban students in the perception towards online learning in higher education

$H_0$6: There exists no significant difference between Rural students and Semi-urban students in the perception towards online learning in higher education

$H_0$7: There exists no significant difference between Semi-urban and Urban students in the perception towards online learning in higher education

3. Procedure of the Study

Keeping in view the objectives of the present study, the investigators followed a sound methodology and procedures, the details of which have been depicted here.

I. Variables Studied:

The variables studied in the present study were divided into two categories: **(**1) Independent variable and (2) Dependent variable

Independent Variables: The present study comprises of two independent attribute variables. Those are (a) Gender (Males and Females), (b) Locality (Rural, Urban and Semi- Urban)

Dependent Variables: Only one variable, Perception towards Online Learning was considered as a dependent variable in the present study.

II. Methods of the Study Employed:

For the study the method of the investigation was confined to a descriptive and survey approach. The method of the study involves analysis, comparison, contrast and interpretation of the data; and drawing out the relevant inferences and significant conclusions.

III. Tools Used:

For the present study a tool was developed by the investigators using Likert scale (5 points) consists of 50 items and included questions on 'Perception about Online Learning' (PAOL) as one of the variable of this study.

IV. Reliability:

The reliability of the scale was measured by split half method with the score 0.76 and internal consistency was measured by Cronbach's alpha method with the score 0.83. The reliability coefficient was found >0.70; it confirms that the scale used in the study is reliable.

V. Validity:

To ensured face validity and content validity of the present scale, the items of the scale were judged by various experts and faculty members from West Bengal State University, Kalyani University and Calcutta University then the scale was given its final form.

VI. Population:

The population of the study was higher education students of west Bengal. The samples were found from two Universities namely West Bengal State University and Calcutta University in West Bengal

VII. Sampling Procedure Followed:

A sample of 507 (N = 507) higher education students of Under Graduate level has been selected from two Universities in West Bengal keeping in view that students of various categories such as gender (male and female) and localities (rural, urban and semi-urban) might be included in the sample. Data are collected electronically through Google form and automatically stored into database. A purposive sampling method was adopted for this study.

The sampling distribution has been presented in the table-1.

Table-1: Showing the sampling distribution

Gender ⟶ **Localities ↓**	Male	Female	Total
Rural	33	71	104
Urban	61	206	267
Semi-urban	37	99	136
Total	131	376	507

Statistics Used: For the statistical treatment of the collected data, different statistical techniques used for the present study can be divided into two major parts, i.e. (a) Descriptive Statistics and (b) Inferential Statistics.

3.1 Analysis of Data

Here the investigators tried to analysis the data of 'Perception towards Online Learning':

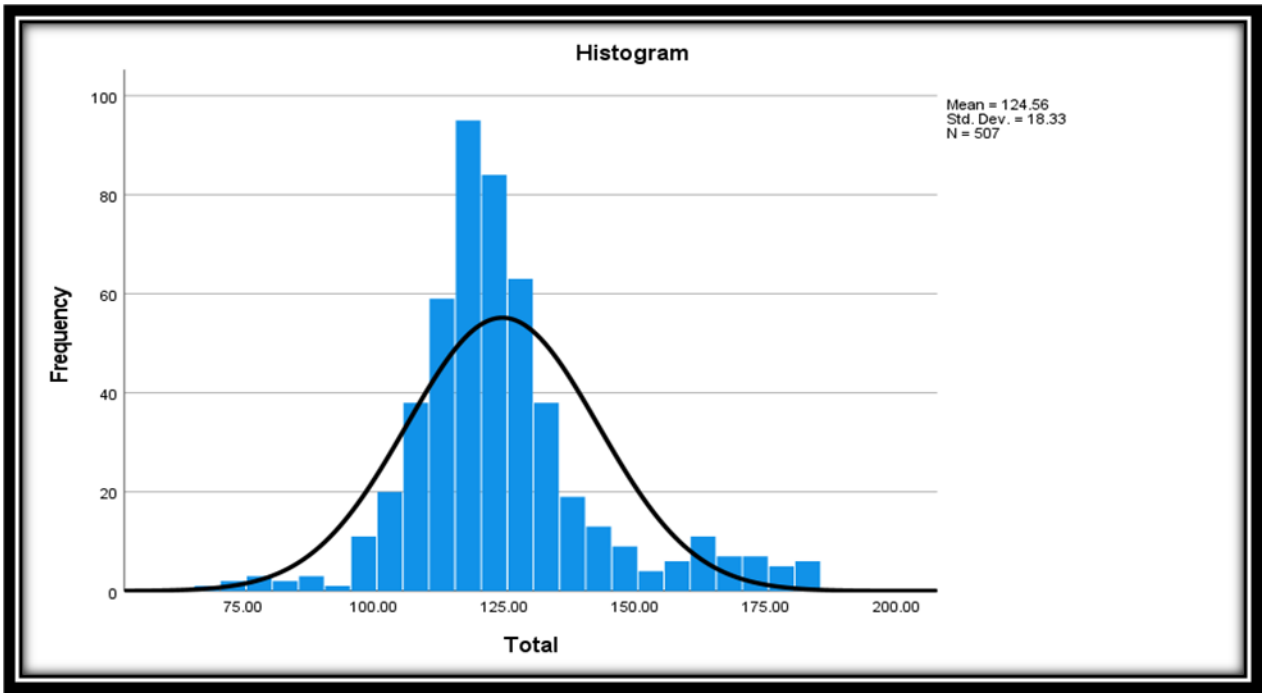
Descriptive Statistics for the scores of 'Perception towards Online Learning'

Table -2: Showing the Descriptive Statistics for Scores of Perception towards Online Learning		
N	507	
Mean	124.56	
Std. Error of Mean	0.814	
Median	122.00	
Mode	124.00	
Std. Deviation	18.329	
Variance	335.974	
Skewness	0.913	
Std. Error of Skewness	0.108	
Kurtosis	1.979	
Std. Error of Kurtosis	0.217	
Range	117.00	
Minimum	68.00	
Maximum	185.00	
Sum	63152	
Percentiles	P_{25}	115
	P_{50}	122
	P_{75}	130

The descriptive statistics presented in table-2 revealed that the measures of central tendency for total (N = 507) i.e. the mean, median and mode are respectively 124.56, 122.00 and 124.00. The median is slightly differed but mean and mode are nearly same and coincide, which indicates the normality of the distribution. The maximum number of students secured 124.00, where the highest score was 185.00 and lowest score was 68.00 in the distribution. 25% respondents (127 out of 507) secured below 115 and 25% (127 out of 507) secured above 130.

Hence, the remaining 253 respondents obtained scores in their Perception about Online Learning within 115 and 130.

Fig.-1 Showing the NPC with Histogram for the Score of Perception towards Online Learning



3.1.1 Major Findings

(A) Analysis of Gender as a Factor in Students' Perception towards Online Learning in Higher Education:

Table-3: Showing the 't' value of Boys and Girls in perception towards online learning in higher education

Variable	Category	Count (N)	Mean	SD	SE_M	SE_D	t-value	df
Perception towards online learning	**All Male**	131	121.038	19.706	1.721	1.849	2.568*	505
	All Female	376	125.787	17.688	0.912			

*Significant at 0.05 level. P = 0.0105

The table-3showed that,'t' value between male and female students in perception towards online learning in higher education was significant at 0.05 level. Thus, the null

hypothesis ($H_0$1) was rejected. It was established that, there existed a significant difference between male and female students in perception towards online learning in higher education. Since the mean score of female students was higher than the male students, it might be interpreted that, the females at higher education level favour online education more than male counterpart. This result contradicted with the results of the studies conducted by Konwar (2017), Kar, Saha & Mondal (2014) and Cynthia Barnes (2017).

Table-4: Showing the 't' value of Rural Boys and Rural Girls in perception towards online learning in higher education

Variable	Category	Count (N)	Mean	SD	SE_M	SE_D	t-value	df
Perception towards online learning	**Rural Male**	33	112.303	22.471	3.912	3.545	2.394*	102
	Rural Female	71	120.789	13.480	1.599			

*Significant at 0.05 level. P = 0.0185

It was observed from the table-4that,'t' value between rural male and rural female students in perception towards online learning in higher education was significant at 0.05 level. Therefore, the null hypothesis ($H_0$2) was rejected. It was established that, there existed a significant difference between rural male and rural female students in perception towards online learning in higher education. Since the mean score of rural female students was higher than the rural male students, it might be interpreted that, the rural females at higher education level favour online education more than rural male counterpart. It made a contradiction with the results of the studies conducted by Konwar (2017), Kar, Saha & Mondal (2014) and Cynthia Barnes (2017).

Table-5: Showing the 't' value of Urban Boys and Urban Girls in perception towards online learning in higher education

Variable	Category	Count (N)	Mean	SD	SE_M	SE_D	t- value	df
Perception towards online learning	**Urban Male**	61	127.836	18.685	2.392	2.804	0.626**	265
	Urban	206	129.592	19.393	1.351			

	Female							

**Insignificant at 0.05 level. P = 0.5317

From the observation of table-5, it has been revealed that the obtained 't' value was 0.626 which was insignificant at 0.05 level. Therefore, the null hypothesis ($H_0$3) was accepted. It was established that, there existed no significant difference between urban male and urban female students in perception towards online learning in higher education. It is found that the mean score of urban female students was higher than the urban male students, it might be interpreted that, the urban females at higher education level favour online education more than urban male counterpart. This result slightly supports to the results of previous investigators like Konwar (2017), Kar, Saha & Mondal (2014) and Cynthia Barnes (2017).

Table-6: Showing the 't' value of Semi-Urban Boys and Semi-Urban Girls in perception towards online learning in higher education

Variable	Category	Count (N)	Mean	SD	SE_M	SE_D	t-value	df
Perception towards online learning	**Semi-Urban Male**	37	117.622	14.536	2.389	2.810	1.364 **	134
	Semi-Urban Female	99	121.454	14.602	1.468			

**Insignificant at 0.05 level. P = 0.1750

With regards to the Table-6 it was found that the obtained 't' value was 1.364 which was insignificant at 0.05 level. Therefore, the null hypothesis ($H_0$4) was accepted. It was recognized that, there existed no significant difference between semi-urban male and semi-urban female students in perception towards online learning in higher education. It is found that the mean score of semi-urban female students was higher than the semi-urban male students, it might be said that, the semi-urban females at higher education level favour online education more than semi-urban male counterpart. The said result supported the results of previous researchers like Konwar (2017), Kar, Saha & Mondal (2014) and Cynthia Barnes (2017).

(B) Analysis of Locality as a Factor in Students' Perception towards Online Learning in Higher Education:

Table-7: Showing the 't' value of all Rural Students and all Urban Students in perception towards online learning in higher education

Variable	Category	Count (N)	Mean	SD	SE_M	SE_D	t-value	df
Perception towards online learning	**All Rural**	104	118.096	17.208	1.687	2.159	5.140*	369
	All Urban	267	129.191	19.213	1.175			

*Significant at 0.05 level. P < 0.0001

It was observed from the table-7that,'t' value between all rural students and all urban students in perception towards online learning in higher education was significant at 0.05 level. Therefore, the null hypothesis ($H_0$5) was rejected. It was established that, there existed a significant difference between all rural students and all urban students in perception towards online learning in higher education. It was also found that, the mean score of all urban students was higher than the all rural students, it might be interpreted that, the all urban students at higher education level favour online education more than all rural students counterpart. It made a contradiction with the results of the studies conducted by Konwar (2017) and Kar, Saha & Mondal (2014)

Table-8: Showing the 't' value of all Rural Students and all Semi-Urban Students in perception towards online learning in higher education

Variable	Category	Count (N)	Mean	SD	SE_M	SE_D	t-value	df
Perception towards online learning	**All Rural**	104	118.096	17.208	1.687	2.058	1.125**	238
	All Semi-Urban	136	120.411	14.630	1.254			

**Insignificant at 0.05 level. P = 0.2617

From the observation of table-8, it has been revealed that the obtained 't' value was 1.125 which was not significant at 0.05 level. Therefore, the null hypothesis ($H_0$6) was accepted. It was revealed that, there existed no significant difference between all rural students and all semi-

urban students in perception towards online learning in higher education. Here the mean score of all semi-urban students was found higher than all rural students, it might be inferred that, all semi-urban students at higher education level favour online education more than all rural students. This result supports to the results of previous investigators like Konwar (2017), Kar, Saha & Mondal (2014).

Table-9: Showing the 't' value of all Semi-Urban Students and all Urban Students in perception towards online learning in higher education

Variable	Category	Count (N)	Mean	SD	SE_M	SE_D	t-value	df
Perception towards online learning	**All Semi-Urban**	136	120.411	14.630	1.254	1.875	4.682*	401
	All Urban	267	129.191	19.213	1.175			

*Significant at 0.05 level. P < 0.0001

The table-9 showed that,'t' value between all semi-urban students and all urban students in perception towards online learning in higher education was significant at 0.05 level. Thus, the null hypothesis ($H_0$7) was rejected. It was established that, there existed a significant difference between all semi-urban students and all urban students in perception towards online learning in higher education. It was also found the mean score of all urban students was higher than all semi-urban students. So, it might be interpreted that, all urban students at higher education level favour online education more than all semi-urban students. This result made a contradiction with the results of the studies conducted by Konwar (2017) and Kar, Saha & Mondal (2014)

4. Implications

Online Education has made a great pace in recent time. In every educational sectors to fulfill the needs of learners it is now an alternative way in the Formal system of Education. This study has greater implications in the field of Higher Education as stated below:

1) This study would be helpful for the students to meet the growing demand of online education in the field of Indian Higher education.
2) Internet-based online courses are growing day-by-day. This study might be a reformation to change the traditional and habitual mode of education to a new technological mode of education.

3) This study might be a pathway to develop practical skills in the field of new online virtual educational environment.

5. Suggestions for Further Research

On the basis of present study the following suggestions were recommended for further research:

1. The study needs to be made on a larger sample of educational organization for various strata such as: Students Academic Streams, Types of Management of Institutions, Parental and Institutional perception, Facilities and intuitional support, Teaching-learning, Examination and Outcomes etc.

2. Same type of investigation may be conducted at different regions of the country to make a comparative study.

3. This study may be conducted to determining the different strata wise differences on the students of Minority Community, Tribe, Castes and Backward Community in India and abroad.

6. Conclusion

Based on our findings, a significant difference found between boys and girls about their perception towards online learning in higher education. Comparing the mean scores of boys and girls (table-3 to 6) it was found that mean score of girls students was higher than the boys. So, it might be said that at higher education level girls are more interested towards online learning than the boys. It was also found a significant difference between all rural students and all urban students as well as all semi-urban students and all urban students in perception towards online learning in higher education. Comparing the mean scores (table-7 to 9) it was found that, all urban students scored higher than all rural students, score of all semi-urban students was found greater than all rural students and all urban students scored higher than all semi-urban students about their perception towards online learning in higher education. Therefore it might be concluded that **Gender and Locality** as factors in students' perception towards online learning in higher education.

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International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 1, 2020
ISSN:1475-7192

UNDERSTANDING AND ENHANCING ICT IN SCHOOL EDUCATION

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ABSTRACT

Information and communication technology (ICT) today has pervaded almost every sphere of human life, and looks set to conquer a whole new frontier, the education field. ICT act as a perfect motivating tool. ICT as a more comprehensive umbrella that implies convergence and hybridization of technology is a recent development in Indian education. The students can receive a high quality education through Information and communication technology by providing teachers with high-quality professional development and support.

Children's early experiences with ICT and other media will impact on their development, and their experiences of childhood. It supports children's cognitive and emotional development and the development of social and co-operative skills. So now a strong focus should be needed on the development of ICT policy, and interaction of ICT in curriculum and practice across the whole education sector. This will lead to enable the future generation to have access to the skills for coping with and the ability to function effectively in this age of information and knowledge. The ICT unit would have the responsibility of implementing the goals and objectives of the national educational strategic and Action plan. Moreover, I consider that the use of ICT development reflection, collaboration and autonomy amongst learners which also would lead to quality in education and continuous self-development. The purpose of this paper is to know the use of ICT in various school education of India, national goal for ICT and integration of ICT in School Education.

Key Words: Information and communication technology, Technology, School Education

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I. Introduction

***ICT is "A diverse set of technologies, tools and resources used to communicate, create, disseminate, store and manage information"*- Dr. Craig Blurton**

In this 21st century ICT is a crying need to sustain a high growth rate of our economy through capacity building and knowledge empowerment of the people and for promoting new, upcoming multi-disciplinary fields of knowledge. Advances in information technology and communication are transforming the world education and presenting new challenges to all countries. The challenge for developing nations is to complete effective in emerging information -based knowledge. The forms of technology that are used to transmit, store, create, display, share or interchange information by electronic means termed as Information and Communication Technologies (ICT). ICT includes such technologies as radio, television, video, DVD, telephone (both land line and mobile phones), Satellite systems, computer and network, hardware and software, as well as videoconferencing, e-mail and blogs also associated with it.

In the recent years there has been a groundswell of interest in how ICT has been deployed in the teaching- learning sector. One of the most vital contributions of ICT in the field of education is easy access to learning resources. With the help of ICT, students can now browse through e-book, sample examination papers, previous year papers etc. and can also reach simply at resource persons, mentors, experts, researchers, professionals and peers-all over the world within a second. ICT proposed in 11th plan period like – There has been a significant impact of ICT in the delivery of educational services across the world. ICT infrastructure will be established at government and government-aided secondary and senior secondary schools during the eleventh plan period. An amount of 5000 crore is being provided during the 11th plan for providing ICT infrastructure in schools. Under this programme, each school will be provided

with ICT infrastructure consisted of a networked computer lab, at least ten computers, a server, a printer connected on LAN, Broadband Internet connectivity up to 2 mbps, a Smart classroom, audio-visual equipment, Education content and CDs and trained teachers having the knowledge of computer

ICT is not just an instructional tool, but the backbone of the information society, which touches upon almost every aspect of private and professional life just like reading and writing are traditional competencies transmitted through education, the effective use of ICT for learning, communication and co-operation is one of the basic competencies which schools need to take care for.

ICT provides reliable information and construction of knowledge by any individual. In addition, ICT can universalize education in the truest sense. To extract the National Curriculum Framework (NCF) 2005, "ICT is an important tool for bridging social divides. ICT should be used in such a way that it becomes an opportunity equalizer by providing information, communication and computing resources in remote areas". The study focuses on present status of use of ICT in various school education of India, national goal for ICT and how to Integrate ICT in School Education.

II. Related Literature

Sar and Misra (2019) The study evaluated the ICT policy and assesses its implementation at school level in terms of effectiveness towards mass education of the state of Odisha. It suggested, Broadband connectivity may be provided to more numbers of schools where it is feasible. The e Content questions should be provided in hard copies for practice of students at their home. A full-time regular computer teacher should be appointed in every school running e Content courses [10]. Saravanakumar (2018) suggested that ICT is adoptable for every situation in the classroom environment to creating the motivation among the learners. It merged as an important part in the field of education at present and near features [11]. Patil (2017) Findings reveal that there a scarcity of broad band Internet service in majority of government schools in Satara district, teachers are not well trained and updated with recent software and its uses. The existing curriculum also needs industry link modification and application based teaching that will help in enhancing the quality education in public as well as in private sector schools of Satara

district [9]. Meenakshi (2013) identified that many teachers are reluctant to use ICTs, especially computers and the internet. They felt that if trained, they would be in a position to make use of resources available in the school. Support of school administrators and, in some cases, the community, is critical if ICTs are to be used effectively [7]. Bhasin (2012) emphasized ICT integration is a comprehensive process of applying technology to the educational system to improve teaching and learning. She also noted that ICTs should be used currently in conjunction with well planned classroom teaching [1]. Devi, Rizwaan and Chander (2012) stated that Quality in education through ICT and its awareness among stakeholders will have positive impact on the society. ICT can be employed in formal and Non-formal types of education and would eventually make the learners employable and socially useful part of the society [3]. Sure (2010) found that B.Ed. colleges affiliated to University of Mysore have moderate e-maturity. The institutions have better e-learning resources; its integration across curriculum was poor. Teacher educators have average computer knowledge, are perceived to have high levels of computer skills, and have highly positive attitude towards computer use [12].

III. ICT in Indian School Education

ICT education in schools has been influenced by the rapid development of ICT literacy of all individual. ICT knowledge entails a facility with ICT and is considered to be a key concept in life- long learning. Implicit in the goal of ICT knowledge as a continued initiative in education in the realization of the potential of ICT for better learning. Today's generations of students are "digital natives" (Prensky, 2001) born into a world run by technology, their comfort level with technology is indisputable.

Over the past few decades, technology has completely transformed our lives in all possible ways. India, an effective ICT powered nation, has always laid a lot of stress on the use of ICT, not only for good governance but also in divers sectors such as economy, health, agriculture and education etc. In India, many programmes and schemes such as Free and Compulsory Education, 'Education for all' movement (Sarva Shiksha Abhiyan), National Literacy mission etc. have been launched by government to improve the education system. While the NCF has acknowledged that educational technology and ICT are significant tools to achieve constructive learning in the new generation of Indian classroom, it admits to a lack of detailed curricular ideas of how technology could or should fit in.

IV. Technologies that are included in ICT

Animation
Community Radio
Computers
Desktops
Digital Board
Digital Camera
Digital Pad
Digital Stories
Digital Video Camera
Fax Machine
FM Radio
Information Kiosks
Interactive Radio
Interactive TV
Interactive Voice Recognition System
Internet
Internet Recorder
Internet Telephony
Internet Protocol Television
i-Pod
i-Lab
Laptops
LCD Projector
Local Area Network
Mobile
Movie Telephone
Notebook
Net book
Network Components
Online Learning
Personal Computer
Personal Digital Assistance
Podcasting
Portals
Printers
Radio
Television (DTH)
Video
Video Camera
Voice Recorder
Web
Wide Area Networks
Wi-Fi
Wi Ki
Wireless

V. Report of Unified District Information System for Education Plus, 2018-19

Table: 1 Number of schools by management and availability of computer facility in India, 2018-19

States of India	% of Schools with computer facility				
	All management	Govt.	Govt.aided	Pvt. unaided	Others
Andaman and Nicobar Islands	52.17	43.07	100	93.06	100
Andhra Pradesh	28.88	14.92	7.97	72.06	9.75
Arunachal Pradesh	15.37	10.98	40.63	38.37	31.91
Assam	13.93	13.67	5.78	38.92	1.52
Bihar	10.99	5.58	14.47	39.72	32.84
Chandigarh	98.25	98.35	100	100	92.59
Chhattisgarh	93.12	98.2	38.25	63.72	25.38
Dadra and Nagar Haveli	72.83	71.33	60	88.57	100
Daman and Diu	92.86	92.86	100	91.3	100
Delhi	92.41	93.79	84.58	91.71	0
Goa	48.79	17.53	87.94	91.37	0
Gujarat	70.25	66.06	84.58	75.03	50

Haryana	47.9	31.7	73.08	75.81	60.52
Himachal Pradesh	32.48	22.94	0	85.46	0
Jammu and Kashmir	21.45	12.92	100	57.58	42.55
Jharkhand	56.13	62.71	21.58	50.79	30.54
Karnataka	92.02	91.13	93.81	93.52	100
Kerala	87.91	90.4	91.58	82.22	72.29
Ladakh	28.94	25.41	25	58.41	0
Lakshadweep	91.11	91.11	0	0	0
Madhya Pradesh	6.56	3.66	8.24	18.88	2.97
Maharashtra	69.75	60.21	82.29	86.63	77.38
Manipur	27.48	13.24	6.47	78.36	55.25
Meghalaya	12.24	8.04	15.83	18.78	19.31
Mizoram	46.64	37.32	75.76	62.34	58.06
Nagaland	39.79	29.7	0	66.98	0
Odisha	9.84	11.87	1.99	0.32	1.91
Puducherry	89.17	91.73	78.79	86.57	0
Punjab	62.8	52.5	81.66	84.76	79.64
Rajasthan	44.34	30.67	0	71.51	25.08
Sikkim	57.05	51.41	52.63	68.82	0
Tamil Nadu	50.81	47.78	33.73	71.27	54.92
Telangana	32.73	21.89	29.84	61	17.07
Tripura	14.22	10.42	54.35	54.81	16.6
Uttar Pradesh	12.48	3.75	37.45	26.66	11.3
Uttarakhand	33.45	22.35	57.14	64.07	42.45
West Bengal	11.51	11.21	34.65	11.46	18.9

Source: UDISE+ 2018-19

It was found from Table-1:

A minimum of 6.56% (Madhya Pradesh) and maximum of 98.25% (Chandigarh) Schools with computer facility in all management. A minimum of 3.66% (Madhya Pradesh) and maximum of 98.35% (Chandigarh) Schools with computer facility in Govt. school. A minimum of 1.99% (Odisha) and maximum of 100% (Andaman and Nicobar Islands, Chandigarh, Daman and Diu and Jammu and Kashmir) Schools with computer facility in Govt. aided school and no computer facility was found in Himachal Pradesh, Lakshadweep, Nagaland and Rajasthan. A minimum of 0.32% (Odisha) and maximum of 100 % (Chandigarh) Schools with computer facility in Pvt. unaided school and no computer facility was found in Lakshadweep. A minimum of 1.52% (Assam) and maximum of 100% (Andaman and Nicobar Islands, Dadra and Nagar Haveli, Daman and Diu and Karnataka) Schools with computer facility in others school and no computer facility was found in Delhi, Goa, Himachal Pradesh, Ladakh, Lakshadweep, Nagaland, Puducherry and Sikkim.

Table: 2 Number of schools by management and availability of functional computer facility in India, 2018-19

States of India	% of Schools with functional computer facility				
	All management	Govt.	Govt.aided	Pvt. unaided	Others
Andaman and Nicobar Islands	50.48	41.3	100	91.67	100
Andhra Pradesh	28.88	14.92	7.97	72.06	9.75
Arunachal Pradesh	14.76	10.41	40.63	37.38	31.91
Assam	12.23	11.45	5.53	37.97	1.46
Bihar	10.71	5.4	14.04	38.97	32.13
Chandigarh	98.25	98.35	100	100	92.59
Chhattisgarh	92.95	98.18	36.41	62.67	24.16
Dadra and Nagar Haveli	71.1	69.33	60	88.57	100
Daman and Diu	90.71	91.96	100	82.61	100
Delhi	91.48	92.24	84.19	91.37	0
Goa	47.98	16.45	87.55	90.65	0
Gujarat	68.61	64.57	83.38	72.82	50
Haryana	46.73	30.06	73.08	75.39	60.06
Himachal Pradesh	31.68	22.25	0	84.09	0
Jammu and Kashmir	21.13	12.56	100	57.46	42.55
Jharkhand	55.59	62.1	21.24	50.64	30.3
Karnataka	92.02	91.13	93.81	93.52	100
Kerala	86.1	88.72	88.84	81.75	71.77
Ladakh	28.56	24.97	25	58.41	0
Lakshadweep	91.11	91.11	0	0	0
Madhya Pradesh	6.38	3.51	8.01	18.54	2.92
Maharashtra	66.97	56.54	80.92	85.19	74.35
Manipur	26.01	11.29	5.79	77.87	54.14
Meghalaya	11.88	7.73	15.47	18.2	18.88
Mizoram	45.36	35.84	73.59	61.66	58.06
Nagaland	38.48	28.2	0	66.17	0
Odisha	9.84	11.87	1.99	0.32	1.91
Puducherry	86.47	87	78.79	86.57	0
Punjab	53.72	40.31	79.69	82.15	77.5
Rajasthan	41.86	29.37	0	66.96	20.56
Sikkim	55.74	50	52.63	67.63	0
Tamil Nadu	49.12	45.38	33.29	70.8	54.6
Telangana	31.94	21.19	29	59.95	17.07
Tripura	13.59	9.93	52.17	53.06	15.38
Uttar Pradesh	11.94	3.38	36.46	25.84	10.71
Uttarakhand	31.4	20.02	56.01	62.76	40.61
West Bengal	11.07	10.86	30.71	10.48	18.21

Source: UDISE+ 2018-19

It was found from table: 2

A minimum of 6.38% (Madhya Pradesh) and maximum of 98.25% (Chandigarh) Schools with functional computer facility in all management. A minimum of 3.38% (Uttar Pradesh) and

maximum of 98.35% (Chandigarh) Schools with functional computer facility in Govt. school. A minimum of 1.99 % (Odisha) and maximum of 100% (Andaman and Nicobar Islands, Chandigarh, Daman and Diu and Jammu and Kashmir) Schools with functional computer facility in Govt. aided school and no computer facility was found in Himachal Pradesh, Lakshadweep, Nagaland and Rajasthan. A minimum of 0.32% (Odisha) and maximum of 100% (Chandigarh) Schools with functional computer facility in Pvt. unaided school and no computer facility was found in Lakshadweep. A minimum of 1.46% (Assam) and maximum of 100% (Andaman and Nicobar Islands, Dadra and Nagar Haveli and Daman and Diu and Karnataka) Schools with functional computer facility in others school and no functional computer facility was found in Delhi, Goa, Himachal Pradesh, Ladakh, Lakshadweep, Nagaland, Puducherry and Sikkim.

Table: 3 Number of schools by management and availability of internet facility in India, 2018-19

States of India	% of Schools with internet facility available				
	All management	Govt.	Govt.aided	Pvt. unaided	Others
Andaman and Nicobar Islands	25.85	19.17	100	55.56	0
Andhra Pradesh	17.22	8.17	8.53	44.28	13.75
Arunachal Pradesh	7.17	3.46	35.94	26.04	17.02
Assam	5.52	4.22	2.57	23.98	0.98
Bihar	6.71	2.05	4.15	33.78	24.51
Chandigarh	96.94	100	100	100	74.07
Chhattisgarh	5.47	1.71	15.21	31.54	6.12
Dadra and Nagar Haveli	21.68	13.33	40	85.71	100
Daman and Diu	72.86	68.75	75	91.3	100
Delhi	82.31	84.59	79.45	80.2	0
Goa	40.44	10.2	79.18	78.42	0
Gujarat	66.6	61.89	68.14	78.1	75
Haryana	41.24	20.34	73.08	77.88	52.83
Himachal Pradesh	21.62	13.34	0	67.64	0
Jammu and Kashmir	12.26	6.13	0	38.35	12.77
Jharkhand	29.58	27.79	14.53	58.93	35.15
Karnataka	11.82	2.2	13.78	34.54	14.29
Kerala	87.62	88.53	91.05	87.83	65.27
Ladakh	5.41	2.41	3.57	30.09	0
Lakshadweep	84.44	84.44	0	0	0
Madhya Pradesh	11.28	3.31	24.94	44.01	14.45
Maharashtra	34.45	10.5	62.51	80.3	66.49
Manipur	13.36	2.28	1.36	50.85	32.6
Meghalaya	3.75	1.46	5.6	7.79	6.22
Mizoram	6.95	2.46	15.58	15.51	15.05
Nagaland	15.04	3.04	0	47.38	0
Odisha	6.26	7.54	1.77	0.26	0
Puducherry	66.58	46.81	93.94	92.93	0
Punjab	46.45	31.73	74.02	77.79	71.07

Rajasthan	30.2	16.58	0	57.7	5.16
Sikkim	18.68	12.53	26.32	30.94	0
Tamil Nadu	23.81	10.1	21.92	65.63	43.81
Telangana	18.31	7.13	22.91	46.92	7.32
Tripura	3.42	1.58	26.09	21.87	5.67
Uttar Pradesh	10.89	3.31	24.47	23.84	10.47
Uttarakhand	15.55	5.81	31.33	42.94	23.67
West Bengal	6.9	6.96	24.41	5.27	10.86

Source: UDISE+ 2018-19

It was found from table-3:

A minimum of 3.42% (Tripura) and maximum of 96.94% (Chandigarh) schools with availability of internet facility in all management. A minimum of 1.46% (Meghalaya) and maximum of 100% (Chandigarh) schools with availability of internet facility in Govt. school. A minimum of 1.36 % (Manipur) and maximum of 100% (Andaman and Nicobar Islands and Chandigarh) schools with availability of internet facility in Govt. aided school and no internet facility was found in Himachal Pradesh, Jammu and Kashmir, Lakshadweep, Nagaland and Rajasthan. A minimum of 0.26% (Odisha) and maximum of 100% (Chandigarh) schools with availability of internet facility in Pvt. unaided school and no internet facility was found in Lakshadweep. A minimum of 0.98% (Assam) and maximum of 100% (Dadra and Nagar Haveli and Daman and Diu) schools with availability of internet facility in others school and no internet facility was found in Andaman and Nicobar Islands, Delhi, Goa, Himachal Pradesh, Ladakh, Lakshadweep, Nagaland, Odisha, Puducherry and Sikkim.

VI. National Goal for ICT in Education

The Information and Communication Technology (ICT) in Schools was launched in December 2004 and revised in 2010 to provide opportunities to secondary stage students to mainly build their capacity on ICT skills and make them learn through computer aided learning process. In the light of the relevance and importance of adopting information and communication technology in the education sector, the National strategy and Action plan for ICT in education should have following five goals.

G_1) All students and teachers will have access to information and communication technology in their classrooms, schools, communities and home.

G_2) All teachers will use technology effectively to help students achieve high academic standards.

G_3) All students will have technology and information literacy skills.

G_4) Research and evaluation will improve the next generation technology applications and learning.

G_5) Digital content and networked applications will transform teaching and learning.

VII. Integration of ICT in School Education Curriculum

ICT literacy means harnessing technology to perform learning skills such as communicating effectively with presentation software or juggling personal responsibilities with a personal digital assistant. Developing ICT Knowledge requires good leadership, a strong technology infrastructure, adequate and equitable access to technology and internet in schools, integration of technology with class room learning and adequate methods for accessing ICT literacy. ICT should be integrated in to the schools to meet the curricular goal. Effective integration of ICT in school must consider integration issues into both the curriculum and assessment. When ICT is set up into the assessment process, there is a need to reconsider the assessment approaches. There may be a greater role for formatting assessment when ICT is integrated into the assessment process. It is already clear that in the longer term the key contribution that ICT can make to such reform is its ability to:

- Motivate pupils.
- Encourage autonomous learning.
- Facilitate differentiated learning experiences.
- Allow the curriculum to be tailored to the needs of individual pupils.
- Broaden the range of sources and resources available.
- Provide improved feedback on learning outcomes.

The core curriculum of each school address the use of technology as an integral part of student learning in each content area, including specific technology knowledge and skills needed by students. For example:

- Word processor and e-mail -promote communication skill
- Modeling software -promotes the understanding of science and math concepts.
- Database and spreadsheet programmes-organizational skills
- CD- ROMs and the Internet- Inquiry skills.

As per the International Society for Technology in Education (ISTE) NETS Standards.

Technology standard for all students

- Basic operation and concepts
- Social , ethical and human issues
- Technology productivity tools
- Technology research tools
- Technology problem solving and decision-making tools.

Technology standard for All Teachers

- ✓ Technology operations and concepts
- ✓ Planning and designing learning environments and experiences
- ✓ Teaching, learning and the curriculum
- ✓ Assessment and evaluation
- ✓ Productivity and professional practice
- ✓ Social, ethical, legal and human issues

Technology standard for Administrators

- Leadership and vision
- Learning and teaching
- Productivity and professional practice
- Support management and operations
- Assessment and evaluation
- Social, legal and ethical issues

VIII. Conclusion

Knowledge and information is now widely accepted as a new form of wealth, a driving force for the development of individuals, communications and nations. The challenge therefore, is to enable the population in general to have access to the skills for coping with and the ability to function effectively in this age of information and knowledge, empowering them thereby with improved life-chance and quality of life in a global world. ICT create a new learning environment by using ICT tools and transform the pedagogical practice to become more interactive and process based so that students acquired the technical, methodological and social competencies spelt out in the NCF 2005. ICT has tremendous potentiality. It utilized for the benefit of students and teachers. ICT is an effective tool in the hand of the teachers for teaching and student for learning. Hence the school initials task is to develop a clear set of goals, expectations and criteria for student learning based on national and state educational standards.

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Journal of the Asiatic Society of Mumbai
ISSN : 0972-0766 UGC Care Group 1 Journal

A STUDY ON ACADEMIC MOTIVATION OF TRIBAL AND NON-TRIBAL SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER AND LOCALITIES

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Abstract
This paper is devoted to the analysis of Academic Motivation of Tribal and Non-tribal Secondary School Students in relation to their Gender and Localities. To collect the data the investigators adopted a test DAMT developed by Dr. Mukhopadhyaya. The test was administered on 230 (N=194) ninth grade secondary school students from four schools of Mayurbhanj districtunder the Board of Secondary Education, Odisha. Descriptive statistics along with t-test have been employed to analyze the data.The significant differenceof Academic Motivation was found in respect to social categorybut no significant differences were found in case of gender and localities. It might be concluded that the social categorymight predict the Academic Motivation of a person.
Key Words: Academic Motivation, Tribal and Non-tribal, Gender, Localities

1. Introduction

Education in changing society influenced by postmodern information explosion and attended globalization. At the same time education is now a human right issue. Opportunity to education provision has been agenda all over the world for human recourse development and human capacity building. In this learning society providing educational service to all according to one's ability, capacity to learn, interests needs etc. is a great challenge. Explaining learning society and its improvement, therefore thefocus should be given on helping students strive for challenges and maximize their potential is relevant to educational process. Continuous study of human behaviour in this regard reflects the nature of human motivation.

Motivation is a non-intellective variable play a significant role in the academic learning and achievement.Motivation energizes and directs behavior of individual. Achievement motivation energizes and directs behavior toward achievement and therefore is known to be an important determinant of academic success (e.g., Robbins et al., 2004; Hattie, 2009; Plante et al., 2013; Wigfield et al., 2016).Motivation changes with human development (Wigfileld& Eccles 2002). Several theories assume that motivation involves cognition. These theories stress the causal role of mental processes that is learners cognitively direct their achievement-related behaviours. What motivates students in one setting may not in a different one; motivation is situated within contexts (Buchi& Alexander, 2005). Contemporary theories view motivation as a complex process that involves a host of personal, social and contextual antecedents and consequences and that bears reciprocal relations with a variety of achievement-related outcome.

In this paper researchers took motivation which possesses more success in education. Student's motivational states are important for learning. Academic motivation refers to achieve a definite goal in education with a measured frame of reference. Academic motivation has been defined as one's

determination to successed in academic studies (Entwistle, 1968).Here in this study it refers to the difficulties, obstacles that the tribal students face in the process of satisfaction of their needs, and reaching the goals of their life in general and education in particular.

1.1 Objectives of the Study

Objectives for the present study were:

a) To study the status of Academic Motivationof Secondary Students in respect to their Gender (male and female)
b) To study the status of Academic Motivationof Secondary Students in respect to their Localities (rural and urban)
c) To study the status of Academic Motivationof Secondary Students in respect to their social category (tribe and non-tribe)

1.1.1 Significance of the Study

The researchers purposed that Academic Motivationas the important factor in academic performance which would be distributed in varying ways among secondary school students due to variation in their habitants, gender and social categories. So, the right kind of studies conducted in such field can prevent wastage and dropout in education, checks the poor academic performance, assist for proper utilization of resources and would be helpful in policy making. Students, teachers and parents will be benefited from this study experiencing the knowledge of important issues related to developing Academic Motivation, helping in setting proper level of aspiration, enhancing scholastic performances and setting mass programmes etc. Ultimately the study might be helpful for qualitativeupliftment of school education i.e. in framingcurriculum, organizing programmes, employingmethods of teaching and evaluation. The studywould be helpful to teachers, educational planners,administrators, further researchers etc. in variousways.

2. Literature Review

Santhi and Jasmine Suthanthiradevi (2019) made a study on Achievement Motivation of Secondary Students of Government Schools in Tiruvanamalai District. They found that more than two fifth of secondary students of Government schools have moderate levels of achievement inspiration [7]. Rajina and Karnan (2018) found that there exists significance difference between the Male and Female, Rural and Urban higher secondary Students on their Achievement motivation [6]. Mallick,De and Mukhopadhyay (2017) found that students significantly differ sex wise on academic motivation, but there is no significant difference between urban & rural students or in any strata of them [3]. Mili (2017) conduct a study of the Academic Achievement in relation to Academic Anxiety and Academic Motivation of Secondary School Students of Lower Assam. She found a significant sex difference in Academic Motivation within low achievers, where males were found to have lower academic motivation than females [4]. Sarangi (2015) found that there was no significant difference between tribal- non tribal and boy – girl students but urban students have shown high achievement motivation than the rural students[8]. Kumar and Yadav (2015) reported that Girls students had more academic achievement motivation than boys at senior secondary level [2]. Momanyi, Simiyu and Too (2015) conducted a study on Academic Motivation and Gender as Determinants of Academic Performance in Secondary Schools. They advocated that there was a positive relationship between academic motivation and academic performance. Gender was found to strongly contribute to the learners' academic performance

[5]. Hakan and Munire (2014) attempted to measure Academic Motivation: Gender, Domain and Grade Differences, it was seen that undergraduates' Academic Motivation level was quite low. Analysis regarding gender differences in academic motivation, it was found that Academic Motivation level of female and male undergraduates differed significantly, and this difference was in favour of female undergraduates [1].

2.1 Problem Definition

After studying the related literatures and keeping the silent issues in mind, the researchers had selected the major variable Academic Motivationfor the present study. Hence, the preset study might be stated as "A Study on Academic Motivation of Tribal and Non-tribal Secondary School Students in relation to their Gender and Localities". Accordingly the Problem chosen for the study, it has been considered to assess and analysis the Academic Motivation in respect to Gender, Localities and Social Category.

2.1.1 Hypotheses

The following null-hypotheses were taken into consideration for the present study.

H_{0_1}: There exists no significant difference between Secondary Boys and Girls Students in respect to their Academic Motivation.

H_{0_2}: There exists no significant difference between Rural Secondary and Urban Secondary Students in respect to their Academic Motivation.

H_{0_3}: There exists no significant difference between Tribal Secondary and Non-tribal Secondary Students in respect to their Academic Motivation.

3. Procedure of the Study

Keeping in view the objectives of the present study, the investigators followed a sound methodology and procedures, the details of which have been depicted here.

I. Variables Studied

(a) One dependent Variable i.e. Academic Motivation

(b) Three Attribute variables i.e. *Social Category* (Tribal and Non-tribal), *Gender* (Male and Female) and *Localities*(Rural and Urban).

II. Methods Employed

The major objective of this study was to assess the Academic Motivationof Secondary students of the Mayurbhanj District of Odisha. The study at present has been planned and implemented descriptive frame work. It aims at comprising Academic Motivation of Tribal and Non-tribal Secondary School in relation to their Gender and Localities. In this study the method of the investigation was confined to a descriptive and analytical approach.The methodology of the study involves collection, tabulation and meaningful analysis of the data and drawing out the relevant inferences. Hence, depiction of the investigation is obviously combined with analysis, comparison, contrast, interpretation and evaluation.

III. Tools Used:

For the present study the researchers had selected "Academic Motivation Test" as one of the variable of the study. They critically reviewed various Academic Motivation Test developed in India and abroad.

Finally the researchers had selected DAMT developed by Dr. Mukhopadhyaya which contained all the dimensions as considered to study by the researchers for the present study.

IV. Reliability:

The reliability of the test was measured by split half method with the score 0.75 and internal consistency was measured by Cronbach's alpha method with the score 0.81. The reliability coefficient was found >0.70; it confirms that the test used in the study is reliable.

V. Validity:

The validity of the present testwas censured by analyzing the content area of the test item of expected behavioural pattern and number of the items was selected against each pattern. The items were judged by the variousexperts then the test was given its final form.

VI. Population and Sample

The population of the study was Secondary School Students of Odisha. The schools included in the sample were found in one District of Odisha i.e.Mayurbhanj. A judgment sample of four schools was selected, the main consideration being that the schools should be situated in both the rural and urban areas. Out offour schools there were twoin rural and other two schools were in urban areas. Initially, the tool was administered on a sample of 230 secondary school students. 36 incomplete responses were found after administration of the test and these numbers of test were excluded from the main sample. After exclusion, the remaining sample was 194 in number, out of this 194,106 were boys and88were girls. Out of 194students,102 studentsbelong to rural and 92 belong to urban areas and 87 students aretribal 107 students are non- tribal.

The distribution of the sample had been presented from the table -1

Table-1: Showing the Distribution of Sample

Groups	N
Boys (Both categories)	106
Girls (Both categories)	88
Rural (Both categories)	102
Urban (Both categories)	92
Tribal	87
Non-Tribal	107
Tribal Boys	45
Tribal Girls	42
Rural Tribal	51
Urban Tribal	36
Non-tribal Boys	67
Non-tribal Girls	40
Rural Non-tribal	58

Urban Non-tribal	49
All (N = 194)	194

VII.Statistics Used:

For the statistical treatment of the collected data, different statistical techniques used for the present study can be divided into two major parts, i.e. (a) Descriptive Statistics and (b) Inferential Statistics.

3.1. Analysis of Data

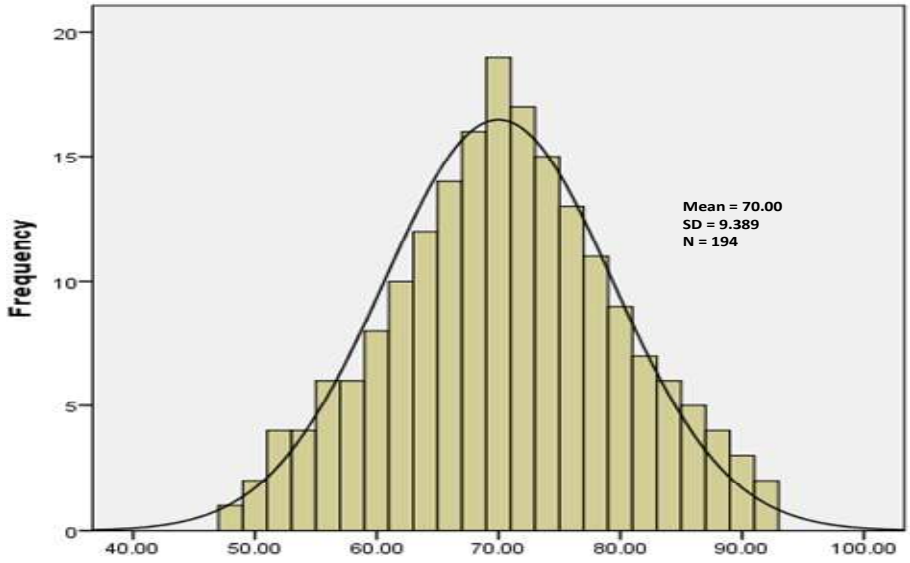
Descriptive Statistics of Academic Motivation:

Table-2: Showing the Descriptive Statistics for the scores of Academic Motivation

N		194
Mean		70.00
Std. Error of Mean		0.674
Median		70.00
Mode		70.00
Std. Deviation		9.389
Variance		88.145
Skewness		0.0
Std. Error of Skewness		0.175
Kurtosis		-0.360
Std. Error of Kurtosis		0.347
Range		44.00
Minimum		48.00
Maximum		92.00
Sum		13580.00
Percentiles	P_{25}	63.75
	P_{50}	70.00
	P_{75}	76.25

The descriptive statistics presented in table-2 revealed that the measures of central tendency for total (N = 194) i.e. the mean, median and mode are respectively 70.00, 70.00and 70.00 which indicates the normality of the distribution with Maximum score 92.00 and Minimum score 48. 25% respondents (48 out of 194) secured below 63.75and 25% (48 out of 194) secured above 76.25. Hence, the remaining 98 respondents obtained scores in their Academic Motivation within63.75and 76.25.

Fig.- 1 : Showing the NPC with histogram for the scores of Academic Motivation



Inferential Statistics

The‘t’ -test was adopted to find out whether there was any significant mean difference between groups within the variables under consideration.

A. Analysis of Academic Motivationin respect to Gender:

Table 3: Table-: Showing the‘t’ value of Academic Motivation of Male and Female students

Variable	Category	Count (N)	Mean	SD	SE_M	SE_D	t- value	df
Academic Motivation	Male	106	72.162	9.553	0.928	1.245	0.823 **	192
	Female	88	69.893	7.367	0.785			

** Insignificant at 0.05 level

With regards to the Table-3it was foundthat the “t” value of Secondary Boys and Girls Students in respect to their Academic Motivation was not significant at 0.05 level. Hence the Null-hypothesis (i.e. $H0_1$) was retained. Thus it might be concluded that, “There exists no significant difference between Secondary Boys and Girls Students in respect to their Academic Motivation.” Since the mean score of male students was higher than the female students, it might be interpreted that, the Academic Motivation of male students was higher than female counterpart. It made a contradiction with the results of the studies conducted byHakan and Munire (2014), Mallick,De and Mukhopadhyay (2017) and Rajina and Karnan (2018). The said result supported the result of Sarangi (2015).

B. Analysis of Academic Motivation in respect to Localities:

Table 4: Showing the ‘t’ value of Academic Motivation of Rural and Urban students

Variable	Category	Count (N)	Mean	SD	SE_M	SE_D	t- value	df
Academic Motivation	Rural	102	69.326	8.236	0.815	1.21 6	1.763 **	192
	Urban	92	71.469	8.694	0.906			

**Insignificant at 0.05 level

From the observation of table-4, it has been revealed that the obtained ‘t’ value was

1.763 which was insignificant at 0.05 level. Therefore, the null hypothesis ($H0_2$) was accepted. It was established that, there exists no significant difference between Rural Secondary and Urban Secondary Students in respect to their Academic Motivation.It is found that the mean score of urban students was higher than the rural students, it might be interpreted that, the motivation of urban Secondary Students is more than Rural Secondary Students. This result supported the results of previous researchers likeMallick,Deand Mukhopadhyay (2017). But it made a contradiction with the result of the study conducted by Rajina and Karnan (2018).

C. Analysis of Academic Motivation in respect to Social Category:

Table 5: Showing the't' value of Academic Motivation of Tribal and Non-tribal students

Variable	Category	Count (N)	Mean	SD	SE_M	SE_D	t-value	df
Academic Motivation	Tribal	87	64.387	9.156	0.9816	1.33	6.943*	192
	Non-tribal	107	73.619	9.256	0.895			

*Significant at 0.05 level

With regards to the Table-5 it was found that the "t" -value between Tribal andNon-tribal Students in their Academic Motivation was considered to be statistically significant at 0.05 level. Hence the Null-hypothesis (i.e. $H0_3$) was rejected. Thus it might be concluded that, there exists significant difference between Tribal Secondary and Non-tribal Secondary Students in respect to their Academic Motivation. It is found that the mean score of Non-tribal students was higher than the Tribal students; it might be interpreted that, the Academic Motivation ofNon-tribal students was more than the Tribal counterpart at secondary level.It made a contradiction with the result of the study conducted by Sarangi (2015).

4. Major Findings

1. Social Categorywas found as a factor in Academic Motivation of secondary students as a significant difference between Secondary Tribal and Non-tribal students with respect to their Academic Motivation was found.
2. Gender was found not as a factorin Academic Motivation of secondary students as no significant difference was found between Secondary male and female students.
3. Like Gender, Localities was also found not as a factor in Academic Motivation of secondary students. No significant difference between Rural and Urban secondary students in their academic motivation was found.

5. Suggestions for Further Research

On the basis of present study the following suggestions were recommended for further research:

1. The study needs to be made on a larger sample of educational organization.
2. Same type of investigation may be conducted at different regions of the country to make a comparative study.
3. This study may be conducted to determining the different strata wise differences on the students of Minority Community, Castes and Backward Community in India and abroad.

6. Conclusion

The total participation as well as promoting academic performances of backward social groups

like tribal, women and rural communities is the ultimate aim of all research efforts; and it is hard enough to develop the academic performances of such backward groups without making better psychological treatments of strong variable like academic motivation. In the light of the results of the present study, the researchers assumed that tribes lag behind to the non-tribes in literacy and educational attainment due to their low academic motivation. Hence, the full hearted efforts in true sense of the terms urge to be made at all levels, micro as well as macro, so that the goal of universal achievements would be reached as per the scheduled.

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Journal
of the
Oriental Institute
M.S. University of Baroda

ISSN: 0030-5324
UGC CARE Group 1

A STUDY ON THE EFFECTIVENESS OF COMBINED PROGRAMMED INSTRUCTIONAL STRATEGIES AND CONVENTIONAL TEACHING STRATEGIES ON THE ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN HISTORY

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Abstract

In today's education climate due to vast changes existing institutional and intellectual boundaries become wider. The old concerns are not irrelevant, but a super abundance of information may be the enemy for students to understand the subject matter. The democratization of knowledge and ambiguous outcomes are needed for students, using current technological strategies. All types of students are given opportunities to enhance by the increasing access to information and communication. The self-instructional method is enormously different significance and utility for different kinds of subjects and for different kinds of students. This study was conducted to determine the effectiveness of Programmed instructional and Conventional teaching strategy on the academic achievement of secondary school students in history. Findings of the study suggested that the programmed instructional strategy is better than the conventional teaching strategy used in teaching history at present secondary schools.

Key word: Combined Programmed Instructional Strategies, Conventional Teaching Strategies and Academic Achievement

1. Introduction

Social psychologists have adapted the principles of general learning theory from psychology, especially in the area of social reinforcement. Skinner (1938,1953) applied his basic principles of learning to social behaviour through programmed instruction in the field of education. Motivation, association, stimulus, response and reinforcement are central elements of learning process. Learning requires both a minimal level of motivation and an association between elements in the learning situation. This association is often between the stimulus that strikes upon the person and the person's behavioural responses in the environment. Reinforcement helps to determine what changes in behaviour will occur or what behaviour will be performed, or both. At any stage of learning, new methods could re-engage the unmotivated Learner, and bring an authentic and

challenging task within their grasp, or new modern methods could make the difference between the boredom of the learner who's always left behind, and the discovery that they can find their own way to make progress. For teachers it can be the differences between the learners who are unmotivated and a class that wants to participate. We are not arguing for a complete switch to new technology. Traditional pedagogy and self-instructional techniques can and should complement each other. The new technologies are capable of creating real energy and excitement for all age groups used well; they should motivate, personalize and stretch. The present study is highlighted on the effectiveness of programmed instruction and conventional teaching strategy on the academic achievement of secondary schools' student in teaching history.

Objectives

For the present study the investigators formulated following objectives:

i. To study the effectiveness of Combined Programmed Instructional Strategy (CPIS) on Academic Achievement of secondary school students.

ii. To study the effectiveness of Conventional Teaching Strategy (CTS) on Academic Achievement of secondary school students.

1.1.1 Significance of the Study

The present study might be worthwhile, as an attempt has been made to find out the effectiveness of CPIS over CTS. The outcomes of the study would definitely valuable and significant on save time, money, energy, lot of failure and frustration and gives a new light on the path of progress in secondary level of education. The present investigation would be helpful for teachers, educators, instructional designers, curriculum planner and future researchers in various ways.

2. Literature Review

Manisha (2018) conducted a study on Effectiveness of Programmed Instructional Package and Multimedia Instructional Package for Teaching Biology to Secondary School Students. She found that Programmed Instructional Package is more effective as compared to Traditional Method. Multimedia Instructional Package is more effective as compared to Traditional Method as well as Programmed Instructional Method [4]. Prativa (2014) made a study of Effectiveness of Computer Assisted Instruction (CAI) on Academic Achievement of Students in Biology at Different Levels of Intelligence at Secondary Level. The result clearly indicates that the achievement of biology students of secondary schools taught through CAI at all intelligence level was higher than the achievement of students taught through traditional method [5]. Wangila, Martin and Ronald (2015) concluded from their study effect of Programmed Instruction on Students' Attitude Towards Structure of the Atom and the Periodic Table among Kenyan Secondary Schools that, Programmed Instruction is more effective in improving students' attitude towards SAPT than the popular conventional approaches [6]. In Acharya Nagarjuna University, Kankatte (2011) made a Study of Effectiveness of Programmed Instruction as an Instructional Strategy in Physical Science. He found that pre- and post-test of academic achievement in physical science of secondary school students is high in experimental

group as compared to conventional group. The secondary school students belonging to high achievement motivation have high academic achievement in physical science in post-test as compared to secondary school students having lower academic achievement [2]. Agarwal (2006) made a study of effectiveness of Programmed Instruction (PI) and Computer Assisted Instruction (CAI) for Mathematical Learning Disability. The findings indicate that the PI method and CAI both are more effective than the traditional method in remediation of mathematical learning disability [1]. Kurbanoglu, Taskesenligil and Sozbilir (2005) studied on Programmed instruction revisited: a study on teaching stereochemistry. Their Findings suggest that programmed learning could be considered as a better alternative to conventional lecturing in teaching stereochemistry [3].

2.1 Problem Definition

The investigators reviewed the above studies critically. They observed that, maximum studies highlighted on the effectiveness of Programmed Instructional Method on the Academic Achievement at different educational levels of students' in teaching the science subjects and very few studies were found to know the effectiveness on teaching social science subjects. On the basis of the present study, no related study was found in Odisha. Hence the present problem may be stated as **"A Study on the Effectiveness of Combined Programmed Instructional Strategies and Conventional Teaching Strategies on the Academic Achievement of Secondary School Students in History"**

2.1.1 Hypotheses

The following hypotheses were considered for the present study.

$H_0$1: There exists no significant difference between the boys taught through Programmed Instructional Method (PIM) than the boys by Conventional Method (CM) in their academic achievement.

$H_0$2: There exists no significant difference between the girls taught through programmed instructional method than the girls taught by conventional method in their academic achievement.

$H_0$3: The pupils (boys & girls) taught through programmed instructional method would show no significant difference than the pupils (boys & girls) taught by conventional method in their academic achievement.

$H_0$4: There exists no significant difference between the pre-test and post-test academic achievement of students taught by programmed instructional method.

$H_0$5: There exists no significant difference between the pre-test and post-test academic achievement of students taught by conventional method.

3. Procedure of the Study

Keeping in view the objectives of the present study, the investigators followed a sound methodology and procedures, the details of which have been depicted here.

I. Variables Studied:

The variables studied in the present study were:

Independent Variables: Gender (Males and Females)

Dependent Variables: Academic Achievement

Control Variables: Treatment of Method of Teaching (Programmed Instructional Method and Conventional Method)

Present study is experimental in nature. The method of the study involves analysis, comparison, contrast and interpretation of the data; and drawing out the relevant inferences and significant conclusions.

II. Tools Used:

1) Academic Achievement Test (AAT) developed by the researchers.
2) Five Lesson plans prepared by the researchers on the basis of Herbartian steps.
3) Lesson plan prepared by the researchers using Combined Programmed Instructional Method (Combination of both Linear and Branching styles)

III. Reliability:

The reliability of the AAT was measured by Test-retest method with the score 0.79 which was significant at 0.05 level.

IV. Validity:

The items in the test were judge by various experts then the test was given its final form which was found validity.

V. Population:

The population of the study was class IX pupils under Odisha Board of Secondary Education, having Oriya as the medium of instruction.

VI. Sampling Procedure Followed:

A sample of 100 (N = 100) secondary school students were selected randomly from two secondary schools of same locality situated at the Balasore district of Odisha Under Board of secondary education, Odisha.

The sampling distribution has been presented in the table-1.

Table-1: Showing the sampling distribution

Treatment group		Boys	Girls	Total
Experimental Group (PIM)		24	26	50
Control Group (CM)		26	24	50
Total	2	50	50	100

Statistics Used: For the statistical treatment of the collected data, Boxplot and t-test is used for the present study by Minitab-17.

3.1 Analysis of Data

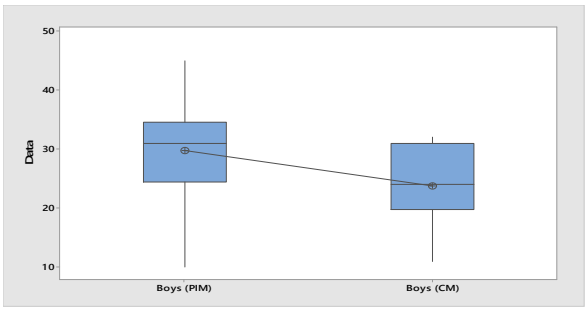

Fig.-1: Boxplot of Boys (PIM) and Boys (CM)

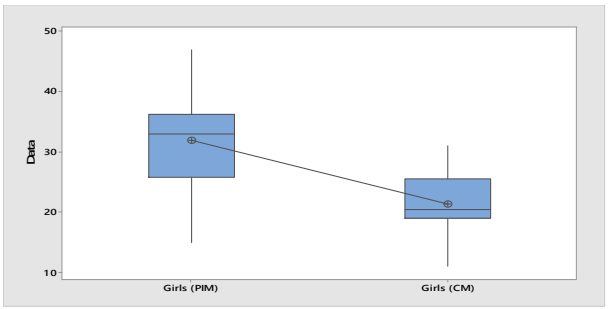

Fig.-2: Boxplot of Girls (PIM) and Boys (CM)

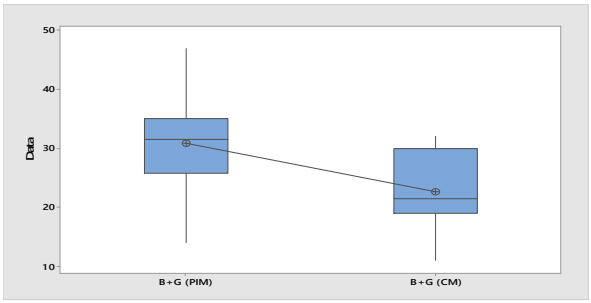

Fig.-3: Boxplot of B+G (PIM) and B+G (CM)

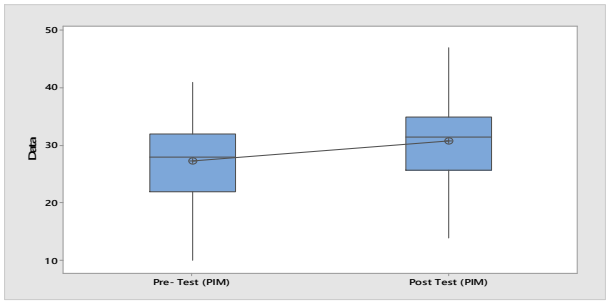

Fig.-4: Boxplot of Pre-Test (PIM) and Post Test (PIM)

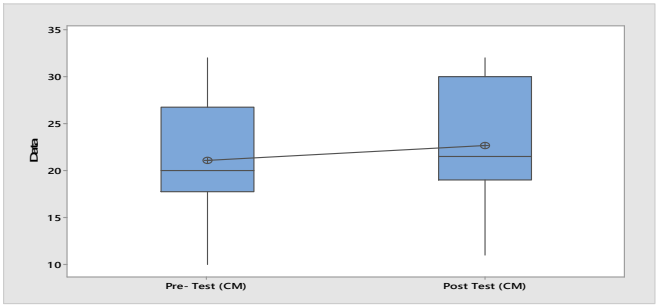

Fig.-5: Boxplot of Pre-Test (CM) and Post-Test (CM)

Average sample braking strength of the boys taught through PIM is higher than the average sample braking strength boys taught through CM. The sample variability in breaking strength of the boys taught through PIM is large than the sample variability in braking strength boys taught through CM as shown in Fig-1

Average sample braking strength of the girls taught through PIM is higher than the average sample braking strength girls taught through CM. The sample variability in breaking strength of the girls taught through PIM is large than the sample variability in braking strength girls taught through CM as shown in Fig-2

From the Fig-3, it is observed that, the average sample braking strength of the B+G taught through PIM is higher than the average sample braking strength of B+G taught through CM. The sample variability in breaking strength of the B+G taught through PIM is large than the sample variability in braking strength B+G taught through CM .

From the Fig-4, it is revealed that, the average sample braking strength of Post-Test Academic Achievement of secondary school students taught through PIM is higher than the

average sample braking strength of Pre-Test Academic Achievement of secondary school students taught through PIM. The sample variability in breaking strength of Post-Test Academic Achievement of secondary school students taught through PIM is large than the sample variability in braking strength of Pre-Test Academic Achievement of secondary school students taught through PIM .

It is observed from the boxplot that, the average sample braking strength of Post-Test Academic Achievement of secondary school students taught through CM is higher than the average sample braking strength of Pre-Test Academic Achievement of secondary school students taught through CM. The sample variability in breaking strength of Post-Test Academic Achievement of secondary school students taught through CM is large than the sample variability in braking strength of Pre-Test Academic Achievement of secondary school students taught through CM as shown in Fig-5

3.1.1 Major Findings

Table-2: Showing the 't' value of Boys taught through PIM and the Boys taught through CM in their Academic Achievement.

Variable	Category	Count (N)	Mean	SD	SE_M	t- value	p- value	df
Methods of Instruction	**Boys (PIM)**	24	29.71	8.93	1.8	2.61 *	0.012	48
	Boys (CM	26	23.81	6.79	1.3			

*Significant at 0.05 level.

The table-2 showed that, 't' value between the Boys taught through PIM and the Boys taught CM in their Academic Achievement was significant at 0.05 level. Thus, the null hypothesis ($H_0$1) was rejected. It was established that, there existed a significant difference between the Boys taught through PIM and the Boys taught CM in their Academic Achievement.

Table-3: Showing the 't' value of Girls taught through PIM and the Girls taught through CM in their Academic Achievement.

Variable	Category	Count (N)	Mean	SD	SE_M	t- value	p- value	df
Methods of Instruction	**Girls (PIM)**	26	31.88	8.02	1.6	5.33 *	0.000	48
	Girls (CM)	24	21.42	5.76	1.2			

*Significant at 0.05 level.

It was observed from the table-3 that, 't' value between the Girls taught through PIM and the Girls taught through CM in their Academic Achievement was significant at 0.05 level. Thus,

the null hypothesis ($H_0$2) was rejected. It was established that, there existed a significant difference between the Girls taught through PIM and the Girls taught through CM in their Academic Achievement.

Table-4: Showing the 't' value of B+G taught through PIM and the B+G taught through CM in their Academic Achievement.

Variable	Category	Count (N)	Mean	SD	SE_M	t- value	p- value	df
Methods of Instruction	**B+G (PIM)**	50	30.84	8.45	1.2	5.47 *	0.000	98
	B+G (CM)	50	22.66	6.37	0.90			

*Significant at 0.05 level.

From the observation of table-4, it has been revealed that the obtained 't' value was 5.47 which was significant at 0.05 level. Therefore, the null hypothesis ($H_0$3) was rejected. It was established that, the pupils (boys & girls) taught through programmed instructional method would significantly differ than the pupils (boys & girls) taught by conventional method in their academic achievement. This result directly or indirectly supports to the results of previous investigators like Manisha (2018), Prativa (2014), Wangila, Martin and Ronald (2015), Kankatte (2011), Agarwal (2006) and Kurbanoglu, Taskesenligil and Sozbilir (2005).

Table-5: Showing the 't' value of pre-test and post-test academic achievement of students taught by programmed instructional method

Variable	Category	Count (N)	Mean	SD	SE_M	t- value	p- value	df
Methods of Instruction	**Pre-Test (PIM)**	50	27.30	7.42	1.0	2.23 *	0.028	98
	Post-Test (PIM)	50	30.84	8.45	1.2			

*Significant at 0.05 level.

With regards to the Table-5 it was found that the obtained 't' value was 2.23 which was significant at 0.05 level. Therefore, the null hypothesis ($H_0$4) was rejected. It was recognized that, there exists significant difference between the pre-test and post-test academic achievement of students taught by programmed instructional method.

Table-6: Showing the 't' value of pre-test and post-test academic achievement of students taught by conventional method

Variable	Category	Count (N)	Mean	SD	SE_M	t- value	p- value	df
Methods of Instruction	**Pre-Test (CM)**	50	21.12	6.19	0.87	1.23 **	0.223	98

	Post-Test (CM)	50	22.66	6.37	0.90			

* Insignificant at 0.05 level.

From the observation of table-6, it has been revealed that the obtained 't' value was 1.23 with p-value of 0.223 which was not significant at 0.05 level. Therefore, the null hypothesis ($H_0$5) was accepted. It was revealed that, there existed no significant difference between the pre-test and post-test Academic achievement of students taught by conventional method.

4. Educational Implications

It has been found that self-instructional method plays a great place in the field of education. The concept is changing from time to time. This study has greater implications in the field of every education as stated below:

1) This study would be helpful for the students to meet the self-learning needs of the learners at secondary level.
2) Teachers' competency and skills should be increased by using this method.
3) Students' motivation, interest and understanding should be developed.
4) The learning effectiveness of both boys and girls should be improved by using the PIM
5) This study might be a pathway for teacher educators and future researchers.

5. Suggestions for Further Research

On the basis of present study, the following suggestions were recommended for further research:

1. The same experiment may be replicated in a number of schools, on different subjects, on different age-group and grades also.
2. Sophisticated statistical design may be employed to generalize the findings.
3. More research-oriented studies on Programmed Instructional Method (PIM) using Computer Assisted Instruction (CAI) could be done.

6. Conclusion

On the basis of the findings, it can be concluded that significant differences found between Boys taught through PIM and the Boys taught through CM, Girls taught through PIM and the Girls taught through CM and the Students taught through PIM and the Students taught through CM in their Academic Achievement. Comparing the mean scores, Boys taught through PIM, Girls taught through PIM and the students taught through PIM were higher than the CM. A significant difference found between pre-test and post-test academic achievement of students taught by programmed instructional method, but no significant difference was found between pre-test and post-test academic achievement of students taught by conventional method. The post- test mean scores were found higher than the pre-test in both the methods. Therefore, it might be concluded that Programmed Instructional Strategies is better than the Conventional Teaching Strategies on the basis of Academic Achievement of secondary School Students in teaching history.

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Madhya Pradesh Journal of Social Sciences
A biannually Journal of M. P. Institute of Social Science Research, Ujjain
ISSN: 0973-855X (Vol 28 No 5, May 2023)

AN ANALYTICAL STUDY ON PRESENT SCENARIO OF DISTANCE EDUCATION IN HIGHER EDUCATION

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Abstract

Tremendous expansion of the Open and Distance Learning (ODL) has been observed in India in previous three decades. NEP-2020 has opened a new horizon for ODL. Education has undergone a paradigm shift due to equity, access, and quality of education.One of the greatest challenges in the fast moving world of the knowledge era is the development of high quality education and maintenance of the relevance and persistence of students learning. India needs to leverage its knowledge resources to obtain and maintain the competitive edge in the world. ODL is a system of identification and fostering of talent and lifelong learning. In this regard distance education mode will be revised from time to time to ensure quality and optimal standards in the system. A worldwide expansion of higher education institutions as well as enrolments has been observed in the later part of the twentieth century. Currently, the latest versions of ODL have come up in the form of E-learning, Virtual Learning, and Virtual University. It only indicates the growing use of technology in the field of distance education.

Keywords: *National Education Policy-2020, Open and Distance Learning, Challenges, Gross Enrolment Ratio (GER)*

I. Introduction

The need of improving Indian education was felt in the beginning of the 19th century. Higher education has developed gradually in India. Universities are considered as the embodiment of higher education in India. Despite the numerical strength of the Universities and their affiliated colleges, the increasing population in India render the opportunity for higher education inadequate. Therefore, Distance education has been opted as one of the best alternatives to cater the needs of the people in furthering higher education.

Correspondence/Distance education was first started in our country by the University of Delhi in 1962. The term Distance Education was coined in 1972 by the International Council for Correspondence Education (Moore 1990). The establishment of IGNOU in 1985 has proved to be a change in the development of distance education in India. It provides a central organisation for guiding and coordinating the activities of all distance education institutes and state open universities in the country. Now a day 'Open Learning' and 'Distance Education' are being used inter-changeably and often known as Open and Distance Learning (ODL). The institutionalised form of Open University system of distance education in India came into existence with the establishment of the B. R. Ambedkar Open University at Hyderabad in the year 1982. Determined efforts were made from the Seventh Plan to Twelfth five year plans (1990-91 to 2012-2017) to achieve the goals of universal elementary education and eradication of illiteracy in the age-group of 15-35 by 2020.

Now, distance education does not solely rely on print, it also lays emphasis upon the use of high speed communication and information technologies as delivery system. Lack of physical resources and

human resources have made distance education an alternative to the conventional education system. Distance education aims at root out to the shortcomings, scarcity and exclusivity in imparting higher education through traditional university education system. It does not challenge the prevalent education system in higher education nor does it wish to change the structure of higher learning.

In modern Education the most important objective is to relate it to the needs and aspirations of the students and thereby make it a powerful instrument of social economic & cultural transformation necessary realization for the national goals. Thousands of people, who are deprived of higher education at a young age due to several problems, but desirous to improve their knowledge and qualification can, fulfil their desire by using Distance Learning (Kanjilil, U., 2013) System.

Distance education can be described as a system that provides a centralized organization to all the arrangements of teaching learning in which the learner and the teacher are separated by space and time. In other words we can say that it is a channel of providing education and instruction to those learners who are not physically present in a traditional classroom setting. In distance education specially prepared materials, also known as self-study learning/ self-study materials made available to the learners at their doorstep through various means such as print, television, radio, satellite, audio/video tapes, CD-ROMs, internet, interactive radio counselling, teleconferencing, videoconferencing, chat sessions, email, website etc. Its hallmark is that technology is used to bridge the instructional gap (Willis, 1993) between the instructor and students who are removed from direct, immediate, physical contact (Hassenplug & Harnish, 1998). This paper analyzes about distance education, its growth, challenges and quality mechanisms for smooth functioning of ODL system.

II. Literature Review

Pan (2021) made a study on the Effectiveness of Distance Education in India. She found that, Students who are undergoing in different courses of education in the Distance Education system are quite accounted with the system; their educational needs are being satisfied through the Distance Education system, student are with the opinion that regular courses and Distance Education courses are equivalent, students think that Distance Education courses are helpful to carry out the educational needs, but not so potential for full filling the future aspirations of the students [4]. Raman (2019) studied on Distance Education in India with Special Reference to Tamil Nadu. The finding shows that, the distance learners and potential distance learners are not aware about the institutes of distance education functioning in the country and the programs offered by them, the procedure of Registration/Admission seems to be more time and energy consuming, the cost of the distance education particularly in case of professional courses is moderately high, the contents of study material are not comprehensive enough to cover course contents, some distance education institutes are following the traditional rules to qualify the examination and there is no openness to appear in the examination, and some institutes even follow the rules of formal education [5]. James (2012) submitted her thesis on Contribution of Distance Education in Development of Higher Education and Students Attitude towards Distance Education with Special Reference to Chhattisgarh. She found that, there are wide opportunities for Higher Education in Chhattisgarh due to Open Learning System, distance Education has emerged as a most preferred alternative of Higher Education in Chhattisgarh; it is the best mode of providing social & educational justice to the deprived ones, in present context, there is need to change the name of Open University to Flexible University [3]. Sharma (2011) made a Comparative Study of Distance Education Programmes of Jammu and Kashmir Universities. She found that the enrolment to various courses was higher in DDE, Jammu University as compared to CDE, Kashmir University whereas the Fee structure of most

of the courses organized by CDE, Kashmir University was on higher side as compared to DDE, Jammu University. Both the universities aspire for quality, excellence and surveillance. Distance learners from both the universities feel satisfied with the pattern of evaluation. The distance learners from DDE, Jammu University expressed the need of computers, over head projectors and tele-conferencing for stimulation, motivation, interactivity and relevance whereas distance learners from CDE, Kashmir University expressed the need to improve the quality of existing programmes and Majority of distance learners from both the DDI's were found to be female, engaged with teaching jobs and are belonged to General Category [7]. Devi (2006) conducted a study on the distance education system in Orissa. She found that, most of the students of Orissa, within the 25 years age are continuing undergraduate and post graduate courses in different distant learning institutions, a large number of the students of Distance Education (DE) institutions are unemployed and belongs to urban area locality, the proportion of female students admitted to DE mode is little higher than male students and the proportion of urban students is little higher than rural students [2].

III. Methodology

Methodology followed in present paper is both qualitative and quantitative in nature. Mainly secondary source had been taken for data collection and the data for this study had been drawn from historical documents and reports of government of India. Here the investigator would like to make her conclusion on the basis of logical and analytical analysis.

IV. Growth of Distance Education in India

The Indian system of higher education has been encouraging distance education with a view to meet genuine demands for higher education through different flexible means (Sharma, 2006). In 1960, the Planning Commission of India pointed out that "in addition to provision in the plan for expansion of facilities for higher education, proposals for evening colleges, correspondence courses and the award of external degrees are at present under consideration." The CABE in 1961, in its resolution said, "for the correspondence courses, the Board suggested further detailed studies by a small committee before a firm decision could be taken". In India, the University of Delhi, in the year 1962 initiated a pioneering effort by starting a distance education for bachelor's degrees. On the recommendation of the Kothari Commission (1964-66) University of Delhi had appointed an eight member working group which recommended establishment of an open university. The objective of universalization of elementary education and democratization of education as a whole had made open learning system popular through distance education. The purpose of establishing an open university especially at the higher level was to provide a quality education as well as a flexible and less expensive method of educational instructions in India. The Punjabi University, Patiala was the second university to start correspondence courses in 1968. By the year 1992, there were 41 universities offering correspondence courses in the country. The government of Andhra Pradesh established the first Open University in August 1982 and renamed it as Dr. B.R. Ambedkar Open University (BRAOU) in 1991. In 1985 Indira Gandhi National Open University came into existence, which is now one of the largest distance education University in the world. Many states in our country accepted the idea of having institutions imparting open distance learning and in 1987 there was emergence of two more Open Universities, namely, Nalanda Open University (NOU) Patna, Bihar and Vardhman Mahaveer Open University (VMOU).Previously the domination of distance education courses in India was being control by Distance Education Council.

Now DEC has been undertaken by University Grants Commission. In India it is mandatory for all institutions to seek a prior permission from DEC to run any distance education course. At the present time the new guidelines formed by UGC, the permission will be taken from Distance Education Bureau. The NEP-2020 focuses on online as well as offline modes of education. The NEP-2020 empowered the systemic changes in universities and institutions to offer education in both modes, face-to-face and online. Access, Equity, Quality and Affordability are the imperatives of allowing Open Distance and Online Learning (ODL & Online) lie within the premise of education policy. By complying with Sustainable Development Goal-4 the NEP-2020 expects to boost the Gross Enrolment Ratio to 50% by 2030.

V. Shifting Face of Distance Education

Distance Education Trends Gaining Importance:

- Students playing a self- directed role.
- Opportunity to study at work
- Educators concentrating on facilitation of learning.
- Internet, www, vertical reality affecting learning dramatically.
- Present generation Net generation called the Generation Z
- Students prepare to discover themselves and build knowledge.
- Active participation in learning.
- Student today are more techno-savvy and comfortable with electronic learning.
- Students now competent to process and forward tasks over the Internet.
- Attract, Retain, Motivate Learners
- Opportunity for encouragement to excel

The inter-personal communication between the teacher and the learners in conventional classroom based education has been replaced by resource material and technological medium. According to Otto Peters Distance Education is "a method of imparting knowledge, skills and attitudes which is rationalized by the application of division of labour and organizational principles as well as by the extensive use of technical media, especially for the purpose of reproducing high quality teaching material which makes it possible to instruct the great number of students at the same time wherever they live. It is an industrialized form of teaching and learning".

VI. Present Scenario of Enrolment in Higher Education in Distance Mode

To know about present scenario of enrolment in higher education through distance mode the investigator focused on the level-wise distribution of distance enrolment (Year Wise) based on AISHE survey reports.

Table: 1 showing level-wise distribution of distance enrolment in 2012-13

Level	Distance Enrolment		
	Male	Female	Total
Post Graduate	557691	534556	1092247
Under Graduate	1271496	940575	2212071

Source: All India Survey on Higher Education (AIHE 2012-13)

Table: 2 showing level-wise distribution of distance enrolment in 2013-14

Level	Distance Enrolment		
	Male	Female	Total
Post Graduate	638918	638703	1277621
Under Graduate	1335710	1018988	2354698

Source: All India Survey on Higher Education (AIHE 2013-14)

Table: 3 showing level-wise distribution of distance enrolment in 2014-15

Level	Distance Enrolment		
	Male	Female	Total
Post Graduate	583346	623480	1206826
Under Graduate	1325626	1026796	2352422

Source: All India Survey on Higher Education (AIHE 2014-15)

Table: 4 showing level-wise distribution of distance enrolment in 2015-16

Level	Distance Enrolment		
	Male	Female	Total
Post Graduate	510526	597836	1108362
Under Graduate	1421708	1077682	2499390

Source: All India Survey on Higher Education (AIHE 2015-16)

Table: 5 showing level-wise distribution of distance enrolment in 2016-17

Level	Distance Enrolment		
	Male	Female	Total
Post Graduate	554187	644261	1198448
Under Graduate	1550244	1106381	2656625

Source: All India Survey on Higher Education (AIHE 2016-17)

Table: 6 showing level-wise distribution of distance enrolment in 2017-18

Level	Distance Enrolment		
	Male	Female	Total
Post Graduate	612906	565601	1178507
Under Graduate	1567538	986873	2554411

Source: All India Survey on Higher Education (AIHE 2017-18)

Table: 7 showing level-wise distribution of distance enrolment in 2018-19

Level	Distance Enrolment		
	Male	Female	Total
Post Graduate	454640	544447	999087
Under Graduate	1616601	1083611	2700212

Source: All India Survey on Higher Education (AIHE 2018-19)

Table: 8 showing level-wise distribution of distance enrolment in 2019-20

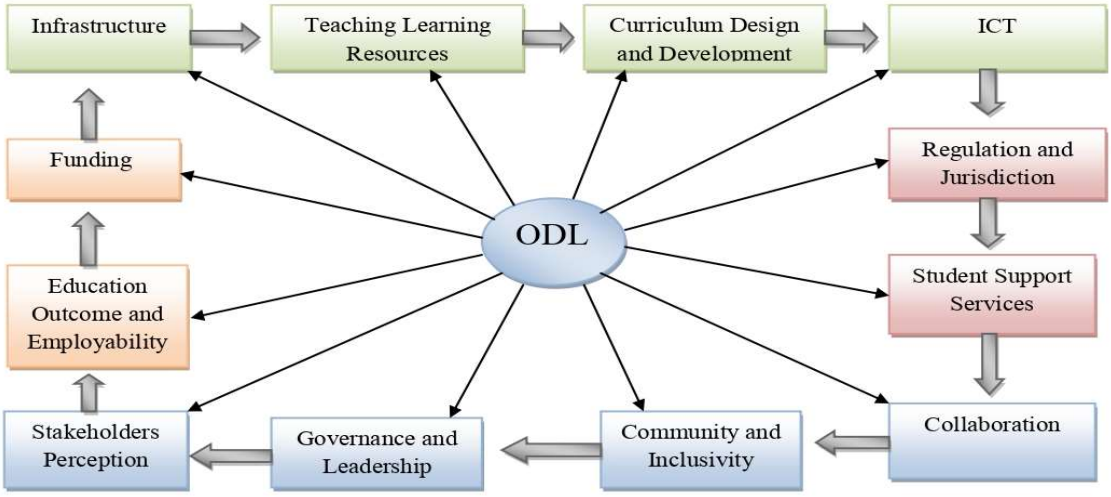
Level	Distance Enrolment

	Male	Female	Total
Post Graduate	504711	616735	1121446
Under Graduate	1745438	1172409	2917847

Source: All India Survey on Higher Education (AIHE 2019-20)

It was found from AISHE report that in 2012-2013, 2013-2014 and 2017-2018 enrolment in Distance mode of male is higher in both Post Graduate and Under Graduate level than the female, where as in 2014-15, 2015-16, 2016-17, 2018-19 and 2019-20 the enrolment in Distance mode of Post Graduate female is higher than the male and enrolment in Distance mode of Under Graduate male is higher than the female.

VII. Quality mechanisms for smooth functioning of ODL system



Source: Developed by the author

In India in the context of technological changes, student enrolments, designing and structure of higher education through distance mode, human resources, financial and regulatory concerns some mechanisms are imperative for smooth functioning of ODL. These mechanisms are broad criteria of quality education which provides us useful insight for improvement of the ODL system. In higher education physical (space, location, building, etc.), digital infrastructure and human resources are crucial for ensuring quality of distance education. With instructional design course recognition and standardization, ICT enabled teaching learning and evaluation strongly needed for enhanced functioning of ODL. Jurisdiction and administration with diversity and degree of institutional collaboration utmost develop quality of ODL system. Adequate academic and administrative leadership, community development, peer perception, employability potential of skilled based courses are essential requirements for better functioning of ODL system. Funding from external agencies and Government, support for utilization of funds for bringing better quality and deliverance of distance education programmes.

VIII. Distance Education Challenges

The advancements in technology made distance education become popular in recent times across the globe; it does not come without its hardships and obstacles. Unlike regular education or in-classroom learning, distance learning has a few challenges.

- Low Academic Standards
- Teachers are unable to maintain discipline amongst the students
- Network Availability

- Absence of Peers
- Lack of Receiving Timely Feedback
- Misuse of Technology
- Ineffective Time Management
- Inability to Create the Right Balance
- Not Being Tech-Savvy
- Lack of Study Material
- Complex and demanding preparation of teaching and study materials
- The need for thorough technical security
- Self-study occasionally escapes information
- More considerable difficulty in understanding some terms
- Lack of Instant Communication
- Not Receiving Clear Instructions or Expectations
- Lack of sufficient time for study
- Distance from home to the regional centre.
- Financial constraints
- Difficulties in learning technically demanding material
- Lack of experience and/or training with instructional technologies
- Conflicts between family /Work and study schedule

IX. Conclusion

To enhance the GER and educational influence to a vast demographic dividend Digital India and Make in India missions and Distance Education is the only panacea. The entire spectrum of open and distance learning has seen a transformation in the light of advancement in modern technology. With new opportunities this has thrown challenges for the learners through distance mode of education. In our country the need of distance education justifies when ours a larger chunk of students are desirous to join the higher education institutions. Continuing its efforts to reach out to the disadvantaged sections of the society, the open and distance learning system proposes to extend the network of its study centers and regional centers to the marginalized sections of the society. ODL as a mainstream delivery mechanism is the key tenets of the NEP-2020.With the support of new technologies, the government needs to reach out to each and every students for providing education to them.Therefore, there is a strong need to design, develop and maintain some quality mechanisms for smooth functioning of ODL system.

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মনন

Multi-Disciplinary & Peer-Reviewed Journal
Vol. 8th Issue 3rd, July, 2018
UGC Approved Journal No. 40975

সম্পাদক

সৌরভ বর্মন

মনন
গোবরডাঙ্গা, উত্তর ২৪ পরগণা, পিন - ৭৪৩২৭৩

Manan
Multi-Disciplinary & Peer-Reviewed Journal,
Published & Edited by Sourabh Barman, Gobardanga, North 24 PGS, Pin - 743273, and
Printed by Ananya, Burobattala, Sonarpur, Kolkata - 150,
Vol. 8th Issue 3rd, July 2018, Rs. 250/-
E-mail : mananjournal2011@gmail.com
Website : manan.home.blog

প্রকাশ
৮ বর্ষ, ৩য় সংখ্যা
জুলাই, ২০১৮

প্রকাশক
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গোবরডাঙ্গা, উত্তর ২৪ পরগণা, পিন - ৭৪৩২৭৩
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মনন

লেখা পাঠানোর বিষয়ে কয়েকটি জ্ঞাতব্য বিষয়

১. সাহিত্য ও সংস্কৃতি বিষয়ক গবেষণাধর্মী প্রবন্ধ পাঠাতে হবে। অনধিক ৩০০০ শব্দ সংখ্যা এবং সঙ্গে ২০০/৩০০ শব্দের সারাৎসার পাঠাতে হবে।

২. পেজমেকার/ওয়ার্ড ফাইলে লেখা পাঠানো যাবে। ১৪ ফন্টে লেখা পাঠাতে হবে এবং সঙ্গে পি ডি এফ ও সফট কপি (লেখা নির্বাচিত হলে) পাঠাতে হবে। হাতে লেখা হলে মার্জিনসহ পরিচ্ছন্ন লেখা পাঠাবেন।

৩. অমনোনীত লেখা ফেরৎ পাঠানো হবে না। লেখার কপি রেখে লেখা পাঠাবেন।

৪. পূর্বে প্রকাশিত কোনো লেখা প্রকাশ করা হয় না।

৫. কোনো লেখা ছাপার জন্যে নির্বাচিত হয়েছে কিনা তা জানতে ৩/৪ মাস সময় লাগতে পারে।

লেখা পাঠানোর ঠিকানা

গোবরডাঙ্গা, বাদেখাঁটুরা, উত্তর ২৪ পরগণা, পিন - ৭৪৩২৭৩

ফোন: ৯৮০৪৯২৩১৮২

প্রাপ্তিস্থান

দে'জ পাবলিশার্স, কলকাতা / পাতিরাম বুকস্টল, কলেজ স্ট্রিট / ধ্যানবিন্দু, কলকাতা / এবং পত্রিকা দপ্তর

সূচিপত্র

points of different schools of Indian Philosophy. In the battle Vishnubhakti and Vairagya helped Viveka. The incident of defeat of Kama, Krodha by Viveka tries to evoke a conscience in human beings. With the help of Viveka and Vishnubhakti Purusha gets rid of all his sins and he wins the grace of the Lord (Sankalpa Surya),

It is not so easy to form allegory through abstraction and personification of theory of Sastra. We can easily acknowledge the dramatist's knowledge over Indian philosophy from the subject of this drama. He also presents this in the society in an easy way. This proves his uniqueness and creativity.

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Inclusive Pedagogy for Inclusive Classroom

Chinmayee Nanda*

ABSTRACT :

Based on analysis of administrative data collected under the SSA, the World Bank (2009) suggests that in India, primary enrolment of Children with Special Needs (CWSN) has considerably developed during the 2000s.The Right to Education Act (RTE) mandates inclusion of all children in mainstream schools. Inclusivity has supported benefits to society as a whole by promoting uniqueness, well-being, productivity and esteem.Drastic modifications and significant resources will be needed to confirm that education systems, infrastructure and school environments are designed to benefit all children.The broader understanding of inclusive education has paved the way for developing the National Curriculum Framework (NCF-2005) that reiterates the importance of including and retaining all children in school through a programme that reaffirms the value of each child and enables all children to experience dignity and the confidence to learn. Schools have the responsibility of providing a flexible curriculum that is accessible to all students. The existing pedagogy style must provide appropriate challenges and create enabling opportunities for students to experience success in learning and achieve the best by their potential.By concentrating on the findings, different reviews and researches this paper shows how we can arrange inclusive classroom for their learning in ways that meet the standard of inclusive pedagogy.

Key Words : Inclusive Education, Pedagogic requirement, Inclusive Pedagogy.

Introduction

Promoting inclusion is about reforming the education system. Inclusive education ismuch more cost effective than a segregated

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system, not only in terms of the running costsbut also the long-term costs on the society. --Roger Slee (UNESCO, 2005)

With the introduction of Right to Education Act, 2009, the country has moved ahead withevery child having a right to full time education of satisfactory and equitablequality in a formal school which satisfies certain essential norms and standards. In a way,it is clear that this legislation mandates the schools to follow a zero rejection policy.In spite of the progress attained, the education system still fails to provide equalopportunities to all children. The pace of learning of individual students is mostly not taken intoattention in the teaching-learning process and the child who needs special efforts inthe class is not benefited by the existing system. Unfortunately, reality has fallen far short ofthe vision of including all children in education and millions of children remainmarginalised and are still denied their right to education.

Today, our foremost concern is that all children irrespective of their diverse social andeconomic backgrounds and variations in physical, psychological and intellectualcharacteristics must learn and achieve success in school. There should be no fear ofrejection, discrimination, corporal punishment, abuse or teasing in school. The schools must plan theirlearning tasks and pedagogic practices in a way that all children are able to participateequally in the education process. The NCSE described inclusion as a process of addressing and responding to the diversity of needs of learners. It involves removing barriers so that each learner will be enabled to achieve the maximum benefit from his/her schooling. (NCSE, 2011 cited in DES, 2017, p21) Inclusion is not about placing children in mainstream schools. Inclusion is about changing schools to make them more responsive to the needs of all children. (Mittler, 2000)

Supporting Inclusive Issues

Diversity learners in the classroom is the significant feature in the Indian schools. In 2005 MHRD has formulated a comprehensive action plan for the Inclusive Education of Children and Youth with Disabilities. The government is committed to offer education through mainstream schools for children with disabilities in accordance with PWD ACT, 1995 and all the schools in the country will be made disabled friendly by 2020.

Paula Kluth (2005) suggests that school philosophy or mission statement must support inclusive education. Traditional Western models of schooling, implemented throughout the world to varying degrees, have struggled to adapt to an inclusive approach (see, e.g., Loreman et al., 2016; Sharma, Loreman, &Macanawai, 2015). 'States shall ensure an inclusive education system at all levels so that persons with disabilities receive the support required within the general education system to facilitate their effective education.' United Nations Convention of the Rights of Persons with Disabilities (2006)

Inclusive education, in its fullest sense, is an approach which is inclusive of ideas and pedagogies drawn from many diverse sources. It is an educational approach which is opento learning where pupils' experience schooling, which includes their opportunity to learn effectively, to have access to all aspects of the curriculum and to feel happy in school; the extent to which schools address barriers to learning, in recognizing differences, reducing disadvantage and discrimination and promoting positive behaviour management; promoting inclusive values, in the curriculum, resources and communications, in the way teacher talk to one another and to pupils and in consistency of teacher behaviour.

Inclusive education involves an ongoing process of "putting inclusive values into action". (Booth, Ainscow& Kingston) Translating values into action requires engaging with inclusive education as a very practical, everyday process. As Mogharreban and Bruns write, "inclusion is not simply an intellectual ideal; it is a physical and very real experience". This requires considering "how teachers understand the nature of knowledge and the student's role in learning, and how these ideas about knowledge and learning are manifested in teaching and classwork" (Ferguson). As such, inclusive education can be understood as ongoing critical engagement with flexible and child-centred pedagogy that caters for and values diversity, and holds high expectations for all children (Armstrong et al.). Inclusive education requires recognising that we are all equally human and putting this recognition into action in everyday practical ways.

Inclusive education enables social development in children who do and do not experiencedisability. Research evidence suggests that

genuinely inclusive education allows children tobuild and develop friendships that they might not have considered or encountered otherwise. Inclusive settings encourage higher levels of interaction than segregated settings, which resultsin more opportunities for children to establish and maintain friendships. The more time a childspends within an inclusive setting, the greater the social interaction. In turn, this leads to betteroutcomes for social and communication development. Inclusive education supports children in developing increased awareness and acceptance of diversity and understanding of individuality (Baker-Ericzén et al.).

Major barriers identified include negative attitudes and stigma around 'difference' and 'disability', inadequate education and professional development for teachers and specialist support staff, and systemic barriers including lack of funding and support from education authorities. Inclusive practice requires significant changes to be made … and is a whole school endeavour which aims to accommodate the learning needs of all pupils… (Ainscow et al, 2006)

Brown et al. found that many teachers were aware of strategies to adapt the curriculum to be more inclusive. However, they lacked knowledge and support regarding preparing the environment and using visual aids. Additionally they lacked adequate resources and specialist support required for genuine inclusion.

An inclusive pedagogy as a way forward

The right to education, is reflected in the newly adopted Incheon Declaration1 from the World Education Forum 2015 in Korea, which includes the statement:-

'No education goal should be considered met unless met by all. We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind'. Oslo, 15 June, 2015

According to NCFSE (National Curriculum Framework for School Education) Segregation or isolation is good neither for learners with disabilities nor for general learners without disabilities. Societal requirement is that learners with special needs should be educated

along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices (NCERT, 2000). Access and presence in mainstream classrooms and schools is a necessary step towards inclusion, but it is not enough. What happens in those classrooms is equally critical to achieving genuine inclusive education. (Ferguson, 2008)

In 2009 Sheehy &Rix, et al. identified the pedagogic features of an inclusive classroom as:

1. Social engagement being essential to the pedagogy
2. Flexible modes of representing activities
3. Progressing framework of classroom activities
4. Authenticity of classroom activities
5. Pedagogic community

The Borough of St Helens, Merseyside, has put out this 'InclusionStatement':Inclusive education involves the development of curriculum,teaching styles and school organization to enable children to beeducated alongside each other in their community schools.

An 'inclusive' school will: welcome and celebrate the diversedifferences of individuals; not discriminate or alienate a child;listen and respond to the needs of all children and their families.

Along with the challenge of varying school policies on inclusion, many teachers feel they lack the knowledge, skills, and understanding to create inclusive learning environments for learners with SEN (Rose et al. 2015; Travers et al. 2010)."inclusive pedagogy is a method of teaching that incorporates dynamic practices and learning styles, multicultural content and varied means of assessment, with the goal of promoting student academic success, as well as social, cultural and physical well-being" (https://www2.humboldt.edu/diversity/faculty-resources/inclusive-pedagogy).

Teachers have positivebeliefs about inclusion and support to implement new approaches but does not feel capable of implementing inclusive practice andto develop his or her knowledge for inclusive practices, which may enhance teachereûcacy for this. Teachers will diûer in levels of knowledge, beliefs, and practices relating to inclusive

practice but all three do not have to be in place to ensure teacherchange, development of two elements is likely to inûuence development of the third(Rouse 2008).

Research studies over the last few years have consistently highlighted the perceived lack of expertise amongst teachers and their low confidence in meeting the needs of children with disabilities. A survey conducted by Shah, Das, Desai, and Tiwari (2013) in Ahmedabad, across 560 government schoolteachers, noted that teachers felt unable to support inclusion. In another survey of 223 primary and 130 secondary schoolteachers in Delhi by Das, Gichuru, and Singh (2013) found that teachers saw themselves as having limited or low competence for working with students with disabilities; 70% of them had not received training in special education nor had any experience teaching students with disabilities. Furthermore, 87% of them noted that they did not have any support in their classrooms from others, which would have helped them to report the needs of children with disabilities.

Inclusive pedagogy believes that every child's capacity to learn is changeable: what teacherschoose to do (or not to do) in the present can alter a child's learning capacity for the future(Florian & Black-Hawkins, 2011). Inclusive pedagogy problematises and replaces 'bell curve'thinking with the notion of 'transformability' by focusing on social justice throughinterrogating the dilemmas of access and equity in education (Florian & Spratt, 2013).

Pedagogic requirement for inclusive classroom

Inclusive pedagogy is providing meaningful participation of all learners. The requirement of pedagogical experience for children in inclusive schools is indeed a different one. All learners have to made part of the teaching–learning experience.Mitler (2000) contends that inclusive pedagogy is not an appendage to poor pedagogy; the initial point has to be good pedagogy. Inclusive pedagogy, it is not special techniques that are needed but just the amount of help that is given and the sensitivity with which it is given that differs for some learners. The underlying pedagogic requirements for inclusive classroom are--

≈ Social engagement within the classroom

≈ Flexible learning standards

≈ Innovative learning environment

≈ Activity based teaching methods

≈ Interactive teaching amongst teachers

≈ Encourage and support every child by engaging them in classroom activities

≈ Respond behaviour issues in a positive way

≈ Actively engaged with all learners

≈ Constructing learning activities making it enjoyable

≈ Use of technology in the classroom

≈ Teachers passion and responsive learning relationship

≈ Physical and social environment to support learning

≈ Improve positive outcomes for all pupils

≈ successful management of challenging behaviours

Priority to social inclusion rather adopting alternative pedagogical style teaching

Strangely, as required by government (national and state) policies, the district had additional professionals who were assigned to support mainstream teachers by helping them develop alternative pedagogical styles, and so on, but their numbers were too few. Thus, based on their perceived lack of essential pedagogical skills and absent additional support, teachers were willing to let children be in the class—under the rationale that it was good for their social inclusion—but did not take responsibility for the child's learning. A connective pedagogy is necessary which draws from many sources according to suitability.

Inclusive pedagogy involves the judicious use of technology. Most teachers did not grow up surrounded by the sorts of technology that the students of today come to school having experienced and What is evident is that the carefully considered use of technology in the classroom is helpful and is an essential element of inclusive teaching. The opportunities for naturally differentiated, collaborative, and immersive experiences offered by technology are simply too powerful to be ignored.

McGhie-Richmond and de Bruin (2015) highlighted the links between technology-assisted pedagogy and the Inclusive Pedagogical Approach in Action Framework. Technology is an ever and fast evolving field and what is available for students and teachers to use in one year is often outdated and supplanted by newer technologies the next. It is for this reason that the full value of technology in the classroom can only be realized when it is used by teachers judiciously. It must be intentionally, specifically, and carefully employed by teachers (McGhie-Richmond & de Bruin, 2015).

The majority of inclusive pedagogical approaches are based on principles and strategies that the teacher must embrace and adapt to the situation. This requires more of teachers in terms of professional skill, judgment, adaptability, flexibility, and willingness to grow as professionals. The performance expectations of teachers are raised, which in and of itself can be viewed as another positive outcome of inclusive teaching.

Conclusion

Inclusive pedagogy is an approach to teaching and learning that attends to individual differences between pupils but avoids the marginalisation that can occur when pedagogical responses are designed only with individual needs in mind. It is absolutely appropriate that we should be focusing upon pedagogy at this stage in the development of inclusive education. Initiatives to promote and support inclusive education are becoming widespread.While activists, politicians and policy-makers grapple with the big picture, teachers and learners are making inclusion happen in their day-to-day lives. This unique text shows the importance and reality of curriculum and pedagogy in developing inclusive practice in a range of settings.

While the inclusion focuses only on the student who has been identified as in need of additional support, the inclusive pedagogical approach focuses on everybody in the community of the classroom. Florian and Black-Hawkins (2011) suggest that teachers extend what is usually provided in a general classroom to create rich learning opportunities for all learners so everyone can participate in classroom life and learning. The focus is on what all pupils in the classroom should

learn and how teachers, in every subject, can respond to those who encounter barriers to learning.

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GLOBALIZATION IN INDIAN HIGHER EDUCATION: THOUGHTS OF DR. SARVEPALLI RADHAKRISNAN*

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ABSTRACT

As per UNESCO Globalization is a market driven process and it stems from a belief that markets play a more important role than the state in development. The emergences of a knowledge economy and technological developments have contributed a lot to the globalization process. In the process of globalization of higher education we often mark mobility of students, organizations, educators and programmes interchange by crossing national borders. In this 21st century everywhere higher education is faced with current problems and the future strategies where globalization plays a vital role. The purpose of this paper lights on Globalization and reflection of Radhakrishnan's thoughts on globalization in Higher education. The present paper follows historical method. This study concludes that to develop a barrier free globalized higher education Dr. Sarvepalli Radhakrishnan's thoughts are path to achieve quality education.

Key Words: Globalization, Modern Trends and Higher Education

Received 02Mar 2021, Accepted 08 Mar 2021, Published 18 Mar 2021

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I. Introduction

The higher education system in India has grown-up in an amazing way, particularly in the post-independence period, to become one of the largest systems of its type in the world. However, the system of higher education at present has several issues of apprehension, like financing, administration and management, access, equity including its significance, reorientation of programmes by laying importance on healthiness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. Above issues are very essential for our country's higher education as a powerful tool to construct a knowledge-based information society of the 21st century. Education has to be viewed not only as life-long and life-wide, but also as a universal concern

of huge important. It cannot be limited to a particular country or a specific issue. Neither can it be restricted to a particular stage of life or to a particular business of life. Since education is a global phenomenon, UNESCO has been making persistent efforts to realize its noble objectives through various activities and programmes. Rene Maheu, the Director-General of UNESCO (1973) has rightly mentioned, "Education should extend throughout life, should not only be available to all but be a part of every individual's life, and should have as its aim both the development of society and the realization of man's potentialities". Looking to the increasing importance of education at all stages, the present era in Indian education is very significant and crucial both in terms of quantity as well as quality through modern trends of education.

Modern trend of education, recently a new tide in the educational thought which aims at drawing from our current experience of all that is quintessential, as also to develop a new vision bearing in mind the highest traditions of Indian education system and of the contemporary needs and aspirations of it. Each trend builds on recent ideas or current structure or current problems. Current trends are constantly evolving and new ones are emerging. In 21st century everywhere higher education is faced with current problems and the future strategies where globalization plays a vital role. In this paper I want to focus on globalization in Higher education and Dr. Sarvepalli Radhakrishnan's vision on modern thoughts, presented systematically for solution to the problems of the present globalizing world in the field of Indian higher education.

II. Literature Review

Saini, A (2019)[1] pointed out the impact of globalization on Indian Higher Education is of mixed reviews with both its merits and demerits. She advocated Globalization should take, hand in hand, the concept of cultural and social transmission, tolerance, brotherhood, compassion, mutual understanding and respect for all. Singh, S (2016)[2] highlighted that the major concern of globalization has been 'how to fulfill the national objective of equality?' He stated Globalization of higher education may help India to take advantage of opportunities in the new global environment. Naik, P.K (2015)[3] mentioned higher education provisioning is a fairly capital intensive process. He again stated, it is generally accepted that higher education contributes more to build individual career rather than wider public good. Mishra, V (2013)[4] found that in India, higher education was traditionally looked after by the government, but in view of lack of resources to meet the increasing demand, private sector has been allowed to share the responsibility. He suggested if India has to emerge as preferred location for higher education in the globalizing world it will have to develop a national policy to address the challenges

[1] http://www.pragatipublication.com/assets/uploads/doc/a7aa8-167-175.16667.pdf

[2] http://oaji.net/articles/2016/1170-1453808995.pdf

[3] http://www.isaet.org/images/extraimages/UH0116002.pdf

[4] http://www.wjeis.org/FileUpload/ds217232/File/02a.mishra.pdf

of sub-standard quality, ineffective systems of supervising and control, rigid in growth and development and political interference. Dhopte, S. J (2011)[5] emphasized that the globalization process has provided new employment opportunities with cross border faculty mobility. She showed that the faculty composition is changing with these reforms. Pillai (1998)[6] mentioned that, Radhakrishnan believed in man's essential divine nature which enables him to quest for truth and strives for beauty. According to Radhakrishnan universal education is essential for cultural and economic development of people. So, universalization of education must be given utmost importance.

III. Objectives

1) To find out globalization as a modern trend in Indian higher education.
2) To find out the reflection of Dr. Sarvepalli Radhakrishnan's thoughts on globalization of higher education

IV. Methodology

Methodology followed in present paper is historical in nature. Both primary and secondary sources have been taken for data collection and the data for this study had been drawn from historical documents. Here the investigator would like to make his conclusion on the basis of logical analysis.

V. Modern Trends of Higher Education

The Concept of 'Modern Trends of Education' is associated with the changes in traditional system of education and provides importance on those which were previously not regarded as important or popular in the field of education. Modern trend of Higher Education is deals with the 'Current Problems and Future Strategies' in the field of higher education. It is a process where emphasis should be given on open, democratic and qualitative improvement in higher education but there is an economical dimension too. Trends of higher education in India are Technical & Vocational Education, Women Education, Distance Education, Open Education, Alternative Education, Information Communication Technologies, Adult Education, Value Education, Online Education, E-Learning, Globalization, Privatization, Internationalization, Virtual Education, Teacher Education, Religious and Moral Education etc.

VI. Globalization

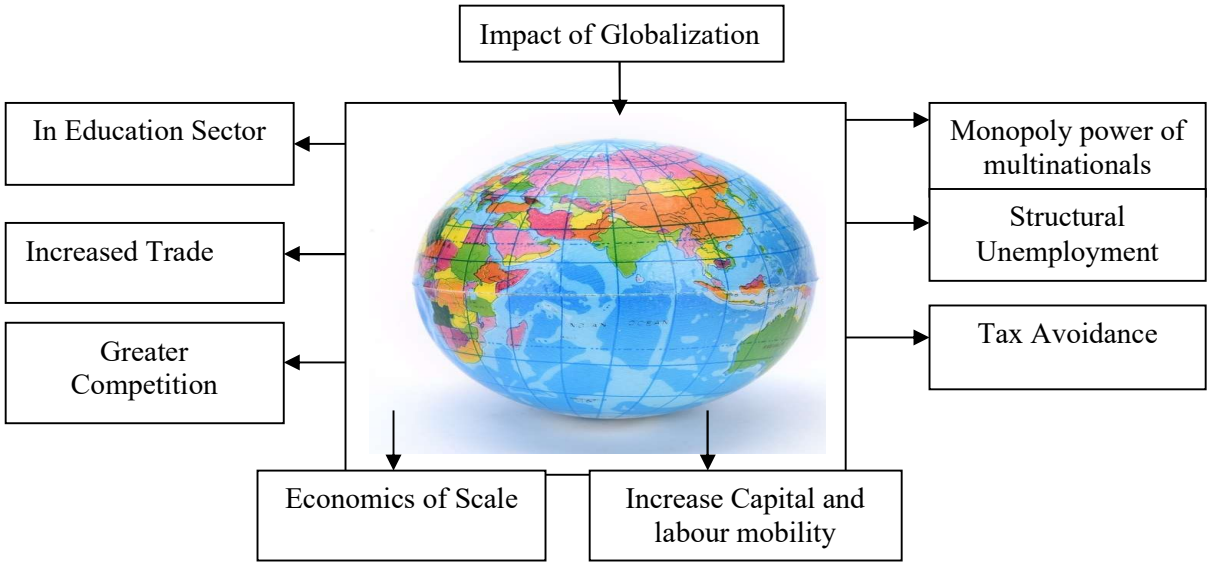
The term 'Globalization' has acquired considerable emotive force. Globalization is in fact, a combination of the free exchange of goods, capital, services and people across the world in a seamless and integrated manner. It provides extensive opportunities for truly worldwide development. In education sector globalization is highlighted on interaction and integration in the academic sphere and governments of various nations, a process driven by international student mobility and investment in

[5] http://www.dypatil.edu/schools/management/wp-content/uploads/2015/10/SujataDhopte-2011-Ph.d.pdf

[6] http://www.srjis.com/pages/pdfFiles/153995136459.%20Dr.%20Rajni%20Bala1.pdf

higher education and assisted by digitalization. Globalization has effects on our environment, culture, political system, increasing capital and prosperity in societies around the world i.e. from localization to internationalization.

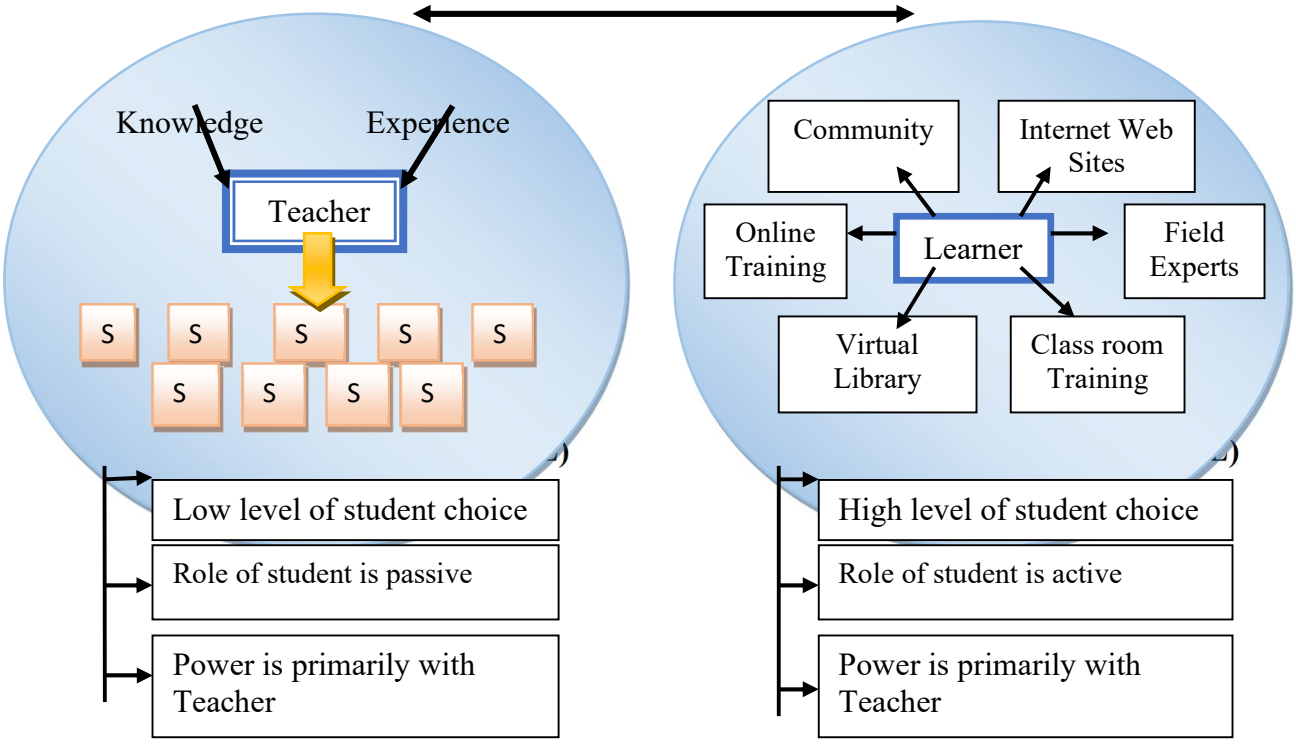
Globalization is breaking the chain of barriers of world trade communications and economic relations between nations. The characteristics of globalization contribute to the privatization of industries, business education and so on. Today students of most of the countries are no longer constrained by the national boundaries. Innovative forms of transactional systems, internet-based distance learning, branch campuses, educational franchising and expanded opportunities for students to study and learn outside their country of origin are available to them now. Globalization has opened up extensive opportunities for the improvement of humanity. Its impact is shown in various fields.



VII. Globalization and Higher Education

Global scenario of higher education in today's inter-connected and inter-dependent world brings not only opportunities but also concerns to higher institutions and Universities. Globalization welcomes the opportunity and challenges to adopt collaborative ventures through development of our higher education. Indian Universities need to be prepared themselves for the globalization process especially in terms of facilitating knowledge flows, adopting appropriate values and creation of new opportunities for diverse graduate youths. Globalization impacts on all the aspects of society. Higher education finds itself in a particular position vis-à-vis globalization that stems from the University mission and concerns. Knowledge is universal, its pursuit and advancement is based on the free circulation of ideas across borders, scientific fields and academic disciplines. Impact of globalization on higher education is lies on Teacher-centered learning to Student-centered learning.

Impact of Globalization on Higher Education



S=Student

Globalization of higher education in India was kick-started in 1991 with the country starting its process of economic reforms as a member of the World Trade Organization (WTO). Then came the General Agreement on Trade in Services (GATS) which is a comprehensive legal framework of rule that covers 161 services across 12 sectors including Education. According to (Yang 2005), in the GATS framework, higher education becomes a tradable commodity. It is a profitable venture, cultural activities become commercial products, where public is defined as a customer, the University becomes the provider and learner becomes a customer or purchaser of service.

Globalization is a wave of academic revolution in 21st century Indian higher education. One of the most important aspects of globalization is student mobility. Report of GED (2006) indicated that, India is ranked second in the source of mobile students' category after China in the East Asia category. It is estimated that 'the global population of students who move to another country to study is continuously rising. It is reaching almost 5 millions in 2014 and it will reach 8 million students per year by 2025' (University of Oxford, 2015).

VIII. Reflection of Dr. Sarvepalli Radhakrishnan's thoughts on Globalization of Higher Education

In Indian higher education, Globalization is a challenge, equipping students with knowledge, skills, values needed for competitive world market. Globalization is recognized as a process of drastic reduction of distances by means of electronic media and other means of communications. Though it is a recent phenomenon, the process of unification of the world and the people coming together, of merging of ideas, is not new but it has been observed in the thoughts of Dr. Sarvepalli Radhakrishnan also. He indeed a versatile genius – a great Scholar, Teacher, Philosopher, Seer, Writer, an Orator, Statesman, and a great Administrator. He introduced his modern thoughts scientifically in the field of higher education. His thoughts and ideas directly or indirectly reflected on globalization of Indian Higher education.

Internationalization

International student mobility is one of the most important indicators in internationalization of higher education (Woodfield, 2012). By the impact of globalization on internationalization of higher education, higher education can improve and change its process worldwide.

In the speech at the Civic Reception, Tehran 18th may, 1963 Radhakrishnan said, "Just as we need to remove racial discrimination and colonial domination, every kind of domination of one nation by another– economic, political, social, religious or racial. All these things will have to be removed if the people of the world feel that they belong to one world, that they belong to a unit. All the nations of the world must become like-minded. They must feel that they are working for one supreme goal, the enabling of all parts of humanity to get to the forward state"[7].

Globalization as pointed out by Radhakrishnan in his book 'Religion in a changing world', "The world is drawn together by the interconnectedness of the world economy. Nation in Asia and Africa are passing through what is called a revolution of rising and yet unfulfilled demand for mere reasonable standards of life. They are treading the road to modernization which is another name for industrialization. We are all using the same language in science and employing the same tools for industrial development. As a result, new sets of values are springing up everywhere. Never before have men had the means of communication or the bonds of interdependence through which a world community is rendered possible. The world has become a unit and demands that it should be treated as one"[8].

Laying importance on globalization in higher education Radhakrishnan described in his speech at the University of Tehran on 17 may 1963, "Every University has its contribution to make in bringing together the cultures of the world, the faith of the world, and making them understand one another.

[7] Radhakrishnan, S. (1965), President Radhakrishnan's Speeches and Writings (1962-64), Pp.56-57

[8] Radhakrishnan.S (1967), Religion in a changing world, George Allen and Unwin, London, Pp.18-19.

That is the basis on which this world, which has found itself as one body, can discover its soul and become a united world"[9].

Decentralization

The process of globalization is coined with the concept of decentralization. It is a way to increase the efficiency by giving more responsibility to local level functionaries and develop motivation among them. Present administrative system in higher education believes the decentralization of education. I think, by the process of decentralization inclusion in higher education is possible.

According to Dr. Sarvepalli Radhakrishnan "Education must be universalized and equal opportunities for be given. Each and every citizen be given education irrespective of caste, creed, social or economic status, motivation or attitude".

In the words of Radhakrishnan 'The Universities', "believe in the unconquerable spirit of man and should provide for men of learning and letters with full scope for pursuing their studies without harassment. They must provide full opportunities to every scholar to follow within the standards imposed by his own pursuit his inquiry of truth wherever his intelligence, imagination and integrity lead him. No freedom is real if it does not secure freedom of mind"[10].

As a proponent of Indian higher education Dr. Radhakrishnan suggested in the University Education Commission (1948-49) for the establishment of rural Universities for rural reconstruction. The aim of these rural colleges and rural Universities should be to provide general education to the boys and girls of the rural areas and to bring about development of their individual interests and inclusion.

Information and Communication Technology (ICT)

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[9] Radhakrishnan, S. (1965), President Radhakrishnan's Speeches and Writings (1962-64), p.57

[10]Radhakrishnan, S. (1965), President Radhakrishnan's Speeches and Writings (1962-64), p.222

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Development and infrastructure of ICT enables the process of globalization. ICT may be marked as the result of knowledge explosion and used for both dissemination of knowledge and vehicle for globalization. ICT has opened new horizons of global interactions in higher education. Network learning environment in higher education is dealing with key issues of access, equity, management, efficiency, pedagogy and quality.

As a well wisher of education, giving importance on ICT, Dr. S. Radhakrishnan said "The aim of education is not the acquisition of information, although important or acquisition of technical skills, though essential in the modern society, but the development of that bent of mind, that attitude of reason, that spirit of democracy which will make us responsible citizens"[11].

Giving importance on modern knowledge in his speech at University of Tehran 17th may 1963, Radhakrishnan viewed that "It is the higher education that you can bring about a blend traditional values and modern knowledge. If you give up your traditional values, if the roots are cut away, the tree can't live. You must preserve the traditional values which you have but assimilate them with modern techniques, science etc"[12].

Value aspect

Globalization of higher education have becomes a position for competition and Profit making system. It is also a way which leads to commercialization of education i.e. a mode of privatization and marketization in higher education. Ultimately sometimes it brings a negative impact on value aspect.

Values are concepts or ideas which guide human behaviour. Dr. S. Radhakrishnan said "Civilizations are measured with the values they stand for, not the machines they invent and use. They are the individual's as well as the society's idea of what is desirable". To him "values influence our thoughts, attitudes and actions and significantly determine the goals we set for ourselves and the paths we choose to achieve those goals". He remarked that children must get opportunities to learn and internalize desirable values in the educational institution and if a supporting environment is provided at home, we can foster the development of a new generation that is committed to the path of peace, care, compassion, non-violence and social responsibility.

Radhakrishnan was the advocator of the system of globalization in education. In an auspicious speech on 24th February 1963 he described, "In the name of science and rationalism many of our societies have broken of their connection with past tradition, their lives have become rootless. We have

[11] Radhakrishnan, S. (1965), President Radhakrishnan's Speeches and Writings (1962-64), p.84.

[12] Ibid, p.54

to grow our roots again. We have to combine ancient tradition with modern knowledge. If we wish to have an open society we should have open minds"[13]

IX. Conclusion

In the 21st century globalization is a key issue in higher education. It is defined as the flow of technology, economy, people, values, and idea across the borders. Through collaboration and exchange of study programmes throughout the world in higher education institutions globalization promotes world-wide interaction and competition. Both positive and negative impact of globalization on higher education is found by various investigators in the past study. So it might be said that, in the process of globalization of higher education still is facing some challenges. Dr. Sarvepalli Radhakrishnan's thought on globalization shows the direction to face these issues. His suggestions are reflected in many ways to improve the quality, modern knowledge, inclusion, open minds, world consciousness, ICT, value development and world economy in the field of higher education.

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ISSN 0970-7247

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English Monthly

Annual Subscription Rs. 200

Vol. 36 No. 429 NOVEMBER 2022 Rs. 20.00

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An International Journal of Ideas

Vol. 36 No. 429 NOVEMBER 2022 Rs. 20.00

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Third Concept,
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Ph : 23711092, 23712249, Fax No: 23711092.
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INSIDE

Impact of Women's Economic Activities on their Children's Education

Chinmayee Nanda* & Dr. Gouri K. Nanda**

[*Women's economic development is vital to the development of the developing world. In developing world, enrolment ratio of girls lag behind those for boys at all levels of education. As per census 2011, the gender ratio of India is 943 females per 1000 males. Education enhances economic activities, production and income growth in all sectors. In this context education of women who are working for some earning, entails beneficial effect on their social wellbeing. Improvement in educational level increases women's productivity in home and family environment, childcare and education. Female participation in developing countries reflects increase in labour force. Women's earnings benefit their children's education, especially if women have stronger desires for educating their children than their spouses.*]

Women's involvement in economic activities is not a contemporary phenomenon in Indian culture and tradition .The place of a woman in society can be judged by the way the birth of a girl is received. Although we find that society greatly harboured a longing for a male child in the ancient days, mainly because of military reasons and for religious purposes. The importance of women lay only in as a potential mother. Again the husband was required to take a vow at the time of marriage that the rights and interests of his wife in economic matters would not be violated. Women did not have any legal rights and there was no question of holding any inherited property. Men always had enjoyed natural property rights relative to their spouses.

After the expansion of our culture and society in terms of the formation of states, urbanization, surplus production, rise of new intellectual and spiritual awakening along with emergence of new religions, the position of women changed continually in the society. Gradually, women started enjoying a good deal of freedom, they appeared in public without any restriction but unfortunately, for many reasons also like social and political, women's position in society also started deteriorating. They experienced abuse and maltreatment in the contemporary society, and the birth of girl child within the family came to be considered as a bad luck.

Changes came in the social structure with the advent of technology, modernization and globalization on account of which women began to perform various activities or tasks for fulfilling their interests and necessities of the family. Women vied for the achievement of their goals and participated in various societal works along with men. They often come across different barriers which they face within society. Some have advantage of belonging to rich family environment but a large number of women struggle their own way to reach at a stage wherefrom they can participate in economic activities and production of goods and services.

The spread of education has led to increased female literacy as well as increased opportunities for women along with engendering new aspirations for their development. Resultantly, women have come to realise their talents and some of them have become entrepreneurs as well. Education has not only helped women to increase their earnings through greater work participation but has also helped in the economic growth of the country as well as boosting the productivity as well.

Empirically-researched evidence shows that most of the women who are involved in self-employment or economic activities have either no education or very less academic knowledge. In the 21st century, women have tried to involve more and more in economic activities either outside home or from home. Females who are conventionally considered primary as caretakers of children, often have a more prominent role than their male counterparts in the modern society.

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Objectives

For the present study the investigators formulated following objectives

1. To study the economic activities of women.
2. To find out the economic activities of women and its influence on their children's education.

Review of related Literature

Abaz and Hadzic (2020) studied economic activity of women and young women in Bosnia and Herzegovina under the umbrella of traditional views of women's role in society. The findings indicate that traditional views on women's role in society act as an important moderator of woman's economic activity [1]. In Indonesia, Indarti, Rostiani, Megaw and Willetts (2019) conducted a study on women's involvement in economic opportunities in water, sanitation and hygiene (WASH), and found that women were dominantly driven by social or environmental motivations. To provide access to social entrepreneurship training, this combines a focus on social and economic benefits [6].

Afridi, Mukhopadhyay and Sahoo (2016) studied female labour force participation and child education in India on the basis of evidence from the National Rural Employment Guarantee Scheme, and they found that a mother's participation in the labour force increases her children's time spent in school and leads to better grade progression [2]. Hossain, Bose and Ahmad (2004) observed that economic activities within the household have been found to have weak impact on empowerment. The study suggests implementing two policies: (a) Promotion of female education to enable women to take part in market activities in the non-agricultural sector where gender disparity in earnings is less and (b) Investment in infrastructure that can facilitate women´s mobility outside the household as well as can reduce the burden of domestic work [5].

In Cornell University, Glick (2002) made a study on women's employment and its relation to children's health and schooling in the developing countries by focusing on conceptual links, empirical evidence, and policies. The paper focused on trends in developing economies and in the global economy that are affecting women's work and its relation to children's welfare, as well as affecting the ability of governments to intervene to ease the domestic constraints on women [4]

Economic Activities and Female Literacy

Due to active involvement of women in economic activities, their aspiration levels also increase. For a meaningful participation in economic decision-making, a woman should educate herself. Again, she can take care of herself and her family. Sometimes it is seen that women who are involved in economic activities neglect their family and children that may affect children's educational achievement and mental wellbeing.

Women's education can facilitate them their mobility outside the home as well as can reduce the burden of domestic duties. Female literacy enables women to take part in different economical activities and earn more and more. Due to poor socio-economic condition women go to work, and without education more women go to agricultural activities relative to non-agricultural activities.

However, some research studies have observed that due to traditional culture and social norms, women prefer to work at home than outside. Hence it is acknowledged that women are a disadvantaged group and they are not given a scope to acquire knowledge which can facilitate their work and learning from work. Women's involvement in work, mostly in hired one like the domestic activities entail women who have very less education but those who are educated are prone to get good paying jobs.

Impact on Children's Development

In every culture, a woman is a caretaker as well as she plays an active role in the development of the future of her child. Women in developed nations generally join the work force as a result of severe financial necessity. Women engaged in economic activities spend maximum time outside home, and their children do not get proper care and education. Unfavourable circumstances render such women helpless in encouraging their children in promoting their all-round development.

By having control over economic and financial resources women can contribute to economic growth, poverty eradication and promoting the well-being of their families and community. Again the impact of women's economic activities may create imbalance among their children's development, especially in their

educational needs. Women are not only key decision-makers in shaping the allocation of economic and financial resources and opportunities but always guide their children's progress.

Female participation in developing countries reflects increasing labour force and women's incomes benefiting their children's education, especially if women have stronger desires for educating their children than their spouses. In Latin America and South Asia, women's economic activity has increased significantly since 1970 (Mehra and Gammge, 1999). The fact is that women performing dual responsibilities of taking care of children and earning money may affect their children's welfare and outcome profoundly.

Procedure of the Study

To justify the objectives of this study, a case study was conducted by the researchers on women's economic activities and children's education to ascertain the relevant findings which could throw some light on linkages between women's participation in economic activities and their children's educational development. 10 respondents were chosen from the North 24 Parganas district of West Bengal. Women from different economic activities (one from each) like a shopkeeper, working in a parlour, working as tailor, sales women in a shop, working in a private tourism office, housemaid, bindi-maker, dress designer, mushroom grower and a sweeper were selected as the respondents.

Case Study and Findings

Question related to family environment

In family environment-related questions, women engaged in economic activities responded separately that they were working for earning money due to poor condition of their family. Some responded that they were working to support family income and meet all the needs of family. They further revealed that because the male members of the family worked outside or far away from their homes and it that reason that they had to engage in economic activities to support their families. One respondent said that she was the active and independent income earner and took decision at family and community levels.

Question related to joining in economic activities

All women respondents told that they wanted to support family's demands that is the reason they joined in economic activities. Women control household resources by doing economic activities outside of home. Women actively involved in economic activities to minimize the family requirements and to meet children's necessity for their sound development. Women joined in work after their marriage some said they joined before marriage also.

Question related to problem faced during economic activities

Economic activities is the entry point where women can meet their needs. Here some women responded due to communication, health, literacy, social security they are facing problem in earning money. Women coming to their work place sometime communication is creating problem to reach at work place. Due to continuous working health problem arise to some extent. Literacy is another problem, lacking knowledge some women said they cannot earn more money. Social security is a major problem where women go to work place or staying at home they face lacking of social security. Most of the women said they face gender disparity in earning less at workplace. Social security also in the context of traditional culture and social norms hinder women working safely at their workplace.

Question related to educational literacy of women

When, asked about educational background some women responded they cannot reach at upper primary. Some completed upper primary and secondary stage but no one even completed higher education. Due to poor family income women drop-out from schooling, especially girl children given less importance in the family, in addition less education provided to female, work is essential to survival, this is the reason women cannot complete their education.

Question related to attention towards children's education

Because of time constraints women has less attention towards children education. Women responded that due to lack of time they were not adequately given importance to educational achievement of their children. Working women engaged in economic activities sometimes rely on other members of the household work to offer better education to their children. Some women said that they have strong inclinations for spending their income in ways that benefit their children health and education. Women's

work significantly impact on children's education in particular, their schooling. Women earnings benefit children's education, especially if women have higher preferences for educating their children than do their spouses.

Question related to desire for children's great future

From the present case study it is reveals that women have desire for great future of their children. Some respondents reported that they wanted to provide every opportunity to their children so that their future may flourish. Women who had completed higher secondary education longed for their children to learn more and more and make their career. Again, women who never completed education up to higher secondary ignored children's education and decision regarding their future development. Three women respondents confirmed that they were very anxious about their children because they can't get sufficient time to monitor and help their children's education and proper healthcare.

Question related to women's expectations towards educational achievement

In their answer to this question, all women responded differently about their expectations with regard to educational achievements of their children. Many people believe that the success of society depends on how well parents perform their role (Hsu & Hus, 1999). Some women said due to economic activities they were unable to encourage children in their education. Some said they guided their children by relying entirely on other person/s who taught them at home. Others told that they try to provide congenial environment so that their children's educational achievement improve effectively. Singer and Singer (1990) believe that children can develop their skills most efficiently with the initial help of adults.

Conclusion

The progress of a nation is intricately associated with female empowerment. Studies reveal that women income make them self-employed and independent. Women are increasingly seeking economic activities as a result of increasing literacy rate and also increasing opportunities which have proved instrumental in arousing some aspirations among women. Research on the determinants of schooling almost always shows a positive association with the level of household resources (Behrman and Knowles 1999).

From this paper we conclude that severe financial necessity compels women to engage in economic activities, leading to play a dual responsibility at home and outside the home also. Due to women's engagement in economic activities, their children's education gets impeded significantly as well as children's progress in educational field is extremely low. Moreover, women are unable to help their children actively in their academic pursuits.

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