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Contents

From the Chief Editor's Desk

With immense pleasure, I present INSIGHT - Journal of Applied Research in Education, published by the Department of Educattion. The present volume is believed to provide a platform to researchers for the dissemination of educational research and experiences. The Journal aims to enhance the theory and practice of research in education. It is a Journal of opinion and research in the field of education. Besides, the purpose of the present volume is to provide a medium for the exchange of experiences among such researchers who all interested to benefit the society for all the times to come. Sixteen research papers have been recorded in this volume on a host of areas within the scope of this Journal. I am proud to record that this volume has received an overwhelming response from all over India. It is believed that the research collections presented in this volume shall definitely prove helpful to the readers and the users in their respective research endeavours.

I put on record my humble gratitude and innumerable thanks to **Prof. Nelofer Hassan Khan** - the Hon'ble Vice-Chancellor of our University for her patronage, guidance, and wholehearted encouragement. **Prof. Naseer Iqbal** - the Registrar of our University is equally acknowledged for his administrative support. I express my gratitude to the Advisory Committttee and the Editorial Board for their efforts and concerns to make this Journal a reality. Thanks are acknowledged to our reviewers to see this Journal in its practical shape.

Prof. Mahmood Ahmad Khan **(Editor)** deserves appreciations for his intrest in the collection of research papers and finally their consolidation with care and caution.

Dr. Syed Noor-ul-Amin **(Assistant Editor)** is put on record for his contribution in the consolidation of the present volume.

Prof. Tasleema Jan
Chief Editor

EXTENT OF CYBERCRIME AND CYBERSECURITY SENSITIZATION AMONG PRESERVICE TEACHERS

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Deep Shikha[5]

Abstract

The use of internet has become a part of life for majority of people and number of people using internet have been increased tremendously. However increased use of internet also increases the vulnerability to cyberthreats like cybercrime and threat to cybersecurity. The present study was conducted with the objective to analyse the level of awareness of preservice teachers related to the cybercrime and cybersecurity. The study followed descriptive survey research design whereby the data was collected from 69 preservice teachers from two universities of Jammu Division using self-constructed questionnaire on cybercrime and cybersecurity awareness. The study results revealed that there were some areas where participants were extremely aware like hacking, online fraud, identity theft however they were moderately aware about many of cyberthreats like cyberstalking, virus dissemination, cyberterrorism, phishing, distribution of obscene material etc. Further it was found that there were many technical terms for which preservice teachers were not at all aware like fishing, trojan horse, logic bombs, salami attacks etc. The study recommended that provisions should be made in the teacher education programme for making the pre-service teachers aware about cybercrime and cybersecurity. For enabling students to understand cybersecurity the prospective teachers should have its understanding so that they can pass them to the future generations.

Key Words: Cyber Crime, Cyber Security, Pre-Service Teachers

Introduction

The use of internet has become a part of life for majority of people and number of people using internet have been increased tremendously with over 80 crore Indians connected through internet use (CERT-In, 2022). People are increasingly using the

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internet for recreational purpose such as education, commerce, shopping, socializing, image sharing, and gaming, for business, finance, for availing digital services provided by Government etc. Internet provides growth and development and at the same time connectivity, effectiveness, and amusement is amplified. However, it has also increased vulnerability to cybercrime and other security issues. More than one-third of people worldwide should have an internet connection, according to a 2012 International Telecommunication Union recommendation. More over 60% of internet users are in industrialized nations, with 45% of them being under 25. By 2017, mobile broadband subscriptions are expected to account for nearly 70% of the global population (Kumar et al., 2021). Education field is also revolutionized by removing the instruction and knowledge process from the confines of classrooms. Teachers, students, and investigators all rely heavily on the internet for research. Students can obtain information about any subject from relevant websites at any time and from any location.

Report of Internet and Marketing Association of India (IAMAI) and Kantar IMRB, revealed that the number of internet users in India will increase from 481 million in December 2017 to 500 million by June 2018. Students and young people use the internet the most, estimated roughly 60% internet used across the India. CERT (In) has estimated that in the next few coming years about 120 crore Indians will be connected through Internet.

Cybercrimes are threat to the confidentiality, integrity of people or organizations and can lead to disruption of essential services. The incidents of cybercrime have been increased in the recent years and it is a major concern for Government today. It is a vast area that has recently been shrouded and need to be explored.

Cybercrime

The 'definitions' of cybercrime are primarily defined by the context in which it is used. Cybercrime refers to a limited number of activities that compromise the secrecy, credibility, or availability of computer data or systems. Cybercrime is any crime where the victim uses a computer or mobile device to carry out illicit activities. It is an unlawful activity carried out over the internet, including phishing, credit card theft, bank robberies, illicit downloads, industrial espionage, child pornography, kidnapping of minors, chat room scams, cyberterrorism, virus production or dissemination, spam, and so forth. Due to this, instructors should also educate their students about cybercrime when they expose them to ICT learning and skills (Nayak & Dash, 2018). Cybercrime, as defined by the Oxford Cited word list, is defined as crime done online. Any crime committed employing specialized knowledge or skillful use of computer technology is considered a "cyber-crime,"

according to Encyclopedia Britannica. Therefore, any criminal offense that involves the use of information technology systems in the commission of the offense might be classified as cybercrime. Cybercrime is characterized by Halder and Jaishankar (2011) "offences committed against individuals or groups of individuals with a criminal motive to intentionally harm the victim's reputation or cause physical or mental harm to the victim directly or indirectly, using modern telecommunication networks such as the Internet (chat rooms, emails, notice boards and groups) and mobile phones (SMS/MMS)."

Cyber Security

India has yet to make significant progress in using technology solutions such as firewalls and antivirus software to safeguard computer networks and sensitive data, while also addressing cybercrime. Even the most experienced IT workers may be oblivious to cyber-attacks. It is essential to be aware of cybercrime and other associated challenges in addition to technical improvements. The achievement score in cyber security was a significant predictor of attitudes towards computer-assisted education (Haseski,2020). Cybersecurity is influenced by the user's technological knowledge, the safety steps they take when using the internet, and the safeguards that server systems and the user take. As it has been said, the knowledge required to solve the current issues is not equivalent to that needed to create them. As a result, there is an urgent need to increase public knowledge of cybercrime. Enhanced technological, behavioral, and legal expertise, together with suitable education and training, are necessary to tackle the escalating menace of cybercrime in India.

Significance of the Study

Education is unquestionably the most important instrument for preventing cybercrime of this kind. Its goal is to increase children's and teens' awareness of and knowledge about illicit Internet material and cybercrime, as well as that of parents and educators (Bele, 2014). A lack of understanding about information security and cybercrime concerns is the primary element enabling cyber criminals. Since they are digital natives, students—especially kids and teenagers—make ideal targets for cybercrime. Most of the time, individuals become victims as a result of a lack of understanding about cybercrime and defense against it. It is the duty of educators to instruct pupils on the following subjects: i) What exactly is cybercrime? ii) What kinds of crimes are committed online? iii) What security measures may be used to stop cybercrime? When parents and teachers work together and provide appropriate instruction, youth can be made aware of cyber safety risks (Asefeh, 2007). It is imperative that pre-service teacher education include classes on cybercrime prevention and awareness. Education programs at universities on

cybercrime have the potential to enhance the future attitudes of instructors and students regarding cybercrime in terms of security and safety (Choi, 2008).

As per Singhavelu and Pillai's (2014) study, the majority of B.Ed. students are not aware of internet forums. Due to its profound lack of knowledge in cybernetics, India has developed a reputation as a place where foreign investors may conduct cybersecurity business, and it has been making significant investments in this field (Bhushan, 2012). Cybercriminals are quickly turning a lack of internet security and understanding into a haven for themselves. People don't realize how quickly the online world is changing; hence they are ignorant of these developments (Pandey, 2012). Preservice instructors who are knowledgeable about cybercrime are better able to instruct their pupils. According to Dawson et al. (2022), preservice teachers must be prepared for cybersecurity by including cybersecurity teaching and raising awareness of cybercrime. Preservice teachers will play a crucial role in educating their students about cybersecurity and cybercrime in order to balance traditional and digital learning, so the researcher felt compelled to look into their awareness of these topics after reviewing the previous studies (Haseski, 2020; Bele, 2014; Asefeh, 2007; Singaravelu & Pillai, 2014; Nzeakor et al., 2020; Karagiannopoulos et al., 2021). So, this enables to study the level of awareness among pre-service teachers regarding the cybercrime and cybersecurity.

Objectives of the Study

The following are the objectives of this research is:

- To explore the demographic profile of the users of internet of the preservice teachers.
- To study the level of usage of the internet of the preservice teachers.
- To investigate the level of cybercrime and cyber security awareness among pre-service teachers.

Research Methodology

Since the researcher aimed to measure the level of cybercrime and cybersecurity awareness among pre-service teachers, a descriptive survey method was used to investigate the level of cybercrime and cyber security in Pre-service Teachers' Awareness. This method helped the researcher to understand the existing level of cybercrime and cybersecurity awareness among preservice teachers without making any interference or control over any situation.

Sample

The sample for this study consisted of 69 preservice teachers (34 females and 35 males) enrolled in teacher education institutions of two universities of Jammu

Division, viz. Central University of Jammu and University of Jammu by using simple random sampling technique.

Tools Used

The tools used were determined by the investigation's goals as well as the size and nature of the sample. Bringing together explicit data on a wide range of subjects and subtopics from a large number of tests available in one location is only possible with the assistance of appropriate tools. For this investigation, the Self-Constructed Cybercrime Awareness Questionnaire was used to collect data. The questionnaire consisted of a total of 22 items out of which 5 items were related to the level of internet usage and 17 items were related to the cybercrime and cybersecurity awareness of preservice teachers. The data was collected by circulating Google form among the preservice teachers of Central University of Jammu and University of Jammu.

 Analysis and Interpretation of the Data

Table 1: Demographic profile of the respondents

S.No.		Variables	Number of Respondents	Percentage
1.	Gender	Males	35	51%
		Females	34	49%
		Total	69	100%
2.	Area of Residence	Rural	45	65
		Urban	24	35
		Total	69	100%

About 51% of respondents are male whereas 49% are female. Also 65% of the respondents belong to rural whereas 35% of the respondents are from urban background.

Table 2: Level of Usage of Internet among Pre-service Teachers

S.No	Statement	Response	f	Percentage
1	Most frequent Internet browser	Binge	1	1.4%
		Brave	1	1.4%
		Chrome	61	88.4%
		Google	1	1.4%
		Internet Explorer	4	5.8%
		Safari	1	1.4%

2	Frequency of Internet Usage Per day	Less than 2 hours	6	8.7%
		2– 3 hours	17	24.64%
		3 – 4 hours	17	24.64%
		4 -5 hours	12	17.39%
		5 – 6 hours	6	8.70%
		More than 6 hours	11	15.94%
3.	Period of Internet Usage	Less than 2 years	12	17.39%
		2 - 4 years	23	33.33%
		4 – 6 years	18	17.39%
		More than 6 years	16	23.19%
4.	Source of Awareness about Cybercrime	Friends &Relatives	7	10.24%
		Self	21	30.43%
		Awareness Programmes	6	8.70%
		IT Professionals	3	4.35%
		Websites	6	8.70%
		Academic learning	7	10.14%
		Newspapers& Magazines	10	14.49%
		TV &Radio	6	8.70%
		Other	3	4.35%
5.	Familiarity with the cyber law	Familiar	43	62.32%
		Not Familiar	26	37.68%

From table 2 it can be analysed that most of the preservice teachers (88.4%) affirmed using Chrome as the most frequently used internet browser. Internet explorer stands at second position with only 5.8%. The remaining internet browsers were used by very few participants.

In addition, most of the participants uses internet for about 2-3 hours or for 3-4 hours a day and only 8.7% users spend less than 2 hours a day on internet usage. Majority of the participants were using internet from the last 2-4 years and a smaller number of participants were found who were using internet form less than 2 years of form 4-6 years.

The findings further revealed that majority of the participants got awareness about cybercrime by exploring about it themselves, newspaper and magazines leads to awareness of about 14.49% participants, friends and relatives leads to awareness of 10.24% participants. The source of least of the participants was IT professional accounting to the awareness of only 4.35% participants. Further, it can be interpreted that about 62.32% people were familiar with the cyber law and 37.68% participants were not aware about the cyber law.

Table 3: Awareness among Pre-service Teachers about Specific Cybercrime

Cybercrime	Extremely Aware	Moderately Aware	Somewhat Aware	Slightly Aware	Not at all
Cyber Terrorism	12 17.39%	20 28.98%	15 21.74%	12 17.39%	10 14.49%
Spreading hate and inciting terrorism	20 28.98%	21 30.43%	8 11.59%	8 11.59%	12 17.39%
Distributing child pornography	15 21.74%	24 34.78%	11 15.94%	8 11.59%	11 15.94%
Cyber defamation	14 20.29%	19 27.54%	14 20.29%	10 14.49%	12 17.39%
Online Fraud	33 47.83%	20 28.98%	4 5.80%	7 10.14%	5 7.25%
Forgery	15 21.73%	16 23.18%	12 17.39%	10 14.49%	16 23.18%
E-mail bombing	10 14.49%	14 20.28%	12 17.39%	13 18.84%	20 28.98%
Data diddling	7 10.14%	18 26.08%	9 13.04%	11 15.94%	24 34.78%
Salami attacks	8 11.59%	13 18.84%	9 13.04%	9 13.04%	30 43.47%
Internet time thefts	14 22.22%	8 12.69%	11 17.46%	11 17.46%	19 30.15%
Logic bombs	10 14.49%	11 15.94%	11 15.94%	9 13.04%	28 40.57%
Trojan horse	8 11.59%	10 14.49%	13 18.84%	7 10.14%	31 44.92%
Phishing	12 17.39%	21 30.43%	10 14.49%	7 10.14%	19 27.53%
Obscene Mail	14 20.28%	22 31.88	7 10.14%	9 13.04%	17 24.63%
Web jacking	8 11.59%	14 20.28%	18 26.08%	13 18.84%	16 23.18%
Virus/Worm Attacks	20 28.98%	22 31.88%	6 8.69%	10 14.49%	11 15.94%
E-mail spoofing	17 24.63%	12 17.3%	13 18.84%	10 14.49%	17 24.63%

The findings revealed that the majority of the respondents are moderately aware about cyberstalking (33.33%), Virus Dissemination (30.43%), Cyber terrorism (28.98%), dissemination of obscene material/pornography (33.33%), distributing child pornography (34.78%), Spreading hate and inciting terrorism (30.43%) whereas many respondents are not at all aware about cyberstalking (18.84%), Virus Dissemination (20.29%), Cyber terrorism (14.49%), dissemination of obscene material/pornography (14.49%), distributing child pornography (15.94%), Spreading hate and inciting terrorism (17.39%).

The findings also revealed that majority of the respondents are extremely aware about hacking (34.78%), identity theft (26.09%) and online fraud (47.83%) however there are some respondents who are not about aware about hacking (10.14%) identity theft (18.84%) and online fraud (7.25%).

Majority of the respondents are moderately aware about Phishing (30.43%), Obscene Mail (31.88), Virus/Worm Attacks (31.88%) however many of the respondents are not at all aware about them with 27.53%, 24.63%, 15.94% respectively.

It was also found that the majority of the respondents are not at all aware about forgery, email bombing, salami attacks, internet time thefts, logic bombs and trojan horse with 23.18%, 28.98%, 34.78%, 43.47%, 30.15%, 40.47% & 44.92% respectively.

Results and Discussion

The results of the study pointed out that majority of participants uses internet for 2-4 hours per day and majority of them were using internet from the last 2-4 years. However, many participants were not aware about cyber law. The findings of the study revealed that in most of the issues related to cybercrime, the majority of respondents are moderately aware and there are very few respondents who are extremely aware about them. The study results are in line with the study of Bumtaria (2022) who reported that participants have above average of cybercrime awareness however, majority of participants were not aware about technical terms related to cybercrime awareness. The study results are further in line with Ahmed et al (2021) who reported that there are many variables in which school teachers have least cybersecurity awareness.

Therefore, it is recommended that provisions should be made in the teacher education programme for making the pre-service teachers aware about cybercrime and cybersecurity. There are some issues related to cybercrime like forgery, trojan horse, email bombing etc. for which the majority of the respondents were not at all

aware and therefore the present study recommends organizing the awareness programmes and workshops for enabling the users with the awareness about them.

Conclusion

The use of internet has been increased in the recent years however, with the tremendous use of internet, negative issues related to the use of internet have also been emerged. Young children need to be aware about cybersecurity and for that educators should use appropriate strategies (Rahman, 2020). The present study revealed that preservice teacher educators have average level of cybercrime and cybersecurity awareness and there are many technical terms for which they are not at all aware. Therefore, the present study recommends that teacher education programme should provide a scope within the curriculum to make prospective teachers aware of such basics laws and issues related to cybercrime and cyber security. To raise awareness about cyber security among prospective teachers, teacher education colleges/institutes must organize programmes such as seminars, webinars, workshops, drama, poster making competitions, speech competition, essay writing competition, quizzes etc. on topic cybercrime and cybersecurity awareness. There is need to change behavior of prospective teachers so that this can lead to a positive change in the behaviour of their students after entering teacher profession (Bansal, 2018). For enabling students to understand cybersecurity the prospective teachers should have its understanding so that they can pass them to the future generations.

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GAMIFICATION AS AN INNOVATIVE STRATEGY IN TEACHING OF SCIENCES AT SCHOOL LEVEL: SCOPE AND CHALLENGES

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Aman[2]

Abstract

Gamification in educational context is a strategy for increasing motivation of learners by incorporating game elements in an educational setting. The main objectives of gamification are toengage students, optimize learning outcomes, and provide opportunities to increase socialization in the classroom. One of the most critical problems that we face in a science classroom is fostering critical thinking, emotional connectivity with the subject. This paper is inclined to study the challenges faced by learners in a Science Classroom, how Gamification can provide better learning experiences in a scienceclassroom, challengesin its incorporation and to suggest some recommendations to maximize the benefits in Indian contexts. The reflections of the study will be helpful for boosting motivation of students, encouraging active participation in the Science Classroom and the concerned stakeholders such as Science teachers, parents and curriculum planners and developers.

Keywords: Gamification, Pedagogy, Leaderboards, Badges, Quests, Science Education*.*

Introduction

Playing is a fundamental component of human activity and may be found in various forms in many cultures and societies worldwide (Roberts, Arth, & Bush, 1959). For hundreds of years, various psychologists, experts such as Montessori and Piaget have recognized the importance of play in the cognitive development of children (Murray, 2018). As a result of the relevance of games in one's growth, game-based settings for learning have been included in lower and upper secondary schools, as well as in higher education (Kim, Song, Lockee, & Burton., 2018). Gamification is a notion that is closely tied to games. Although the concept of motivating people is not

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new, the term "Gamification" as a concept did not enter the domain until 2010. It just took a year for it to become a feasible trend. Gamification's growing popularity stems from the conviction in its ability to generate motivation, behavioral changes, friendly rivalry, and collaboration in a variety of contexts. Gamification can be defined as the use of game pieces to drive learners. Here's a formal definition: Gamification is the practice of engaging people, motivating action, promoting learning, and solving issues via the use of game-based mechanics, aesthetics, and game-thinking. When we connect this concept to psychological theories, the gamification features that comprise effective games for learning can be linked to the key theories of constructivism, especially social constructivism (and communities of practice) and contextual learning (Kafai & Burke, 2015).

Gamification is viewed by many authors as a fresh and intriguing idea that may be applied in a variety of contexts. Gamification being a novel concept, can be applied in a variety of domains, including marketing, health, human, sports, training, protection of environment and general wellbeing Gamification has gained popularity in a variety of industries, including business, education, and health (Bunchball, 2012). Numerous educational institutions are interested in Gamification because it will help students gain skills for professional professions as well as increase their learning abilities. Traditionally, education has not been a game as it focuses on building up our competencies to cognitive domain. In order to make teaching more engaging, we include components like story, roles, strategy, aesthetics, and mechanics (rules of play) to make things interesting. Gamification gets kids excited about learning again instead of having them sit at a desk all day and listen to a lecture in the front of the class. By making learning fun, pupils are less likely to find schoolwork tiresome or boring. Instead, the instruction is transformed into a captivating story structure that they can interact with. Adolescents' creative imaginations are ideally suited to this, thereby involving affective domain of learning

Within the discipline of Education, these reasons apply to any topic, but they are especially broad in the case of science education. Encouraging science education is essential to the advancement of our society and the creation of scientifically literate people who can understand and value the complexities of the world (Council, 2012). In addition to fostering attitudes that highlight the value of making decisions based on evidence, science education develops critical learning skills and raises social and environmental consciousness. Regardless of a person's future involvement in the scientific or technological domains, these advantages are available to them (Obe, 2018). Through this research paper, an attempt has been made to understand what

are the main challenges faced by the learners in a Science Classroom and how Gamification can serve as a boon in overcoming those challenges. The researcher's main objectives are to discuss some challenges faced by learners in the Science classroom, how to use Gamified elements to scaffold some traditional learning experiences, challenges in incorporating Gamification elements in a classroom and to suggest some recommendations for the efficient usage of Gamification in the classroom.

Literature Review

Overall, it has been seen that the connection between students and science is often problematic in school education. The main cause behind it is lack of motivation, interest and aptitude among students as they grow up. Also, it has been seen that the learning of science is difficult at each step of learning (Bilal, 2010). Due to lack of understanding and decrease in concept grasping, focusing only on cognitive domain, students feel negative emotions towards the subject (Alesandrini et.al, 2019).

According to Kaptan andTimurlenk (2012), the main problem behind it is minimal salary of a teacher and minimal oppurtunities for professional development, lack of motivation among students, no balancing of pupil teacher ratio, broken connections with other classes, inadequate number of laboratory equipment's and facilities.Wallace and Loudon (2002) also have recognized the connection of practical work, which they state play an important role in bridging gaps between reality and what is taught in classroom. Usually, schools fail to update the latest versions of tools and technologies (Donnelly & Jenkins, 2001). From the literature review, it is evident that lack of practical experiences, inadequate resources, lack of motivation among learners, large class size have contributed to the challenges in Learning of Science as a subject.

Incorporating Gamification Experiences in The Curriculum

Science curricula need to change from being scientist-focused to learner-focused, with socially isolated knowledge being replaced with relevant, fascinating, and engaging content. Considerable work has gone into identifying creative teaching strategies to get kids interested in science [Papdakis et al.,2020; Sjoberg et.al,2012].

The first approach, including games into the curriculum, i.e. **Content Gamification**, may be easier for teachers to incorporate into lesson plans. There are numerous games that can be used in the classroom to improve student learning, including video and board games. Using technology in this way increases student engagement and motivation, which are both necessary for effective learning. The following are some examples that provide gamification experiences like Kahoot! Khan Academy, Quizlet, Duolingo, Google Read Along App.Another way is by gamifying the structure

of the lesson i.e. **Structural Gamification** by incorporating game elements like badges, feedback, rewards, points etc. as mentioned in the Werbach and Hunter framework (2012) in a science classroom to increase motivation, fostering creativity etc. among students' view on the gamification framework has been proposed by Werbach and Hunter (2012).

Werbach and Hunter (2012) presented a perspective on the gamification framework. The gamification elements were categorized by the researchers as dynamics, mechanics, and components. The most abstract idea and largest picture in a game or gamified system is dynamics. It can be defined as an organization's goals and objectives. Constraints, emotions, narrative, growth, and relationships are the five components of dynamics. Mechanics are required for the implementation of dynamics in a game. It is the element that encourages players to participate in the game and behave as game designers intend. Challenges, chances, competition, cooperation, feedback, resource acquisition, rewards, transactions, turns, and win states are the 10 components of mechanics. Components are the most proven form of dynamics and mechanics, the least abstract element, and the most fundamental element.m. Achievements, avatars, badges, boss fights, collections, combat, content unlocking, gifting, leaderboards, levels, points, missions, social graphs, teams, and virtual goods are among the 15 gamification components.

Fig: A pyramid showing Gamification elements proposed by Werbach and Hunter (2012) (Costa et al., 2017; Werbach & Hunter, 2012).

Transacting Gamification Experiences in a Science Classroom:
Science is based on the ability to integrate basic ideas in novel ways while investigating natural phenomena. New facts and theories are learned as a result. A workforce with strong scientific literacy is better equipped to handle the challenges of the digital economy. Yet, because they do not typically develop, scientific thinking abilities need to be supported by educational and cultural resources.

A teacher can gamify a science classroom in the following manner:

- **Providing Instant Feedback –** In traditional learning methods, learners often have to wait for assessments or assignments to receive feedback on their progress. However, with gamification, learners receive instant feedback on their performance, allowing them to identify their strengths and areas for improvement. This real-time feedback enables learners to make adjustments and enhance their learning experience, leading to better learning outcomes. This feedback element can be used by the teacher for teaching short concepts, terms or during the start of chapter for checking the previous knowledge of the learner, firstly asking questions and then correcting their responses by providing instant feedback.

- **Using Collaborations**: Ateacher can pursue gamification by rewarding collaborations in a classroom. Collaborations can reduce the workload from student's shoulders and also provide them with alternative perspectives from each other and multiple learning opportunities. For example, a teacher can collaborate students coming from different localities for studying different types of roots. While teaching different types of metals or non-metals, assigning project works like collecting different types of tap roots or fibrous roots, Collaborations can play a major role.

- **Using Rewards**: Rewarding teamwork is calculated as Gamification.The underlying exercises must be considered while developing a gamified system with rewards. As a result, any prizes offered to students should mirror the task at hand in order for the pupils to feel appreciated and eager for the next task. For example, when teaching a class in the scientific laboratory, the teacher can issue badges to students who do the experiment process correctly or to the most cooperative group or lab partners in the class. Meanwhile, pupils who obtain the desired outcomes and write a solid report can be awarded points. other points might be awarded to any students who discover other significant findings linked to the experiment. As a result, a

simple alteration in the structure and technique of instruction brings in gamification into the traditional laboratory classes.

- **Using Leaderboards: -:** Leaderboards are like score charts in a game that display a player's progress and allow a player to compare his progress with others (Bunchball, 2012; Zichermann & Cunningham, 2011). After the completion of a chapter in science, teacher can try quizzes, through which students earn points for correct responses, overall performances of which can be represented on the leaderboards.

- **VisualizingProgress:** Allowing a student to visualize his/her own progress can also be counted as gamification. This can be done via a slide, a worksheet with areas for reflection or some notes on the board. This can be used for laboratory purposes in chemistry like who created the first product for a week.

- **Use Challenges as Learning Experiences -**Designing Challenges also come up under Gamification. Making discussions before the initiation of a new chapter or critically evaluating a condition or why is it so? or creation of a working model of a windmill, electric motor come under challenges.

- **Offering Badges–** Using badges in a science classroom under situations like Who answered a question first or who gave the best reply for a question can create a situation which can be used to provide badges.Situations like who gave 10 examples of use of pressure will be awarded Golden batch, who gave 5 examples was awarded Green batch can be used for inventing interest and conducive learning in the classroom, which in turn can promote healthy competition in a classroom and make students flaunt it with pride and motivate Them To Work Harder.

Challenges of Incorporating Gamification in the Classroom

- **Lack of Understanding of Concept of Gamification:** One of the biggest challenges of using Gamification in the classroom is the lack of understanding of what it actually is? Some of the teachers coincide the concept of "Games" and "Gamification" which generally break down the morale. It is important to understand the concept fully before incorporating it practically to decide it is beneficial or not.

- **Overemphasis on Rewards and Punishments:** Incorporation of multiple game elements in the lesson plan can deflect the learner's attention and shift the focus from learning

- **Insufficiency of Game Elements to suit your Learning Aim**: There is no one size fit all design in Gamification. Sometimes teachers are unable to find a game element that fulfills their learning objective. Gamification can also pose pedagogical issues, such as alignment, relevance, and quality. For example, gamification can be misaligned with the learning objectives, outcomes, and assessments, leading to confusion, distraction, or frustration. It can also be irrelevant or inappropriate for the content, context, or culture of the learning environment, resulting in boredom, resistance, or offense. Therefore, gamification should be integrated and aligned with the pedagogical design and principles of the learning experience.
- **Technological Issues:** Gamification can also encounter technological issues, such as accessibility, usability, and reliability. For example, gamification can be inaccessible or incompatible with the devices, platforms, or networks of the learners, teachers, or administrators, causing exclusion, inequality, or isolation. Therefore, gamification should be tested and evaluated for its technical functionality and usability.
- **Resistance from Teachers and Parents**: The trend of playing online games has increased in the due time. So, marketing of benefits of game-based learning is difficult as the have stigma in their mind that playing games only waste time. Overcoming stigma of playing games is difficult from minds of parents and teachers especially in an educational setting where results and accountability are necessary.
- **Ethical issues:** Gamification can raise ethical issues, such as manipulation, coercion, exploitation, and privacy. For example, gamification can be used to influence learners' behavior, choices, and emotions, without their full consent or awareness. It can also create incentives for cheating, gaming the system, or competing unfairly. Moreover, gamification can collect and use personal data, such as progress, preferences, and achievements, without proper protection or transparency. Therefore, gamification should be designed and implemented with respect for learners' autonomy, dignity, and rights.
- **Psychological issues**: Gamification can also trigger psychological issues, such as motivation, emotion, and identity. For example, gamification can undermine learners' intrinsic motivation, by replacing their interest, curiosity, or satisfaction with external rewards, pressure, or comparison. It can also elicit negative emotions, such as anxiety, frustration, or disappointment, if the gamified system is too difficult, unfair, or unpredictable.

Recommendations

- Since teachers coincide the concept of "games" and "gamification", concept clarity is necessary Related seminars, conferences must be organized from time to time to make teachers aware about how to use game elements in classroom contexts.
- While planning gamified lesson plans, teachers must take in account that no student should be provided with negative emotional experiences.
- Before providing such new experiences in the classroom, student's readiness must be taken into consideration.
- Parents should be regularly informed about latest tools and techniques of learning, how these techniques affect the learning experiences at regular PTM meetings so that resistance from their sides is minimized.
- Schools should take necessary initiatives to improve their infrastructure from time to time and take necessary steps to tackle inaccessibility in terms of technology.

Conclusion

Gamification is a new approach that incorporates the use of game elements in non-game contexts. Gamified learning has the potential to make learning more engaging and interactive and can boost student motivation and engagement, resulting in improved learning outcomes and higher accomplishment. Gamification can help give new-age holistic education by making various school activities more interesting and fun. Through this paper, an attempt has been made to communicate the challenges in learning of Science, how gamification can be used to bring better learning experiences in the Science subject. Also, this paper discusses what can be the challenges in incorporating gamification in classroom settings.

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TRANISITION FROM FACE-TO-FACE TO ONLINE TEACHING IN TEACHER EDUCATION DURING COVID-19 PANDEMIC: A REVIEW

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Abstract

Producing an effective and competent teacher for the society has always been a challenge for teacher educational institutions and pandemic effect has created new challenges for these institutions in terms of moving their theory and practicum. The purpose of this review of literature was to present research findings and records on teacher education in the aftermath of the COVID-19 Pandemic, as well as to look into how online teaching and learning techniques in teacher education served to mitigate the consequences. In all, 937 entries were found in the databases Scopus, Web of Science, Google Scholar, and ERIC, with 30 studies fulfilling the requirements for inclusion. The findings highlighted the challenges faced by teacher educational institutions, teacher educators and student teachers due to forced transition from face-to-face teaching-learning to online mode. Similarly, in the overview of the examined literature, Teacher Candidates' experiences of online teaching during Covid 19, Challenges faced by teacher candidates during remote teaching, Positive impact of remote teaching on teacher candidates and how practicum in teacher education moved through online mode are discussed. The investigators' conclusions are based on the studies they looked at, and recommendations for future research are provided.

Keywords: Online Learning, Teacher Education, COVID-19, Systematic Review.

Introduction

COVID-19 was an infectious virus that spiralled out of control and swept over the globe, wreaking havoc on all facets of society. It has perverted reality in an unanticipated and uncertain way. The pandemic had caused havoc on the economy

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and had worldwide consequences. This epidemic has affected communities, companies, and organisations throughout the globe, indirectly influencing financial markets and the global economy. Even the world's healthcare systems have been negatively impacted by this. "The worst international crisis since World War II" is how the International Labour Organization describes the corona virus epidemic in 2020. In order for a nation to grow, education is one of the most critical factors. As a consequence of the lockdown, educational institutions were compelled to shut for an unknown amount of time. The promise of education as a basic human right was already encountering serious obstacles before the epidemic. More over 250 million children were not in school, and about 800 million individuals were illiterate, despite virtually universal attendance in early grades in most nations (UIS). Students and instructors from pre-primary through secondary schools, technical and vocational education and training (TVET) institutes, universities, adult-learning and skills-development institutions have all been affected by the COVID-19 epidemic. Keeping in mind that instructors are the face of every educational institution, it is important to note that online teaching cannot function without their involvement. A total of 63 million teachers in 165 countries were impacted, according to UNESCO (UNESCO, 2020). The COVID-19 epidemic, which has affected approximately 1.6 billion learners in more than 200 nations, has been the most disruptive event in human history. Nearly ninety-four percent of the world's students were impacted by the closure of educational institutions, including schools, colleges, and universities (2021). Teachers must have the required skills, knowledge, and competencies to make the transition to online education a success. Each and every educational system relies heavily on instructors. There has been a substantial shift in teaching approaches for many instructors who have little or no digital training (Winter, et al., 2021). There has been a lot of effort done by teachers to adapt to the new aspects of teaching and learning in order to minimise the loss. Teacher-learners are experimenting with new ways to adapt to the online style of teaching and learning at COVID-19. To put it another way, the COVID-19 epidemic disrupted education in general and teacher education in particular, since schools and colleges were closed and instructors and students had to quickly adjust to remote instruction, according to Flores & Gago (2019). When it comes to creating learning environments for students who are preparing to become teachers, they stressed the need of taking into account both student expectations as well as the requirements of teacher education as well as operating circumstances in both schools and universities.

Indian government has proclaimed the lockdown, and closing of educational institutions as a reasonable approach for enforcing social separation within communities, as well as an advice for HEIs to endure instruction via online mode. Even though online learning has been around for a while, its utilisation and investment in education technology have seen significant increases since the outbreak of COVID-19 (Li & Lalani, 2020). This is due to the fact that many educational institutions have chosen to offer online classes despite the limited amount of time available for preparation. It is anticipated that demand for online learning will continue to expand in the not too distant future, and the uncertainty of the aftermath of COVID-19 may cause land-based learning to be superseded by online learning, at least for a time (Koksal, 2020). During the COVID-19 epidemic, many higher education institutions (HEIs) began to deploy technology to promote remote learning, distance education, and online learning, in accordance with the government's policy. Both the educator and the educand were exposed to innovative educational approaches during COVID-19, which shifted the traditional teaching style to an educational technology (Ed Tech) model. To supplement the conventional classroom, educators and schools have come up with a variety of technology-based strategies, such as the use of videoconferences and online learning platforms, as well as school intranets and chat platforms for exchanging lesson plans and worksheets. In certain nations, school lectures and educational materials are broadcast over radio and national television, particularly in under-resourced communities with limited technology infrastructure. International organisations have devised methods to support teaching during school closures, such as UNICEF recommendations on how instructors should discuss COVID-19 with children (International Task Force on Teachers for Education 2030). Almost all governments have raised education spending, according to the International Monetary Fund (IMF). Much of this money has gone toward the adoption of online and distance learning technologies, with little evidence that it has gone towards teacher salaries or online technology training (International Monetary Fund: Policy responses to COVID-19). Traditional classrooms have changed to virtual classrooms, and remote education has become ubiquitous during 2020 (Khan, et al, 2021). School closures have occurred at a quickly, leaving schools with little or no time to plan a strategy and move to remote learning (Graham & Pasi, 2020). While some consider this unusual, quick, and enforced move from conventional to online teaching as an opening to educational alteration or even a "revolution" that must go on, others are more vigilant, raising concerns about its applications far as equity and social justice are concerned (Flores & Gago, 2020).

Methodology

Search Strategy

Following is a list of the electronic databases that were searched in depth for relevant systematic reviews, *Scopus*, ERIC, Web of Science and Google Scholar during from September 11, 2021 to October 26, 2021. For selected databases, we used the following search terms: *("online learning" OR "ONLINE LEARNING" OR "teaching" OR "TEACHING" OR "education" OR "EDUCATION" OR "education in Covid-19" OR "EDUCATION IN COVID 19" OR "digital education", OR "DIGITAL EDUCATION" OR "online education in schools", OR "ONLINE EDUCATION IN SCHOOLS" "Remote Teaching" OR "REMOTE TEACHING" OR "school closures during the COVID-19" OR "SCHOOL CLOSURES DURING COVID" 19" OR "Online-Blended Learning" OR "OLINE BLENDED LEARNING").*

Study Selection

The search results and articles acquired from databases and reference lists were independently examined and vetted by a team of writers according to predetermined processes. In the beginning, papers were narrowed down based on their titles and abstracts. When articles were obtained for full-text evaluation, their eligibility to be included in the review was established. Disagreements were worked out until everyone was on the same page via dialogue and compromise.

Inclusion and Exclusion Criteria

The goal of the search was to get access to full-text documents by using a wide variety of search phrases and keywords*.* From a total of 937 documents that we collected, only **30** documents reached to the final selection for review. Topicality and an emphasis on online learning were the primary criteria for inclusion. Articles were excluded on the basis of a) written in other than English language, b) Duplicates, and c) articles that deviated from the inclusion criteria were excluded from the dataset.

The basic criteria that were set for the assortment of articles were (1) Articles analysing the impact of Covid-19 Pandemic on teacher educational institutions, (2) Investigating the effect of pandemic on the teachers learning of pedagogical and teaching competence, (3) Researches examining the challenges faced by teacher educators and student teachers during remote teaching amid Covid-19, and (4) How practicum in teacher education moved during pandemic? A preliminary reading of the title and summary of each item was conducted in order to apply these criteria. It was feasible to eliminate papers that did not match the aforementioned criteria.

Identification and selection of studies via databases

Identification

Records identified from Scopus, ERIC, Web of Science and Google Scholar Databases (n = 937)

Articles Excluded
other than English language (n=161)
Quality Issues: 200

Screening

Screened articles in English Language (n = 576)

Records excluded as found Irrelevant with the study (n = 426)

Eligibility

Articles assessed for eligibility (n = 150)

Articles excluded:
   Reason 1: Full Research article not accessible (n = 73)
   Reason 2: Not specifically focussing on teacher education (n = 47)

Included

Studies included in review (n = 30)

(Fig. 1) PRISMA flow diagram

Table 1 - Characteristics of Included Studies

S.No. / Country	Author/s	Tittle of the Study	Year.	JournalDOI Number /Links	Database
1. Poland	Aleksandra, et al.	"Polish teachers of early education in the face os distance learning during the Covid-19 pandemic-the difficulties experiences and suggestions for the future".	2020	Education DOI: 10.1080/030042 79.2020.1849346	Scopus
2.Saudi Arabia	Alghamdi	"Impact of COVID-19 pandemic on the social and educational aspects of Saudi university students' lives".	2021	PLoS ONE doi:10.1371/jour nal.pone.0250026	Scopus
3. India	Arora& Srinivasan.	"Impact of pandemic COVID-19 on the teaching-learning process: A study of higher education teachers".	2020	Prabandhan: Indian journal of management doi: 10.17010/pijom %2F2020%2Fv13 i4%2F151825	Scopus
4. Orlean/ Louisiana	Baker, et al.	"The experience of COVID-19 and its impact on teachers' mental Health, coping, and teaching".	2021	School Psychology Review DOI: 10.1080/237296 6X.2020.1855473	Scopus
5. Georgia	Basilaia&K vavadze.	"Transition to online education in schools during a SARS-CoV-2 coronavirus (COVID-19) pandemic in Georgi".	2020	Pedagogical Research, doi:10.29333/pr/ 7937	ERIC
6. Jordan	Dhawan.	"Online learning: A panacea in the time of COVID-19 crisis".	2020	Journal of Educational Technology Systems, https:// doi.org/ 10.1177%2F0047 239520934018	ERIC
7. Israel	Donitsa-Schmidt &Ramot	"Opportunities and challenges: teacher education in Israel in the Covid-19 pandemic".	2020	Journal of Education for Teaching DOI: 10.1080/026074 76.2020.1799708	Scopus

8. Portugal	Flores &Gago.	"Teacher education in times of COVID-19 pandemic in Portugal: national, institutional and pedagogical responses".	2020	*Journal of Education for Teaching*.doi: 10.1080/026074 76.2020.1799709	Scopus
9.USA	Gratz,& Looney.	"Faculty resistance to change: an examination of motivators and barriers to teaching online in higher education".	2020	*International Journal of Online Pedagogy and Course Design (IJOPCD)*DOI: 10.4018/IJOPCD. 2020010101	Scopus
10. India.	Gupta, et al.	"Covid-19 Pandemic and Online Education: Impact on Students, Parents and Teachers".	2021	Journal of Human Behavior in the Social Environment DOI: 10.1080/109113 59.2021.1909518	Scopus
11. India	Jain, et al.	"Teachers' Voices on the Impact of COVID-19 on School Education: Are EdTech Companies Really the Panacea?"	2021	*Contemporary Education Dialogue*	Scopus
12.Australia	Janet, et al.	"Innovations in teacher education at the time of COVID19: an Australian perspective".	2020	Journal of Education for Teaching DOI: 10.1080/026074 76.2020.1802701	Scopus
13. India	Joshi, et al.	"Impact of coronavirus pandemic on the Indian education sector: perspectives of teachers on online teaching and assessments".	2020	*Interactive Technology and Smart Education.* DOI 10.1108/ITSE-06-2020-0087	ERIC
14. Irinidad	Kalloo, et al.	"Responding to the COVID-19 pandemic in Trinidad and Tobago: challenges and opportunities for teacher education".	2020	*Journal of Education for Teaching*DOI: 10.1080/026074 76.2020.1800407	Scopus
15. Afghanistan, Libya, Palestine	Khlaif, et al.	"The Covid-19 epidemic: teachers' responses to school closure in developing countries".	2021	Technology, Pedagogy and Education DOI: 10.1080/147593 9X.2020.1851752	Google Scholar.

16. Germany	König, et al.	"Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany".	2020	*European Journal of Teacher Education*, DOI: 10.1080/026197 68.2020.1809650	Scopus
17. India	Koul, & Bapat.	"Impact of Covid-19 on Education Sector in India".	2020	*Journal of Critical Reviews* http:// www.jcreview.co m/fulltext/197-1595749291.pdf	Scopus
18. England	Linda et al.	"Initial teacher education in England and the Covid-19 pandemic: challenges and opportunities".	2020	Journal of Education for Teaching DOI: 10.1080/026074 76.2020.1803051	Scopus
19. Zimbabwe.	Moyo.	"Covid-19 and the future of practicum in teacher education in Zimbabwe: Rethinking the 'new normal' in quality assurance for teacher certification".	2020	Journal of Education for Teaching, DOI: 10.1080/026074 76.2020.1802702	Scopus
20. Bhutan	Pokhrel&C hhetri.	"A literature review on impact of COVID-19 pandemic on teaching and learning".	2021	*Higher Education for the Future*, doi. 10.1177/234763 1120983481	Eric
21.Portugal	Rapanta, et al.	"Online university teaching during and after the Covid-19 crisis: Refocusing teacher presence and learning activity".	2020	*Postdigital Science and Education* https://doi.org/1 0.1007/s42438-020-00155-y	Scopus
22. USA	Reyes et al.	"From Bricks and Mortar to Remote Teaching: A Teacher Education Program 's Response to COVID-19".	2020	Journal of Education for Teaching DOI: 10.1080/026074 76.2020.1801330	Scopus
23. India	Saboowala & Mishra.	"Readiness of In-service Teachers Toward a Blended Learning Approach as a Learning Pedagogy in the Post-COVID-19 Era".	2021	*Journal of Educational Technology Systems*	Scopus

24.Augustine	Sahu.	"Closure of universities due to coronavirus disease 2019 (COVID-19): impact on education and mental health of students and academic staff".	2020	*Cureus*, DOI 10.7759/cureus.7 541	Web of Science
25. (45) countries/ world	Sangster, et al.	"Insights into accounting education in a COVID-19 world".	2020	*Accounting Education*, *29*(5), 431-562. <u>doi:10.1080/096 39284.2020.1808 487</u>	Scopus
26. Chile	Sepulveda-Escobar & Morrison	"Online teaching placement during the COVID-19 pandemic in Chile: challenges and opportunities".	2020	European Journal of Teacher Education DOI: 10.1080/026197 68.2020.1820981	Scopus
27. Zambia	Sintema.	"Effect of COVID-19 on the performance of grade 12 students: Implications for STEM education".	2020	*Eurasia Journal of Mathematics, Science and Technology Education*<u>https:// doi.org/10.29333 /ejmste/7893</u>	Eric
28. India	Tsering&N gima.	"Impact of COVID-19 on Education".	2020	*International Research Journal on Advanced Science Hub*, 2(Special Issue ICAMET 10S), 34-39. doi: 10.47392/irjash	Google Scholar.
29. Ontario	Van Nuland, et al.	"COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective".	2020	*Journal of Education for Teaching* DOI: 10.1080/026074 76.2020.1803050	Scopus
30. Ireland	Winter, et al.	"Teachers' use of technology and the impact of Covid-19".	2021.	*Irish Educational Studies* DOI: 10.1080/033233 15.2021.1916559	Scopus

Overview of the Examined Literature

As a result of this in-depth examination, this part will concentrate on the most often discussed topics and themes in the literature as well as a summary of the most important difficulties associated with teacher education while in prison or other forms of incarceration. This review's primary emphasis was on how online learning techniques and resources might be used to enhance the efficacy of the teaching-learning process, especially from the perspectives of teachers, student teachers, and teacher educators. Many publications in this area were assessed. While some of the researchers examined the impact of a variety of online issues on learning-related aspects (Aleksandra, et al. 2020; Alghamdi, 2021; Arora & Srinivasan; Lei, & Medwell, 2021; Flores & Gago,2020 etc), others focused on the technology component as a 'medium' to improve the effectiveness of learning practices (Quezada, et al. 2020; Schleicher, 2020; Khlaif, et al., 2021). A more in-depth examination of the related studies reveals some of the most recurring themes in a number of the articles, which are listed below:

Teacher Candidates' Experiences of Online Teaching During Covid 19

It's fair to assume that the suppliers of TEP (teacher education programmes) by no means have predicted how this undefined situation, a period of unspecified school closure due to a global pandemic, would highlight the difficulties of transitioning teacher placement programmes from a direct teaching model to a remote teacher training. Because of the current state of the health care system, it is essential to make a distinction between remote learning and online learning (Hodges et al. 2020). The first approach involves planning that is exhaustive, precise, and anticipated, as well as an enduring investment plans and evidence-based methodology for the process of setting up the learning environment that is desired. The continuous scheduling and design of online courses, the on-the-spot adjustment of face-to-face courses, and familiarization with new teaching and learning technologies seem to be the most crucial factors in the latter category (Sepulveda-Escobar & Morrison, 2020).

Because online learning needs distinct ways of communication and class involvement, one should not just transfer over to it the strategies that have proven successful in more conventional classroom settings (Lemay, et al. 2021). It should not come as a surprise that some aspects have been recognised as crucial in the process of developing a good online learning environment. These factors include: (Tanis, 2020). Participatory online learning experiences should include a variety of critical components, including self-regulation, evaluation, genuine learning, planned social-communicative and collaborative activities, and collaborative activities. It

would appear that a combination of affective characteristics of teachers, such as humility, empathy, and even optimism, have minimised the negative implications of taking risks and making mistakes when learning to teach online. This is the case because learning to teach online requires taking risks and making mistakes. (Cutri, et al. 2020)

The literature under review revealed that the shift to online education sharpened the disparities between private and government schools. Although private school teachers appear to have better training and support, they are just as affected by the absence of Internet access as government teachers. This is made worse by the fact that children who come from economically challenged households have become harder to reach, and instructors are unsure how to aid these pupils who are adversely impacted by the epidemic. This makes the situation even more precarious. Teachers' pedagogical skills aren't suited to online education, and they haven't been prepared to deal with such situations. Ed-Tech companies that appear to provide a solution are actually only providing a solution to the most privileged groups in society. Hard-to-reach students and teachers in schools that serve hard-to-reach areas do not benefit from EdTech solutions. (Jain, et al. 2021). However, teachers in underdeveloped nations such as Afghanistan, Libya, and Palestine improved their ability to use new technology and create appropriate digital content. Furthermore, by constructing centres for students from low-income families, they created strong links with the local community to take their responsibility in emergency remote learning (Khlaif, et al., 2021)

Challenges Faced by Teacher Candidates During Remote Teaching

Teachers' challenges included explaining curriculum, assessing students, and communicating with both students and parents. (Kruszewska, et al., 2020). The absence of direct interface with students and the abrupt transformation of situation were among the elements that had the greatest impact on the student teachers' own learning process. In addition to direct interaction, lack of live teaching experience, home distractions and accessibility to internet and other necessary devices are the prominent hurdles met by student teachers during remote teaching and learning according to the study carried out by (Sepulveda-Escobar and Morrison 2020. A large number of students and teachers struggled to access online classrooms, and many students relied on their parents' gadgets to attend online lessons. The majority of students and many teachers were concerned about cyber security because of a lack of information and awareness, which increased the risk of fraud (Gupta, et al. 2021).

Positive Impact of Remote Teaching On Teacher Candidates

Because the people who shape society, such as teachers, determine the destiny of young people, the epidemic has highlighted the importance of teachers continuing to maintain their professional abilities, learning throughout their lives, seeing and following developments, improving teaching quality, and exploring new forms and methods of distance learning, often known as remote or online education (Kruszewska, et al., 2020). Pupil teachers stated that this exceptional involvement (virtual teaching and learning) would help the teacher education programmes to develop and as well as will benefit them to be more professional in future careers (Sepulveda-Escobar & Morrison 2020). Three critical factors viz, Access, participation, and engagement serve as a framework for online engagement that can be useful for teacher educators during and after COVID 19 have been identified (Scull, et al.2020). Surprisingly, enhanced peer collaboration, shared learning, and mutual aid resulted from a period of social separation and self-quarantine (Donitsa-Schmidt & Ramot, 2020). The backbone of any healthy organisation or institution is strong connections. Another advantageous result of the Corona virus period was an expansion in the link between academic institutions and training schools; this further contributed to the fortification of colleges of education that focus on the education of teachers. Schools, which were also dealing with uncertainty, ambiguity, and conflicting messages at the time, were eager to strengthen their ties with teacher training programmes, as many practising instructors lacked sufficient online teaching training (Donitsa-Schmidt & Ramot, 2020). Pandemic presents opportunity for school students to gain two crucial lifelong skills: digital literacy and self-regulated learning (Thomas, 2021). The development of new digital skills by both students and instructors was one of the advantages of online education in the context of Covid. Individual learning was another benefit, as was the absence of conflicts in the classroom and the need to handle them.

Online collaborative learning (OCL) was viewed by student teachers as a significant facet of their professional development as instructors. Student teachers need to be exposed to OCL at an early stage of their study to assist them transition from being a student to becoming a teacher themselves. It is possible for student teachers to communicate, discuss, and reflect on their professional growth as educators by using the online collaborative teacher training available to them. This incites teacher educators to re-evaluate how post-COVID teacher education could better integrate new sorts of practises and educational philosophies (Lei, & Medwell, 2021).

How Practicum Moved Through Online Mode

The practicum is an incredibly significant and highly appreciated constituent of pre-service TEP, as anybody working in the field knows (Darling-Hammond 2014). Furthermore, Ronfeldt, et al. (2014) believes that increasing the chucks for practica and methods-related assignments increases future teachers' preparation and persistence. Student instructors are well equipped to teach in programmes that emphasise the interconnectivity of practical and methods coursework (Petrarca et al., 2017). The fulfilment of practicum requirements for registration and certification as teachers has been a major worry for teacher education and student teachers throughout the epidemic, particularly for those who are so near to complete their basic teacher education programmes. The quick and unexpected move from face-to-face to virtual teaching was challenging for all higher education courses and programmes, but particularly for teacher education. When it came to practicum, the process of adapting was much more difficult and time-consuming than it was in foundational courses, which required a focus more on resources and methods of interacting with students than on pedagogical judgments (Flores &Gago,2020).

Because of a lack of technical innovation, it seems that training institutions have not taken use of the options available to them. Other courses are now being taught through the internet, but the practicum assessment problem has not been addressed. There is a lack of innovation in rural and urban schools when it comes to new technology-driven platforms that might allow teacher training institutes to adopt alternative evaluation methodologies, such as class streaming. Teacher educators must prepare for a new normal by embracing the traditions of practicum evaluation while also adapting to the new norm (Moyo, 2020). Because it would be difficult to provide relevant practical experiences to student teachers when closure of elementary and secondary schools is on cards or have an inadequate number of pupils (Nuland, et al., 2020). Although practicum experience may be required but not sufficient for teacher development, this issue of Covid-19 provides a chance to examine this topic (Velle, et al., 2020)

Discussion and Conclusions

COVID-19 has served as a worldwide barometer for the amount of preparedness, flexibility, and adaptability of educational institutions to react to comparable global crises. On the bright side, it is an operative "change agent" for supporting the quick espousal of e-learning in such traditionally change-resistant institutions. Students, teachers, and teacher educators now interact, teach, and learn differently as a consequence of the lockdown caused by the spread of COVID-19. The new setting of

distant instruction and monitoring has necessitated an ongoing process of adaptation for all the concerned. This is often especially pertinent so far as the practical work is concerned, which needs a totally different setting, where direct interaction is must for everyone who is involved (student teachers, supervisors, cooperating teachers, and students). The difficulties and interruptions brought on by school and university closures should be seen as chances to change established roles and customs. The context captivated the varied experiences of learning to demonstrate in the context of remote instruction. Thus, student instructors were provided with a variety of holding options and strategies. COVID-19 has served as a worldwide barometer for the amount of preparedness, flexibility, and adaptability of educational institutions to react to comparable global crises. On the bright side, it is an effective "change agent" for supporting the quick adoption of e-learning in such traditionally change-resistant institutions. Students and teachers (and teacher educators) engage, teach, and learn differently as a consequence of the lockdown caused by the spread of COVID-19. The new setting of remote instruction and monitoring has necessitated an ongoing process of adaptation on the part of all parties involved. This is especially true in the case of practicum, when student teachers, supervisors, cooperating teachers, students, and their parents have to engage, work, and communicate in quite different ways. The difficulties and interruptions produced by school and university closures should be seen as chances to investigate and modify conventional roles and practises. Diverse experiences of learning to demonstrate in an incredibly environment of distant instruction were enthusiastic about the context. Thus, student teachers were provided with a variety of options and strategies to continue their formative development, with consequences for the development of their professional expertise. These were related to the circumstances for learning to demonstrate in terms of time, location, types of student contact, and mentoring procedures. Intriguingly, the Covid-19 epidemic has significantly raised both teacher educators and student teachers' understanding of the significance of equality in education and the means by which this would be handled in the provision of teacher education. The urgent need to equip current teacher educators with equitable teaching strategies reflects the larger goal of motivating teachers to demonstrate, in accordance with the diverse learning needs of college students, particularly those with limited learning resources, their formative process with implications for the development of their professional knowledge. These were related to the circumstances for learning in terms of time, space, interaction styles with students, and mentoring procedures. Intriguingly, the Covid-19 epidemic has significantly raised teacher educators' and

student teachers' understanding of the significance of equality in education and the means by which this may be addressed within the provision of teacher education. The urgent need to train existing teacher educators with equitable teaching strategies reflects the greater goal of motivating instructors to demonstrate consistency with the diverse learning requirements of college students, especially those with inadequate learning resources.

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REPRESENTATION OF PARTIES – A KEY ELEMENT IN THE PROCESS OF DISCIPLINARY PROCEEDINGS

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Abstract

Representation of parties from the Management and the Delinquent Employee's side during the enquiry is one of the key elements in the process of Disciplinary Proceedings. In the normal course, the Management will be represented by its own employee from the Human Resources Department who will be very sound and conversant with the process of domestic enquiry either by virtue of, acquired legal qualification or having experience in representing the management in the domestic enquiry. On the other hand, the delinquent employee, may not have adequate exposure due to lack of knowledge or experience about the process of domestic enquiry. Also, to represent the delinquent employee, normally, a co-employee will be permitted to accompany the delinquent employee, who will also not much conversant about the process of domestic enquiry. Moreover, the delinquent employee may not be psychologically stable and comfortable to face the enquiry. Under such circumstances, the delinquent employee will request the Enquiry Officer to permit him to engage a legal practitioner or a seasoned Trade Unionist to represent him in the domestic enquiry. However, the Management will always raise its contention and strongly object such request of the delinquent employee on the ground that the domestic enquiry proceedings is strictly not a legal trial and hence encouraging legal representation to the delinquent employee will frustrate the process of the enquiry. On the other hand, the Unions and the employees have a strong contention that denying of representation to a delinquent employee to engage a seasoned Trade Unionist or a legal practitioner in the enquiry proceedings is violation of Principles of Natural Justice. In this context, this paper attempts to discuss about the rights of the management and the delinquent employees regarding representation of their parties in the process of enquiry and also the importance of educating and imparting training to the Workmen and the Trade Unions Office Bearers about the process of Disciplinary Proceedings.

Keywords: *Enquiry Officer, Delinquent Workman, Misconduct, Domestic Enquiry, Natural Justice.*

Introduction

Representation of Parties is one of the key elements in the process of Disciplinary Proceedings. When a delinquent employee is required to attend the domestic

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enquiry, normally he will be permitted to accompany with a co-employee to assist him in the enquiry. In this process, the management representative will normally engage a legally qualified person or one who possesses the practical knowledge regarding the process of domestic enquiry. Also, the management is in the habit of engaging the advocates or any Labour Law Practitioner, who are conversant with the process of domestic enquiry, as Enquiry Officer. It is more than five decades old contention and expectation of the trade unions is yet unresolved regarding permitting a delinquent employee to engage an advocate or legal practitioner or a union leader who is conversant with the process of domestic enquiry to assist him in the domestic enquiry.

Objectives

1. To discuss about overall perception of the employees in the manufacturing industries at SIPCOT, Cuddalore regarding Representation of Parties.
2. To suggest fair and reasonable approach regarding the factor Representation of Parties in the process of disciplinary proceedings

Methodology

The study was a descriptive study conducted on the basis of employee's perception about the Disciplinary Proceedings in various manufacturing industries at SIPOCT, Cuddalore. The population was stratified based on the nature of the industries. Disproportionate Stratified Random Sampling was adopted to select the samples and the sample size was determined based on Robert V.Krejcie and Daryle W.Morgan model (1970)

Analysis and Interpretation:

Employees' Perception on the Factor "Representation of Parties"

Sl	Particulars	Frequency	Percent
1	Positive	189	29.5
2	Neutral	342	53.4
3	Negative	109	17.0
Total		**640 (N)**	**100**

The above table depicts that among the total population, majority of the employees to the tune of 53.4 % maintain neutral stand towards the factor of representation of parties while 29.5 % of the employees are having positive perception and 17.0 % of the employees are having negative perception towards this factor. In this context, though the employees' overall perception about this factor is neutral the negative perception of employees about this factor cannot be ignored in the overall interest of the employees.

To elaborate, 640 employees were administered with the statements as under. The perception of these employees pertaining to the below statements are analyzed discussed hereunder:

1. Mostly the HR Personnel who is legally qualified or who possesses the legal knowledge is being appointed as Management Representative.

2. In the event of appointment of enquiry officer or management representative who are legally qualified or who possesses the legal knowledge, the management permits the delinquent employee to assist him a counsel or trade union representative who has similar kind of legal knowledge.
3. Delinquent employee is permitted to accompany a co-employee to assist him during the enquiry.
4. The co-employee is being granted "On Duty" and "Travelling Allowance" enabling to participate in the enquiry and assist the delinquent employee.

Employees' perception on the statements of the factor "Representation of Parties"

Sl	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	Mostly the HR Personnel who is legally qualified or who possesses the legal knowledge is being appointed as Management Representative.	34.2 %	55.6 %	8.3 %	1.9 %	0 %
2	In the event of appointment of enquiry officer or management representative who are legally qualified or who possesses the legal knowledge, the management permits the delinquent employee to assist him a counsel or trade union representative who has similar kind of legal knowledge.	1.4 %	1.3 %	2.3 %	51.6 %	43.4 %
3	Delinquent employee is permitted to accompany a co-employee to assist him during the enquiry.	13. 6 %	42.2 %	37.7 %	6.1 %	0.5 %
4	The co-employee is being granted "On Duty" and "Travelling Allowance" enabling to participate in the enquiry and assist the delinquent employee.	5.6 %	18.6 %	35. 3 %	37.7 %	2.8 %

Regarding the representation of parties, it is quite evident that the management is in the habit of appointing legally qualified or who possesses the legal knowledge as management representative. While so, denying the request of the delinquent employee to assist him by a counsel or by a trade union representative who has similar kind of legal knowledge is gross violation of principles of natural justice. To discuss in detail in the light of judicial pronouncement, the Bombay High Court while interpreting the term 'Legal Practitioner' held that it cannot be read within a narrow sense as is commonly understood. In C.S. Deshpande Vs Government of Maharashtra, (1991), the court had elaborated that it is enough if the prosecuting officer without being a legal practitioner is a legally trained mind with his ability and vast experience as a prosecutor in domestic enquiries. It is was therefore, held that where on behalf of the employer and inspector who had been looking after the domestic enquiries for several years with his ability and vast experience was allowed to appear and the employer claimed that he was entitled to be represented by a legal practitioner, it is clear that in such a case, the employee cannot be denied

to be represented by a person having legal knowledge and if the enquiry is carried on denying opportunity to the employee of legal assistance such domestic enquiry and the finding thereon and the action taken on that basis would be vitiated.

The Supreme Court citing the constitutional rights conferred to the delinquent employee with regard right to be represented by a lawyer held in the matter of Sheela Barse Vs State of Maharashtra, (1983) that legal assistance to a poor or indigent person, who is charge sheeted and put in jeopardy of his livelihood, is a constitutional imperative mandate not only by Article 39A but also by Articles 14 and 21 of the Constitution. It is a necessary sine qua non of justice and where it is not provided, injustice is likely to result and undeniably every act of injustice corrodes the foundations of democracy and rule of law, because nothing rankles more in the human heart than a feeling of injustice and those who suffer and cannot get justice because they are priced out of the legal system, lose faith in the legal process and a feeling begins to overtake them that democracy and rule of law are merely slogans of the rich and the powerful and to protect the establishment and vested interests.

The later trend, as observed in Board of Trustees of Port of Bombay Vs Dilipkumar Raghavendranath Nadkarni (1983), is in the direction of permitting a person who is likely to suffer serious civil or pecuniary consequences as a result of the enquiry, to enable him to defend himself adequately by outsiders or legal practitioners. The above pronouncements done by two judge bench of the Supreme Court citing the verdict of Lord Denning in the matter of Pett Vs Greyhound Racing Assn Ltd (1968) and speaking for the court, Desai J state the law thus:

Quote:

> "In the absence of embargo on the right of the delinquent employee to be represented by a legal practitioner, the matter would be in the discretion of the enquiry officer whether looking into the charges, the type of evidence and complex or simple issues that arise in the course of the enquiry, the delinquent employee in order to afford reasonable opportunity to defend himself should be permitted to appear through a legal practitioner. In our view, we have reached a stage in our onward march to fair play in action that where in an enquiry before a domestic tribunal the delinquent officer is pitted against a legally trained mind, if he seeks permission to appear through a legal practitioner, refusal to grant his request would amount to denial of a reasonable request to defend himself and the essential principles of natural justice would be violated.

Unquote:

While referring the Pett's case, it is noteworthy to register the observation of Lord Denning that when a man's reputation or livelihood is at stake, he not only has a right to speak by his own mouth but has also the right to speak by counsel or solicitor. This view of Lord Denning was not followed by the Indian courts earlier, however they gradually started recognizing that the denial of assistance to a delinquent employee who is an illiterate person, would amount to denial of fair opportunity.

In Management of M/S Chidambaram Shipcare Pvt. Ltd Vs Presiding Officer, Chennai and others,[1] the Madras High Court held that the denial of representation to

a workman in the enquiry, by an office-bearer of the union of which he is a member, will not only be violative of principles of natural justice but will also amount to unfair labour practice as per Clause 5(s) of the Schedule V of the Industrial Disputes Act. The court also added further that when in an enquiry the Management is being represented by a Manager having acquired experience in dealing with the disciplinary matters, the denial of representation by a Union Leader, practicing in law, to a workman will be unjustified. The court suggested that while certifying the Standing Orders, the Certifying Officer under Industrial Employment (Standing Orders) Act should ensure that a workman, facing the enquiry, must receive the assistance of office bearer of the Union.

In the matter of Syndicate Bank, Zonal Office, Udupi Vs M.B. Gunaga, Karwar,[2] the Karnataka High Court mentioned that depriving representation by co-employee will vitiate the enquiry when employer is represented by an expert.

In Management of Centaur Hotel Vs P.S. Mohan Nair & another,[3] the Delhi High Court held that when the management was represented by a legally trained law graduate person, refusal to workman to engage a lawyer during enquiry for his assistance is violation of principles of natural justice.

The Gauhati High Court in the matter of Nimal Dutta Vs State of Assam[4] held that an enquiry will be vitiated when a workman is not permitted to be represented by an advocate and also the opportunity for the workman denied to represent his case even by a representative of the union, particularly, when the enquiry was being held by an advocate and the management was represented by a manager who was a qualified person. The court relied on the judgement of Supreme Court in the case of Paradip Port Trust Vs Their Workmen [5] wherein the Apex Court held that it is well settled that in the matter of domestic enquiry also a fair procedure is to be followed and the workman is entitled to a fair hearing. The court further added that when a workman is pitted against a management representative who is a qualified manager, the denial of representation will invalidate the enquiry as held against the workman.

In the matter of Board of Trustees of the Port of Mumbai and others Vs Vidyadhar Pandurang Rane,[6] the Bombay High Court held that the object of representation by an employee in the enquiry through an office bearer of the Union is that he could effectively espouse his case and even if and office bearer of the union happens to be a legal practitioner that will not disentitle him for representation. The court further added that such prohibition will apply only when an employee will be engaging a lawyer and having the relationship of client and counsel whereas in the present case the relationship happens to be that of members and office bearers of the Union.

In the matter of Chairman and Managing Director, Hindustan Teleprinters Limited, Chennai Vs Rajan Isaac,[7] the Madras High Court stated that an e6ployee has no vested right to be represented in the disciplinary proceedings by a lawyer to defend himself unless the rules or standing orders or regulations so provide but the request of the delinquent employee was not justified when the Management was being represented by a legally trained person.

In this connection it may not be irrelevant to point out that in a domestic enquiry in a disciplinary matter, verily the reputation and the livelihood of an employee are at stake. In a number of decisions like in the matter of Kesoram Cotton Mills Ltd Vs Gangadhar (1963) and Associated Cement Companies Ltd Vs Their Workmen (1963), the Supreme Court has noted that industrial workmen in India are illiterate persons. In the present day, generally, the persons who are appointed to hold enquiries are well trained persons and occasionally even lawyers are appointed for this purpose. The employers also have highly trained persons who represent them in such enquiries. If an employee is not properly represented, he may be seriously prejudiced in his defence. Apart from illiteracy, it is not every man who has the ability to defend himself on his own as he may not be able to bring out the points in his own favour or the weakness of the other side as successfully as a skilled man in this behalf may be able to do. The employee may be nervous, tongue-tied, confused or wanting in intelligence and thus lack the ability to examine or cross-examine witnesses. The view that employee has no right to be represented by an office bearer of a trade union or a lawyer requires further consideration.

On the other hand, in some of the matters, the High Courts had given verdict which are not favourable to the delinquent workman.

To narrate, in the matter of S.N. Maheswari Vs General Manager, Syndicate Bank and others,[8] the Allahabad High Court held that non-allowing engagement of an advocate as defence assistance in domestic enquiry is not violative of principles of natural justice, if the charges are neither complicated nor involve any serious question of law justifying engagement of lawyer nor against the bank's rules and regulations nor has caused any prejudice to the delinquent employee nor the delinquent employee has averred that the Presenting Officer is a legally trained person.

The Karnataka High Court in the matter of Ramesh, S/O Doddegowda Vs Managing Director, Karnataka State Road Transport Corporation, Bangalore and others [9] stated that the delinquent employee has no legal right to engage a legal practitioner in the domestic enquiry. The delinquent employee can engage a legal practitioner for defending his cause if there is no bar put by Service Rules or Standing Orders with the permission of the Disciplinary or Enquiry Officer. When domestic enquiry is to solve any complicated question of law, the engagement of a legal practitioner by the delinquent employee is appropriate.

The Madras High Court in the matter of Grace C. Naulak Vs Management of Air India Ltd and another [10] held that the demand by the delinquent employee for engaging a lawyer for taking assistance in the domestic enquiry proceedings is not justified if the Presenting Officer is not a legal professional or legally trained person. Only ground that Enquiry Officer has got training in conducting departmental enquiries or the Presenting Officer is having experience of conducting departmental enquiries in other cases, representing the employer therein and the delinquent employee has no such experience, would not justify the contention of the employee that she was

pitted against an unequal since there is no violation of principles of natural justice to justify the stand of the delinquent employee.

In the matter of V.K.Kaul Vs State of Madhya Pradesh and others,[11] the High Court held that merely that the enquiry officer being an advocate but acting in a quasi-judicial matter will not entitle the employee to have assistance of a lawyer for his defence in the enquiry.

The Delhi High Court in the matter of D. P. Mahajan Vs Punjab National Bank and others [12] held that when the delinquent did not make out a case that the Management was represented by a lawyer, he could not seek representation by a lawyer as a matter of right, whereas the enquiry officer has permitted him to be represented by any of the officers of the bank, as per Service Regulations.

The Madras High Court in the matter of S. Karthikeyan Vs Bharat Heavy Electricals Ltd., [13] held that denial of representation by a lawyer in an enquiry to an employee will not vitiate the enquiry when the subject matter of charge sheet has been only about his absence which has been of simple nature. Also, having relied on the judgement reported in 1997 d (3) LLN 56, Harinarayan Srivastav Vs United Commercial Bank and another,[14] the court had held that there would be no violation of the principles of natural justice when an employee facing an enquiry is not permitted to be represented by a lawyer, when the Management is represented only by the officer of Human Resources Department and who does not possess a degree in Law, nor a person who is well versed in all legal matters.

In the matter of North West Karnataka Road Transport Corporation Vs Mohammed Kamil Sindgikar,[15] the Karnataka High Court refused to interfere regarding the denial of representation by a legal practitioner in an enquiry by the disciplinary authority.

The Calcutta High Court in the matter of Shiva Anand Vs Indian Airlines and others[16] held that declining to allow representation by a legal practitioner in the enquiry will not be illegal when the enquiry officer is not a legally trained person.

Similarly, in the matter of Subhash Chand Jain Vs Regional Manager, PNB and another,[17] the Delhi High Court held that an enquiry will not be vitiated on the plea that the employee has not been allowed to be represented by a lawyer when the Management was not being represented by a legally trained person and also the charges against the employee were not so complicated which required the assistance of a lawyer.

The Madras High Court in the matter of S. Muthuraman and others Vs Presiding Officer, Labour Court, Madurai and the Management of Sree Nithyakalyani Textiles Limited [18] stated that denial of representation, by a lawyer or a trade union leader, to the workman in the enquiry will not be violative of principles of natural justice, more so when the Management was not being represented in the enquiry by a legally trained person and also when the Certified Standing Orders do not provide any such assistance to the delinquent workman.

In the matter of Bihar Engineering Kamgar Union, Refugee Market, Dhanbad, Vs Presiding Officer, Labour Court Bokaro Steel City, Boakro and another, [19] the Jharkhand High Court stated that even when the Management appoints its own advocate as an enquiry officer, it cannot be said that such an officer will be biased against the workman and the enquiry will not be vitiated, particularly when the Certified Standing Order of the industrial establishment provides appointment of an enquiry officer for holding of enquiry.

In this context, to sum up, when the employer is equipped and facilitated with legally trained person as enquiry officer or Presenting-cum-Prosecuting Officers and if the delinquent is not in a position to express himself or his livelihood is at stake, or that his social or financial status is likely to be ruined, or where several complicated questions are raised which the delinquent is unable to comprehend, the request of such delinquent employee seeking the assistance of a counsel to be considered and the delinquent employee in such circumstances equally entitled to represent his matter through a lawyer or legally trained trade union office bearer. As otherwise, it would be considered as denial of natural justice and outcome of the domestic enquiry will be vitiated.

Regarding the views of various stake holders in this regard, Santhanamani and Panchanatham (2014) [20] have summarized the excerpts about the representation by the legally trained person on behalf of the delinquent employee. Babu K, Advocate cum Labour Law Practitioner told that in case the management representative is a legally trained person, the delinquent employee to be permitted to be represented by an advocate or legally trained person. Ranganathan R.S, HR Professional had expressed a distinct view stating that the representation for the delinquent employee to be governed by the provisions of Standing Orders. He stated that in Hyundai Motor India Limited, as per the provisions of the Certified Standing Orders, the delinquent employee is permitted to have a co-employee belong to the same shop floor where the delinquent employee is also working. Alternatively, he will be permitted to be assisted by an office bearer of the trade union recognized by the management. In view of Karuppaiyan P, District Secretary, CITU, most of the employees are not aware of the domestic enquiry process itself and not competent enough to understand the management documents and lack ability to cross examine the management witnesses. This will hold good for the co-employee also who participate in the enquiry along with the delinquent employee. Hence, he urged to amend the Standing Orders Act incorporating a provision enabling the delinquent employee to bring an advocate or the office bearer of the trade union including the outside office bearer to assist him in the enquiry. Regarding the permission being granted to the co-employee by the disciplinary authority pertaining to "On Duty" and "Travelling Allowance" enabling to participate in the enquiry and assist the delinquent employee, it was observed from the survey that most of the employees have negative perception in this regard. To elaborate, the management rather denying the request of the delinquent employee directly pertaining to accompanying

of co-employee, it is not granting "on duty" to the co-employee and also not paying the travelling expenses to him.

Hence, the management of the organizations in SIPCOT, Cuddalore should change their approach in this regard that in the event of appointment of enquiry officer or management representative who are legally qualified or who possesses the legal knowledge, the delinquent employee also to be permitted to assist him a counsel or trade union representative along with a co-employee and also grant "On Duty" and "Travelling Allowance" to the said co-employee. This will improve the perception of the employees from negative and neutral towards positive trend considerably.

Suggestions

1. Providing reasonable opportunity to a delinquent employee is a very bare minimum requirement under the principles of Natural Justice. In this context, when the management representative is well equipped in terms of the process of the disciplinary proceedings and very much conversant with the nitty-gritties of the enquiry proceedings, it is imperative on the part of the management to permit the delinquent employee to accompany with him a co-employee or the Union office bearer or a Labour Law Practitioner or an advocate who is the Subject Matter Expert in this field. The objective of this arrangement is to support the delinquent employee who is nervous, tongue tied and speechless during the enquiry proceedings due to psychological factors. Also, it cannot be expected from the delinquent employee that he will be conversant with the enquiry proceedings like the management representatives.

2. To implement the above suggestion, suitable amendment shall be made in the Model Standing Orders of the Central and State Rules incorporating a clause regarding permitting the delinquent employee to accompany with him a co-employee or the Union office bearer or a Labour Law Practitioner or an advocate who is the Subject Matter Expert in this field.

3. While incorporating the above amendments, great care has to be taken that extending such facility to the delinquent employee shall not hamper the smooth conducting of enquiry proceedings, as the Advocate or Labour Law Practitioner or the co-employee or the Union office bearer, as the case may be, shall bear in mind that they shall not try to apply the procedural laws in the enquiry proceedings. Hence, necessary guidelines in this regard shall be incorporated in the amendment.

4. Also, the amendment shall make provision and guidelines directing the management to grant on duty and Travel Allowance to the delinquent employee and the co-employee enabling them to attend the enquiry.

5. Among all, it is the equal responsibility of both the Management and the Trade Unions to educate and impart training to the Workmen and Union Office Bearers regarding the Disciplinary Proceedings to ensure fair and

transparent process and thus to maintain Win-Win situation. This approach also will drastically reduce the frivolous and vexatious litigations in the Courts.

Conclusion

Domestic enquiry is a fact-finding process and hence when the management initiates the enquiry, it is its responsibility to ensure that the delinquent employee gets reasonable opportunity at every stage of the disciplinary proceedings to defend the charges alleged against him. The management has to exhibit utmost transparency and high degree of fairness and reasonableness in the whole process. This will help the management to gain confidence of the employees at large and trade unions and make them to accept the process of disciplinary proceedings like any other processes of Human Resources Management.

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MENTAL HEALTH: AWARENESS AND STRATEGIES TO PROMOTE MENTALHEALTH

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Abstract

A person's emotional, behavioral, and cognitive well-being are collectively referred to as their mental health. It influences how people interact with others, handle stress, and make decisions.Real mental health, according to the WHO, is more than just the absence of mental health issues. It is the capacity to maintain continuous well-being and happiness while managing current circumstances and stressors. The way the body functions as a whole is significantly influenced by mental health. Among other things, this welfare component dictates our capacity for social, emotional, and psychological functioning. Given how much your mental health affects every part of the life, it is critical to protect and enhance psychological wellness with the right interventions because our mental health can be impacted by a variety of situations. Inthis paper, the researcher will emphasize the awareness and significance that can point to a person's mental wellness, but most significantly, the researcher would explore all the advantages of having excellent mental health.

Keywords: Mental Health, Awareness, Strategies, Promote.

Introduction

The term "mental" typically denotes more than just a person's ability to think clearly. It encompasses a person's affective emotional states. The relationships one builds with other people reflect the equilibrium within their sociocultural setting. Likewise, "health"encompasses more than just physical well-being. It also refers to the intra physical equilibrium of the person, or how their physical structure interacts with their social and external surroundings (Kaur, 2007). For instance, a person with strong academic credentials who also understands what must be taught yet occasionally finds it difficult to teach because to environmental adjustments. "The wholesomeness of mind" is what mental health refers to, and it is implicit in physical health, just as physical health reflects the wholesomeness of

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the ody. Consequently, mental health, like physical health, is concerned with an individual's mental state and capacity for performance. Put simply, mental health is the absence ofpsychological distress or illness (Singh, 2004). Finding joy in life and striking a balance between the pursuit of personal growth and the development of psychological resilience can be viewed as indicators of mental health from a positive psychology or holistic perspective. The World Health Organization (WHO) lists the following as elements of mental health: intergenerational reliance, autonomy, competence, subjective well-being, perceived self- efficacy, and self-actualization of one's intellectual and emotional potential. According to Kornhauser (1965)., Mental well-being pertains to the actions, attitudes, and feelings that influence a person's total degree of efficacy, achievement, contentment, and superiority in their personal functioning. The achievement of realistic self-belief in oneself as a deserving and useful human being also depends on the establishment and maintenance of goals that are neithertoo high nor too low. Apart from that, it is the state in which the person exhibits self-awareness,flexibility, maturity, leading a normal life, not being extremist, adjusting to social situations satisfactorily, and finding fulfilment in his main job. According to Singh, Chandra, and Parihar (2002), the ideal state of mental health is full mental health; the individual who possesses the greatest number of these traits will be closest to the ideal. Six indices of mental health were identified by Singh and Gupta (1983). These included emotional stability, which is defined asexperiencing stable feelings, whether positive or negative; overall adjustment, which is described as attaining a harmonious balance between the demands of one's environment, on the one hand, and cognition, on the other hand, including home, health, social, emotional, and educational aspects; autonomy, a level of mental independence and self-determination; Havinga high or low sense of safety, confidence, and freedom from fear, apprehension, or anxiety, especially when it comes to meeting one's present or future needs, is known as security- insecurity; self-concept, which is the culmination of an individual's self-perception and assessment of their achievements; and intelligence, which helps the person in thinking rationally, and in behaving purposefully in his environment. However, Das (2008) defines mental health as "the science of the investigation and application of those measures that preventmental disorder. Good mental health can be achieved by adhering to the principle of mental hygiene." Maintaining good mental health is essential for leading a fulfilling life and interactingwith others in society.

Methodology

Secondary source of data was utilized by using the content analysis method.

Mental Health Awareness: Kakunji, Mithur &Kishor (2021) argued that mental health awareness can play a significant role in improving emotional well-being of the people. It involves prevention, identification, treatment, and overall management of mental illness without any kind of judgment or shame. A thorough grasp of mental health issues is necessaryto support behavioural health and mental health treatment. This is a crucial conversation about moving toward a more proactive mental health model. Our tanks are now only filled when theyare "empty." Like physical illness, raising our level of awareness can assist us in learning to recognize the telltale and significant signs and symptoms of feeling "off." Awareness-raising training programs have a significant positive impact on people's attitudes and understanding ofmentalhealth. (Anderson; etal2019).

The following four significant advantages of mental health awareness are listed below;

1. **Aids in the understanding of your symptoms:** Having a diagnosis can be magical at times. The term is just a shorthand for a group of related symptoms, despite the stigma attached to it. A diagnosis can be immensely reassuring, particularly with mental health issues that are challenging to identify on tests and occasionally impossible to find. It canlessen feelings of isolation and facilitate finding medical care. Observe your symptoms closely. For instance, you may feel that using social media deteriorates your mental health.

2. **Strikes up a discussion:** Although there has been constant discussion about mental health awareness, it has only been held in whispers until recently. However, discussing itcan be very therapeutic because distorted thinking is a common feature of many mood and anxiety disorders. Reducing the symptoms of many mental health conditions requirestalking with a licensed mental health professional and creating a support system. Regretfully, stigma breeds silence. It also makes it harder to seek help when you need it at work or in other situations where having a mental health diagnosis could make things more difficult.

3. **Improved instruction:** It is imperative that those who provide care, employers, parents, family members, and loved ones comprehend the influence mental health has on day-to- day existence. Mental health issues can complicate day-to-day living, but they do not haveto stop you from leading a happy and interesting life.

4. **Encourages mental health:** Many of us have made the mistake of believing that mentalhealth and mental illness are exclusively connected. Nevertheless, having a mental health issue does not always imply being mentally fit, and having no mental health issue does not guarantee mental fitness either.

Benefits of Raising Awareness About Mental Health: Plumptre (2023) Stated that raising awareness of mental health issues enables people to see that mental illness is just like any other illness and is not a personal failing. Initiatives to raise awareness of mental health issues assist individuals who are stricken by educating them about the signs and symptoms of mental illnesses. This keeps people's social or professional lives from being severely disrupted and enables them to seek treatment before their condition gets worse People are more likely to: Recover fully, Face fewer complications; and Live longer when they recognize their symptoms and seek medical attention as soon as possible. In many cases, tragic outcomes like alcoholism and suicide can be prevented with early intervention. Additionally, if more people are aware of the signs of mental illness, it will be easier for the public to identify those who might be experiencing difficulties and give them the support they require. Learn about mental health issues by gaining more understanding about common disorders will enable us to relate to people more compassionately and helpfully by understanding. Initiatives to promote mental health awareness seek to increase public understanding of mental health disorders, lessen stigma associated with them, and encourage seeking assistance. A more harmonised understanding of what is meant by positive mental health is an important step towards clarifying the concept and facilitating future study of the topic. Measures of positive mental health literacy could be an important indicator for mental health promotion (Smith, Wahl beck &Tamminen 2023). Accordingly, people are much less likely to have prejudices against those who suffer from mental illnesses when they are more knowledgeable about the various forms of mental illness and will further lessen discriminatory practices, foster increased acceptance within communities, and enable those who experience mental illness to feel at ease enough to share their experiences. Initiatives to raise awareness of mental health issues aid in bringing attention to the urgent need for more funding to enable the treatment of mental illness on par with that of physical illness. To guarantee that all Americans have access to the assistance they require, more financing for mental health services must be provided for patients to receive accessible and reasonably valuable care. Investing in mental health services allows states and communities to guarantee that individuals in need of treatment have access to it. The availability of mental health services may need to increase if enough people seek assistance to

meet their needs.

Importance of Mental Health

Prince, etal. (2007) Mental health affects progress towards the achievement of several Millennium Development Goals, such as promotion of gender equality and empowerment of women, reduction of child mortality, improvement of maternal health, and reversal of the spread of HIV/AIDS. Mental health awareness needs to be integrated into all aspects of health and social policy, health-system planning, and delivery of primary and secondary general health care. We are aware of the significance of mental health, but it is crucial to define why mental health matters. There are a gazillion reasons to think about your own mental health. A person can define a more fulfilling life by cultivating an environment that supports mental health. Treating any conditions is also crucial for preserving positive feelings and thoughts, as well as for encouraging personal development. It is well known that having good mental health can Boost productivity, encourage self-love, Strengthen bonds with both others and oneself. Our daily lives can be improved by mental health because it is linked to so many essential human functions. We can reduce our risk of acquiring physical health issues like heart disease by putting more emphasis on mental health treatment. There is no shortage of reasons why mental health matters, but here are a few of them. We should think about how we can handle these things in our daily life and why mental health should be part of our overall wellness care.

Hyun, et al., (2007) stated that approximately 44% of international graduate students responded that they had had an emotional or stress-related problem that significantly affected their well-being or academic performance within the past year. International students who reported a more functional relationship with their advisors were less likely to report having an emotional or stress-related problem in the past year and using counselling services. We can manage some of life's obstacles if our mental health is strong. When change arises, we will be ready to handle it because it is unavoidable and our mental health will be stable and secure to a greater extent. Establishes connection the stigma associated with mental health is a reality. We can be more adept at spotting warning signs and symptoms of mental health problems when we comprehend the reasons why mental health matters. It is crucial to create safe spaces for these kinds of conversations. Good relationships depict our mental state can directly affect our relationships with family, friends, and significant others, regardless of whether we are speaking of them. Anger and irritability are signs of anxiety and depression, and they can strain

relationships in both personal and professional spheres. Taking care of others being honest about our mental health enables us to better comprehend the needs of those we love. Additionally, having a healthy mental state makes us more sympathetic to other people and situations. A crucial first step is to eradicate the stigma attached to mental illness and encourage a robust immune system. It may surprise we to learn that mental well-being can affect physical well-being. Studies suggest that maintaining a healthy mental state can support a robust immune system. Good mental health can enhance wellbeing and increase output. we are more energized and capable of handling harder physical tasks when we are feeling good. Sleep is essential to our general well-being. In actuality, depression and other chronic illnesses are associated with sleep deprivation. It can be simpler for someone in good mental health to obtain adequate rest, and the sleeping habits will become more regular. Psychological Coping Mechanisms are helpful in maintaining our mental well-being will help us to overcome some of the obstacles that we will unavoidably encounter. Since there is a direct link between mental health and emotional regulation, having better mental health may mean that we are better equipped to manage negative emotions and overcome some of life's obstacles. Making decisions about mental health is important when we consider how it affects our capacity to make wise choices. Good behaviour is encouraged by mental health. On the other hand, poor mental health may inadvertently have a detrimental effect on our decisions. • Mental illness as the name suggests, mental health is important because, if left untreated, negative experiences and thoughts can lead to or exacerbate and aggravate other illnesses like addiction, depression, and anxiety.

Strategies to Promote Mental Health

Kalra, et al. (2012) Stated that promoting mental health as well as primary and other preventive measures are all included in the field of public mental health. Numerous studies have demonstrated the effectiveness of early interventions and public education in lowering psychiatric morbidity and the associated burden of disease. Individual, societal, and environmental factors must be the main emphasis of educational strategies. Million-dollar budgets are not necessary to promote mental health. Mental health promotion contributes to enhancing an individual's ability to reach and maintain a positive psychosocial state that helps to cope with daily life adversities. It also helps in strengthening community assets to help prevent mental disorders apart from enhancing the well-being and quality of life of community members (Ahorsu, et al. 2021). Individual and community mental health can be improved with affordable, efficient interventions. The following practical, evidence-based therapies can support the advancement of mental wellness:

a)   Interventions in early childhood: The support and facilities of educational system for the upliftment and enrichment of children aged (0 -6) should be emphasised at the earliest possible.

b)   School mental health promotion activities: More comprehensive school-based mental health services and facilities are being promoted globally through partnerships between schools and other youth-serving systems in an effort to maintain mental stability and serenity among school-age children as well as the general public**.**

c)   Community development programs: People with mental illnesses can be socially and economically integrated, and community acceptance and awareness of mental health issues can grow simultaneously**.**

d)   Support to children: Listen, encourage, and ensure them that it is safe to share their thoughts and feelings. Trust and believe them and be patient that helps them to become mentally fit and sound.

e)   Improved housing policies: Policies that make housing more affordable can help to improve overall health of a person and thus reduces the risk of homelessness and lessens the chances of stress, anxiety, depression, emotional and behavioural problems.

f)   Violence prevention programs: Violence intervention programs identify those who are at the highest risk and work to reduce violence through targeted interventions and programs.

g)   Empowerment of women, including mentoring programs: Through counselling, support groups and mentorship programs, The Women's Mentoring Foundation (WMF) is on mission to promote mental health and combat harmful behaviour in women from all diverse cultures suffering from distress and or poverty and helps them heal from hurt, distress, grief, and trauma.

h)   Elder social support: It has been demonstrated that engaging in mindfulness practices can lower stress and anxiety as well as have several positive health effects, such as enhancing cognitive performance in elderly or older adults.

i)   Workplace mental health interventions Programs targeted for vulnerable groups: Along three main disciplinary traditions—medicine, public health, and psychology— workplace interventions to address common mental health issues have developed relatively independently. To best prevent mental health issues in the working population, these strands must be combined**.**

Conclusion

Emotional balance is essential to mental health. However, having sound mental and emotional health does not guarantee that one will never go through difficult times

or unpleasant circumstances. Life's disappointments, losses, and changes can make even the healthiest people feel nervous, depressed, or stressed. A person who is in good mental health can overcome obstacles such as job loss, relationship breakups, illness, grief, melancholy, or other obstacles. They acknowledge the reality of the situation and take the required steps to rekindle their emotions. It is possible for people to educate themselves on how to get healthier and feel better mentally. Acquiring the ability to identify emotions shields a person from negativity trapping them or from anxiety and depression. In times of need, a strong support system consisting of friends, family, coworkers, and counsellors can be helpful. The American Psychological Association (APA) asserts that mental wellness is not a characteristic or trait. All people can learn and develop these thoughts, behaviours, and actions, though. Recognize and accept that life involves change that too positive one. It is also recognized that strategies that maximize the active ownership and participation of people in health promotion initiatives contribute positively to the sustainability of the programmes and campaigns (WHO, 1997). It is crucial to take the following actions to protect and improve someone's mental health, regardless of the age, gender, or social standing.1. Refrain from viewing crises as intractable issues.2. Make snap decisions.3. Advance toward objectives and goals.4. Seek out chances for introspection.5.Develop a positive self-image.6. Have a positive attitude and hopeful outlook.

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MINDFULNESS-BASED INTERVENTIONS FOR ADOLESCENTS: A CRITICAL REVIEW OF THEIR IMPACT ON MENTAL HEALTH

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Abstract

Mindfulness has become a buzzword that is expanding its applications from medical science to various fields such as psychology, education, the military, corporate houses, and creative arts. The journey of Mindfulness from being a stress reduction tool in medical science to its application now in diverse areas is making it a fast-expanding area to explore. In the last few decades, mindfulness has gained a great degree of interest from educators as well and is now becoming a mainstream practice that aims at ensuring the learner's well-being. The benefits of mindfulness on mental health such as the ability of an individual to manage stress or depression or regulate their emotions are supported by various research studies. This paper is an attempt to provide a critical analysis of the existing studies investigating the benefits of "mindfulness-based interventions (MBIs)" related to mental health. Electronic databases were searched to locate the studies investigating the effect that MBIs have on mental health. A total of thirteen studies were reviewed and presented in the present paper. The discussion aims at providing important inputs to the mental health stakeholders on how MBIs can help in enhancing and sustaining the mental health and well-being of adolescents. The review of the studies presenting the positive outcomes of Mindfulness-based interventions in improving the mental health and psychological well-being of adolescents, appeared promising. The effectiveness of various MBIs such as MBSR or MBCT in the area of mental health has been supported by research studies.

Keywords: Mindfulness, Mindfulness-based Interventions, Health, and Adolescents.

Introduction

In the twenty-first century, the word Mindfulness has become a buzzword that is expanding its applications from medical science to various fields such as psychology, education, military, corporate houses, and creative arts (Sun, 2014). The journey of Mindfulness from being a stress reduction tool in medical science to its application

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now in diverse areas is making it a fast-expanding area to explore. Considering its historical background, the concept of mindfulness is rooted in contemplative practices from the East. Usually, Buddhism is given credit for discovering the term mindfulness (Coholic, 2011). Mindfulness is considered an important quality that is considered vital to the Buddhist path to Enlightenment. This is reflected in various forms of meditative practices. The four noble truths taught by Buddha i.e. In life, there is suffering and it is ubiquitous, craving and thirst are its cause, there is also cessation of suffering, and the path to cessation is eight-fold. Right Mindfulness is one of the important parts of this eight-fold path (Hyland, 2011). So as per Buddhism, Mindfulness is the path to the cessation of suffering, not a way to make someone feel better or relaxed (Gordon, 2009). In Buddhism, mindfulness is considered an important virtue that needs to be cultivated. As a part of the eight-fold path and as a faculty, mindfulness is considered an application of mindfulness in four domains. This is understood as an act of observing the body as body, feeling as feeling, mind in mind, and mental qualities in mental qualities. Explanations of how to practice in the above four domains are also provided. Observation of breath, Awareness of posture, and awareness while performing daily life activities are some of the activities that are suggested for observing the body. For the observation of feelings, paying due attention to feelings as pleasant, unpleasant, or neutral is suggested. Paying attention to the mind as influenced by various factors is suggested for the observation of the state of mind. For the observation of mental qualities, attention should be paid to qualities that obstruct meditation or factors that lead to enlightenment. All such activities involve paying attention to things that are normally paid less attention to in daily life. Thus, from the above practices, Mindfulness can be interpreted as the practice of paying attention.

The use and purpose of mindfulness in the traditional Buddhist view and contemporary mindfulness-based intervention programmes are different. However, The Mindfulness-based approaches that are developing today such as "MBSR (Mindfulness-Based Stress Reduction)" or "MBCT (Mindfulness Based Cognitive theory)" claim their connection with traditional Buddhist discourse. Mindfulness-based activities suggested in various mindfulness-based programmes includes all such activities of paying attention (Hyland, 2011) as such or in some adaptive manner. The development of the concept of Mindfulness has been linked to Buddhist foundations or to Eastern traditions (Brotto,2006) But while defining mindfulness in operational terms, Mindfulness is detached from classical Buddhist roots.

An increase in usage of the term Mindfulness is witnessed from 1960 but rapid growth is noticed from 1980. This growth is around the period when Kabat Zinn's

MBSR Programme (Hyland, 2011) was developed for medical patients suffering from chronic pain and other such related issues. The concept of mindfulness around "Bare attention" was conceptualized by Kabat Zinn. According to Kabat Zinn (1994), "Mindfulness is paying attention to purpose in the present moment in a definite way and that too non-judgmentally". MBSR was not developed as a treatment program but it allows the patient to develop a different relationship to their illness. The important components related to mindfulness that emerges are present orientation (Brown and Ryan 2003), Awareness, Non-judgmentally, and observing.

Mindfulness as a method can be considered as a kind of practice activity involving repetition of any mental activity to direct or redirect attention toward the present experience (Bishop et. al., 2004). Mindfulness as a practice focus on two types of practices i.e., narrow and wider focus of attention. "Narrow focus of attention" practices includes focusing attention on a particular object, feeling, or sensation. These are sometimes also known as effortful attention. In "Wider focus of attention" participants are encouraged to pay attention to anything they are experiencing instead of focusing on any one particular object or feeling. Remaining aware of the thoughts without making any attempts to control them is the key in these practices. Such techniques generally include meditation practices.

Mindfulness as a cognitive process is related to meta-cognition (Bishop, 2004) and cognitive flexibility (Carson & Langer 2006). Observation of internal and external processes, an important aspect of mindfulness practices relates to meta-cognition. This cognitive process helps in consciously knowing the present experiences. Conscious awareness further results in choosing conscious responses to experiences.

Mindfulness-based approaches include a range of programs and strategies to develop mindfulness. Mindfulness may be cultivated by various techniques such as meditation and relaxation exercises; breathing work practice and concentration and contemplative practices. Mindfulness practices can be formal or informal (Lin, 2019). In formal practices, intentional attention is paid to thoughts feelings, and sensations arising every moment. Mindful meditation is a formal practice. But in informal practices, improved mindful awareness is directed toward the routine activities that are undertaken at the present moment such as walking, showering, and eating. Mindful reading is a good example of this (Bailey, et.al. 2018). Mindfulness practices may take various forms but mainly fall into categories of concentration and awareness. Among all the MBIs such as "MBSR (Mindfulness-based stress reduction), MBCT (Mindfulness-based cognitive therapy)", "ACT (Acceptance and Commitment Therapy)", and "DBT (Dialectic Behaviour Therapy)"

(Gordon, 2009), MBSR and MBCT are commonly used (Lin, 2019). Various arts-based mindfulness practices (Coholic, 2011), Mind-Up Programme, learning to Breathe, "MBWE (Mindfulness-Based Wellness Education)", and "CARE (Cultivating Awareness and Resilience in Education)" are also in practice.

The common thing in all mindfulness practices is the requirement to sustain attention on any object, sound, or breath, and that too without any judgmental attitude. Returning to the present moment from a variety of experiences is also one of the important elements of such practices. Making participants understand that sensations, thoughts, and emotions are transient. This understanding helps them to reduce stress and ruminative thinking (Kabat Zinn, 1994). Mindful Meditation has become a panacea for contemporary ills.

The length of programmes, medium of instruction, and settings vary widely (Giovanni 2016). Now various online mobile apps on mindfulness have been developed that could prove to be a helping hand for teachers (Bailey, 2018).

The applicability of mindfulness to a variety of fields, to a number of diverse populations, and in a variety of contexts has been investigated by various researchers. MBIs are found to be effective in reducing depression (Segal et al, 2002), OCD (obsessive-compulsive disorders) (Patel et. al., 2007), chronic pain (Pal et.al., 2021), Insomnia (Yook et al 2008), Anxiety (Evans et. al., 2008), eating disorders (Proulx 2008; Kristeller & Wolever 2010) and Trauma (Berceli & Napoli 2006). Mindfulness is considered a way of a whole life by participants in MBSR.

Mindfulness practices are found to be effective in emotional regulation, self-control, and regulating an individual's behaviour (Friese, 2012). Various scientific studies on mindfulness also represented improved positive emotions. Studies have also been conducted on the factors required for effective mindfulness interventions (Sun, 2014).

Brown (2007) categorized the benefits of mindfulness into three categories namely; emotional well-being (Baer 2003), behavioral regulation (Patel et, al 2007), and social interactions and relationships.

Mental health and physical health are inextricably linked. The modern world is becoming faster, more stressful, and more distracted. Adolescence characterized by significant social and emotional changes is having an impact on their mental well-being. Adopting good eating habits, healthy sleeping patterns, better coping and problem-solving abilities, interpersonal skills, and emotional regulation are some of the important indicators of mental health. Globally, one in every seventh 10-19 years' adolescent faces mental health conditions that remain unrecognized and untreated (WHO). Adolescents are facing stress at unprecedented levels resulting in

enhanced chances of anxiety, depression, and other emotional and behavioral disorders. Suicide is the fourth leading cause of death among 15-29 years old. These facts indicate the need to protect adolescents from these mental disorders. School-based well-being programmes are becoming popular in educational institutions (Bennett and Dorjee, 2016). This is one of the reasons behind exploring the potential of MBIs for adolescents' mental health. Mindfulness-Based Awareness Training was also found to significantly impact perceived psychological well-being in comparison to the control group (Shonin, Gordon, Sundin & Horgan, 2011). Low levels of motivation among learners, lack of understanding of responsibility, low concentration skills, and various other educational problems rely on mindfulness for their solution (Skobalj, 2018).

Various mindfulness programs for schools have been developed and applied in the last few years and the number of conferences, workshops, and research studies on mindfulness in education is also growing. MBIs are found to be promising in building coping skills, developing positive mindsets, and helping in processing emotions in students. Mindfulness practices also improve the academic and behavioral outcomes of learners. MBIs help students in sustaining their attention, learn to self-regulate and develop the capacity to impulse control (Schonert- Reichl et al, 2015). Mindfulness can bring a value-added component to SEL programmes.

Method

Electronic databases such as Pubmed, Web of Science, and Google Scholar were searched using the combination of the terms- "mindfulness", "mindfulness-based interventions", "MBIs", "Mental Health Benefits", "well-being", and "adolescents". Review articles and meta-analyses were also included. The research papers published in the English language, involving mindfulness-based interventions and conducted on adolescents were included.

In total three review articles or meta-analysis and ten papers on mindfulness-based intervention related to mental health were reviewed. An attempt has been made to present an overview of the research studies on mindfulness for mental health issues and the major findings of these studies have also been discussed.

Results

The three metanalysis studies reviewed are described as follow:

Semple and Burke (2019) reviewed twenty-five published studies and five meta-analyses investigating the effect of MBIs on adolescents' physical and mental health. Eight Studies exploring the impact the MBIs on the clinical samples of adolescents with chronic illness were reviewed. out of eight studies, five studies represented the improvement in the selected emotional distress outcomes. Investigators have

reviewed 25 published studies that investigate the impact of MBIs on adolescents with chronic pain conditions, HIV, cancer, diabetes, and mental health conditions. In the review, it was found that the majority of researchers (18) have adopted MBSR in its original or adapted form to provide treatment. Apart from this MBCT, Generic MBI, Author developed MBI, AND Inner resources for teens were used as interventions. The major variable on which studies have been conducted included Perceived stress, anxiety, Depressive symptoms, Positive & negative affect, State & trait anxiety, psychological distress, Coping skills, Disruptive behavior, and Self-concept. The findings represented mixed results. However, MBIs are found to maintain or improve stress, depression, and anxiety status among adolescents. In the review of qualitative studies, the major themes highlighted included the role of MBIs in improving stress-coping abilities, self-care, self-perspective, attitude, behavior, and disease acceptance.

Dunnings, etl.al. (2019) conducted a meta-analysis of randomized control-designed studies investigating the effect that mindfulness had on children and adolescents' cognition and mental health. Thirty-three studies each were finalized for quantitative and qualitative synthesis. In all the 33 RCTs, participants receiving MBIs showed improvement in mindfulness and executive functioning and reduction in depression, and stress/ anxiety. However, the results were not significant for attention.

Fulambarbar et. al. (2023) reviewed nine randomized control-designed studies on the MBIs in school settings for dealing with mental health issues. The results indicated an overall improvement in the symptoms of stress, depression, and anxiety. However, subgroup analysis indicated insignificant results when compared to the active control group and significant with a small effect size when compared to the inactive control group. Results showed no effect of MBIs for treating depression and anxiety but improvement with respect to stress.

The ten reviewed studies were analyzed in terms of the kind of variables included, design, sample, kind of intervention used, and results.

Out of a total of 10 studies, variables namely, stress, depression, and mental health facilities were investigated by 3 studies each. There was one study each investigating Variables such as Cognitive, emotional, and behavioral well-being, working memory capacity, resilience, and disruptive behaviors were studied in one study. Major mental health disorders such as stress, depression, anxiety, and mental health facilities were part of the majority of studies. The reviewed studies were conducted on adolescents of the age group ranging from 12 to 18 years except one study that was conducted on the children of age group 8 to 15 years. Eight studies were

conducted on the normal population but two studies studied the adolescents receiving psychiatric treatment. One study investigated the impact of MBIs both of students and teachers.

Three studies used a randomized control group design out of which one study used a two-year randomized control design. A quasi-experimental design was used in two studies and one study used non-randomized control design with a follow-up of three months. Three months' follow-up using 2 *3 Factorial design pre and post-test design was adopted in one study. Another study used a controlled waitlist design with three measurement time points. One Qualitative and one mixed research were also included in the review.

On the analysis of the type of MBIs used as an intervention in the reviewed studies, it was found that in the four studies, MBSR was used. Apart from this, the other six studies used MBSR with one full day mindfulness meditation and yoga exercises, Eight weeks of MBCT programme, Arts-based mindfulness-based methods, mindfulness therapy, a mindfulness programme, and Eight weeks of Training for Mindfulness and Resilience.

The analysis of the findings of the studies reviewed revealed that in all the studies using MBSR found MBIs effective in decreasing the level of depression, stress, anxiety, and somatic distress and improving working memory capacity, self-regulation, self-efficacy, self-esteem, and sleep quality among adolescents. Teachers also reported improvement in self-reported mindfulness levels and a reduction in their interpersonal problems. MBCT programme was found effective in reducing the symptoms of low mood. The improved mental health of adolescents represented by the improvement in resilience and reduction in anxiety, anger, and disruptive behavior was reported as a result of Training for Mindfulness and Resilience interventions.

Table 1 Summary of n=10 studies Reviewed

Author &Year	Objective	Design	Sample/ Participant	Intervention	Findings
Biegal et.al (2009)	To examine the potential efficacy of an intervention for the enhancement of cognitive, emotional, and behavioral well-being in a variety of adult psychiatric populations.	The study used 2 (experimental vs. wait-list control group) by 3 (pre-test, post-test, and 3-month follow-up) mixed factorial design.	102 participants were selected as a sample of study according to criteria of research (inclusion and exclusion criteria).	Manualized MBSR intervention consisted of eight weekly classes (2 hr per week).	The results revealed that MBSR self-reported reduced symptoms of anxiety, depression, and somatic distress, and increased self-esteem and sleep quality and showed a higher percentage of diagnostic improvement.

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Coholic (2011)	To explore the feasibility, suitability, and acceptability of the arts-based mindfulness-based methods.	A Qualitative research design guided by grounded theory.	50 Children (boys aged b/w 8-12 years & girls aged b/w 13-15 years).	An Innovative research-based group program for young people in need mindfulness-based methods using arts-based methods.	The results reveal the positive influence of the program on young people.
Ames et.al (2014)	To evaluate the feasibility of developing MBCT provision for young people, who had received individual psychological therapy and who continued to have residual symptoms of depression.	Mixed research method	A total of 11 participants (10 females and 1 boy) aged b/w 12-18 years who met inclusion criteria were selected as a sample of study.	Mindfulness-Based Cognitive Therapy (MBCT) of 8 Weeks.	This study revealed that the MBCT with adolescents targeted at symptoms of low mood is feasible. And the retention rates and attendance rates were also showed significant results.
Alexander et. al (2015)	To examine the effectiveness of a mindfulness meditation intervention on working memory capacity (WMC) in adolescents.	A Pre-post Randomised control design with 2 different intervention groups and a waitlist control group.	A total of 198 Adolescents aged between 12-15 years belongs to low income house-hold from a large public middle school in southwest United States were selected as a sample of study.	Mindfulness based stress reduction (MBSR)	Results indicates that the mindfulness meditation group reported significant pre-post improvements in WMC, $F(1,50)$ ¼ 15.71, $p < .001$, h2 p ¼ :24, whereas participants in the hatha yoga and waitlist control groups did not [hatha yoga: $F(1,59)$ ¼ 3.85, p ¼.11, h2 p ¼ :04, waitlist: $F(1, 51)$ ¼ .50, p ¼ .46, h2 p ¼ :01.
Bennett & Dorje (2015)	To investigate whether the standard MBSR programme could be an acceptable and beneficial intervention for a group of adolescents with an interest in reducing stress levels.	Non-randomized controlled design with a 3-month follow-up.	N=24 (11 in the training group, 13 in control).	MBSR Course at the end of a school day in 2-h sessions and in a group format for 8 weeks.	Findings represented the medium-size effect differences between the training and control groups and found low scores of the training group on depression and anxiety scores at T2 and T3 and the better academic attainment of the Training group.

Dewi (2015)	To assess the effectiveness of learning self-regulation in mindfulness Therapy.	Quasi Experimental Design	Students aged b/w 13-16 years from 7th and 8th std were selected as a sample of study according to criteria of research (inclusion and exclusion criteria).	Intervention in the forms of learning of self-regulation in mindfulness Therapy.	The Study revealed that the experimental group receiving mindfulness therapy intervention showed a higher success rate compared to the control group.
Gouda et.al 2016	To address the gap in studies that evaluate the effectiveness of a school-embedded mindfulness-based intervention for both students and teachers and to show improvements across a variety of psychological variables including areas of mental health and creativity.	The study followed a controlled waitlist design with three measurement time points, taking place across the two terms of the school year.	A total of 29 students (n = 15 in the intervention and n = 14 in the waitlist group) and 29 teachers (n = 14 in the intervention and n = 15 in the waitlist group).	The intervention consisted of the standard 8-week Mindfulness–Based Stress Reduction (MBSR) group program (Kabat-Zinn, 1984) and eight 2-h sessions in addition to one full day of formal and informal Mindfulness meditation and yoga exercises held on school premises.	Significant effects of MBSR were found among both students and teachers. Relative to the control group, significant improvements in self-reported stress, self-regulation, school-specific self-efficacy and interpersonal problems were found among the students who participated in the MBSR course. By contrast, higher levels of mindfulness and reduced interpersonal problems were found in the experimental group of teachers in comparison to their control group. Medium-size effects on emotional regulation and anxiety were also found.
Gonzales et.al (2018)	To assess the potential effects of a mindfulness-based stress reduction (MBSR) programme for adolescent outpatients in mental health	randomly MBSR+TAU group (n = 51) or the TAU group (n = 50).	101 Adolescents aged 13-16 years old, receiving psychological or psychiatric treatment for various disorders, were selected as a	The MBSR intervention consisted of eight 90-minute weekly sessions.	The MBSR+TAU group showed a statistically significant decrease in anxiety state compared to the treatment- as-usual (TAU) group. No statistically significant differences were

	facilities in Cordoba, Spain.		sample of study.		found between groups on the other scores. With regard to perceived stress, anxiety, and paranoia great impact of intervention was found on the MBSR+TAU group than in the TAU group. Significant improvement in mindfulness skills was observed in the MBSR+TAU group.
Mostafaza deh et.al (2019)	To investigate the effectiveness of the implementatio n of mindfulness training on depression, anxiety, and stress in high school students.	An experimental/qu asi-experimental research design with pre-test and post-test with a control group.	Using the Cluster sampling technique 40 students from 3 schools were selected according to the criteria of research (inclusion and exclusion criteria).	8 sessions (each session of 90 minutes) of the mindfulness program.	The results showed the positive effect of mindfulness training on decreasing depression, anxiety, and stress has been shown and there was a significant relationship between mindfulness education and anxiety reduction, depression, and stress (p<0.01).
Laundey, et.al. (2021)	To determine the effectiveness of mindfulness-based intervention, Training for Mindfulness and Resilience in mitigating mental health symptoms and increasing resilience	Two-year randomized control design	A sample of 34 school children in the age group of 9-14 years: 22 students in the intervention group and 12 in the control group	Eight weeks of Training for Mindfulness and Resilience	Significant improvement in the mental health of adolescents by representing the improvement in the resilience among adolescents and affecting their anxiety, anger, and disruptive behavior as a result of TMR intervention.

Conclusion

Mindfulness is being used in a growing number of sectors, situations, and populations. Starting from the application of mindfulness in clinical setup on the adult population to children, adolescents (Burke 2010), and parents (Singh et al 2006)

in different environmental settings including schools (Flook 2010), mindfulness is now making a significant growth and has been gaining ground. The kind of paradigm shift that is necessitated in education in the future, mindfulness is going to be an important element of that. Interventions related to Mindfulness are spreading across all professions including education. Mindfulness in education is now becoming a mainstream practice that aims at ensuring the learner's well-being (Giovanni 2016). The present paper does not represent a systematic review of the existing literature however the purpose is to offer a perspective on the current state of research exploring the effectiveness of Mindfulness in adolescents' mental health. A matter of great concern is the vulnerability of adolescents to various emotional or mental disorders. Several studies show an improvement in the psychological well-being of adolescents when mindfulness-based interventions were used.

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UNDERSTANDING OF ICT AND TEACHER EFFECTIVENESS: INSIGHTS FROM NEP-2020

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Abstract

Since India's pre-independence period, different committees, commissions, and policies have highly valued teacher education. Teachers play a decisive role in moulding students' behaviour. The National Education Policy 2020 (NEP 2020) also gave special importance to teachers by professing, "Teachers truly shape the future of our children - and, therefore, the future of our nation" (p. 20). This study aimed to look at the NEP 2020 from the perspective of changing roles and responsibilities in teacher education. This study was based on a systematic review of secondary data and a thorough NEP 2020 policy document analysis. The policy highlights the need for a holistic and integrated approach to teacher education. Teachers must have the best training to create lesson plans, teaching methods, and skills. These changes emphasize the need for a competency-based, multidisciplinary, and technology-enabled approach to teacher education, as well as the provision of in-service training; well-trained and qualified teachers and professors should continue their professional growth. Additionally, teachers will be in charge of creating new and innovative pedagogical approaches as well as planning and teaching courses that support research and innovation. In addition to their primary subject areas, teachers should receive training in extracurricular courses like music, physical education, and vocational education. Moreover, NEP 2020 proposes a four-year integrated teacher education programme for all candidates who wish to pursue teaching as a profession.

Keywords: NEP 2020, Teacher Education, Multidisciplinary, Professional Development

Introduction

New scientific and technological advancements in knowledge, machine learning, and artificial intelligence brought a paradigm change in society (Fitz & Romero, 2021) and the teaching-learning process (Popenici & Kerr, 2017). Therefore, education

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must inculcate creativity and a multidisciplinary approach among the students. For that, the main goal of pedagogy should be to increase the experiential, holistic, integrative, learner-centred, inquiry-driven, discovery-oriented, discussion-based, adaptable, and pleasurable aspects of education (Panditrao & Panditrao, 2020). The curriculum should be such that it can develop all the child's faculties. Thus, under the chairmanship of Dr. K. Kasturirangan, the Ministry of Human Resource Development, now the Ministry of Education released the National Education Policy 2020 on July 30, 2020 (Verma & Kumar, 2021). This is the first attempt to re-examine the educational system in contemporary India. After NPE-1986, not a single formal educational policy was developed to date. Now after 34 years' new education policy has come into existence after an unprecedented process of consultation that involved lakhs of suggestions from different stakeholders from January 2015 to transform the whole education system and make India a Global Knowledge Superpower. NEP 2020 recommends fundamental improvements at all levels, including teacher education that are both new and significant.

The destiny of our nation and the future of our children are genuinely shaped by the teachers who work with them (Kalyani, 2021). The teacher is the most revered person in society in India because of this greatest duty. Only the very smartest and most knowledgeable people became educators. Society provided educators with the tools to impart knowledge, skills, and morals to learners effectively. However, the requirements for teacher quality and motivation are not being met. There is a lack of quality in the areas of teacher education, recruiting, deployment, service conditions, and empowerment (Aithal & Aithal, 2019). Thus, to encourage the best to pursue careers in education, the high regard for teachers and the high reputation of the teaching profession must be recuperated to secure the brightest future for our students and our country. One of the key objectives of the NEP 2020 is to transform the current teacher education system at all levels to meet the demands of the 21st century. It emphasizes the need for a holistic and integrated approach to teacher education, which includes pre-service and in-service training and continuous professional development. It offers an opportunity to improve the quality of teacher education and enhance the effectiveness of teaching and learning in the country. In this context, teacher education has received specific attention under part two, chapter 15 of NEP 2020, which begins with these lines, "Teacher education is vital in creating a pool of schoolteachers that will shape the next generation" (Ministry of Education, 2020, p. 42). The process of preparing teachers involves the practice of teaching under the guidance of the most qualified and experienced mentors (ibid). Moreover, the National Curriculum Framework for Teacher Education (NCFTE)

2021 will be updated and fully produced by the NCTE and NCERT by 2021 based on the principles of NEP 2020.

Objective

To analyze the key changes in roles and responsibilities of teacher education concerning NEP 2020.

Methodology

In this study, we conducted a qualitative document analysis (Wach & Ward, 2013) of NEP 2020 policy document and the secondary sources literature. For secondary sources, the inclusion criteria were those literatures meant for NEP 2020 and teacher education. After selecting the literature, we read the policy document and selected secondary literature completely to familiarize ourselves with the data, and then we analyzed those text passages that included the terms "teacher" "ICT" and "teacher education."

Results

The results of this study are discussed under two main headings. The second heading is the main aim of this study, which has been defined under different themes diagrammatically represented in Fig. 1.

1. NEP 2020: Why transformation in teacher education?

The policy document elaborates that the teacher education system and its regulatory structure desperately need renewal through dramatic action to enhance standards and restore integrity, trust, and efficacy. It is because teacher education has some issues and shortcomings, which are highlighted below:

i. Most teacher education programmes are short-duration, making it difficult for student teachers to acquire healthy attitudes, interests, and values of the teaching-learning process.

ii. The number of qualified educators in teacher preparation programmes is insufficient, which results in the generation of prospective teachers with insufficient quality.

iii. Most of the courses emphasise on the theoretical rather than the practical aspects of instruction.

iv. It is not directly related to how students are taught on a daily basis in schools and what is being taught in teacher training courses at training institutions.

v. Both teachers and students lack seriousness towards the teaching process, leading to the generation of inept and unskilled teachers.

vi. The practice of teaching is conducted without enough supervision and thus teacher candidates engage in the practice without supervision.

vii. Teacher training programmes do not stress on the knowledge of the basic subject; hence practice remains indifferent to the subject knowledge of the pupil-teacher.

viii. Overspread of teacher training colleges unable the system to supervise them.

ix. The selection of teacher candidates does not follow a proper process. Without considering teaching ability, admissions are granted, which lowers the standard of teachers.

x. Every teacher training programme falls short when it comes to internship time; it should last at least six months, and at the same time, trainees need to be exposed to the whole operation of the school.

xi. Another difficulty in teacher education is the availability of distance learning programmes for teachers. Under tight and intense supervision, these courses should be taken in the normal format.

Keeping these shorting comings in view, NEP 2020 challenges teacher education. It also referenced that Verma Commission (2012) showed that "a majority of stand-alone TEIs - over 10,000- are not even attempting serious teacher education but are essentially selling degrees for a price" (Ministry of Education, 2020, p. 42).

2. NEP 2020 and teacher education: Changing roles and responsibilities

Teachers' Continuous Professional Development: The NEP 2020 places a great emphasis on the continuous professional development of teachers. The policy aims to provide teachers with regular opportunities for training, upskilling, and reskilling to ensure they stay updated with the latest pedagogies, technologies, and other emerging trends in education. This would require a shift from traditional one-time teacher training programs to a more dynamic and continuous approach to professional development. A competency-based approach was focused on teacher education. This approach focuses on developing the knowledge, skills, attitudes, and values teachers need to perform their roles effectively. The policy recommends the creation of a National Professional Standards for Teachers (NPST) framework that defines the competencies that teachers need to possess. The NPST will serve as a guide for teacher education programs and a tool for assessing teachers' performance by 2022 (Ministry of Education, 2020). The policy recommends the establishment of a National Mission for Mentoring to provide mentoring and support for teachers throughout their careers. For this, experienced teachers should guide and support new teachers to enhance their professional development. The policy recommends the creation of a Professional Standard Setting Body (PSSB) framework that defines the competencies that teachers need to possess (ibid). The policy anticipates that professors in higher education will play a significant part in

fostering research and innovation and offering mentoring and advice to students in these fields. Teachers will also be responsible for designing and delivering courses promoting research and innovation and developing new and innovative pedagogical methods.
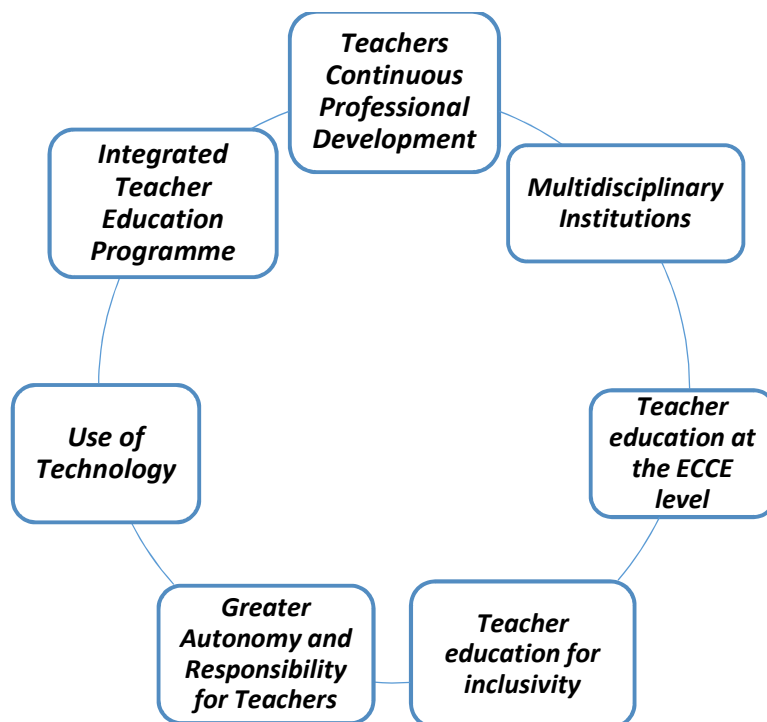
Fig.1. Diagrammatical representation of selected themes.

Multidisciplinary Institutions: The NEP 2020 strongly emphasises Educators need for a multidisciplinary approach. Teachers need to be trained in multidisciplinary and interdisciplinary teaching practices, enabling them to teach across different subject areas and make learning more holistic and relevant for students. This will enable teachers to understand the complex needs of young children and provide appropriate support for their development. The policy envisions that this approach will help teachers to develop a more holistic understanding of education and their roles as educators. In addition to their primary subject areas, teachers should receive training in extracurricular courses like music, physical education, and vocational education. By 2030, all independent teacher education institutions will need to become multidisciplinary institutions. Only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force (Ministry of Education, 2020).

Greater Autonomy and Responsibility for Teachers: The NEP 2020 encourages teachers to take greater ownership of their teaching and learning processes. Teachers would be empowered to design their courses and curricula, develop innovative pedagogical methods, and assess student-learning outcomes. This would require a significant shift in teachers' roles from passive recipients of pre-designed curricula to active agents of change in the education system. The National Testing Agency must administer appropriate subject and aptitude examinations for admission (Ministry of Education, 2020) to pre-service teacher preparation programmes to maintain uniform teacher education standards.

Use of Technology: The NEP 2020 emphasizes integrating technology into teacher education. Teachers need to be trained in using digital tools and technologies to create more interactive and engaging student learning experiences. It suggested using online and blended learning, digital resources, and other forms of technology to facilitate teacher education.

Integrated Teacher Education Programme: The NEP 2020 proposes a four-year integrated teacher education programme for all candidates who wish to pursue teaching as a profession. This programme will integrate the study of subject knowledge, pedagogy, and practical training. There will be a two-year B.Ed. programme for three years of undergraduate study and a one-year B.Ed. programme for four years of undergraduate study and those with master's degrees in other fields until 2030. A research-focused M.Ed. will last one year. There will be a variety of Ph.Ds. on the faculty in the Departments of Education (Ministry of Education, 2020). Moreover, the policy has documented scholarships to attract deserving and exceptional applicants to the 4-year, 2-year, and 1-year B.Ed. programmes, by offering scholarships (ibid).

Teacher education for inclusivity: Inclusion and equity will be a major focus of teacher education, and attempts will be made to employ effective teachers and leaders from Socio-Economically Disadvantaged Groups (SEDGs) as role models for all students. In order to rectify the underrepresentation of underrepresented groups, all teacher education programmes shall include gender sensitization, an understanding of how to educate students with specific impairments, and sensitization to all other underrepresented groups. The tools for identifying and supporting such student abilities and interests will be part of teacher education. The NCERT and NCTE will draft guidelines for the education of gifted children. A concentration in the education of gifted children may be available through B.Ed. programmes (Ministry of Education, 2020).

Teacher education at the ECCE level: The early grade curriculum and teacher training programmes will be revised with a renewed focus on fundamental literacy and numeracy skills. Because the policy highlights the need for a holistic and integrated approach to teacher education and acknowledges that early childhood education provides the groundwork for a child's lifelong learning and development. The policy envisions the establishment of Anganwadi-cum-Pre-school Centers (APCs) to provide ECCE services to children from the age of three to six years. These centres will be run by trained and qualified teachers responsible for the care and education of these children. The Cluster Resource Centres of the School Education Department will mentor these teachers. The policy emphasizes the importance of providing children with opportunities to explore and learn through play and hands-on activities. Teachers in ECCE will be responsible for creating an environment conducive to play and learning and designing activities and experiences that promote children's development and learning. Additionally, it calls for NCERT to create the National Curriculum and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE), which will serve as a guide for new teachers (Ministry of Education, 2020). For Anganwadi workers and teachers with a 10+2 or higher educational background, a 6-month certificate programme in early childhood education will be made available, and for those with lower educational backgrounds, a 1-year diploma programme covering early literacy, numeracy, and other relevant ECCE topics will be made available (ibid).

Conclusion

A variety of modifications to teacher education are suggested by the NEP 2020. It addresses the need for transforming teacher education and suggests several changes. These changes emphasize the need for a competency-based, multidisciplinary, and technology-enabled approach to teacher education, as well as the provision of in-service training, well-trained and qualified teachers, and continuous professional development for teachers. Overall it makes a teacher responsible and also provides them more autonomy to better the education system at the individual level. If implemented with all seriousness the NEP 2020 will make the education system more inclusive and more transparent, benefitting both the learners and the teachers by improving the quality of education.

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EFFECT OF COUNSELLING ON ACADEMIC ACHIEVEMENT OF THE PARENTALLY REJECTED CHILDREN: AN EXPERIMENTAL STUDY

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Abstract

The purpose of the present study was to assess the effect of counselling on the academic achievement of the parentally rejected children. The study was conducted in different high and higher secondary of District Ganderbal. The Parental Acceptance Rejection Questionnaire (PARQ, 2004 developed by Rohner) was administered to class 9th student of three educational zones-Tullamulla, Ganderbal and Kangan of District Ganderbal. 80 male students were identified as parentally rejected and equally assigned in two groups-experimental and control group. Eclectic approach of counselling was used as treatment intervention for the experimental group. Academic achievement test was administered to both experimental and control group as pre-test. After counselling intervention again academic achievement test was administered as post-test to the experimental group to determine the effect of the counselling on the academic achievement of the Parentally Rejected Children. Paired t-test was used to analyse the data of the study and it was found that eclectic approach of counselling was efficacious in enhancing and improving the academic achievement of the parentally rejected children as significant difference was found in the post-test academic achievement scores of the experimental group and no significant difference was found in the mean academic achievement scores of the control group.

Keywords: Parental Rejection, Academic Achievement, Counselling.

Introduction

The Parental-Acceptance Rejection Theory (PARTheory) is an evidence based theory of socialization and life span development that aims to predict and explain major consequences, cause, and other correlates of parental acceptance and rejection worldwide (Rohner, 1975, 1980,1986, 1990, 2004, 2010, 2012, 2016 &

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2021), (Rohner & Pattengill,1985), (Rohner & Cournoyer, 1994), (Rohner et al.1996), (Rohner & Khaleque,2003), (Khaleque & Rohner, 2002a), (Rohner & Lansford, 2017), (Li, 2023). The focus of the theory is on perceived parental acceptance rejection its effects on children and how rejection would cause the different social, psychological and intimate problems in the childhood as well as in the adulthood. The Parental Acceptance Rejection Theory (PARTheory) consists of two parental dimensions- Acceptance and Rejection dimension. The acceptance dimension represents the positive relationship between child and parents and between significant others. In the acceptance dimension the accepted child or person receives love, care, affection and is enjoying a strong positive bond with their parents. The individual in this continuum is having the full support of their parents and significant others. The parental acceptance is marked by warmth, affection, love, care, comfort, concern, nurturance, support, showing approval, playing with child, enjoying the child, fondling, consoling the child, cuddling, praising, kissing, and hugging. The second continuum of the parental dimension is marked by the parental rejection (significant withdrawal of warmth and affection) which refers to the behaviour of the parents and significant others which is full of hostility, aggression, carelessness, negligence, inattention, dismay and absence of love. Children also perceive parental rejection when parents use verbal, physical and psychological hurtful behaviours. Parents considered their children as burden and nuisance (Rohner, 1986. 2004, 2010, 2012, 2021), (Khaleque & Rohner, 2002a), (Rising & Rohner, 2021).

The Rejection dimension of the Parental Acceptance-Rejection Theory (PARTheory) demonstrates the four important behavioural aspects of parents and perceived by children as the signs of rejection. These four dimensions depicts the four behavioural aspects of parental rejection- *Cold and unaffectionate* behaviour of the parents can be expressed *physically* (lack of kissing, hugging, cuddling etc.), *verbally* (lack of praise, compliments, never using any kind or nice words for the child or about the child), *hostility and aggression* which is being *physically aggressive* (hit, kick, scratch, shove and pinch), *verbal* (cursing, sarcasm, belittling, saying thoughtless, unkind, cruel things or words to the child or about the child),*indifference and neglect* which refers to the physical and psychological unavailability of the parent and paying no attention to the needs and demands of the child and *undifferentiated rejection* is a perception of a child to feel unloved, unappreciated and uncared. Apart from these parental demeanors, children also perceive parental rejection when their parents use some non-verbal gestures towards the children. These may be facial expressions, no eye contact, moving away

from the child without saying anything, slouching and fidgeting. Kagan (1978) parental rejection is not a specific set of actions by parents but a belief held by the child.

Academic Achievement

Academic achievement or academic performance is the most important determinant which defines the path of success for the children. Academic achievement also known as academic performance is the outcome of student's scholastic procurements that indicates the degree to which a person has accomplished specific goals that were formulated in the instructional environment, particularly in school. The definition depends on the indicators which measures it like (GPA) Grade Point Average, (SAT) Scholastic Assessment Test (Steinmayr, et.al. 2020). Academic achievement is being considered as the strong indicator of teaching-learning process. Adeyinkaet et al., (2011) academic achievement is the success achieved by a student in his class among all his classmates. All the acquired knowledge, facts can be assessed in the form of oral or written examination (Kpolovie et al. 2014). Academic achievement refers to the person's performance on a certain mental challenges. It is over all academic accomplishments achieved by an individual. It also refers to the efforts a student puts on to acquire and apply knowledge, skills in a range of relevant assessments (Joe et al. 2014). Academic achievement refers to the degree of educational accomplishments measured through a standardized test (Gbonee, 2014). Squier (2016) academic achievement refers to the content learned by a child in school and assessed by intelligence tests. Academic achievement is the excellence achieved by the child in academic as well as in non-academic activities of the school. Apart from academic disciplines, the achievements acquired in sports, behavioural traits like confidence, communication skills, punctuality, assertiveness, arts, culture etc. All these things are the results of hard work and dedication (Fan et al., 2011).

Counselling

Counselling is a scientific process of providing professional guidance, support and help to the individual of group of people who are facing personal, emotional or psychological challenges and issues in their life. The fundamental objective of the counselling is to help the people to explore their feelings, thoughts, and behaviour's which would lead a person to self-awareness, coping strategies and positive changes in their life. Counselling revolves around the idea to provide safe and supportive environment to the individual so that they can express their thoughts, feelings and concerns openly. The counsellor who is a trained personal uses various techniques to help clients to understand their problems, emotions and gain an insight to cope

up from the difficult times. The core principles of counselling include empathy, active-listening, non-judgmental attitude, and respect for client's autonomy.

Statement of the Problem

Every child in this world has the right to life, health, protection and education, and every society has the duty and responsibility to protect their future generation. Yet, in this world there are millions of children who are being deprived from proper health care, education, love, and care affection. Children grow, thrive and develop when they feel safe, loved, nurtured and cared about.

The present study is an effort to help the parentally rejected children. The investigator would use the eclectic counselling intervention to assist the parentally rejected children to improve their academic achievement. The current study may encourage the different stakeholders of our society to think about having school counsellors in every school to provide assistance to every student in general and parentally rejected in particular so that they can become the part of mainstream society and live their life happily.

Objectives of the study

The present study is delineated to procure or achieve the following objectives:
1. To identify the Parentally-Rejected Children.
2. To help the Parentally-Rejected Children to improve their academic achievement with the help of counselling.

Hypothesis

1. There would be a significant improvement in the post-test scores of academic achievement of experimental group.

Methodology

The present study is experimental in nature and true experimental design (Pre-test/Post-test design) was administered to conduct the study.

Sample

The sample for the present study was identified from the different Government High and Higher Schools of District Ganderbal (Jammu & Kashmir). The total sample of the study was 80 male students identified with the help Parental Acceptance Rejection Questionnaire (PARQ, Child Version-2004) developed by Rohner. The sample was equally assigned in to two Groups-Experimental and Control Group (N=40 each).

Tools Used

The following tools were used to conduct the present study.

i. Parental Acceptance Rejection Questionnaire (PARQ Child Version Short Form) developed by the Rohner 2004.

ii. Self-administrated examination conducted by investigator in consultation with the concerned teacher to assess the academic achievement of the Parentally Rejected Children.

Counselling Process

Counselling is a one-to-one helping relationship, which focuses on the individual's growth, adjustment, problem solving and decision making needs. In any educational institution the basic function of the counselling programme is to help the students to understand their problems, make them aware about their strengths and weaknesses, provide them information about the world of work, develop an insight about their problems and challenges of life, and arriving at a solution. All this will enable them to take conscious decisions, about educational, occupational opportunities and personal, social issues.

In the present study the investigators applied the **eclectic approach** of the counselling. Depending up on the situation, problem and mentality of the sample subjects the investigators use the different counselling techniques accordingly.

Counselling in Relation to Academic Achievement

The academic achievement of the parentally rejected children was very low. All 40 children who were the part of experimental group secure only 40% to 50% marks in a pre-test conducted by the investigator in consultation with the concerned teacher. In our society academic achievement is the sole factor to label a child being gifted, average or below average. The academic achievement is the matter of pride and respect for parents in this part of the world. So it is being taken very seriously in Kashmiri society. The parentally rejected children had a poor academic achievement because of different reasons. The strong and obvious reason for the low academic achievement of parentally rejected children was the lack of parental involvement, care, affection, low socio-economic status of parents, peer victimization, besides some personal reasons of the students. The parentally rejected children were going through different problems which were affecting their academic achievement. During the counselling process the investigator observed the different issues of these children which were becoming obstacles in the better academic performance of these children. Non-involvement and disobedience of parents, no practical guidance, no mentor, lack of interest, and no supervision were the main causes of procrastination and school burnout of the parentally rejected children. The investigator helped these children to formulate a concrete strategy to break the ceiling of the low academic achievement. The investigator involved the clients, school authorities and parents as well to look in to the academic issues of these children. The investigator and the sample subjects prepared a time table to raise

early in the morning have eight hours of sleep and make a resolve how to break the procrastination which was affecting their academic performance. They were helped to develop the self-efficacy which had a direct correlation with the academic achievement. Counselling helped the sample subjects to develop the belief about their capacities, have a strong accomplishment to achieve best in their life. The investigator assisted them to develop the ability of goal orientation which is closely related with individual's academic achievement, adjustment and well-being. The investigator involved the school authorities in order to promote the school belongingness among the parentally rejected children. The school authorities like teachers, head of the schools were helped to develop a sense of belongingness in these kids so that they can feel accepted, respected, supported and must be included in every activity of the school. The investigator in collaboration with every stakeholder tried to improve the school climate where student, teacher and administrators would love to work with the parentally rejected children. When there is cool, calm and supportive atmosphere in the school it promotes academic, social and emotional development of the child. The investigator with the help of the counselling aware the clients about the school engagement-which is a psychological involvement in the learning and work very hard to learn what school offers. The investigator encouraged the sample subjects to develop their will power to participate in school activities, attend classes, complete their homework on time, and follow their teachers. All the sample subjects in the experimental group were helped to develop enthusiasm, optimism, curiosity and interest in their study. Academic socialization was used as tool to sensitize the parents of the sample subjects to support and support and facilitate the learning process of their wards. The parents were encouraged to help their children in their homework and talk to them about the school, about education, and about their future. It would be very helpful for these children in academic success. The investigator also helped these children in formulated a simple time table so that they could manage the time issues and beat the procrastination. Finally, the investigator arranged a joint class and get-to-gather in every school to make every student including the sample subjects to discuss peer victimization and support and how it could be effective as well as dangerous not only for parentally rejected children but every student. It was found that counselling was efficacious and helpful to improve the academic achievement of the parentally rejected children of the experimental group.

After the termination of the counselling process which remained operational for seven months, post-test was conducted by the investigator in consultation with the

concerned teachers of the experimental group. Data was analysed by using the paired t-test and the results are shown as under.

Table 1. Representing the significance of mean difference between (Pre and Post Test) Academic Achievement Scores of Experimental Group (N=40)

Variable	Pre-Test		Post-Test	't' Value
Academic	$\bar{X}$	111.10	113.95	**4.68***
Achievement	Σ	3.86	1.98	

*Significant at 0.01 Level

Table 2. Representing the significance of mean difference between (Pre and Post-Test) Academic Achievement scores of Control Group (N=40).

| Variable	Pre-Test		Post-Test	't' Value
Academic	$\bar{X}$	110.63	110.73	**.29***
Achievement	Σ	1.82	1.13	

*Not Significant
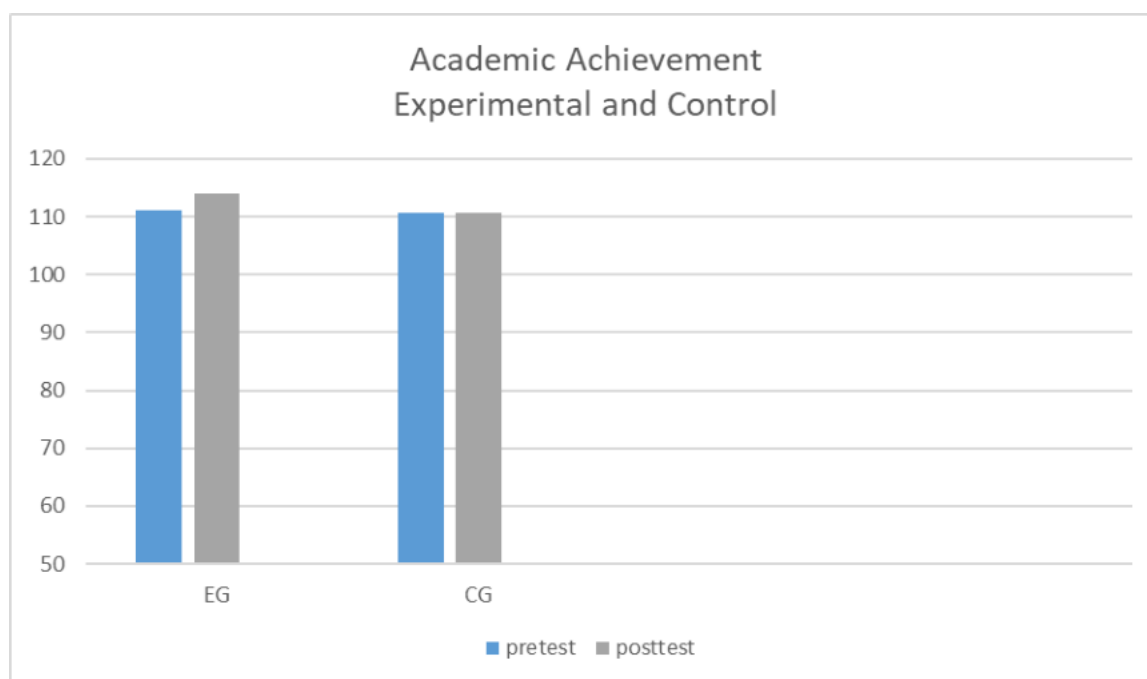
Figure 1. Depicting the Mean comparison of Pre and Post-Test of Experimental and Control group on Academic Achievement.

Discussion

The table 01. represents the mean scores on academic achievement of the experimental group. The pre-test mean score on academic achievement is **111.10** which is lower than the post-test mean score which is **113.95**. The calculated **t-value** is **4.68** which is significant at **0.01** level. All these children were feeling burden of coming to the school. They had a lot of problems like academic procrastination, school burnout, low motivation towards study, distractions, lack of concentration, and poor relationships with parents, delinquent behaviour (bullying, truancy), poor study habits, absenteeism, despair and slothfulness. The other common things which were affecting the academic performance or achievement of the parentally rejected children of the experimental group were low self-efficacy, poor goal orientation, weak school belongingness, poor school climate, school engagement and academic socialization. All these variables had the direct relationship with the poor academic performance of these children.

Counselling had a positive effect on the academic achievement of the experimental group as it is evident from the post-test mean scores of the experimental group. Counselling was very helpful in raising the academic achievement of the parentally rejected children. Counselling helped the parentally rejected children to develop study skills and time management. These skills helped the parentally rejected to optimize their study habits, manage their workload, overcome from school burn out and procrastination which finally lead to better academic performance. Thus the hypothesis which states, **"There would be a significant improvement in the post-test scores on academic achievement of experimental group"** is accepted.

The table 02. Depicts the pre-test mean score on academic achievement of the control group which is **110.63** and the post-test mean score which is almost similar to the pre-test mean score which is **110.73** and the calculated 't' value is **.29** which is not significant. This signifies that no difference was found between the pre-and post-test as no counselling intervention was provided to the control group. The results discussed above are illustrated in the figure 01.

The results demonstrated in the table 01 and displayed in the figure 01 are in line with Al-Rousan et al., (2023), Salam & Astuti (2023), Holliman et al., (2022), Kaur & Wani (2022), Adewala (2021), Nyangoya et al. (2020), Gachenia & Mwenje (2020), Rajkamal & Prema (2018), Zangiaabadi et al., (2018), Meron (2017), Rupani et al., (2012) & Saadatzaade & Khalili (2012).

Implications

The current study was conducted with the objective to help the parentally rejected children to raise their academic achievement. Eclectic approach of counselling was

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employed to elevate the academic achievement of the parentally rejected children. It is quite evident from the post-test scores of the experimental group that counselling was very effective in enhancing the academic achievement of the sample subjects.

The study confirmed that eclectic approach of counselling can be used to help the parentally rejected children to understand their problems and facilitate different solutions to their problems in general and academic achievement in particular. Counselling in different forms can be used to promote the holistic growth of the parentally rejected children. The findings of the current study would help the parents to understand the needs, demands, and aspirations of their children. It would also help the different stakeholders of our society like teachers, school counsellors, administrators and policy makers to understand the problem of parental rejection and think about the different ways and means to help the parentally rejected children to live and enjoy their life and grow as a normal and fruitful individual of the society. Finally, counselling was would help the parents to understand the problems of these children and can be cared and as a result their academic achievement would also be increased.

Conclusion

The present was an effort of the investigators to assess the effect of counselling on the academic achievement of the parentally rejected children. Counselling served as the treatment intervention for the experimental group which proved very helpful for these children to raise their academic achievement. Counselling was also efficacious in helping the parentally rejected children to break the cycle of procrastination, develop study habits, school belongingness, overcome from bulling and truancy. Counselling also helped them to understand the value of education, stress and skill management of the children who were feeling perceived parental rejection.

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STUDY OF COVID – 19 PANDEMIC ON SECONDARY EDUCATION TRIBALSTUDENTS' ATTITUTDE IN JAWADHU HILLS

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Abstract

This study was conducted to test the attitude of secondary education tribal students in Jawadhu hills on covid – 19 pandemic. Normative survey method was used as the research method. self- constructed tools by the researcher were constructed and validated. The data was collected from the selected sample of 300 secondary education tribal students from Jawadhu hills. Data were analyzed by using the statistical techniques such as mean, standard deviation and 't' test. Findings of the study revealed that the attitude of secondary education tribal students were high and there was no significant difference in the attitude of secondary education tribal students based on gender, age and family income.

Keywords – Covid-19, Pandemic, Secondary Education, Tribal Students, Attitude

Introduction

The public is altered to modify their usual behavior in the event of an emergency situation, natural disaster or epidemic. It may have profound effects on perceptions of safety and preparedness levels, in terms of ability not only to react, but also to cope in a variable emergency situation. During the COVID-19 epidemic in 2020, the world quickly reported the emergence of a viral disease epidemic. The threat of the COVID-19 epidemic occurred today in schools and, in a few weeks, in all universities and colleges. Students not only modify their way of life, but they are also invited to follow online courses, and they are also confronted with difficulties and many tensions in epidemics. It is mandatory that you be aware of what you are doing.

Need for the Study

The Covid-19 pandemic began to grow in most parts of the world and is currently present in what happened around the world. Global confinement to profound silence. The planet and people don't know what the next step will be. This is a collective status for the economy of several countries. It is not only the economy

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that is solidified, but also the educational system. Your school is empty and your construction is available at home thanks to technology. This is mandatory and prudent to prevent the spread of Covid-19. It is necessary to know these precautions. It is necessary to study knowledge and responses to combat the Covid-19 pandemic. In this investigation, we studied the knowledge and attitude of tribal secondary school students during the Covid-19 pandemic in the hills of Jawadhu, which is the most necessary today.

Objectives of the Study

This study was conducted with the following objectives.

1. To find out the attitude of secondary education tribal students on Covid -19 pandemic in Jawadhu Hills
2. To find the significant difference in the attitude of secondary education tribal students on Covid -19 pandemic in Jawadhu Hills based on gender, age and family income

Hypotheses of the Study

Following are the hypothesis of the study.

1. The level attitude of secondary education tribal students on Covid -19 pandemic in Jawadhu Hills is high

2. There is no significant difference in the attitude of secondary educationtribal students on Covid -19 pandemic in Jawadhu Hills based on gender, age and family income

Methodology

The study was carried out using Normative Survey Method, as it is indented to find out the level of attitude of secondary education tribal students on Covid -19 pandemic in Jawadhu Hills.

Sample Selected

The population for the present study included the secondary education tribal students from Jawadhu hills. And 300 secondary education tribal students from Jawadhu Hills were selected as the sample.

Tools used for the Study

Tool were constructed and validated by the researcher to find out the attitude of secondary education tribal students in Jawadhu Hills.

Covid – 19 Pandemic Attitude Scale was self constructed by the researcher in a three-point rating scale. The tool consisted of 100 statements in a five-point rating

scale. The content validity was established to check if the tool was valid and test retest reliability was established and the value was found to be 0.77.

Distribution of Sample

Variable	Sub variable	Count	Total
Gender	Male	134	300
	Female	166	
Age	11 – 13 years	193	300
	14 – 15 years	107	
Family Income	Below Rs.25,000	113	300
	Above Rs.25,000	187	

Analysis of Data

Hypothesis 1: The level attitude of secondary education tribal students on Covid - 19 pandemic in Jawadhu Hills is high

Variable	N	Theoretical Mean	Calculated Mean
Modernity of student teachers	300	200	402.97

From the above table it can be inferred that the calculated mean value 402.97 is greater than the theoretical mean value 200. From this, it can be stated that the secondary education

tribal students have high level of attitude on Covid – 19 pandemic. Hence the hypothesis, "The level of attitude of secondary education tribal students on Covid - 19 pandemic in Jawadhu Hills is high" is accepted.

Hypothesis 2: There is no significant difference in the attitude of secondary education tribal students on Covid -19 pandemic in Jawadhu Hills based on gender, age and family income

Variable	Sub Variable	N	Mean	SD	't' Value	Level of Significance
Gender	Male	134	399	46.47	1.295	Not Significant
	Female	166	406.22	49.99		
Age	11–13 years	193	406.02	46.24	1.413	Not Significant
	14–15years	107	397.49	52.09		
Father's Education	Illiterate	113	406.66	37.67	1.116	Not Significant

It is seen from the above table that the calculated 't' value for gender, age and

family income which are 1.295, 1.413, 1.116 respectively are less than thetable 't' value 1.96 at 0.05 level of significance. This states that there is no significant difference in the attitude of secondary education tribal students on Covid -19 pandemic in Jawadhu Hills based on gender,age and family income. Hence the null hypothesis "There is no significant difference in the attitude of secondary education tribal students on Covid -19 pandemic in Jawadhu Hills basedon gender, age and family income" is accepted.

Findings of the Study

Following are the findings of the study,

1. The attitude level of secondary education tribal students on Covid -19 pandemic inJawadhu Hills is high
2. The attitude of secondary education tribal students on Covid -19 pandemic in JawadhuHills based on gender do not show any significant difference
3. The attitude of secondary education tribal students on Covid -19 pandemic in Jawadhu Hills based on age do not show any significant difference. The attitude of secondary education tribal students on Covid -19 pandemic in Jawadhu Hills based on family income do not show any significant difference

Conclusion

From the findings of the study, it can be concluded that the attitude level of secondary education tribal students on covid – 19 pandemic in Jawadhu hills is high. Since the attitude of secondary tribal education students on covid–19 pandemic is high, they do not show any significant difference in the mean scores based on gender, age and family income. The secondary education tribal students have shown a very positive attitude towards covid-19 pandemic. Awareness camps and programs can help them acquire more knowledge and attitude on covid -19 pandemic.

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METACOGNITION AND ACADEMIC ACHIEVEMENT OF UNDERGRADUATE STUDENTS OF KASHMIR

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Abstract

The research study aimed to explore metacognition and academic achievement among undergraduate students in Kashmir. The descriptive survey method was used, and respondents were selected through stratified random sampling. To meet the research goal, 464 undergraduate students from various colleges in Kashmir were selected (232 Science and 232 Social Science Students). The tools used for data collection were Metacognition Inventory developed by Punita Govil and Academic Achievement, meaning the aggregate marks obtained by the sample group of students from their previous year examination. To analyze and interpret the data, percentage, mean, S.D, t-test, and Pearson's product-moment correlation method were used as statistical techniques. The result findings revealed that 3.44%, 9.48%, 25.43%, 31.25%, 21.98%, 5.60%, and 2.80% of undergraduate students possess Extremely high, high, above average, average, below average, low, and extremely low-level metacognition, respectively. Whereas 4.95%, 21.76%, 34.69%, 20.04%, 12.71%, 4.31%, and 1.50% obtained O, A+, A, B, C, P, & F grades, respectively. A significant difference was found between Science and Social Science undergraduate students of Kashmir on metacognition. A significant difference was found between Science and Social Science undergraduate students of Kashmir on academic achievement. A significant positive correlation was found between metacognition and academic achievement among undergraduate students of Kashmir.

Keywords: Metacognition, Academic Achievement, Undergraduate, Kashmir.

Introduction

Education, viewed as a transformative process, seeks to develop individual capacities for success within specific societal or cultural contexts. This perspective underscores the role of education in personal growth, treating individuals as positive assets necessitating careful cultivation. As a catalyst for change, education

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aspires to refine and advance life, contributing to a more civilized and cultured existence. Its influence extends to shaping intellect, fostering rationality, innovation, constructive thinking, intelligence, and the capacity to create new values. Often regarded as society's cornerstone, education not only fuels economic growth but also fosters social prosperity and political stability.

Metacognition, a term coined by Flavell (1979), encompasses the cognitive processes involved in thinking about one's own thinking. It involves a reflective awareness of one's knowledge, cognitive strategies, and the ability to regulate and control the learning process. This cognitive phenomenon plays a pivotal role in shaping an individual's approach to acquiring and utilizing information. Metacognition includes two main components: metacognitive knowledge, which involves awareness and understanding of one's cognitive processes, and metacognitive regulation, which involves the active control and application of cognitive strategies. The impact of metacognition on academic achievement is profound and multifaceted. As individuals develop metacognitive skills, they gain insights into their own learning strengths and weaknesses. This self-awareness enables students to identify areas that require improvement and to develop effective learning strategies. Moreover, metacognitive regulation involves planning, monitoring, and evaluating one's own learning process, contributing to enhanced problem-solving abilities and adaptive learning.

Research, such as the work of Schraw & Dennison (1994), has emphasized the foundational role of metacognitive awareness in facilitating cognitive regulation techniques like planning and sequencing. The Metacognitive Awareness Inventory (MAI) developed by Schraw & Dennison has been instrumental in measuring metacognitive knowledge and regulation. Studies across disciplines and age groups, including those by Alamdarloo et al. (2013) and Stephanou & Mpiontini (2017), have consistently demonstrated a positive correlation between metacognition and academic achievement.

In conclusion, metacognition serves as a powerful cognitive tool that not only shapes how individuals approach learning but also significantly influences their academic achievements. The development of metacognitive knowledge and the active application of metacognitive regulation contribute to improved self-directed learning, problem-solving abilities, and overall academic success. Understanding and fostering metacognition, therefore, emerge as essential components in the pursuit of effective education and lifelong learning. Students with well-developed metacognitive knowledge and regulatory skills are expected to excel academically, achieving higher grades, assignments, and overall GPA. The link between academic

ability, learning (Alamdarloo et al., 2013), and metacognition (Stephanou & Mpiontini, 2017) has been established across disciplines and ages. To enhance learning, promoting metacognition among students is crucial. Learning is influenced by various variables, with metacognition playing a significant role. Developing metacognitive skills is essential for individuals to become better and more successful learners, ultimately positively impacting academic achievement.

Ankita Kumari (2021) revealed that Science students scored higher (87) on the metacognition inventory compared to Social Science students. Pradhan and Das (2020) explored how metacognition influences academic achievement and learning styles among undergraduate students and revealed that only 34 to 36% of undergraduate students possessed above-average metacognitive skills. The findings further indicated a significant positive correlation between metacognition and academic achievement among undergraduate students. Choudhary, Mahmood, and Sidra (2020) indicated that distance learning science students demonstrated higher levels of self-regulation compared to arts students, resulting in significantly higher overall grades for science students, the differences may stem from science students' tendencies for self-monitoring, clearer goal-setting, and greater group interdependence. Nongtodu & Bhutia (2017) revealed a predominance of students with average metacognition, indicating a moderate understanding of their thinking processes. Urban students and those in the Science stream exhibited higher metacognitive abilities compared to their rural and Arts/Commerce counterparts. Javanmard's (2014) indicated significant differences between the groups (sig=0.01) in employing metacognitive strategies, with mathematics students showing higher mean scores. Notably, high school students in the mathematics field demonstrated a greater use of metacognitive strategies, particularly in the task component, compared to students in the humanities field. Taraban, Rynearson, and Kerr (2000) revealed that employing metacognitive strategies for reading comprehension could enhance the academic performance of college students.

Objectives of the Study

To study metacognition and academic achievement of Undergraduate students of Kashmir.

1. To compare metacognition among science and social science Undergraduate students of Kashmir.
2. To compare academic achievement among science and social science Undergraduate students of Kashmir.

3. To find the relationship between meta cognition and academic achievement among Undergraduate students of Kashmir.

Hypotheses

1. There is no difference between science and social science students on metacognition among undergraduate students of Kashmir.
2. There is no difference between science and social science students on academic achievement among undergraduate students of Kashmir.
3. There is no relationship between metacognition and academic achievement among undergraduate students of Kashmir.

Methodology and procedure

The present study employed a rigorous quantitative research approach, the present study employed a stratified random sampling technique to select a sample of 464 undergraduate students. The sampling frame consisted of government degree colleges located in the various districts of Kashmir valley. Tools that were used for the data collection are Metacognition Inventory by Punita Govil (2003) and academic achievement was obtained by considering the aggregate marks obtained by the sample students in their previous year's examinations. The data has been analyzed quantitatively by using the following statistical treatments Mean, S.D, Percentage, t-test, Correlation (Pearson's Product Movement Method).

Data analysis and Interpretation

Table 1. Frequency and Percentage of different levels of Metacognition among college students of Kashmir.

Serial No.	Levels of Metacognition	Frequency	Percentage
1.	Extremely High	16	3.44 %
2.	High	44	9.48 %
3.	Above Average	118	25.43 %
4.	Average	145	31.25 %
5.	Below Average	102	21.98 %
6.	Low	26	5.60 %
7.	Extremely Low	13	2.80 %
Total		464	100 %

Table 1 presents the distribution of metacognition levels among the total respondents. The table shows that a small proportion of respondents (3.44 %) have an extremely high level of metacognition awareness, while 9.48 % have a high level of metacognition awareness. A larger proportion of respondents (25.43 %) have an above-average level of metacognition awareness, and 31.25 % have an average level

of metacognition. However, a considerable number of respondents have a below-average level of metacognition (21.98 %), and a smaller percentage have a low level of metacognition (5.60 % or an extremely low level of metacognition (2.80 %). Overall, the results suggest that a majority of the respondents have average or above-average levels of metacognition, but there is still a significant minority with lower levels of metacognition that may require additional support and intervention to improve their metacognitive skills. The outcomes of the study are also in line with Talekar & Fernandes' (2016) findings, which reported that 28% of students exhibit high metacognitive awareness, while 47% demonstrate an average level. These results are consistent with Chandra Jena and Latif Ahmad's (2013) research, indicating that 2% of students have very high, 29% have high, 49% have average, 19% have low, and 1% have a very low level of metacognition. The findings are also consistent with those of Jamba and Sangay (2019).
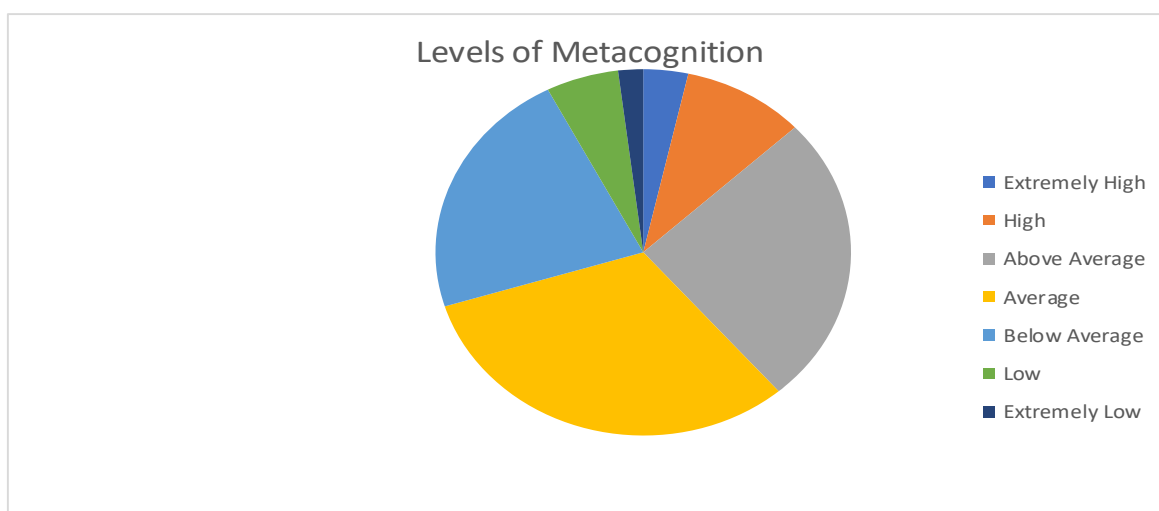
Figure 1: Pie chart showing the different levels of Metacognition of total respondents.Table 2. Frequency and Percentage of different levels of Academic Achievement among college students of Kashmir.

Serial No.	Levels of Academic Achievement	Frequency	Percentage
1.	Outstanding (O)	23	4.95 %
2.	Excellent (A+)	101	21.76 %
3.	Very Good (A)	161	34.69 %
4.	Good (B)	93	20.04 %
5.	Average (C)	59	12.71 %
6.	Pass (P)	20	4.31%
7.	Fail (F)	7	1.50%
Total		464	100 %

Table 2 shows the distribution of academic achievement levels among the respondents. The table indicates that 4.95 % of the respondents have achieved an outstanding level of academic achievement, while 21.76 % have achieved an excellent level, and 34.69 % have achieved a very good level. Additionally, 20.04 % of respondents have achieved a good level of academic achievement, while 12.71 %have an average level, and 4.31%have achieved a pass level. Moreover, 1.50% of respondents have achieved less than 33% of academic achievement. (Orabi, 2007) has observed in the investigation that an average mark is scored by students in examination. (Bouffard, 2003) had observed that 26.99 and 46.46 percent of low and moderate academic grades respectively among students in his investigation.

Figure 2: Pie chart showing the different levels of Academic Achievement of total respondents.
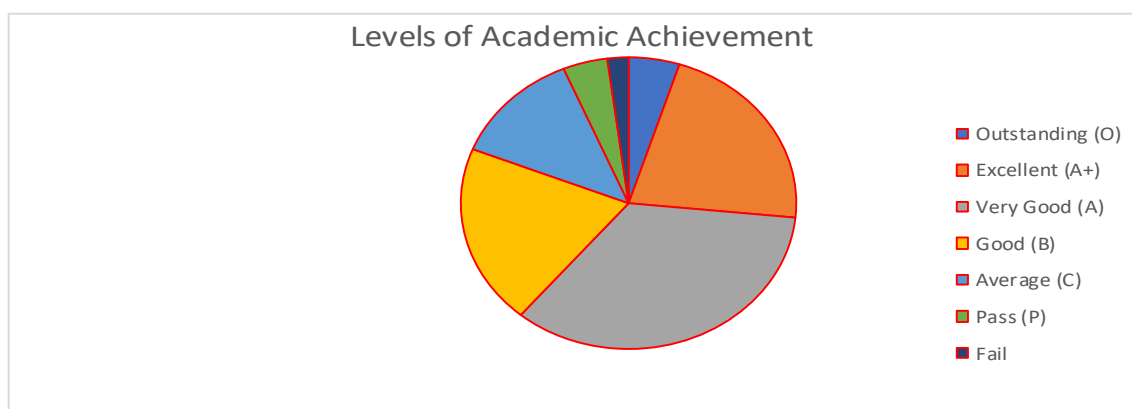
Table 3: Mean comparison of Science and Social Science college students of Kashmir on Metacognition (n=232 in each group).

Dimensions	Subject Stream	Mean	S. D	t-value
Knowledge of Cognition	Science	26.96	5.92	5.72
	Social Science	24.25	5.13	
Regulation of Cognition	Science	28.52	5.89	
	Social Science	26.13	5.12	4.46

Table 3. presents the mean comparison of Science and Social Science college students on different dimensions of Metacognition. The obtained t-values (5.72 for Knowledge of Cognition and 4.46 for Regulation of Cognition) indicate a significant difference in mean scores between science and social science students in both dimensions, surpassing the critical t-value at the 0.01 significance level.

Consequently, we reject the null hypothesis, which assumes no significant difference in mean scores between science and social science college students. Ankita Kumari (2021) and Choudhary, Mahmood, and Sidra (2020) have also found science students have better metacognition awareness as compared to social science students.

Table 04: Mean comparison of Science and Social Science college students of Kashmir on Academic Achievement (n=232 in each group).

Gender	Mean	S. D	t-value
Science	53.74	12.45	4.64
Social Science	49.18	8.30	

Table 4 presents the mean comparison between Science and Social Science College students of Kashmir on Academic Achievement. The obtained t-value of 4.64, which exceeds the critical t-value at the 0.01 significance level, indicates a significant difference in mean scores between Science and Social Science College students on Academic Achievement. Based on these significant findings, we reject the null hypothesis, which assumes no significant difference between Science College students and Social Science College students on Academic Achievement. Keithellakpam Bidyalakshmi (2019), H. Mudasir (2012) have found Students with Science background have better Academic Achievement than Students with Arts

Table 5: Showing correlation between Metacognition and Academic Achievement.

Variables	Correlation	Level of Significance
Metacognition Vs Academic Achievement	r = 0.20 *	Significant at 0.01 Level

*Significant at 0.01 level

The above table shows the relationship between Metacognition and Academic Achievement college students of Kashmir. The table shows that there is a positive correlation (r = 0.19) between Metacognition and Academic Achievement college students of Kashmir which is significant at 0.01 level. Therefor we reject the null hypothesis which reads that there is no relationship between metacognition and academic achievement.

Conclusion

The results reveal that 31.25% of undergraduate students possess an average level of metacognition, while 25.43% have above-average and 21.98% below-average

metacognition. In terms of grades, 4.95%, 21.76%, 34.69%, 20.04%, 12.71%, 4.31%, and 1.50% obtained O, A+, A, B, C, P, & F grades, respectively. Significantly, there's a difference between Science and Social Science undergraduates in Kashmir, indicating that science students have superior metacognitive abilities compared to their social science counterparts. Additionally, a notable difference exists in academic achievement, suggesting that science students outperform social science students. Moreover, a significant positive correlation was identified between metacognition and academic achievement among undergraduates in Kashmir, underscoring the link between strong metacognitive skills and better academic performance.

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SOCIAL INTELLIGENCE AND THE ACADEMIC ACHIEVEMENT: A COMPARATIVE STUDY BETWEEN CHILDREN OF WORKING AND NON-WORKING MOTHERS OF M.P.

Urfan Ahmad*

Abstract

This study was undertaken to study the social intelligence and the academic achievement between children of working and non-working mothers of Madhya Pradesh. The sample for the study was 400 including 200 children of working mothers and 200 children of non-working mothers by using stratified random sampling technique. N. K. Chadha and Usha Ganesan Social Intelligence Scale (1986) were administered for the collection of data. The result of the study highlighted that there exists no significant difference between children of working and non-working mothers of Madhya Pradesh on social intelligence. On the other hand, it has been found that children of non-working mothers were having similar academic achievement.

Keywords: Social Intelligence, Academic Achievement, Working, Non-Working, Mothers.

Introduction

It is a common notion that the age in which we are living is a scientific age. The world is making all efforts to provide quality education among children. In India education putting the future of children in a race where everyone would be searching for a shortcut for success in his life. Children play an active role in the attainment of knowledge. But when we would be in the struggle to attain successful academic achievement, it is highly important to develop their personality with an apt of a balance of social intelligence. It would not only make them competitive but also able to analyze the reason for failure. It also involves the ability to monitor one's own and others feelings and emotions. And it also discriminates among them and to use this information to guide one's thinking and actions or emotions. Social Intelligence (SI) is the ability to understand and get along well with others, and to get them to cooperate with you. Social Intelligence includes an awareness of situations and the social dynamics that sometimes referred to govern simplistically

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as "people skills," them and knowledge of interaction strategies and styles that can help a person achieve his or her objectives to deal with others. It also affects a certain amount of self-insight and cognizance of one's own perceptions and reaction patterns.

Academic achievement may be defined as the measure of knowledge of understanding of skills in a specified subject or a group of subjects. Thus, academic achievement refers to achievement in a separate subject or total scores of several subjects combined. Hence, academic achievement is concerned with the quantity and quality of learning attained in a subject or a group of subjects, after a period of instructions. For the present investigation, the academic achievement is referred to as an aggregate of marks obtained by the students in the class examination.

A working mother thus may be found more capable to tackle the teenage turmoil of her children than a non-working mother who is not much aware of the progressively changing outside world. A working mother may be more capable of providing educational, social, vocational and emotional guidance to her children.

Objectives

1. To explore the differences, if any, in Social Intelligence and its dimensions, and Academic Achievement between children of Working and Non-Working Mothers of Madhya Pradesh.

2. To examine the relationship of Social Intelligence and its dimensions, with Academic achievement among children of Working Mothers and Non-Working Mothers of Madhya Pradesh.

Hypotheses

$H_0$1. There is no significant difference in the mean scores of Social Intelligence and its dimensions between children of Working and Non-Working Mothers of Madhya Pradesh.

$H_0$2. There will be a positive relationship of Social Intelligence and its dimensions with academic achievement of   children of working and non-working mothers of Madhya Pradesh.

$H_0$3. There is no significant difference in the mean scores of Academic Achievement between children of Working and Non-Working Mothers of Madhya Pradesh.

Research Design

This study was designed to study Social Intelligence and academic achievements of children of working and non-working mothers. As such, descriptive method of research was employed. The sample consisted of 400 students of High and Hr. secondary schools in Madhya Pradesh. N. K. Chadha and Usha Ganesan Social

Intelligence Scale (1986) was used to measure their Social Intelligence. The collected data were analyzed by using Average mean S.D. and t.test method. To measure the academic achievement, aggregate marks obtained by the subjects in classes were taken as their academic achievement.

Sample

The sample for this study was collected from 10 High and Hr. Sec. Schools of district Bhopal and Hoshangabad (M.P). The sample consisted of 400 students, of which 200 children of working and 200 children of non-working mothers. The sample has been selected on the basis of stratified random sampling technique.

Tools used:

The following tool was employed for the purpose of collecting data from the selected subjects:

Social Intelligence Scale: For the measurement of social intelligence students of working and non-working mothers of Kashmir and Chaddha and Usha (1986) social intelligence scale was used. The social intelligence scale comprises of 66 items. The Cronbach alpha for the overall scale and its dimensions was found to be more .859, which is acceptable as per the researchers. To measure the academic achievement, aggregate marks obtained by the subjects in classes were taken as their academic achievement.

Procedure

The researcher approached the administrative authorities of the school for the permission of collection of data for the present research. After getting proper permission, the students were personal contacted and the purpose of research was explained to each one of them. Ethical considerations were given due weightage.

Statistical treatment

The data of the present study was analysed by using SPSS (20.0). The Pearson's product moment correlation and independent sample t-test was used in the current research in order to achieve the objectives of the present study.

Results and interpretation
Table No.1: Showing the mean comparison between the children of working and non-working mothers of M.P in social intelligence and its dimensions.

Variables	Status	N	Mean	S.D	df	t.value	sig.
Patience	CWM of M.P.	200	19.37	3.11	398	0.78	0.84
	CNWM of M.P.	200	19.46	3.54			
Co-operativeness	CWM of M.P.	200	24.06	2.86	398	0.28	0.97
	CNWM of M.P.	200	24.42	3.87			
Confidence	CWM of M.P.	200	19.64	3.35	398	0.43	0.66
	CNWM of M.P.	200	19.90	3.23			
Sensitivity	CWM of M.P.	200	20.87	3.27	398	0.73	0.46
	CNWM of M.P.	200	20.98	3.18			
R-S-Env.	CWM of M.P.	200	0.80	0.81	398	0.18	0.85
	CNWM of M.P.	200	0.70	0.70			
Tactfulness	CWM of M.P.	200	3.59	3.15	398	0.48	0.96
	CNWM of M.P.	200	3.42	1.33			
Sense of humour	CWM of M.P.	200	2.65	1.32	398	0.91	0.91
	CNWM of M.P.	200	2.63	1.35			
Memory	CWM of M.P.	200	6.65	2.58	398	0.21	0.21
	CNWM of M.P.	200	6.33	2.57			
Total	CWM of M.P.	200	97.64	10.43	398	0.83	0.41
	CNWM of M.P.	200	97.86	13.59			

(*0.05 and** 0.01 levels of significance)

It is evident from table no. 1 that there exists no significant mean difference between children of working and non-working mothers of M.P on the dimensions of patience, cooperativeness, confidence, sensitivity, recognition social environment, tactfulness, sense of humour and memory as their calculated t-values are 0.78, 0.28, 0.43, 0.73, 0.18, 0.48, 0.91, and 0.21 respectively which is less than the tabulated values at 0.05 level of significance.

Further, the above table shows that there exists an insignificant difference between children of working and non-working mothers of M.P on social intelligence with each other as their calculated t- value is (0.83) which is less than the tabulated value at 0.05 of the level of significance. Therefore, the hypothesis which reads "there is no significant mean difference in social intelligence between children of working and non-working mothers of M.P" stands accepted.

Table No.2: Showing the mean comparison between the children of working and non-working mothers of M.P in academic achievement.

Variables	Status	N	Mean	S.D	df	t.value	sig.
Academic Achievement	CWM of M.P.	200	67.59	12.72	398	1.28	0.2
	CNWM of M.P.	200	69.18	12.02			

(*0.05 and **0.01 levels of significance)

It is evident from table no.2 that there exists no significant mean difference between children of working and non-working mothers of M.P on academic achievement the calculated t-value (1.28) which is less than the tabulated value at 0.05 level of significance. Therefore, hypothesis which reads "there is no significant mean difference in academic achievement between children of working and non-working mothers of M.P" stands accepted.

Table No. 3: Showing the relationship of social intelligence and its dimensions with academic achievement of children of working and non-working mothers of M.P.

Variables	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	X1
Y1	1									
Y2	.54**	1								
Y3	.55**	.63**	1							
Y4	.58**	.63**	.61**	1						
Y5	-0.13	-0.02	-0.02	-0.01	1					
Y6	.05	.19	.14	.13**	-0.08	1				
Y7	.12**	.21	.24**	.21**	-0.01	.06	1			
Y8	.31**	.29	.35**	.27**	0.02	.09	.22**	1		
Y9	.35**	.48**	.46**	.44**	0.07	.21**	.14**	.34**	1	
X1	.08	.13**	.10*	.10*	0.02	0.05	.11*	.17**	.20**	1

**Correlation is significant at the 0.01 level (2tailed).
*Correlation is significant at the 0.05 level (2tailed).
Y1=Patience, Y2=Co-operativeness, Y3=Confidence, Y4=Sensitivity, Y5= Recognition of social environment. Y6=Tactfulness, Y7=Sense of humour, Y8=Memory, Y9=Total, and X1=Academic achievement

It is evident from table no. 3 that there exists a significant positive correlation between academic achievement and all the dimensions of social intelligence like co-operativeness (Y2), confidence (Y4), sensitivity (Y5), sense of humour (Y7) and memory (Y8) as their calculated coefficients of correlation turned out 0.13, 0.10,

0.10, 0.11 and 0.17 respectively which are positive and significant. The above table also depicts that there exists an insignificant positive correlation between academic achievement and patience (Y1), recognition of social environment (Y5) and tactfulness (Y6), dimension of social intelligence as their calculated coefficient of correlation turned out 0.08, 0.02 and 0.05 respectively which are insignificant.

Table no. 3 also reveals that there exists a significant positive relationship between academic achievement and social intelligence as the coefficient of correlation turned out 0.20 which is significant at both the levels of significance. Therefore, the hypothesis which reads "There will be a positive relationship of social intelligence with academic achievement of children of working and non-working mothers of M.P" stands accepted. Hence it can be interpreted that academic achievement has positive relation with the social intelligence. On the basis of above findings, it can be said that children's having high social intelligence are found to possess high academic achievement.

Discussion

No significant mean difference was found among the children of working and non-working mothers of M.P on the dimension of patience, co-operativeness, confidence, sensitivity, recognition of social environment, sense of humour, memory and in overall social intelligence as the obtained t-values were insignificant at both levels of significance.

No significant mean difference between working and non-working mothers of M.P on the measure of academic achievement. As the obtained t-value 1.28 was found is less than the tabulated value at the 0.05 level of significance. Thus we can say that children of working and non-working mothers are similar to the measure of academic achievement.

A significant and positive correlation was found between academic achievement and co-operativeness, confidence, sensitivity, sense of humour and memory of children of working and non-working mothers of M.P as the obtained coefficient of correlation (r) 0.13, 0.10, 0.10, 0.11, 0.17 and 0.20 respectively exceeds the critical value at the 0.05 levels of significance. However insignificant positive correlation was found between the academic achievement and patience, recognition of social environment and tactfulness dimension of social intelligence of the children of working and non-working mothers of M.P. as per the obtained coefficient correlation (r) 0.08, 0.02 and 0.05 which is insignificant at the 0.05 level of significance.

The study findings were accordance with the findings of Suresh, Prabu (2015) revealed that there was no significant mean difference between male and female

students with respect to social intelligence. Asma, Nazir (2013) found there was a significant mean difference between male and female children of college students in on social intelligence and achievement. Al Makahleh and Ziadat (2012) and Sembiyan et al. (2011) indicate that there exist no gender differences in relation to social intelligence. Panigrahi (2005), Gereman (2006): they also found that female students possess more social intelligence than male students. Gereman (2006) observed significant difference out of eight dimensions in patience, social intelligence of undergraduate students in relation to their gender and subject stream, co-operativeness, sensitivity and recognition of social environment between male and female students. Maqbool and Akbar (2013) found that there was a significant difference between science and social science student on academic achievement. Robert H (2003) revealed that there a significant difference between emotional intelligence and academic achievement according to gender. Tankinci and Yaldiram (2010) found week relationship between social intelligence and academic achievement. Meijs N, Antonius, H. N, Cillessen, Ron, Scholte, Seger. E. Spijkersman (2008) revealed that there was no significant correlation between social intelligence and academic achievement.

Conclusion

The present study was undertaken to study the social intelligence and the academic achievement of children of working and non-working mothers of Kashmir and M.P. The overall findings of the present research study revealed the difference and relationship between children of working and non- mothers of M.P on the measures of social intelligence and its dimensions, and academic achievement.

- A significant positive correlation was found between academic achievement and all the dimensions of social intelligence (patience, co-operativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory) of children of working and non-working mothers of M.P.
- There exists a significant positive relationship between academic achievement and social intelligence of children of working and non-working mothers of M.P.
- A significant positive correlation was found between academic achievement and (curiosity and open-mindedness) dimensions of the scientific temper of children of working and non-working mothers of M.P.

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COMPARISON OF THE EFFECTS OF MID-DAY MEALS ON THE ENROLLMENT AND RETENTION OF STUDENTS FROM GENDER PERSPECTIVE IN DISTRICT PULWAMA.

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Abstract

Mid-Day Meal Scheme was initiated on the basis of the philosophy that "when children haveto sit in class with empty stomachs, they cannot focus on learning". It is a major programme launched all over the country, not only to attract the children into the embrace of schooling but also to provide nutritional support for generating necessary interest both physical and psychological among the children to ensure their presence in the school. The present paper is about comparison of male and female students as per their enrollment and retention is concerned form 2008 -2013. The paper depicts that there is high percentage of female students enrolled at upper-primary level as compared to male students in Education and it also shows that the percentage of retention of female students at upper-primary level is highas compared to male students in Education.

Keywords: Mid- Day Meals, Enrollment, Retention. Perspective

Introduction

India is one of the developing nations. Despite all its economic prosperity in certain areas, India lags behind on many social parameters. One of them is child nutrition and nourishment. 42% of the Indian children under the age of 5 are underweight. Most children belonging to the economically- backward background are foregoing schooling to supplement their family's income. The surest way to break out of the cycle of poverty is through education. Education can significantly improve the quality of life of a family for generations to come. Education is regarded as the corner stone of economic growth and social development. When the basic needs of a child such as food are not met, education becomesthe last priority. The situation of children in India has been aptly described as "silent emergency" in terms of both education and health. India has some of the worst indicators of child well-beingin the world. Nearly half of all Indian children are malnourished, whether we use the weight-for-age or height-for-age criterion. In recent years' significant initiatives

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have been taken by the Government of India to improve educational indicators. To increase the literacy rate, reduce drop-out rate, and to increase the enrollment rate in the schools the Government has introduced several schemes since independence for promoting education among school going children such as Integrated Child Development Scheme (ICDS), NGO supported schools, Asharam schools, Sarva Shiksha Abhiyan (SSA), Balwadis, etc., but when these schemes failed to achieve the desired goal, the new educational promotion scheme under the name of Mid- Day Meal Scheme (hereinafter MDMS) to universalize primary education was launched.

Mid-Day Meal Scheme was initiated on the basis of the philosophy that "when children have to sit in class with empty stomachs, they cannot focus on learning". It is a major programme launched all over the country, not only to attract the children into the embrace of schooling but also to provide nutritional support for generating necessary interest both physical and psychological among the children to ensure their presence in the school. The MDMS is implemented largely at the state and local level and for this reason; the scheme has experienced unique rates of success and sets of problems in individual states. Further, the MDMS is seen as a tool for realizing both the 'right to food' and 'right to education'. The MDMS is seen as boosting school enrollment, enhance pupil attendance on a daily basis and enhance learning achievements, insofar as 'class-room hunger' undermines the ability of pupils to concentrate and perhaps even affects their learning skills. This scheme covers students from 1st standard up to upper-primary level studying in Government, Government aided and local body schools and from 2002, covers children studying in Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) centers. Central assistance under the scheme consisted of free supply of food grains and subsidy for transportation and cooking costs of food grains subject to a ceiling.

Introduction of MDMS is a well-intentioned programme. Government of India has attempted to address the fundamental problems of health, education, and overall development of children in the country by implementing this programme. School meal programme also provides parents with a strong incentive to send children to school, thereby encouraging enrollment and reducing absenteeism and drop-out rates. There is also evidence to suggest that apart from enhancing school attendance and child nutrition, mid-day meals have an important social value and foster equality. As children learn to sit together and share a common meal, one can expect some erosion of caste prejudices and class inequality. Moreover, cultural traditions and social structures often mean that girls are much more affected by hunger than boys. Thus, the mid-day meal programme can also reduce the gender gap in education, since it enhances female school attendance. As the PROBE report notes: "Parents are not generally opposed to female education, but they are reluctant to pay for it". School meals make a big difference here, by reducing the private costs of schooling. Mid- day meal scheme has also helped the poor families, engulfed in

poverty, hunger and starvation striving hard to have one square meal a day, cannot even think of sending their children to schools. The contribution of mid-day meals to food security and child nutrition seems to be particularly crucial in tribal areas where hunger is endemic (Dreze and Goyal, 2003). Highlighting the importance of MDMS Saxena (2003) claimed that it has lowered the widespread incidence of malnutrition primarily among the children of poor families and to increase their access to education. Shiv Kumar (2003) says that school feeding programme serve as a very effective mechanism for strengthening the socialization process. It helps to break the caste and class barriers. The MDMS has many positive attributes such as:

- Educational advancement,
- Child nutrition, and
- Social equity.

Table 1 summarizes the chronological order of the launch of Mid-Day Meal cheme in different states of India.

S. No.	Name of the States	Year of Launching MDMS
01.	Tamil Nadu	1923
02.	West Bengal	1928
03.	Maharashtra	1942
04.	Karnataka	1946
05.	Uttar Pradesh	1953
06.	Kerala	1960
07.	Bihar	1995
08.	Andhra Pradesh	1995
09.	Madhya Pradesh	1995
10.	Rajasthan	1995
11.	Arunachal Pradesh	1995
12.	Punjab	1995
13.	Haryana	1995
14.	Himachal Pradesh	1995
15.	Jammu and Kashmir	1995
16.	Meghalaya	1995
17.	Jharkhand	2003

Source: Planning Commission, Government of India, 2010

Overview of Mid-Day Meal Scheme in Jammu and Kashmir

Mid-Day Meal Scheme was started in Jammu and Kashmir on 1st September 2004. Under this scheme cooked food is supplied to students at primary schools from standard I to V. From October 2007, the scheme has been extended to students studying in upper-primary schools from VI to VIII. As per the guidelines of the scheme, 100 grams of rice and 20 grams of dal per student per day are supplied to

primary schools while as 150 grams of rice and 30 grams of dal per student per student is supplied to upper-primary schools. Cooking assistance of Rs 1.58 for primary and Rs 2.40 upper-primary per child per school day and reimbursement of transportation cost @ Rs 125 per quintal is provided by Government. The Government of India provides rice and Government of Jammu and Kashmir provides fund towards purchase of dal, vegetables, oil, condiments, etc. The scheme, in its first year of implementation has led to the following positive outcomes:

- Elimination of class-room hunger,
- Increase in enrollment, more significantly of girls,
- Surge in daily attendance, particularly of girls and children from poorer sections,
- Improvement in retention, learning ability and achievement,
- Curbing of teacher absenteeism,
  Narrowing of social distance.
  In a new path-breaking initiative, it has been decided to empower mothers of the school children covered under the scheme to supervise the preparation and serving of the meal. This initiative is aimed at giving mothers a voice and a role and greater ownership of the Programme.

Literature Review

1. "Cooked Mid-Day Meal Scheme in West Bengal - A Study of Birbhum district". Professor Amartya Sen's Pratichi Research Team (2005): The study shows that Mid- Day Meal Scheme has made positive intervention in universalization of elementary education by increasing enrollment and daily attendance. The increase has been more marked with respect to girls and children belonging to SC/ST categories. The study also points out that MDMS has contributed to reduction in teacher absenteeism and a narrowing of social distances.

2. "Situation Analysis of Mid-Day Meal Programme in Rajasthan." University of Rajasthan and UNICEF; Prof. Beena Mathur (2005): The study states that the introduction of menu-based mid-day meal has positive impact on the enrollment and attendance of children. It has contributed to social equity, as children sit together and share a common meal irrespective of caste and class. It has further contributed to gender equity in that it has provided employment to women.

3. "Mid-Day Meal Scheme in Delhi – A Functioning Programme" Anuradha De, Claire Noronha and Meera Samson; CORD; (2005): The study reveals that there is a positive impact of MDMS on attendance of girl students especially on those who often come to school without breakfast.

4. "Mid –Day Meal Scheme in Karnataka," by National Institute of Public Cooperation and Child Development, Annual Report (2005-06): The report reveals that MDMS hasimproved the school attendance in majority of the schools and reduced absenteeism. It has fostered a sense of sharing and fraternity and paved the way for social equity.

5. "Mid-Day Meal Scheme in Madhya Pradesh – An Evaluation Study" by National Institute of Public Cooperation and Child Development, Indore (2007): The study reveals that the scheme has undoubtedly resulted in increased school attendance and facilitated in retention of children in school for a longer period. The scheme has played a crucial role in reducing drop-out rate, especially among girls. The scheme has also played a key role in bringing social equity.

6. "Impact of Mid-Day Meal Programme on educational and nutritional status of school children in Karnataka – A Study" by A. Laxmaiah and K. V. Sharma. The results of the study indicated better enrollment ($p<0.05$) and attendance ($p<0.001$), higher retention rate with reduced drop-out rate ($p<0.001$) a marginally higher scholastic performance and marginally higher growth performance of children receiving mid-day meals. The MDM Programme is also associated with a better educational and nutritional status of school children in Karnataka.

7. An Assessment of Mid-Day Meal Programme and Impact in Udaipur district – A Study" by Julia Blue (2005): The results of the study indicated that the scheme has had some impact on enrollment and attendance in Udaipur district. The school mealshave likely boosted the enrollment and attendance of the youngest primary school children, but their ability to affect the attendance and retention of older students is questionable.

8. "Mid-Day Meal Scheme and Growth of Primary Education - A case study of District Anantnag in Jammu and Kashmir" by Yawar Hamid and Asmat Hamid (2012): The results of the study indicated that the average annual growth rate of enrollment has increased in the post Mid-Day meals period (0.24%) in comparison to pre Mid-Day meals period (-10.58%).The percentage of average attendance has increased in the post Mid-Day meals period (82.42%) in comparison to pre Mid-Day meals period (64.71%).The average drop-out rate of students has declined in the post Mid-Day meals period (14.22%) in comparison to pre Mid-Day meals period (25.15%).

9. "Impact of Mid-Day Meal Scheme on Enrollment of Elementary School Students in the Union Territory of Chandigarh – A Study" by Anita Nangia and MS Poonam

(2011): The results reveal that over the period of three years that is from 2006-2009 there is significant increase in the enrollment of students at primary level (20.16%) and upper primary level (23.76%).

Table 1.2 Comparison of the effects of mid-day meals on the enrollment and retention of students from gender perspective in district Pulwama.

S. No	Name of the school	Enrollment in 2008-09		Enrollment in 2009-10		Enrollment in 2010-11		Enrollment in 2011-12		Enrollment in 2012-13	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
01	GMS* Narbal	21	13	25	17	28	22	30	29	32	32
02	GMS Larve	14	11	19	13	23	19	27	22	31	25
03	GMS Qazigund	15	10	19	14	24	15	28	19	32	21
04	GMS Parigam	19	10	22	13	26	16	32	18	37	22
05	GMS Pinglena	20	11	23	17	27	20	31	22	37	23
06	GMS Ratnipora	14	14	17	20	21	22	26	26	27	31
07	GMS Kakapora	13	16	16	20	20	22	23	28	26	32
08	GMS Nehama	17	13	22	15	25	20	28	24	29	31
09	GMS Narow	16	11	19	16	20	21	25	25	27	29
10	GMS Dougam	12	10	14	16	17	20	21	24	25	29
11	GMS Marval	17	09	19	14	22	17	25	24	27	28
12	GMS Urichersoo	13	10	15	16	20	18	23	21	26	26
13	GMS Sather Gund	11	10	13	16	17	18	20	22	23	27
14	GMS Hajibal	15	11	17	16	20	20	23	26	26	29
15	GMS Wandalpura	12	08	15	14	18	18	20	24	23	30
16	GMS Hassnwani	16	09	20	11	24	15	27	19	30	20
17	GMS Zadora	19	07	22	13	22	21	26	26	31	28
18	GMS Lelhar	13	07	15	11	15	17	18	22	21	27
19	GMS Gundpora	12	10	14	12	16	16	18	22	21	26
20	GMS Newa	15	10	17	15	19	20	22	25	26	26
	TOTAL	304	210	363	299	424	377	493	468	557	542

The perusal of above table shows the comparison of male and female students as per their enrollment and retention is concerned form 2008 -2013. The above table depicts that in 2008 the enrollment and retention of male students was 304 which increases up to 557 in 2013, which means addition of 253 students. While as role of female students in 2008 was 210 which increase up to 542 in 2013, which means an addition of 332. So, girls show more enrollment and retention as compared the boys. The table also shows that in year 2011-12 there was a tremendous growth in female students i.e., from 377 in 2010 to 468 in 2011-12.

Findings of the Study

1. There is significant effect of Mid-Day Meal Scheme at upper-primary level in EducationBlock Kakapora.
2. There is high percentage of female students enrolled at upper-primary level as compared to male students in Education Block Kakapora.

3. The percentage of retention of female students at upper-primary level is high ascompared to male students in Education Block Kakapora.
4. There is significant effect of Mid-Day Meal Scheme at regularity and punctuality ofstudents at upper-primary level in Education Block Kakapora.
5. There is significant effect of Mid-Day Meal Scheme on motivation of students towardstheir studies at upper-primary level in Education Block Kakapora.
6. There is significant effect of Mid-Day Meal Scheme on the satisfaction level of economically backward parents to send their wards to schools at upper-primary levelin Education Block Kakapora.

Conclusion

Education moulds consciousness and character of a person. Realizing the importance of education, both the central and state Governments, since independence have taken many measures to universalize primary education. Among the various measures undertaken in the recent past, the National Programme of Nutritional Support to primary education or popularly known as Mid-Day Meal Scheme is a landmark programme in the direction of spreading primary education. The main focus of MDMS is to increase enrolment, retention and simultaneously, take care of the nutritional health of primary level and upper-primary level school going children. To know the impact of the programme this study was carried out in Education Bock Kakapora of district Pulwama.

The study found that the MDMS has produced a positive impact in case of enrollment, attendance, and retention. Most of the students in all the schools confirmed during this evaluation that mid-day meal is a main incentive for attracting them for attending school on a regular basis.

Data also reflects that the mid-day Meal scheme has reduced the burden of the parents for providing one-time meal to their children as many of them do not take breakfast in the morning and very few students bring lunch boxes in the school and majority students do not take meals at home after going back from school. It is proven to be a great support to the families especially of low socio-economic status. It is also observed that Mid-Day Meals aid in active learning of children which directly improves their academic performance and the scheme has also played a significant role in bringing social equity. The results also indicated that MDMS is a motivating force for the children to attend the school.

Though the impact of MDMS is impressive in terms of enrollment, attendance, retention anddrop-out rates, at the same time the scheme suffers from a number of bottlenecks in the course of its implementation. Financial allocation for the operation of this scheme is inadequate and irregular, supervision and monitoring of

programme is not regular. The study hours of the school are getting affected due to direct involvement of teachers in the management and operation of the noon meals. At the end, we may say that MDMS is a massive social welfare programme aiming at attracting children to the educational mainstream and also providing them with all the much-needed supplementary nutrition to make them healthy and worthy citizens of the country.

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STUDY OF LIFE SKILLS AND PERSONAL OUTCOMES OF ADOLESCENT STUDENTS WITH DIFFERENT DOMAINS OF PARENTING STYLES.

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Abstract

The present study was conducted to study the life skills and personal outcomes of adolescent students with different domains of parenting styles. In order to conduct the present study 200 adolescent students from government secondary schools, 200 adolescent students from private secondary schools of Amritsar city of Punjab state were selected randomly. The Parenting Scale (R.L. Bhardwaj, H. Sharma & A. Garg, 1998), Life-Skills Assessment Scale (A. Radhakrishnan Nair, R. Subasree & Sunita Ranjan, 1956) and Personal Outcomes Questionnaire (Dr. Deepa Sikand Kauts & Ms. Arkaza, 2018) were used as tools for the present study. Significance of difference statistics has been employed to test hypotheses of the study. The findings of the study revealed that the different domains of parenting styles have no direct influence on life skills of adolescents and vice versa. It is also found that the freedom and discipline domain of parenting style contributes to personal outcomes of students in the government secondary schools. Another finding is that the rejection and acceptance domain of parenting style contributes to personal outcomes of students in the private secondary schools.

Keywords: Adolescent students, Life skills, Parenting Styles, Personal Outcomes.

Introduction

Adolescence is a unique and important stage of life that is marked by tremendous development and change at every level of functioning. Adolescent experiences have significant and enduring effects on young people's future development, financial stability, health, and well-being (Patton et al., 2016). Adolescents must deal with a wide range of complicated issues during this time, including forming their sense of self, becoming independent, and getting ready for adulthood. The bond that adolescents have with their parents and the parenting style they are exposed to are important elements that might affect how they experience this period.

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Parenting Style

The behaviour patterns, beliefs, and activities of parents that have an impact on their children's social, psychological, and intellectual development are referred to as parenting styles (Darling & Steinberg, 1993). According to Baumrind (1967), The idea of parenting style is employed to describe the typical variances in parental efforts to discipline and socialize their kids. According to Mezulis (2016) both positive and negative facets of the parent-adolescent connection were linked to outcomes for teenage mental health. Inaja, Anake and Okoi (2017) found that adolescents brought up under democratic parenting style are more adjusted than those who brought up autocratic and permissive parenting style in the social adjustment. Asudani (2017) recommended that adolescents from urban areas have a higher level of adjustment than rural areas in accepting parenting style and there is no difference in level of adjustment between urban and rural adolescents with rejecting parenting styles. Pachter et al. (2019) recommended that adolescents who expressed a greater degree of parental warmth and encouragement had better results for their cognitive and physical health in their adulthood, even after regulating other variables like socioeconomic position and childhood health.

Life Skills

According to the World Health Organization (1999), life skills can be understood as a collection of intellectual, social, and personal abilities known that allows individuals to successfully handle the requirements and difficulties of daily life. These are capacities for flexible and constructive conduct that allow people to successfully navigate the demands and obstacles that they face in their day-to-day life (United Nations Children's Fund, 2012). Leffert et al. (2018) found that life skills include a wide range of skills and competencies that facilitate well-being, positive attitude and development across the lifespan. Slicker et al. (2005) conducted a study on the relationship of parenting style to older adolescents' life-skills development in the United States, this study's findings imply that having experienced a parenting style that was very responsive is associated with older adolescents' development of good life skills. Satyabhama and Eljo (2016) conducted a study on Life Skills Among Adolescent Girls tried to find out the level of among 75 rural adolescent girls, the findings suggested that majority of respondents have low level of life skills and there is a significant relationship between family interactions and overall life skills of adolescent   girls.

In the investigation of the findingrelationships between parenting styles, life skills,and psychological wellbeing in Chinese adolescent populations, Cheng et al. (2019)discovered that anauthoritative parenting style is favourably related to the develoment

of life skills and psychological wellbeing in adolescents. Razak et al. (2020) investigates how parental practices affect adolescents' acquisition of life skills and found that an authoritative parenting style is a crucial style to encourage teenagers to develop their life skills.

Personal Outcomes

Personal outcomes are the beneficial adjustments or consequences that people encounter as a result of taking part in certain activities, initiatives, or programmes. Each individual will experience these benefits differently, but they may include enhancements in life satisfaction, overall wellness, and capacity for reaching personal goals (Hickey et. al, 2016). In order to investigate the connection between parental styles and academic achievement among Chinese teenagers, Li and Li (2015) undertook longitudinal research. Findings suggested that authoritarian and permissive parenting were shown to be connected with lower levels of academic performance, whereas authoritative parenting was found to be associated with better levels of academic performance. Also, it was shown that parental warmth and control had varied effects on academic success, with warmth being more significant for younger adolescents and control being more significant for older adolescents. In 2015, Padilla-Walker et al. examined the effect of parenting style on emotional regulation of adolescents. In comparison to adolescents of authoritarian or permissive parents, they discovered that adolescents of authoritative parents had greater levels of emotional control and lower levels of emotional distress. Fernandes (2016) conducted a study to look at emotional intelligence and resilience in teenagers who believed their parents had either functional or dysfunctional parenting styles. Findings in relation to emotional intelligence show that dysfunctional parenting was linked to poorer emotional intelligence. Families are going to split up in today's changing world. Despite the fact that many families must rely on parents for financial assistance, good social and emotional development depends on more factors than just the quantity of time spent with children. (Miller,2017). Adolescent students may commit suicide while their parents are absent because they have various social, emotional, and behavioural issues as a result of their lack of interaction with them. According to the most recent data, 9,474 students committed suicide in 2016 in India, which is more than one every hour, with 26 suicides being recorded every 24 hours (Kumar, 2018). According to research, adolescent suicide is caused by mental health issues (Samuel, 2013), a lack of counselling and direction (Saha, 2017), and these factors necessitate parental assistance.

The conclusion drawn from the aforementioned analysis of the literature is that there isn't single research that includes the dependent variables of personal outcomes and life skills along with the independent variables of parenting methods. On behalf of this information the aim of the study is to examine the life skills and personal outcomes of adolescent students with different domains of parenting styles.

Objectives of the study

1. To study life skills and personal outcomes scores of govt. and private secondary school students with different domains of parenting styles.

Hypotheses of the study

1. There is no significant difference between mean life skills scores of govt. secondary school students and different domains of parenting styles.

2. There is no significant difference between mean life skills scores of private secondary school students and different domains of parenting styles.

3. There is no significant difference between mean personal outcomes scores of govt. secondary school students and different domains of parenting styles.

4. There is no significant difference between mean personal outcomes scores of private secondary school students and different domains of parenting styles.

Delimitation of the study

The study was delimited to 9th and 10th grade students of govt. and private secondary schools of Amritsar city of Punjab state only.

Design of the study

This study falls under descriptive research.

Sample

In order to conduct the study, 4 schools of the Amritsar city of Punjab state, 2 schools were Government and 2 were Private had been selected by using random technique. All the ninth & tenth grade students had been selected from four schools that were taken as a sample in order to conduct a study. The sample consists of 200 Adolescent students from Government secondary schools, 200 Adolescent students from Private secondary schools.

Tools used

Following tools were used for collecting data for the present study:

1. The Parenting Scale (R.L. Bhardwaj, H. Sharma & A. Garg, 1998)
2. Life-Skills Assessment Scale (A. Radhakrishnan Nair, R. Subasree & Sunita Ranjan, 1956)

3. Personal Outcomes Questionnaire (Dr. Deepa Sikand Kauts & Ms. Arkaza, 2018)

Statistical techniques

Significance of difference statistics has been employed to analysis the data.

Procedure of the study

Four schools were selected randomly, two schools were Government secondary schools and two schools were Private secondary schools. All the students of 9th and 10th grade of Government as well as Private secondary school were taken as a sample. After that The Parenting Scale (R.L. Bhardwaj, H. Sharma & A. Garg), Life-Skills Assessment Scale (A. Radhakrishnan Nair, R. Subasree & Sunita Ranjan) and Personal Outcomes Questionnaire (Dr. Deepa Sikand Kauts & Ms Arkaza), were administered on the selected sample. After that tools filled by the sample are scored and subjected to analysis for testing the framed hypotheses.

Results

The gathered data have been analysed under the following categories:

A. Analysis of the differences between mean life-skills scores of govt. Secondary school students and different domains of parenting style

Means, standard deviations, standard error of difference of means and t-ratios to compare the life skills of govt. secondary school students, and different domains of parenting style have been calculated and in below table 1

Table 1: Summary of significance of difference of the life-skills of govt. secondary school students and different domains of parenting style

Domains of parenting style	Number	Mean	S.D.	Mean Difference	S. E$_D$	t-ratio	p-value
Rejection	21	335.67	25.240	7.298	5.395	1.353	.178
Acceptance	179	328.37	23.172				
Carelessness	104	331.38	23.574	3.947	3.301	1.196	.233
Protection	96	327.44	23.050				
Neglect	51	326.96	21.596	-3.395	3.790	-.896	.371
Indulgence	149	330.36	23.927				
Utopian expectation	57	331.14	25.522	2.287	3.664	.624	.533
Realism	143	328.85	22.492				
Lenient standards	71	332.66	24.910	4.918	3.441	1.429	.155
Moralism	129	327.74	22.352				
Freedom	25	331.60	21.105	2.274	4.992	.456	.649
Discipline	175	329.33	23.643				

Faulty role expectation	80	332.16	23.265	4.454	3.364	1.324	.187
Realistic role expectation	120	327.71	23.331				
Marital conflicts Marital adjustment	62 138	332.92 327.95	25.349 22.318	4.970	3.561	1.396	.164

The table 1 clearly depicted that p- value for difference between mean scores of life skills and different domains of parenting styles are found to be .178, .233, .371, .533, .155, .649, .187, .164 respectively which is greater than 0.05 level of significance. Therefore, the data provides sufficient evidence to accept the hypothesis that "there exists no significant difference between the mean score of life skills of govt. secondary school students and different domains of parenting styles". On the contrary, George et.al (2017) showed the result that with poor parenting, most of the respondents also have low EI in self-awareness, motivation, and social skills which has to be addressed for the future of the country.

2. Analysis of the differences between mean life-skills scores of private secondary school students and different domains of parenting style

Means, standard deviations, standard error of difference of means and t-ratios to compare the life skills of private secondary school students, and different domains of parenting style have been calculated and in below table 2

Table 2: Summary of significance of difference of the life-skills of private secondary school students and different domains of parenting style

Domains of parenting style	Number	Mean	S.D.	Mean Difference	S. E$_D$	t-ratio	p-value
Rejection	46	325.30	24.703	-5.300	3.814	-1.390	.166
Acceptance	154	330.60	22.075				
Carelessness	24	325.17	21.145	-4.708	4.950	-.951	.343
Protection	176	329.88	22.953				
Neglect	58	331.64	26.945	3.173	3.547	.895	.372
Indulgence	142	328.46	20.838				
Utopian expectation	104	326.53	18.370	-5.950	3.200	-1.859	.064
Realism	96	332.48	26.454				
Lenient standards	101	328.69	22.536	-1.398	3.224	-.434	.665
Moralism	99	330.09	23.063				

Freedom	27	325.70	21.426	-4.256	4.710	-.904	.367
Discipline	173	329.96	22.957				
Faulty role expectation	58	332.10	22.261	3.829	3.544	1.080	.281
Realistic role expectation	142	328.27	22.933				
Marital conflicts	67	329.88	23.923	.745	3.417	.218	.828
Marital adjustment	133	329.14	22.227				

The table 2 clearly depicted that p- value for difference between mean scores of life skills and different domains of parenting styles are found to be .166, .343, .372, .064, .065, .367, .281, .828 respectively which is greater than 0.05 level of significance. Therefore, the data provides sufficient evidence to accept the hypothesis that "there exists no significant difference between the mean score of life skills of private secondary school students and different domains of parenting styles". On the contrary, the study of Mehrinejada, Rajabimoghadamb and Tarsafic (2015) found that Authoritative parenting style can help increase the creativity of children.

3. Analysis of the differences between mean personal outcomes scores of govt. Secondary school students and different domains of parenting style

Means, standard deviations, standard error of difference of means and t-ratios to compare the personal outcomes of govt. secondary school students, and different domains of parenting style have been calculated and in below table 3.

Table 3: Summary of significance of difference of the personal outcomes of government secondary school students and different domains of parenting style

Domains of parenting style	Number	Mean	S.D.	Mean Difference	S. E_D	t-ratio	p-value
Rejection	21	123.43	25.293	-6.812	5.409	-1.259	.209
Acceptance	179	130.24	23.231				
Carelessness	104	131.33	25.353	3.754	3.321	1.130	.260
Protection	96	127.57	21.231				
Neglect	51	130.82	24.171	1.743	3.817	.457	.648
Indulgence	149	129.08	23.309				
Utopian expectation	57	126.53	21.358	-4.383	3.663	-1.196	.233
Realism	143	130.91	24.141				
Lenient standards	71	130.76	22.976	1.916	3.476	.551	.582
Moralism	129	128.84	23.818				

Freedom	25	120.04	22.221	-10.520	4.941	-2.129	.034
Discipline	175	130.56	23.232				
Faulty role expectation	80	130.55	25.151	1.708	3.396	.503	.615
Realistic role expectation	120	128.84	22.384				
Marital conflicts	62	128.84	25.972	-.995	3.599	-.276	.783
Marital adjustment	138	129.83	22.368				

The table 3 clearly depicted that p- value for difference between mean scores of life skills and different domains of parenting styles that are Rejection and Acceptance, Carelessness and Protection, Neglect and Indulgence, Utopian expectation and Realism, Lenient standards and Moralism, Freedom and Discipline, Faulty role expectation & Realistic role expectation and Marital conflicts and Marital adjustment are found to be .209, .260, .648, .233, .582, .615, .783 respectively which is greater than 0.05 level of significance. Therefore, the data provides sufficient evidence to accept the hypothesis that "there exists no significant difference between the mean score of personal outcomes of govt. secondary school students and different domains of parenting styles". This finding is in tune with the study of Bajaria (2015) that showed the result that no significant relationship between the self-concept of adolescents with the three dimensions i.e., authoritative, authoritarian, and permissive, of perceived maternal parenting style, as reported by their mothers. However, table 3 also reveals that p- value for difference between mean scores of personal outcomes of Freedom & Discipline is found to be -0.034 and which is lesser than 0.05 level of significance. Thus, data provides sufficient evidence to reject the hypothesis that "there exists no significant difference between the mean score of personal outcomes of govt. secondary school students and freedom & discipline domain of parenting styles". This finding is supported by the study of Sovet and Metaz (2014) that shows that there are significant effects of parenting style on the career decision-making outcomes of adolescents.

4. Analysis of the differences between mean personal outcome scores of private secondary school students and different domains of parenting style

Means, standard deviations, standard error of difference of means and t-ratios to compare the personal outcomes of private secondary school students, and different domains of parenting style have been calculated and in below table 4.

Table 4: Summary of significance of difference of the personal outcomes of private secondary school students and different domains of parenting style

Domains of parenting style	Number	Mean	S.D.	Mean Difference	S. E$_D$	t-ratio	p-value
Rejection	46	126.28	24.176	-7.828	3.712	-2.109	.036
Acceptance	154	134.11	21.439				
Carelessness	24	129.75	21.571	-2.778	4.854	-.572	.568
Protection	176	132.53	22.402				
Neglect	58	134.34	22.499	2.866	3.475	.825	.411
Indulgence	142	131.48	22.218				
Utopian expectation	104	130.73	20.358	-3.290	3.153	-1.044	.298
Realism	96	134.02	24.185				
Lenient standards	101	131.56	24.141	-1.508	3.157	-.477	.634
Moralism	99	133.07	20.304				
Freedom	27	125.41	23.306	-7.980	4.587	-1.740	.083
Discipline	173	133.39	21.992				
Faulty role expectation	58	135.40	20.686	4.347	3.467	1.254	.211
Realistic role expectation	142	131.05	22.851				
Marital conflicts	67	131.58	23.937	1.095	3.346	-.327	.744
Marital adjustment	133	132.68	21.484				

The table 4 clearly depicted that p- value for difference between mean scores of personal outcomes and different domains of parenting styles that are Rejection and Acceptance, Carelessness and Protection, Neglect and Indulgence, Utopian expectation and Realism, Lenient standards and Moralism, Freedom and Discipline, Faulty role expectation & Realistic role expectation and Marital conflicts and Marital adjustment are found to be .036, .568, .411, .298, .634, .083, .211, .744 respectively which is greater than 0.05 level of significance. Therefore, the data provides sufficient evidence to accept the hypothesis that "there exists no significant difference between the mean score of personal outcomes of private secondary school students and different domains of parenting styles". This study is consistent with the study of Sharma and Pandey (2015) that there is no significant difference between permissive and authoritative parenting both in case of mothers' and fathers' parenting on the self-esteem of adolescents. However, table 3 also reveals

that p- value for difference between mean scores of personal outcomes of rejection and acceptance domain of parenting styles is found to be -.036 which is lesser than 0.05 level of significance. Thus, data provides sufficient evidence to reject the hypothesis that "there exists no significant difference between the mean score of personal outcomes of private secondary school students and the rejection and acceptance domain of parenting styles". This study is tuned with the study of Kazemi, Ardabili and Solokian (2010) that there is significant association between parenting style of mothers and the social competence of their adolescent daughters in effective communication, problem solving skills and use of basic social skills dimensions.

Discussion on findings

It has been observed that the different domains of parenting style have no direct influence on life skills of adolescents and vice versa. On the contrary, George et.al (2017) showed the result that with poor parenting, most of the respondents also have low EI in self-awareness, motivation, and social skills and for the sake of the nation's future, this issue must be handled. No Doubt, the parenting style of parents affects the life skills of students. But nowadays, students spend most of their time in school with their teacher. Hence, it is the primary responsibility of school to develop life skills among school students. Therefore, in order to develop life skills among them, the activities designed in school curriculum should focus on enhancing the life skills of the children. Findings also revealed that the students of govt. secondary schools belonging to the discipline domain have higher personal outcomes than the students of the government. secondary schools belong to the freedom domain. This finding is supported by the study of Sovet and Metaz (2014) that shows that there are significant effects of parenting style on the career decision-making outcomes of adolescents. so, the school teacher should plan interaction with parents in the form of parent- teacher meetings at regular intervals. The parents should be made aware about their role & parenting style in improving the personal outcomes of their children. The students should be given restricted freedom with proper monitoring & supervision in order to enhance their personal outcomes.

Another finding is that the students of private secondary schools belonging to the acceptance domain have higher personal outcomes than the students of govt. secondary schools belong to the rejection domain. Kazemi, Ardabili and Solokian (2010) was also of the same opinion that parenting style of mothers is characterized as being important for the social competence of their adolescent daughters in effective communication, problem solving skills and use of basic social skills dimensions. Hence, this aspect should also be conveyed to the parents through P.T.

meetings. They should be made aware about having a positive attitude towards their child and how to improve the overall personal outcomes of the child.

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EDUCATIONAL INTEREST, ACADEMIC MOTIVATION AND ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS: A STUDY

Abda Shabnam*

Abstract

The current study intends to evaluate the educational interests of Jammu and Kashmir Secondary School Students. The study's goal is to look at the differences in patterns of educational interests between males & females with high and low achievement motivation and academic achievement. The investigator employed the Random Sample Method of research to achieve the study's aims on a sample of 240 with equal number of male and female. The data from the selected sample was collected by using S.P Kulshrestha's Educational Interest Records (EIR), Mukherjee's Achievement Motivation Test, and Academic Achievement was measured through the marks obtained in a previous class by the students. The result of the study found no significant difference between achievement motivation and academic achievement of secondary school male students and also found that no significant difference between achievement motivation and academic achievement of secondary school female students. Further, the result revealed that highly motivated students perform better academically than less motivated students. Academic Achievement is highly correlated with student motivation lends good support to the current study.

Keywords: Education, Interests, Areas, Pattern, Preference

Introduction

Every person acquires her/his first education from his or her family. Following that, he attends school to complete her/his formal education. Here, S/He learns the overall structure of the learning environment. A variety of things can have an impact on pupils' academic performance. These elements can include self-concept, interest, self-confidence, motivation, and so on. Motivation is one of the most essential aspects that might influence a student's Academic Performance when studying. Motivation is the driving force behind actions and affects the needs, desires, and life ambition (Rabideau, 2005). Extrinsic, intrinsic, physiological, and achievement

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motivation are different forms of motivation and achievement motivation is one's inner drive to achieve. The desire for success or the accomplishment of excellence can be defined as achievement motivation. Individuals will satisfy their wants in various ways and are motivated to succeed for a variety of internal and external causes. If we want to improve the quality of education in our schools, we must pay close attention to developing our kids' potential by increasing their Achievement Motivation and Academic Achievement. Examination achievement is the culmination of all educational efforts. The primary goal of all educational activities is to ensure that the learner achieves adequately. The present study is about Educational Interest, Academic Motivation, and Academic Achievement among Higher Secondary School Students of Jammu & Kashmir. The current study will help teachers, parents, and counselors to understand the basic needs, and choices of Secondary School Students. Pokhriyal & Pangtey (2023) revealed Students in higher secondary schools who possess a high intelligence quotient tend to achieve better academic achievement Students with higher I.Q. achieve more academic achievement than those with lower I.Q. results also showed that High correlation between academic achievement and academic motivation. Bhuyan (2022) demonstrated that achievement motivation and academic achievement of tribal students was above average, and found that a positive significant relationship between the two variables. According to the study, it can be concludd that students should be supplied with all feasible amenities and a decent environment in order to be motivated. The involvement of the instructor is equally important in inspiring students by their words, actions, and attitudes. Tron & Kharbirymbai (2021) found that a negative relationship between educational Interest and academic achievement. In terms of gender a significant difference was found. Gandhi, (2017) depicts that there was significant and positive correlation between educational interest and school environment.

Objectives
1. To study the differences in patterns of educational interests if any, among male with high & low achievement motivation and academic achievement.
2. To study the differences in patterns of educational interests if any, among female with high & low achievement motivation and academic achievement.

Hypotheses
1. There will not be any significant differences in the patterns of Educational Interests of male with high & low achievement motivation and academic achievement.

2. There will not be any significant differences in the patterns of Educational Interests of female with high & low achievement motivation and academic achievement

Design of the study

In the current study, the investigator wanted to investigate "Educational Interest among Secondary School Students with Reference to Achievement Motivation and Academic Achievement". The investigator employed the Random Survey Method of Research to achieve the study's aims.

Population & Sample

In the current study, the population consisted of students from Secondary Schools of Jammu & Kashmir, and the investigator picked a representative sample from this population. The current study's sample was 240 students with equal number of female and male of class 10th.

Tools Employed for Data Collection

The following tools have been used for conduct of the present investigation:

1. **Kulshretha 's Educational Interest Record**: This test measures the educational interest in seven areas i.e. Technology, Commerce, Home Science, Humanities, Fine Arts, Agriculture and Science.

2. **Mukherjee's Achivement Motivation Test:** This test consists of 50 items. Every item has statement A, B, & C. Participants are asked to respond to any one of these statements that they believe appropriate for the situation. The test has reliability of 0.71 and .75 (Kuder Richardson and test-retest reliability) respectively.

3. **Other Sources-** In the present study **"Academic Achievement"** was measured through the marks obtained by the students in their annual examination of the previous class (9th). For the present investigation, science the Investigator has taken 10th Class Students for previous examinations (marks in the 9th) were recorded. These were taken from the school records with due permission of the Head of the Institutions.

Categorization of Data

In order to categorize the sample into two groups with high achievers and low achievers in achievement motivation. Students who obtain 15 out of 50 marks in achievement tests are classified as low achievers, while those who obtain 18 out of 50 marks are classified as high achievers.

Statistical Technique Used

- Percentage Analysis.

- The patterns in educational interest of participant secondary school students are analysed by calculating percentages. Those percentages are interpreted in the light of the objectives formed.

Analysis of Findings

In line with the objectives of the study, the results of the current investigation are displayed in the following tables.

Table 1: Differences in patterns of Educational Interests of males with High & Low Achievement Motivation and Academic Achievement

S.No	Group	High Preferred Area			Low Preferred Area
		I	II	III	
01	**Male** (Having high achievement motivation and academic achievement)	TE	HU	SC	CO, FA, HS, AG
02	**Male** (Having low achievement motivation and academic achievement)	HU	AG	FA	TE, HS, SC,CO

It is evident from Table no 01, showing the difference in educational patterns of males having high achievement motivation and academic achievement, and males having low achievement motivation and academic achievement that the educational patterns of these two groups are in contrast with each other. Males having high achievement motivation and academic achievement indicated these preferences more towards technical subjects i.e. Technology (TE) and other preferred areas are Humanities (HU) and science (SC). While males having low achievement motivation and academic achievement appear to be more inclined towards Humanities (HU), Agriculture (AG), and fine Arts (FA). The differences in the patterns of education of the males having high achievement motivation and academic achievement also indirectly & males having low achievement motivation and academic achievement also indicate the educational interest of the secondary school male students. The differences in patterns of educational interest confirm the stereotypical choices for the areas to be studied. Hence there is no significant difference between achievement motivation and academic achievement of secondary school male students.

Table 2- Differences in patterns of Educational Interests of female with high & low Achievement Motivation and Academic Achievement

S. No	Group	High Preferred Area			Low Preferred Area
		I	II	III	
01	**Female** (Having high achievement motivation and academic achievement)	FA	SC	HU	TE, AG, CO, HS
02	**Female** (Having low achievement motivation and academic achievement)	FA	HS	HU	TE, CO, AG, SC

It is evident from Table no 02, showing the difference in educational patterns of Females having high achievement motivation and academic achievement, and females having low achievement motivation and academic achievement that the educational patterns of these two groups are in contrast with each other. Females having high achievement motivation and academic achievement indicated their preferences more toward technical subjects like Fine Arts (FA) and Science (SC) etc. while females having low achievement motivation and academic achievement appear to be more inclined toward Fine Arts (FA) and Home Science (HS). The differences in the patterns of educational interest of both females having high achievement motivation and academic achievement & females with low achievement motivation and academic achievement confirm the gender stereotypical in educational interest as the highest preference is given to fine arts by both groups irrespective of their level of achievement motivation and academic achievement. Hence there is no significant difference between achievement motivation and academic achievement of secondary school female students.

Suggestions
1. Guidance services should be a part of every educational system and should be available to every student.
2. A full-time guidance counselor should be employed and appointed in every school and All school teachers should be trained in guidance and counseling.
3. Secondary school pupils require regular workshops and seminars led by experts to boost their achievement motivation.

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COGNITIVE ABILITY AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The present study was conducted to Study the Cognitive Ability and Academic Achievement of Higher Secondary School students of Kashmir. A Sample of 1200 students who were enrolled in various higher secondary schools of district Srinagar and Budgam was selected as sample subjects using systematic simple random sampling technique. Cognitive Ability Test (CAT) of Madhu Gupta &. Bindiya Lakhani (2018) was used by the researcher to collect the data from the sample subjects and Academic Achievement report card (self-constructed by the investigator). The main objectives of this research investigation were to study and compare the cognitive ability and academic achievement of higher secondary school students with respect to their gender and stream. The study also investigated the relationship between the cognitive ability and academic achievement. The results of the study revealed that around 90% of the higher secondary school students have average and above average level of cognitive ability and 71% of higher secondary school students secured the academic grades (A1, A2, B1, B2). The results of the study revealed that a male higher secondary school student possesses higher cognitive ability as compared to female students. The students from the science background were found on the higher side of cognitive ability than those who are from social science background. Academic achievement was found higher among the male and students with science background than those who are from female gender and social science background. The results further revealed that significant and positive relationship exists between the cognitive ability and academic achievement of higher secondary school students.

Keywords: Cognitive Ability, Academic Achievement, Higher, Secondary, Students.

Introduction

Today's instructional landscape includes a wide range of curriculum, techniques and practises, theories, and teaching-learning methodologies that are constantly changing and developing. Today's schools exaggerate the competitive spirit to the point of exaggeration, displaying extraordinary talent and accomplishment. Cognition has long been related to children's reading and mathematical success, according to research.

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(Vanessa L. and Christian, 2008) While cognitive ability is a relatively good indicator ofacademic achievement, it is still being studied and is thought to be a determinant factor in learning and academic achievement. Cognitive skills play a significant role in determining a person's occupation and academic success. It refers to one's capacity to think critically. These are brain-based skills that areneeded to complete every task, from the easiest to the most difficult. Cognition is concerned with how a human perceives and responds to the environment. The ability to understand, process and apply wisdom, analyse and reason, and assess and determine is a combination of talents, skills, or processes that are part of any human activity. The central cognitive skills that the brain employs to think, read, learn, recall, interpret, and pay attention are known as cognitive skills. They work together to process in coming data and store it in a knowledge bank that we use every day at school, work, and in life. Each of the cognitive skills is crucial in the processing of new knowledge. That means that if any one of these abilities is rusty, no matter what kind of knowledge is coming your way, you would have trouble grasping, remembering, or using it. In reality, one or two poor thinking abilities are the root of most learning difficulties. Cognitive capacity is seen as having a variety of aspects in modern psychology, many of which seem to be associated. Several View this relationship as indicating intrinsic general cognitive capacity, as determined by full-scale ratings on major cognitive ability or IQ assessments(Dickens, 2016).

Testing for cognitive abilities will also reveal knowledge about a person's ability to recognize and solve problems. Relevant neural networks help cognitive ability or capabilities. Affective and psycho motor traits include social personal preferences, desires, behaviours, and beliefs, while cognitive refers to analytical abilities and understanding. Achievement in scholastic fields is referred to as cognitive attainment. The term "acquired ability to execute school activities" is used to describe the scholastic area. Academic or scholastic achievement refers to achievement or success in an area where a subject is taught or trained in some way. Academic success is highly regarded in educational settings. Academic achievement is acrucial concept in the world of education, and it is widely regarded as the most powerful motivator for personal growth. Plato, the great Greek philosopher, is thought to have coined this word. "Academic success," he said, "is the degree of achievement at which a pupil functions in his or her school role in a daily programme in a set location that he refers to as the academy." "Achievement ordinarily means real ability, while capability means possible ability," according to Mohanty (1988). Academic success refers to a person's level of expertise and abilities in different school subjects." According to oaji.net, "Achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs over time and levels, through a student's life in public school and an international primary and secondary school." Academic achievement is also

characterized by the Free Encyclopaedia (2011) as a specific degree of attainment proficiency in academic work as determined by the instructor, standardized testing, or a combination of both.

The term "achievement" refers to the level of progress and proficiency achieved in a particular field of academic work. It is the most desired result of a student's academic career. Administrators, administrators, programme designers, instructors, and students all collaborate to make the teaching-learning transition possible. All of a school's practises revolve around the students' scholastic or academic achievement, as it is believed that all educational institutions have the singular duty of promoting the students' wholesome scholastic progress. Academic achievement is a measure of how well students learn, how hard teachers work, and how important curriculum and instructional goals are. It aids students in comprehending the academic success ladder. When we're talking about a population of students, it's a well-known reality that a few students are high achievers on one side, and a few students are underachievers on the other, with the majority of students falling into the moderate achiever category. What are the causes for discrepancies in pupil performance levels whether a school offers more or less uniform academic and environmental services to all students? Are these differences attributed to neurological causes or do they stem from inborn characteristics? Such questions often arise in the minds of parents, educationists, and psychologists, resulting in the need to assess a child's academic achievement. In essence, the desire to measure academic performance is based on two psychological assumptions. First, there are differences in an individual's behaviour from time to time, known as behaviour oscillation, in which an individual's academic achievement varies from one class to the next and from one educational stage to the next. Individual disparities, including how people of the same age and grade vary in their skills and academic proficiency, are the second factor to consider.

Rationale of the Stuy

In the present technological era, the basic goal of education should assist the pupil's knowledge and skills that is necessary to think critically and solve complex problems. Assessment of such knowledge and skills helps in knowing the pupil's development and progress. The higher secondary students fall in the transitional stage of adolescence. They are quite concerned about their appearance, their impression on others and their abilities. The student's memory, reasoning, problem solving, thinking, understanding, recall, recognition, perception, attention and memorization etc. all are influenced by the student's cognitive ability and academic achievement. Cognitive abilities play a central role in emotional competence and academic achievement of students. The level of the performance and success of a person depends upon a variety of competencies and personal characteristics including cognitive ability, emotional competence and academic achievement. The main concern of all educational efforts is to see the achievement of the learner. Quality control, quality assurance and quality management of the achievement have

increasingly gained the attention of researchers ineducation.

The investigator while scanning the literature available found that very few studies on separate variables have been conducted on Cognitive abilities, and Academic Achievement of Higher secondary school students. The investigator found that the entire field is unexplored and after making thorough study of different surveys reports, journals and other research inputs, it was found that nosystematic study has been conducted which could objectively assess the cognitive abilities, and academic achievement of higher secondary school students. The study will be helpful to the researchers, policy planners and educationists.

Objectives of the Study

The following objectives have been formulated for the present investigation.

1. To study cognitive ability and academic achievement of higher secondary school students.

2. To compare male and female higher secondary school students on cognitive ability.

3. To compare Science and Social Science higher secondary school students on cognitive ability.

4. To compare male and female higher secondary school students on academic achievement.

5. To compare Science and Social Science higher secondary school students on academic achievement.

6. To find the relationship between the cognitive ability and Academic Achievement of higher secondary school students.

Hypotheses

The following hypotheses have been formulated for the present study.

1. There is no significant difference between male and female higher secondary school student on cognitive ability.

2. There is no significant difference between Science and Social science higher secondary school students on cognitive ability.

3. There is no significant difference between male and female higher secondary school student on academic achievement.

4. There is no significant difference between Science and Social science higher secondary school students on academic achievement.

5. There is a positive and significant relationship between the cognitive ability and academic Achievement.

Design of the Study

The present investigation is a descriptive study. The details of sample, tools, sampling procedure and statistical treatment are mentioned below.

Sample

The sample for the present study consists of 1200 students who were enrolled in various "higher secondary schools" of district Srinagar and Budgam of Kashmir. The sample was selected using systematic simple random sampling technique. Out of 1200 students 600 were male (300 science and 300 social science) and 600 were female (300 science and 300 social science) from each group.

Tools used:

- Cognitive Ability Test (CAT) of Madhu Gupta &. BindiyaLakhani (2018)

In order to measure the cognitive ability among the higher secondary school students the cognitive ability test developed by Madhu Gupta and Bindiya Lakhanai in the year 2018 has been utilized. This scale consists of 40 items distributed among five dimensions viz, Memory, Awareness, Understanding, Reasoning ability and problem solving ability. Each statement has four answers to respond. The respondent is required to tick against the answer with whom he thinks is the correct response.

- Academic achievement report card card (self-constructed by the investigator).

Statistical Treatment

The data has been analysed with the help of Mean, Standard Deviation, T-test and Pearson's Product Moment of Correlation.

Table 1: Showing the percentage distribution higher secondary school students on different levels of Cognitive Ability. (N=1200).

Levels	N	%age
High	123	10.25
Above Average	826	68.83
Average	247	20.58
Below Average	4	0.33
Low		
Total	**1200**	**100.0**

Table 1 shows the percentage wise distribution of overall sample on different levels of cognitive ability among higher secondary school students. The table depicts that 10.25% "higher secondary school students" have high level of cognitive ability, 68.83% have above average level of cognitive ability, 20.58% have average level of cognitive ability and 0.33% have below average level of cognitive ability whereas none of the students at this level was found to exhibit low level of cognitive ability.

Table 2: Demonstration the percentage distribution among higher secondary school students on various grades of Academic Achievement. (N=1200)

Grade	Percentage of Marks	N	%age
A1	90-100	103	8.60
A2	80-89	185	15.40
B1	70-79	265	22.10

B2	60-69	304	25.30
C1	50-59	198	16.50
C2	40-49	128	10.70
D	33-39	17	1.40
Total		**1200**	**100.0**

Table 2 shows the percentage wise distribution of overall sample on different grades of academic achievement among higher secondary school students. The results depict that 8.60% higher secondary school students obtained A1 grades, 15.40% students obtained A2 grades, 22.10% students got B1 grades, 25.30% students obtained B2 grades, 16.50% students got C1 grades, 10.70% students obtained C2 grades and 1.40%obtained D grades.

Table: 3: Mean comparison between male and female higher secondary school students on different dimensions of cognitive ability. (N=600 in each group)

Dimension	Gender	Mean	S.D.	t-value	Level of significance
Awareness	Male	7.12	1.94	4.38	Sig. at 0.01 level
	Female	6.62	2.18		
Memory	Male	5.96	1.54	5.63	Sig. at 0.01 level
	Female	5.41	1.81		
Understanding	Male	4.21	1.31	5.20	Sig. at 0.01 level
	Female	3.80	1.38		
Reasoning Ability	Male	5.11	1.62	3.61	Sig. at 0.01 level
	Female	4.75	1.85		
Problem Solving Ability	Male	5.03	1.73	3.07	Sig. at 0.01 level
	Female	4.72	1.74		
Overall Cognitive Ability	**Male**	**27.43**	**6.03**	**4.09**	**Sig. at 0.01 level**
	Female	**25.30**	**6.92**		

The perusal of table 3 shows the mean comparison of male and female higher secondary school students on different dimensions of cognitive ability and its composite score. It is evident from the table that male and female higher secondary school students differ significantly at 0.01 level on all the dimensions of cognitive ability and its composite score. It indicates that male students have high awareness, memory, understanding, reasoning ability and problem solving ability of cognitive

ability as compared to female students. The table further indicates that male higher secondary school students are higher on their cognitive ability as compared to female students.

Table: 4: Mean comparison between Science and Social Science higher secondary school students on different dimensions of cognitive Ability. (N=600 in each group)

Dimension	Stream	Mean	S.D.	t-value	Level of significance
Awareness	Science	7.48	1.57	13.12	Sig. at 0.01 level
	Social Science	6.01	2.24		
Memory	Science	6.15	1.61	9.82	Sig. at 0.01 level
	Social Science	5.22	1.66		
Understanding	Science	4.40	1.16	10.63	Sig. at 0.01 level
	Social Science	3.60	1.43		
Reasoning ability	Science	5.46	1.56	11.02	Sig. at 0.01 level
	Social Science	4.40	1.76		
Problem solving ability	Science	5.33	1.73	9.19	Sig. at 0.01 level
	Social Science	4.43	1.68		
Overall Cognitive Ability	**Science**	**28.82**	**5.58**	**14.91**	**Sig. at 0.01 level**
	Social Science	**23.66**	**6.44**		

The perusal of table 4 depicts the mean comparison of science and social science higher secondary school students on different dimensions of cognitive ability and its composite score. It is evident from the table that science and social science higher secondary school students differ significantly at 0.01 level on all the dimensions of cognitive ability and its composite score. It indicates that science higher secondary school students have high awareness, memory, understanding, reasoning ability, problem solving ability of cognitive ability as compared to social science higher secondary school students. It further indicates that science students have better cognitive ability as compared to social science students.

Table 5: Mean comparison between male and female higher secondary school students on academic achievement. (N=600 in each group)

Academic Achievement	Gender	Mean	S.D.	t-value	Level of significance
	Male	71.36	14.02	3.27	Sig. at 0.01 level
	Female	67.49	14.93		

Table 5 illustrates the mean comparison between male and female higher secondary school students on academic achievement. The data in the table reveals that a significant difference exists between the two groups as far as their academic achievement is concerned. The mean value of male students is 71.36 and the mean value of female students is 67.49 and the t value comes out to be 3.27 (>2.59) which

is significant at 0.01 level. It further indicates that male higher secondary school students have better academic achievement than female students.

Table 6: Mean comparison between Science and Social Science higher secondary school students on academic achievement. (N=600 in each group)

	Stream	Mean	S.D.	t-value	Level of significance
Academic Achievement	Science	74.77	13.50	13.60	Sig. at 0.01 level
	Social Science	64.09	13.70		

Table 6 illustrates the mean comparison between Science and Social Science higher secondary school students on academic achievement. The data in the table reveals that a significant difference exists between the two groups as far as their academic achievement is concerned. The mean value of science students is 74.77 and the mean value of female students is 64.09 and the t value comes out to be 13.60 (>2.59) which is significant at 0.01 level. Table further indicates that academic achievement of science higher secondary school students have better in comparison to social higher secondary higher secondary school students.

Table 7: shows the correlation between the Cognitive Ability and Academic Achievement of Higher secondary school students. (N=1200)

Variables	Correlation	Level of significance
Cognitive Ability Vs Academic Achievement	r = 0.28	Significant at 0.01 level

The data from the Table 7 indicates a significant relationship between the cognitive ability and the academic achievement of higher secondary school students. The r value which is the coefficient of correlation (r=0.28) which is significant at 0.01 level. Therefore, it can be concluded that higher cognitive ability leads to higher academic achievement and vice versa.

Discussion of the Results

An individual is considered to be in the most crucial phase of his or her life, known as the adolescence stage. Adolescence is the one of the most dramatic stage of human development, symbolizing the transition from childhood to adulthood. Adolescence is accompanied by significant by physical, cognitive, social and emotional changes that present possibilities and difficulties for adolescents, their families, schools, healthcare providers, and communities. Adolescence stage has been recognized as the age of stress and strain. At this stage, people start to define themselves; they are attempting the shift from complete dependence to independence and seeking freedom in all facets of their lives. The success of a student's future life is largely determined by his or her cognitive abilities. Cognitive ability is a set of abilities, skills processes which is an almost integral part of human activity. Cognitive abilities are higher order brain based abilities which are concerned with cognitive task related to the mechanism of how we learn, remember,

pay attention and solve the problem. Cognitive abilities are based on specific constellations of brain structures. It represents a group of processes by which the organisms obtain knowledge of various objects of their environment and make use of this knowledge to achieve solutions to their problem. These processes range from the simple perceptual to the more complex thinking and reasoning processes. Recognition, Labelling, Analysis, Categorization and Planning are considered some of the basic cognitive processes.

The achievement refers to the degree or the level of success attained in some specific school tasks especially scholastic performance, in this sense academic achievement means the attained ability to perform school tasks, which can be general or specific to a given subject matter. Academic achievement refers to the knowledge attained and skills developed in the school subjects. So, academic achievement means the achievement of students in the academic subjects in relation to their knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades or units based on pupil's performance. It can be defined as what a student has achieved at the end of an academic programme in any educational institution. Usually two types of evaluation techniques are used to measure the academic achievement one is formative evaluation and another is summative evaluation. Academic achievement has been defined as level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is often represented by percentage of marks obtained by students in examinations.

The result of the present study has been discussed under the following headings.

1.   Description of cognitive ability and academic achievement of higher secondary school students.

2.   Comparison of male and female higher secondary school students on cognitive ability and academic achievement.

3.   Comparison of science and social science higher secondary school students on cognitive ability and academic achievement.

4.   Correlation between cognitive ability and academic achievement.

1: Description of Cognitive Ability and Academic Achievement of Higher Secondary School Students.

The cognitive ability of higher secondary school students was observed on five different levels. It was found that 10.25% of higher secondary school students have high level of cognitive ability, 68.83% were found above average, 20.58% average, 0.33% have below average and none of the higher secondary school students were found to have low level of cognitive ability. It has been found that around 90% of the students at higher secondary stage have average and above average level of cognitive ability. This is because students at this stage were found to have good awareness, sharp memory, better understanding of things, good reasoning ability and ability to solve their own problems. These students like to participate in

projected and other practical works which helps them to inculcate the traits of higher cognitive abilities.

The academic achievement of higher secondary school students was observed on seven different grades. It was found that 8.60% "higher secondary school students" obtained A1 grade, 15.40% students got A2 grade, 22.10% students obtained B1 grade, 25.30% students got B2 grade, 16.50% students achieve C1 grade, 10.70% students obtained C2 grade and 1.40% higher secondary school students obtained D grades. It depicts that majority of the students at this stage were successful in obtaining A1, A2, B1 and B2 grade. It depicts that 71% of higher secondary school students secured the grades (A1, A2, B1, B2). It further indicates that the students are taking their studies very seriously and the role of the teacher and head of the institutions is tremendous for the better achievement of the students.

2: Comparison of male and female higher secondary school students on cognitive ability and academic achievement.

The comparison was found between male and female higher secondary school students on cognitive ability. The two gender's male and female higher secondary school students differ significantly on cognitive ability. The cognitive ability among the male students was found higher than the female students. Male students were found to have better awareness, good memory, better understanding, higher reasoning and problem solving ability than their counterparts. Male higher students have better process of thinking about something in a logical way in order to form a conclusion or judgment, they booster creativity, supporting in making connections and approaching problems holistically. The study revealed that male students have better kind of processes such as configuration, memory, problem solving, relating of one piece of information to another, ability to perceive items in relationship, ability to classify the objects into various meaningful categories, ability to judge and ability make moral judgement etc. than female students. Male students don't hesitate to ask and answer the questions with their own idea which helps them do enhance their reasoning and problem-solving ability. They evaluate things and didn't accept them easily unless they are satisfied with the practicability of the things. On the other hand, female students usually hesitate to ask queries. The results of the following studies are in favour of the present investigation as (Etukakpan, U; 2022) found that male students possess higher level of cognitive ability than those of female students, (Ezeugwu, Nji, Anyaegbunam, Enyi & Eneja; 2016) found significant difference among the two genders as far as their cognitive ability is concerned. Male students were found to have better cognitive ability than female students.

The comparison was found between male and female higher secondary school students on academic achievement. The two gender's male and female higher secondary school students differ significantly on academic achievement. The academic achievement of male students was found higher than the academic achievement of female students. The male students are serious about their studies and also show the feeling a sense of accomplishment which is an important element

in student developing positive wellbeing over time. It also indicates that male students have strong sense of purpose, persistence and accomplishment to perform better in their study. There are innumerable studies which are in line with the result of this research study conducted by (Goni, U., Ali, H. K., & Bularafa; 2015) found that male students have better academic achievement than the female students. (Ajai, J. T., & Imoko, B. I; 2013) in their findings suggested noteworthy difference between the two genders and favours that academic achievement of male students is better than the academic achievement of female students. (Kumar; 2013) found male students with better academic achievement than female students. (Ganai & Bhat; 2011) found that male students found higher academic achievement than female students.

3: Comparison of science and social science higher secondary school students on cognitive ability and academic achievement.

The comparison was found between science and social science higher secondary school students on cognitive ability. It was found from the results that the two group's science and social science higher secondary school students differ significantly on cognitive ability. Cognitive ability was found higher among science students than social science students. Science students were found to have better kind of awareness, memory, understanding, higher reasoning and problem solving ability than the social science students. The fact that the science background students are not restricted to relay on the theoretical aspect of knowledge only but their subjects includes practical aspects of knowledge as well. Science background students are doing projects and lab work which helps them to enhance their reasoning and problem solving ability. On the other hand, students with social science students are more focused on the secondary sources of knowledge where practical aspects of knowledge are almost absent which adversely affect their levels of cognitive ability.

The comparison was found between science and social science higher secondary school students on academic achievement. A significant difference was found between the two group's science and social science higher secondary school students on academic achievement. Science students are more academically bright than social science students. It clarifies that science background students are different from social science background students on academic achievement. The reason for the good academic performance of science students than social science students is that the science background students are more focused about their academics; they go for coaching classes apart from their regular class work at schools. They work hard for the examination and remain always confident about their examination, which has been reflected in their academic performance. The results are in consistent with (Ganai & Mudasir; 2015) found that science college going students have better academic achievement than those who are from social science background. Yet in a study conducted by (Ganai, Rohila & Bhat; 2011) found

that students with science background have better academic performance than students with arts background.

4: Correlation between cognitive ability and academic achievement.
The correlation was found between cognitive ability and academic achievement of higher secondary school students. It was found that there is positive and significant correlation exists between cognitive ability and academic achievement of higher secondary school students. It indicates that increase in cognitive ability leads towards increase in academic achievement. It further reveals cognitive ability helps to increase the academic performance among the students which clearly indicates better cognitive ability among the student's leads to better academic achievement as well and vice versa. The earlier research studies which support this assumption are (Ayodele and Adeoye; 2022) found a significant relationship between cognitive ability and the academic performance of the students, (Pooja; 2017) found strong association between cognitive ability and the academic achievement of students. (Musya; 2015) found a significant relationship between the cognitive ability and the academic achievement.

Major Findings
1. Most of the higher secondary school students i.e. 68.83% were found to exhibit above average level of cognitive ability, fallowed by 20.58% who were found to have average level of cognitive ability, whereas 10.25% students at this stage exhibited high level as far as their cognitive ability is concerned.
2. While studying the academic achievement of higher secondary school students 8.60% students were found to secure A1 grade, 15.40% Students were found secure A2 grade, 22.10% students' secure B1 grade, 25.30% students secure B2 Grade, 16.50% secure C1 grade, 10.70% secure C2 grade whereas only 1.40% students were found to secure D grade as far as their academic achievement is concerned.
3. Cognitive Ability was found higher among the male higher secondary school students in comparison to female higher secondary school students.
4. Cognitive Ability was found higher among the Science higher secondary school students in comparison to Social science higher secondary school students.
5. Academic Achievement was found higher among the male higher secondary school students in comparison to female higher secondary school students.
6. Academic Achievement was found higher among the Science higher secondary school students in comparison to Social science higher secondary school students.
7. Positive and significant relationship exists between the cognitive ability and the academic achievement of higher secondary school students.

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COMPARATIVE STUDY OF RURAL, SEMI URBAN AND URBAN COLLEGE STUDENTS WITHSPECIAL REFERENCE TO MODERNIZATION.

*Naida Zahoor**

Abstract

The present study was undertaken to study and compare the modernization of rural, semi urban and urban college students. A sample of 440 college students were selected randomly from various degree colleges in Kashmir province. The investigator collected the data by using the Modernization scale constructed by R.S. Singh. The collected data was analyzed by using various statistical treatment. Some of the important findings have been drawn from the present investigation such as rural/semi urban and urban college going students shows significant difference on various dimensions of modernization and no difference on some dimension of modernization.

Keywords: Modernization, Rural, Semi urban, Urban, College students.

Introduction

Education as we know is a conscious effort made by an educator to students by providing knowledge towards maturity. While modernization is the root of the modernists, the idea of renewal. So modernization is a prerequisite for the revival of thought and renewal for the development. Modernization is better known by the term development is a complex multidimensional process. A Relation of education with the modernization is integral prerequisite for such development. On the one hand, education is seen as a variable modernization. In this context, education is considered as an absolute prerequisite and condition for people to run the program and the achievement of modernization or development purposes. Without adequate education, it would be difficult for society to achieve progress. Many education experts argue that education is the key that opens the door toward modernization. According to Daniel Lerner, Modernization, "Is the current term for an old process of social change whereby less developed societies acquire the characteristic common to more developed societies" Moore defined "modernization means a revolutionary change leading to transformation of a traditional or pre-modern society into an advanced, economically prosperous and relatively politically stable society" (J.S. Walia, 1998). Education is often

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regarded as agent of modernization, in other words depends on the observations and perspectives of the beholder. Within level of modern society, education must move towards development. In many ways education is consciously used as instrument for changes in political and economicsystem Education is the means that boosts up the pace of mankind movement towards development. It is the only way available for the society to transmit its valuable possessions from one generation to the other. Every society has its own accumulated knowledge, skills and a composite culture which it wants to generate in future generation and this task is completed through education.

Men are not born modern but are made so by their life experiences. The term "Modernization" does not denote any philosophy or movement, but only symbolizes a "process of change". In fact, modernization is understood as a process which indicates the adoption of modern ways of life and values. Modernization refers to a model of an evolutionary traditional to a modern society. Modernity represents substantial break with traditional society. It refers to a cluster of new social, economical, political, religious and intellectual system which is totally different from the traditional system. Modernization is a comprehensive concept aimed at capturing and describing the transition of a society from medieval to modern culture. According to Rath (2001), society whether viewed structurally or functionally, whether taken as multitude of socio-cultural and socio-economic forces, whether perceived as a matrix of psycho-social interactional processes is always passing through dynamic processes of change. Rostow and Ward (1960), viewed modernization as a comprehensive process that involves a marked increased in geographical and social mobility, spread of secular, scientific and technical education, a transition from ascribed to achieved status increased in material standards of living and many related subsidiary phenomena.Advancement and development of a society depends upon the attitude of its people towards the acceptance of technology and willingness to change the style of life. It stands for progress beyond tradition. Though modernization has completely overdrawn the society and the lifestyles of people, yet a hypocritical attitude still prevails in their mind. Certain dogmatic problems such as caste system, religion, education of women, marriage, etc. still exists. In the present scenario where science and technology are advancing the old things and traditional thinking are being practiced. Thus there is a need of instructional approach at college level which emphasizes the development of thinking skills and processes as a means to achieve modernization.

Objectives

For the present study, the following objectives have been formulated:

1. To identify the rural, semi urban and urban college going students.
2. To compare rural and semi urban college going students on various dimensions ofmodernization.
3. To compare rural and urban college going students on various dimensions ofmodernization.
4. To compare semi urban and urban college going students on various dimensions ofmodernization.

Hypotheses

The following hypothesis has been formulated for the present study:

1. There is no significant mean difference between rural and semi urban college goingstudents on various dimensions of modernization.
2. There is no significant mean difference between rural and urban college going studentson various dimensions of modernization.
3. There is no significant mean difference between semi urban and urban college goingstudents on various dimensions of modernization

Methods and Procedures

The present study was designed to study the modernization of rural, semi urban and urban college going students of Kashmir valley. As such the descriptive method of research was employed to carry out this piece of research.

Sample

The investigators selected 440 college going students (160 rural, 160 semi-urban and 120 urban students) from various degree colleges in Kashmir province. A random sampling technique was used to select the sample subjects.

Tools used

The investigators used the Modernization Scale constructed by R.S. Singh for the collection of data.

Analysis and Interpretation

Table1.0: Comparison of rural and urban college students on dimensions' modernization

Dimensions	Category	N	Mean	M.D	S.D	t-value	Level of significance
Socio-Religious	Rural	160	25.20	1.94	3.70	2.65	Significant at 0.01 level
	Urban	120	27.14		4.93		
Marriage	Rural	160	30.55	2.44	4.09	3.01	Significant at 0.01 level
	Urban	120	32.99		5.47		

Position of Women	Rural	160	29.95	2.15	4.78	2.47	Significant at 0.05 level
	Urban	120	32.10		5.57		
Education	Rural	160	27.23	1.42	4.36	1.84	In-Significant
	Urban	120	28.65		4.6		
Total	Rural	160	112.95	7.94	8.85	5.59	Significant at 0.01 level
	Urban	120	120.89		13.78		

The above table depicts the mean comparison between rural and urban college students on modernization. The table reveals that there is a significant difference between rural and urban college students on Socio-religious, Marriage, Position of women dimensions and composite score of modernization. The table further reveals that there is no significant difference between rural and urban college students on Education dimension of modernization. However, the mean favors urban college going students as compared to rural college students. Therefore, urban college going students are more socio-religious oriented. On dimension marriage mean favors urban college students as compared to rural college students. Therefore, urban college going students have high concentration towards the marriage as compared to rural college going students. On dimension position of women mean favors urban college going students as compared to rural college going students. Therefore, urban college going students have well standardized position as compared to rural college going students. On overall dimensions of modernization urban college going students are more modernized as compared to rural college going students.

Table1.1: Comparison of Rural and Semi Urban College Students on dimensions ofModernization

Dimensions	Category	N	Mean	M. D	S.D	t-value	Level of significance
Socio-Religious	Rural	160	25.20	0.20	3.70	0.32	In-Significant
	Semi urban	160	25.40		4.12		
Marriage	Rural	160	30.55	1.21	4.09	1.83	In-Significant
	Semi urban	160	31.76		4.35		
Position of Women	Rural	160	29.95	0.02	4.78	0.02	In-Significant
	Semi urban	160	29.93		4.08		
Education	Rural	160	27.23	0.27	4.36	0.40	In-Significant
	Semi urban	160	27.50		4.10		
Total	Rural	160	112.95	1.65	8.85	1.38	In-Significant
	Semi urban	160	114.60		12.27		

The above table depicts the mean comparison between rural and semi-urban college students on dimensions of modernization. The table reveals that there is no significant difference between rural and semi-urban college students on all four dimensions of modernization. The mean difference favors semi urban college

students but reaches to fails any level of significance which shows that both rural and semi urban college students showed similar type of modernization.

Table1.2: Comparison of Semi Urban and Urban College Students on dimensuionsModernization

Dimensions	Category	N	Mean	M. D	S.D	t-value	Level of significance
Socio-Religious	Semi urban	160	25.40	1.74	4.12	2.25	Significant at 0.05 level
	Urban	120	27.14		4.93		
Marriage	Semi urban	160	31.76	1.23	4.35	1.48	In-Significant
	Urban	120	32.99		5.47		
Position of Women	Semi urban	160	29.93	2.17	4.08	2.64	significant at 0.01 level
	Urban	120	32.10		5.57		
Education	Semi urban	160	27.50	1.15	4.10	1.53	In-Significant
	Urban	120	28.65		4.76		
Total	Semi urban	160	114.60	6.29	12.27	3.98	Significant at 0.01 level
	Urban	120	120.89		13.78		

The above table depicts the mean comparison between semi-urban and urban college students on modernization. The table reveals that there is a significant difference between semi-urban and urban college students on socio-religious, position of women dimensions and composite score of modernization. However, the table shows that there is no significant difference between semi- urban and urban college students on education dimension of modernization. However, mean favors urban college going students as compared to semi-urban college going students. Therefore, urban college going students are more socio-religious oriented as compared to semi-urban college going students. On dimension position of women mean favors urban college going students as compared to semi-urban college going students. Therefore, urban college going students have well standardized position as compared to semi-urban college going students. On overall dimensions of modernization urban college going students are more modernized as compared to semi-urban college going students.

Major Findings

After analyzing and interpreting the data some important findings have been drawn from thepresent study.

1. It was found that there is a significant difference between rural and urban college students on Socio-religious, Marriage, Position of women dimensions and composite score of modernization. Urban college going students are more socio-religious oriented, have high concentration towards the marriage, well standardized position of women and highly

modernized as compared to rural college going students.

2. It was found that there is no significant difference between rural and urban college students on education dimension of modernization.

3. It was found that there is no significant difference between rural and semi-urban college students on all four dimensions of modernization and also insignificant on composite score of modernization.

4. It was found that there is a significant difference between semi-urban and urban college student's on socio-religious, position of women dimensions and composite score of modernization. Urban college going students are more socio-religious oriented, well standardized position and highly modernized as compared to semi-urban college gong students.

5. It was found that there is no significant difference between semi-urban and urban college students on education and marriage dimensions of modernization.

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