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EMOTIONAL AND EDUCATIONAL ADJUSTMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER

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ABSTRACT

Education is the ability to meet one's life. How the child adjusts with unstable situations determines the success of life. The child's adjustment is determined by a number of factors like Emotional, Social and Educational adjustment. The present study aims to study the adjustment ability among secondary school students in relation to their gender. The sample consists of 100 students with 50 boys and 50 girls which were drawn by simple random technique from different schools (IX, X, +1 and +2) standard of Bhoranj Block of Hamirpur district. The study was conducted by using descriptive survey method. Tool used in present study is developed by A.K.P. Sinha and R.P. Singh "Adjustment Inventory for School Students (AISS)." Mean, SD and 't'-test were used as the statistical techniques for the study. The findings of the present study revealed that no significant difference exists in the adjustment of boys and girls of secondary school students. However, present study indicated that mean scores of male students shows their better adjustment as compared to their counterparts.

KEYWORDS : Secondary School Students, Adjustment, Social Adjustment, Emotional Adjustment, Home Adjustment....

INTRODUCTION

Adjustment is a popular expression used by people in day-to-day life. For example, while traveling in a - bus or a train, we often hear or use this term; even when a guest comes to stay with us for a few days we have to adjust him/her in our house.

Psychologically, adjustment helps the organism to cope with the demands and pressures of the outside world as well as the needs, desires and conflicts experiences from within. The individuals who are able to adjust themselves to the varying situations in their environment can live in perfect harmony and lead a happy and well-adjusted life. Adjustment plays a crucial role in the development of an individual. The present century is an era of revolutionary changes and to cope up and adjust with such dynamic

environment, one has to make changes in self or his environment. If the individual does not keep pace with the changing time and make change in his self then surrender to the environmental pressure.

CONCEPT OF ADJUSTMENT

The term adjustment is often used as a synonym for accommodation and adaptation (**Monroe 2007**). It is used to emphasize the individual's struggle to survive in his or her social and physical environment. Adjustment, derived from the Latin word ad-just are, is the process by which one balances needs and the obstacles in his or her environment. Adjustment refers to "psychological process of adapting to, coping with, and managing the problems, challenges and demands of everyday life" (**Halonen& Shantrock, 1997**) stated that adjustment is a harmonious relationship with the environment in which most individual's needs are satisfied in socially acceptable ways.

EMOTIONAL ADJUSTMENT

It refers to an individual's adaptation in emotional relationships within and with other people, both inside and outside the school, as reflected in the individual's attitudes and behaviour.

EDUCATIONAL ADJUSTMENT

It refers to having the ability and know-how to meet the increasing demands of school and being open to change.

REVIEW OF RELATED LITERATURE

Raju & Rahamtulla (2007) intended to examine the adjustment capacity of school students and found that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction, and the type of management of the school.

Lama (2010) reported that there is a great tendency for female students to experience adjustment problems more than males. This finding implies that male students are better adjusted in overall adjustment on the campus as compared to female students.

Maureen et.al. (2011) made a study on school adjustment in relation to academic achievement and gender which revealed that there were no significant differences between girls and boys in school adjustment.

Roy & Mitra (2012) examined the pattern of adjustment among early and late

adolescent school students. The study revealed that early and late adolescents groups differed significantly from each other in the home, health and social areas of adjustment. Girls showed better adjustment than boys.

Basu (2012) aimed to investigate the adjustment abilities of secondary school students and found that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in schools.

Nidhi & Kermene (2015) studied the adjustment problems of college students in relation to gender, socio-economic status and academic achievement. The findings of the study revealed that there was no significant difference found in adjustment problems of students with high academic achievement and those with low academic achievement. There exists a negative relationship between adjustment problems and achievement.

Bhagat (2017) showed that male students of secondary schools are found educationally greater adjusted than female students of secondary school. Govt. school students are found educationally less adjusted than private school students and no significant difference is found in the self-efficacy of secondary school students in relation to their gender and type of school.

Akande & Ikediashi (2018) indicated that secondary school students had a low level of emotional adjustment and also revealed that there was no significant difference in the level of student's emotional adjustment on the basis of gender or school type.

Bunker (2021) conducted a study to investigate whether there is any significant relationship between adjustment of secondary school students from urban and rural areas. The results revealed that there is no significant difference in emotional, Social and Educational adjustment of urban and rural secondary school student. Further, the study revealed that gender has no influence on the adjustment of students.

Tahir, Rasool & Jan (2022) conducted a descriptive study on home environment and social adjustment of Secondary School students of Kashmir. When students were assessed based on their geographic location (urban vs. rural), it was evident that rural secondary school students had better home contexts and social adaptations than their urban counterparts.

Patial & Patial (2023) after administering a social adjustment inventory to assess different levels of social adjustment among secondary school students found that there is no significant difference in adjustment among different students.

OBJECTIVES OF THE STUDY

1. To study the significant difference on Educational Adjustment of Secondary School Students with respect to their Gender.
2. To study the significant difference on Emotional Adjustment of Secondary School Students with respect to their Gender.

HYPOTHESES OF THE STUDY

1. There will be no significant difference on Educational Adjustment of Secondary School Students with respect to their Gender.
2. There will be no significant difference on Emotional Adjustment of Secondary School Students with respect to their Gender.

RESEARCH METHOD

The present study is descriptive in nature. So, to the adjustment of secondary school students, descriptive method of research is used.

SAMPLE

The sample consists of 100 students with 50 boys and 50 girls which were drawn by simple random technique from different schools (IX, X, +1 and +2) standard of Bhoranj Block of Hamirpur district

RESEARCH TOOL USED

To collect the requisite data for the present study, the researcher used the Adjustment Inventory for School Students (AISS) developed by A.K.P. Sinha and R.P. Singh.

STATISTICAL TECHNIQUES EMPLOYED

In the present study the data was analyzed by employing statistical technique of Mean, SD and the 't'-Test.

ANALYSIS AND INTERPRETATION OF DATA**Comparison of Educational Adjustment among Secondary Schools Students on Their Gender.**

To compare the significance of difference between mean scores of Educational Adjustment of Male and Female Students of Secondary Schools, Their means, standard Deviations and 't'-value was calculated. Detailed analysis is given in Table-1

Table-1

Adjustment	Number		Boys		Girls		df	't'- Value	Significance
	Boys	Girls	Mean	SD	Mean	SD			
Educational	50	50	11.57	4.99	10.36	3.85	98	0.20	NS

NS = Not Significant

Table-1 indicates that calculated 't'- values were found to be 0.20 with respect to Educational Adjustment, which is not significant. It means that students (Male and Female) of secondary school do not differ significantly with regard to their educational adjustment.

Further, present study indicated that mean scores of male students shows their better educational adjustment as compared to their counterparts. Thus, the null hypothesis that "There will be no significant difference on educational adjustment of secondary school students with respect to their gender" is accepted.

Comparison on Emotional Adjustment among Secondary Schools Students on Their Gender.

To compare the significance of difference between mean scores of Emotional Adjustment of Male and Female Students of Secondary Schools, Their means, standard Deviations and 't'-value was calculated. Detailed analysis is given in Table-2

Table-2

Adjustment	Number		Boys		Girls		df	't'- Value	Significance
	Boys	Girls	Mean	SD	Mean	SD			
Educational	50	50	11.16	5.32	10.94	5.20	98	0.85	NS

NS = Not Significant

Table-2 indicates that calculated 't'- values were found to be 0.85 with respect to Emotional Adjustment, which is not significant. It means that students (Male and Female) of secondary school do not differ significantly with regard to their emotional adjustment.

Further, present study indicated that mean scores of male students shows their better adjustment as compared to their counterparts. Thus, the null hypothesis that "There will be no significant difference on emotional adjustment of secondary school students with respect to their gender" is accepted.

MAJOR FINDING OF THE STUDY

1. No significant difference was found between male and female students of secondary school students with regard to their educational adjustment.
2. No significant difference was found between male and female students of secondary school students with regard to their emotional adjustment.

CONCLUSIONS

From the findings of the study, it is concluded that the gender has no influence on the Educational and Emotional Adjustment of students in secondary schools.

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A STUDY OF INTELLIGENCE LEVEL OF HIGH SCHOOL STUDENTS

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ABSTRACT

Intelligence refers to the ability to learn, reason, solve problems, and adapt to new situations. It encompasses various cognitive abilities, such as: **Memory**, the capacity to store and retrieve information. **Problem-solving**, the ability to think critically and creatively to overcome challenges. **Reasoning**, the capacity to draw logical conclusions from information. **Learning**, the ability to acquire new knowledge and skills. **Adaptability**, the ability to adjust to new situations and environments. Intelligence is often measured through standardized tests, such as IQ tests, which provide a score that indicates a person's cognitive abilities relative to their age groups. However, intelligence is a complex and multifaceted construct that cannot be fully captured by a single score or number. The objective of the present is to assess the intelligence level of Tenth Grade Students. Descriptive survey method of sampling was used for the study. 100 High School students of Govt. and Private recognised schools of District Hamirpur (within the age of 13 to 17 years) were taken as sample for the study. Data was collected with the help of standardised questionnaire by G. C. Ahuja's Group Test of Intelligence. Mean, Standard deviation and t-test were used to analyse the data. The result(s) indicated that there is no significant difference in intelligence level of 10th grade high school students in relation to their age.

KEYWORDS : Age, Group test, High School, Intelligence....

INTRODUCTION

"Intelligence, is a vague word with different meanings, but it can be defined as a process that produces knowledge to make decision." -Wittgenstein

Intelligence refers to the ability to learn, reason, solve problems, and adapt to new situations. It encompasses various cognitive abilities, such as:

- (i) Memory, the capacity to store and retrieve information.
 - (ii) Problem-solving, the ability to think critically and creatively to overcome challenges.
- Reasoning, the capacity to draw logical conclusions from information.

(iii) Learning, the ability to acquire new knowledge and skills.

(iv) Adaptability, the ability to adjust to new situations and environments.

Intelligence is often measured through standardized tests, such as IQ tests, which provide a score that indicates a person's cognitive abilities relative to their age groups.

MEANING OF INTELLIGENCE

Intelligence refers to the capacity to:

(a) Learn : Acquire knowledge and skills.

(b) Reason : Draw logical conclusions and solve problems.

(c) Adapt : Adjust to new situations and environments.

(d) Understand : Comprehend complex ideas and concepts.

(e) Apply : Use of knowledge to solve real-world problems.

(f) Analyse : Break down information into meaningful parts.

(g) Evaluate : Make sound judgments and decisions.

(h) Create : Generate new ideas and solutions.

(i) Communicate : Effectively convey thoughts and ideas.

(j) Problem-solve : Identify and overcome obstacles.

There are different types of intelligence, including:

1. Fluid intelligence : The ability to reason and solve problem in novel situations.
2. Crystallized intelligence : The ability to use learned knowledge and experience to solve problems.
3. Emotional intelligence : The ability to recognize and manage one's emotions and those of others.
4. Spatial intelligence : The ability to think in terms of space and visual imagery.
5. Bodily-kinesthetic intelligence : The ability to control body movements and manipulate objects.
6. Musical intelligence : The ability to perceive, create, and appreciate music.
7. Interpersonal intelligence : The ability to understand and interact with others.
8. Intrapersonal intelligence : The ability to understand oneself and one's thoughts and feelings.

Overall, intelligence is a complex and multi-faceted concept that encompasses various cognitive and behavioural abilities.

CLASSIFICATION OF INTELLIGENCE TESTS

Intelligence tests may be classified broadly as follows:

- (a) Individual tests in which only one individual is tested at a time.
- (b) Group tests are administered in groups to measure how a child's intellectual performance compares with that of the other children in the same age group.

LITERATURE REVIEW

Thorndike (1914) Intelligence may be defined as the “power of good responses from the point of view of truth or fact.

Terman (1921) states that an individual is intelligent in the proportion that he is able to carry on abstract thinking.

Wechsler (1944) defines intelligence as the aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment.

Piaget (1952) intelligence is the ability to adapt to one's surroundings. (Bracken and Macallum 1998)

Brody (1992) intelligence varies from individual to individual but is also tends to vary on the same individual from age to age and situation to situation. As the child grows in age, so does the intelligence as show in the intelligence tests. The age at which mental growth ceases, varies from individual to individual. It tends to stabilize after the age of ten and is fully stabilized during adolescence. The idea that intelligence continues to grow throughout life is strictly not true.

Dandekar & sanyaglatha (2000) Intelligence is not the birth right of any particular caste, race or cultural group and the differences which are found can be the result of environmental factors and influences.

Mangal (2003) the true nature of intelligence is that its distribution is not equal among all human beings.

Hossein (2011) found that it is necessary to take the role of Invitational Education and intelligence beliefs into account when studying academic performance.

Jones (2011) found that many high school students believed that intelligence was malleable.

Lawrence (2013) found that there is no significant difference between intelligence and academic achievement of high school students.

Shah (2016) found students having High Level of Emotional Intelligence were found to have higher Intelligence than Students having Low Levels of Emotional Intelligence, which

shows that Level of Emotional Intelligence of secondary school students is affecting variable to intelligence.

Mahaboobvali & Vardhini (2016) found significant variation exists among the age groups of the Secondary school teachers towards the social intelligence. Furthermore, sample who are 'below to 30 years' and '46 years and above' possessed the higher level of intelligence than the sample of 'between 31 to 45 years' age for total scale.

OBJECTIVE(S) OF THE STUDY

- O.** To study the intelligence level of high school students in the age group 13 to 17 years.

HYPOTHESIS OF THE STUDY

- H.** There will be no significant difference in the intelligence level of high school students in the age group 13 to 17 years.

DELIMITATIONS OF THE STUDY

The study was delimited with respect to the following :

1. The study was delimited to the Govt. and Private recognised High Schools of District Hamirpur in Himachal Pradesh.
2. The study was conducted only on 100 students of Govt. and Private High School Students.
3. The study was delimited to purposive technique of non-probability sampling.
4. The study was delimited to One dependent variable (Age) and one independent variable (Group Intelligence).
5. The study was delimited to the statistical techniques of Mean, SD, and t-test only.
6. The study was delimited in terms of time money and resources.

METHODOLOGY

The present study is descriptive in nature. So, to study the group intelligence of high school students, descriptive survey method of research was used.

SAMPLE

The present study was conducted in Govt. and Private High Schools of Hamirpur District in Himachal Pradesh. The samples were selected on purposive basis with consideration to age. Total 100 high school students were selected purposely for the present study.

TOOL USED

Group test of Intelligence (GGTI) developed by Dr. G.C. Ahuja (1976) was used to collect the data.

STATISTICAL TECHNIQUES EMPLOYED

To assess the intelligence of high school student's Mean, SD, and the t-test were employed for data analysis.

ANALYSIS AND INTERPRETATION OF DATA

To interpret the raw scores meaningfully, the data was analysed by employing Mean, Standard Deviation and the 't'-test.

NULL HYPOTHESIS

There will be no significant difference in the intelligence level of high school students within 13 to 17 years of age.

Table - 1

Intelligence Level	Low age (13)		High age (14-15)		't'-value	Significance
	Mean	SD	Mean	SD	0.16	NS
	64.32	18.15	69.69	16.23		

NS= Not Significant

From Table-1 it is clear that there is no significant difference in the general intelligence level of students between the age group of 13 to 17, as calculated 't'-value 0.16 was found to be non-significant. Hence, the null hypothesis that, "there will be no significant difference in the general intelligence level of high school students within 13 to 17 years of age", is **accepted**.

FINDING(S) OF THE STUDY

No significant difference found in the general intelligence level of high school students within 13 to 17 years of age.

CONCLUSION

Intelligence may be understood to be a mental energy available with an individual which enables him to cope with his environment in terms of adaptation and dealing with novel situations as effectively as possible.

The more comprehensive picture of the concept of intelligence may emerge if, certain important factors about its nature are known; namely, that intelligence is normally distributed in nature; it is a product of both heredity and environment, it grows with age and its vertical growth ceases at the age of 16 to 20.

Intelligence cannot be measured in the same way as we measure a piece of cloth or the temperature of the body. It can only be assessed. This assessment is carried out through intelligence tests categorized as individual and group tests involving the use of verbal and non-verbal material.

EDUCATIONAL IMPLICATIONS

By acknowledging and understanding the complexities of intelligence, educators can create more effective and inclusive learning environments that cater to the diverse needs of students.

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ENVIRONMENTAL AWARENESS AMONG PRIMARY SCHOOL STUDENTS IN RELATION TO THEIR ECONOMIC STATUS

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ABSTRACT

The present study was undertaken to study the difference in level of environment awareness of primary school students in relation to their economic status. A sample of 100 primary school students was selected in this study through random sampling technique. The data was collected with the help of 'Environment Awareness Scale' constructed by Dr. Haseen Taj (2001). The descriptive statistical techniques like Mean, Standard Deviation and the 't'-test were used for testing the hypothesis. The finding of the study reported no significant difference in the level of environment awareness among primary school students in relation to their economic status.

KEYWORDS : Awareness, Environment, School, Students....

INTRODUCTION

One of the most essential tools for human existence on planet is the environment. The environment is both a source of nourishment and a means of survival for all of us. Living would be impossible without air, water, and land. Environmental problems are a worldwide issue that should be addressed properly. Environmental challenges have multiplied in recent years as a result of a growing human population and developments in every sector. Humans' thirst for technology innovations and changing lifestyle habits has create a serious risk to the planet, and so as a consequence, pollution level has increased at an alarming speed. Environmental awareness is essential for preserving and maintaining a healthy environment.

ENVIRONMENT

The word Environment is derived from the French word 'Environ' or environer meaning 'around' 'round about' 'to surround' 'to encompass' these in turn originated from the old French words 'Viren' 'Viron' (with prefix en) which means a 'circle around' the 'country around.' (Young in Environmental Encyclopaedia, 2003). Environment includes all the living and non- living objects which interact with it and affect it continually. The interaction is dynamic in nature and affects both the reactants; the organisms and the environment. In case of human beings sometimes socio-cultural environment is included (Saxena 1996).

REVIEW OF RELATED LITERATURE

Walford (2002) indicated that lack of awareness is one of the largest obstacles to development. If people are not aware of what things are harmful to the environment, how can they respect it? Schools play an important role in the formation of positive attitudes towards the environment in young children. English and Mexican school children of 7-9 years of age were analyzed in this study with the objective of analyzing some possible reasons of influencing the environmental awareness and perception of these children. Children were from eight schools with different environmental ethos. Results revealed that schools with strong orientation in Environmental Science seemed to transmit environmental information more effectively than schools with no environmental policies. The development of effective environmental policies in all schools needed to be considered in order to promote an environmental awareness in the school population.

Gupta & Mehra (2002) in their UGC project reported that an environmental educational learning package helped to promote awareness among primary school students of Chandigarh.

Hoerisch (2002) conducted a comparative study on environmental awareness and environmental beneficial behaviour in India. The study gave clear evidence that the role of media in creating environmental awareness is definitely dominant one. In this thesis, the results of the house hold survey show that more than half of the interviewees are convinced the information provided by media has been most important in making them aware of environmental problems, followed by 38% who thought that it was their own confrontation with pollution in everyday life, while education at school or other institutions was considered to be most important in creating environmental awareness by only 7% of the interviewed persons.

Wong (2003) revealed that university students in Beijing are not single- minded about

the pro-growth beliefs and values that are deeply embedded in society. On the whole, students were conscious about the seriousness of environmental problems, both in 49 China and throughout the world. However, they were pessimistic about future environmental conditions. Many students anticipated a decline in environmental quality over the next five years, both in China and the world. The students were also ambivalent about dividing priorities between economic growth and environmental protection. Yet they supported the establishment of more environmental NGOs to exert pressure on the government to protect the environment. Overall, a rising environmental awareness among the young intellectuals would ultimately spark environmental activism in China.

Hsu (2004) studied the effects of an environmental education (EE) course college students' responsible behaviour and associated environmental literacy variables. This undergraduate course emphasized issue investigating-evaluation and action training. A non equivalent control group design was used. The results of this study showed that the course significantly promoted the students' responsible environmental behaviour, locus of control, environmental responsibility, intention to act, perceived knowledge of environmental issues, and perceived knowledge of and skills in using environmental action strategies.

Rout & Aggarwal (2006) conducted a study to know the environmental awareness and environmental attitude of the male and female students of science and non-science streams belonging to rural and urban backgrounds studying in class X of different schools of Moradabad city. The findings of the study are: 1. The students of science stream have more environmental awareness and environmental attitude than the students of non-science stream 2. The students belonging to urban background are comparatively better in terms of their environmental awareness and environmental attitude as compared to the students belonging to rural background 3. The male and female students do not differ significantly in terms of their environmental awareness and environmental attitudes.

Dixit & Aggarwal (2009) conducted a study on environmental awareness among prospective elementary teachers and reported no significant difference between total environmental awareness of male and female prospective elementary teachers of U.P state. Also, prospective teachers from rural and urban area exhibited no significant difference with respect to environmental awareness.

Devi (2015) studied environmental awareness among the students of 10th Class of Chamba District and found that secondary schools' students of Chamba District are well aware about the environment.

Arup & Anju (2019) conducted a comparative study regarding environmental awareness among senior secondary school students of the east district in Sikkim. The study revealed that level of environmental awareness significantly differs between girls and boys students of senior secondary schools however; there is no significant difference between Science and Non-Science stream students of senior secondary schools in their level of environmental awareness.

OBJECTIVES OF THE STUDY

- O.** To find out the significant differences in the Level of environment awareness among Primary School Students in relation to their Economic Status.

HYPOTHESIS OF THE STUDY

- H.** There will be a difference in the level of environment awareness among Primary School Student.

RESEARCH METHOD

The present study was conducted using descriptive survey method of research.

RESEARCH TOOL USED

In the present study 'Environment Awareness Scale' constructed by Dr. Haseen Taj (2001) was used to collect the data from Primary School Students.

SAMPLING

In the present study lottery method of probability sampling was used.

VARIABLES

In the present study, Level of Environment Awareness was treated as dependent variable, whereas Economic Status was taken as independent variables.

STATISTICAL TECHNIQUES USED

To find out the difference in Level of Environment Awareness among Primary School Students Mean, SD and the 't'- test were employed by the investigators.

ANALYSIS AND INTERPRETATION OF DATA

The Table -1 presents the calculated statistics of Level of Environment Awareness among Primary School Students Based on their Economic Status.

Table -1
Significance of Mean Differences in Level of Environment Awareness among
Primary School Students based on their Economic Status

Level of Environment Awareness	N		M		SD		Df	't'-Value	Significance
	Low Economic Status	High Economic Status	Low Economic Status	High Economic Status	Low Economic Status	High Economic Status			
	51	49	69.9	66.55	20.72	20.78			

NS : Not Significant

The Table - 1 indicates that the obtained 't'-value of Low and High Economic Status Primary School Students was found to be 0.34 with respect to their Level of Environment Awareness, which is not significant at 0.05 level of significance. It means that Primary School Students do not differ significantly with respect to their Level of Environment Awareness. Hence, the hypothesis that "There will be a difference in the level of environment awareness among Primary School Student" was accepted.

FINDINGS OF THE STUDY

- No significant difference was found in Level of Environment Awareness among Primary School Students based on their Economic Status.

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HUMOUR STYLES OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR FAMILY TYPE AND STREAMS

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ABSTRACT

Schools are making effort to ensure that their teachers are effective in every way in subject delivery. A lot of emphasis is placed on the curriculum in secondary schools but not on the methodology of delivery of the same. The main focus of this study was to investigate the extent to which secondary school teachers' use humour while teaching and the effect of humour in their teaching. In this study humour Styles were treated as dependent variable, while family type and stream were treated as independent variable. The sample of the study consisted of 137 secondary school teachers, which were collected by random sampling with the help of humour styles questionnaire of Martin et al. (2003). The obtained data were analysed by using Mean, SD and the 't'-test. The finding of the study reported no difference in the humour styles among secondary school teachers in relation to their family type and stream.

KEYWORDS : Effectiveness, Humour Styles, Senior Secondary Teachers....

INTRODUCTION

Humour framed a way to be nurse and to practice health-care which optimize interventions and is indeed a competence in health care. Being one of the burning topics in psychology, various researches correlated to humour have been done. Most people like humorous person. Humorous people are amusing, active, funny and striking. However, not everybody knows the mechanism behind the charisma. We cannot escape from getting touch with humour, because it is commonly used every day and appears in daily events, parties and media. Humour not only serves for societal purpose, but also gives the way to strengthen our abilities in coping with stress. The sense of humour is the capacity of perception what allows us to experience serenity and felicity even when faced adversities. Studies on humour demonstrate that humour is ideal for health, increases defences and balances people biologically and psychologically in their interpersonal relationships and enlarge creativity.

REVIEW OF LITERATURE

The review of related literature pertaining to the present study has been given as under:

Dhiman & Chandel (2014) investigated the humour styles among teachers' educators. The finding suggested that married prospective teacher educator were found more prone to affiliative humour style than their unmarried counterparts. No significant differences were found among married and unmarried teacher educator with regard to their overall humour, self-enhancing, aggressive and self - defeating humour styles

Chandel (2018) predicted that Senior secondary school teachers with High level of Total wellbeing were found more inclined towards using Affiliative and Self-Enhancing humour styles as compared to their Low-level Total wellbeing counterparts. On the other hand, senior secondary school teachers having Low level of Total wellbeing were found more prone to the use of Aggressive humour style as compared to their High level Total wellbeing counterparts

Kumar & Dhiman (2019) investigated the humour styles of effective and in-effective teachers. In this study, the finding shows that the effective teachers were found to be more oriented towards self-enhancing humour and aggressive humour styles as compare to their in-effective counterparts.

Kumar & Dhiman (2020) found that private secondary teachers were found to be more oriented towards self-enhancing humour as compare to their government counterparts. No significance differences were found in affiliative and self-defeating humour.

Dhiman & Mehta (2021) conducted a study on sense of humour among science and non-science background senior secondary teacher and explore that science background senior secondary school teacher were found to be more oriented towards generation & use of humour or humour production (HP) and overall sense of humour as than their non-science background counterparts. However no significant difference was found in coping/ adaptive humour (CH), attitude towards humorous people (ATPH) and appreciation of humour (HA) among science and non-science background senior secondary teachers.

Kumar & Dhiman (2021) found that the government secondary school male teachers were found to be more oriented towards affiliative, self-enhancing and aggressive humour as compared to their female counterparts. However no significant difference was found in self-defeating humour of government secondary school male and female teachers.

Sahin (2021) found that using positive humour types in the styles of affiliative humour and self-enhancing humour can be useful for managerial and pedagogical efficiency in schools. As for the results of the metaphorical analysis, participants mainly use positive humour and, to some extent, situational humour. Affiliative humour style was the most preferred one. The results also implied that some participants use self-enhancing humour style and aggressive humour style as well.

OBJECTIVE OF THE STUDY

1. To find out the difference in the Styles of Humour of Secondary School Teachers based on Family Type.
2. To find out the difference in the Styles of Humour of Secondary School Teachers based on Stream.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in the Styles of Humour among Secondary School Teachers based on Family Type.
2. There will be no significant difference in the Styles of Humour among Secondary School Teachers based on Stream.

METHOD

The study was conducted through descriptive survey method of research.

RESEARCH TOOL USED

In the present study Humour Styles Questionnaire by Martin et al. (2003) was used to collect the data from Secondary School Teachers.

SAMPLING

In the present study lottery method of probability sampling was used.

VARIABLES

In the present study, Styles of Humour were treated as dependent variable, whereas Family Type and Stream were taken as independent variables.

STATISTICAL TECHNIQUES USED

In the present study the statistical techniques of Mean, SD and the 't'–test were employed for data analysis.

ANALYSIS AND INTERPRETATION OF THE DATA

The Table-1 presents the calculated statistics of Humour Styles of Secondary School Teachers based on Family Type.

Table-1
Showing the Significance of Mean Difference in the Humour Styles of Secondary School Teachers Based on Family Type

Humour Styles	N		M		SD		Df	't'-Value	Significance
	Joint Family	Nuclear Family	Joint Family	Nuclear Family	Joint Family	Nuclear Family			
Self-Enhancing Humour Style	79	58	25.67	26.01	3.63	3.31	135	0.56	NS
Affiliative Humour Style	79	58	26.94	25.72	3.82	3.66	135	0.06	NS
Self-Defeating Humour Style	79	58	20.96	19.93	4.23	3.48	135	0.12	NS
Aggressive Humour Style	79	58	19.71	19.67	3.94	3.93	135	0.96	NS
Overall Humour styles	79	58	93.28	91.35	9.91	7.74	135	0.20	NS

NS : Not Significant

The Table-1 indicates that the obtained 't'- values were found to be 0.56, 0.06, 0.12, 0.96 and 0.20 with respect to Self-enhancing, Affiliative and Self-Defeating, Aggressive and Overall Humour Styles, which are not significant at 0.05 level of significance. It means that Secondary School Teachers do not differ significantly on the bases of type of family with regard to self-enhancing Affiliative, Self-Defeating aggressive and overall Humour styles. Hence, the hypothesis that, "There will be no significant difference in the Styles of Humour among Secondary School Teachers based on Family Type" was accepted. Even though the Table-1 shows the mean scores values for Over All Humour of teachers belong to Joint and Nuclear Type Family were found to be 93.28 and 91.25 respectively revealed that teachers belong to Joint Family are more acknowledge towards humour as compare Nuclear Family counterparts.

The Table-2 presents the calculated statistics of Humour Styles of Secondary School Teachers based on Stream.

Table-2
Showing the Significance of Mean Difference in the Humour Styles of
Secondary School Teachers Based on Stream

Humour Styles	N		M		SD		Df	't'-Value	Significance
	Arts & Com.	Sci	Arts & Com.	Sci	Arts & Com.	Sci			
Self-Enhancing Humour Style	50	58	25.72	26	3.51	3.51	135	0.64	NS
Affiliative Humour Style	50	58	26.67	25.98	3.68	3.96	135	0.31	NS
Self-Defeating Humour Style	50	58	20.79	20.06	4.15	3.58	135	0.28	NS
Aggressive Humour Style	50	58	20.08	19.02	3.99	3.73	135	0.12	NS
Overall Humour styles	50	30	93.26	91.06	9.33	8.51	135	0.16	NS

NS : Not Significant

The Table-2 indicates that the obtained 't' values were found to be 0.64, 0.31, 0.28, 0.12 and 0.16 with respect to Self-enhancing, Affiliative and Self-Defeating, Aggressive and Overall Humour Styles, which are not significant at 0.05 level of significance. It means that Secondary School Teachers do not differ significantly on the bases of type of Streams with regard to Self-enhancing, Affiliative, Self-Defeating, Aggressive and Overall Humour Styles. Hence, the hypothesis that, "There will be no significant difference in the Styles of Humour among Secondary School based on Stream" was retained. Further, from the Table-2 the means core values of Over All Humour of Secondary School Teachers belong to Arts & Commerce and Science were found to be 93.26 and 91.06 respectively, revealed that teachers belong to Arts & Commerce are more acknowledge towards humour as compare Science counterparts.

FINDINGS OF THE STUDY

1. No significant difference was found in Styles of Humour among Secondary School Teachers based on Family Type.
2. No significant difference was found in Styles of Humour among Secondary School Teachers based on Stream.

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PROFESSIONAL COMMITMENT AMONG COLLEGE TEACHERS IN RELATION TO THEIR EXPERIENCE AND RESIDENCE

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ABSTRACT

Commitment is vital for all level of teachers, because it reflects interpretation of work experience as absorbing and meaningful. The commitment of the teacher is considered to be associated with his satisfaction with the job & attitude towards the profession. The present paper aims to find out the professional commitment of college teachers in relation to their experience and residence. In this study, professional commitment was treated as dependent variable, while experience and residence were treated as independent variables. The sample of the study consisted of 100 college teachers, that was collected by random sampling with the help of professional commitment scale for teachers by Kaur et al. (2008). The obtained data was analyzed by using Mean, SD and the 't'-test. The result of the current study found that the level of experience and residence does not have any significant role in professional commitment of college teachers.

KEYWORDS : Commitment, Teachers, Job, Professional, Skill, Teaching....

INTRODUCTION

The teacher is regarded as the foundation on which the stability of the educational system as well the nation rests. It is true that the attitude of a teacher towards his profession plays central role in achieving desirable success. Teachers' dedication towards their profession brings high commitment to their work place. A committed teacher is asset to the society and there is a great need of quality teachers to society. They improve the society, inculcates the values and attitudes of the students by their commitment.

CONCEPT OF PROFESSIONAL COMMITMENT

Professional commitment has been widely discussed in NEP 2020. Professional commitment is a commitment for a particular institution and implies the teacher's perspective towards their profession and the motivation that they have to stay in their

job with willingness to strive. This present investigation aimed to examine the professional commitment of college teachers. Teacher of all levels has some responsibility and capability about their profession.

REVIEW OF LITERATURE

Sood & Anand (2010) conducted a study and found that the professional commitment of B.Ed. teacher educators was moderate and teaching experience had an impact on the professional commitment.

Ahmad (2012) has studied professional commitment among secondary school teachers in relation to the gender, marital status and experience and found that teachers with more than two years" experience have got more professional commitment than that of the less experienced teachers.

Jain (2013) has examined perspective and work commitment of upper education academics towards their teaching profession. The objectives of the study were to find out the difference in the work commitment of teachers with respect to their gender, type of institution and years of experience. The teachers experience less than 10 years have got more work commitment than that of the teachers with more than 10 years? experience.

Ibrahim & Iqbal (2015) investigated teachers? perception of professional commitment (affective, continuance and normative commitment) to teaching profession. The study concluded that affective commitment comes with teaching experience.

Basu (2016) conducted a study and found that male secondary school teachers possess significantly lower levels of professional commitment as compared to their female counterparts and less experienced teachers exhibit higher levels of professional commitment as compared to their more experienced counterparts.

Pan (2016) in his study found female teachers highly committed as compare to their male counterparts. Also found that teachers having less teaching experience are more committed than those of highly experienced teachers.

Gill & Kaur (2017) examined professional commitment among senior secondary school teachers. Result revealed that there is no significant difference in teaching experience and residence towards professional commitments of senior secondary school teachers.

Kumar (2017) attempted to study the Professional Commitment of Teacher Educators serving in B.Ed. colleges of education. The results of the study revealed that more than 50% of the teacher educators have a moderate level of Professional Commitment and

there is no significant difference in the Professional Commitment of Teacher Educators with respect to their Location of the Institution.

Jain (2018) conducted a study “Teaching aptitude of pupil teachers in relation to their intelligence, gender and locality.” The study discovered teaching aptitude of pupil teachers in relation to their intelligence, gender and locality. The study revealed significant difference in teaching aptitude of high intelligent and low intelligent pupil teachers. High intelligent group have high teaching aptitude than low intelligent group. Further, it was also found that teaching aptitude has no relevance with the gender of the individual but on the other hand teaching aptitude of an individual is affected by their family background or place of living.

Ali (2020) conducted a study on Professional Commitment of Teacher Educators in Colleges of Education in Jammu District (J&K) and revealed that the Female teacher educators teaching are better than the Male teacher educators. The high qualified (M.Phil., Ph.D.) teacher educators’ teaching is better as compared to teacher educators who have only post-graduation degree. The Urban teacher educators teaching, the Unmarried teacher educators teaching and the Net Qualified teacher educators teaching are better as compared to teacher educators of rural area.

Kumar & Shakila (2022) conducted research and found no significant difference between teaching with below 10 years and above 10 years of teachers on their professional commitment. Furthermore, significant difference was found between rural and urban teachers based on their professional commitment. Urban teachers are significantly better than rural teachers.

Kumar & Shobha (2023) found no significant difference in college teachers based on their gender and age.

OBJECTIVE OF THE STUDY

1. To investigate the difference in Professional Commitment of College Teachers based on their Experience.
2. To investigate the difference in Professional Commitment of College Teachers based on their Residence.

HYPOTHESIS OF THE STUDY

1. There will be no significant difference in the Professional Commitment of College Teachers with regard to Experience.
2. There will be no significant difference in the Professional Commitment of College Teachers based on Residence.

METHOD

The study was conducted through descriptive survey method of research.

RESEARCH TOOL USED

In the present study Professional Commitment Scale for Teachers of Kaur et al. (2013) was used to collect the data from College Teachers.

POPULATION AND SAMPLING

All the College Teachers teaching in District Hamirpur of Himachal Pradesh constitute the population of current study. In the present study simple random sampling technique of probability sampling (lottery method) was used.

ANALYSIS AND INTERPRETATION OF THE DATA

The Table-1 presents the calculated statistics of Professional commitment of Low Experience and High Experience College Teachers Groups.

Table-1
Significance of Mean Difference in the Professional Commitment of College Teachers Based on their Teaching Experience

Professional Commitment	N		M		SD		Df	't'-Value	Significance
	High Experience Teachers	Low Experience Teachers	High Experience Teachers	Low Experience Teachers	High Experience Teachers	Low Experience Teachers			
Commitment to Learner	69	31	35.94	37.04	5.96	4.62	98	0.34	NS
Commitment to Society	69	31	34.86	35.76	5.72	4.23	98	0.41	NS
Commitment to Profession	69	31	32.30	32.96	5.25	4.51	98	0.52	NS
Commitment to Attain Excellence	69	31	31.88	34.76	5.53	5.31	98	0.01	NS
Commitment to Basic Human Values	69	31	33.91	34.60	3.723	3.61	98	0.37	NS
Overall	69	31	168.91	175.15	20.03	16.33	98	0.11	NS

NS : Not Significant

The Table - 1 shows that the 't'- values for Low and High Experience College Teachers' group were found to be 0.34, 0.41, 0.52, 0.01, 0.37 and 0.11 with respect to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment, which are not significant at 0.05 level of significance. It means that Low and High Experience College Teachers' group do not differ significantly with regard to their Professional Commitment. In other words, we can say that more or less experience College Teachers were found to have almost similar/equal level of professional commitment with regard to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment. Hence, the null hypothesis that, 'There will be no significant difference in the Professional commitment of College Teachers with regard to Experience,' was retained.

The Table-2 presents the calculated statistics of Professional Commitment of Rural and Urban College Teachers.

Table-2
Significance of Mean Difference in the Professional Commitment of College Teachers Based on their Residence

Professional Commitment	N		M		SD		Df	't'-Value	Significance
	Rural Teachers	Urban Teachers	Rural Teachers	Urban Teachers	Rural Teachers	Urban Teachers			
Commitment to Learner	49	51	36.53	36.76	5.06	5.27	98	0.82	NS
Commitment to Society	49	51	35.53	35.35	4.12	5.43	98	0.85	NS
Commitment to Profession	49	51	32.55	32.90	4.97	4.63	98	0.71	NS
Commitment to Attain Excellence	49	51	33.77	33.68	5.06	6.01	98	0.93	NS
Commitment to Basic Human Values	49	51	34.14	34.56	3.24	4.02	98	0.56	NS
Overall	49	51	172.53	173.27	15.77	20.09	98	0.83	NS

NS : Not Significant

The Table-2 indicates that the obtained 't'-values for Rural and Urban College Teachers' group were found to be 0.82, 0.85, 0.71, 0.93, 0.56 and 0.83 with respect to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment, which are not significant at 0.05 level of significance. It means that College Teachers do not differ significantly with regard to their Professional Commitment based on their Residence. So, it can be said that Urban and Rural College Teachers had almost equal or similar levels of Professional Commitment with regard to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment. Hence, the null hypothesis that "There will be no significant difference in the Professional Commitment of College Teachers based on Residence" was accepted.

FINDINGS OF THE STUDY

- 1 No significant difference was found in Professional Commitment of Low and High Experienced College Teachers.
- 2 No significant difference was found in Professional Commitment of Rural and Urban College Teachers.

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LOCALE DIFFERENCES IN LEARNING STYLES AMONG D.EL.ED. TRAINEES

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ABSTRACT

The present study was undertaken to study the different learning styles of D. El. Ed. trainees in district Hamirpur of Himachal Pradesh in relation to their Locale. A sample of 100 D. El. Ed. trainees was selected in this study through random sampling technique. The data was collected with the help of Learning Style Inventory of Karuna Shankar Misra (2012). The descriptive statistical techniques like Mean, Standard Deviation and the 't'-test were used for testing the hypothesis. The findings of the present study revealed that no significant difference exists in the learning style of Urban and Rural D. El. Ed. Trainees of district Hamirpur in Himachal Pradesh.

KEYWORDS : Learning Style, Locale, D. El. Ed. Trainees.....

INTRODUCTION

In modern times the knowledge that students acquire is not something static, it has become dynamic. Therefore, a lot of issues related with learning are considered while thinking about how to develop learning environment or learning experience. Now a day's students' need, drive, interest and their aptitude all these are considered. So, the process of education is student centric to help them understand subjects better. One such idea is learning style because through learning styles it can be understood how a student learns and therefore his study materials or learning experiences can be individualized to develop him. Particularly in the subjects who are considered to be harder, students can be helped with consideration of their proper learning styles, guided materials or classroom planning. Every person has his own unique way of learning. There is no particular process or method in which people can learn. According to Karuna Shankar Misra (2012), "Learning style refers to the way one internally represents experiences and recalls or processes information". Learners are taught in accordance with their learning styles and when they consider their own styles while studying, their academic achievements seem to improve. In this regard, learning style is viewed as "the way, in which individuals begin to concentrate on process, internalize, and retain new and difficult information" (Dunn, 1990, cited in Hawk & Shah, 2007).

CONCEPT OF LEARNING

Learning styles suggest the ways or methods by which students acquire learning. It is a consistent way of responding to and using stimuli in context of learning. There are inherent variations of learning styles that every individual reflects. Learning style is a personality characteristic that is innate and affected by environmental factor and evolves over a period of time. It is also determined by many variables such as mental abilities, child rearing practices, school environment, peer interaction, self-awareness, involvement in learning on the part of students etc. It gradually develops from birth and stabilizes at certain age i.e. adolescent age. Students reveal their learning style preference by everything they say or do. Present learning style inventory attempts to measure six main learning styles namely- Enactive Reproducing, Enactive Constructive, Figural Reproducing, Figural Constructive, Verbal Reproducing and Verbal Constructive. Their operational definitions are as follows :

- (i) **Enactive Reproducing** : It indicates one's preference for action based concrete experiences. The emphasis is on imitation and practice. It is reproduction oriented.
- (ii) **Enactive Constructive** : It indicates preference for conceptualizing one's experiences based on the processing of enactive information.
- (iii) **Figural Reproducing** : It refers to one's preference for visual experiences related to making diagrams, charts, picture, maps and photographs. The emphasis is on imitation and practice. It is reproduction oriented.
- (iv) **Figural Constructive** : It refers to the preference for processing of figural experiences which will lead to conceptualizations.
- (v) **Verbal Reproducing** : It refers to written or spoken information related to subject matter communicated through words.
- (vi) **Verbal Constructive** : It refers to the preference for reflective, accommodative and abstract thinking about subject matter so as to develop conceptualizations.

REVIEW OF THE RELATED LITERATURE

The review of related literature pertaining to the present study has been given as under:

Verma (2001) reported that urban students seen to have more inclination towards the adoption of dependent, collaborative and participant learning styles than rural women students, however no significant differences were observed between the two groups with reference to independent, commutative and avoidant learning styles.

Singh (2008) in a study of learning style among tribal senior secondary students in H.

P. found that students do not differ significantly with respect to their imaginative and analytical learning styles.

Uppal (2009) from her study concluded that Male and Female B.Ed. students do not appear to differ significantly with respect to their precision and dynamic learning style. Further results shows that Urban and Rural B.Ed. students do not differ significantly with regard to their imaginative and analytic learning style.

Monika (2010) found that rural and urban J.B.T students appeared to differ significantly with respect to their analytical and dynamic learning style

Sahoo & Chandra (2013) from their study found that; independent learning style students were found to be significantly larger than that of dependent learning style among Distance Mode B.Ed. Trainees. Participant learning style students were found to be significantly larger than that of Avoidant learning style among Distance mode B.Ed. Trainees.

Singh & Pandya (2015) there was no significant different found in learning styles between the group of urban and rural students. So, it is said that the students of urban area and rural area have same learning styles.

Kausar & Topno (2021) find the preferred Learning Styles of B.Ed. Trainees and findings indicated that Verbal Constructive Learning Style was found to be more prevalent Learning Style among B.Ed. Trainees.

OBJECTIVES OF THE STUDY

O. To study the difference in learning style among Urban and Rural D. El. Ed. trainees.

HYPOTHESIS OF THE STUDY

H. There will be no significant difference in learning styles of Urban and Rural D. El. Ed. trainees.

RESEARCH METHOD FOR THE STUDY

The study was conducted through descriptive survey method of research was used to study the learning style of Urban and Rural D. El. Ed. trainees.

RESEARCH TOOL USED

In the present study Learning Style Inventory by Karuna Shankar Misra (2012) was used to collect the data from D. El. Ed. trainees.

SAMPLING

In the present study a sample of 100 D. El. Ed. trainees were taken by the simple random technique of sampling.

VARIABLES

In the present study learning style learning styles were treated as dependent variables and Locale are treated as independent variables.

STATISTICAL TECHNIQUE USED

In the present study the data was analyzed by employing statistical technique of Mean, SD and 't'-test.

ANALYSIS AND INTERPRETATION OF DATA

The Table-1 presents the calculated statistics of Learning Styles Among D. El. Ed. Trainees of District Hamirpur In Himachal Pradesh.

TABLE-1
Significant of difference in the Learning Styles Among D. El. Ed. Trainees of District Hamirpur In Himachal Pradesh

Sr. No.	Variable	Rural Group	Urban Group	't'- value
1.	Enactive Reproducing (ER)	N=62	N=43	.48 NS
		M=25.44	M=25.95	
		SD=4.34	SD=3.15	
2.	Enactive Constructive (EC)	N=62	N=43	.56 NS
		M=24.76	M=24.23	
		SD= 4.87	SD=4.34	
3.	Figural Reproducing (FR)	N=62	N=43	.87 NS
		M=24.59	M=24.72	
		SD=3.98	SD=3.45	
4.	Figural Constructive (FC)	N=62	N=43	.45 NS
		M=25.68	M=25.02	
		SD=4.57	SD=4.14	
5.	Verbal Reproducing (VR)	N=62	N=43	.98 NS
		M=25.82	M=25.84	
		SD=3.82	SD=3.82	
6.	Verbal Constructive (VC)	N=62	N=43	.42 NS
		M=25.94	M=25.33	
		SD=4.18	SD=3.47	

NS=Not significant

The Table-5 shows that the obtained 't'- values 0.48, 0.56, 0.87, 0.45, 0.98 and 0.42 of Rural and Urban D. El. Ed. Trainees for Enactive Reproducing, Enactive Constructive, Figural Reproducing, Figural Constructive, Verbal Reproducing and Verbal Constructive Learning Styles respectively were found non- significant, It means that Rural and Urban D. El. Ed. Trainees do not differ significantly with regard to their Enactive Reproducing, Enactive Constructive, Figural Reproducing, Figural Constructive, Verbal Reproducing and Verbal Constructive Learning Styles.

More or less on the average, Rural and Urban D. El. Ed. Trainees were found to have almost similar orientation toward their Enactive Reproducing, Enactive Constructive, Figural Reproducing, Figural Constructive, Verbal Reproducing and Verbal Constructive Learning Styles. Hence, the Hypothesis stating that, "There will be no significant difference in learning styles of Urban and Rural D. El. Ed. Trainees" was accepted.

FINDING OF THE STUDY

- No significant difference found in learning styles of Urban and Rural D. El. Ed. Trainees.

IMPLICATIONS

Every individual adopts his own style of learning for performance. This paper implies that learning style play an important role in the lives of learners. When students recognize their own learning style, they will be able to integrate it into their learning process and the learning process will be enjoyable and more effective. Teachers should identify the learning style of students and teach them accordingly. Teaching techniques can be modified according to students' learning style. Both teachers and parents are to cooperate with students to provide them suitable environment without enforcing them against their learning style as it will lead to acceptance of fruitful knowledge by students and maintain and retain their interest in studies.

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A STUDY OF PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS

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ABSTRACT

True education provides us the tools to improve the quality of education. Only a skilled teacher can impart right education so there is a need of teacher educators who are professionally committed. The teacher plays an important role in promoting and nurturing this profession and also plays a crucial role in educating and teaching the future teachers of the society. The major purpose of this research was to understand the professional commitment on the basis of teaching experience among the teacher educators teaching in the different B. Ed. and D. El. Ed. colleges of education in Hamirpur Bilaspur and Mandi districts of Himachal Pradesh. The data was collected from 100 teacher educators according to their sex, locality, qualification, NET qualification, teaching experience, & marital status. The convenient sampling technique was used for data collection. In the present study, Professional Commitment scale for teacher educators (PCSTE) prepared by Dr. Vishal Sood (2011) was used.

KEYWORDS : Education, Teacher Educators, Professional Commitment, Teaching Experience...

INTRODUCTION

In all the professions, teaching is considered as one of the noblest professions. The teacher educators are the persons responsible for preparing quality teachers for the society. So, they must have professional commitment to their profession. A committed teacher educator is an asset to the society. Professional commitment is defined as loyalty & dedication of a person towards his profession and sense of responsibility towards the society. Similarly, a professionally committed teacher gives equal chance to every student according to their abilities, skills and capabilities to choose right stuff in his life at the right time to ensure optimal level of achievement. Teachers are like a burning lamp having burning oil for lighting the mind and hearts of pupil (Kumar & Dhandhi, 2012). Teacher

carries the liability on his shoulders to contribute towards quality education at each level so that he is able to prepare the best minds and good citizens for his country. As the sea of knowledge is growing and incomparable changes of information, knowledge and action revealed in all the walks of the life, the part of teacher become noteworthy in equipping students with necessary shield to protect them from its bad impact and desires to take an optimistic direction. It can only be achievable if teacher uphold a higher level of academic and professional knowledge.

This research aimed to examine the professional commitment of teacher educators with respect to their teaching experience. Teaching experience is positively associated with student achievement gains throughout a teacher's career. Gains in teacher effectiveness associated with experience and as teachers gain experience, their students not only learn more, but are also do better on other measures of success. Teachers' effectiveness increases at a greater rate when they teach in a supportive and friendly working environment, and when they accumulate experience in the same grade level, subject, or district. More-experienced teachers support greater student learning for their colleagues and their school, as well as for their own students.

Of course, there is variation in teacher effectiveness at every stage of the teaching career, so not every inexperienced teacher is less effective, and not every experienced teacher is more effective.

An experienced & committed teacher possesses different qualities to perform and functions proficiently and efficiently in the system. Experience can help them in ensuring and establishing an effective teaching learning process in the field of education. That is why teachers are considered to play a very important role in the field of teaching-learning process.

REVIEW OF THE RELATED LITERATURE

The review of related literature relevant to the present study has been given as under:

Joseph (2003) conducted a study of professional commitment of primary school teachers in relation to working conditions and selected personal factors and found that teaching experience did not contribute significantly in the prediction of professional commitment.

Kohli (2005) studied that teacher educators were moderately committed. Further, no consistent significant relationship was found between professional commitment and length of teaching experience of teacher educators.

Sood and Anand (2010) conducted a study and found that the professional commitment of B.Ed. teacher educators was moderate and teaching experience had an impact on the professional commitment.

Ahmad (2012) has studied professional commitment among secondary school teachers in relation to the gender, marital status and experience and found that teachers with more than two years? experience have got more professional commitment than that of the less experienced teachers.

Jain (2013) has examined perspective and work commitment of upper education academics towards their teaching profession. The objectives of the study were to find out the difference in the work commitment of teachers with respect to their gender, type of institution and years of experience. The teachers experience less than 10 years have got more work commitment than that of the teachers with more than 10 years? experience.

Basu (2016) conducted a study and found that male secondary school teachers possess significantly lower levels of professional commitment as compared to their female counterparts and less experienced teachers' exhibit higher levels of professional commitment as compared to their more experienced counterparts.

Pan (2016) in his study found female teachers highly committed as compare to their male counterparts. Also found that teachers having less teaching experience are more committed than those of highly experienced teachers.

Gill & Kaur (2017) examined professional commitment among senior secondary school teachers. Result revealed that there is no significant difference in teaching experience between professional commitments among senior secondary school teachers.

Hatim & Shakir (2021) studied the professional commitment among secondary school teachers in relation to self-esteem gender and length of service. A sample of 136 secondary school teachers (63 male and 73 female), were selected by using simple random sampling technique from different schools of Aligarh Muslim University. The research results in for that there is no significant relationship between the mean scores of the professional commitment and between the mean scores of self-esteems of secondary school teachers. There is no significant difference in the professional commitment among higher secondary teachers in terms of gender and the length of teaching service (as less than 10 years of teaching experience and more than 10 years of teaching experience).

OBJECTIVE OF THE STUDY

- O.** To study the significant difference of Professional Commitment of Teacher Educators with respect to their Teaching Experience.

HYPOTHESIS OF THE STUDY

- H.** There will be no significant difference in the level of Professional Commitment of Teacher Educators with respect to their Experience.

DELEMITATION OF THE STUDY

- The present study was delimited to B.Ed. and D. El. Ed. Colleges of Himachal Pradesh.
- The present study was delimited to teacher educators of Hamirpur, Bilaspur and Mandi districts of Himachal Pradesh.
- The present study was delimited to only 100 teacher educators of self-financed B.Ed. & D. El. Ed. colleges of Himachal Pradesh.
- The present study was delimited to simple random technique of probability sampling.
- The present study was delimited to the use of only one research tool i.e. Professional Commitment Scale for Teacher Educators by Dr. Vishal Sood (2011).
- The study was delimited to the statistical techniques of Mean, SD, and the 't'-Test only.
- The present study was delimited to in terms of time and money resources.

RESEARCH METHOD

The present study was conducted using descriptive survey method of research.

POPULATION

All the teacher educators of B. Ed. /D. El. Ed. colleges of Hamirpur and Mandi districts were the population of the present study. It includes all male and female teacher educators.

SAMPLE OF THE STUDY

The sample of the study consists of 100 teacher educators (male and female) of B.Ed. /D. El. Ed. colleges selected randomly.

TOOL USED

The investigators used Professional Commitment Scale for Teacher Educators (PCSTE-sv) developed by Dr. Vishal Sood.

STATISTICAL TECHNIQUES USED

To find out the difference in professional commitment of teacher educators Mean, SD and the 't'- test were employed by the investigators.

ANALYSIS AND INTERPRETATION OF DATA

The Table -1 presents the calculated statistics of Professional Commitment of Male and Female Teacher Educators w.r.t. their teaching experience.

Table -1

Significance of Mean Difference in Male and Female Teacher Educators based on their Teaching Experience towards Professional Commitment

The detailed analysis is given in Table -1.

Dimensions of Professional Commitment Towards	Number		Mean		SD		Df	't'-Value	Significance
	Highly Experience Teachers	Low Experience Teachers	Highly Experience Teachers	Low Experience Teachers	Highly Experience Teachers	Low Experience Teachers			
I. Learner	36	64	64.97	63.02	4.87	5.30	98	0.07	NS
II. Society	36	64	61.64	59.53	5.66	6.43	98	0.09	NS
III. Profession	36	64	60.44	58.28	5.60	6.50	98	0.08	NS
IV. Achieve Excellence for Profession	36	64	64.36	62.25	5.43	6.17	98	0.13	NS
V. Basic Values	36	64	56.58	54.91	3.96	4.80	98	0.06	NS
OVERALL	36	64	308.00	298.28	19.68	25.66	98	0.04	NS

NS = Not Significant

The Table - 1 indicates that the obtained 't'-values of high experienced and low experienced teacher educators were found to be 0.07, 0.09, 0.08, 0.13, 0.06 and 0.04 with respect to Professional Commitment towards Learner, Society, Profession, Achieve Excellence in Profession, Basic Values and overall professional commitment, which are not significant at 0.05 level of significance. It means that teacher educators do not differ significantly with respect to their professional commitment on the basis of their teaching experience. Hence, the hypothesis that "There will be no significant difference in professional commitment of teacher educators' with respect to their teaching experience" is accepted. Further it was found that the mean scores of levels of professional commitment of highly experienced and low experienced teacher educators were 308.00 and 298.28 respectively which means that highly experienced educators were professionally more committed as compared to their counterparts.

MAJOR FINDINGS OF THE STUDY

- No significant difference was found in the professional commitment of male and female teacher educators of B.Ed. / D. El. Ed. Colleges.
- Mean Scores shows that experienced teacher educator's shows better professional commitment as compared to their counterparts.

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TEACHING EFFECTIVENESS AMONG TEACHER EDUCATORS

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ABSTRACT

Education is the foundation of National development. Education plays crucial part in the changing the behaviour of the peoples in desired way. Teacher is most important in the planning and execution of teaching learning process. Teacher's knowledge, passion, Punctuality, discipline and dedication toward their profession are the important aspects of effectiveness in the classroom. The present research paper is focused to evaluate teaching effectiveness among Teacher Educators of the Hamirpur district in Himachal Pradesh. For this we have selected 100 teacher Educators by stratified sampling of probability sampling.

KEYWORDS : Development, Punctuality, Effectiveness.....

INTRODUCTION

Teaching effectiveness refers to both the quality of teaching and the capability of teachers. Teaching effectiveness is informed by growth-focused evaluations of teaching practice, indicators of learning and wellbeing, and is facilitated by a positive school culture.

CONCEPT OF TEACHING EFFECTIVENESS

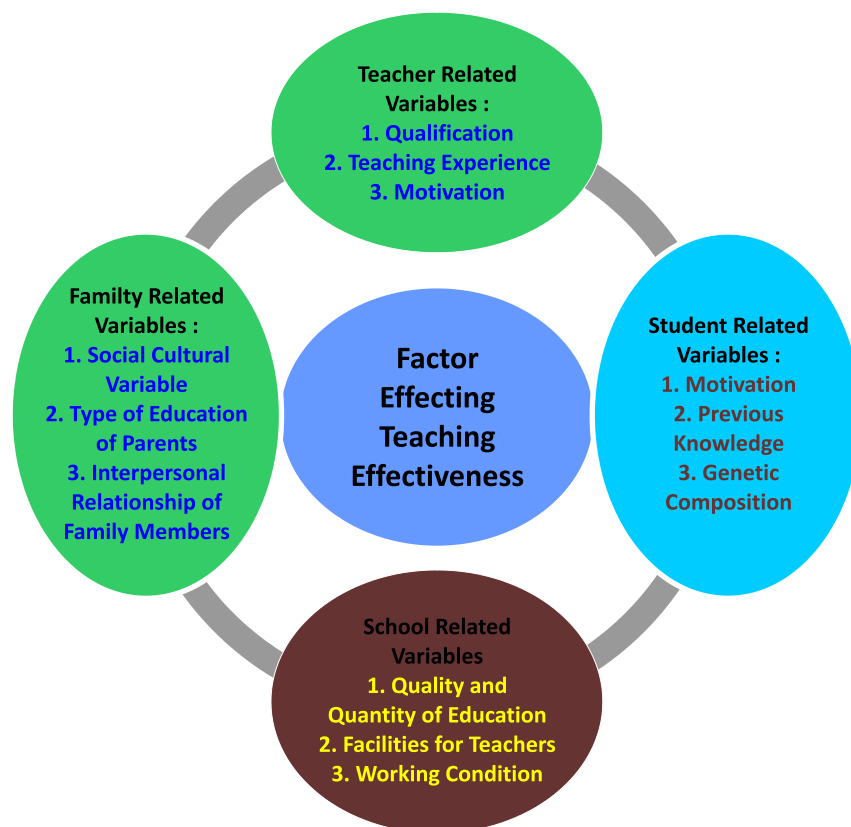
Teaching effectiveness refers to both the excellence of teaching and the potential of teachers. It requires teachers to frequently enhance practice by adopting an evaluative mind-set. Teaching effectiveness is informed by growth-focused evaluations of teaching practice, indicators of learning and wellbeing, and is facilitated by a positive school culture. An educational culture that encourages and supports teachers with their constant growth and development contributes to improving the standards of teaching and outcomes for learners.

Effective teaching directly and indirectly contributes to students':

- ☐ academic achievement
- ☐ improved relationships with teachers
- ☐ improved wellbeing
- ☐ motivation and willingness to learn
- ☐ Feelings of belonging within the school

FACTORS CONTRIBUTING TO TEACHING EFFECTIVENESS

According to Simon and Boyer (2010) [10] some important factors or variables that affect Teaching Effectiveness as well as students' achievement to a great extent. They categorized them into four broad dimensions or variables.



Source : Simon and Boyer (2010, p.85)

TEACHING EFFECTIVENESS: MEANING & DEFINITIONS

Teaching is a complex phenomenon which requires great practice, passion, teaching material and constant feedback to teachers for continuous improvement. McKeachie (1997) [6] noted that “student ratings are the single most valid source of data on teaching effectiveness”. Ajoy Kumar Mahanty (2006) conducted a study on “Evaluation of Teacher Effectiveness through Student Rating” and suggests that there is a need for implementing student rating as a policy indicator for evaluation of teacher effectiveness. Evans (2006) [4] argued that Effective Teaching is synonymous with Teaching Effectiveness and has been defined in three basic ways. These include definitions in terms of (i) Teachers' personalities (ii) Teacher-pupil interactions and (iii) Teachers' impact on pupil's behaviour.

Afe (2003) [2] defined Teaching Effectiveness as the type of teaching characterized by the exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession and ability to inspire good qualities in students.

REVIEW OF THE RELATED LITERATURE

Keeping in mind the nature of study, the review of related literature has been presented in two parts

Pachaiyappan & Raj (2014)[8] major findings were that there was a significant difference between the teacher effectiveness of rural and urban school teachers.

Chowdhury (2014)[3] study revealed that majority of the teachers have no significant difference in the effectiveness in terms of their gender and age among of secondary schools.

Chouhary & Arora (2015) [7] revealed that there is no significant difference of teacher effectiveness exists between urban and rural teachers of Punjab at secondary level.

Raju & Vardhini (2020) [9] found that Age is the highly influenced in teacher effectiveness of Secondary school teachers. High age group secondary school teachers have better teacher effectiveness than the low age group secondary school teachers. Locale is highly influenced in teacher effectiveness of Secondary school teachers. Urban secondary school teachers have better teacher effectiveness than the rural secondary school teachers.

M.R.Ali (2020) [1] conducted a study to find out the professional commitment of teacher educators for their locality of the colleges. The moderate level of professional commitment was found among teacher educators and a significant difference was also seen for their locality of institutions.

NEED AND SIGNIFICANCE OF THE STUDY

Teaching effectiveness is the one of the most important aspects of teaching learning process. The current era is competition oriented and if someone wants to achieve their goals, teaching learning process must be advance. A teacher must be knowledgeable, skillful, technically strong, good personality, punctual, disciplined and experienced. These qualities will make a teacher more effective in the classroom. Thus, we can conclude that the teaching effectiveness is the most important aspect of teaching learning process hence it is appropriate to conduct a study on “Teaching Effectiveness among Teacher Educators”.

OBJECTIVES

1. To Study the difference in Effectiveness of Teacher Educators based on age.
2. To Study the difference in Effectiveness of Teacher Educators based on Residence.

HYPOTHESES

- H₀** There is no significant difference in Teacher Effectiveness of Teacher Educators in Colleges of Education based on age.
- H₀** There is no significant difference in Teacher Effectiveness of Teacher Educators in Colleges of Education based on Residence.

RESEARCH METHOD

The Present study was conducted through Descriptive Survey method of research.

POPULATION

All Teachers Educators of education colleges in Hamirpur District.

THE SAMPLE

The sample consisted of 100 Teacher Educators selected by Stratified random sampling of Probability sampling.

TOOL

Standardized tool is used for the present study for collection of data. The tool is prepared for teachers by Dr. Pramod Kumar and D.N Mutha (1974) (Revised version). In this tool 69 questions are there. This tool has .77(N=50) validity and 0.75(N=50) reliability. Items are given a score of 5,4,3,2 and 1 for strongly agree, agree, uncertain, disagree, strongly disagree respectively. The sum of these values gives the teacher-effectiveness score for the subject. The total score varies from 69 to 345, showing least teacher effectiveness to highest teacher-effectiveness in teaching learning process.

STATISTICAL TECHNIQUES USED

In the present study statistical techniques of the 't'-test were used for testing the research hypothesis.

ANALYSIS AND INTERPRETATION OF COLLECTED DATA

H₀ Significant difference in Teacher Effectiveness among Teachers Educators Based on Age

Table 1 shows the calculated statistical values of High Age and Low Age Teacher Educators

Table 1

Group	N	Mean	SD	DF	t' -Value	Significance
High Age	68	284.1618	22.6443	98	0.16	NS
Low Age	32	291.375	25.04029			

NS = Not Significant

Table - 1 reflects the t' - value of High Age and Low Age Teacher Educators is 0.16, which is non-significant at 0.05 level of significance. That means High Age and Low Age Teacher Educators are significantly not different with regards to Teacher Effectiveness. In other words, we can say that, High Age and Low Age Teacher Educators have similar Level of Teacher Effectiveness in College of Education. Hence, the hypothesis which is “There is no significant difference in Teacher Effectiveness of Teacher Educators in Colleges of Education based on age” is retained.

H_0 Significant difference in Teacher Effectiveness among Teachers Educators Based on Locale

Table 2 shows the calculated statistical values of Rural and Urban Teacher Educators

Table 2

Group	N	Mean	SD	DF	t' -Value	Significance
Rural	53	279.1321	24.56235	98	0.20	NS
Urban	47	294.7447	19.49411			

NS = Not Significant

It is clear from the Table -2 that obtained ' t' ' value of Rural and Urban Teacher Educators is 0.20, which are not significant at 0.05 level of significance. That means Rural and Urban Teacher Educators differ non significantly towards their Teaching Effectiveness. So, we can say that, Rural and Urban Teacher educators have same level of Teaching Effectiveness. Hence, the hypothesis which is “There is no significant difference in Teacher Effectiveness of Teacher Educators in Colleges of Education based on Residence” is accepted.

FINDINGS OF THE STUDY

1. There is No significant difference found in Teacher Effectiveness of High Age and Low Age Teacher Educators in Colleges of Education.
2. There is No significant difference found in Teacher Effectiveness of Rural and Urban Teacher Educators in Colleges of Education.

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. This study concluded that there is no difference in effectiveness in High Age and Low Age Teacher Educators hence it shows that there are same teacher training programmes, quality teaching, occupational security, good salary and good environment and subject mastery in Teacher Education.
2. The study revealed that there are no significant differences were found in Rural

and Urban teacher educators teaching in teacher education colleges in Himachal Pradesh. This may be due to same passion, increasing human resources and conducting other seminar, conference, workshop programs and accountability towards teaching.

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ATTITUDE OF SCHOOL LECTURERS TOWARDS TEACHING PROFESSION IN RELATION TO LOCALE

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ABSTRACT

The present study was aimed to study Teachers Attitude towards Teaching Profession in relation to Locale. For this study 100 teachers were selected as a sample. Random sampling technique was used for sample selection. In the present study, a tool that was prepared by Dr.(Mrs.) Umme Kulsum, Senior Lecturers Department of Education, Bangalore University was used the name of the tool is Attitude Scale towards Teaching Profession for teachers which is used by the investigators in order to carry out the investigation successfully. The finding of the study shows that there is no significant difference between Attitude towards Teaching Profession in relation to Locale.

KEYWORDS : Attitude, Teaching Profession, Locale...

INTRODUCTION

Teaching is a noble profession that comes with so much responsibility and duty towards students. Teachers do not only teach and impart knowledge but inspire and motivate students for life and take important step in life. They keep working to boost the confidence of students and direct those in the right direction, there were many teachers who dedicated all their life to empowering their students and making them better and more successful human beings in their life.

Education is a lifelong process; without teacher the process of education is ineffective. Education takes place through the interaction between the teacher and taught. A teacher is the most important element in the teaching-learning process. It is said that no system of education is better than its teacher, because the quality of education depends upon the teacher who serve it. The teacher is the backbone of the educational system, maker of the mankind and architect of the nation. Among all the profession, teaching profession is the most important and general profession as it produces all others professions.

ATTITUDE

A most important factor in teaching-learning process is teacher. A good education system can flourish if two conditions are satisfied. First is constant updating and refinement in knowledge and skills of existing/serving teachers and second one is equipping upcoming prospective -teachers with a positive attitude towards their profession. Attitudes towards profession are usually related with enjoying profession complete dedication to their profession and being aware that profession is socially useful and believing that they need to improve the profession. One's behaviour to a great extent depends upon one's attitude towards things, idea, person, object in his/her environment. In simple words, attitudes are "pre-dispositions" to behave in a certain way. Attitude is defined as preference along a dimension of favourableness and unfavourableness to a particular group, institution, concept or object. Someone who does not enjoy his/her occupation will not be able to succeed in that occupation. A teacher with a positive attitude towards teaching is considered better and becomes popular figure among students. Positive attitude not only promote learning but also create climate which stimulates effective learning.

CONCEPT OF PROFESSION

Profession includes those activities which require special knowledge and skill to apply by individuals in their occupation. Such activities are generally subject to guidelines or code of conduct laid down by professional bodies. Those engaged in the profession are known as professionals.

On the other hand, we can say that profession "may be defined as a vocation or a job requiring some thought, skill and special knowledge like that of C.A, Lawyer, Doctor, Engineer, Architect etc. A profession is an occupation that involves specialized training and formal qualification before one is allowed to practice or work. Society and community place a great deal of trust in the professions.

CONCEPT OF TEACHING PROFESSION

Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the teaching profession. Teaching as a career choice offers the opportunity to make a positive difference in the lives of students, inspire learning and shape the future. Teaching is a profession and a mode to make students have more

potential and learn important lessons even about life respect, sharing, ethical values, and cultures.

Teaching profession has become a huge concern in our society professionalization of the teaching workforce is a major concern that needs to be addressed because it is a field of significant knowledge.

REVIEW OF RELATED LITERATURE

Uma et al. (1996) has found that majority of male rural elementary school teachers had high and average attitude towards teaching and they assumed teaching as a challenging job. They further revealed that the rural elementary school teachers had average teacher efficiency attitude.

Pushpam (2003) the author investigated into the attitude towards teaching profession. The results show that Location of school did not influence significantly the attitude of the teachers.

Gupta et.al. (2011) the effects of the Attitudes of Higher-level Education teachers towards teaching in India. It uncovered the fact that the majority of teachers working in the rural areas were more committed and satisfied as compared to the teachers working in urban areas.

Mohammad Iqbal Mattoo & Tariq Abdullah Bichoo (2014) studied the Attitude of Secondary School Teachers towards Teaching with Special Reference to Rural and Urban Background and findings showed that rural and urban teachers differ significantly on some areas of attitude towards teaching.

Hafiz Mudasir, Ganai and Ramana Rao (2016) conducted a study on Attitude of Secondary School Teachers in Relation to Gender and Rural Urban Dichotomy and findings showed that urban teachers had more favorable professional attitude towards teaching than rural teachers.

Eleje et.al. (2022) investigated in this study is the attitude of secondary school teachers towards the teaching profession and found that the secondary school teachers in urban areas had higher positive attitude than the secondary school teachers in rural areas.

OBJECTIVES OF THE STUDY

To find the attitudinal difference among Rural and Urban School Lecturers towards Teaching Profession.

HYPOTHESIS OF THE STUDY

There will be no significant attitudinal difference among Rural and Urban School Lecturers towards Teaching Profession.

RESEARCH METHOD FOR THE STUDY

The present study was conducted through descriptive survey method of research to test the Attitude of School Lecturers towards Teaching Profession.

RESEARCH TOOL USED

In the present study Attitude Scale towards Teaching Profession for teachers by Dr. (Mrs.) Umme Kulsum, Senior Lecturers Department of Education, Bangalore University was used to collect the data from school teachers.

POPULATION

The population target in this present study comprises the lecturers of Hamirpur District that belongs to government senior secondary schools.

SAMPLING

In the present study the cluster technique of probability sampling was used for data collection and 100 School Lecturers were selected to study.

ANALYSIS AND INTERPRETATION OF THE DATA

The Table-1 shows the calculated statistics of attitude of rural and urban school lecturer towards teaching profession

Table-1
Showing the Significance of Difference in Mean Scores of Attitudes of Rural and Urban School Lecturer towards Teaching Profession

Attitude towards Teaching Profession	Rural		Urban		df	't'-Value	Significance
	Mean	S.D.	Mean	S.D.			
Academic Aspects	27.80	4.15	27.06	3.68	98	0.363	NS
Administrative Aspects	16.70	3.36	16.29	1.61	98	0.419	NS
Social-Psychological Aspects	76.211	9.69	70.18	14.89	98	0.037	NS
Co-curricular Aspects	13.799	2.705	12.85	1.74	98	0.039	NS
Economic Aspects	16.38	5.14	15.12	2.38	98	0.097	NS
Overall Score	150.88	19.58	141.62	19.37	98	0.027	NS

NS=Not Significant

It is evident from the Table-1 that the obtained 't' values of rural and urban school lecturer towards teaching profession for Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession along with overall score were found to be **0.363, 0.419, 0.037, 0.039, 0.097 & 0.027** respectively, which are not significant at 0.05 level of significance among rural and urban school lecturer towards teaching profession. It means that rural and urban school lecturers do not differ significantly all aspects of Attitude towards teaching profession. In other words, it can be said that more or less on the average rural and urban school lecturers had similar levels of various aspects of their attitude towards teaching profession. This may be attributed to various aspects of rural and urban's attitude towards teaching profession. Hence, the hypothesis stating that, 'There will be no significant attitudinal difference among rural and urban School Lecturers towards Teaching Profession' was accepted.

FINDING OF THE STUDY

The finding of the present study pertaining to locale differences in the attitudes toward teaching profession of school lecturers revealed that no significant differences were found in Urban and Rural groups with respect to their Academic aspects, Administrative Aspects, Social-Psychological Aspects, Co-curricular Aspects & Economic Aspects of Attitude towards teaching profession along with overall score attitudes toward teaching among school lecturers.

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ROLE OF MEDIA & HINDI IN THE CHANGING ERA

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ABSTRACT

The present era is the era of globalization, marketism and disintegration of human relations. Marketism and the global principles of consumerism have influenced every sector of the present era. Media is the mirror of the changing era and society. Media powerfully presents the activities, problems and movements of the society on its mirror along with arguments and arguments. In the twenty-first century, the impact of changing paradigms and globalization is also found in the field of media. The media of the present era is no longer limited to only the traditional forms of print media, electronic media, publicity, public relations, advertising etc. Hindi language as a contact language is an important language in India. Therefore, Hindi as a powerful language can easily function as a medium of media. In this era of globalization and marketism, there has been a lot of change in the social concerns of media and Hindi language. In the present times, the media which works for the benefit of the society is becoming vulnerable to commercialism and both its content and character have changed. In the era of marketism, media and Hindi language have emerged as complements to each other. The development of both depends on their proper use. If both of these are used properly then the society will automatically develop.

KEYWORDS : Hindi, Marketism, Media, Society....

INTRODUCTION

The present era is the era of globalization, marketism and disintegration of human relations. Globalization has not only provided opportunities for the countries of the world to establish more business relations with each other, it has also infiltrated the cultures and civilizations of more countries. The global principles of marketism and consumerism have influenced every sector of the present era. The media sector has also not remained untouched by this. In the Indian perspective, the role of media has been considered as the fourth pillar of democracy. Its place comes after the legislature, executive and judiciary. Therefore, only the media can give a powerful presentation of the success and failure of

the democratic governance system. Media is the only medium which can easily convey the voice of the common people to the politicians and officials. In the words of Roopchand Gautam, "Society is a platform if seen legally. Media is on this platform.

Assesses the activities of the entire society from one corner to the other. Probably media is the mirror of the changing era and society. The media powerfully presents the activities, problems and movements of the society on its mirror along with arguments and criticisms. On the basis of these analyses, the common people are able to control the arrogance of politicians. Probably, media has been a major factor of social change and development since the early ages of its existence. The long and continuous process of man's transformation from ancient to modern has been completed by the media.

MEDIA IN THE TWENTY-FIRST CENTURY

In the twenty-first century, the impact of changing paradigms and globalization is also found in the field of media. The media of the present era is no longer limited to only the traditional forms of print media, electronic media, publicity, public relations, advertising etc. In the present times, with the development of media industries, many new media areas have emerged along with corporate communication and internet journalism. Along with the expansion of this field of media, digital technological development has also brought about many changes in the forms of media. In the first era of digital technology, after 1994 AD, networks, cell phones, iPads, cameras, chips etc. started being used, while in the second digital era, after 2004 AD, social sites like Facebook, Twitter, Linked In, Shutter Ply, Avatar, My Media developed in the form of space, YouTube etc. as forms of personal expression. Probably the new media is no longer dependent only on desktop computers, now it has gone beyond laptops and has reached smartphones and tablet computers. The society has also benefited greatly from the progress made by the media. By using all these means of media, the common people of the present era have made themselves aware. The vivid example of which is Annahajare's Janlok Bill movement and protests by the public on various aspects of political and social issues etc. In the present time, media is the only medium which expresses public opinion and starts the mass revolution. The change that has taken place in the lifestyle of people today and the reduction in the gap between rich and poor is the result of media change. Even if a person is living a life of deprivation, he is understanding every good and bad aspect through the media. In the words of Dr. Ratan Kumar Pandey, "If the media follows the right path, it changes the direction, speed and form of the individual, society and humanity. It has to make the world beautiful and

worth living in. The job of the media is to provide information, educate (worth knowing) To create and entertain. Perhaps the only aim of the media is to present the various difficulties and problems of human life.

HINDI LANGUAGE AS CONTACT LANGUAGE

After highlighting the interrelationship between media and society, now this curiosity arises in the mind that which can be the right powerful language to reach the media's communication to the society? A simple solution to this curiosity can be found through the language which is the communication language for the common people. Hindi language as a contact language is an important language in India. This language is spoken and understood by most of the people in India. Probably as a result of this, Hindi language has also got the honour of national language. Hindi language is a language which is prevalent in a wide area in villages, cities, states and countries. From an illiterate poor villager to an educated urban person, this language can be assimilated. Therefore, Hindi as a powerful language can easily function as a medium of media. According to Madhav Hada, 'Hindi is a developing language and its nature has been inclusive since the beginning, hence it has absorbed a lot from other languages ??that came in contact with it. Hindi has completely opened its doors for the new global vocabulary that has emerged due to globalization and communication revolution. Probably, compared to the languages ??of the entire world, Hindi is known as the simplest language. The argument behind this can be given that Hindi is the only language in the world which is written in the same way as it is spoken. Along with this, Hindi as a medium language is also an elastic and contact language which has the ability to digest all the languages ??together. Therefore, the use of this language in the field of media is most relevant in the Indian society of cultural pluralism and diversity.

HINDI LANGUAGE AND MEDIUM OF MEDIA

In the present society, if media is a medium then the medium of that medium is Hindi language. Both are contributing to each other's development and growth. While on one hand media is using Hindi as a medium, on the other hand Hindi is being propagated through media. Both have emerged as complements to each other. By becoming complementary to these two, the people's struggles against the social, religious conventions and ostentation of the society and the works for public welfare have also got a voice. Hindi, by becoming the language of the media, has also become a source of alerting the public and bringing out the reality of the misconceptions spread in the changing era. The

use of Hindi language as a medium in media is increasing day by day. To a large extent, media has also provided employment opportunities to the youth studying Hindi language. But along with this, at present Hindi media is also facing shortage of Hindi experts. According to Dr. Arjun Chavan, today the media needs language experts the most. Today The need is for good editors, translators, correspondents, applicants, proof readers, documentary writers, screenwriters, dialogue writers, lyricists and commentators. But due to lack of qualified person, the media is handling the work. Probably, this problem was quite widespread in the field of Hindi media in the initial days but gradually this problem is also decreasing.

CONCLUSION

In modern times, media and Hindi language seem to be moving together. A direct example of this is the increase in Hindi news channels, Hindi language is used the most in dramas, comedy shows, reality shows, music competitions and many other programs. But in this era of globalization and marketism, there has been a lot of change in the social concerns of media and Hindi language. In the present times, the media which works for the benefit of the society is becoming vulnerable to commercialism and both its content and character have changed. According to Laxmendra Chopra, "The tragedy today is that the words, language and ideas that gave birth to the media are being expelled one by one from the media. Glamorous, colorful photography, vulgar humor, meaningless Light gossip, crime technology has made the media a slaughterhouse of language, culture and ideas. Probably all these are the dark sides of the media which are trying to tarnish the social welfare image of the media as a result of commercialism. Despite this, media is working as a powerful messenger. In the present society, media has played a very important role in not only making a large section of Indians aware but also in showcasing their talent. But according to Subhash Sharma, there is a need to make TV a medium of two-way communication, to raise questions on important issues and to involve the common people. If this kind of public pressure is created in the right direction and apart from the state, the market accepts it, then the day is not far when electronic mediums like TV will be made the mass medium of two-way communication. Probably, this will be possible only when media people and linguists work together in the interest of the society because a strong media can convey its message to the general public only in an easily comprehensible language. Undoubtedly only Hindi language can full fill this important purpose. But this can happen only when language is used properly in the media. In this context, Anil Chamadia

writes in his article that “For channels, Hindi is a company and the language is a share price.” Probably this thinking is the result of the influence of marketism. In the present time, there is a need to change this thinking, only then language will become a powerful medium to express thoughts. In conclusion, it can be said that according to the needs and challenges of the changing era, media and Hindi language have changed their content and form. In the era of marketism, media and Hindi language have emerged as complements to each other. The development of both depends on their proper use. If both of these are used properly then the society will automatically develop. In the present time, there is a need that in this era of marketism and globalization, their use should be made meaningful and beneficial to the society.

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PSYCHOLOGICAL WELL-BEING IN EDUCATION

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ABSTRACT

Psychological well-being is a fundamental aspect of students' overall health, directly influencing academic performance and personal development. This article explores the significance of psychological well-being in educational settings, examining factors such as academic pressure, social relationships, and family environment. It also discusses strategies to enhance well-being, including promoting mental health awareness, creating supportive environments, and encouraging a balanced lifestyle. The article highlights the importance of integrating psychological well-being into educational policies and practices, suggesting that a holistic approach can lead to better academic and personal outcomes for students.

KEYWORDS : Well Being, Psychological Well Being, Education.....

INTRODUCTION

Psychological well-being is an important part of overall health, especially in education. It encompasses emotional, cognitive, and social aspects, affecting how students think, feel, and act. Psychological well-being in an academic setting can significantly affect students' academic performance, social interactions, and overall achievement. This research article examines the factors affecting psychological well-being in educational settings, examines its implications, and suggests strategies for enhancing well-being in students.

REVIEW OF RELATED LITERATURE

Ryff (1989) studied and explored that the multi-dimensional nature of psychological well-being, emphasizing factors like self-acceptance and personal growth.

Keyes (2002) introduces the concept of flourishing, linking high levels of well-being to positive life outcomes, including academic success.

Seligman (2011) explores the elements of well-being and their application in education, advocating for a focus on strengths and positive emotions.

Deci & Ryan (2000) examined the role of autonomy and relatedness in well-being, particularly in the context of educational settings.

FACTORS AFFECTING PSYCHOLOGICAL WELL-BEING IN EDUCATION

1. **Academic Pressure** : Pressure to improve academically can cause stress and anxiety. The competitive nature of educational systems, especially in higher education, can further exacerbate these feelings, potentially affecting students' mental health.
2. **Social Relationships** : Positive social interactions and supportive relationships with peers and teachers are critical to student success. Isolation or bad relationships can make us feel isolated and depressed.
3. **Family Environment** : A supportive family environment contributes significantly to the psychological well-being of students. Conversely, family conflict or lack of support can negatively affect students' mental health.
4. **Extracurricular activities** : Participation in extracurricular activities gives students a sense of purpose and belonging. These activities help develop life skills and provide a break from academic stresses.
5. **Mental health awareness and support** : Access to mental health resources, such as counseling services and awareness programs, is important in supporting student well-being. Lack of awareness or stigma associated with seeking help can prevent students from getting the help they need.

STRATEGIES FOR ENHANCING PSYCHOLOGICAL WELL-BEING

1. **Promoting mental health literacy** : Educational institutions should prioritize mental health literacy and provide information and resources to students and staff. Workshops, seminars, and campaigns can help reduce stigma and encourage behaviours to help gain support.
2. **Supportive environment** : Schools and colleges should provide a supportive environment that encourages positive social interaction. Initiatives such as peer mentoring programs and teacher-student relations activities can enhance students' sense of belonging.
3. **Balance academic and extracurricular activities** : Institutions should encourage a balance between academic responsibilities and extracurricular involvement. Providing opportunities for students to participate in hobbies, sports, and the arts can reduce academic stress and enhance overall well-being.

4. **Providing mental health services** : Easy access to counseling and mental health services is essential. Institutions should have trained staff available to help students deal with stress, anxiety and other mental health issues.
5. **Encouraging healthy lifestyle choices** : Promoting physical health through activities such as sports, exercise and nutrition can have a positive impact on mental health. Educational programs that address healthy lifestyle choices can support students' overall well-being.

CONCLUSION

Psychological well-being is an important component of students' overall health and success in educational settings. A variety of factors, including academic stress, social relationships, and family circumstances can affect students' mental health. Educational institutions can enhance the well-being of their students through strategies such as improving mental health awareness, supportive environments, and providing access to mental health services. Promoting a holistic approach to education that prioritizes psychological well-being will not only improve academic achievement, but also contribute to the development of well-rounded and resilient individuals.

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IMPACT AND ROLE OF SOLAR ENERGY IN SUSTAINABLE DEVELOPMENT IN INDIA

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ABSTRACT

Extensive fossil fuel consumption in almost all human activities led to some undesirable phenomena such as atmospheric and environmental pollutions. Consequently, global warming, greenhouse effect, climate change, ozone layer depletion and acid rain started to appear frequently. In order to avoid further impacts of these phenomena, the two concentrative alternatives are either to improve the fossil fuel quality or more significantly to replace fossil fuels with environment friendly, clean and renewable energy sources. It must be the main and common purpose of humanity to maintain environment for the betterment of future generations with sustainable energy developments and the known limits of fossil fuels force the societies of the world in the long run to work jointly for their continuing replacement by renewable energy alternatives rather than the quality enhancement of fossil sources. Among these renewable sources, solar energy comes at the top of the list due to its abundance, and even distribution in nature. Solar energy is environment friendly and a green energy source. Furthermore, it has identified the contributions of solar energy applications in creating jobs opportunities and enhancing ecological protection. Lastly, the standpoint of solar energy technology is drawn up in the application of the energy sector and affords a vision of future development in this field.

KEYWORDS : Solar Energy, Solar Energy Applications, Sustainable Development.....

INTRODUCTION

In recent years, the fastest growing thing is the energy requirement by the world, with the decrease in the conventional resources. The most difficult thing in front of the world is how to accomplish the necessity of energy. Due to the inadequacy of the conventional resources, the world has to think about the alternate sources of energy. Nowadays most of the countries are emphasizing the development of renewable energy resources. In the

renewable energy resources, solar energy plays an important role and it is a marvelous source of energy. Solar energy is energy derived from sunlight. The amount of sunlight that reaches the earth's atmosphere is adequate to power all of our needs. The solar energy hits the earth continuously, which is more than 15,000 – 20,000 times the world's total energy consumption. The sun is the planet's most powerful and most unused source of energy by humans. The sun is a free, sustainable, clean resource we can use in place of conventional electricity to command our lives. Solar energy can be used to provide heat, light, and other electricity-dependent needs.

In launching India's National Action Plan on Climate Change on June 30, 2008, the Prime Minister of India, Dr. Manmohan Singh stated: "Our vision is to make India's economic development energy-efficient. Over a period of time, we must pioneer a graduated shift from economic activity based on fossil fuels to one based on non-fossil fuels and from reliance on non-renewable and depleting sources of energy to renewable sources of energy".

In this strategy, the sun occupies center-stage, as it should, being literally the original source of all energy. We will pool our scientific, technical and managerial talents, with sufficient financial resources, to develop solar energy as a source of abundant energy to power our economy and to transform the lives of our people. Our success in this endeavor will change the face of India. It would also enable India to help change the destinies of people around the world.

The National Action Plan on Climate Change also points out: "India is a tropical country, where sunshine is available for longer hours per day and in great intensity. Solar energy, therefore, has great potential as a future energy source. It also has the advantage of permitting the decentralized allocation of energy, thereby empowering people at the grassroots level".

IMPORTANCE OF SOLAR ENERGY

As the world fights with the challenges of climate change and the burning need for sustainable energy sources, solar power is a valuable resource for both our present and future. The points which show the importance of solar energy in our daily are as under:

I. Renewability and Sustainability

Unlike fossil fuels, which are limited, the sun is an everlasting source of energy. This makes solar power a sustainable and renewable source of energy, ensuring that we do not run out of it in the anticipated future.

II. Financial Benefits

The cost of solar panels has dropped over the years, and the considerable decrease in upfront costs makes solar power a more reachable option for many. This allows individuals and communities worldwide to harvest the financial benefits of solar energy, including reduction in electricity bills, low continuation cost.

III. Energy Independence

Dependence on solar energy reduces dependence on overseas oil and imported fossil fuels, promoting energy security for nations. It also allows homeowners and businesses to lessen their dependence on the energy network.

IV. Minimal Maintenance Required

Regardless of the fact that photovoltaic panels do slowly become less efficient, with a useful lifetime of 20-25 years, the kind of post-installation safeguarding required is similar to that of a regular electrical system, with the addition of some episodic cleaning and little else, so maintenance is negligible.

V. Green until the End of Life

Solar panels are really practical, not only in the setting up stage, but also when it is time to remove or change them. They are generally easy to dismantle and the equipment's used in them can be reclaimed, recycled and reused, further sinking the ecological impact of this kind of energy.

VI. Non – Contaminating

Solar energy does not release poisonous substances or noxious waste into the air, which can be very harmful to the environment and to human beings. Poisonous substances can acidify land and water ecosystem and corrode building. Air pollutant can cause heart disease, cancer and respiratory diseases like asthma. Also solar energy does not generate waste or pollute water an extremely vital factor given the insufficiency of water.

VII. Create Wealth and Jobs

In addition, solar energy is “native” energy, because it is accessible almost everywhere on the planet, which contributes to reducing energy imports and to create wealth and local employment.

IMPACTS OF SOLAR ENERGY AND SUSTAINABLE DEVELOPMENT IN INDIA

India, a swiftly rising nation, is witnessing a flow in energy demand due to its growing population and increasing economy. To meet up this demand, the country is progressively turning to renewable energy sources (like water energy, wind energy, tidal energy, solar

energy), predominantly solar energy. Solar Energy is considered as a catalyst for environmental, social, and economic transformation.

1. Environmental Impact

☐ Reducing Greenhouse Gas Emissions

Solar energy is a clean and renewable source of energy that does not produce greenhouse gases. So, by replacing fossil fuels with solar energy, India can significantly diminish its carbon footprint and contribute to global efforts to fight climate change.

☐ Conserving Water Resources

Solar power generation requires nominal water usage compared to conventional energy sources like coal, petroleum and nuclear power plants. This is particularly important in a water-scarce country like India, where water resources are under enormous pressure due to population growth and climate change.

☐ Promoting Sustainable Development

Solar energy can support India's sustainable development goals by providing clean and affordable power to all, reducing air pollution, and promoting the efficient use of resources.

☐ Green Conservation

Solar farms, designed with biological considerations, reduce land use impact and can co-exist with local biodiversity, contributing to the protection and preservation of ecosystems.

2. Social Impact

☐ Electrification of Rural Areas

Solar energy can play a crucial role in providing electricity to remote and rural areas in India, where grid connectivity is often unpredictable or non-existent. Access to electricity will improve the quality of life for millions of people by enabling improved healthcare, education, and communication facilities etc.

☐ Empowering Women

Solar energy projects can make women powerful by providing them with employment opportunities and income-generating activities. For example, women can be skilled to accumulate, fix, and maintain solar products, or they can become solar entrepreneurs, selling solar-powered appliances in their societies.

❑ **Advancing Health**

Switching to solar energy reduce health risks connected with pollution from conventional energy sources. In healthcare services, reliable solar-powered electricity ensures continuous medical services, critical for community health.

❑ **Ensure Food Safety**

Solar-powered irrigation system and farming technologies can improve food production, predominantly in drought-prone areas, contributing to food safety and sustainable agriculture.

❑ **Reducing Energy Poverty**

Solar energy can help in improving energy shortage by providing inexpensive and clean electricity to low-income households. This will permit them to access necessary services, such as lighting, cooking, and heating, without incurring elevated energy costs.

3. Economic Impact

❑ **Job Foundation**

The solar energy region has the potential to produce many job opportunities in India. As the business expands, there will be a demand for expert professionals in various roles, such as engineers, technicians, and sale representatives. This will contribute in reducing joblessness rates and boosts the nation's economy.

❑ **Energy Safety**

India can decrease its reliance on imported fossil fuels by investing in solar energy, which is subject to price fluctuations and geopolitical tension. This will improve the country's energy safety and save valuable foreign exchange reserves.

❑ **Attract Investments**

The Indian governments motivated solar energy targets and encouraging policies have fascinated considerable investments from both domestic and international players. This invasion of capital will rouse economic growth and create a competitive market for solar products and services.

❑ **Addressing Metropolitan Energy Requirements**

In metropolitan areas, solar energy reduces dependence on unsustainable power sources such as coal; LPG, kerosene etc., decreases pollution, and can yet eradicate urban heat islands, making cities more livable and sustainable.

CONCLUSION

Impact of Solar energy in achieving the Sustainable Development Goal is comprehensive and insightful. From powering homes and schools to driving financial growth and shielding the environment, solar energy is a key enabler of sustainable development. It's potential to transform communities and economies underscore the necessity of accepting this clean, long lasting and renewable energy source.

Further, solar energy has the potential to transform India's financial, social, and environmental landscape. By accepting this renewable energy source, the country can create jobs, improve living standards, and safeguard the environment for upcoming generations. As India continues to invest in solar energy, it will not only protect its energy future but also helps in emerging out as a global leader in the renewable energy region.

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CHALLENGES AND PROSPECTS OF IMPLEMENTING THE NATIONAL EDUCATION POLICY 2020 IN HIMACHAL PRADESH

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ABSTRACT

This research report explores the challenges and suggestions in the implementation of National Education Policy 2020 in Himachal Pradesh, India. NEP 2020 is a comprehensive reform policy to transform the Indian education system with emphasis on holistic and interdisciplinary education, experiential learning, technology integration, and skill development. However, the implementation of the policy faces challenges including inadequate capacity, resources, and infrastructure. The report offers suggestions to address these challenges including capacity building, stakeholder engagement, monitoring and evaluation, resource mobilization, local adaptation, and collaboration with the central government. Overall, the report highlights that NEP 2020, if implemented effectively, has the potential to transform the education system in Himachal Pradesh.

KEYWORDS : National Education Policy 2020, Implementation, Himachal Pradesh, Challenges, Suggestions, Education Reform....

INTRODUCTION

The National Education Policy (NEP) 2020 is a comprehensive policy document that outlines the vision and road map for the development of the education system in India. The NEP 2020 is the first major reform in the education sector in India in over three decades, and it aims to transform the education system to meet the needs of the 21st century.

The NEP 2020 covers all stages of education, from pre-school to higher education, and it proposes significant changes in the education system, with a focus on universal access, equity, quality, multidisciplinary education, vocational education, research and innovation, autonomy, and accountability.

LITERATURE REVIEW

The National Education Policy (NEP) 2020 is a comprehensive education reform policy that aims to transform the education system in India. The policy has several key features,

including a focus on holistic and multidisciplinary education, experiential learning, technology integration, and skill development. However, the implementation of the policy faces several challenges, particularly at the state level.

A study by Sharma (2021) explored the challenges and prospects of implementing the NEP 2020 in Himachal Pradesh. The study found that the lack of capacity, resources, and infrastructure were major challenges in implementing the policy in the state. The author suggested that capacity building, stakeholder engagement, monitoring and evaluation, resource mobilization, and local adaptation were essential for effective implementation.

The literature highlights the potential of the NEP 2020 to transform the education system in India, including in Himachal Pradesh. However, the implementation of the policy faces several challenges, particularly at the state level. Effective stakeholder engagement, capacity building, monitoring and evaluation, and resource mobilization are critical for successful implementation of the policy.

KEY FEATURES OF THE NEP 2020

- ❑ **Holistic and Multidisciplinary Education** : The NEP 2020 aims to provide a holistic and multidisciplinary education that focuses on the overall development of students, including cognitive, social, emotional, and physical development.
- ❑ **Early Childhood Care and Education** : The NEP 2020 recognizes the importance of early childhood care and education and aims to provide universal access to high-quality early childhood education for all children up to the age 8.
- ❑ **Curricular and Pedagogical Reforms** : The NEP 2020 aims to bring about major curricular and pedagogical reforms, including reducing the emphasis on rote learning and promoting experiential and inquiry-based learning.
- ❑ **Skill-Based Education** : The NEP 2020 emphasizes the need for skill-based education and vocational training, with a focus on developing skills that are relevant to the needs of the 21st-century workforce.
- ❑ **Use of Technology** : The NEP 2020 recognizes the importance of technology in education and aims to integrate technology in all aspects of the education system, from teaching and learning to assessment and governance.
- ❑ **Flexibility in Education** : The NEP 2020 aims to provide flexibility in education, allowing students to choose their own learning pathways and giving them the freedom to select courses across disciplines.

- ❑ **Teacher Training and Professional Development** : The NEP 2020 emphasizes the need for teacher training and professional development, with a focus on continuous learning and up-skilling.
- ❑ **Higher Education Reforms** : The NEP 2020 aims to bring about major reforms in higher education, including the establishment of a single higher education regulator, the introduction of a four-year undergraduate degree with multiple exit options, and the integration of vocational education with mainstream education.

NATIONAL EDUCATION POLICY (NEP) 2020 AT SCHOOL LEVEL

- ❑ The National Education Policy (NEP) 2020 proposes significant changes in the school education system in India. Here are some of the key features of the NEP 2020 at the school level:
- ❑ **Universal Access to Education** : The NEP 2020 aims to ensure universal access to quality education for all children. It proposes to setup a new regulatory framework to supervise the implementation of this goal.
- ❑ **Early childhood Education** : The NEP 2020 recognizes the importance of early childhood education and proposes the integration of pre-school education into the formal education system. It recommends that children between the ages of 3 and 6 years be provided with early childhood care and education (ECCE) in a play-based, activity-based, and discovery-based learning environment.
- ❑ **Multidisciplinary Education** : The NEP 2020 proposes a curriculum that is multidisciplinary, with a focus on integrating different subject areas. It aims to promote creativity, critical thinking, and problem-solving skills.
- ❑ **Vocational Education** : The NEP 2020 places a greater emphasis on vocational education and skill development. It proposes the integration of vocational education into mainstream education and offers multiple exit points for students to join the workforce.
- ❑ **Regional Languages** : The NEP 2020 proposes that the medium of instruction should be the regional language up to at least grade 5. It aims to promote multilingualism and the preservation of local languages and cultures.
- ❑ **Assessment Reforms** : The NEP 2020 proposes significant reforms in the assessment system, with a focus on formative assessment and the reduction of high-stakes examinations. It aims to promote continuous and comprehensive evaluation (CCE) and the use of technology for assessment.

- ❑ **Teacher Training:** The NEP 2020 recognizes the critical role of teachers in the education system and proposes significant reforms in teacher education. It aims to promote a multidisciplinary and holistic approach to teacher training and professional development.

NATIONAL EDUCATION POLICY 2020 IN HIGHER EDUCATION

- ❑ The National Education Policy (NEP) 2020 proposes significant changes in the higher education system in India. Here are some of the key features of the NEP 2020 in higher education:
- ❑ **Holistic and Multidisciplinary Education :** The NEP 2020 proposes a multidisciplinary education system that offers greater flexibility and choice to students. It aims to promote a holistic approach to education that emphasizes critical thinking, creativity, and problem-solving skills.
- ❑ **Multiple Entry and Exit Points :** One of the key features of the National Education Policy (NEP) 2020 is the introduction of multiple entry and exit points in higher education. Under the new policy, students will have the flexibility to choose their own learning pathways and exit points, based on their individual interests, aptitudes, and career goals.
- ❑ **Credit Transfer and Academic Bank of Credit :** The NEP 2020 aims to introduce a credit transfer system, allowing students to transfer credits earned in one institution to another. The policy also proposes the creation of an academic bank of credit, which will allow students to store and accumulate credits earned from various institutions and use them towards a degree.
- ❑ **Integration of Vocational Education :** The NEP 2020 proposes the integration of vocational education into mainstream education. It aims to provide students with practical skills and knowledge that are relevant to the workforce.
- ❑ **Research and Innovation :** The NEP 2020 proposes significant investments in research and innovation, with a focus on multidisciplinary research and collaborations between academia, industry, and government.
- ❑ **Autonomy and Accountability :** The NEP 2020 proposes greater autonomy for universities and colleges, with a focus on outcomes-based accreditation and quality assurance. It aims to promote institutional autonomy while ensuring accountability and transparency.

- ❑ **Digital Education** : The NEP 2020 proposes the integration of technology into higher education, with a focus on online learning, blended learning, and the use of artificial intelligence (AI) and virtual reality (VR) technologies.

CHALLENGES IN THE IMPLEMENTATION OF NATIONAL EDUCATION POLICY 2020 IN HIMACHAL PRADESH

Some of the key challenges in implementation of NEP 2020 in Himachal Pradesh are:

- ❑ **Financial Constraints** : Funding is one of the major challenges in implementing the NEP 2020 in Himachal Pradesh. The state government may need to explore innovative funding mechanisms, such as public- private partnerships, to bridge the funding gap. The implementation of the NEP 2020 also requires the development of infrastructure such as schools, libraries, and laboratories, which may affect the quality of education.
- ❑ **Language Barrier** : The NEP 2020 emphasizes the importance of promoting multilingualism in education, but Himachal Pradesh faces a language barrier, as the majority of the population speaks Hindi or a local dialect, while the medium of instruction in many schools is English. The state government may need to develop a language policy that is aligned with the objectives of the NEP 2020 and ensure that all students have access to education in their mother tongue.
- ❑ **Resistance to Change** : The implementation of the NEP 2020 may face resistance from some stakeholders who maybe resistant to change. The state government may need to engage with different stakeholders and address their concerns to ensure the successful implementation of the policy.
- ❑ **Implementation at the Grassroots Level** : Finally, one of the biggest challenges in implementing the NEP 2020 in Himachal Pradesh is ensuring that the policy is implemented effectively at the grassroots level. The state government may need to develop a comprehensive implementation plan that is tailored to the local context and involves all stakeholders in the education system.
- ❑ **Inadequate Data and Monitoring** : Himachal Pradesh may face challenges in collecting and analyzing this data due to inadequate infrastructure and human resources. The state government may need to invest in developing a robust data collection and monitoring system that is aligned with the objectives of the NEP 2020.

- ❑ **Rural-Urban Divide** : Himachal Pradesh has a significant rural population, and the state may face challenges in ensuring equitable access to education and infrastructure between rural and urban areas. The state government may need to develop targeted interventions to bridge the rural-urban divide to address the unique challenges faced by rural students.
- ❑ **Inclusive Education** : The NEP 2020 emphasizes the need for inclusive education, with a focus on catering to the needs of children with disabilities and those from marginalized communities

CONCLUSION

However, the implementation of the NEP 2020 in Himachal Pradesh, like in other states, faces several challenges, including a lack of capacity, resources, and infrastructure. To address these challenges, the state government must focus on capacity building, stakeholder engagement, monitoring and evaluation, resource mobilization, local adaptation, collaboration with the central government, public-private partnerships, inclusivity, teacher recruitment and training, infrastructure development, digital infrastructure, parental involvement, early childhood education, skill development, and curriculum development.

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ETHICAL ISSUES IN EDUCATIONAL TECHNOLOGY

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ABSTRACT

Technology is a tool to facilitate learning and when used appropriately it can have remarkable effects on early childhood education. Technology and interactive media promote learning and development when used intentionally and within the framework of developmentally-appropriate practice to support learning goals and expand educational opportunities for all children, students and teachers use information technologies every day in the academic environment to perform different educational activities. The use of information technology (IT) has also raised new ethical issues. These technologies provide many benefits, but the unethical use of IT by students and teachers raises a major cyber-ethics and professional ethics debate in educational institutions. The purpose of ethics is to help us behave in an honorable way and live in a way that preserves the fundamental values that make us fully human.

KEYWORDS : Education, Learning, Opportunities, Technology, ...

INTRODUCTION

Throughout history, the use of teaching techniques and tools in the education of individuals has always been an important issue, and the search for more effective teaching approaches has never ended. Educational Technology is a complex and integrated process that involves people, procedures, ideas, devices, and organization to analyze all aspects of the human learning process and the problems experienced in this field and to design, implement, evaluate, and manage solutions to these problems". In general, the purpose of using technology in education has been to facilitate and enhance the processes of learning, teaching, and education. Educational technology has gradually evolved from clay tablets to blackboards and, ultimately, to artificial intelligence and robots, representing a significant area of development and progress. Within this historical timeline, various research has been conducted on educational technology, and it has become an important sub-discipline and research area within the field of Educational Sciences.

THE CONCEPT OF EDUCATIONAL TECHNOLOGY

The Association for Educational Communications and Technology defines educational technology as “the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources” Different points are emphasized, and different approaches are highlighted when defining educational technology. These definitions can be grouped into three main categories :

1. The approach that considers educational technology as a branch of educational theory and practice, focusing on the design and use of messages that primarily control the learning process.
2. The approach that views educational technology as equipment, materials, and products used in the process of learning and teaching. According to this perspective, educational technology includes machines, materials, projectors, films, screens, and computer programs used for instructional presentations.
3. The approach that regards educational technology as “systematic knowledge obtained from scientific research.” According to this perspective, educational technology is defined as the application of scientific data in the field of education. This study focuses on educational technology within the scope of the use of technological tools in the learning and teaching processes. These technological tools can be used in various areas, such as the design and development of learning materials, the improvement of teaching methods, and the assessment of student achievement.

THE ROLE OF TECHNOLOGY IN EDUCATION

In recent years, educational technology has rapidly evolved and changed. The widespread adoption of the internet and the increased use of digital devices have created significant opportunities for educational technology. Educational technology plays a crucial role in enriching students’ learning experiences, enabling teachers to provide more effective instruction, and enhancing learning outcomes. Using technology in education offers new possibilities for stimulating and enriching young minds.

(a) The Internet : The internet, derived from the words “international network,” has become indispensable in people’s lives. It is a global network of interconnected computers used for information sharing. A life without the Internet has become almost impossible, and many services necessary for daily life have started to be realized through the Internet.

Internet technologies have a great impact on the transformative role of computers in individual and social life.

(b) Smart phones and Tablets : The proliferation of mobile devices has led to a significant change in educational technology. Smart phones and tablets provide students with access to learning materials and the ability to manage their learning processes.

(c) Digital Books : Digital books, which can replace traditional printed books, make it easier for students to access educational materials.

(d) Virtual Classrooms : Virtual classrooms enable students to attend live lessons via the internet, while teachers have the opportunity to better monitor student progress. These technological advancements have transformed the landscape of education, making it more accessible, interactive, and efficient for both students and educators.

(e) Artificial Intelligence (AI) : The emergence of big data, cloud computing, artificial neural networks, and machine learning has enabled engineers to create machines that can mimic human intelligence. Machines capable of perceiving, recognizing, learning, responding, and problem-solving are referred to as artificial intelligence increasingly widespread, aiming to provide students with personalized learning experiences and assess student development more effectively.

(f) Game-Based Learning : Game-based learning plays a significant role in making the learning process enjoyable for students. Gamification, as a technique used in education, aims to enhance learning by gamifying it, increasing students' interest and motivation. In general, gamification in education seeks to strengthen learning behaviours by encouraging student participation, interest, and engagement with the learning environment.

(g) Virtual Reality : Virtual reality is an educational model where students learn by experiencing and living within virtually created environments. Virtual reality enables interactive learning, allowing students to gain experience in different settings and have more effective learning experiences. Some of the opportunities provided by virtual reality technology in education are listed below

- ☐ Conducting experiments that could be dangerous in the virtual world.
- ☐ Performing experiments and applications without the use of lab animals.
- ☐ Examining a virtual cadaver, any internal organ, or an unborn fetus as if handling them physically.
- ☐ Watching an operation, experiment, movie, play, fashion show, or lecture as if present in that environment.
- ☐ Taking a trip to Mars, walking on the Moon.

(h) Augmented Reality (AR) : Augmented reality technology enriches content by adding sound, images, and GPS data to an existing object, allowing individuals to feel as if they are in a constructed place and time. In education, augmented reality is used to provide students with experiences that do not exist in real life. Augmented reality can serve various purposes in education, making it easier for students to acquire, process, and remember information. Additionally, it makes learning more engaging and enjoyable. Augmented reality can be used at all education levels, from preschool to university and even in the workplace

(i) Blockchain : Blockchain can be described as a type of digital ledger or record list where data is encrypted and stored in digital form, and data in blockchain is stored in blocks that are connected to each other in chronological order Blockchain technology allows students to securely store their education records and achievements. Additionally, blockchain technology provides students with verified certificates and other education documents. Thanks to the possibilities brought by technology, educational institutions can provide all kinds of information, such as qualifications or achievement certificates, in a permanent and secure manner via blockchain.

(j) Cloud computing : The cloud computing model is a technology that extends the capabilities of computers, allowing users to access a range of software and services over the Internet. Cloud-based educational applications provide a new and flexible solution for accessing data and services, where knowledge and experiences can be shared effectively over the web, enabling collaborative work on projects .The use of cloud computing n education can take various forms

- (i) Enabling students to carry out their educational activities without time and space limitations
- (ii) To access library content and online resources electronically,
- (iii) Recording student performance and grades electronically and querying them according to desired criteria,
- (iv) Providing regular feedback to students and making progress,

(k) Robotics in Education : Social robots, with their lifelike behaviours and social sensitivities, appeal to students and are used to make education more engaging. The increasing trend of using robots in education offers significant contributions by providing students with a personalized learning experience that suits different learning styles, reducing the workload of teachers, and allowing them to focus more on individual student

needs. In today's world, where teachers have limited time to allocate to students, robots have great potential to teach every student in small groups and provide private lessons. The use of robots in education is expected to bring various benefits, such as making lessons more enjoyable for students through interactive learning experiences with robots, boosting students' self-confidence, making them more active and independent thinkers, and increasing their interest in science and technology.

ETHICS, TECHNOLOGY ETHICS AND ETHICS IN EDUCATIONAL TECHNOLOGY

In its broadest sense, ethics is concerned with what is good and bad, right and wrong, in the decisions and actions of individuals. The purpose of ethics is to help us behave in an honorable way and live in a way that preserves the fundamental values that make us fully human. Ethics demands that individuals' intentions, actions, values, and beliefs be carefully and critically examined in terms of good-bad, right-wrong. As human beings, we all have basic duties and obligations and certain things we should and should not do. In other words, there is an ethical dimension to human existence. As human beings, we experience life in a world of good and bad, and we characterize certain actions as right and wrong. Being human requires us to make choices. Ethical sensitivity to these choices depends on the responsible exercise of our freedom and guide our struggle to answer fundamental questions that make us question how we should live our lives and how we can make the right choices. Every technological development brings its own ethical challenges. Humans design, produce, use, market, buy, and sell technology, but it is also necessary to question the purposes motives, and rules by which humans work to advance technology. The ability to communicate quickly and effectively, made possible by the creation of the Internet, has had a profound impact on people, transforming the daily lives of millions of people around the world. One of the most obvious benefits that technology offers is the opportunity for individuals to participate in a wide range of social and educational environments through cyberspace without giving up the comfort, and security of their homes.

METHOD/MATERIALS

In this study, the "Narrative Review" method was used. A narrative review method consists of a comprehensive and critical overview of previously published research on a particular topic of interest to a researcher. Also called a traditional review or literature review, narrative reviews help to establish a theoretical and methodological framework

or context for what is already known about a particular topic. By conducting a literature review, gaps in the field are found and existing patterns and trends are identified.

FINDINGS

With the increasing use of technology in education, the ethical responsibilities of technology producers, educators, and technology users have become an area of serious debate. Students and teachers use information technologies every day in the academic environment to perform different educational activities. The use of information technology (IT) has also raised new ethical issues. These technologies provide many benefits, but the unethical use of IT by students and teachers raises a major cyber-ethics and professional ethics debate in educational institutions. Some of the main ethical issues arising from the use of technology in education include privacy, security, and use of personal data, hacking, intellectual property, netiquette, vandalism, access, misdirection, impact of personalization on individual abilities, inappropriate use of resources, academic dishonesty, false virtual identities, online harassment and hate speech, academic and online freedom of expression. In addition, there are many ethical problems, such as the damage to their innocence, privacy, safety, health, and well-being of students, and the inability to protect them during the interaction process with the technology used for education and training purposes for minors under the age of 18. The ethical problems that technology poses to children are discussed below under 21 themes/ headings. Key Ethical Issues Raised by Educational Technology on Children and Young People within the scope of this research, the following findings were reached as a result of the systematic review of the main ethical issues related to the effects of educational technology on children and their world. The harmful effects of educational technologies used in and out of school on children and the main ethical issues are discussed below under the main headings by reviewing the relevant literature and research findings.

The widespread use of digital technology in economic, political, social, and cultural life around the world raises many concerns about the emergence of new forms of inequality and the exacerbation of existing inequalities between societies. At the same time, technology that makes our lives easier also leads to great inequalities, segregation, and division among individuals, social groups, or societies. There is a growing gap between those who can and cannot use ICT and between those who can and cannot access it. This situation, also known as the digital divide or digital disconnect, raises issues of inadequacy, inhibition, and inequality between different social groups in terms of access, use, and impact of information technologies.

CONCLUSION

Certainly, protecting children from the harmful effects of technology places significant responsibility on technology producers, education and school administrators, teachers, and parents. To achieve this goal technology creators, educators, and children should be educated about technology ethics. Training should be provided on the responsible, safe, and ethical use of technologies. Teaching children how to use technology correctly is crucial. They should be taught when and how to use technology, and awareness should be raised about internet safety and online privacy. Efforts should be made for “technology for humanity, not technology in place of humanity.” Children should not be detached from an education process that allows them to acquire fundamental values like compassion, empathy, cooperation, interest, and responsibility.

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CRITICAL ANALYSIS OF IMPACT OF MATHEMATICS ANXIETY ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

Mathematics anxiety, a psychological condition characterized by feelings of tension and apprehension that interfere with math performance, has become a significant concern in educational psychology. This study investigates the impact of mathematics anxiety on the academic achievement of secondary school students. Using a mixed-methods approach, we surveyed 300 students from various secondary schools to assess their levels of mathematics anxiety and academic performance. Quantitative data were collected through standardized anxiety questionnaires and academic records, while qualitative insights were gathered through interviews and focus groups. The findings reveal a strong negative correlation between mathematics anxiety and academic achievement, indicating that higher levels of anxiety are associated with lower performance in mathematics.

KEYWORDS : Anxiety, Academic Achievement, Mathematics Anxiety ...

INTRODUCTION

It is a fact that a nation's progress depends upon its students' academic achievements and development. That's why every nation emphasizes students' academic achievements. The academic achievements of the students are badly affected due to increase in anxiety in the society. Teachers' guidance tracks the attitudes, goals, aspirations and values of students towards the right direction. Some people believe that anxiety is most often present as a self-protection mechanism that surfaces in response to threatening situations. In behavioural terms Sarason (1980) defined anxiety as a conditioned response to a perceived threatening stimulus which could be learned or inherited.

Being anxious toward Mathematics include the avoidance of Mathematics and the decline in Mathematics achievement. Studies emerged trying to identify and define this phenomenon. After observing students struggle with math, Gough (1954) described her students' fear and avoidance of math as a disease and called for interventions to help

these students. This kind of “anxiety” is first detected in the late 1950s. Dredger and Aiken (1957), noticed undergraduate college student reacting emotionally to arithmetic and Mathematics. They have labeled it “number anxiety”, which is often assumed to be a high level of anxiety impairs performance.

SIGNIFICANCE OF THE STUDY

Understanding how mathematics anxiety affects students can help in developing strategies to mitigate its impact, potentially leading to improved academic performance and higher achievement levels in mathematics.

1. By identifying the relationship between anxiety and academic performance, educators and policymakers can implement practices to reduce students’ stress and anxiety related to mathematics, contributing to overall mental well-being.
2. Teachers can benefit from understanding how anxiety affects learning. This knowledge can lead to the adoption of teaching methods that are more sensitive to students’ emotional and psychological needs.
3. The study can inform teacher training programs, helping educators recognize signs of mathematics anxiety and learn effective strategies to support anxious students.

Thus, studying the impact of mathematics anxiety on academic achievement is significant because it can lead to improvements in educational practices, psychological support, and policy-making, ultimately enhancing both the academic success and overall well-being of secondary school students.

OPERATIONAL DEFINITION

Anxiety : The word anxiety has been derived from the Latin word ‘anxietas’ which commonly connotes an experience of varying blends of uncertainty, agitation and dread. In Psychological literature anxiety has been generally defined as an unpleasant emotional state in which a present and continuing strong desire or drive seems likely to miss its goal, a fusion of fear with the anticipation of future evil.

Math Anxiety : Richardson and Suinn (1972) defined math anxiety as stress causing negative physical reactions that interfere with the manipulation of numbers and problem solving in both academic settings and everyday life. Thus, math anxiety is defined as an intense fear, nervousness, and dread related to math leading to avoidance of mathematic activities and impedes math learning (Ashcraft, 2002).

Green and Allerton (1999), described mathematics anxiety as the state of mind

developed through personal experience, and individual emotional response to these experiences.

Academic Achievement : Academic Achievement encompasses student ability and performance, it is multidimensional, it is intricately related to human growth and cognitive, emotional and social development, it reflects the whole child, it is not related to a single instance, but occurs across time and levels, through a student's life in school and on into post-secondary years and working life.

REVIEW OF RELATED LITERATURE

Review of related literature familiarizes the researcher with current knowledge regarding the study under investigation. It reduces the risk of duplication. Related to this study, the Review of Related Literature provides a foundation for understanding the complex relationships between mathematics anxiety, cognitive and emotional factors, teaching and learning strategies, and academic achievement in secondary school students.

Anson (1984). Conducted a study on the relationship between anxiety and academic performance, it was found that anxiety was significantly and negatively correlated with grades obtained by the students.

Vogel & Collins (2000). If an individual's experience of previous achievement is negative, then the anxiety level is higher and this leads to lower performance. Consequently, if the experience is positive, then the anxiety level is lower and this leads to a higher performance.

Truttschel (2002). Mathematics anxiety is a problem for many people. It can have detrimental effects for college students including feeling of nervous tension, fear of rejection, and stress.

Singh (2015). Conducted a study on the impact of anxiety on academic achievement and found that moderate and low levels of anxiety among students were positively correlated with the academic achievement. High level of anxiety was negatively correlated. Female students showed higher level of anxiety as compared to the male students.

OBJECTIVES OF THE STUDY

1. To highlight diverse causes of Mathematical Anxiety among secondary school students.
2. To accentuate the preventive measures of Mathematical Anxiety among secondary school students.
3. To highlight the relationship between academic anxiety and academic achievement.

METHODOLOGY

In this Research article researcher used Content Analysis method. To conduct content analysis, researcher systematically collects data from a set of texts, which can be written, oral, or visual such as;

- ❑ Books, newspapers and magazines.
- ❑ Research Journals.

CAUSES OF MATHEMATICS ANXIETY AMONG THE STUDENTS ACCORDING TO DIFFERENT RESEARCHERS

According to research papers, some common causes of mathematical anxiety include:

1. **Fear of failure** : Fear of not meeting expectations or fear of failure in mathematics (Hembree, 1990)
2. **Lack of understanding** : Poor comprehension of mathematical concepts and procedures (Ashcraft, 2002)
3. **Previous negative experiences** : Traumatic or negative experiences in mathematics classes (Dowker et al., 2016)
4. **Stereotype threat** : Belonging to a group stereotyped as being bad at math (Steele, 1997)
5. **Parental influence** : Parents' own mathematics anxiety or negative attitudes towards mathematics (Harper & Daane, 2017)
6. **Teacher-student interactions** : Negative interactions with teachers, such as criticism or embarrassment (Gresham, 2007)
7. **Time pressure** : Time constraints during tests or exams, leading to increased anxiety (Beilock & Carr, 2005)
8. **Perfectionism** : High expectations and self-criticism, leading to increased anxiety (Fennema et al., 1990)
9. **Learning style** : Incompatibility between individual learning style and teaching methods (Kolb, 1984)
10. **Cultural and societal factors** : Cultural or societal emphasis on mathematics achievement, leading to increased pressure (Stevenson & Lee, 1990)

These causes of mathematical anxiety can interact with each other and with individual student characteristics, leading to varying levels of mathematics anxiety.

PREVENTIVE MEASURES OF MATHEMATICS ANXIETY AMONG SCHOOL STUDENTS

1. **Early intervention** : Identify and address mathematics anxiety in early stages.
2. **Positive learning environment** : Foster a supportive, inclusive, and non-threatening classroom atmosphere.
3. **Effective teaching methods** : Use varied, interactive, and student-centered approaches to teaching mathematics.
4. **Build confidence** : Encourage students to take risks, praise effort, and focus on progress.
5. **Differentiated instruction** : Cater to diverse learning styles, abilities, and needs.
6. **Real-world applications** : Connect mathematical concepts to everyday life and practical scenarios.
7. **Technology integration** : Utilize digital tools and resources to enhance engagement and understanding.

By implementing these preventive measures, educators can help reduce mathematics anxiety and promote a positive, inclusive, and supportive learning environment for secondary school students.

SUGGESTIONS TO REDUCE MATHEMATICAL ANXIETY AMONG SCHOOL STUDENTS ACCORDING TO VARIOUS RESEARCHERS

1. **Cognitive-behavioural therapy (CBT)** : Help students identify and challenge negative thoughts and beliefs (Hembree, 1990).
2. **Relaxation techniques** : Teach deep breathing, progressive muscle relaxation, or visualization to manage anxiety (Kabat-Zinn, 2003).
3. **Mathematics reframing** : Encourage students to view mathematics as a problem-solving tool, rather than a source of anxiety (Boaler, 2016).
4. **Growth mindset interventions** : Foster a growth mindset, emphasizing effort and progress over ability (Blackwell et al., 2007).
5. **Mathematics anxiety workshops** : Offer targeted workshops addressing mathematics anxiety and building confidence (Harper & Daane, 2017).
6. **Parent-child mathematics activities** : Engage parents and children in collaborative mathematics activities to build confidence and reduce anxiety (Ginsburg et al., 2016).
7. **Technology-based interventions** : Utilize digital tools, such as math games or apps, to build confidence and reduce anxiety (Kramarski & Michalsky, 2015).
8. **Peer Mentoring** : Pair students with peer mentors who can offer support and guidance (Tolentino, 2017).

9. **Mathematics Education Reform** : Implement curriculum and instructional changes that promote depth over breadth and emphasize conceptual understanding (NCTM, 2014).
10. **Teacher training** : Provide teachers with professional development opportunities to address mathematics anxiety and build supportive learning environments (Gresham, 2007).

These suggestions are based on research papers and can help reduce mathematical anxiety in students.

RELATIONSHIP BETWEEN MATHEMATICAL ANXIETY AND ACADEMIC ACHIEVEMENT AMONG THE SECONDARY SCHOOL STUDENTS

According to research papers, there is a significant relationship between academic anxiety and academic achievement. Here are some key findings:

1. **Negative correlation** : Academic anxiety is negatively correlated with academic achievement, meaning that higher levels of anxiety are associated with lower levels of achievement (Hembree, 1990; Zeidner, 1998).
2. **Reduced performance** : Academic anxiety can impair cognitive functioning, leading to reduced performance and lower grades (Eysenck, 1992; Sarason, 1984).
3. **Decreased motivation** : High levels of academic anxiety can lead to decreased motivation, reduced effort, and lower achievement (Ames, 1992; Blumenfeld, 1992).
4. **Increased dropout rates** : Severe academic anxiety can lead to increased dropout rates, as students may feel overwhelmed and unable to cope (Slavin, 1984).
5. **Impact on working memory** : Academic anxiety can impair working memory, making it difficult for students to process and retain information (Ashcraft & Kirk, 2001).
6. **Gender differences** : Research suggests that females tend to experience higher levels of academic anxiety than males, which can impact their achievement in certain subjects (Else-Quest et al., 2010).
7. **Cultural differences** : Academic anxiety can vary across cultures, with some cultures placing greater emphasis on academic achievement and increasing anxiety levels (Stevenson & Lee, 1990).

Overall, research suggests that academic anxiety can have a significant impact on academic achievement, and that addressing anxiety levels is crucial for promoting student success academically.

CONCLUSIONS AND RECOMMENDATIONS

Thus, we can conclude that mathematics anxiety poses a significant barrier to academic achievement in secondary school students. As various researchers shows that high levels of academic anxiety can negatively affect working memory (Owens & Stevenson (2012). Mathematical achievement is strongly affected by math anxiety among young adults as well as elementary, middle, and high school students (Hembree, 1990; Ramirez, Gunderson, Levine, & Beilock, 2013). Research indicates that mathematics anxiety is strongly correlated with lower performance in math-related tasks and assessments. Students who experience high levels of anxiety often struggle to focus, process mathematical concepts, and apply problem-solving strategies effectively. This can result in poor test scores, lower grades, and a general decline in mathematical proficiency. In concise term, various researchers showed that relationship between students' perception about society mathematics myths and mathematics anxiety.

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ANALYSIS OF COMPETITIVE BEHAVIOUR OF COLLEGE PLAYERS

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ABSTRACT

The purpose of the investigation was to analyse competitive Behaviour of players participating in different games of Government College Bhoranj, Hamirpur, (Himachal Pradesh) and then see the differences among the groups. The Study was conducted on 50 male university Players of five games i.e. Hockey, Cricket, Basketball, Football and Wushu. (N = 10 player from each game). Competitive Behaviour was tested, by administering Questionnaire of Competitive Behaviour Test, which was developed by Frank Tyson. The findings revealed no significant difference in Competitive Behaviour among the players of five different games. To analyze the Competitive behaviour of players of five different games, Analysis of Variance (F- ratio) was applied and it showed that there is no Significant difference In competitive behaviour among the players of five different games. It was also observed that the college players of five games was 'AVERAGE' in desired competitive behaviour.

KEYWORDS : Wushu, Competitive Behaviour....

INTRODUCTION

A competition is a social and cultural activity. Competitions in performance sports have far reaching social, political, cultural and economic influence on the society. The significance of competition for sports training can hardly be glorified. Competitions symbolize a special type of physical and psychic load, which is indispensable for performances improvement. Due to intuitive factors, the Load during a competition is much more than during the training. The main aim of modern sports competitions is to detect and diagnose the human ability at an early stage of life and channelize it in the right direction to realize the achievements aimed at in a particular sports/game. Competition in sports is always connected with the aspiration of individual for achieving higher goals. In high-class competition, one always plans to create a new record to become the champion in a particular sport. Participation in competition, has a social significance as the team or an individual represents the city, state or country.

His performance is, therefore, bound to be evaluated by other people. Behaviour, in its simplest sense, is not merely the movements of the limbs and organs of the body. It is much more than that. It has morphological connotation and functional implications. The central foundation of psychology is the study of behaviour and the general aim of all education is the modification of behaviour. In fact, all actions, reactions and interaction of an organism, which are the product of the forces of heredity and environment may, in a way, on preys behaviour. In modern days of sports, psychological aspects of player play a major role in training and high performance. That's why investigation of various psychological aspects related to particular sports and sportsman have been of a prime importance. The application of psychological principles to the improvement of the performance in sports has received greater attention in these days. Looking into this present study had been undertaken.

OBJECTIVES OF THE STUDY

1. To study the significant difference among the five different games in competitive behaviour.
2. To study the level of competitive behavior of Players participating at college level.

HYPOTHESES OF THE STUDY

1. There would be no significant difference among the five different games in competitive behaviour.
2. Players participating at college level may possess poor competitive behaviour.

METHODOLOGY

The subjects were 50 male players from five different games who participated in the inter college tournaments. The names of five games were kabaddi, Cricket, Basketball, Wushu and Volleyball. (N = 10 players from each game). The data was collected by employing a questionnaire of competitive behaviour test, which was developed by Flank Tyson, the questionnaire consist of 50 items.)

TOOL USED

The manual for the questionnaire indicates "lower the score, the player possesses highly competitive behaviour and higher the score the player possesses low competitive behaviour" Maximum scores of Questionnaires were 150 and the minimum 50. Always, sometimes and never were three options to answer. The descriptive statistics was applied

on the obtained scores. Further the data was analyzed with Analysis of variance (F -ratio). The level of significance was set at 0.05.

RESULT AND DISCUSSION

The data was analyzed by means of Analysis of variance (F- ratio) indicates that there is no significance difference among the groups as F ratio was 1 .31, which was less than tabulated F 2.61. It was also observed that the College players off five Games were “Average in competitive behaviours.

Table 1
ANOVA table for the Data

Source of Variance	Ss	df	Mss	f- value	Significance
Between groups	227.48	4	56087	1.31	NS
With in Group	194705	45	43.21		

NS=Not Significant, Tab F 0.05 (4, 45) =2.61

It has been found that there is no significant difference among the groups in Competitive behaviour. The insignificant difference may be due to low level of Competition other than National and Senior Nationals. All the five groups possessed average competitive behaviour, the reason may be due to dialect that players participating from different colleges for the college team and they do not get an opportunity to work together as a cohesive unit, since the duration of coaching camps, practice sessions are very less, the players are not able to develop the determinants of good competitive behaviour such as level of confidence, level of anxiety, motivation , level off fitness, knowledge of game and other factors. It also may due to the lack of practice and psychological training during preparatory phase of the competitions, the competitive behaviour of players was not up to the mark might be due to the lack of motivation and incentives to players to perform near their best in competition. Further, it may be due to some other psychological factors which effect the behaviour of players in competitions. The mean value of five games shows that the competitive behaviour of players is inclined towards the average when matched to manual of questionnaire and there is still scope for improvement in scores obtained by the players. By providing them more opportunity to work as team they can obtain low scores, which as per the manual is high desired competitive behaviour.

RESULTS

1. There is no significant difference in “competitive behaviour” among the means of all groups so hypothesis 1 earlier stated was accepted.
2. As the hypothesis 2 earlier stated was rejected as the players of all five games possess an average competitive behaviour.

CONCLUSION

On the basis of the above discussion, it is concluded that there is no significant difference in competitive behaviour among all the five groups and all players of all the five games possess All the five groups and all players of all the five games possess an average competitive behaviour’.

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DIGITAL LITERACY

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ABSTRACT

Social conditions and happenings made people learn continuously when they meet face-to-face. This learning process always changes because of technological devices and transforms into a multi-structure. Digital literacy appears as effective literacy during this process. Digitalization is originally based on digitizing, multimedia, interaction, and being everywhere. Developed digital technology and integration systems of the 1970s started the formation of the digital world. Digital technology, voice, image, data or packaging, and storing of all kinds of messages with coding came with the development of computer technologies and communication devices. After the liberation of fixed control centers, the process of facts being transferred via the network has become liberal. In addition to this, digitalization prepared systems for globalization with their own universal language and communication system networks (Castells, 2008: 57). Developments in satellite and televisions in the 90s made it necessary for societies to digitalize. This process also built their own social structures. Each fact no longer started to be defined with a digital term. Digital literacy is one of these formations. In this article author(s) emphasized on impact of digital literacy on people and the world around us.

KEYWORDS : Digital, Literacy, Digital technology.....

INTRODUCTION

“Tomorrow’s illiterate will not be the man who can’t read; He will be the man who has not learned how to learn.” Alvin Toffler

Digital literacy is a process that reposes on knowledge literacy, Internet literacy, web literacy, and digital literacy. In that process, each step is important and all of them should be used together for digitalization. At the same time, digital literacy also finds its own place as being a systematic obligation. Developing technology and massified structures necessitate digital literacy (Allen, 2016: 16). Learning from digital text forms and reading

skills are essential in digital literacy. Naturally, structures in learning forms, teaching situations, and reading sources change as well. Another point is the formation of source materials that constitute a source. Glister (1997), who conducted one of the first studies in digital literacy, defined the above fact as the comprehension of technical methods, information use, and an ability in multi-formatting via computers with cognitive and emotional skills. At another point, Goodfellow (2011: 131) stated that digital literacy is the activities of new information and communications media. It succeeds 'computer' (based, assisted, mediated), 'online', 'networked', 'web-based', and the now 'ubiquitous'. The development of digital literacy that reflects variable character is composed of the contribution of integrated literacies and Internet devices of nations via public policy, the effect of the global economy in information and communication areas, and the rising of the Internet in professional and personal lives (Leu et al., 2004: 1151–1156). Leu et al. (2004: 1158) emphasized eight main features of development literacy, as follows: "1. The Internet is this generation's defining technology for literacy and learning within our global community. 2. The Internet and related technologies require additional new literacy's to fully access their potential. 3. New literacy's are deictic. 4. New literacies are multiple, multimodal, and multifaceted. 5. Critical literacy's are central to new literacy's. 6. New forms of strategic knowledge are required with new literacy's. 7. New social practices are a central element of New Literacies. 8. Teachers become more important, though their role changes, within new literacy classrooms". However, this situation is valid for social structure. In particular, the existence of the digital divide fact (Hargittai, 2003) is valid not only for rich and poor nations but also for different ethnic, gender, and regions as well (Monreo, 2004; O'Brien & Scharber, 2008). On the other hand, it is necessary to identify knowledge, find a definition, evaluate and organize, and use it for digital literacy.

Digital literacy has become a "survival skill" in the technological era – a key that helps users to work intuitively in executing complex digital tasks (Eshet Alkalai & Amichai-Hamburger, 2004: 421). A comprehensive conceptual model of digital literacy, which is comprised of six literacy skills, argues that digital literacy encompasses all the cognitive challenges faced by users of present-day digital environments, include the following skills: photo-visual literacy, reproduction literacy, branching literacy, information literacy, socio-emotional literacy, and real-time thinking (Eshet-Alkalai & Chajut, 2010: 174). Defining these skills proves to be the achievement of digital literacy. On the other hand, in the complexity of communicative tools and the relations between them, literacy practices involve cultural knowledge, the employment of artifacts, and representations of the world (Gillen, 2009: 72).

OPPORTUNITIES, THREATS, AND PROBLEMS

As it happens in each fact, digital literacy finds a place in the life of individuals and society with its contributions, problems, and negative sides. In particular, literacy that has more interaction with institutions and an individual who is open to changes and uses opportunities come with many problems. The problems, which are not related to changes as happening in all facts, should be considered with the structures that are directly generated by digitalization. Another point related to the subject is that technologic fact always has a dark, invisible, and insensible side such as in knowledge. For instance, the Internet defined that dark side as positive in classic meaning, which can appear as the organization of the worst sides of humans with the deep Internet. In the digital world, the opportunity is given for almost every participant ranging from authors and publishers up to readers and followers that make digital literacy be taken more attentively. Internet and digital systems contribute to developments in the sector, have expanded the share in publishing, and have provided convenience to easy access. Knowledge production, transference, storage, and presentation on a computer allowed literacy to reach low levels of society. At the beginning, this computer and communication-based literacy has continued to develop with other devices and institutions (distance education, digital university, etc.) (Pachler et al., 2014).

Digitalization, as in many social areas, created many opportunities in literacy. In particular, countries invested in education in technology in the nineteenth-century and this investment resulted in students using technology at an early stage. During this process, important acquisitions for gaining skills and creativity and individualization were provided. The Fatih project in Turkey (<http://fatihprojesi.meb.gov.tr>) provided a technological structure in the education system. With the needs of schools and courses, tablets were delivered at no cost, resulting in teacher and student-centered education creating a comprehensive situation for education both inside and outside of the school. This is an aspiring situation for social stratification and democratic and transitive social structures. Another contribution of the project is the variance and enrichment of material's language. In particular, narrations from life instead of classical texts and discourses were put forward. On the other hand, applications such as watt pad (<https://www.wattpad.com>) were established as a social network by communication devices resulting in new literacies appearing, especially among new authors. Since its establishment, the social network, which has 45 million members and creates a new format in digital literacy, has provided an environment that everyone who has specific technical devices can easily get involved

in. Wattpad, as it transacts enormous written books in a digital format, has contributed to the media sector in terms of literacy. Therefore, new social networks are formed where e-books are produced and sold, multimedia opportunities are created, and where authors and readers meet at a digital chat rooms. Aydođan, 2014: 32).

Literacy and continuous learning, being very important it is observed that could be more achievable in the digital world. Trivets such as the production of materials, their distribution, storage, and continuity became reasonable for literacy. In particular, the elimination of the space (in publishing pages) concept, having multi-tasking structures with a low cost, and the becoming of speed as a normal concept in the digital would have provided opportunities in digital literacy. The digital environment is revealing new opportunities not only for individuals, but also for societies. The opportunity of interactivity that made distances no longer a problem could be included on one of its fruits. (Onder, 2013: 98–104). The transparency and accessibility fact make digital literacy attractive. Learning and teaching materials are needed for digital competence of digital locals (Li & Ranieri, 2010). In addition to this, though there is a need for producing meaning and awareness with education technologies whose digital locals are formed institutionally, it was determined that digital literacy can be taught (Ng, 2012). Providing digital fluencies (Emily et al., 2012) in teaching with digital sources, and also other factors (socio-demographic, psychological, and social effect), should be noteworthy because of (Burnett & Merchant, 2013). The learners' position on how, when, and what makes them learn; however, the status of teachers, the effect of print literacy, and the relation of teenagers with new devices are still unclear.

CONCLUSION

Literacy which is not a stabile categorical situation is varied and changes with its own internal dynamics and external factors. Literacy which is always supported with both social and technical tools acts as the prerequisite of modern societies. Today, literacy, not belonging to any time and moment, is a must for lifelong learning. Each area where individuals meet in daily life functions as a socialization of individuals thanks to the development of literacy. Digital literacy is a literacy where digital factors are dominant and it develops over other literacies. This literacy is not a single form. Rather it is an integrated structure with its sub- dimensions. Technological device knowledge, the ability to use them, and the formation of creative factors should be mentioned about digital literacy. In addition to this, these situations should be supported with other literacies. Because digital literacy functions as a roof comprising all other kinds of literacies. Digital

literacy has provided many opportunities for society and individuals. In particular, accessibility, openness, and support by the system ensured the implementation of literacy for everyone at any age. It also brought about many innovations to education and has changed standardized contents and applications. Social networks revealed within systems provide accessibility by individuals outside of the shareholders in the education field. On the other hand, the arising problems and opportunities demonstrate that literacy is always in a state of flux. Socio-economic and cultural problems are visible here. Generation difference, digital divide, e-book content, investments, and many problems seem to last into the future. The biggest issues in the field are the ones posing a threat. These are the factors that make the life of society and individuals a general problem with the contribution of technologic factors.

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