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Comparative research on Emotional Intelligence between Urban School Students and Rural School Students

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Abstract

The present study compares emotional intelligence between urban and rural secondary school students. The sample of the study are 50 urban and 50 rural secondary school students. The data is collected using the Emotional Intelligence Test prepared by Dr Sharma (2011). The result revealed the difference between urban and rural secondary school students. The educational implications are discussed.

Introduction

Peter Salovey and **John D. Mayer** coined the term **"Emotional Intelligence"** in 1990 describing it as "a form of social intelligence that involves the ability to monitor one's own and others' feeling and emotions, to discriminate among them, and to use this information to guide one's thinking and action".

The term "emotional intelligence" seems first to have appeared in a 1964 paper by Michael Beldoch and in the year 1996 paper by B. Leuner entitled **Emotional intelligence and emancipation** which appeared in the Psychotherapeutic Journal Practice of child psychology and child psychiatry.

According to **Goleman**, an American psychologist who helped to popularise emotional intelligence, there are five key elements to it:

- *Self-awareness*
- *Self-regulation*
- *Motivation*
- *Empathy*
- *Social skills*

Significance

The significance of this study is to describe Emotional intelligence between urban and rural school students. I have selected Urban and rural schools students to know the Emotional intelligence of secondary school students. I have done the comparative study on Urban and Rural school students to know their Emotional intelligence difference among the said groups.

Objective

- To study the emotional intelligence between urban and rural secondary school students

Hypotheses

- There is no statistical significant difference between urban and rural secondary school students

Literature review

Faiza (2018) studied the emotional intelligence between urban and rural secondary school students. The study showed a statistical significant difference between urban and rural secondary school students with respect to emotional intelligence.

khan (2015) study was an effort to find out whether geographical differences influence the development of emotional intelligence among students. Study aims to compare the emotional intelligence of rural and urban

students. The results of the study, after going through a T-test, revealed that there was no significant difference between the emotional intelligence (composite scores) of the rural and urban students but there is a significant difference between the factor D (emotional stability) and factor H (value orientation) of emotional intelligence.

Joseph (2014) explored the effect of life skills training on the enhancement of emotional intelligence of adolescents in XI standard. Data was collected from 503 students from six higher secondary schools in Chennai City. The findings indicated that life skills training has a significant effect in improving emotional intelligence in adolescents. The study further shows that, life skills have an effect on self-efficacy, self-confidence and self-esteem and well-being

Method

Research design

A comparative research design is used in this study.

Population

 All the urban and rural secondary school students are considered as the population of this study.

Sample

50 urban and 50 rural secondary school students of Mesco Grades High School and Telangana Minority Residential High School (TMRS).

Tools for measurement

Emotional intelligence test, which is prepared by Dr Sharma and published in 2011, is a paper and pencil questionnaire that can be administered anywhere. The scale contains 60 questions, each question contains 5 options i.e. 5 for always, 4 for often, 3 for occasional, 2 for rarely, 1 for never. It takes 15-20 minutes to administer and complete the test. The instructions are self-explanatory, although a brief description of the procedure has been explained to the respondents.

Data collection

Prior permission was taken from the schools' principals, Mesco Grades High School and Telangana Minority Residential High School (TMRS), for the collection of data. On the given date, the data was collected from the sample by giving required instructions and taking appropriate measures.

Results

The results of Group 1 were urban secondary school students, 18 students scored high Emotional intelligence and 32 students scored average emotional intelligence. The results of Group 2 were rural secondary school students, 3 students scored high emotional intelligence and the rest were below high.

Discussion

It was found that students from an urban background showed higher Emotional intelligence than those from rural background. It was also observed that a few students from rural backgrounds exhibited high emotional intelligence. This throws light on other factors like family relation and personality traits of a child that can contribute to their emotional intelligence.

Education implication

The following implications can be drawn from the study:

Positive emotions help students engage with learning longer as they stay motivated. Emotions during learning also impact learners' feelings toward education (psychological impact). If learners have positive experiences, they are more likely to enjoy their schooling and develop a love of learning. Emotional intelligence helps students cope with emotions in the academic environment. Emotional intelligence helps students maintain their relationships with teachers, students, and family.

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Emotional Intelligence Between Primary And Secondary School Teachers

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Abstract:

Emotional intelligent teachers can produce emotionally intelligent citizens. A teacher who will succeed in developing the emotional intelligence of students. An emotionally competent teacher is the heart and soul of any educational program. The present study is to estimate the Emotional Intelligence between Primary and Secondary School Teachers. Total 40 Teachers (20 Primary and 20 Secondary) were selected from private, English medium Schools of Hyderabad city through Simple Random Sampling Technique. Emotional Intelligence Scale (E.I.S) was used to measure the Emotional Intelligence of the Teachers. Statistical techniques such as Mean, Standard Deviation and Independent Sample t-Test were used to analyse the data. The results of the data revealed that there is no significant difference in Emotional Intelligence between Primary and Secondary School Teachers.

Key words: emotional intelligence, primary school teachers, secondary school teachers.

Introduction:

Emotional Intelligence (EI) is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. "Emotional Intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behaviour and relationships". The concept of Emotional Intelligence can be traced back to the fundamental work of great psychologists of 20th century i.e., Thorndike's (1920) idea for social intelligence, Wechsler's (1943) suggestion for (a) emotional (b) personal and (c) social aspects of cognition, Gardner's (1983) view on non-cognitive i.e., interpersonal and intrapersonal form of intelligence and the classical intelligence of Sternberg (1988). Mayer and Salovey (1997) introduced the phrase Emotional Intelligence and defined it as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and use this information to guide one's feelings and actions". The Mayer and Salovey (1997) model of Emotional Intelligence assumed to be cognitive oriented. The publication of the book by Daniel Goleman (1995), "Emotional Intelligence" made this notion popular as an experience and expressions of emotions as a domain of intelligence. Goleman (1995) claimed Emotional Intelligence as being able to motivate oneself and others. His idea about Emotional Intelligence includes factors like; (a) Self- awareness (b) self-regulation (c) motivation (d) empathy and (e) Social skills.

(a) Self- awareness is described as recognizing one's own feelings into decision making in a highly effective way.

(b) Self-regulation implies the ability to be emotionally stable and to manage one's feelings in a positive manner.

(c) Motivation allows recognition of wants and channels in a positive direction.

(d) Empathy allows for sensing of other's feelings, to read and recognize emotions of others including understanding the needs, wants and viewpoint of others around

(e) Social skills are the ability to handle interrelationships and have excellent leadership skills.

Significance:

Emotional intelligence is being recognized as an important skill in the workplace. Employers are no longer only satisfied with the academic or technical qualifications that their employees bring to the workplace: employees also need soft or social skills such as the ability to adapt to change, resolve conflicts, and manage stress and emotions, and teaching is no exception. Teaching and learning are not only concerned with the acquisition of prescribed knowledge and skills, but they are essentially emotional practices (Hargreaves, 1998, 2001). Learning is largely

based on the quality of the interactions that take place between students and teachers. Teaching is a noble profession. The teachers are the heart and core of the whole educational process. The strength of the education system largely depends upon the quality of teachers. These individuals should be able to impart character among the pupils. They are expected to arouse enthusiasm and be a source of inspiration for the real pupils. No doubt, the teachers are the real architects of a nation and the makers of humanity. Emotional Intelligence is the immediate need of society and as teachers have a central role in the education system, they have a greater role to play to inculcate Emotional Intelligence in children. As an emotional activity, Teachers also experience negative and positive emotions such as anger, disappointment, satisfaction, affection, love, anxiety, etc. These affective states are likely to influence the relationship teachers have with their students and colleagues, which may, in turn, affect teaching and learning. School teachers, in particular, face many emotion-provoking events, such as negotiating curricular changes, societal pressure to ensure students score high in national exams, responding to students' issues, and handling the tasks related to their jobs inside and outside the classroom. School teaching is becoming more challenging due to a variety of factors. School teachers not only have to cope with the pressure of heavy teaching loads but also deal with student discipline problems in addition to demands from parents and administrations. The emotional stress of these additional demands can negatively impact the teacher's mental health, resulting in high levels of stress, burnout, and consequently leaving the profession altogether (Hsiang, 2016). Therefore, imparting Emotional Intelligence plays a vital role in the overall well-being of students as well as teachers.

Objectives:

- To study Emotional Intelligence between Primary and Secondary school teachers.

Hypotheses:

- There is no statistically significant difference between primary and secondary school teachers with respect to Emotional Intelligence.

Literature Review:

Charankumar. V (2015) conducted a study on "Emotional Intelligence of Primary School Teachers". The objectives of the study were to study the levels of Emotional Intelligence of primary teachers and the influence of other variables i.e. Age, gender, academic qualification, professional qualification, locality, and management on Emotional Intelligence. Through this study, it was found that primary school teachers have a low level of emotional intelligence, and age, gender, academic qualifications, professional qualifications, locality, and type of management do not make a significant difference in their emotional intelligence.

Naqvi, Iqbal & Akhtar (2016) studied "The relationship between Emotional Intelligence and performance of Secondary School Teachers". It was concluded that there is a positive relationship between emotional intelligence and performance among male and female secondary school teachers.

Haskett (2003) conducted a study on the "Emotional intelligence and teaching success in higher education" at Indiana University, USA. He studied the underlying emotions that differentiate the most effective faculty and others at institutions of higher education, by using a theoretical model that predicted a relationship between EQ and effective teaching. Based on his study, it is clear that it is not only the actions/behaviours taken by faculty that are important but the underlying attitude (related to EQ) behind the actions that has the greatest influence on effective teaching.

Pathan (2004) conducted a study on Emotional intelligence of secondary teachers at D.Ed. College, Navapur, Maharashtra. This study examined the level of emotional intelligence (EI) of secondary school teachers in relation to gender and age. The results indicated that nearly all the teachers under study were under 'low category of emotional intelligence. There was no significant difference between the emotional intelligence of males and females, and the age was independent of EI.

Kant S & Sharma Y (2012).'A Study of Relationship between Emotional Intelligence And Stress Among Teachers in Management Institutes in Jakarta.' Studied that IQ alone is no more the only measure for success. emotional

intelligence, social intelligence and luck also play a big role in the person's success and adjustment **(Goleman,1995)**.

Method:

Research Design:

A Quantitative, Pure Comparative Research Design is used in this study.

Population:

The population of this study comprises Primary and Secondary school teachers of Hyderabad district, Telangana state.

Sample:

Simple Random Sampling Technique was used for the present study and the sample consisted of 40 primary and secondary teachers of Hyderabad district, Telangana state.

Tools for Measurement:

Emotional Intelligence Scale (EIS) developed and standardised by Anukul Hyde, Sanjyot Pethe, and Upinder Dhar was used to measure Emotional Intelligence for the present study. It is a five-point rating scale consisting of 34 items, covering ten different aspects of Emotional Intelligence namely; self-awareness, empathy, motivation, self-development, emotional stability, managing emotions, integrity, value-orientation, commitment and altruistic behaviour.

Data collection:

Statistical Techniques such as Mean, Standard Deviations, and Independent Sample *t*-Test were used to analyse the data.

Results:

Table-1:

Shows the Mean and Standard Deviation of Emotional Intelligence of Primary and Secondary School Teachers

Entire Sample	N	Mean	Standard Deviation
Primary Teachers	20	4.14172	0.33985
Secondary Teachers	20	4.34617	0.35605

Table-2: Testing Hypotheses-1

Shows that there is no statistically significant difference in Emotional Intelligence between Primary and Secondary School Teachers.

N	df	A	't'cal	't critical	Significant

| 40 | 38 | 0.05 | -1.8576 | 2.021 | *Ho accepted* |

Interpretation:

It can be interpreted that there is no significant difference between the Emotional Intelligence between Primary and Secondary School Teachers, as the calculated '*t*' value is lesser than the 't critical value. Hence Null Hypothesis is accepted.

Conclusion:

The present research aimed at studying Emotional Intelligence between Primary and Secondary School Teachers.

The selected subsamples of the present study do not show any significant mean difference in their level of Emotional Intelligence. So from this study, it has been concluded that there is no statistically significant difference between Primary and Secondary School Teachers with respect to Emotional Intelligence.

Educational Implications:

- Teachers play a vital role in the education system therefore it is essential that they must have good Emotional Intelligence so that they can have a balanced life because
- Emotional intelligence is a powerful inner factor that can grow or improve all facets of behaviour and trends among individuals
- According to the role of emotions as an effective inner motivator, the studies referred that the emotions have strong link with positive and negative inner factors such as anxiety
- To strengthen the Emotional Intelligence aspects of all the teachers, guidance, and counselling are to be made an integral part of the school management
- Emotional Intelligence are to be considered in Pre-Service and In-Service Teacher Training Programs.

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A study on Attitude Towards Mathematics of Secondary School Students

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Introduction:

It is often said that mathematics is needed for success in the 21st century. It is not only important to know mathematics, but also to like it. A study on the attitude towards mathematics of secondary school students found that there were many subjects with negative attitudes towards their required maths class including music, art, and languages. Mathematics was found to be disliked by students mainly because it was seen as something complicated and difficult. The authors suggested that teachers should consider teaching more about how mathematics can help people understand life better. They also recommended that teachers should use real-life examples when explaining mathematical concepts. In a similar vein, another study showed that most students had an unfavourable view of mathematics, which they believed would hinder them from succeeding in later courses. Students were not confident with the subject matter or its relevance to other subjects. This led to their belief that learning mathematics is boring. Another study conducted among high school students revealed that many students did not like mathematics due to lack of interest and perceived difficulty. The same study found that some students felt intimidated by maths classes because of fear of failure. Some students even avoided taking maths classes for this reason. A survey was also done on some students who reported feeling anxious about doing well in maths class. Many of these students said that they feared failing at a course where success meant passing it.

Statement of the Problem:

"A study on attitude towards mathematics of secondary school students"

Summary and synthesis:

The world of today, which leans more and more heavily on science and technology, demands more and more mathematical knowledge on the part of more and more people. And the world of tomorrow will make greater demands on a person to be "well educated" in the technological society of today, and as such he or she should have some degree of mathematical literacy. The pace of mathematical discovery and intervention has accelerated amazingly during the last few decades. It has been said that mathematics is the only branch of learning in which theories of two years old are still valid. Mathematics lays the foundation for the study of all other subjects and it is too early for a child to decide about the profession. Mathematics as an optional subject would make the choice of the profession very narrow. The knowledge of mathematics plays a vital role in society. In particular, mathematics knowledge is necessary for secondary school students, it is very useful for higher education. At the secondary level, an attitude toward mathematics is a very important role in learning mathematical concepts with interest.

The following study is aimed at identifying the attitudes of secondary school students towards mathematics. Mathematics is an important subject that shapes the future of an individual. It has been proven that maths skills in high school correlate with earnings in adulthood, and it has also been determined that mathematics courses in college generally lead to better grades than courses without maths. With this in mind, it is clear that how students feel about mathematics will influence their performance in the class. The purpose of this research was to determine what factors contribute to students' feelings toward mathematics. This study used a survey design where participants were asked questions regarding their beliefs on various topics related to mathematics.

Some articles say that several factors have been found to play a vital role in the formation and development of a student's attitude. These factors include the teacher's personality and teaching style. A good teacher will be able to relate well with students and motivate them towards success. He or she must be patient and understanding when dealing with difficult situations. Students are more likely to respond positively if they feel comfortable around their teachers. These factors also include the learning environment, teacher quality, and meaningful teaching methods. Society also plays an important role in the development of students' attitudes.

These articles highlight different cultural backgrounds and can influence students' attitudes. Such influences are not just linked to students' parents, but also to broader society. Some articles suggested that mathematics teachers should use new methods of teaching such as the use of audio-visuals in presenting mathematics lessons to facilitate students' understanding and sustain their interest in the subject. It is also recommended that headteachers of Schools ensure that teachers with the requisite qualifications should be assigned to teach mathematics. Therefore having a positive attitude towards mathematics will help students to have a successful life.

Educational implications:

A lack of understanding seems to promote the decline of student attitudes towards mathematics. It would be beneficial for teachers and professors to understand why some people have negative attitudes towards mathematics. Teachers could then use these findings to help improve student attitudes towards mathematics by providing more opportunities for them to learn mathematical concepts. In addition, it is important that educators are aware of how they can positively influence student attitudes towards maths in order to prevent future declines in student interest in this subject. However, there can be differences in student definitions of understanding and teacher definitions of understanding. It is believed that true understanding needs to be emphasised more in every grade, rather than memorization and procedures. This will allow students to develop a deeper understanding of the material being taught as well as increase their ability to apply what has been learned. It is also suggested that teachers should not only focus on teaching concepts but rather teach them with an emphasis on application.

One way to ensure students are able to obtain a deeper understanding is maintaining a proper balance between challenge and frustration. Students need to have challenges presented to them so they can learn from these experiences; however, it is important for teachers to provide opportunities for students to experience success without overwhelming them. Teachers must make sure that there is enough challenge while still providing sufficient support when needed. This also requires teachers to evaluate students to ensure each student is being appropriately challenged. If not, the teacher should adjust their lesson plans accordingly. It is essential for teachers to be aware of how much challenge is appropriate in order to maintain an effective learning environment. Evaluation is not always about summative assessments. Rather, evaluation can occur at any time during a unit or course and may include formative assessment as well as a summative assessment. Teachers should constantly assess in their classroom. This will help them determine if they are meeting all of their students' needs. Teachers must know what skills need to be taught and which ones require more practice before moving on to another skill. A teacher should develop positive relationships with students and focus on classroom activities, which will involve an active teaching-learning process and students' participation in the class. The teacher is responsible for providing instruction that meets each student's learning style and level of understanding. In addition, teachers have to make sure that every lesson plan includes activities that allow students to apply knowledge learned from previous lessons. This requires a lot of planning time as well as teaching experience. It also means that teachers are expected to teach in different ways depending on their subject matter.

Teachers should be approachable, available for each of their students, and manage to create multiple classroom activities. Teachers must know how to motivate students by using various methods such as games or competitions. They need to keep track of all assignments given out during class so they can provide feedback when necessary. Teachers should have the responsibility of creating lesson plans which include objectives, materials needed, and assessment criteria. These lesson plans will help ensure that every student is learning at an appropriate pace. Finally, teachers must be able to communicate with parents about any issues regarding their child's progress at school. Having a clear explanation and a fair assessment would help the students to change their students' attitudes gradually. The teacher is also responsible for creating an environment that encourages learning in his/her classes. This includes having appropriate materials, providing adequate time for homework completion, encouraging student

participation, and being organised. Teachers should not only teach but should also provide guidance on how to learn effectively. They can do this by setting up lessons so that all of the material is presented clearly and concisely.

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Learning style preference among adolescent school students

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Kinjari K', C.N. Ram Gopal. (2020). Preferences of students among completely different learning styles. *The International Journal of Indian Scientific discipline, Volume 8, Issue 1.*

Introduction:

Each individual has their own natural pattern of exploit and process info. The patterns by which individuals learn are referred to as their learning styles.

A Learning style is that the approach that totally different students learn a mode of learning refers to associate individuals most popular thanks to absorb, process, comprehend and retain data. A learning style refers to an individual's technique of creating sense of latest material, ordinarily done through sight, bit and sound style and smell, though not as often used because the last three, will still be effective once planning to solidify ideas in our brain.

The three key learning styles are ***visual, auditory and kinesthetic***.

Visual learners like to use pictures, footage, graphs and images to prepare and communicate their thoughts and learn best from using flash cards.

Auditory learners like to listen, discuss, learn and dialogue in school. They learn best from audiobooks instead of print ones.

Kinesthetic learners like to use their whole body within the learning process - they use gestures to speak ideas and learn best in a very active atmosphere.

Learning is an interactive method. Many folks notice that they need a dominant style of learning. This was created for the researchers to review the Learning Style Preference among Adolescent school Students.

Statement of the Problem:

"Preferences of students among completely different learning styles."

Summary and Synthesis:

The aim of the study shows the distinction in most well-liked Learning Styles -Visual, Auditory, Kinaesthetic among adolescent school students in Chennai. Learning style has been considered one amongst the foremost vital factors that regulate the approach folks learn, think, & perceive.

The author had a literature review on Laxman Singh et. al (2015), where he did study to search out the connection between most well-liked learning styles of students to sure demographic variables like gender, place of living, parents instructional level by taking sample of three hundred middle school students of Aligarh and use the " Learning style inventory" developed by Jaffery Barsch with Chi Square test and the results got by them are (45.7%) followed visual, (18.3%) auditory, (15%) kinaesthetic. There was no vital impact of demographic variables.

So the author has decided to study to find out that the foremost learning style or form of adolescent school students supported numerous factors like variety of Faculty, Place of living, Education level of father and mother, and socio-economic standing. They took Sample consisting of eighty five adolescents who were learning in secondary and senior secondary schools. The sampling age is from 13-18 years and Mean age was found to be fifteen years. The Sample was learned in each Private and Government management school. Tools used for the study was Learning Channel Preference by O'Brien, 1990. The questionnaire consists of thirty queries under the Visual, Sense modality and Kinaesthetic elements. Information analysis of all variables were performed using Descriptive Statistics such as Mean (M), Standard Deviation (SD), and one sample 't' take a look at was used to notice the distinction in Learning studying style preference. The results of the study conclude that the foremost most popular learning by the adolescent students is Kinaesthetic followed by Visual and Sense modality learning style.

Learning styles are a group of cognitive, emotional, and psychological factors that serve as indicators of how a learner perceives, interacts with and responds to the learning atmosphere. Individuals who are aware of their own pattern of learning, they'll take the responsibility of his or her own learning and aspire the methods, developing understanding of their own type of learning.

When learning styles of most students differ with the teaching styles of the academic, the students could become bored and inattentive within the class, do poorly on tests, they feel discouraged and lack interest within the studies, extracurricular activities and regarding themselves.

Conclusion:

It can be concluded that the Adolescent school students' most preferred learning style is Kinaesthetic followed by Visual and Auditory learning style. The results of the study can be helpful to both teachers and students to formulate appropriate strategies.

Educational Implications:

For students, if they learn what variety of learners they are, they can have a transparent image of the learning method, and additional consciousness of learning. With more consciousness of learning style, they'll perceive why they feel comfy in learning one facet whereas uncomfortable in others and that they can grasp what they are smart at ands why they lag behind others in learning so, its their decisions and preferences to travel through it however they must be self determined and trust for ease.

For teachers, they must perceive the theories of learning styles and to urge to grasp the student learning styles. As teachers, we have to remember that our students' learning style can't be constant; rather, it absolutely has varied learning styles for every student from the classes. On the idea of this, we've got to adapt completely different teaching methods and balance them with a learning approach. For this, firstly, we should create a survey and make period plan according to the need of students by using teaching aids & verify acceptable leaning style for every student then supported the results, we are able to verify the good learning style therein explicit category thus during this approach we are able to selected acceptable pedagogy that can create teaching additional student directed and straightforward to handle.

For parents, they grasp their kids, their preferences, their likes, their dislikes, their habits, their desires, their needs and gaining understanding of their specific learning style can enhance the approach within which we have a tendency to teach them throughout their life and facilitate them to finish their school work and achieve their life goals .

The **Principal** plays a crucial role in ensuring the teachers prepare through professional development in improving students' learning styles. Principal are those knowledgeable people, management of all responsibilities and they support learning style instruction and need to immerse themselves in every situation and acquire as much as formal coaching and believe in academic accomplishment thanks to learning styles instruction will function as a model.

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A Study of the Relationship between Self-concept and Adjustment of Secondary School Students

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Introduction:

Self concept and adjustment are two important psychological aspects influencing the personalities of individuals. Life is a process of progressive adjustment and children should be stimulated to do their best. Healthy interests sound attitudes and a balanced hierarchy of values will enable the young pupil for proper self-understanding and this together with self-concept will pave the way for health and happiness, efficiency and success if adjustment is not proper it leads to development of maladjustment

SELF-CONCEPT

"What I am looking for is not out there. It is in me."

- **Helen Keller**

It is the idea or mental image one has of oneself and one's strengths, weaknesses, status. etc. In other words, it is self-image. The term self-concept is a general term used to refer to how someone thinks about valuates or perceives themselves. To be aware of oneself is to have a concept of oneself. Self concept is related to "self" paradigms, such as self-esteem, self-image, self-worth, and self cognizance.

ADJUSTMENT

The concept of adjustment originated in the form of adaptation in biology and was a cornerstone in Darwin's theory of evolution and it was banned by the psychologists and renamed as 'Adjustment 'to emphasise the individual's struggle to get along or survive in his or her social and physical environment. Piaget (1952) has used the term accommodation and assimilation to represent the alterations of onset or environment as a means of adjustment. Psychologists have interpreted adjustment from two important points of views. They are a) adjustment as an achievement which emphasises the quality of efficiency and b) adjustment as a process which lays emphasis on the process by which an individual adjusts to his external environment. The term adjustment in this study mostly refers to the degree of capacity by which an individual tries to cope up with the needs of inner tensions, conflicts, frustration and simultaneously is able to bring a coordination between his inner demands and those by the outer world.

Statement of the Problem:

"A Study of the Relationship between Self-concept and Adjustment of Secondary School Students"

Summary and Synthesis:

The aim of education is to develop the personality of the child to adjust with the environment. If the adjustment is not proper it leads to maladjustment. The researcher made an attempt to study the self concept and existing adjustment problems of the students with respect to their type of school. Further an attempt has been also made to study the relationship between the self-concept of the learners and their adjustment problems

The objectives of the study were ;To find out whether there exists gender and type of the school differences in self-concept and adjustment problems.To find out whether there exists any relationship between self-concept and academic achievement.

To study the high, average and low self-concept students with respect to their adjustment

Normative survey method is used in the present research to obtain the pertinent precise information concerning the current status of phenomenon. The sample for the investigation was drawn from various private and government schools of Warangal city of Andhra Pradesh, a total of 120 students were selected by simple random sampling technique. The sample includes 50% each from government and private schools which comprises 66 boys and 55 girls of class within the age group of 14 to 16years. For the purpose of data collection, two instruments namely 1. Children Self-Concept Scale (CSCS) and 2 Adjustment Inventory for School Students (ASS), have been adopted in the present investigation

The interesting observation from the study is that though the self-concept and school adjustment of the students is not influenced by the sex, the type of the school is influencing the students in self-concept and adjustment The relationship between these variables shows that those who have low self-concept have more adjustment problems and those who have high self-concept are well adjusted in schools.

Educational Implications:

- One of the benefits of a strong self-concept is the capacity to control the various parts of our emotional world in a way that provides consistency and balance to our life.
- A good self-concept enables a child to accept responsibility, to achieve success in school and to grow into a productive member of society .
- Self-concept continuously guards itself against loss of se esteem, for it is this loss that produces feelings of anxiety.
- Students who have a positive self-concept achieve more where as negative self-concept detracts children from learning situation and creates a feeling of incompetence and interiority
- The children's self-concept influences by their school adjustment and behaviour, is widely accepted in public schools
- Self-concept is a psychological aspect that is very important and must be considered in the learning process. When students have a good self concept and students will be individuals. who are positive, dare to try and take the risk, optimism, confidence and enthusiasm. set the direction and purpose in life.
- Adjusting to school contributes to the healthy introduction of all educational activities.

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Awareness of Secondary Students Learning Styles and their Perception

Dr. Afshan Abdul Kareem (Asst. Prof, Faculty of Education)
Arsheen Fatima (M.Ed. 2020-2022)

Introduction:

Learning styles refers to identification of the ways or preferences of how people learn best, and how different people learn information in different ways. In the 1970's and 1980's the Idea that grew in popularity was that the students learn best when teaching methods and school activities match their learning styles and that the students should be taught according to their own unique learning style by the educators. Learning Styles refer to stable, persuasive characteristics of individuals expressed through the interaction of one's behaviour and personality as one approaches a bearing task (Reid 1987). According to Robert John Meehan - "Every child has a different Learning Style and pace. Each child is unique, not only capable of learning but also capable of succeeding". Keefe (1979) defines learning styles as "the characteristic cognitive, affective and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact with and respond to the bearing environment. The concept of learning style is accepted widely not only by students and educators but also by parents and the public in general.

1. **Visual Learners:** *Absorbs information by sight*
2. **Auditory Learners:** *Absorbs information by sound*
3. **Kinaesthetic Learners:** *Absorbs information by moving*

Statement of the Problem :

"Awareness of Secondary Students Learning Styles and their Perception."

Summary and Synthesis:

Katic Broadbent (2021) (4 Different Learning Styles: The Vark Theory)

The article highlights the 4 learning styles by theorists Neil Fleming (1987) to help students and teachers to better understand and retain new information. The VARK Learning theory attributes students either as visual, Auditory, Read/write, or Kinaesthetic learners

- Visual learning involves learning through seeing. Eg: charts,illustrations, demonstration, documentaries
- Aural learning involves learning through listening. Eg: listening to podcasts, audio books or class recordings
- Read/Write Learning involves learning through reading and writing. Eg: writing notes and outing presentations
- Kinaesthetic Learning involves learning through hands - on - experience. Eg: conducting experiments and constructing projects

VARK Learning Styles can be used not only inside the classroom but also outside it i.e to explain the behaviour of people around us and for decision making.

Fleming developed a self-report inventory to identify and understand people's learning styles.It is in the form of multiple choice questions from which one can choose the option best suitable for them or what they prefer.It is beneficial for online learning as well.

The article also points out the disadvantages of VARK Learning, like one learning style would not be appropriate for all the subjects or an individual might possess more than one learning style making it difficult to choose any one.

Educational Implications:

Learning styles of students and their perspectives. It covers almost all the aspects of VARK learning styles, be it pros or limitations. The finding of this article would give an outstanding opportunity to not only students but also educationists and parents. It would also help school Administration to a great extent to establish courses, design activities, frame syllabus and teaching aids & methods.This research can serve as the basis for further study of learning styles for future researchers.

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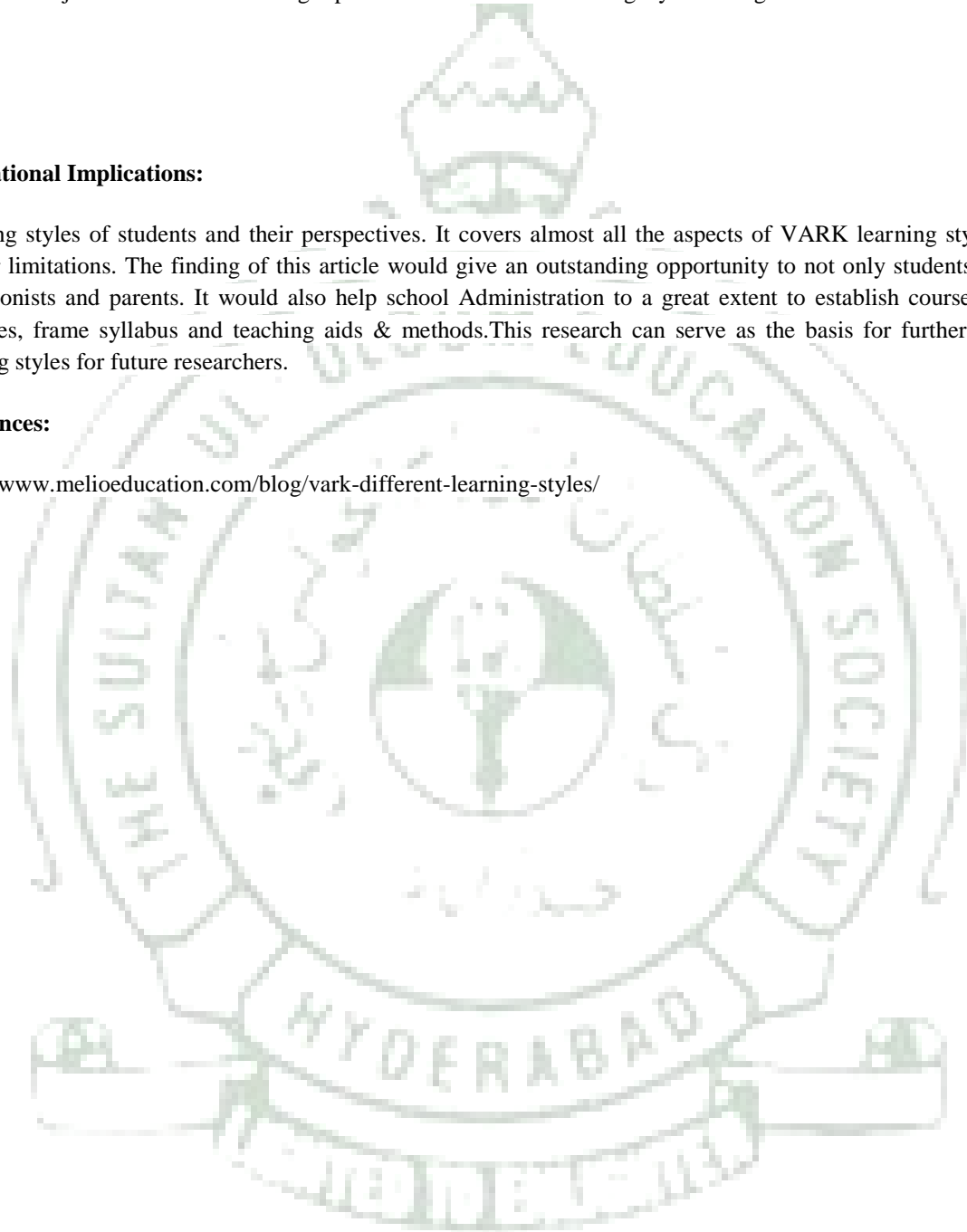
A Study On Self-Esteem Among The College Students

Asst. Prof Syeda Tauqeer Fatima(Faculty of Education)
Saba Binte Yousuf (M.Ed. 2020-2022)

Introduction:

Self-esteem, also known as self-respect, is the confidence in one's worth or abilities. Low self-esteem is the opposite or lack of confidence in one's own worth. Self-esteem is shaped throughout one's life, it will increase and decrease throughout life but will essentially remain at the same level.

Self-esteem has both positive and negative effects depending on if an individual has low or high self-esteem. There is more research on the effects of low self-esteem because it usually has the most negative effects on someone's health. Self-respect can also influence one's decision making. People with low self-esteem generally make poor or unwise decisions due to lack of confidence.They may not feel motivated to try new things because they don't believe they're capable of reaching their goals. Those with low self-esteem may have issues with relationships and expressing their needs. They may also experience low levels of confidence and feel unlovable and unworthy.

People with overly high self-esteem may overestimate their skills and may feel entitled to succeed, even without the abilities to back up their belief in themselves. They may struggle with relationship issues and block themselves from self-improvement because they are so fixated on seeing themselves .

A drive to accomplish and maintain high self-esteem is one of the strongest motives of personality. People with high self-esteem possess a positive image about themselves while people with low self-esteem possess a negative about themselves

Having healthy self-esteem can influence your motivation, your mental well-being, and your overall quality of life. However, having self-esteem that is either too high or too low can be problematic. Better understanding what your unique level of self-esteem is can help you strike a balance that is just right for you as perfect.

Statement of the problem:

"A Study On Self-Esteem Among The College Students."

Summary and Synthesis:

Aim:

The Aim of the study is to assess the Self-esteem among the Male College Students Studying In Bharathidasan University Constituent College, Perambalur.

Objectives of the Study:

- To study the Socio-demographic characteristics of the respondents
- To assess the level of Self-esteem among the Respondents
- To find out the association between the selected Socio-demographic variables and Self-esteem
- To suggest suitable measures to enhance the Self-esteem among the College Students

Self-Esteem Reflects The Intrinsic Belief In The Self, The Overall Opinion And Value Of A Person. Processing A Healthy Capacity For Good Self-Esteem Involves Self-Respect, Self-Acceptance And An Appreciation Of Self-Worth that embraces both the strengths and weaknesses.

A Person With 'Good Enough' Self-Esteem Is Able To Feel Good, Even In The Face Of Adversity. When Life Events Seem Difficult, They Still Value Themselves As Good Enough. In Contrast, Someone With Chronic Low Self-Esteem In A Similar Situation May Feel Overwhelmed With Negativity.

A Self Prepared Interview Schedule was prepared to collect the personal details and a Standardised Tool On Self-Esteem was used which comprises 24 Items.

The Researcher Has Used Descriptive Research Design And Purposive Sampling Method Was Adopted To Select 60 Boy Students. The Major Findings Of The Study Revealed That More Than Half Of The Respondents (52.5%) Had Low Self-Esteem. Whereas 47.5 Per Cent Of Them Have High Self-Esteem.

Self-Esteem Is The Perception Of One's Feeling, Thoughts About Themselves– How It Looks, Feels, And Moves. It Is Somewhat Based On Their Daily Experiences. Self-Esteem Can Build Inner Strength And Confidence. The Following Are A List Of Things We Can Do Everyday To Improve Our Self-Esteem

1. Accept Yourself
2. Take Control
3. Think Positive
4. Be Good To Yourself
5. Get Involved
6. Become Self-Reliant
7. Set Goals.

If these things are followed, a person will always be confident enough to face the world.

Educational implications:

While the college environment is ever-changing and everyone is continuing to learn more strategies to improve their self-esteem, consider watching this inspiring and empowering TedXYouth talk to implement more positive self-esteem into your own life.

A person's self-esteem is one of the most important things that make up how they feel about themselves. The first step to improving one's self-esteem is to become self-aware. And according to Milne, "Putting yourself into situations where you can be successful" is an easy way for students to improve their self-esteem while in a college environment.

Students need to think positively about themselves, to defend and to improve their positive self-esteem, and even to overestimate themselves. Self-esteem represents a motivational force that influences perceptions and coping behaviour. In the context of negative messages and stressors, positive self-esteem can have various protective functions.
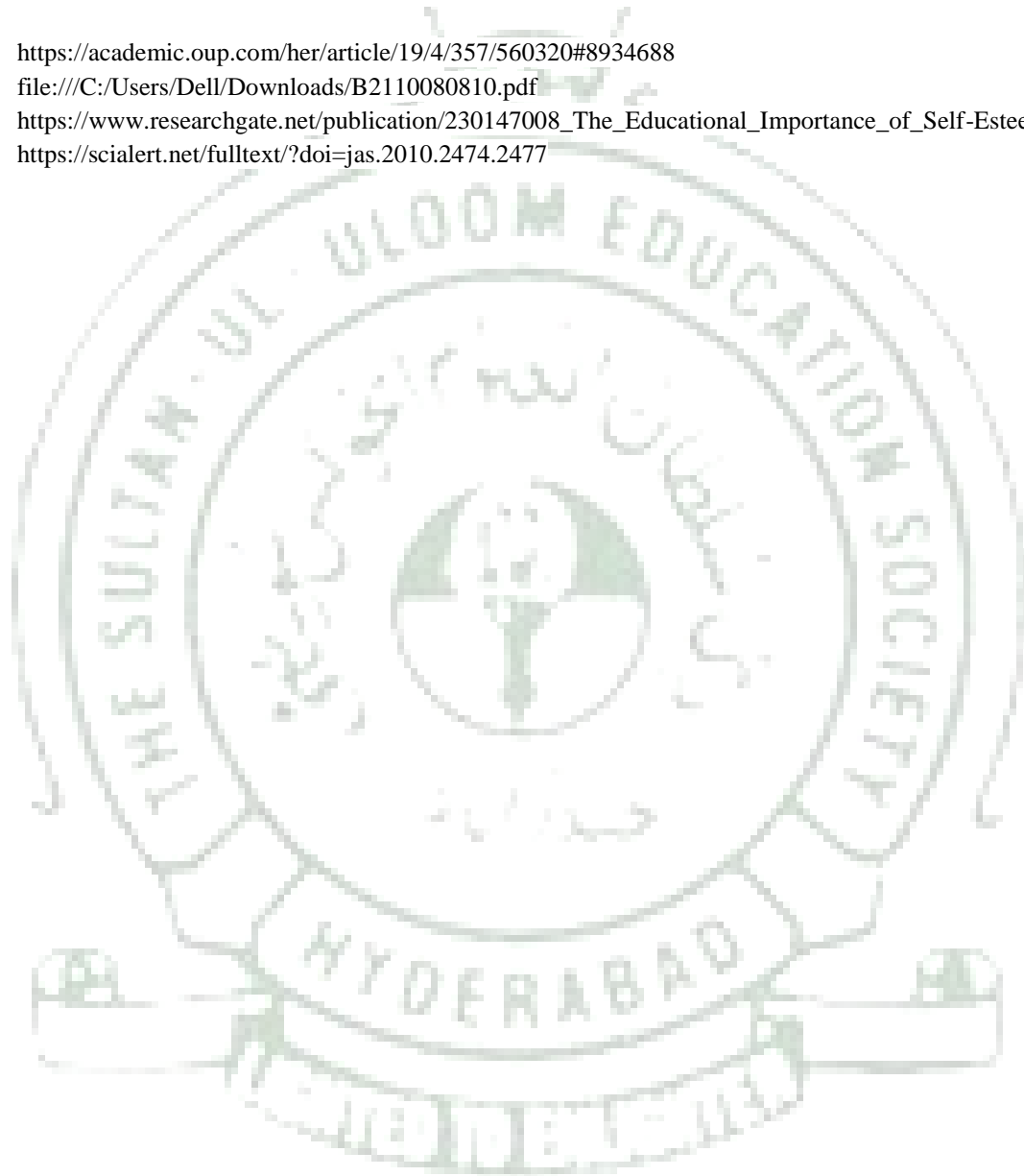
Students Counsellors Must Be Appointed In All Colleges To Deal With The Problems Of The Adolescents. Vocational Training Must Be Provided For College Students To Develop Their Self-Esteem And Also To Find A Source Of Living. Training Programmes On Personality Development And Capacity Building Must Be Given To The College Students To Understand Themselves And Also Cope More Effectively With The Existing Problems. Recreational Activity And Programmes.

On Spirituality, Yoga, Meditation Must Be Provided For Self Development Which In Turn Will Boost Their Self-Esteem. Awareness of Self Must Be Provided To All Students To Make Them A Complete Human Being. Life Skill Education Must Be Enforced In The Syllabus And Students Must Be Encouraged To Follow It.

Self-esteem plays an important role in the youth's life. Programmes can be focussed to the youth to build self-esteem and personal value. Social work professionals can provide counselling, guidance and training in this regard to develop personal values and self-esteem.

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Levels of Stress among School Teachers with Reference to Coimbatore District

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Introduction

Modern living has not only provided innumerable comforts to human life but also has taxed the human body and mind with a plethora of demands termed as stress. The phenomenon of stress is not new; rather man has been experiencing stress since the origin of structured societies. The difference lies with the severity and frequency which has increased nowadays to such an extent that it has become a major threat to human life. It has become part of our daily life activities whether it is related to family, education, social activity, economic activity, organisation or work. Occupational or work stress occurs when there is out and complete those demands. Teaching as a profession also comes under the gamut of stress making it more demanding and challenging everyday (Hepburn & Brown, 2001; Johnson et al., 2005). In this competitive era, every educational institution is setting new goals to compete not only at the local level but also at the global level. As a result, the teacher, at the crux of an education system, has to bear the responsibility to prepare the young generations to build a nation with purpose and tackle the challenges of tomorrow. To prepare effective, competent and committed teachers the role of teacher educators becomes prominent in achieving the desired goal. These teacher educators prepare and train good and effective teachers who further prepare and train good students. Therefore, the level of stress experienced by teacher educators increases manifold than other teachers. Excessive workload and teaching hours, role ambiguity, poor working conditions, overcrowded classes, uncongenial working environment, scarcity of resources, conflicting peer relations, frequently changing curriculum, assessment and evaluation strategies, accountability, lack of job security, lack of public esteem, meagre salaries, behaviour, professional development, fatigue, frustration, stagnation, boredom, and loss of motivation or enthusiasm and unsupportive parents, etc. contribute towards teacher stress .Studies among teachers have indicated that stress has alarming negative effects on their psychological, physical and behavioural responses (Sutton, 1984; Beard, 1990; Rosenholtz .

Statement of the Problem

"Levels of Stress among School Teachers with Reference to Coimbatore District"

Summary and Synthesis

The purpose of the study is to analyse the occupational stress and its effects on the health of teacher educators of Jalandhar and Hoshiarpur District of Punjab (India) in relation to gender (male\ female), and marital status (married/unmarried). Based on this objective, following hypotheses has been formulated for testing:

- There will be an optimum level of occupational stress among teacher educators
- There will be no significant difference in occupational stress among teacher educators in relation to gender
- There will be no significant difference in occupational stress among teacher educators in relation to marital status
- There will be no significant relationship between occupational stress and health of teacher educators.

The population of the study consisted of all the 216 teacher educators of educational colleges of Jalandhar and Hoshiarpur District. However, at the time of tabulation of data it was found that few of the questionnaires were incomplete in one or the other aspect so they were discarded leaving behind a total of 206 questionnaires which were finally analysed. Occupational stress level was measured by using the Occupational Stress Index developed by. Srivastava and Singh (1981). This standardised tool consisted of 46 items each to be rated on a five point scale. Out of these 28 were true keyed and 18 were false keyed. The scoring of the true keyed items was done as 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree. The scoring for false keyed items was reversed. Health problems of the teacher educators were measured by using a self constructed health problems scale. The scale consisted of 30 items covering various types of minor to major health problems generally related to stress. A score of 5 was assigned for the health problem occurring always, 4 for often, 3 for sometimes, 2 for rarely and 1 for never. The test-retest reliability was noted to be 0.88 and the scale was content validated. The data collected through the tools was subjected to statistical analysis and results were drawn out. The mean and standard deviation of the total sample and relevant sub samples based on gender and marital status were computed, group comparisons were done by applying t tests and coefficient of correlation was applied to find the correlation between occupational stress and health. The results of the study draw following major conclusions: Teachers educators experience moderate levels of occupational stress. Gender difference does exist with respect to occupational stress of teacher educators, female teacher educators are more stressed in comparison to male teacher educators. Married and unmarried teacher educators showed significant variations in occupational stress indicating that differences do exist in occupational stress levels based on marital status. Married teacher educators are more stressed as compared to their counterparts. There existed positive and significant correlation between occupational stress and health of the total sample of teacher educators as well as based on gender and marital status.

Educational Implications

Technological advancements had brought so many revolutions all over the sphere including the education system. These revolutions had posed numerous challenges for the teaching community thus, generating a lot of stress for the teachers. Teacher stress has to be seriously dealt with, otherwise it can have detrimental emotional, cognitive, physiological, and behavioural impact on their health, work, and personal lives further accelerating a gamut of problems in the education system. In order to prevent the teacher from adverse consequences the policy makers, stakeholders, educationists, administrators, management must find ways to lessen their stress levels such as providing congenial working environments, less work load, job securities, maximum provision of facilities, etc. They must also be familiarised with the various coping strategies to be followed whenever they experience stress like, exercise, meditation, walking, listening to music, yoga, social networking, etc. The study can be replicated on a larger sample and on teachers of other institutions as well as other districts and states. Comparisons can be drawn with the teacher educators studying in universities also taking into account other demographic variables such as, socio-economic status, age, teaching experience, residential backgrounds, education level, etc. to quote a few.

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Study of Student Reinforcer and Study Skills of Secondary School Students

Asst. Prof Noor Ul Huda (Faculty of Education)
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Introduction:

Pettit May 15, 2013 conducted a study about positive reinforcement on non- compliant behaviour. It is significant for educators to gain acceptance from students through a means that is positive. Teachers must shape the behaviour of non-compliance and teach students to be compliant for the positive aspects of it. Positive reinforcement was introduced by the behaviourist B.F. Skinner in his theory of operant conditioning. Positive reinforcement can either be a reward for good behaviour or simply positive communication in the form of praise or encouragement (Mc. Carthy, 2019) Positive reinforcement works by presenting a motivating behaviour is exhibited, making the behaviour more likely to happen in the future (Sadowski, 2012) when implementing positive reinforcement, it is vital that educators understand the importance of reinforcing continuously and immediately (Delon, 2001). Positive motivation in life is important for growth, success and the overall well-being of a person. Finding motivating reinforcements is the key to shape behaviours.

Positive reinforcement is rewarding students for what they do and this reward encourages them to do it again. It increases the likelihood that the behaviour will be repeated. Positive reinforcement supports student's self-awareness and builds confidence.

Positive reinforcement is focused on encouraging and promoting a specific behaviour or task through positive responses. Students will connect their positive behaviour to the positive response and thus promote good behaviour choices. Continuous encouragement for positive behaviour can have positive effects on students, especially those on the autism spectrum. The participating student is a seven-year-old Caucasian male, with a diagnosis of autism spectrum disorder data collected for two months. During the second month positive reinforcement was introduced. Student was reinforced by teacher praise and peer approval.

Statement of the problem:

"Study of Student Reinforcer and Study Skills of Secondary School Students"

Synthesis of source:

In this study, the author suggested that a student with autism spectrum disorder becoming compliant with the use of positive reinforcement is the most effective way to reinforce student behaviour in a positive way. Teacher plays an important role in identifying the behaviour of the student and also implementing positive reinforcement.

Positive reinforcement is different for every student. It is important to understand what is most reinforcing for students, to change and maintain behaviour. Verbal praise should accompany all reinforcement. When applying reinforcement, be specific about pointing out to students what they did. This helps them make the connection between their own behaviour and reinforcement and helps teachers to avoid running into the common trap of repeating the same phrase often, teachers will revert to good job when giving praise, the teacher can use "good job

sitting in your seat", "Thank you for raising your hand." This specific language helps the learner/ student make better associations between good behaviour and reinforcing language.

The special education and general education teachers should understand how to reinforce students. By knowing students' behaviour, the teacher can introduce positive reinforcement properly. If positive reinforcement is not introduced properly, it will not work resulting in different behaviour than originally targeted.

The author suggested that further studies on positive reinforcement would be beneficial and it would be interesting to see the impact on other age groups to understand their behaviour. The author also suggested conducting study on the use of positive reinforcement in the general educational setting both on individual students and a class as a whole to gain more understanding of students' behaviour.

Conclusion:

As the t test was conducted there is a significant difference between p value and alpha value. The results of this study show the use of positive reinforcement can change behaviour. The student's non-compliant behaviour changed when positive reinforcement was introduced. By this the author concludes that positive reinforcement significantly reduced the number of non-compliant behaviour when implemented.

Educational Implications:

- The teacher should recognize the student behaviour closely
- Reinforcement is different for different students; the teacher must identify and then implement it
- When teachers identify the reinforcement students respond to learn to model their behaviour accordingly
- Reinforcers are affected by time, what is reinforcing to a child today may not continue to be forever
- Teachers should go for less costly and easily available reinforcers
- When teacher reinforce the students the student exhibit desired behaviour
- Teacher gives them feedback; it will encourage them to maintain such behaviour
- It is important to give feedback to the students as soon as possible

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A Study on Environmental Attitude of Secondary School Students

Dr. Najma Sultana (Asst. Prof, Faculty of Education)
Kausar Sultana (M.Ed. 2020-2022)

Introduction:

"Greater indeed than the Creation of Man is the Creation of the Heavens and the Earth."

-Al Quran ul kareem

Earth is the most cosy and comfortable abode of mankind, the other animals and plants species. With 71% water and 29% land, this planet has created its environment in a highly balanced manner, with full of excitement and surprises, is rich in diversity and colours. But during the past few decades of fast emerging economy resulting in rapid industrialization, overexploitation of natural resources and excessive use of environmentally abhorrent materials have resulted in discernible environmental disruptions threatening the life support system. At present the problem of environmental degradation is very much in the limelight. It observed that lack of proper knowledge, awareness and sensitivity among the citizens regarding conservation of environment is the prime reason for the environmental degradation.

The challenge we face in this century is that of reorienting the development of human society along a path that does not threaten the ecological health of the planet. challenge of achieving 'sustainable development'. This task will not be accomplished once for all. Each community and each generation will have to address the question of what sustainability means, and how it will be achieved, in its own particular circumstances. Education is one of the ways to address the issue is to raise the sensitivity and awareness of the public on the consequences of degradation of nature.

Education is purposeful and described as an ongoing process aimed at developing the capability of adapting to rapid changes in the world, but first and foremost as a process of transmitting knowledge and information to make the public understand the problems and to stimulate awareness. Environmental education and awareness is a concern towards the environment or environmental problem. It implies not only knowledge about the environment but also attitude, values and necessary skills to solve environmental problems. So the concept of attitude toward the environment becomes important as one of the determining factors of behaviour and achievements.

Statement of the problem

"A Study on Environmental Attitude of Secondary School Students"

Summary and Synthesis:

"Earth has enough resources to meet everybody's needs, but not for anybody's greed."

-Mahatma Gandhi

Dum (1982), described the environment as everything around us: air, water, land, plants, animals and microorganisms correlated to each other. Having a positive attitude helps to make better decisions, in an objective manner. It triggers a healthy thought process, enabling us to choose wisely and logically. Having a positive attitude helps in motivating them to overcome obstacles that they may face during the life.

Environmental attitudes have Significant effects on environmentally Conscious behaviour, reflecting that students with a positive environment attitude generate more positive intentions to act in an environmentally conscious way and behave in accordance with these intentions. Students need to learn the habits that will best suit their needs for life and for a sustainable future.

India has a long history of environmental education. In India, environmental awareness gained importance after the 1970's after the UN sponsored conference on environment in Stockholm (1972). The Indian Government undertook many environment friendly activities. The Ministry of Environment and Forest was established and laws were enacted in 1986. The Bombay Natural History Society (BNHS) spearheaded non-formal environmental education in terms of species conservation. Dr. Salim Ali, focused attention on training school students, and also held training for teachers. Centre for Environmental Education (CEE) 1984 a national institute supported by the government of India, Ministry of Environment and Forests primary objective is to improve public awareness and understanding of environmental issues with a view to promote the wise use of nature and natural resources. Several research and studies have been done in this context.

Studies related to environmental awareness and attitude towards environment are discussed based on educational level, gender, age, religious ethics, as (Katoch.S 2017) study reveals male and female students have the same attitude towards environment. Whereas Female students are having better attitudes towards the environment than male students. Sahidullah, Anjum. (2020) finds the majority of the secondary school students possessed above average level of environmental awareness and no significant difference in environmental awareness among secondary school students with respect to gender. Sarala (2008) studied found that the higher secondary students had sufficient environmental awareness. Girls did not differ from boys in environmental awareness. Students from rural areas had more environmental awareness than the students from urban areas, students from private schools had more environmental awareness than the students from government schools. The students residing in rental houses had more environmental awareness than the students residing in their own houses. Kose (2015) revealed that undergraduate students have a positive attitude towards the environment with regard to their gender and faculty types. The studies also concluded that increase in age and level of education would improve the level of awareness and attitude towards environmental issues.

All sacred books teach the essentials of the environment. The most popular Hadith on environment states "The earth is green and beautiful and Allah has appointed you his stewards over it" which reiterates Quran teaching that human beings have been given the responsibility of guardianship over the natural environment. It observed that lack of proper knowledge and awareness among the citizens regarding conservation of environment is the prime reason for the environmental degradation. Jackson (2001) assess the impact of environmental education in school curriculum based on NCERT (1987-89) and concluded that the infused material was creating incoherence in the curriculum, an attempts to remove this incoherence were creating confusion. Also, environmental problems were inadequately defined, leaving students with no clear ideas about who was responsible for creating them, who should solve them. A Guide to Green Material' published by Centre for Environmental Education, (Mamata,1999) Ahmedabad, gives detailed guidelines for preparing instructional resource material.

The process of learning necessary information about the environment, forming positive attitudes toward the environment, developing the right behaviours, and creating conscious societies that act with lifelong awareness in every point of life (Erol & Gezer, 2006; Gülersoy et al., 2020). Another study indicate that an early start of environmental education is critical for children to develop a positive attitude toward the environment in the later stages of life and to raise them as responsible individuals (Grodzinska-Jurzcak et al., 2006; Turtle et al., 2015; Wilson, 1996). So it is important to start environmental education at a young age.

Others studies reveals that experiences in nature are associated with several benefits, such as recovery of cognitive resources, increased pro-environmental attitudes and behaviours, more frequent physical activity and increases prosocial orientation. However, many studies emphasise that positive feelings and attitudes are more important than providing information to individuals in environmental education. Pooley and O'Connor

(2000) and Iozzi (1989) state that environmental attitudes are directly related to behaviours and knowledge lags behind them.

Conclusion:

From the above literature though plenty of work had been carried out to inculcate environmental awareness among school students by various agencies. Environmental attitude studies at different education levels differed according to the gender variable. The biggest difference was observed in primary education. This result can be interpreted as that the effect of gender roles on environmental attitudes at younger ages is high and this difference decreases as the education levels increase. The results of several research studies reveal that environmental education can influence peoples ' behaviour, motivation to act, influence mood and attitude.

However, it is not easy to change attitudes in a short time, and a long and stable process is needed to build positive attitudes . Since attitudes, in a general sense, can be gained more easily in childhood, environmental education studies should start at an early age. Dewey (1996) states that education given at early ages is very important for building awareness, creating desired behaviour, and enhancing positive attitudes towards the environment. Positive environmental attitude exhibit positive behaviours towards the environment, and that determining the level of attitudes of individuals towards the environment and environmental problems and taking necessary measures in line with results are of great importance in terms of eliminating and preventing environmental problems. Therefore, it is very valuable for individuals of all ages, genders, professions, and socio-economic backgrounds to have a positive environmental attitude. It is the duty of all to respect, nurture and care for the environment. A clean environment helps to sustain personal cleanliness. The reality is that *"nothing could be more humane than protecting God's most precious creation: The Earth."*

Educational implications

Education plays a vital role in overall development of a child i.e., cognitive, affective and psychomotor. It acts as a lighting lamp to show the right path to guide the human being in a rational manner and makes a person competent enough to judge what is right or wrong. Environmental education is the best way to raise awareness of people about the environment. It was obvious that in the Indian context, some valuable research work had been done to assess environmental education curriculum, attitude, and knowledge at all levels of education including teacher education, but there was paucity of research related to strategy in environmental education at school level.

- Well-planned environmental education that includes practical activities plays an important role in providing individuals with exemplary behaviours toward the environment. Knowing environmental issues enables individuals to predict the results of their activities
- The curriculum and content should be designed suitable to learner's needs, abilities, interests, experiences and must be flexible enough to be adaptable to the situations and needs of individual teachers and students
- The teachers should adopt various environmental strategies like Three R's (Reduce, Reuse & Recycling) Multimedia and visual aids instructional materials in their classes would developed and enhance higher order thinking skills
- Inculcate environmental values at peak age critical for everything from developing personality traits, grit, curiosity and study habits to making decisions about a future can take action to keep environment healthy and sustainable for future
- The educational stakeholders adopt activities like field trips , real experiences where learners enjoys the wonders of the environment. Emphasis on interaction with the natural environment during an individual's early life is important in developing environmental knowledge and sensitivity
- To promote environmental protection and to achieve the goal of environment the government and other agencies emphasises an urgent need to create a consciousness of the environment for

sustainable development permeate to all ages and all sections of society to becomes parts of their lifestyle
● It is the duty of all to respect, nurture and care for the environment. A clean environment helps to sustain personal cleanliness. The reality is that nothing could be more humanity than protecting God's most precious creation: The Earth

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Article on the Fallacious Education System in India

Asst. Prof Syeda Tauqeer Fatima (Faculty of Education)
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Introduction:

Although in this advanced era of educational development and technology, there have been a number of crucial factors such as lack of education that pose a great threat in India, and it is appropriate to mention the present scenario of the Indian government schools. On the other hand, a considerable number of inhabitants lack the amenities that the Indian education system has to offer, yet a lot of people accomplish the highest level of education and relocate themselves elsewhere in the world looking for opportunities that the other countries have to offer. Moreover, as a constitutional right, the Indian government is trying its best to educate every child possible as their basic right, hence there is significant increase in the literacy rate, but there are bottlenecks in the process, nevertheless, where exactly are we headed wrong? but its provision falls well below an adequate standard. This article will give a glimpse of the poor state of public schools in India.

Statement of the Problem:

Article on the Fallacious Education System in India

Summary and Synthesis:

There has been a huge transformation in the Indian education system, and it can be observed since the pre- and post-British rule. Children would receive their formal education through Gurukuls, but this changed later on, owing to the fact that, modern education system was launched.

When India achieved its independence from Britishers, there emerged the constitutional rights, while making educational rights as a primary one, and enabling every child to get educated. Thereby making sure that every child's brain lights up with education if they fall into the 6-14 years of age category.

The Indian education system has been categorised into pre-primary, primary, elementary and secondary education, subsequently the higher studies.

With that being said, if we try to curb the limitations and flaws in our education system, which will result in nationwide betterment.

The Indian Government is well acquainted with the loopholes in its education system, nevertheless, responding to those limitations is sluggish. The infrastructure of school defective, and on top of this, there are multitude of schools, whose teachers are not even properly qualified. Moreover, around 31% of the so-called teachers are lacking their degrees, in addition to such existing limitations, there are about 40% of schools which do not have electricity. Adding salt to injury, there are institutions, where examiners ignore pupils sitting for their exams, offering full autonomy to malpractice, and sporadically, it is also observable that, the teachers themselves collaborate with the

act of cheating. In addition to this, there are occasions, where the pupils are asked to serve meals to the teachers, sweep the floors, and are often children get beaten up with sticks, and resultantly, leading to unsatisfactory state of learning. Annual Survey of Education Report (ASER) brought this into light, which ascertained that a significant amount of government schools has 14-year-old pupils are 6 years behind what would be expected of them on average. Therefore, such a state of affairs tells us that, there would be socio-economically devoid groups, who can't send their child to private school.

The fundamental right to education, which was mentioned in Right to Education (RTE) Act of 2009, which reiterates the facts that were sanctioned in the Article 21-A of Indian Constitution, which aims to provide the fundamental rights, but the afore-mentioned affairs continue to thrive. According to Section-3 of the Act, which undoubtedly illustrates that those children who fall into the age criteria of 6 and 14 years must avail elementary education, however, inextricably the prime objective of learning has been shifted towards enrolment only. According to the reports of (Annual Survey of Education) ASER, pupils' literacy rate has not escalated, nevertheless, children are being enrolled into primary schools has risen up to 96% since 2009. On the other hand, despondently, a 14-year-old child is unable to read a text, let alone comprehend, and that normally can be expected from an eight-year-old child. Besides, majority of children have become robotic to copy down the lesson from the black board, which became none other than just a mechanical exercise with shallow educational advantage, and teachers are being utterly naïve about the subject matter and the needs of the children, despondently this issue can be observable in many schools. Merely 9.5% of the Government schools are RTE compliant (based on the statistics): by way of explanation, schools which provide free education to children of 6-14 years of age are only 9.5%.

It is absolutely the duty of the Government to finance funds to ascertain that proper fulfilment of the RTE Act, as it has been unambiguously mentioned in its section-7. Distressingly, the Government continues to put a break on funding the education sector in India. With reference to the Kothari Commission of the 1960s, it had stated that the funds for education have to be about 6% and the government had assured to maintain this monetary value. Nonetheless, the ongoing fund's ration is just 3.8%.

Controversies with regards to the government malfunctions in executing the goal of RTE Act on one side, the Act on its own is not effectively inclusive in nature. It caters only children whose age criteria is between 6-14 years, ditching the older ones to support themselves. With regards to the present rate of employment, around 40% civilians are incapable to find full time employment, ironically, even post-graduates ascertaining adversities in finding a proper job, it is oblivious to mention about the education system which only caters till the age of 14 years, no sooner than a child turns to 14 years, the state government takes away the support.

These failures of the Indian education system push people into working poorly remunerated and unsecure jobs, where they are exploited and trapped in a state of deprivation. A vicious cycle is created across generations. Education is important because it allows people to live fulfilled and dignified lives. States have an obligation to provide education to their citizens, and unfortunately, in India, that obligation is not being fulfilled.

Educational Implications:

In the Indian education system, talent of the students is measured by the grades they achieve. Those who secure 90% or above are justified as "outstanding", meanwhile those who achieve average marks are validated as losers with no magnificent future. The core curriculum is in unstirred structure framed by our primitive gurus, devoid of numerous healthy refinements, and rather than accomplishing all-round development, an excessive significance is given on securing excellent marks. Generations after generations, students are confined to inherit bookish knowledge only.

Least focus is being driven towards the practical aspects of learning, while 90% of the education is theoretical that the children acquire. Majority of the schools focus on covering up the syllabus, rather than shifting their attention towards creativity and actual learning by encouraging all students to think outside the box. Furthermore, our teaching techniques have an absolute dearth of mobility and agility in it, and are remarkably invariant. What is questionable is the number of hours children are spending listening to long lectures. On such occasions, the exhilarating mode of teaching techniques not only assist pupils to learn but it also caters an appalling sense of zeal in them to acquire the knowledge in an unrestrictedly distinctive way.

Students every year have to go through a vicious cycle of mental agitation, loss of confidence and humiliation when they do not acquire enough marks, as the board examinations across the country hold maximum importance. Parents, institutions, and our society do not hold great regard towards extracurricular activities, art & craft, and sports too. In order to wind-up the syllabus, a major proportion of teachers use up the hours allotted for extra-curricular activities and sports owing to the fact that they give enormous importance to academic subjects. There needs to be a foundational understanding of the course of design when it comes to learning. A child must be expected to think, act, react, and process information along with amalgamation of practical and creative conclusions. Teachers and institutions must transition their focus towards learning, rather than just securing marks. It can only be attained in a two-way process, both parents and schools.

The fundamental purpose of education is to inculcate values in human life and to strengthen as well as to attain prosperity. It is highly unlikely that every child has the desire to transform himself into a rocket scientist when s/he grows up, he or she may want to become a public speaker, a sportsperson, or a singer, or may be a poet as well. Our education system has some supernumerary subjects that each child has to study, while they may be of no significance to them later on down the line. We acknowledge that basic knowledge of literacy is crucial, however, it is an obsolete provision to make children study the same subjects for a decade before they can choose any field of their interest.

We have been the groundbreakers of science and mathematics, after all, it is not the only thing that we can do. Our scheme of education has to transform its dimensions into so-called "good subjects". We must exhibit fair significance to literary and social subjects. Practically, shuffling our curriculum blended with regular math, science along with creative subjects will work wonders and assist students to comprehend the wider image of studies right from the scratch, rather than making them realise that their actual passion lies elsewhere.

On one hand, teachers and teaching methods require a whole new makeover all together, on the other hand, we need to change our syllabus. Despondently, our country is still stuck with old-fashioned teaching style, harnessing chalk and blackboard as the only mode of teaching. However, the trends in teaching have been transitioning towards E-learning mode, yet it has been employed on an infinitesimal level. Furthermore, our teachers and the teaching system is inefficient. When a great tutor incorporates agile learning methodology, then we can harvest great results. It always takes two to tango.

We can decipher from the current curriculum that there have been insignificant changes that were made in the syllabus, this scenario exists for two decades in any Indian board. It is extremely senseless that the Indian Education System is devoid of functional aspects of literacy and market knowledge. According to Layman, perpetually we have a grasp of the definitions of a certain process, nevertheless, we barely know how to perform it. Exceptional significance is being given to grades, and functional literacy has been entirely zoned out. In addition to this, what is lacking in our curriculum is that it does not have any fundamental concepts of how the economy runs as well as the market functions. The least we must expect is that our education system must give children the educational

foundations about markets from the secondary level, which gives them broader comprehension about financial functioning of the globe.

Everyone ought to have the access to education, nevertheless, overall transformation should be the ultimate goal of curriculum too. The Indian education system must shift their perspective, where institutions should not intimidate children to be a front runner in acquiring good grades. Our education system must allow children to be inquisitive, to seek answers, and we must allow them to pursue those subjects which they are interested in. By utilising smart-boards, audio-visual aids, and connected classrooms, educational goalsbecome easier. In this day and age children have easier access to interactive learning. Moreover, comprehending and memorising the information became easier than ever. This is the pivotal moment of India to transition their focus towards more modernised methods of teaching and learning. The Indian government in conjunction with parents and teachers are obliged to collaborate on this mission and all parties ought to enact and apply equally.

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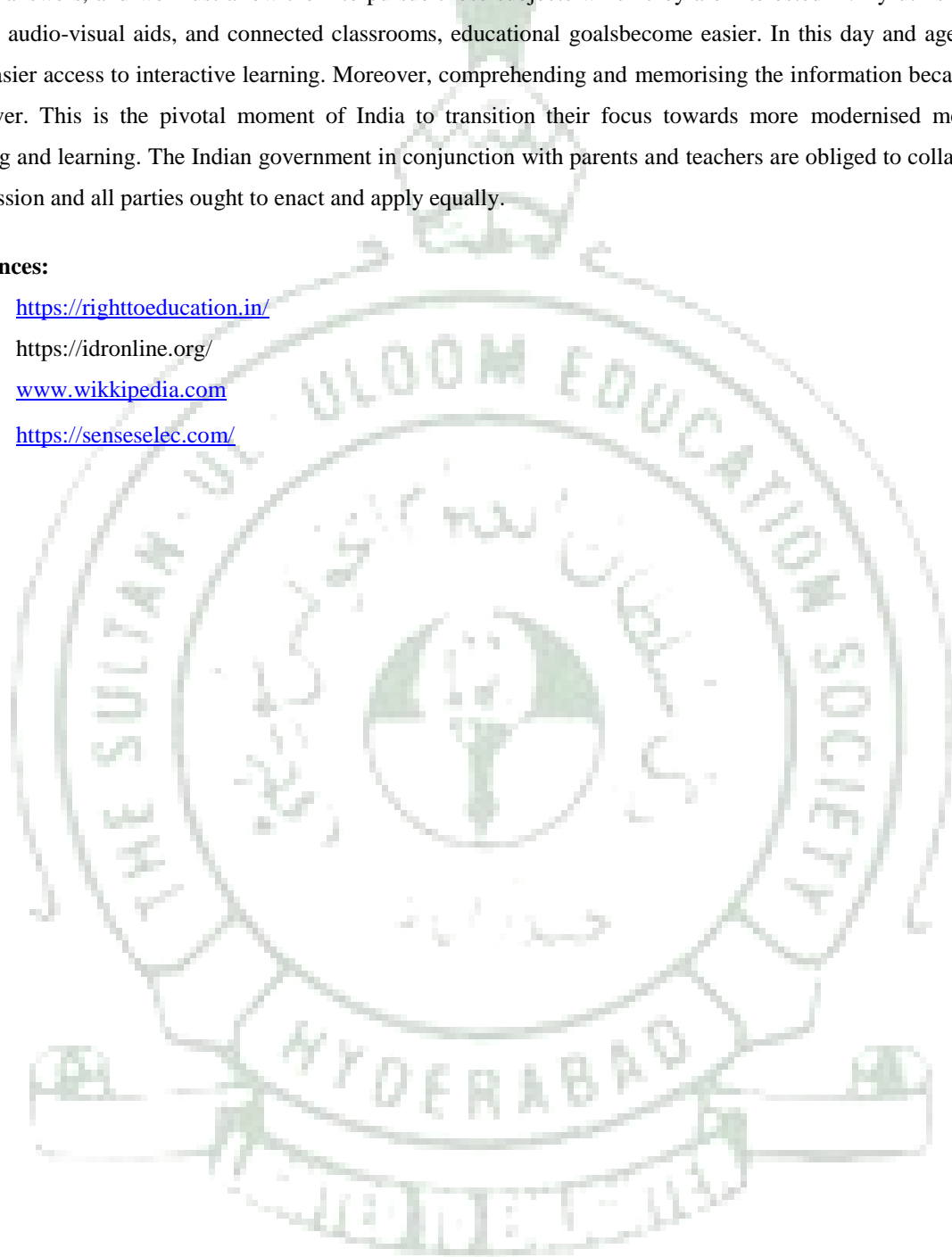
Problems in Teacher Education in India

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Introduction:

The role of teachers in the development of a nation cannot be denied. The article highlights the importance of education in the preparation of teachers as a transformative role in the learning process and the resources at various levels i.e. district, provincial and national level should work for effectiveness and quality of teacher education unitedly for the betterment of the nation. As it goes on saying that "teachers are nation builders"

Statement of the Problem:

"Problems of teacher education in India."

Summary and Syntheses:

The paper discusses the ways to improve the quality of teacher education and draws attention to the problems and issues in teacher education and suggests measures for it. The paper submits a detailed report of current state of education wherein there are nearly 5.98 lakh primary schools, 76 lakhs elementary schools and 98 thousand high/ higher secondary schools in the country, about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education / university departments preparing teachers for secondary and higher secondary schools. Out of about 4.52 million teachers in the country nearly 3 million are teaching at the primary/elementary level. A sizable number of them are untrained or under-trained.

Further it stresses on getting acquainted with technology in the classes or else it will not be possible to prepare a new generation of teachers who effectively use the new tools for teaching and learning. Not only this, it calls attention to the insufficiencies and lack of support at below the state level. It states the roles of different bodies such as DIETS, CTEs, and TASEs recognise the changes that have taken place in the last decade such as new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels.

Curriculum reconstruction, on one hand, has become imperative in the light of some perceptible gaps in teacher education. On the other hand, it also mentions The integration of theory and practice and consequent curricular response to the requirements of the school system still remains inadequate. Teachers are prepared in competencies and skills which do not necessarily equip them for becoming professionally effective. Their familiarity with the latest educational developments remains insufficient. Organised and stimulatory learning experiences, whenever

available, rarely contribute to enhancing teachers' capacities for self- directed lifelong learning. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programmes. A large number of teacher training institutions do not practise what they preach

Apart from this the paper lays out all the problems of teacher education in detail, followed by main concerns and subsequently emerging developments and improvements along with some suggestions.

Conclusion:

The author has excellently touched almost every aspect of teacher education and has called attention towards teacher and how its education status is important for shaping the nation and its individual showing the gaps and insufficiencies and lastly how the requirements can be fulfilled. The concerns underlined can be upgraded by the relevant measures suggested by the researcher.

Educational Implications:

- Revisiting the course structure and organising it according to the current needs and demands of the society
- Examining the institutions from time to time and their overall working
- Teacher Educator must be well equipped with knowledge , proficiency and well qualified
- Educational institutions should have all the facilities for organising different kinds of activities like seminar, workshops, social works and various other community activities

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