SHAIKSHIK PARISAMVAD

(An International Journal of Education)

(Print & Online Peer Reviewed Journal)

Banaras Hindu University

INTRODUCTION OF THE JOURNAL

"Shaikshik Parisamvad (An International Journal of Education)" -SPIJE is a half-yearly, refereed journal of Education. It is a bilingual (Hindi and English) journal published by the "Alumni Association of Education, B.H.U"(AAE,BHU), Faculty of Education, Banaras Hindu University, Varanasi, Uttar Pradesh, India. The objective of this journal is to generate a healthy dialogue in frontier areas of Education amongst educators globally. It is targeted to serve as an academic forum for teachers, teacher educators, educational policy makers, administrators, research workers etc. in Education and related areas.

However, anyone from other disciplines can also share his/her views related to variety of contemporary educational issues of relevance. Therefore, all concerned are invited to participate actively. The opinions expressed in the SPIJE do not reflect the opinions of the AAE, BHU. The sole responsibility (legal, copyright, plagiarism etc.) regarding the opinion in the article lies on the author/contributors .

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Dedicated to our founder
Bharat Ratna Pandit Madan Mohan Malviya

Editorial

Jai Hind,

Human effort in every dimension of living has been consistently characterized by certain virtues like optimism, perseverance, and inner energy to march on despite all hazards. It is due to this reason that today human beings is dominating the entire living kingdom. In this venture, the real crucial factor has been ideas of mind instead of muscle power or any other physical strength.

Therefore, enrichment and advancement of ideas are the primary tasks before every human being so that the sustenance of the human race be continued with vigor and zeal. The rigorous effort of researchers, thinkers, and philosophers is also recognized in the advancement of human civilization. It is through their effort that a huge body of knowledge has been explored which is becoming the backbone of societal progress in all spheres.

In such backdrop, the task of teachers and researchers becomes more significant so that new knowledge is continuously explored and the existing knowledge is transferred to future generations through the viable teaching-learning process. Several policy initiatives are also being taken to ensure such meaningful venture for the welfare of present and future generations. After a gap of 34 years, National Education Policy 2020 has come which has boosted the optimism and rigor among the researchers to draw upon insights on all aspects of Education.

Today, the entire educational scenario is trying to gradually come out from the pandemic effect and gradually striding ahead to analyze and research several educational trends. In such a backdrop, I am immensely pleased to put forward the present issue of Journal of Alumni Association of Education, BHU 'ShaikshikParisamvaad'. It contains articles of scholars from different institutions across the country delving upon several educational issues. Peace Education, Happiness, Drug Abuse among youth, Toy Pedagogy for learners, and several issues connected to teachers and their teaching-learning have been raised by the scholars which will give useful insights into modern educational scenario.

I extend my heartfelt thanks to all the contributors for continuing their intellectual endeavors in the form of present piece of writing. I also applaud the effort of entire team of the editorial board for bringing the journal on track after the pandemic effects. Their effort in bringing out the pending issues of the journal is particularly praiseworthy.

At last, wishing all the readers and alumni members a very happy, safe, and bright future ahead. I dedicate this journal to entire academic fraternity.

Prof. Seema Singh
(Managing Editor)

Contents

A Study on Academic Self-Concept and Academic Achievement among Higher Secondary School Students of Kolkata, West Bengal

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Abstract

Academic self-concept plays an important role in all stages of development, but it is most significant during adolescence. Academic self-concept means how students feel about themselves as a learner in educational context. Positive beliefs, self-confidence, self-identity about themselves as a student is important for a good academic achievement. Higher Secondary level is very vital for students' career building and future prospects. Being in Class XII the students require to take the right decision for right selection of their career. In this stage proper academic self-concept is very important. So, the present study investigates about the academic self-concept and academic achievement among Higher Secondary schools Students of Kolkata, West Bengal'. The data were collected from 300 (Male=150 and Female= 150) Higher Secondary school students with the help of Academic Self-concept Scale (ASC scale) developed by Liu and Wang (2005) was adapted for this study. The study found that there is a significant difference found between male and female Higher Secondary school students regarding the level of academic confidence and their academic achievement. However, there is no significant mean difference observed on academic effort on the basis of gender. The study also revealed that there is a significant and positive relationship observed between academic self-concept and academic achievement of both male and female Higher Secondary school students to a slight extent.

Key words: Academic Self-Concept, Academic Confidence, Academic Effort, Adolescence, Gender and Higher Secondary school.

Introduction

Adolescence is considered as a transitional phase between childhood and adulthood. In this stage many questions arrive in their mind like- Who am I? What am I able to do? They concerned about their abilities, their impression on others. Development of self-concept is an important aspect of adolescent stage. Self-concept is one's knowledge about one's own self. It is the way people think about themselves. It is an impression of an individual on his own self from the inferences drawn from others experience, reflection and feedback (Sahoo, 2019). Self-concept plays a vital role in educational outcome which affect students' academic achievement. It can state that high self-concepts can lead to high academic achievement. Wylie (1974), Brook (1988) and Mishra (1989) indicate that self-concept is positively related with their school achievement. Academic achievement is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment.

Most of study revealed that students' academic achievement is related with their academic self-concept. There are several different components of self-concept: physical, academic, social, and transpersonal. Academic self-concept relates to how well we do in school or how well we learn.

There are two levels: a general academic self-concept of how good we are overall and a set of specific content-related self-concepts that describe how good we are in math, science, language arts, social science, etc. Academic self-concept is referred to as a person's self-evaluation regarding specific academic fields or abilities.

Cokley (2000) defined academic self-concept as a student's view of his or her academic ability when compared with other students. According to Mimi Bong and Einar (2003) academic self - concept is knowledge and perceptions about oneself in achievement situations.

Academic self-concept plays an important role among the students to reach the success in teaching and learning process.

Review of Related Literature

Blegur et.al (2018) conducted a study on students' academic self-concepts during the learning process. This study resolved that classroom learning directly and indirectly affects the students by determining their attitude and behaviour of learning. Academic confidence and academic efforts of students can be established and trained by educators through different strategies. In the year 2017,Jaiswal and Choudhuri conducted a study on academic self -concept and academic achievement of secondary school students of Varanasi city, India. The result of the study indicated that there was a positive relationship between academic self-concept and academic achievement. It also found that female students had significantly higher academic self-concept than male students. On the other side, Meerah and Mazlan (2017)investigated the relationship between academic self-concept and academic achievement among Uitm Centre of football athletes. The results of the study observed that a strong correlation found between academic confidence and academic effort. It found that there was a weak but positive correlation between academic self-concept level and academic achievements. Another study conducted by Alam on home environment and academic self-concept as predictors of career maturity. The results of the study found that there was significant relationship between home environment, academic self-concept and career maturity of students. It also observed that there was significant difference between boys and girls and rural and urban students in respect of their home environment, academic self- concept and career maturity.

Statement of the Problem

The problem to be investigated in the present study can be clearly stated as: 'A Study on Academic Self-Concept and Academic Achievement among Higher Secondary School Students of Kolkata, West Bengal'.

Purpose of the Study

In the developmental stage, adolescence is very critical. Because it is the time where adolescents are towards the end of the adolescence period and at the commencement of adulthood, especially for Higher Secondary students those who studying in Class XII and aging between 17-19 years. They go through a period of storm and strife and are found to be struggling every moment to prove themselves. At this stage they found to strive for self-recognition and strive for self-identity. The students at this stage also need to recognize their own feelings, strength, weakness and ability. Higher Secondary level is very vital for students' career building and future prospects. Being in Class XII the students require to take the right decision for right selection of their career. In this stage proper academic self-concept is very important. Positive beliefs, self-confidence about themselves as

a student is important for a good academic achievement. So, the present study investigates about the academic self-concept and academic achievement among Higher Secondary schools Students of Kolkata, West Bengal.

Operational Definitions

Academic Self-concept: Academic self-concept means student's perception about his or her own academic ability, strength, weakness. In this study it measures two dimension - students' academic confidence and academic effort. The academic confidence measures the students' perceptions toward their academic ability and the academic effort measure students' commitment to their school work and also their involvement and interest in schoolwork (Liu et al., 2005).

Academic Achievement: It means the marks obtained by the Higher Secondary school students in class XII Board examination, CBSC board, West Bengal.

Higher Secondary School Students: Higher Secondary school students means Class-XII students of CBSC board, who were selected from 6 English medium Higher secondary schools situated in Kolkata.

Objectives of the Study

The following objectives have been framed in the present study:

1. To find out whether there is any significant mean difference between male and female Higher Secondary school students on academic confidence.

2. To find out whether there is any significant mean difference between male and female Higher Secondary school students on academic effort.

3. To find out whether there is any significant mean difference between male and female Higher Secondary school students on academic achievement.

4. To find out whether there is any relationship between academic self-concept and academic achievement of male Higher Secondary school students.

5. To find out whether there is any relationship between academic self-concept and academic achievement of female Higher Secondary school students.

Hypotheses of the Study

To attain the above-mentioned objectives, the following hypotheses are framed for the present study:

H_{01}: There is no significant mean difference between male and female Higher Secondary school students on academic confidence.

H_{02}: There is no significant mean difference between male and female Higher Secondary school students on academic effort.

H_{03}: There is no significant mean difference between male and female Higher Secondary school students on academic achievement.

H_{04}: There is no significant relationship between academic self-concept and academic achievement of male Higher Secondary school students.

H$_{05}$: There is no significant relationship between academic self-concept and academic achievement of female Higher Secondary school students.

Delimitations of the Study

Delimitations of the study are as follows:

1. The study was delimited among Higher Secondary school students only.
2. Only class XII students were considered for the study.
3. The area of the sample was limited up to Kolkata based Higher Secondary school only.
4. The study was restricted up to the English medium schools only.
5. Only schools under Central Board of Secondary Education (CBSE) were considered for the study.

Variables of the Study

There are three variables in the present study-

- Independent variables -Academic self-concept
- Dependent variable -Academic achievement
- Categorical variable -Gender (Male and Female)

Sample of the study

The sample for the study was consisted of a total 300 (Male= 150 and Female= 150) higher Secondary school students of Class XII, selected from 6 higher Secondary school affiliated by Central Board of Secondary Education (CBSE) (English medium) situated in Kolkata through stratified random sampling method.

Tools of the Study:

The tool used in the present study was-

1. Academic Self-concept Scale (ASC scale) developed by Liu and Wang (2005) was adapted for this study. This scale had to two sub scales; (a) academic confidence (11 items), and (b) academic effort (11 items). Against each statement there were five options given like- (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree and (5) Strongly Agree. The items included both negatively and positively worded.
2. Academic achievement record (Board Examination results, Session 2020-2021) of class XII students.

Validity of the Tool

In the present study the researcher prepared the scale on the basis of the responses desired based on the various objectives of the study and the views of the veteran experts and educationist working in the field of education for content validity.

Reliability of the Tool

In this study Coefficient of reliability of Academic Self-Concept Scale (ASC Scale)was determined by Cronbach's alpha. The reliability of the scale was found .809, which indicates a high level of internal consistency.

Research method of the study:

The researchers used the survey method in the present study.

Analysis and Interpretation

Objective No-1 To find out whether there is any significant mean difference between male and female Higher Secondary school students on academic confidence.

H_{01}: There is no significant mean difference between male and female Higher Secondary school students on academic confidence.

TABLE- 15.1

Difference between Level of Academic Confidence on the Basis of Gender

Gender	N	Mean	SD	t-value	Level of significance (2 -tailed)	df
Male	150	79.797	11.855	3.580*	.000	298
Female	150	76.277	12.277			

*Significant at 0.01 level of significance

Graph-15.1

Difference between Level of Academic Confidence on the Basis of Gender

	MEAN	STANDARD DEVIATION
MALE	79.797	11.855
FEMALE	76.277	12.227
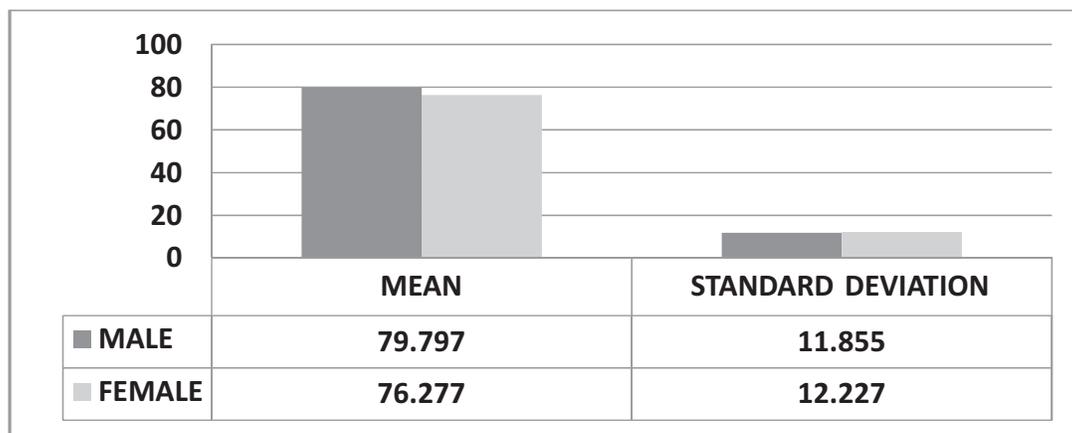
From the above table no-15.1, it is found that the 't'- value is 3.580 and the p -value is .000 (p<0.05). The result is significant both at 0.05 level and 0.01 level of significance and the null hypothesis is rejected. It means there is a significant difference found between male and female Higher Secondary school students regarding the level of academic confidence. From the graph no 15.1, it is observed that the level of academic confidence basis of gender the male Higher Secondary students scored better than that of female students' counterpart.

Objective No-2 To find out whether there is any significant mean difference between male and female Higher Secondary school students on academic effort.

H_{02}: There is no significant mean difference between male and female Higher Secondary school students on academic effort.

Table No: 15.2

Gender	N	Mean	SD	t-value	Level of significance (2 -tailed)	df
Male	150	78.117	11.839	.161**	.872	298
Female	150	77.957	12.492			

**Not significant at 0.05 level of significance

Graph No :15.2

Difference between Level of Academic Effort on the Basis of Gender

	MEAN	STANDARD DEVIATION
■ MALE	78.117	11.839
■ FEMALE	77.957	12.492
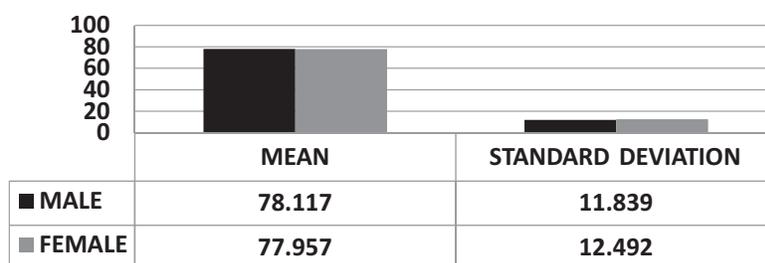
From the above table no-15.2, it shows that the 't'- value is .161 and p-value is .872 (p> 0.05). Thus, the result is not significant at 0.05 level of significance. Therefore, it can be said that the null hypothesis is accepted. It is shows that there is no significant mean difference observed on academic effort on the basis of gender. Yet, from the graph no- 15.2 the mean score of male students is 78.117 which is marginally greater than that of female students, which is 77.957.

Objective No-3 To find out whether there is any significant mean difference between male and female Higher Secondary school students on academic achievement.

H_{03}: There is no significant mean difference between male and female Higher Secondary school students on academic achievement.

TABLE NO: 15.3

Difference between Academic Achievement on the Basis of Gender

Gender	N	Mean	SD	t-value	Level of significance (2 -tailed)	df
Male	150	170.027	18.488	4.202*	.000	298
Female	150	163.547	19.277			

*Significant at 0.01 level of significance

Graph No : 15.3

Difference between Academic Achievement on the Basis of Gender

	MEAN	STANDARD DEVIATION
◼ MALE	170.027	18.488
◼ FEMALE	163.547	19.277
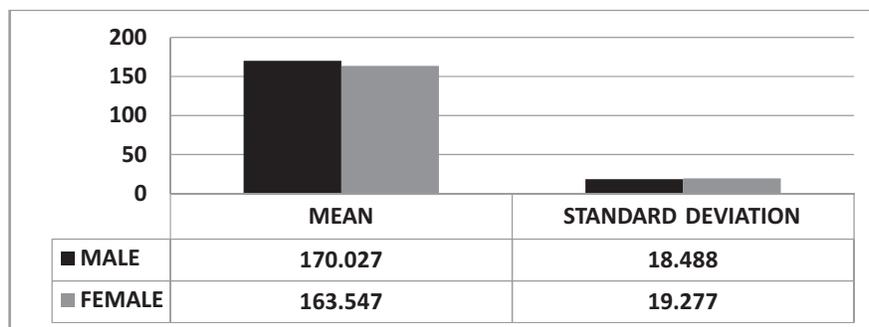
From the above table no-15.3, it is observed that the 't'- value is 4.202 and p<0.05. So, the result is significant both at 0.05 level and 0.01 level of significance. Therefore, the null hypothesis is rejected. It means there is a significant difference found between male and female Higher Secondary school students regarding the level of academic achievement. Where, from the graph no-15.3 it can be said that the male Higher Secondary students scored better than that of female students' counterpart regarding the level of their academic achievement.

Objective No-4 To find out whether there is any relationship between academic self-concept and academic achievement of male Higher Secondary school students.

H_{04}: There is no significant relationship between academic self-concept and academic achievement of male Higher Secondary school students.

Table No:15.4

Correlation between Academic Self-Concept and Academic Achievement of Male Students

		Academic Self-Concept	Academic Achievement
Academic Self-Concept	Pearson Correlation	1	.168*
	Sig. (2-tailed)		.036
	N	150	150
Academic Achievement	Pearson Correlation	.168*	1
	Sig. (2-tailed)	.036	
	N	150	150

*Correlation is significant at the 0.05 level (2-tailed)

The results of above Table No- 15.4, shows that co-efficient of correlation between academic self-concept and academic achievement of male students is .168. The p-value of is .036 (p<0.05) and the null hypothesisis rejected. The correlation is statistically significant at 0.05level. Thus, it can be concluded that there is a significant and positive relationship observed between academic self-concept and academic achievement of male Higher Secondary school students to a slight extent.

Objective No-5 To find out whether there is any relationship between academic self-concept and academic achievement of female Higher Secondary school students.

H₀₅: There is no significant relationship between academic self-concept and academic achievement of female Higher Secondary school students.

TABLE NO: 15.5

Correlation between Academic Self-Concept and Academic Achievement of Female Students

		Academic Self-Concept	Academic Achievement
Academic Self-Concept	Pearson Correlation	1	.274*
	Sig. (2-tailed)		.042
	N	150	150
Academic Achievement	Pearson Correlation	.274*	1
	Sig. (2-tailed)	.042	
	N	150	150

*Correlation is significant at the 0.05 level (2-tailed)

The above Table No- 15.5 indicated that co-efficient of correlation between academic self-concept and academic achievement of female students is .274 and the p-value of is .042 (p<0.05). So, the null hypothesisis rejected. The correlation is statistically significant at 0.05level. Thus, it can be concluded that there is a significant and positive relationship observed between academic self-concept and academic achievement of female Higher Secondary school students to a slight extent.

Main Findings of the Study

The main findings of the study are as follows-

1. There is a significant difference found between male and female Higher Secondary school students regarding the level of academic confidence. Where, the male Higher Secondary students scored better than that of female students' counterpart regarding the level of academic confidence.

2. There is no significant mean difference observed on academic effort on the basis of gender.

3. There is a significant difference found between male and female Higher Secondary school students regarding the level of academic achievement. Where, the male Higher Secondary students scored better than that of female students' counterpart regarding the level of their academic achievement.

4. There is a significant and positive relationship observed between academic self-concept and academic achievement of male Higher Secondary school students to a slight extent.

5. There is a significant and positive relationship observed between academic self-concept and academic achievement of female Higher Secondary school students to a slight extent.

Conclusion of the Study

The main conclusion of the present study that there is a significant difference found between

male and female Higher Secondary school students regarding the level of academic confidence and their academic achievement. Where, the male Higher Secondary students scored better than that of female students' counterpart. However, there is no significant mean difference observed on academic effort on the basis of gender. The study also revealed that there is a significant and positive relationship observed between academic self-concept and academic achievement of both male and female Higher Secondary school students to a slight extent. Jaiswal and Choudhuri (2017) and Meerah, and Mazlan, (2017) in their study also found positive relationship between academic self-concept and academic achievement. Overall, it can be concluded that academic self-concept and academic achievement are positively correlated and both are play vital role for Higher Secondary school students.

Recommendations of the Study

The following recommendations are proposed through this study :

- Students must develop a positive attitude towards life and select the claim of the life.

- Teacher should help the students to build-up their self-confidence level.

- Students should participate in curriculum and co-curriculum activities.

- The schools should organize programmes that help the students to develop their views about their environment, self and academic so that they can adjust appropriately.

- A teacher can help the students to aware about their own ability, interest, strength and weakness.

- The school can create awareness among students regarding the development of self-understanding.

- Finally, there is the need for concerted effort on the part of the guidance and counsellor to educate the students to focus on their studies and solve their own problems.

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Peer Pressure as a predictor of Attitude of College Students Towards Alcohol and Drug Abuse

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Abstract

The present study investigated peer pressure as a predictor of attitude of college students towards alcohol and drug abuse in a stratified random sample of 300 college students from Punjab. Alcohol and Drug Attitude Scale by Saini and Singh (2010) and Peer Pressure Scale by Singh and Saini (2010) were used for the purpose of data collection. The results revealed that peer pressure was positively correlated with attitude of college students towards alcohol and drug abuse. Also, peer pressure emerged as a positive and significant predictor of attitude of college students towards alcohol and drug abuse. Implications of these results are discussed.

Keywords: *Peer pressure, attitude towards alcohol and drug abuse, college students*

Introduction

As per the National Institute on Alcohol Abuse and Alcoholism (NIAAA, 2008), "Alcoholism is a complex disease characterized by persistent and intense alcohol-seeking. Which results in a loss of control over drinking, a preoccupation with drinking, compulsion to drink or inability to stop, and the development of tolerance and dependence." An attitude can be a positive or negative outlook, perception or evaluation by a person or persons about people, object, event, activities and ideas or just about anything in your environment: Eagly and Chaiken (1993) states that, "An attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour." A susceptibility to certain kinds of stimuli and readiness to respond repeatedly in a given way which are possible toward our world and the parts of it which impinge upon us" (Lumley, 1928). An attitude can be concluded as the psychological tendency, readiness that is expressed by a person towards other subject/s or object/s. It may be expressive or judgemental depends on the observations, perceptions, thinking, feelings, experiences or sensations.

Attitude plays an important role in developing both positive and negative behaviour. Parents and other significant adults influence attitudes and behaviour of adolescents. If adolescents see their parents or other significant adults using alcohol and drugs or if the attitude of the prominent figures is tolerant of alcohol and drug use, an adolescent is more likely to experiment with drugs, acquire accepting attitudes towards alcohol and drug use and choose friends who drink or use drugs. Very little attention has been given to the attitude towards alcohol and drugs abuse at early ages. It is very likely that he/she is more likely to take alcohol or drugs at that time or later. Therefore, attitudinal influences may be very significant is developing interest towards and drug use and this further highlights the importance of the present measure.

Alcohol and drug attitude refer to the readiness of the psyche to act or react towards the usage of alcohol and drugs. It is the degree of expression of favour or disfavour towards the use of alcohol and drugs. An individual learns to take drugs in small, informal groups (Akers and Sellers, 2004). It is in these intimate settings that people are taught through imitation and reinforcement to hold attitudes that are favourable or unfavourable to drug use (Reed and Rountree, 1997). Within families where alcohol is used, adolescents may observe alcohol use and begin using alcohol themselves (Wills et al., 1996). Similarly, if their friends drink alcohol, adolescents are likely to receive positive

social reinforcement from their friends for drinking (Petraitis et al, 1995).

Adolescents have impulses towards deviance and would act on these desires if not for pro-social controls provided through families and other social institutions (Hirschi, 1969). In the context of adolescent drug use, social control theorists maintain that when adolescents are close to their parents, they feel obligated to act in non-deviant ways that please their parents (Rankin & Kern, 1994; Wright & Cullen, 2001). Similarly, hence, they are likely to refrain from drug use if their parents are opposed to their drug use. When they are not close to their parents, however, adolescents may not feel as constrained to conform to the desires of their parents and they are likely to experiment with drugs.

Peer Pressure

A peer group is a social group of people of same age, status, education and interests. Peer group is an important part of an individual's life. However, peers are more precious in one's developmental years of adolescence. Peer group plays a significant role in a teenager's life as it provides them with happiness, which they sometimes do not get from parents and family. Undoubtedly, peer group provides teenagers with emotional support, but now children do not have those values and lessons from parents whom they need to learn in order to survive in society. Peer pressure is feeling pressure from other age-mates to do something harmful for oneself and others. Pressure is broadly defined as any attempt by one or more peers to compel an individual to follow in the decisions or behaviours favoured by the pressuring individual or group (Sim and Koh, 2003).

Peers play a crucial role in a child's development by shaping his/her normative beliefs and interpretation of information regarding risk activities (Cox and Cox, 1998). Peer pressure exists as the mutual effect of close friends and that the type of friendship determines the degree of influence (Cohen, 1983). Cross-behaviour analyses show that boys who smoke cigarettes and drink alcohol are significantly more likely to have friends with similar behaviours compared to boys who dip snuff and chew tobacco (Hunter et al., 1987).

Peer can be defined as an individual who infers that they are of equal standing. It can also denote people who have same profession, economic status, same age or same school, etc. Peer pressure can be a power that can be good or bad for the group members. Therefore, if friends drink alcohol or abuse drugs, than it becomes difficult to say no; however, peers can also help the individuals get rid of drugs and alcohol consumption.

Emotional support is the one thing that everyone wants and sometimes children get it from people outside the family rather than parents; consequently, it may lead to bad habits. Children even start smoking, drinking alcohol and abusing drugs in order to get relief from stress. In addition, it is easy for smugglers to convince a developing brain who is not aware of its bad consequences than a developed brain to try drugs. Children suffer from the lack of emotional support when they go through conflicts with parents during adolescence. A child feels neglected and seeks closeness everywhere and in these kinds of situations children do not hesitate or discriminate while choosing a group as they just want to be accepted by someone and not neglected and sometimes even the group is involved in illegal or criminal activities and they end up getting in a bad company. In addition, parents do not neglect some children and they receive love, care and affection from family, but still bullies depress them. Bullying and teasing play a huge role in one's life in a negative way and compel people to drug their lives towards the dark and ruin their future. Bullying has also resulted in school violence and it has increased a lot in the past decade. Bullying an adolescent about physical changes is inappropriate because it may cause embarrassment and self-consciousness. Children who are part of the cool group are more likely to be influenced by their friends than children who are

friends with peers who are kind, nice, and well-liked (Ellis, 2007).

Significance of the Study

Drug addiction causes enormous human trouble and the illegal production and distribution of drugs have spawned crime and violence all over the world. Today, there is no part of the world that is free from the curse of drug trafficking and drug addiction. Millions of drug addicts throughout the world, are leading miserable lives, between life and death. The drug and substance abuse has taken the shape of epidemic which has assumed alarming dimensions in India. Drug addiction in Punjab is like a cancer which is shocking the psychological as well as physical well-being of the youth. The problem of drug abuse in youth of Punjab is a matter of serious concern as every third person is hooked to drugs other than alcohol and tobacco (Sharma et al, 2017). Arputharaj (2018) found that there is a notable alliance between the youth and their attitude towards alcohol. Daniel et al. (2015) found that the attitude of college students are knowledgeable about harmful effects of alcohol, consumption, but most of them consider it as a part of life-style. Mohebbi et al. (2019) found about the adverse effects of opioid use, two third of respondents have its good knowledge. A significant relationship of stress among college and university students with peer pressure has been observed (Uba et al, 2009; Mital, 2012; Biramo & Philipos, 2016; and Kelly et al., 2017). Hence, on the basis of the above non-conclusive evidence, it was thought worthwhile to conduct the study peer pressure as a predictor of attitude of college students towards alcohol and drug abuse.

Objectives of the Study

1. To study attitude of college students towards alcohol and drug abuse in relation to peer pressure.

2. To study peer pressure as a predictor of attitude of college students towards alcohol and drug abuse.

Method and Procedure

Descriptive method of research was used to conduct the present study.

Sample

The study was conducted on a stratified random sample of 300 college students taken from different colleges affiliated to Panjab University, Chandigarh by giving due weightage to gender and stream of the study.

Research Tools Used

In the present study, following research tools were used:

- Alcohol and Drug Attitude Scale by Saini and Singh (2010) is a 28 item scale. The values of Test-Retest and Cronbach's Alpha reliability are 0.32 and 0.82 respectively.

- Peer Pressure Scale by Singh and Saini (2010) is a 25 item scale. The values of test-retest and Cronbach's Alpha reliability are 0.33 and 0.77 respectively.

Results and Discussion

The first objective of the study was to investigate the relationship of attitude of college students towards alcohol and drug abuse with peer pressure. The data was analyzed with the help of pearson product moment correlation and the results are given in table 1.

Table 1

Attitude of College Students towards Alcohol and Drug abuse with Peer Pressure (N=300)

Variable	r
Attitude towards Alcohol and Drug Abuse	0.32**
Peer Pressure	

**p   0.01

The table 1 shows that the value of correlation co-efficient between attitude of alcohol and drug abuse and peer pressure came out to be 0.32 is significant at 0.01 level. It indicates that there is a significant and positive relationship of attitude of college students towards alcohol and drug abuse with peer pressure. Similar results were obtained by Lee et al. (2013), Ryan (2000), Kenney et al, (2018) and Bravo et al, (2019).

In order to study peer pressure as a predictor of attitude of college students towards alcohol and drug abuse, the data was analyzed with the help of regression analysis and the results are given in table 2.

Table 2

Peer Pressure as a Predictor of Attitude of College Students towards Alcohol and Drug Abuse

Variable	R	R^2	Adjusted R^2	%age Variance	F-value
Peer Pressure	0.318	0.101	0.098	9.8	33.58**

**p   0.01

It may be observed from the table 2 that peer pressure is a significant predictor of attitude of college students towards alcohol and drug abuse accounting for 9.8% variance in the attitude of college students towards alcohol and drug abuse. Hence, it may be concluded that peer pressure is a positive and significant predictor of attitude of college students towards alcohol and drug abuse.

Implications

- Peer pressure emerged as a significant and positive predictor of attitude of college students towards alcohol and drug abuse. Hence, due attention must be given to the peer group and its influence upon the college students.

- Peer groups can also be taken under consideration, to which certain project works can be assigned so that the youth can engage in fruitful activities.

- Moreover, higher education institutions must arrange a variety of co-curricular activities for the students that their energy may be channelized into fruitful and positive channels.

- Training regarding anti-drug strategies, refusal skills, personal or self- Management skills and social skills should be mandatory part of higher education.

- Classroom discussions, debates, competitions must be organized related to the ill effects of drug and alcohol abuse.

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Peace Education in Classroom: An Analytical Study

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Abstract

An American philosopher William James started one of the chapters in the varieties of religious experience this way: If we were to ask the question: "What is human life's chief concern?" The answers would be, 'Peace and Happiness', so peace education is the most essential need of the world of 21st century. Our country believes in "vasudhaiv kutumbakam", today when India's NEP 2020 talks of skill development, Our National Education policy-2020 also supports our ancient Indian values and heritage. The five universal values specifically mentioned in NEP 2020, which are 'Love, Righteous conduct ,Truth, Peace, Non- Violence,' it is fact that the world at the moments need just one thing that is peace content in curriculum to counter global terrorisms, non-violence, and widespread uncertainty and insecurity. We cannot make this world beautiful by the rat race of achieving good marks in examination, so it's time to pay attention towards soul objective of education that's are Peace, Love, character care and Happiness. In this paper with the help of analytical study researcher tries to understand about the concept and elements of peace education. The researcher focused on the cultivation of peace education within children through the curriculum of schools.

Key Words: *Peace Education, Cultivation of Peace, NEP- 2020*

Introduction

The idea of 'peace' is multidimensional. It is usually defined as a state where there is no conflict, disturbance or hostility. Peace is known as a non-violent way of life, a state of harmony and peacefulness. Peace can be define as a relationship between people who characterized by respect,goodwill and Justice. It also related to an individual's sense of himself or herself to be at peace with one's own mind. There is a lots of thoughts regarding its definition and has been defined in different ways. For example, to Gandhi, it is related to truth and non-violence. To get the state of peace, especially in the present conflict-oriented world, it is being widely recognized that peace education is an important aspect that would guide the mankind against violence and live in a harmonious and peaceful world. In this time, peace education is not just a concept that is accepted in academic curriculum. It means to achieve social justice, to live according with moral rights and duties, and recognize one's relationship to all beings. Peace education became a platform for the potential of hope for a better worldSwami Vivekananda once said, "It is not man-making education, fifty years of such education has not produced one original man". The education system of this time destroys those to whom it reaches; it destroys those to whom it is denied. The true education is essential manifestation of universally inherent five elements, that's body, vitality, mind, intellect and spirit in every man and woman without any discrimination. If education is based on these five components and practiced in colleges and out of colleges education and till the end of life by ever one everywhere . The philosophies of many cultures and religions of Gandhi ji have ahinsa (non-violence), syncretism and tolerance at the core of peace education.

The National Education Policy (NEP) 2020 also focused on unique opportunity to contribute to strengthening equity, social cohesion and justice. This policy has a broad focus on value-based education and experiential learning, including cultural exchanges, promoting critical thinking, teaching in regional local languages, and a commitment towards inclusion and education for all.

Concept of Peace

The word 'peace' is derived from the Latin 'pax' in the English language. The meaning of peace in the Roman Empire means the breakoff of fighting and rule over subject races. The term 'peace' not merely indicates towards the absence of violence. It is also encompasses the presence of political justice social, and economic, which is essential for the 'positive peace' (Hicks, 1985).Peace is not a trait but it is a relationship variable. Peace comes among individuals, groups, and nations; it is not a trait or proneness in an individual, group, or nation. Peace is a dynamic aspect not a static, process. The level of peace daily increases or decreases with the actions of each relevant party. Peace is not a passive process but it is an active process, Building and maintaining peace takes active involvement.

Concept of Peace Education

According to (National curriculum framework (NCF-2005), "The meaning of peace education is related to nurture ethical development, inculcating the attitudes , values and skills required for living in harmony with oneself and with others, including nature. It indicates towards the happiness of living and personality development with the qualities of love, hope and courage. It included justice, tolerance, cooperation respect for human rights, social responsibility and respect for cultural diversity, in addition to a firm commitment to non-violent conflict resolution and democracy. Social justice is the main aspect of peace education. The concern for equality and social justice, which refers to practicing non-exploitation towards the have-nots, and the deprived and creating a non-violent social system, is the symbol of education for peace. We can say that human rights are central in the concept of peace. Peace cannot persuade if the rights of individuals are destroyed. These issues are inter-related.

Peace education is the source of achieving the values, the knowledge and developing the skills, attitudes, and behaviors to live in harmony with each other and with the natural environment.Peace education is promoting students to understand and transform conflict in their own lives, in the community and in the world at large. It is included in the all learning areas and is force by people treating each other in positive ways in classrooms, playgrounds and in their families and communities. James Page considered peace education be thought of as "encouraging a commitment to peace as a settled disposition and enhancing the level of confidence of the individual ; as teaching the student on the consequences of social injustice and war; as informing the student on the value of peaceful and just social structures and working to uphold or develop a social structures; where encouraging the student to love the whole world and to imagine a peaceful future, and as caring for the student and promote the children to care for others" . The meaning of Peace education is the process of inculcate the knowledge, skills, attitudes and values needed to bring about behavior changes that will teach children, youth and adults to prevent conflict and violence.

The objectives of peace education include

(1) enabling the individual to acquire a critical understanding of the problems at national and

international levels; (2) appropriating intellectual and emotional development of the individuals; (3) developing a sense of social responsibility and solidarity; (4) observing the principles of equality and fraternity towards all; (5) enabling the individual to acquire a critical understanding of the problems at national and international levels; (6) creating willingness for continuous learning; (7) accepting and participating in free discussions; (8) taking decisions on a rational basis; (9) appreciating other's cultures; and (10) overcoming obstacles towards promotion of peace.

Promoting Peace Education in the Classroom

The education of peace is not limited to classroom but it the lessons for life of immediate relevance, empowering individuals to achieve the goal of happiness society where the human rights of all men are valued and respected. Peace education related to the every aspects of curriculum at every level in the education system. Peace education should be reached in effective way to all students, including refugee and migrant children, minority's children and disabled should be promoting equal opportunities through education.Educators promote the development of the whole person, where enable everyone to contribute to society in a caring and responsible way. In order to recruit the good teachers, governments should increase the handsome salary, which must helpful to increase standard of living of teachers and their families, Governments should also focus on the providing attractive job circumstances including small class sizes, career paths and more opportunities for professional growth and development, financial and other incentives, and support systems for new teachers, such as mentoring programs.

Cultivation the Peace Education

The whole world are facing the age of moral degradation. Thus, the need for peace education should be the most valuable objective of education in 21st century. The education for peace often includes an appreciation for heterogeneity within broad circumstances of analysis of non-violence and resolution. Teaching of peace includes conflict resolution, non-violence, and social justice, human rights concern for preserving the natural environment Peace starts first with an honest willing to engage academicians in the learning process, which is an important and powerful way to transform their selves individually and in groups. The education should be based on the 21st century life skills the methodology of inculcate peace education within studentbased on critical thinking and preparing students to act their own sense. With the help of dialogue, modeling, practice and conformation it will evolve and grow. The education for peace can be cultivated by adopting the following methodologies; Creating a supportive classroom, Investing conflict, violence and peace and visioning peaceful futures.

Creating a supportive Classroom Environment

Peace education makes special demands of teachers to make sure that their own classroom practices promote peace . According to the pedagogy of peace education pupils can understand how the world becomes beautiful by learning certain skills, behaviors, and from the classroom climate, which is created by the teacher.

Empirical steps to create a supportive classroom

Teachers could study the following table, given by Iav Hariss thinking about where they would wish to locate their own practice along the continua-

Peace Making Qualities
Dialogue with respect among teachers and learners
Cooperation among situations
Problem solving approaches to learning
Affirmation of the worth of each students
Democratic boundary setting of classroom expectations

In classroom every teacher should arise that type of questions which are based on the concepts of peace, because by the help of these types of questions we can inculcate the peace elements within children.

Practicing Peace

It could be helpful to think; "Practicing peace" begins with a search for 'inner peace'. The search for 'inner peace' has captured the imagination of many people today; particularly it seems in western societies where alienation and disaffection seem to sit uneasily alongside unprecedented levels of material possession and consumption. There is need to develop a commitment to social justice, while realizing that can have a range of meanings. Practicing of peacecan be promoted through classroom activities that encourage cooperation, empathy self- esteem, trust, assertiveness and an appreciation of differences and diversities.

Conclusion

Happiness and Peace should be the central goal of education. What would school look like if 'Love and Care' were taken seriously as goals and objectives for teaching and learning? Nothing but yes pedagogy of love, peace and care can make this world beautiful. All, humans being are social animals and their success in life is largely related to successful social relations. The use of cooperative learning, therefore, teaches students the competencies needed to build and maintain consensual peace. The essential elements need to be implemented at all levels of schooling to institutionalize peace education in schools, ensure that students from the formerly adversarial groups experience positive interaction to each other ensure that the controversy cooperative, and conflict resolution procedures become automatic habit patterns and ensure that the values underlying these procedures become firmly embedded. The personal experiences from learning together with different peers to achieve the main goals, making informed decisions on the basis of open-minded discussion of each other's perspectives and opinions and seeking integrative agreements to resolve conflicts result in a personal understanding of the meaning and importance of peace and justice and understand a way of life.

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Organized Activities: Developmental Contexts and Winning Components of Complete Education

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Abstract

Academic scores have turned out to be destiny charters for every student. Almost every young scholar contains the weight of parental and teacher expectations. Therefore, exploring classroom performance has long been on the agenda of instructional strategists and psychologists. An enormous body of research has investigated the impact of extra-curricular (ECAs) orco-curricular activities (CCAs) on classroom performance. This evaluation outlines CCAs' conceptual and theoretical value as they follow students, faculty, and other stakeholders of an educational setting. The overview additionally describes current methods ofintegrating CCAs into the curriculum to enhance all-round development. Based on the findings from the existing literature, the review outlines some recommendationsfor educational institutions to provide CCA opportunities to students to amplify classroom success and holistic development.

Key Words: *Co-curricular activities, Holistic development, student performance, skills development, academic success*

Introduction

Let's put the phrase "extra-curricular activities" to rest. Extra signifies anything that isn't required, and it implies that student activities are only for fun and games, making them easier to reject or discard. Co-curricular activities are school-sponsored activities that should be considered and referred to as what it is. Numerous research studies have shown that children who participate in extra-curricular activities have higher grades, a better understanding of abstract concepts, and are more successful later in life than students who do not (Klesse & D'Onofrio, 2000). Activities should be considered more than "extra" if school administrations believe they are worthwhile enough to fund, and teachers as facilitators are expected to serve as advisers. It's noteworthy that activities are essentialbecause"Academics + Activities = Excellence". It's vital to encourage colleagues, educators, students, parents, and the general public.

"Education is not preparation for life but life itself" - John Dewey. It is about grounding oneself to understand the nuances of life for a purposeful existence. Educating a child about what they are not is a crime and is an unintelligent form of education. A child can be shaped and moulded better by not dominating and authoritative but by understanding and empathising. Swami Vivekananda once said about the goal and focus of education that even a sculptor is very clear about what he will make out of the marble block.

Present schooling lacks an emotional or human component in the curriculum. If education is imparted in its true sense, it will remedy most problems at each person and social level. An individual spends significant time in his productive existence in the school environment.Extra-curricular and co-curricular things gain a student's centre of attention in ways that cannot be replicated in the study room alone(Ogunseemi et al., 2021). Students might also anticipate a plethora of extra-curricular activities at most establishments to assist them in relieving the stresses of educational burden. Co-curricular things

may be described as activities that are the phase of a classroom/program curriculum, such as Civic Engagement, Theatre and Performing Arts, Music, Adventure Sports,Eco and scientific clubs, scholar council, Literature, Debates and discussions are typically used interchangeably. These workouts grant students a danger to observe what they've learned in the category in a real-world placing (Klesse & D'Onofrio, 2000).

As a socialising agent, the college presents chances that affect students' integration into the institutional tradition and massive society. The extra-curricular endeavour serves as legitimate everyday traits in participation outcomes, as correctly as the evaluation of particular sorts of extra-curricular matters and their impact on the all-round enhancement of the pupil (Barber, 2020).

The Genesis and Concept

According to Dr Radhakrishnan, "We should launch the abilities of the children and assist them in ending up what they are in potential. It is the machine that constructs. It is the living spirit that creates." (Radhakrishnan commission, 1962)

'Co-curricular activities' performance matters to be carried out internal or outdoor of the four partitions of the classroom/school or college premises through organising excellent situation clubs, associations, and institutional firms that the Board of Education sponsors. It can be described as "a program or out-of-class activity, supervised and financed with the useful resource of the utilisation of the faculty or college, which affords curriculum-related gaining an understanding of and character-building experiences".

Mahoney and Cairns (1997) determined that extra-curricular matters diminished dropout and delinquent behaviour in boys and females with surprisingly a range of adjustment issues. Evidence of a discount in undesirable pupil consequences is most tremendous in longitudinal lookup of teenage enjoyment endeavour participation and adjustment.

The Historical Perspective

Generally, the mindset about extra-curricular activity involvement is that it is a positive, enhancing problem in children's instructional and social enhancement (Holland & Andre, 1987; Young et al., 1997). However, there is no longer theoretical and empirical evidence for this assertion. Based on the thinking that a university is a regional centre for tutorials only, lookup of extra-curricular exercise involvement from the1950's Sixties questioned the appropriateness or favour for non-scholarly things in the university curricula (Gholson, 1985). Research from the 1960-70s argued that as quickly as enrolled, the country of no endeavour and adolescent way of life positioned extra price on social elements than academics.A student's degree of competence serves as a remarkable impact on university success and self-perceptions (Eccles and Midgley, 1990). For the unsuccessful teenagers in the excessive faculty setting, the availability of one-of-a-kind avenues for ability and cost development is necessary (Garibaldi, 1992; Kunjufu,1982). Admittedly, classroom or scholastic success is complex and requires one-of-a-kind techniques to recognise and interpret elements in many cognitive and non-cognitive components of persona (Vendal, 1994).

A Theoretical Lens:

Zero-Sum Model: No Pass No play - Marsh (1991) described the zero-sum model; matters to do without prolonging competition with academic pursuits, and college students go through academically due to the reality of time spent on non-academic activities. This thinking supplied an ancient base and theoretical motive for "No pass, no play" insurance plan policies (Gerber, 1996; NASBE, 1999). which in addition suggests that university life's social and classroom elements are linked. Participation in extra-curricular activities will increase self-concept and different life skills,

which influences overall classroom performance and ascription to the school's cultural values (Ford,1995). Resilience is manageable to reply positively to stress, adversity, and limitations (Braddock, 1991). Include dare mechanisms that restrict the effect of risk, limit the probability of damaging chain reactions related to misfortune, set up and preserve conceitedness and self-efficacy, and create new possibilities for success.

CCA: A prevailing segment of Complete education.

Co-curricular activities have a massive horizon to cater to the child's cultural, social, and aesthetic development. Co-Curricular Activities can aid the tutee to extend social skills, leadership, healthful recreation, self-discipline, and confidence. Finally, there is a speedy communication of necessary moderating elements and proposed resilience techniques associated withextra-curricular activities. More contemporary research on participation explored one-of-a-kind kinds of extra-curricular things to do (e.g., performing and seen arts, neighbourhood service, Science and Literature clubs), more significant schooling scholar populations (SES, minority, gender and locale), and mechanisms by way of which participation interprets into an educational and social advantage (Holland & Andre,1994).

Classification: The Fine Balance

Co-curricular activities may be labelled as follows: 1. physical development activities, 2-aesthetic, moral and cultural development activities,3. emotional and spiritual development activities further can be grouped under three domains of Co-curricula. In the following chart, you will stumble on tremendous matters to do beneath the most crucial heading (Ogunseemi et al., 2021).

Co-Curricular Activities: Constituent elements and their Educational Value

- **Physical Development:**

Co-curricular activities, especially physical activities, help in the average growth and development of the body. Activities like sports, athletes, and games lead to the muscular action of students. These activities include sports, games, athletics, yoga and asana, swimming, gardening, etc.

- **Academic Development:**

Co-curricular activities supplement classroom instruction. These deepen and broaden pupils' bookish knowledge. These activities include the creation of clubs on various themes. Eco-clubs, language clubs, scientific clubs, history clubs, economics clubs, geography clubs, civic clubs, etc. Similar activities include the creation of charts, models, projects, surveys, quiz competitions, and so on.
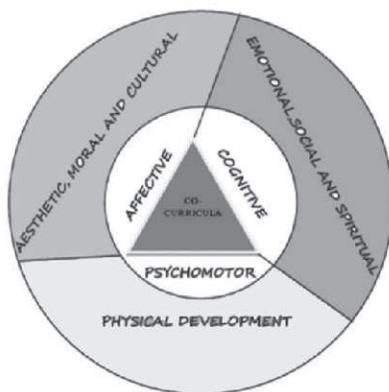
Figure 1: Domain and distribution of co-curricular activities

- **Development of Literary Abilities:**

    To develop the literary abilities of students, activities like the publication of school magazines, wall magazines, bulletin boards, debates, newspaper reading, and essay and poem writing are undertaken.

- **Cultural Development:**

    It consists of drawing, painting, music, dancing, dramatics, folks song, fancy dress, variety shows, community activities, exhibitions, competition celebrations, and visits to cultural locations of significance locally, nationally, and globally.

- **Social Development:**

    The co-curricular activities are executed in a social environment. The pupils work together, act together and live together. The following co-curricular activities are organised for developing social skills like team spirit, fellow feeling, co-operation, and toleration among students through inculcating social values resulting in social service. NSS, Scouts and Guides, Red Cross, adult education, NCC, mass programs, social service camps, walkathons, marathons, village surveys, and so on are examples.

- **Moral Development:**

    Co-curricular activities have a great moral value. Moral development activities provide facilities for moral experience and moral conduct. Exercises like organising extramural lectures, celebrating birthdays of legendary and national-reputed personalities, morning assembly, etc., bring moral development among individuals.

- **Civic engagement and social responsibility:**

    Activities like student council, student union, Youth Parliament, formation of student self-government, village adoption, street plays, and awareness programmes are required to provide useful and valuable civic engagement and social responsibility.

- **Leadership Development:**

    The students are actively embroiled in the organisation of adventure and team sports and similar programmes through these activities. They discharge more than a few responsibilities and consequently get possibilities to come forward and lead. They get leadership training. Their abilities are recognised and developed.

- **Development of aesthetic sense and cultural values:**

    The co-curricular activities bring a healthy change to the dull classroom routine. There are co-curricular activities that have significant cultural value. Activities such as drama, folkdance, folk music, variety shows, and so on provide glimpses of our culture. The pupils feel relaxed and accessible when they perform activities like sports, cultural programmes, dances, drama etc.

- **Emotional and Spiritual Development:**

    These activities address students' psychological requirements and contribute to their emotional development. Their impulses have been tamed. Gregariousness and self-assertion, which are so prevalent during adolescence, find expression in one activity or the other. This area includes the organisation of camps, educational trips, lecture programmes, and the commemoration of national and

international holidays (Kochhar, 1990).

Discussion

Co-Curricular Activities (CCAs) are a crucial component of a school's formal curriculum (Bernstein, 1975). Co-curricular activities are designed to engage students in activities that are not related to their studies, they do not provide academic credit, but they do contribute to the school's spirit and the participant's personal development (Esa et al, 2015). A co-curricular activity for a team, club, or group that takes place outside of the classroom. Formal education alone is insufficient for a student's emotional, physical, moral, and social development. Students with multiple talents are required in all walks of life in this era of globalisation (Greenleaf, 1957). Though they do not carry academic credit or have formal links to regular courses, co-curricular activities are an important part of the educational programme. "They improve teaching goals such as character building, critical thinking, civic skills, and talents to make students responsible and fulfil them as human beings" (Dyer 1996). Students can socialise with peers and adults who share similar interests and talents through co-curricular activities. "Participating students have the opportunity to excel independently, in group work, and gain practical life training in cooperation, responsibility, dedication, and hard work." A.W. Astin's student involvement theory (1984) emphasised student participation in co-curricular activities, as well as concepts of commitment and time. "Active Involvement necessitated the student's time and effort." These programmes encourage students to make such a commitment and use their time productively" (Leung et al, 2010).

Major Revamp and Restructure

Extensive longitudinal and cross-cultural studies on Holistic Development programmes, evaluating the impact of CCA at the college level in terms of its aims or student personality development, may be designed along these lines to look into the effectiveness of CCAs at various levels (Yahya et al, 2019).

The role of situational, cognitive, and perceptual aspects concerning personality traits, confidence, interpersonal behaviour, and resilience in the general population needs to be investigated in terms of all-round development envisaging co-curricular activities (Siddiky, 2019).

If given the opportunity, students may make a substantial contribution to their institutions, communities, and nations by utilising their talents, potential, and mental/physical health in collaboration with other young organisations. Students must live and actively support a Holistic health-centred fitness-strength strategy to become more engaged and capable(Mishra & Kotecha, 2015). Students' duties will become more defined throughout time, resulting in growth for themselves, their institutions, and the country (Panditrao, 2020).

Students must recognise the need of cultivating and enhance their spiritual fitness. This process should have started while the child was tiny. Develop your strengths, spiritual wellness, and mental health, and use them in your daily life (Kochhar 1990. These should be followed for the rest of one's life. We shall be able to increase our spiritual well-being due to it. As a result, we should make the most of our abilities because spiritual fitness and mental power are required to achieve the goal of human life.

Throughout the analysis, it was felt that it was necessary to stress that the findings of this study imply causation and that the relationship between cause and effect and management attributes and potential can be used to similarly strengthen mediation models like the ones projected here, allowing for the testing of conflicting hypotheses about directionality as well as the estimation of models with bi-

directional effects.

Conclusion

Co-curricular Activities are a crucial part and parcel of academic establishments to extend the students' participation and make excellentclassroom learning. These matters appear to complement the instructional curriculum through live experiences and instil abilities to adorn holistic development.

As envisaged in National Education Policy 2020, co-curricular activities are now regarded as an integral part of a school's educational endeavour. These were previously referred to as extra-curricular activities. However, these have been recognised as a necessary component of the standard curriculum for a child's comprehensive education. Previously referred to as extra-curricular activities, they are now referred to as co-curricular activities. They have been dubbed "co-curricular activities" to reflect their importance in education. Since they are an integral element of the school curriculum, both curricular and co-curricular activities will be referred to as "curricular only."The policy heavily focused on the 6C's, which include increased emphasis on co-curricular activities, critical thinking, communication, continuous review, creativity, and culture. All of these factors must be guided by the 5 V's, which include a focus on values, Vedas, virtue, vocational training, and versatility.(New Education Policy 2020 Government of India, Ministry of Human Resource Development)

The MHRD accomplished this by launching an unprecedented collaborative, multi-stakeholder, multi-pronged, bottom-up effort.Multidisciplinarity and a holistic education encompassing the sciences, social sciences, arts, and humanities, as well as sports, yoga, and community service, will be incorporated into the curriculum for a multidisciplinary world to ensure unity and integrity of all information. (Govinda, 2020).It advocates through NEP 2020 for active pedagogy that focuses on developingnatural talents and life skills, particularly 21st-century competencies propelled by co-curricular activities.

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An Analytical Study about Causes and Effects of Climate Changes in 21st Centuary

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Abstract

Climate change is the statistical distribution of Weather patterns when that change lasts for an extended period of time.(i.e., decade's to millions of years) Climate change may refer to change in average weather conditions, or in the time variation of weather within the context of longer-term average conditions. Climate change is caused by factors such as biotic processes, variations in solar radiation received by Earth, plate tectonics, and volcanic eruptions. Certain human activities have been identified as primary causes of ongoing climate change, often referred to as global warming. Scientists actively work to understand past and future climate by using observations and theoretical models.

Keywords : Causes and Effects, Climate Change, 21st Centaury

Introduction

In 1992, the UN Conference on Environment and Development (UNCED) at Rio de Janeiro led to FCCC (Framework Convention on Climate Change), which laid the framework for the eventual stabilization of greenhouse gases in the atmosphere, recognizing the common but differentiated responsibilities and respective capabilities, and social and economic conditions. The Convention came into force in 1994. Subsequently, the 1997 Kyoto Protocol, which came into force in 2005, reasserted the importance of stabilizing greenhouse gas concentrations in the atmosphere adhering to sustainable development principles. The Protocol laid out guidelines and rules regarding the extent to which a participating industrialized country should reduce its emissions of six greenhouse gases, viz., carbon dioxide, methane, nitrous oxide, chlorofluorocarbon, hydro-fluorocarbons.A climate record—extending deep into the Earth's past—has been assembled, and continues to be built up, based on geological evidence from borehole temperature profiles, cores removed from deep accumulations of ice, floral and faunal records, glacial and per glacial processes, stable-isotope and other analyses of sediment layers, and records of past sea levels. More recent data are provided by the instrumental record. The most general definition of climate change is a change in the statistical properties (principally its mean and spread) of the climate system when considered over long periods of time, regardless of cause. Accordingly, fluctuations over periods shorter than a few decades, such as El Nino, do not represent climate change. The term "climate change" is often used to refer specifically to anthropogenic climate change also known as global warming.

Anthropogenic climate change is caused by human activity, change in climate that may have resulted as a part of Earth natural processes. In this sense. Especially in context of environmental policy, the term climate change has become synonymous with anthropogenic global warming. Within scientific journals, global warming refers to surface temperature increases while climate change includes global warming and everything else that increasing greenhouse gas levels affect. A related term is "climatic change". In 1966, the World Meteorological Organization (WMO) proposed the term "climatic change" to encompass all forms of climatic variability on time-scales. longer than

10 years, regardless of cause. Change was a given and climatic was used as an adjective to describe this kind of change at opposed to political or economic change. When it was realized that human activities had a potential to drastically alter the climate, the term climate change replaced climatic change as the dominant term to reflect an anthropogenic cause. Climate change was incorporated in the title of the Intergovernmental Panel on Climate Change (MCC) and the UN Framework Convention on Climate Change (UNFCCC). Climate change, used as a noun, became an issue rather than the technical description of changing weather.

The urban population of India stood at 286 million or 27.80% of the total population of 1.02 billion, according to the Census of India 2001. This population is projected to rise to 368 million by the year 2012. The urban population lives in 5,161 cities and towns of India, and faces severe water and sanitation stress. According to a World Bank report, India's water economy makes the point that India is fast running out of water and by 2020 it will be under severe stress, and forecasts that by 2050 demand outstrips supply. In a fast growing economic scenario, the demand for water is bound to go up. The continuous and unabated emission of millions of tons of carbon dioxide into the atmosphere, even if originating mainly from a few countries or regions, can lead to global and permanent climatic changes with potentially disastrous consequences such as rise of sea waters and submergence of numerous islands and coastal areas, and a rise in ambient temperatures leading to significant impact on cropping patterns and agricultural productivity (The Hindu Survey of Environment, 2009). Kavi Kumar and Parikh (2001) showed that even with farm-level adaptations, the impacts of climate change on Indian agriculture would remain significant. They estimated that with a temperature change of +2 o C and an accompanying precipitation change of +7%, farm level total net-revenue would fall by 9%, whereas with a temperature increase of +3.5 o C and precipitation change of +15% the fall in farm level total net-revenue would be nearly 25%. Mall et al. (2006) provide an excellent review of climate change impact studies on Indian agriculture mainly from physical impacts perspective. The available evidence shows significant drop in yields of important cereal crops like rice and wheather under climate change conditions. However, biophysical impacts on some of the important crops like sugarcane, cotton and sunflower have not been studied adequately. Kavi Kumar (2009) has analyzed a cross-sectional data in climate sensitivity of Indian agriculture. The field level analysis showed that while most farmers are familiar with the term climate change, their understanding is often overlapping with other phenomena. Significantly higher impacts were reported during the period mid-1980s to late 1990s. The findings of the study corroborate the growing evidence of weakening agricultural productivity over the similar period in India. The impacts estimated using India-specific climate projections show that impacts declined during the period 1971-1985 and again increased further possibly due to improved resilience of Indian agriculture during this period and also due to the regional variation in the climate projection. Table 3 reports the all-India level impacts estimated during each time period.

Causes of Climate Change:

Humans are increasingly influencing the climate and the earth's temperature by burning fossil fuels, cutting down rainforests and farming livestock. This adds enormous amounts of greenhouse gases to those naturally occurring in the atmosphere, increasing the greenhouse effect and global warming. Greenhouse gases

Some gases in the Earth's atmosphere act a bit like the glass in a greenhouse, trapping the sun's

heat and stopping it from leaking back into space. Many of these gases occur naturally, but human activity is increasing the concentrations of some of them in the atmosphere, in particular: (a) carbon dioxide (CO_2) (b) methane (c) nitrous oxide (d) fluorinated gases CO_2 is the greenhouse gas most commonly produced by human activities and it is responsible for 64% of man-made global Warming.Its concentration in the atmosphere is currently 40% higher than it was when industrialization began. Other green house gases are emitted in smaller quantities, but they trap heat for more effectively   than CO2, in some case are thousands of times stronger. Methane is responsible for 17% of manmade global warming, nitrous oxide for 6 %,

Causes of Rising Emissions

1. Burning coal, oil and gas produces carbon dioxide and nitrous oxide.

2. Cutting down forests (deforestation). Trees help to regulate the climate by absorbing CO2 from the atmosphere. So when they are cut down, that beneficial effect is lost and the carbon stored in the trees is released into the atmosphere, adding to the greenhouse effect.

3. increasing livestock farming. Cows and sheep produce amounts of methane when they digest their food.

4. Fertilizers containing nitrogen produce nitrous oxide emissions.

5. Fluorinated gases produce a very strong warming effect, up to 23 000 times greater than CO_2. Thankfully these are released in smaller quantities and are being phased down by EU regulation.

Global Warming

The current global average temperature is 0.85°C higher than it was in the late 19th century. Each of the past three decades has been warmer than any preceding decade since records began in 1850. The world's leading climate scientists think human activities are almost certainly the main cause of the warming observed since the middle of the 20th century. An increase of 2°C compared to the temperature in pm-industrial times is seen by scientists as the threshold beyond which there is a much higher risk that dangerous and possibly catastrophic changes in the global environment will occur. For this reason, the international community has recognized the need to keep warming below 2°C.

 Other Causes

On the broadest scale, the rate at which energy is received from the Sun and the rate at which it is lost to space determine the equilibrium temperature and climate of Earth. This energy is distributed around the globe by winds, ocean currents, and other mechanisms to affect the climates of different regions. Factors that can shape climate are called climate facings or "forcing mechanisms". These include processes such as variations in solar radiation, variations in earth's orbit, variations in the albedo or reflectivity of the continents, atmosphere and oceans, mountain-building and continental drift and changes in green house gas concentrations. There of variety of climate change feedback that can either amplify or diminish the Initial forcing. Some parts of the climate system, such as the oceans and ice caps, respond more slowly in reaction to climate forcing, while other respond more quickly. There are also key threshold factors which when exceeded, can produce rapid change.

Forcing mechanisms can he either 'internal' or 'external',. Internal forcing mechanisms are natural process , within the climate system itself eg. the thermohaline circulation. External forcing mechanisms ran be either natural eg., changes in solar output, the earth orbit, volcano eruptions, or anthropogenic eg. increased emissions of greenhouse gases and dust, Whether the initial forcing mechanism is internal or external. the response of the climate system might he fast (e.g., a ,udder cooling due to airborne volcanic ash reflecting sunlight), slove eg, thermal expansion of warming ocean water), or a combination ,e.g. sudden loss of albedo in the Arctic Ocean as sea ice melts, followed by more gradual thermal expansion of the water). Therefore, the climate system can respond abruptly, but the full response to forcing Mechanisms might not be fully developed for centuries or even longer.

Internal Forcing Mechanisms

Scientists generally define the five components of earth's climate system to include atmosphere, hydrosphere, cryosphere, lithosphere (restricted to the surface soils, rocks, and sediments), and biosphere. Natural changes in the climate system as internal forcing. result in internal "climate variability".

Ocean-atmosphere Variability

The ocean and atmosphere can work together to spontaneously generate internal climate variability that can persist for years to decodes at a time." Examples of this type of variability include the El Nino-Southern Oscillation, the Pacific decade, oscillation, and the Atlantic Multi decade) Oscillation. These variations can elect global overage surface temperature by redistributing heat between the deep ....can and the atmosphere" and/or by altering the cloud/water vapour/sea ice distribution which can affect the total energy budget of the earth." The oceanic aspects of these circulations can generate variability on centennial time scales due to the ocean having hundreds of time more mass than in the atmosphere and thus very high thermal inertia. For example, alterations to ocean processes such thermohaline circulation play a key role in redistributing heat in the world' ocean. Due to the long time scales of this circulation, ocean temperature   at depth is still adjusting to effects of Little Ice Age which occurred between the 1600 and 1800.

Effects of Climate Change

Global climate change has already had observable effects on the environment. Glaciers have shrunk, ice on rivers and lakes is breaking up earlier, plant and animal ranges have shifted and trees are flowering sooner. Effects that scientists had predicted in the past would result from global climate change are now occurring: loss of sea ice, acclerated sea level rise and longer, more intense heat waves.

Scientists have high confidence that global temperatures will continue to rise for decades to come, largely due to greenhouse gases produced by human activities. The Intergovernmental Panel on Climate Change (IPCC), which includes more than 1,300 scientists from the United States and other countries, forecasts a temperature rise of 2.5 to 10 degrees Fahrenheit over the next century. According to the IPCC, the extent of climate change effects on individual regions will vary over time and with the ability of different societal and environmental systems to mitigate or adapt to change. The IPCC predicts that increases in global mean temperature of less than 1.8 to 5.4 degrees Fahrenheit (1 to 3 degrees Celsius) above 1990 levels will produce beneficial impacts in some

regions and harmful ones in others. Net annual costs will increase over time as global temperatures increase. "Taken as a whole," the IPCC states, "the range of published evidence indicates that the net damage costs of climate change are likely to be significant and to increase over time."

Future Effects

Some of the long-term effects of global climate change in the United States are as follows, according to the Third National Climate Assessment Report

Change will continue through this century and beyond

Global climate is projected to continue to change over this century and beyond. The magnitude of climate change beyond the next few decades depends primarily on the amount of heat-trapping gases emitted globally, and how sensitive the Earth's climate is to those emissions.

Temperatures will continue to rise

Because human- induced worming is superimposed on a naturally varying climate, the temperature rise has not been and will not be uniform or smooth across the country or over time.

Force free season will lengthen

The length of frost free season (and the corresponding growing season) has been increasing nationally since the1980s,with the largest increases occurring in the western United States affecting ecosystem and agriculture . Across the United States the growing season is projected to continue the lengthen.In a future in which heat-trapping gas emission continue to grow, increases of a month or more, In the lengths of the frost-free and growing seasons are projected across most of the U.S. by the end of the century, with slightly smaller increases in the northern Great Plains. The largest increases in the frost-free season (more than eight weeks) are projected for the western U.S., particularly in high elevation and coastal areas. The increases will be considerably smaller if heat-trapping gas emissions are reduced.

Changes in Precipitation Patterns

Average U.S. precipitation has increased since 1900, but some areas have had increases greater than the national average, and some areas have had decreases. More winter and spring precipitation is projected for the northern United States, and less for the Southwest, over this century. Projections of future climate over the U.S. suggest that the recent trend towards increased heavy precipitation events will continue. This trend is projected to occur even in regions where total precipitation is expected to decrease, such as the Southwest.

More Droughts and Heat Waves

Droughts in the Southwest and heat waves (periods of abnormally hot weather lasting days to weeks) everywhere are projected to become more intense, and cold waves less intense everywhere. Summer temperatures are projected to continue rising, and a reduction of soil moisture, which exacerbates heat waves, is projected for much of the western and central U.S. in summer. By the end of this century, what have been once-in-20-year extreme heat days (one-day events) are projected to occur every two or three years over most of the nation.

Hurricanes will become Stronger and More Intends

The intensity, frequency and duration of North Atlantic hurricanes, as well as the frequency of

the strongest (Category 4 and 5) hurricanes, have all increased since the early 1980s. The relative contributions of human and natural cases to these increases are still uncertain. Harricane associated storm intensity and rainfall rates are projected to increase as the climate continues to warm.

Sea level will rise 1-4 feet by 2100

Global sea level has risen by about 8 inches since reliable record keeping began 1880. It Is projected to rise another 1 to 4 by 2100. This is the result of added water from melting land ice and the expansion of sea water as its warms. In the next several decades, storm surges and high tides could combine with sea level rise and land subsidence to further increase flooding in many regions. Sea level rise will continue past 2100 because the oceans take a very long time to respond to warmer conditions at the Earth's surface. Ocean waters will therefore continue to warm and sea level will continue to rise for many centuries at rates equal to or higher than those of the current century.

Arctic likely to become ice-free

The Arctic Ocean is expected to become essentially ice free in summer before mid-century. U.S. regional effects Below are some of the impacts that are currently visible throughout the U.S. and will continue to affect these regions, according to the Third National Climate Assessment Report', released by the U.S. Global Change Research Program

Northeast: Heat waves, heavy downpours and sea level rise pose growing challenges to many aspects of life in the Northeast. Infrastructure, agriculture, fisheries and ecosystems will be increasingly compromised. Many states and cities are beginning to incorporate climate change into their planning.

Northwest: Changes in the timing of stream flow reduce water supplies for competing demands. Sea level rise, erosion, inundation, risks to infrastructure and increasing ocean acidity pose major threats. Increasing wildfire, insect outbreaks and tree diseases are causing widespread tree die-off

Southeast: Sea level rise poses widespread and continuing threats to the region's economy and environment. Extreme heat will affect health, energy, agriculture and more. Decreased water availability will have economic and environmental impacts.

Midwest: Extreme heat, heavy downpours and flooding will affect Infrastructure, health, agriculture, forestry, transportation, air and water quality and more climate change will also exacerbate a range of risks to the Greek Lakes.

Southwest : Increased heet, drought and insect outbreaks, all linked to climate change, have increased wildfires. Declining water supplies, reduced agricultural yields, health impacts in cities due to heat, and flooding and erosion in coastal areas are additional concerns.

Conclusion

Climate change is expected to affect the human well being in many different ways such as capital, ecosystem, disease and migration. Irrespective of the importance of the issue, it is not clear how to compute the value with the current state of the art of economics. A meaningful development involves at least transformation from agricultural to a nonagricultural economy reducing the dependence on agriculture. Since most of the labor force—about 70%—directly and indirectly

depends on the sector for livelihood and employment, it is when this sector is more productive and ensures food self-sufficiency that it will release the necessary labor and capital for the manufacturing and service sectors. In the context of the current debate about climate change, it is necessary to show, far from beinginactive in India, that considerable actions in terms of policies, programs and projects are being taken. Technology transfer can speed up the modernization process and additional funds can accelerate government in energy conservation.

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Toy Integrated Pedagogy in the Teaching- Learning Process: an Introduction

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Abstract

In National Education Policy 2020, the emphasis is on the novel pedagogical practices which can change the perceptions and motivates the learner to involve and enjoy learning focusing on the holistic development of every individual. To understand the needs of the learner and hence adopt the best suitable pedagogical practices by the teacher. In this toy integrated pedagogy can play a vital role since this can fulfill all the requirements which need to be focussed for quality education. It helps learners to understand the links between the previous learning with the present learning, to reflect during and after learning. Simultaneous assessment of all the learners during the process without burden. The educational toys can take inspiration from Indian stories/ traditional play/ performing arts etc. There is a need to create awareness about the importance of play. Toys should be community based and interactive. Use of indegeneous toys can empower us to develop the local knowledge system and can contribute to the vocational sector. Toys in education can be a means of bringing different stratas of society together for a democratic society. In this article, researchers try to bring the important points of how toy integrated pedagogy can be helpful in teaching learning process focussing quality education which really needs to be focussed as the results of ASER 2018 about the learning outcomes shows the lag of two years in learning on average of grade 5 learners. And also try to explain about collaborative learning, value inculcation and assessment through toy integrated pedagogy.

Key Words: *Toy Integrated Pedagogy, Quality education, Value education & Assessment*

Introduction

Toy based pedagogy is a teaching-learning approach based on learning through toys and games. Integration of toys & games for learning means the toys and games for learning means the toys and games, are at the center of curriculum and help in simplifying , clarifying and concretizing abstract concepts.Toy integration in the curriculum provides means to bridge content of different subjects seamlessly in a logical and learner centric manner. Use of toys and games as pedagogy can be an efficient tool in developing 21st century skills like creative and critical thinking, reasoning, problem solving, communication skills and adaptability. Education relevance of the indigeneous toys is in both economical as well as cultural perspective. Exhibiting these toys and games in a formal setting brings cultural awareness and thus cultural expression, paving the way for the activation and promotion of traditional toys and games.(Sudhir, 2021)

Play is the main method of communication for children and is an area that directly expresses their personality. In this activity, they become actors, meet their needs, recognize their abilities, improve their skills, make decisions, and act independently. Children are freed from inferiority complexes to adults and experience their own true value. (Kamenov, 2009) Children incorporate all their previous experiences into the game and enhance them with new experiences gained through research and research into the game itself. Therefore, play represents a form of learning about life itself, a universal phenomenon found in all societies, regardless of national or cultural boundaries, and is therefore an important element of human development.(Guddemi, 1992)

Toys have been a part of human life from the very beginning. There is development in the

choices and preferences of choosing toys with time. In this era when both parents are working the children are having more exposure to toys, games, and the internet. In order to show affection towards their child, parents try to get the right source of engagement so that it can help in the holistic development of the children. India is a diverse country where different communities live , different cultures and communities may have different perspectives towards toys. It is found in the study that the environment , internet, family and cultures influences the choice of toys. Rural areas, where the children are involved in family responsibility at a very young age prefer playing with peer groups while in the urban areas children feel exclusion from the family so they prefer playing with miniature household stuff and play the responsible roles through play in order to express their feelings inside.The choice of right kind of toys is very important, there should be no gender stereotype for choosing the toys for any child. The use of toys is important and significant but the right choice of toys to be used is absolutely necessary. (Klemenovic, 2013) In the pre-service teacher education curriculum and also in inservice teacher education programs, the use of indigenous toys as a pedagogic resource may be added. Toy as a teaching- learning resource has the potential to transform classroom pedagogy. The use of indigenous toys as an educational tool can be included in teacher education curriculum and teacher development programs. Toys as an educational tool have the potential to change the teaching method of the classroom. (Arora, 2020) Toys in the classroom can be a source of value inculcation in a natural way. Using different toys can help in developing values of cooperation, empathy, and affection. Toys can express the future of any nation. Examples like kites grown up as drones, small pinwheels now seen as windmills and so on. Toys can express the picture of coming development in any nation. Toys enable children to create their own world of ideas which are novel, unique and creative. Playing with toys is helpful in the development of mental health, problem solving, personality development , emotional, moral and cultural development. For making a good change the best means is education and when the education is making use of toys and games in the teaching learning process the results can be wonderful. (Onder,2018)

Toy integrated pedagogy for Quality Education.

A quality education is the foundation of sustainable development, and therefore of the Sustainable Development Goals (SDGs). Sustainable Development Goal 4 is to ensure quality education to every learner. In the ASER 2018 report it is seen that average grade 5 learners are two years behind to achieve the learning outcomes framed for their stage. So it is really a challenge to improve and provide quality education to the learners at all levels. Quality education focuses on the whole of the child. (UNESCO) Toy integrated pedagogy can be a good educational resource in order to achieve quality education. The use of toys can help the learner to develop appropriate skills required for holistic development. Toys can make learners aware of their innate qualities and create learning in a natural way from innate capacities hidden in every individual. Toys help the learner to express their emotions, thoughts, conflicts and needs. Toys can make them curious to learn when used in the teaching learning process and to understand the connections between different concepts and even different subjects. One toy can be used to teach different subjects e.g. kites can be used to explain the shapes, dimensions, angle, pressure, colors, language. This helps the learner to understand the link and multidisciplinary approach. In order to get quality education it is also important to develop ethics and values. Toy integrated pedagogy can really be helpful in imparting quality education to the learners. In National Education Policy the educational investment for high quality education is emphasized. (NEP 2020)

Toy integrated pedagogy for value inculcation:

In the National Education Policy 2020 the focus is given on value inculcation such as making ethical decisions, tolerance, empathy, equality, constitutional values, satya dharma shanti prema,

nishkaam karma, liberty,equality, fraternity, compassion, patriotism, courtesy , patience, forgiveness, democratic outlook, integrity, responsibility justice, respect for environment etc. among the students to be taught from the young age to understand the importance of "doing right" .(NEP 2020)

With the help of games and toys while playing children develop the values of empathy, team work, truth, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, cooperation, inclusion, affection, helping each other, respect for others, self esteem and all these qualities lead to grow holistically. Using toys and games in the process of teaching learning can help to inculcate values among learners , some of the points how toy integrated pedagogy can be useful in imparting value education are as follows:

• Toys and games provide the opportunity for learners to come across different types of different cultures.They can inculcate understanding of different perspectives in a playful manner which helps them to develop into a better personality.

• Toys can help to develop gender sensitivity among learners by making the learners aware of their strength and responsibility

• Toy avoiding gender stereotypical choices while using the toys in education the students can be made free to choose based on their interest rather than going for preconceived notions for choosing toys based on gender. For example, even the girls can play wih cars , miniature engineering kits and boys can play with kitchen sets etc.

• Toys provide the opportunity for learners to express their ideas and create them which helps them to develop self esteem. For example, learners can create their ideas with mud and clay using their imagination of making a house which is eco-friendly, or creting paper craft toys of different animals such as rabbits, rats, mice etc.

• Participation in games makes the learner learn the importance of righteous conduct, discipline, patience, inclusion, tolerance and team work. When a learner is participating in a game the rules of the games need to be followed and the strategy to play need to be discussed by the entire team and at times need to take right decisions correctly.

• Participation in toys and games teaches us to develop the capability to understand different perspectives in a rational way without any prejudice in the mind.

• In India there are different cultures, with rich varied heritage. The same goes for the toys of different regions and cultures. The importance and uniqueness of different states altogether develops a feeling of oneness by respecting the viewpoints, and devlops national harmony. Miniature toys represent the beauty of different regions and vibrant Indian society and helps in inculcation of patriotism and national unity.

Toy integrated pedagogy leads to collaborative learning:

ollaboration in the learning process can benefit a learner to the maximum extent. As it makes the learner understand their learning gap in their knowledge and work together to overcome that gap (anna et al, 2020). This process of understanding the learning gaps and connecting previous knowledge with present learning leads to meaningful learning. Ausubel Meaningful learning occurs when new learning is related to prior knowledge. Ausubel points ou that one of the most important ideas for meaningful learning is understanding. (Ausubel, 2000)

hat the learner already knows and teaches accordingly. Linking new learning to previous learning makes learning meaningful. It facilitates the assumption that learning takes place in a meaningful learning environment. Deepening understanding, motivating sudents, supported by

various theories. Education and learning (Mayer, 2004 & Wardekker et al,2012). Toy integrated pedagogy provides the scope for the meaningful learning through collaborative approach as it helps the learner to understand the concept andlater to connect it with the abstract portion. Toy like top (lattoo) can be used to explain about the shape and speed and in the later stages the concept of centrifugal and centripetal force can be explained by using it and the learner can connect about te shape , rotation, revolution as per the level of abstraction required in the respective stage. Collaborative learning can help students to express their learning and even the knowledge gap can be shared among the peer group and therefore can get and eve provide suggestions to resolve the problems also.(Hanna et al, 2020) Toy integrated pedagogy helps the learner to develop collaboration in their tasks in order to achieve better results without burden or fear.

- Toy integrated pedagogy gives the scope of positive interdependence.For example if a child is playing with pattern abacus game for learning counting and sense of order then other learner can also participate, help and learn in the process by counting , anayzing and providing proper suitable pattern for completion of games.

- Toy integrated pedagogy allows active interaction among learners , for example a learner can tell about the size of a balloon, one can tell about how it flies, other can tell about the pressure from this so there can be a wonderful platform for interaction.

- Toy integrated pedagogy can work well in heterogeneous groups too. As the toys can be of different cultural background and importance so social skills and cultural understanding also develops among the learners. A single toy can help in learning different oncepts of different age groups learners. For example if a teacher wants to teach about the shapes can do so by using kite , the concept of square, rectangle can be taught and to other learner of next grade at the same time can explain the concept of rhomus, angles in degrees etc.

Toy Integrated Pedagogy for Assessment

In order to understand the impact of any intervention or practice we go for assessment. Assessment is an important part of the teaching learning process. Assessment is the mirror for the teacher to see the reflection of his teaching practice in the classrom. (Herman,1992) Toy integrated pedagogy can give the scope of assessing the learning of an individual during the learning in an individualized manner and simultaneously can assess different aspects to be taken care of and where the learner is facing probem, how and where there can be scope of improvement. At the same time different learners can be assessed simultaneously while the teaching process is going on in the classroom. It also provides the scope of self reflection to the teacher as well as the earners. Let us suppose when a teacher is teaching about different shapes of two and three dimensional then can teach and ask the students to list out the toys given in two categories. Toys like mathematics cube, ball, kite, circular pattern can be used i these sorts of activities.

Conclusion

Toy Integrated Pedagogy can be a good source for making the learning enjoyable, joyful, holistic and creative. Toy integrated pedagogy can bring transformation in the teaching process. It can instill value in education, can be helpful in providing quality ducation in order to work towards sustainable development goals of ensuring quality in education from the basic level. It is useful for a child's holistic development to play and develop but at the same the choice of the right kind of toys and games is mot important. The toy integrated pedagogy can lead to meaningful and collaborative learning. And in order to assess how far we are successful in attaining the required development , toy integrated pedagogy can be a good source of assessment of learning and assessment in learning.

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Conceptual premises of Happiness and its Theories

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Abstract

For many years, negative emotions like despair, anxiety, and anger have been the dominant focus of psychological research. However, as the concept of happiness has grown in popularity, the focus has shifted to positive emotions. Not only do people want to be happy in their own lives, but there is growing support for the idea that we should care about other people's happiness. In this paper we have tried to understand the concept of happiness. There are two famous theories of happiness. We have tried to understand the concept of happiness through both perspectives of both theories.

Happiness is most underestimated variable in our education system. India is presently on 139th position in the happiness index among countries all over the world. It is very sad that our country perform badly in happiness index in spite of our rich heritage and culture. Many countries with less resources, economic stability, and cultural variety are in a better position than India. A society's well-being lies in the social emotional ability of its citizens. Educational Institutions are constantly creating a large number of young minds. They can play an important role to improve the happiness index of the future citizens. The roots of our happiness as adults are developed in our childhood. Teaching 15-year-old children optimistic thinking skills would half the rate of depression that occurs to them when they are young and thereafter. Educational system should try to understand the key variables in determining the happiness index. They should come up with policies and programs that address those key variables. Educational Institutions should try to enhance happiness, emotional stability and well-being through contributing to learner's holistic development. This can be done by nurturing their intellectual, physical, psychological moral abilities and by giving them a sense of belonging and meaning. Hence the present research article portrays conceptual premises of Happiness and its theories.

Key Words: *Happiness, theory, Satisfaction, School children.*

Introduction

Happiness is a complex concept that is viewed differently by different people. The social and behavioral context has made it difficult for scholars to define this and because of cultural differences, people's view about happiness may differ. Dalai Lama has defined happiness in its own way. He advocated that "Happiness is not something readymade. It comes from your own actions." So, we can say that worldwide definition of happiness appears to be impossible to achieve due to its complexity and the overlap of notions that are discovered while reading literature from different countries. Simultaneously, it is possible to mistake the meaning of related notions when reading literature.

After spending a long-time span on understanding its nature, causes and effect social psychologist have reached on this conclusion that the word 'happiness' is used in various ways. In the

widest sense it is an umbrella term for all that is good. It involves four components:

1)   Global Life Satisfaction: when one feels happy with his/her own life

2)   Satisfaction with important life domains: when one is satisfied with their work, relationship and family

3)   Positive Feelings: when one experience positive emotions and mood often

4)   Negative Feelings: when one experience negative emotions and feelings less often or preferably rarely (Diener, 2000)

Definition of Happiness

There are so many terms which people get confused with happiness such as subjective well-being, psychological wellbeing etc. Different people define happiness according to their own perspective of joy and pleasure. Etymologically happiness comes from old Norse term happ meaning "luck" or chance. Early sense of happiness dating from 1500s has three broad meaning such as "good luck", "success" and "contentment". Jones (1953) rightly said that "happiness…. belongs to that category of words, the meaning of which everybody knows but the definition of which nobody can give".

Kanheman (2018) has defined happiness as "what I experience here and now"

Sonja lyubomirsky (2007) defined happiness in her own way as "the experience of joy, contentment or positive well being, combined with a sense that one's life is good, meaningful and worthwhile. Xavier Landes explains in his own way that happiness includes subjective wellbeing, mood and Eudaimonia where Eudaimonia is a Greek term translated as happiness.

Myers and Diener (1995) viewed happiness as, "By most accounts, happiness includes the experience of joy, contentment or positive well-being combined with a sense that one's life is good, meaningful and worthwhile. Happiness is a subjective phenomenon for which the final judge should be whoever lives inside a person's skin.

Moreever, Seligman and Csikszentmihalyi (2000) viewed happiness as 'one's enduring level of happiness' resulting from three factors:

- one's set range- it is biologically set by nature in which a person normally will be

- The circumstances of one's life: the conditions such as being married and living in a democratic country somehow seem to contribute to happiness.

- One's voluntary control: the things you can do to get your happiness to the upper part of our set range".

According to Seligman (2002) humans generally experience three types of happiness:

- Pleasure and gratification

- Embodiment of strength and virtues

- Meaning and purpose

Haybron (2013) defined happiness as being in a positive emotional state or state of positive affect whereas well-being refers to a value or what can be considered as good for a person. While Subjective wellbeing includes both factors measure of current experience (emotions, mood, feeling) and of life satisfaction. Argyle (2002) elaborated about things which people think make them happy:

- Money does not make people happy

- Winning lottery in long term makes people unhappy

- Happiness is generally internal

- Happy people generally have long life

- Having children does not make people happy

- Older people are happier as compared to younger ones

- Watching tv soap operas is good for happiness

Theories of Happiness

There are two famous theories of happiness Hedonic theory and Eudaimonic theory. Some researchers say that both are contradictory to each other while some say that both kinds of happiness are important for a good life. The five happiness theories are described in the next section.

Hedonic Theory

The maximization of pleasure and minimization of pain by different means was central to this happiness principle. In the fourth century B.C., a Greek philosopher named Aristippus proposed the concept of hedonic happiness. The psychologists who were working on happiness explained the hedonic perspective in terms of both mental and physical pleasures. That's why it's said that happiness is defined by maximizing pleasure while reducing pain. The purpose of our life, according to these philosophers, is to optimize our enjoyment experience. Their emphasis was on that people's happiness was God's wish. God want us to be happy.

Even now, hedonic enjoyment is seen as the ultimate objective of life in Western civilization. Popular culture favors an extroverted, fun, and joyful outlook on life, and they believe that hedonism in all of its manifestations is the best way to obtain happiness. By celebrating each and every moment of life we can achieve real happiness.

According to this perspective the collection of one's hedonic moments, is what makes a good life. Hedonic moments have been shown to boost positive emotions and life satisfaction while lowering negative emotions, anxiety, tension, and sadness. Hedonic moments are most likely to occur when one participates in lasting pleasures such as attending a party, eating favorite and delicious meal, or getting an award. According to several studies, it has been seen that as these moments go, people's happiness level return to normal. Happiness, according to the hedonic perspective, is the total of three components: life satisfaction, the existence of a happy mood, and the absence of a negative mood. Sadness, worry, happiness and life pleasure are all part of it.

Happiness is now commonly referred to as hedonic happiness, which can be defined as

receiving the important things one desires while also experiencing a pleasurable consequence associated with these things.

The Eudaimonic Theory

The concept of Eudaimonia was initially proposed by Aristotle in his seminal work, Nicomachean Ethics, in the fourth century B.C. Being true to one's inner self, according to Aristotle, is essential for happiness. True happiness, according to this viewpoint, can be attained through identifying one's qualities, cultivating them, and living in accordance with them. People should continuously seek to reach their full potential and be their best version, this gives deeper sense of purpose and meaning to their life. Roger's (1961) concept of the fully functioning person, Maslow's (1970) concept of self-actualization, and Ryff and Singer's (1996) definition of psychological well-being are all accordance with Aristotle's theory and increase importance of this theory. The Eudiamonic view of happiness suggest that in order to attain true happiness, one should recognize their best qualities and then use them to greater good, such as the benefit of others or humanity. It makes them confident about their own qualities and they considered themselves as useful member of society. This provides them confidence, optimism, and self-esteem.

Life takes on new significance when eudaimonic events start to happen in life. More elevation experiences caused by eudaimonic events or the emotion one gets when seeing moral virtue, leads to eudaimonic enjoyment. Hedonic bliss was never considered ideal by Aristotle. He feels it reduces people to mere followers of their impulses which is not good, whereas the eudaimonic approach allows them to know and appreciate their 'real self'.

Another perspective presents Combination of the viewpoints (Hedonic and Eudaimonic). After grasping the concept of eudaimonia, it appears that the true path to happiness can be found through self-awareness, but it is not always easy or practical to engage in activities that express eudaimonic delight. Treating oneself to a simple hedonic pleasure, such as eating favourite dessert, listening to a favourite song, or playing one's favourite sport, can be a quick mood enhancer that involves far less effort than participating in an eudaimonic activity. Thus, both eudaimonia and hedonia play a role in one's overall pleasure and happiness can be achieved by engaging in a mix of both types of activities that generate both hedonic and eudaimonic enjoyment.

Desire Theory

Desire theory can do better than Hedonism. Desire theories hold that happiness is a matter of getting what you want (Griffin, 1986), with the content of the want left up to the person who does the wanting. Desire theory subsumes hedonism when what we want is lots of pleasure and little pain. Like hedonism, desire theory can explain why an ice-cream cone is preferable to a poke in the eye. However, hedonism and desire theory often part company. Hedonism holds that the preponderance of pleasure over pain is the recipe for happiness even if this is not what one desires most. Desire theory holds that that fulfilment of a desire contributes to one's happiness regardless of the amount of pleasure (or displeasure). One obvious advantage of Desire theory is that it can make sense of Wittgenstein. He wanted truth and illumination and struggle and purity, and he did not much desire pleasure. His life was 'wonderful' according to Desire theory because he achieved more of truth and

illumination than most mortals, even though as a 'negative affective,' he experienced less pleasure and more pain than most people. Nozick's (1974) experience machine (your lifetime is in a tank with your brain wired up to yield any experiences you want) is turned down because we desire to earn their pleasures and achievements. We want them to come about as a result of right action and good character, not as an illusion of brain chemistry.

So, the Desire criterion for happiness moves from Hedonism's amount of pleasure felt to the somewhat less subjective state of how well one's desires are satisfied.

Desire theory is that one might desire only to collect China tea cups or only to listen to Country and Western music or to count fallen leaves all day long. The world's largest collection of tea cups, no matter how "satisfying," does not seem to add up to much of a happy life. One move to deflect this objection is to limit the scope of Desire theory to the fulfilment of only those desires that one would have if one aimed at an objective list of what is truly worthwhile in life.

Objective List Theory

Objective List theory (Nussbaum, 1992) lodges happiness outside of feeling and onto a list of "truly valuable" things in the real world. It holds that happiness consists of a human life that achieves certain things from a list of worthwhile pursuits: such a list might include career accomplishments, friendship, freedom from disease and pain, material comforts, civic spirit, beauty, education, love, knowledge, and good conscience. Consider the thousands of abandoned children living on the streets of the Angolan capital of Luanda. As the New York Times tells us, "Dressed in rags, they spend nights in the sandy strip along the bay, and their days foraging for food through mounds of garbage." It seems conceivable that their existence, consumed with meeting momentary needs, adventurous roving in gangs, casual sex, with little thought for tomorrow, might actually be subjectively "happy" from either the Hedonism or Desire theory perspective. But we are reluctant to classify such an existence as "happy" and the Objective List theory tells us why. These children are deprived of many or most things that would go on anybody's list of what is worthwhile in life. Although we find Objective List's shift to the objectively valuable a positive move, our principal objection to this theory is that some big part of how happy we judge a life to be must take feelings and desires (however short-sighted) into account.

Authentic Happiness Theory

Where does our Authentic Happiness (Seligman, 2003) theory stand with respect to these three theoretical traditions? Our theory holds that there are three distinct kinds of happiness: the Pleasant Life (pleasures), the Good Life (engagement), and the Meaningful Life. The first two are subjective, but the third is at least partly objective and lodges in belonging to and serving what is larger and more worthwhile than the just the self's pleasures and desires. In this way, Authentic Happiness synthesizes all three traditions: The Pleasant Life is about happiness in Hedonism's sense. The Good Life is about happiness in Desire's sense, and the Meaningful Life is about happiness in Objective List's sense. To top it off, Authentic Happiness further allows for the "Full Life," a life that satisfies all three criteria of happiness.

Conclusion

For many years, negative emotions like despair, anxiety, and anger have been the dominant focus of psychological research. However, as the concept of happiness has grown in popularity, the focus has shifted to positive emotions. Not only do people want to be happy in their own lives, but there is growing support for the idea that we should care about other people's happiness. The governments should strive to make people happier. We all want to be happy in our lives. Being happy certainly feels good that is why in our life we seek for it. Everyone needs to be happy, but many are dissatisfied with their life. Most people are even confused about what can make them happy. We all search for it but don't understand its concept. A large number of research has been done to understand its concept. So, people should understand happiness and feel happy according to their own way as well as their circumstances defined by the different societal parameters. There are various ways and tactics to be happy and makes others too. Thus, it can be advocated that to make people happy or injecting and get imbibed the tents of happiness of among the peoples of the society, school level intervention might be the best initiation. In this reference, Delhi Government has taken a great initiative to implement happiness curriculum in Delhi government schools. This practice has gained a plethora of applaud at national and international level. Apart from this it is not only personal responsibility as well its collective responsibility of a system like Education, to make their members happy by providing need-based intervention programs. At school level teachers should guide and understand students' problems with respect to pedagogic perspective to reduce their stress and make their facets of happiness ensuring to produce best minds for the country. Thus, it can be concluded that be happy make others happy, one day the whole country would be happy by achieving highest rank in happiness index.

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Astudy of Scientific Temper among Pre-service Secondary Teachers

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Abstract

The inculcation of scientific temper among the citizens is of significant importance and constitutionally (Article 51 A) obligatory on the part of all to develop the scientific temper. Scientific temper is an attitude that logically supports in creating a pattern of behaviour among the people. Objectivity, spirit of inquiry, truthfulness, critical thinking, courage to question, positive approach to failure, etc. are the essentials of scientific temper which need to be inculcated through school curriculum among the students. Experimentation, demonstration and involving the students in academic activities facilitate in developing the scientific temper among them. Four B.Ed. institutions of GGSIP University, Delhi were randomly selected as the sample of the study. From these institutions, the research tools were administered on 56 pre-service secondary science teachers of final semester of B.Ed. course. Of these 56 pre-service secondary science teachers, there were 31 graduate pre-service secondary science teachers and 25 post-graduate pre-service secondary science teachers. The science teacher educators of these institutions were also interviewed to explore their perception of science subject. Data analysis showed that there was no significant difference between the scientific temper of graduate and post-graduate pre-service secondary science teachers. About three-fourth of pre-service secondary science teachers had average level of scientific temper. About one-tenth of pre-service secondary science teachers had positive attitude for science as a subject. The science teacher educators also perceived science as a subject that is indispensable to develop logic and reasoning among the people. The study had educational implications for pre-service secondary science teachers, science teacher educators and curriculum planners.

Keywords: *Scientific temper, Graduate pre-service secondary science teachers, Post-graduate pre-service secondary science teachers, Science teacher educators.*

Introduction

Since last few decades, world has witnessed an exponential growth in the health, communication, defence and education sectors. This has led to social and economic development of the society as well as rise in the quality standards of the lives of the people. In achieving all this, the role of science and its application domain that is technology are of paramount importance. To keep the development aspects of the society on high rise, it is mandatory that the people of the society should develop scientific literacy and appreciation for science and its achievements. Scientific temper, as an inseparable part of scientific literacy, which for a common man is the rationality, rights and responsibility with equal share. Since, the fundamental trait of human beings is inquisitiveness so, scientific temper is a way to question, observe and communicate with others. The process of observation and logic support the individuals in establishing the cause-and-effect relationship. The inculcation of scientific temper among the citizens is of significant importance and constitutionally (Article 51 A) obligatory on the part of all to develop the scientific temper. Scientific temper is an attitude that through logic supports in creating a pattern of behaviour (Andrabi & Jabeen, 2017).Scientific temper is general reaction of an individual towards the surroundings or events

happening around him/her self (Thakur & Bhan, 2018).Objectivity, spirit of inquiry, truthfulness, critical thinking, courage to question, positive approach to failure, etc. are the essentials of scientific temper which need to be inculcated through school curriculum. Experimentation, demonstration and involving the students in activities facilitate in developing the scientific temper among them.

Hence, do the pre-service secondary science teachers have requisite scientific temper to motivate the students to think about issues, problems that can be solved with the help of scientific knowledge? do pre-service secondary science teachers themselves have enough scientific temper in addressing scientific issues? To address theseaspects the present study was conducted by the investigator to gauge the scientific temper and its existing level amongthe pre-service secondary science teachers, their attitude towards science subject and the perception of scienceteacher educators of secondary teacher education institutions for science subject.

Review of Related Literature

The review of related literature revealed that teachers play an influential role in developing scientific temper among the students (Balaji, 2016).Some dimensions of scientific temper like open mindedness, objectivity, curiosity, rationality and aversion to superstition were also explored and compared between rural and urban secondary school students (Mehraj, 2018).It was found that the rural secondary students significantly differed from the urban secondary students with respect to all these dimensions of scientific temper. The male and female students at secondary school level do not differ significantly for scientific temper (Andrabi, 2015)but another study reported that the male students have significantly higher scientific temper than the female students at secondary school level (Thakur & Bhan,2018).Non-tribal students have significantly higher level of scientific temper than the non-tribal students (Andrabi, 2015). No significant difference for the scientific temper was reported between the high and low achiever students (Kour, 2015).Scientific temper is a reliable predictor of scientific achievement among the secondary school students (Andrabi & Zabeen, 2017).

To address the issue, that is scientific temper of pre-service secondary science teachers of teacher education institutions, with help of review of related literature following research questions were formulated:

Research questions

(i) How does scientific temper support the pre-service secondary science teachers in thinking about the problems around them?

(ii) How do pre-service secondary science teachers formulate problems in science to solve?

(iii) How does the variable like academic infrastructure of teacher education institutions, support the pre-service secondary science teachers in finding the solutions of problems formulated or faced?

(iv) How do the pre-service secondary science teachers perceive science?

(v) How do science teacher educators perceive science?

To explore the above research questions, following research objectives were framed:

Research Objectives

(i) To compare the scientific temper of graduate and post-graduate pre-service secondary science teachers of GGSIP University.

(ii) To study the levels of scientific temper among pre-service secondary science teachers of GGSIP University.

(iii) To study the attitude of pre-service secondary science teachers of secondary teacher education institutions of GGSIP University for science as a subject.

(iv) To study the perception of science teacher educatorsof secondary teacher education institutions of GGSIP University towards science as a subject.

Hypothesis

For research objective (i), following null hypothesis was formulated by the investigator-

H_{01}: There is no significant difference between the scientific temper of graduate and post-graduate pre-service secondary science teachers of GGSIP University.

Methodology

The investigator intended to explore the scientific temper with respect to its current status hence, descriptive survey research design was employed.

Sample and Sampling

Due to certain administrative, academic, time and COVID-19 constraints, four B.Ed. institutions of Guru Gobind Singh Indraprastha University (GGSIP University), Delhi were randomly selected as the sample of the study. From these institutions, the research tools were administered on the science students of final semester of B.Ed. course. There were fifty- six (56) science students of B.Ed. final semester. The five teacher educators of these four institutions were also interviewed to explore their perception of science subject.

Tools for data collection

Following research tools were developed by the investigator for the data collection:

- For assessing the scientific temper of pre-service science teachers, the investigator edited a standardized test developed by KAMP (Knowledge and Awareness Mapping Platform). KAMP is an initiative of Council of Scientific &Industrial Research (CSIR) and National Institute of Science Technology and Development Studies (NISTADS). It focusses on developing the innovation, creativity, critical thinking and meaningful learning skills amongst the students. This tool was edited under the guidance of science education experts. In the final draft, there were twenty (20) items and for each correct response one (1) mark was awarded and zero mark was given for incorrect response or not attempting the item. Thus, maximum marks for this tool was twenty.

- A 5-point Likert scale was developed by the investigator to study the attitude of pre-service secondary science teachers towards science as a subject. The content validity of this attitudinal scale was established and reliability by Cron-Batch Alpha test was found 0.74. there were twenty statements in total and 5 statements were negative while 15 statements were positive.

- Structured interview was conducted to explore the perception of science teacher educators towards science as a subject. Its content validity was established by consultation with resource persons in the domain of science education. Their valid suggestions were incorporated in drawing the final draft of interview schedule.

Thus, all of these research tools were administered for thedata collection after establishing their

content validity and reliability.

Since, due to COVID-19, the educational institutions were closed and to adopt protective health measures against the pandemic, the research tools (edited version of standardized test and attitudinal scale) were administered online through Google forms on the students and structured interview was conducted telephonically on the teacher educators.

Techniques of data analysis

Relevant qualitative and quantitative approachesfor the data analysis were used for data analysis. t-test, frequency counting and computation of the measuresof central tendencies and variation were employed as quantitative approach for data analysis. Content analysis as the qualitative approach was used for the analysis of the obtained data. Thus, a mixed research method was employed for data analysis.

Data analysis:

(i) To compare the scientific temper of graduate and post-graduate pre-service secondary science teachers of GGSIP University.

The educational test for comparing the scientific temper, among graduate and post-graduate pre-service secondary science teachers of GGSIP University, was administered by the investigator on the randomly selected sample. Graduate pre-service secondary science teachers are the students who had done bachelor's degree prior to joining B.Ed. course while post-graduate pre-service secondary science teachers had qualified master's degree in science before doing B.Ed. course. So, post-graduate pre-service secondary science teachers had more in-depth content knowledge than graduate pre-service secondary science teachers. Table 1 shows the corresponding statistics after data analysis:

	N	M	?	$?_d$	D	t-value
Graduate pre-service secondary science teachers	31	11.29	3.78	0.84	0.83	0.98
Post-graduate pre-service secondary science teachers	25	12.12	2.49			

#.01 level of significance * .05 level of significance

Table 1: t-value for the scientific temper of graduate and post-graduate pre-service secondary science teachers of GGSIP University.

(N: No. of students; M: Mean; ?: Standard deviation, ?d:, Standard error of difference between the means, D: Difference between the means)

Table 1 shows that the obtained t value, 0.98, is not significant at either 0.01 or 0.05 level of significance so, there exists no significant difference in the scientific temper of graduate and post-graduate pre-service secondary science teachers of GGSIP University. Thus, the null hypothesis H01 is retained. The plausible reason for this finding may be the almost similar academic exposure of

graduate and post-graduate pre-service secondary science teachers of GGSIP University in their educational institutions prior to joining B.Ed. course.

(ii) To study the levels of scientific temper among pre-service secondary science teachers of GGSIP University.

The combined scores, of the scientific temper test administered on the graduate and post-graduate pre-service secondary science teachers of GGSIP University, were further subjected to calculations (mean and standard deviation) for the sorting out the high achievers (HA), average achievers (AA) and low achievers (LA).Table 2 shows the corresponding statistics:

	N	M	?	M+ ?	M- ?
Pre-service secondary science teachers	56	11.66	3.10	14.76	8.56

Table 2: The mean and standard deviation of the scientific temper scores of pre-service secondary science teachers of GGSIP University.

Table 3 shows the levels (high, average and low) of scientific temper among pre-service secondary science teachers of GGSIP University.

	N	HA	AA	LA
Pre-service secondary science teachers	56	9 (16.07%)	41 (73.21%)	6(10.71%)

Table 3: Levels of the scientific temper among pre-service secondary science teachers of GGSIP University.

Table 3 shows that the less than one-fifth (16.07%) of the pre-service secondary science teachers of GGSIP University had high level of scientific temper. Approximately, three-fourth (73.21%) and one-tenth (10.71%) of them had average and low levels of scientific temper respectively. The plausible reason for this finding may be the more academic inclination of high achievers than other two subgroups that is average- and low achievers with respect to scientific temper scores.

(iii) To study the attitude of pre-service secondary science teachers of secondary teacher education institutions of GGSIP University for science as a subject.

To explore this objective, a 5-point Likert Scale was administered on the sample by the investigator. The 5-point scaling was like this 5= Strongly Agree; 4= Agree; 3= Cannot say; 2= Disagree; 1= Strongly Disagree. Following 20 (twenty) statements were responded by the pre-service secondary science teachers.

Statement (1): I like Science subject

Statement (2): Science is the only subject that follows scientific methodology.

Statement (3): Science gives me freedom to be creative.

Statement (4):   Science is a theory laden subject.

Statement (5):   It is the limitation of science that it cannot answer supernatural phenomena.

Statement (6):   Science is a curse also.

Statement (7):   Scientific method cannot be used to solve political problems.

Statement (8):   Scientists need to integrate their work with values and ethics.

Statement (9):   Science is morally neutral.

Statement (10): Technology confirms science.

Statement (11): The self-correcting practices in science pave the ways to promote its growth

Statement (12): Science is the quest for knowledge, not the knowledge itself.

Statement (13): Science is one of the most important channels of knowledge.

Statement (14): Science means knowledge, learning, application, and a corpus of human knowledge.

Statement (15): Falsifiability means Science does not explore false phenomena.

Statement (16): The process nature of Science is more important than product nature of Science.

Statement (17): Science trusts upon data collected through senses.

Statement (18): The beauty of all science experiments is that they have control setup.

Statement (19): Questioning is the first step for being scientific in approach.

Statement (20): If a problem cannot be solved then Science does not explore it.

Out of these twenty statements, statement 2, 4,7, 12 and 15 were negative statements while rest were positive statements.

Table 4 : shows the corresponding statistical figures pertaining to positive-, neutral and negative attitude for science as a subject.

	N	Positive attitude	Neutral attitude	Negative attitude
Pre-service secondary science teachers	56	5 (9.80%)	51(90.20%)	0

Table 4: The attitude of pre-service secondary science teachers of GGSIP University for science as a subject.

From table 4, it can be inferred that a little less than one-tenth (9.80%) pre-service secondary science teachers of GGSIP University had positive attitude towards science as a subject while nine-tenth of them had neutral attitude for science as a subject. None of the respondent from the selected pre-service secondary science teachers of GGSIP University had negative attitude for science as a subject. The plausible reason for this finding may be the more interest, sound academic achievement and genuine academic performance in science courses, before joining B.Ed.,of those having positive attitude towards science subject

(iv) To study the perception of science teacher educators of secondary teacher education institutions of GGSIP University towards science as a subject.

To explore this research objective, a structured interview was conducted on the five (5) science teacher educators of randomly selected four (4) secondary teacher education institutions of GGSIP University. Following sub-section shows the content analysis of the responses of the science teacher educators of secondary teacher education institutions of GGSIP University towards science as a subject.

(I) What is science for you?

Data Analysis: On asking this question, the science teacher educators opined differently like for two-fifth of them (40%), science is the way to prove something rationally, science helps in overcoming superstitions as it is a way to explore an aspect systematically. For rest of the science teacher educators, that is three-fifth (60%), ***"vigyaan hi jahaan hai"*** (science is the only world)asscience is a logic and reasoning-based subject that inculcates scientific tendencies among the students like scientific method, scientific attitude and scientific aptitude etc.

Interpretation: The different views expressed by the science teacher educators reflect that they have rich teaching experience as they could assert the multiple perspectives of a knowledge domain that is science. Science is a way to explore, probe and gauge the world with scientific methodology.

(II) How do you teach science to prospective science teachers?

Data Analysis: All theinterviewed science teacher educators responded that they mostly use mixed approach that is lecture-cum- discussion method where delivery of content is accompanied by discussion with the students as the teaching-learning progresses. Exemplification from students' side as well from teachers leads to the conceptual clarity among the students. All the science teacher educators exclusively responded that here at pre-service teacher education level, the primary focus of science teaching is to sharpen the pedagogic skills of the students.

Interpretation: The responses of the science teacher educators show that they intend to promote in-depth deliberation among the students to dwell deep into the nature of science through discussionand exemplification.

(III) What difference do you find between the science teaching at school level and B.Ed. level?

Data Analysis: All of thescience teacher educators unanimously said that at school level, the primary focus of science teaching is to impart knowledge about the scientific laws, facts, principles and theories to the students which is the product nature of science. Also, there is experimentation, conduct of practicals and activities to promote the process nature of science. So, mostly the science teaching at school level is somewhat bookish***"bus syllabus poora ho jaaye"*** (just syllabus completion). But at B.Ed. level, there is exclusive focus on the art of teaching that is pedagogy. Here, the major concern is on how to teach science rather than to explain what is science? Thus, science teaching at B.Ed. level is activity oriented. But none of the science teacher educators responded about the fact that is there any curricular provision to diagnose misconcepts amongst the students as if there is any misconcept among the students and it is not corrected thenat school level, it cycles upto next generation of students.

Interpretation: At school level, there is no difference between teaching of science and other subjects as teaching is lecture based and confined to books. School teachers have to adhere to strict curricular norms and on their part, there is no academic autonomy. But at B.Ed. level, the science teacher educators focus on how to deliver a content rather than explaining the content because it is assumed that there is conceptual clarity amongst the students as they have successfully qualified the graduate and/or post-graduate science courses.

(IV) What are the limitations of science?

Data Analysis: Four- fifth (80%) of thescience teacher educatorsasserted the limitations of science as it depends on evidences only but sometimes there is an event or happening but there is no reason for itthen science excludes it like in the year 1995 on 21st September, the idol of Lord Ganesh was drinking milk through its trunk but this event never happened since then. Science had no answer for it and then some IITians said that "chamatkaar ko namshkaar hai" (salute to the miracle).

Interpretation: The science teachereducators could not cite so much about the limitations of science except the above quoted example that means that they don't find any limitation of science.

(V) If there is no science, what the world would have been? Please comment.

Data Analysis: Two-fifth (40%) of the science teacher educators asserted that if there is no science then world would be dominated by religious leaders and rituals, "sab kuchh paap aur punya par aadharit ho jaayega"(everything will be judged on the basis of sin and sacrament). There will be no rationalitybehind the do's and don'ts as the people will to adhere to them. Other three-fifth (60%) of the science teacher educatorsemphasized that there would be no life without science as all technological growth and development would come to halt, there will be no control of diseases as there will be no medical research and facility etc.

Interpretation: All of thescience teacher educators were of the opinion that science is indispensable for the world and its people. Through logic and reasoning, science does not allow the religious authorities to exclusively proliferate and the technology dimension of science supports it to contribute towards the welfare of the society.

Educational Implications

The project outcomes of this study were reflected as the educational implications for the following stakeholders:

Educational Implications for pre-service secondary science teachers: The pre-service secondary science teachers need to focus on exploring the nature of science that is process and product aspects of science, as a discipline, are to be probed at higher education level. At school level, in science teaching there is too much focus on concept learning, retention and enrichment so that concept attainment on the part of the students may take place but at college and university level there is equal weightage on theory and practical/experiments in science curriculum. But do science graduates/post-graduates respond with similar intellectual intensity? At least, such questions as food for thought must be reflected by them to justify their entry into the teaching profession because as a student, they themselves are responsible for their own learning but now as a teacher, they shape others' learning.

Educational Implications for science teacher educators: The science teacher educators

should diagnose the misconcepts among the pre-service secondary science teachers so that misconcept(s), if any, are not taught/explained in their internship by them. Besides adopting lecture cum discussion method as teaching approach they opt for teaching models also like advance organizer method, concept attainment method etc.

Educational Implications for curriculum planners: The curriculum planners of secondary teacher education course in the internship programme, besides lecture method, may incorporate the delivery of lesson plans by some models of teaching like concept mapping, concept attainment method and system approach etc. Use of innovative teaching methodologies support the pre-service secondary science teachers to discuss a concept in multiple perspectives hence leading to meaningful learning amongst the school students.

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अशासकीय विद्यालयों के शिक्षक एवं शिक्षिकाओं में दिव्यांगजन अधिकार अधिनियम 2016 के प्रावधानों से उन्मुखीकरण

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Abstract:

It has been more than a decade since the Right to Free and Compulsory Education Act, 2009 (RTE Act) was enacted to enforce the fundamental right to education for children between six and fourteen years of age. Since then, India's disability rights framework has also evolved to enforce obligations under the United Nations Convention on the Rights of Persons with Disabilities. With the passage of the Rights of Persons with Disabilities Act, 2016 (RPWD Act), inclusive education got statutory backing in India. However, even as legal standards that guarantee the right to education for children with disabilities have evolved in India, several inconsistencies like most teachers have lacking orientation about the act .As a result of this, there's a lack of clarity in what 'inclusion' means in terms of quality education for children with disabilities, leading to challenges in on-ground implementation of the laws. In this study, researcher selected 300 male & female teachers from private schools using random sampling method. To find out the awareness of RPWD act 2016 among teachers self made questionnaire was used. After data collection & analysis it was found that female teachers have more awareness towards RPWD Act 2016 as compared to male teachers.

Key Words : *RPWD act 2016,Male and Female teachers*

प्रस्तावना

विशेष आवश्यकता वाले व्यक्तियों के लिये जितने भी अधिनियम बने वह दिव्यांगो के लिए समान अवसरों, अधिकार, संरक्षण तथा पूर्ण भागीदारी की बात करता है, दिव्यांगजनों के जीवन स्तर को ऊपर उठाया जा सके तथा इनका शोषण मुक्ति रोजगार के अवसर शिक्षा तथा पुर्नवास हेतु व्यवस्था की जाये, इसके चलते भारत सरकार ने दिव्यांगजन अधिकार अधिनियम 2016 भारत में दिव्यांग लोगों के समान अवसरों के लिए संघर्ष में एक मील का पत्थर है, सुधा कौल की अध्यक्षता वाली समिति की सिफारिशों पर सामाजिक न्याय और अधिकारिता मंत्रालय के तहत तैयार किया गया। इस विधेयक का मसौदा 2014 में राज्य सभा में लम्बित था। राष्ट्रपति की स्वीकृति 27 दिसम्बर 2016 को प्राप्त हुई, तथा इस अधिनियम को 30 दिसम्बर 2016 को लागू कर दिया गया। इस अधिनियम में पूर्व निर्धारित 7 दिव्यांताओं के स्थान पर 21 दिव्यांगताओं को सम्मिलित किया गया है।

विशेष का अर्थ विशिष्टता से है जिसको असाधारण भी कहा जाता है । विशिष्ट का विशेष बालक वे हैं जो सामान्य बालकों से भिन्न–भिन्न अथवा असामान्य हैं । कोई भी दो बालक समान नहीं होते हैं । यह विभिन्नता अनेक पक्षों में देखने को मिलती है । विशेष आवश्यकता वाले बालकों को अन्य शब्दों में अपवादी बालक भी कहा जाता है जो अपनी क्षमताओं, योग्यताओं, व्यवहार, व्यक्तित्व आदि से अपनी आयु के अन्य बालकों से भिन्न होते हैं । इन बालकों की आवश्यकतायें भी भिन्न–भिन्न होती हैं । मनोवैज्ञानिकों के अनुसार बालकों का व्यवहार आवश्यकता जनित होता है । इन आवश्यकताओं की पूर्ति न होने पर बालक हताशा की प्रतिक्रिया के रूप में अपने विचार प्रकट करता है । एण्डरसन के अनुसार, ''व्यक्ति उसी समय व्यवहार करता है

जब उसके समक्ष कुछ आवश्यकतायें होती हैं और वो उन्हें सन्तुष्ट करना चाहता है। व्यक्ति की आवश्यकता प्रेरक, बोधनियता तथा लक्ष्यों एवं उद्देश्यों से प्रभावित होती है।''

शोध अध्ययन की आवश्यकता

दिव्यांगजनों के लिए बनाए गये दिव्यांग जन अधिकार, अधिकार अधिनियम 2016 के प्रति डॉ0 शकुन्तला मिश्रा राष्ट्रीय पुनर्वास विश्वविद्यालय के शिक्षकों में इस अधिनियम के प्रति क्या उन्मुखता है जीवन की सामान्यलय दिव्यांगजनों के लिए बहुत ही कठिन होता है क्योंकि विभिन्नता व्यक्तिक होती है और दिव्यांगजनों में विभिन्नता इस हद तक हो जाती है। जिसके कारण वह सामान्य जीवन शैली का सामना नहीं कर पाते हैं। वर्तमान में दिन प्रतिदिन नई प्रकार की विज्ञान एवं प्रौद्योगिकी के विकास के बावजूद भी दिव्यांग जनों को अत्यधिक समस्याओं का सामना करना पड़ता है। दिव्यांगजनों की जीवन शैली सामान्य व्यक्तियों की अपेक्षा अत्यधिक समस्यात्मक होती है और यही समस्या होती है, और यही समस्या दिव्यांगजनों के क्रियाकलाप एवं गतिशीलता को प्रभावित करती है। जिसमें से भौतिक, शारीरिक और मानसिक आदि सम्मिलित है। इन्हीं सभी समस्याओं को देखते हुए भारत सरकार ने दिव्यांगजनों को मुख्य धारा से जोड़ने के लिए अनेकानेक प्रयास किये गये जिसके तहत 1981 में एडिप योजना की शुरूआत हुई, जो सामाजिक न्याय एवं अधिकारिता मंत्रालय के अन्तर्गत कार्य करती है। योजना हेतु दिव्यांगजनों हेतु उन सभी सहायक उपकरणों का निर्माण किया जाता है, जो विभिन्न प्रकार के दिव्यांगजनों की समस्याओं से संबंधित है चाहे वह गामक अक्षमता, श्रवण बधिरता, दृष्टिहीनता आदि हो। इसके अतिरिक्त भी कई तरह के अधिनियम एवं संस्थाएं बनीं, जो दिव्यांगजनों के पुनर्वास हेतु कार्य करती है। जिनमें आर0सी0आई0 एक्ट (1992) पी0डब्ल्यू0डी0 एक्ट (1995) एन0टी. एक्ट (1999) तथा आर0पी0डब्ल्यू0डी0 एक्ट (2016) आदि भारत सरकार की सोच यह थी कि कोई भी दिव्यांग व्यक्ति अपने आप को समाज में असहाय नहीं महसूस करेगा। इस तरह भारत सरकार ने दिव्यांगजन अधिकार अधिनियम–2016 को बनाया ताकि दिव्यांगो को उनके अधिकार तथा उनकी स्थिति सुदृढ़ हो सके।

शोध विधियां

प्रत्येक शोध कार्य का एक निश्चित लक्ष्य होता है, उस लक्ष्य को प्राप्त करने के लिए शोधकर्ता उस शोध से सम्बंधित उद्देश्यों को स्पष्ट कर शोध कार्य करता है तथा उस शोध संबंधी उद्देश्य की प्राप्ति हेतु उससे दिशा निर्देश सुनिश्चित करने के लिए शोध विधियां हाती हैं, जो निरन्तर मार्गदर्शन का कार्य रती है, जिसके अंतर्गत शोध डिजाइन, जनसंख्या, प्रतिदर्श, प्रतिदर्शन विधि, उपकरण, प्रतिदर्शन आदि सम्मिलित हैं । प्रस्तुत लघु शोध में शोधर्ता द्वारा वर्णनात्मक अनुसंधान के अंतर्गत सर्वे विधि का प्रयोग किया गया है ।

अध्ययन के उद्देश्य

- शिक्षकों में दिव्यांगजन अधिकार अधिनियम 2016 के घटकों के प्रति उन्मुखीकरण के स्तर के अध्ययन करना ।

- अशासकीय शिक्षकों में दिव्यांगजन अधिकार अधिनियम 2016 के प्रावधानों से उन्मुखीकरण के स्तर का अध्ययन करना ।

शोध की परिकल्पनाएँ

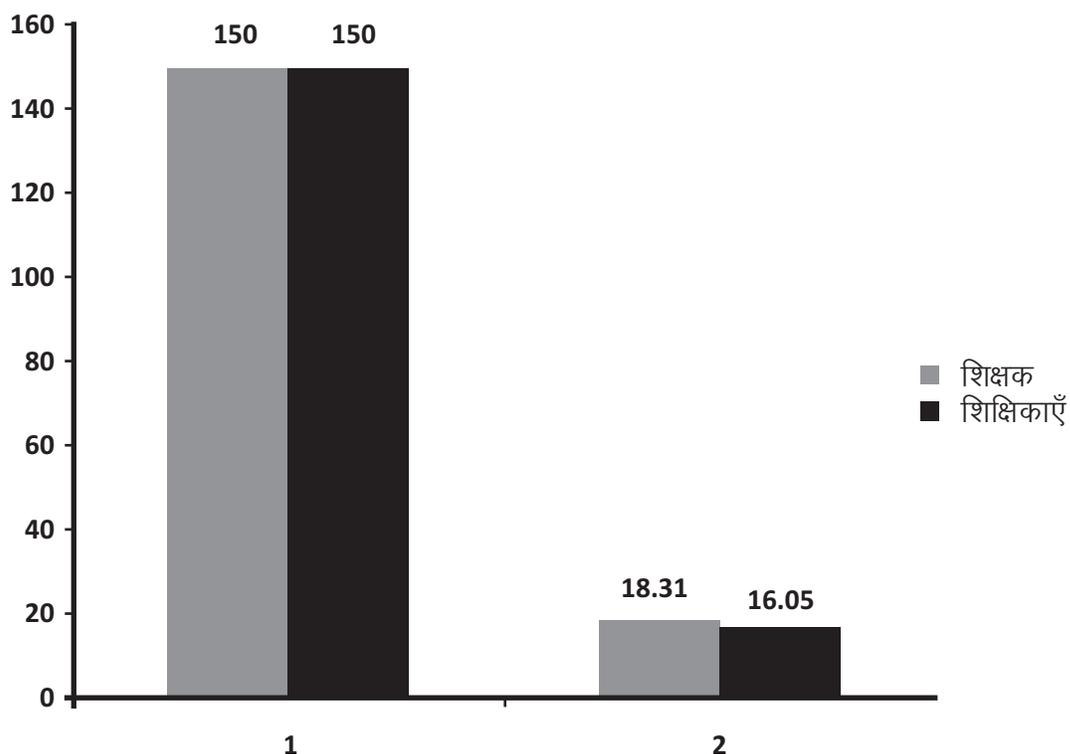- अशासकीय शिक्षकां में दिव्यांगजन अधिकार अधिनियम 2016 के प्रावधानों से उन्मुखीकरण में कोई सार्थक अंतर नहीं होगा ।

परिकल्पना क्र. – 1

अशासकीय विद्यालयों के शिक्षक एवं शिक्षिकाओं में दिव्यांगजन अधिकार अधिनियम 2016 के प्रावधानों से उन्मुखीकरण में कोई सार्थक अंतर नहीं है ।

सारिणी क्रमांक 4.3

क्रमांक	समूह	शिक्षकों की संख्या	मध्यमान	प्रमाणिक विचलन	टी. टेस्ट	की	परिणाम
1.	शिक्षक	150	18.31	4.27			0.05 स्तर पर सार्थक अन्तर है
2.	शिक्षिकाएँ	150	16.05	4.42	5.51	2.98	0.01 स्तर पर सार्थक अन्तर है

0.05 स्तर पर सारणीमान = 1.96 0.01 स्तर पर सारणीमान = 2.58

व्याख्या : उपरोक्त सारणी से ज्ञात होता है कि शासकीय विद्यालयों के शिक्षक एवं शिक्षिकाओं में दिव्यांगजन अधिकार अधिनियम 2016 के प्रावधानों में उन्मुखीकरण का मध्यमान क्रमशः 18.31 तथा 16.05 है । प्राप्त टी का मान 5.51 है जो कि स्वतंत्रता के अंश 2.98 पर सार्थकता के 0.05 स्तर के सारिणी मान 1.96 से अधिक है तथा 0.01 स्तर क सारणी मान 2.58 से भी अधिक है ।

विवेचना : आंकड़ों के विश्लेषण से स्पष्ट होता है कि शासकीय विद्यालयों की शिक्षिकाओं में दिव्यांगजनअधिकार अधिनियम 2016 के प्रावधानों के उन्मुखीकरण में सार्थक अंतर नहीं है । अतः परिकल्पना ''शासकीय एवं अशासकीय विद्यालयों की शिक्षिकाओं में दिव्यांगजन अधिकारअधिनियम 2016 के प्रावधानों से उन्मुखीकरण में कोई सार्थक अंतर नहीं है।'' स्वीकार होती है ।

परिकल्पना क्र. —2

कला संकाय के अशासकीय विद्यालयों के शिक्षक एवं शिक्षिकाओं में दिव्यांगजन अधिकार अधिनियम 2016 के प्रावधानों से उन्मुखीकरण में कोई सार्थक अंतर नहीं है ।

सारिणी क्रमांक 4.9

क्रमांक	समूह	शिक्षकों की संख्या	मध्यमान	प्रमाणिक विचलन	टी. टेस्ट	की	परिणाम
1.	शिक्षक	150	50.12	7.08			0.05 स्तर पर सार्थक अन्तर है
2.	शिक्षिकाएँ	150	53.15	7.29	4.21	2.98	0.01 स्तर पर सार्थक अन्तर है

0.05 स्तर पर सारणीमान = 1.96

0.01 स्तर पर सारणीमान = 2.58

व्याख्या : उपरोक्त सारणी से ज्ञात होता है कि कला संकाय के अशासकीय विद्यालयों के शिक्षक एवं शिक्षिकाओं में दिव्यांगजन अधिकार अधिनियम 2016 के प्रावधानों से उन्मुखीकरण का मध्यमान क्रमशः 50.11 तथा 53.15 है । प्राप्त टी का मान 4.21 है जो कि स्वतंत्रता के अंश 2.98 पर सार्थकता के 0.05 स्तर के सारिणी मान 1.96 से अधिक है तथा 0.01 स्तर के सारणी मान 2.58 से भी अधिक है ।

विवेचना : आंकड़ों के विश्लेषण से स्पष्ट होता है कि कला संकाय के अशासकीय विद्यालयों के शिक्षक एवं शिक्षिकाओं में दिव्यांगजन अधिकार अधिनियम 2016 के प्रावधानों की जानकारी में सार्थक अंतर है । अतः परिकल्पना '' कला संकाय के अशासकीय विद्यालयों के शिक्षक एवं शिक्षिकाओं में दिव्यांगजन अधिकार अधिनियम 2016 के प्रावधानों से उन्मुखीकरण में कोई सार्थक अंतर नहीं है '' अस्वीकार होती है ।
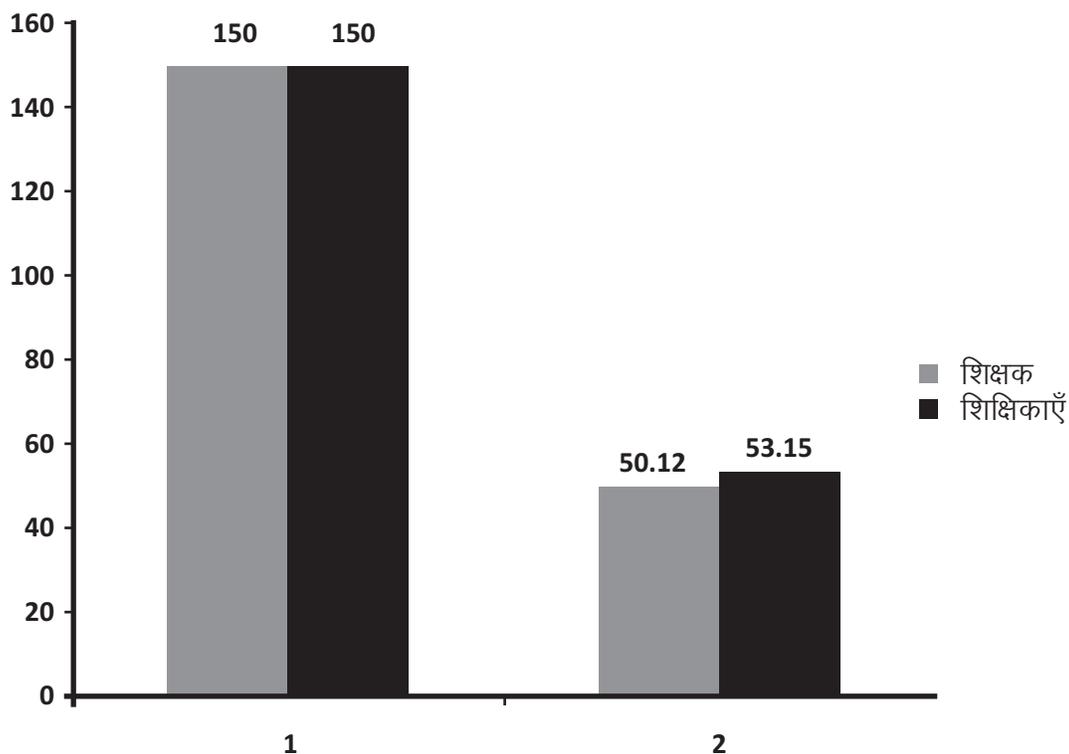
परिसीमांकन

इस शोध कार्य का सीमांकन सिर्फ भोपाल क्षेत्र तक ही सीमित है । इस शोध कार्य में अशासकीय शिक्षकों को ही चयनित किया जाएगा। दिव्यांगजन अधिकार अधिकार अधिनियम 2016 की नीति को लिया गया है ।

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