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RNI No.: DELENG18629/29/1/2013-TC

Vol. 1 Issue 1

52 Pages

February 2014

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VOL. 1 ISSUE 1

MONTHLY

OCTOBER 2014

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Edited, Printed, Published & Owned by Karanvir Singh,
104, 1st Floor, Siddharth Chamber, Kalu Sarai,
New Delhi-110 016
Printed at Divya Offset Printer,
B-1422, New Ashok Nagar, Delhi-110 096
Tel: 011-26523738, 41043738
Email: teacherpridemag@gmail.com
RNI No.: DELENG18629/29/1/2013-TC
DCP Licensing No. T/34/2013

Price: ₹ 110

INDEX

From Editorial Desk



A STUDY OF ENVIRONMENTAL AWARENESS AMONG THE SENIOR SECONDARY STUDENTS IN RELATION TO INTELLIGENCE, GENDER AND SUBJECT STREAM

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ABSTRACT

Environmental awareness is an interaction of human being with nature, its behavior, role of nature and laws of nature. It means knowledge and understanding of facts and concepts related to environmental and consequences of various environmental problems. Through this article an attempt has been made to study environmental awareness among senior secondary students in relation to intelligence, gender and subject stream. Descriptive survey method was used to collect data on a sample of 120 students. Mean, SD, Correlation and t-ratio were worked out for calculations of data. Conclusions of the study were that Boys and science students have better environmental awareness as compared to girls and arts students but no significant relationship was found out b/w intelligence and environmental awareness.

Keywords:- Environmental Awareness, Intelligence, Gender, subject stream, senior secondary students.

INTRODUCTION

Nature is the visible creation of invisible God. Nature has two components man and environment. From the ages old man is having interaction and interrelationship with various natural phenomena. Now man is everywhere altering the natural landscape and degrading the environment. Thus in later half of 20th century there was a sign of efforts to tackle its menace.

Where different institution played their role in the spread of environmental awareness, there education also did not lag behind. The current Indian education system stresses on the need of introducing environment study as a significant curricular component at the initial stage of school to provide basic foundation of knowledge to the children in primary years. It has been recognized as a core of subject out of six curricular areas in the courses studied in Indian school.

ENVIRONMENTAL AWARENESS

Environmental awareness is defined as being well informed having detailed information and knowledge about environmental and associated problems. Environmental awareness is an interaction of human being with nature, its behavior, role of nature and laws of nature. The term environmental awareness means knowledge and understanding of facts and concepts related to environment and consequences of various environmental problems like pollution, population, deforestation, ecological disruption and every crisis.

INTELLIGENCE

It is acknowledged by all of us that one of the most important variable that affect learning is the quality of behavior called intelligence.

In general, intelligence is man's ability to face and solve the complicated and difficult problems

and situation. So intelligence is also considered as the most important abstract factor for higher chance of success out of a large number of factors effecting academic achievement.

Freeman describes, “Intelligence as the capacity of individual to adjust him self to new situations, to solve new problems and to learn.”

According to Terman, “Intelligence is the capacity to carry on abstract thinking and dealing with concept, symbols, ideas, numbers and seeking their relationship.”

Wechsler (1973). “Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with the environment.”

RELATED STUDIES

Sayi Prasad (1987) conducted a study on 182 woman in a south Indian village showed that in the rural women, especially from scheduled castes, the awareness and knowledge of environment was poor.

Shahnwaj (1990) worked on the environment awareness and attitude (towards environmental issues) of secondary and higher secondary school teachers and students at Udaipur. He found a very high level of awareness on the part of teachers and student regarding the environment and this was more in the urban than in the rural areas.

Rath, N.C and Mohanty, M. (1992) conducted a study “Awareness of adolescents on Environmental pollution” showing the difference between school going and non school going adolescents with respect to their awareness pollution. It was found that there was no significant relationship of family type (single or nuclear family with the awareness on environmental pollution.

Pareek and Sidana (1996) reported significant difference in the environmental awareness of

urban and rural students.

Dubey and Sonal (1998) conducted research to asses environmental awareness among women. He found that urban women had higher environmental awareness than rural women.

Kumari, P. Vasantha and Surendra, G (2002) conducted a study on “Attitude of adult education organizers towards environmental awareness”. In the study it was found that.

1. There is no significant difference between sex and age.
2. Caste plays a prominent role in determining the environment awareness among the organizers.
3. Educational qualifications and working experience are also have a prominent role in determining the environmental awareness.

NEED OF ENVIRONMENTAL EDUCATION

The government has introduced environmental education as a compulsory subject in senior secondary schools. The objective of environmental education includes awareness, intelligence, knowledge, attitude, skill and participation of people in protecting the environment. Many government and non government organization of media is also providing environmental awareness to the people through posters, films, seminars and workshops. Present study is an effort to assess the environmental awareness among senior secondary students belonging to area of Muktsar and Abohar cities. This would enable the researcher to know existing problem related to environment. So that is there is need to spread environmental awareness.

OBJECTIVES OF THE STUDY

1. To study the relationship between environmental awareness and intelligence.

2. To study and compare the level of environmental awareness among boys and girls.
3. To study and compare the level of environmental awareness among science and arts students.

awareness of senior secondary students.

3. t-ratio was worked out to find out significant difference in the environmental awareness between

a) Boys and girls student.

b) Science and arts students.

HYPOTHESES

1. There exists significant relationship between environmental awareness and intelligence of senior secondary students.
2. There will be a significant difference in the level of environmental awareness among boys and girls.
3. There will be a significant difference in the level of environmental awareness among science and arts students.

DESIGN

Descriptive Survey Method was used to collect data.

SAMPLE

Sample of present study consisted of 120 students, randomly, from girls senior secondary school and boys senior secondary school of Gidderbaha. Out of this 60 were girls and 60 were boys.

TOOLS TO BE USED

1. "Environmental awareness ability measure (EAAM) 1988 by Dr. Parveen Kumar Jha.
2. The group test of general mental ability by Dr. S.S Jalota.

TECHNIQUES OF STASTICAL ANALYSIS

1. Mean and standard deviation.
2. Pearson's product moment correlation between intelligence and environmental

RESULTS AND INTERPRETATION

HYPOTHESIS 1

To test that the hypothesis that, "There exist a significant relationship between the environmental awareness and intelligence.

From Table ($R=.0770$) it is revealed that there is no significant relationship between the environmental awareness and intelligence as the value of r is $.0770$. Because the value of r lies between $+1$ to -1

In other words we can say after observing the above discussion that in the students of Senior Secondary school, there is no significant relation found b/w the intelligence and environment awareness. So hypothesis is rejected.

HYPOTHESIS 2

To test the hypothesis that " there exists a significant difference in the level of environmental awareness among boys and girls students of senior secondary schools.

DISCUSSION

From table ($t=4.24$) it is revealed that there is significant difference in the level of environmental awareness among boys and girls. As the value t of it is significant at $.05$ level as well as and at $.01$ level respectively. By entering Table D, we get the entries 1.96 and 2.58 at $.05$ and $.01$ levels respectively.

Since our $t= 4.24$ is more than 1.96 as well as 2.58 so the obtained mean difference is

significant. This shows boys have more environmental awareness than girls.

Hence our hypothesis “There exists significant difference in level of environmental awareness among boys and girls student of senior secondary school is accepted.

Obtained results are similar to the previous finding of Roli (1995) who reported significant difference exists in the awareness of boys and girls.

HYPOTHESIS 3

To test the hypothesis that “There will be a significant difference in the level of environmental awareness among science and arts students.”

Table Shows that the value t- between mean scores of science and arts student in environmental awareness is 2. The t-value 118 af in the order to significant .05 and .01 level should be 1.96 and 2.58 respectively. The obtained value is significant at .05 level. This concludes that students of science and arts differ in their environmental awareness

Hence “there will be a significant difference in the level of environmental awareness among science and art students. So our hypothesis is accepted. Science student have better environmental awareness than arts students.

The difference may be due to the fact that student of science stream understand the scientific basis of environment and ecology in better way.

CONCLUSIONS

1. There is no significant relationship between the intelligence and environmental awareness.
2. There is a significant difference in the environmental awareness of boys and girls.

Boys students have better environmental awareness than the girls students.

3. Science Students have better environmental awareness than the arts students. Science stream students understand the scientific basis of environment and ecology in better way.

EDUCATIONAL IMPLICATIONS

1. The finding can help in assessing the level of environmental awareness among students.
2. The finding may help in framing school curriculum from environmental point of view.
3. Analysis of the results can help in identifying the weaker groups and a strategy can be developed to motivate them.
4. The level of environmental awareness of students can suggest us the activities that could be planned to promote sensitivity towards ecological sensibilities.

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AN IDEAL SCHOOL

By Suparna M Bhatnagar

This is the story of a school in my dreams. I have some years of experience in working with children, in various climes and circuits. Read a few books. Gathered hay and storm and come up with some elixiric mix match.

So what will this school be like in a city environment. A beautiful laid back building with sprawling lawns and gardens. An acreage of 3-4 to support farming activities done by the children.

The children at the pre- nursery level will be taught the alphabets and the numbers by the Montessori method. They will be given a lot of freedom in choosing activities of their choice. There will be lots of material for them to work with. They will be given a concept to work with and this will be explored with books and videos. Practical experiments will be shown to the children and their creativity will be allowed to unfold with art, craft, clay modeling, music and story writing.

A lot of space will be given to the children to grow. The teacher will observe the children carefully and see what each child needs. They will be allowed to choose activities on their own. The teacher will pay individual attention to each child and talk to them fervently and keep a record of each child. The children will be given a lot of material to invent and create in each field, be it experiments, nature study, or craft. They will be allowed to paint and draw freely and the process will be monitored by the teacher. The story telling will include encouraging children to tell their original stories and these will be penned down and recorded. The process of change in their efforts will be noted down. The same with craft and clay modeling. There will be more emphasis on what they want to create or build rather than imposing too much technique on them.

The children will be for e.g given the drums or the

Keyboard and they will be allowed to make their own music. The teacher will watch in deep silence.

The alphabets and reading and writing will be taught through lettercards and various games and writing will be introduced seeing the readiness of the child. No mass produced stuff but individualistic in nature. The Montessori method of teaching language and Maths will be taught which is kinesthetic and very child-friendly.

As we proceed further we would venture into the primary section. The textbooks will be interesting and very interactive. There will be a lot of questioning and thinking involved with the curriculum. Children will partly be able to choose their subjects of study for the day or the week or even the month. There will be various topic books on various subjects through which children will do their research besides formal textbooks from which children can choose what they wish to study. Children will prepare a plan of action or like a project for self- study which they will follow. This could include questions that they would like to ask, the answers for which they could find in the texts and with the help of the teacher or on the Internet or Videos on the subjects. They could for instance choose a `turtle` as a subject of study and could read up on them, watch videos and even be enabled by the teachers in keeping a turtle as a pet., which they could take home after the topic of study is reasonably satisfied. If they took `mountains` as a topic of study, they could watch films on these, read up on various mountains in the world, compare heights, formation and even write stories based on mountains and maybe read about hill people and their lives. They could pursue their study, when they go for a trip to the hills, or if the school organizes trip. So on and so forth. Group topics like, the budget` or Politics

could be taken up, where they can be encouraged to read the newspaper and politicians of the times could be discussed, or politicians of yesteryear like Indira Gandhi and Nehru could be brought in. International politics could also be discussed and why some re popular like Obama could be brought in. Indian History can be taken up in a story form and discussed. The children could be encouraged to form a government of their own for the school or the sections of a class and portfolios like finance and discipline could be taken in. Laws or rules can be made. Rule-breakers could be tried in a Special court consisting of teachers and some selected or elected students. Children will be taught the numbers and the language and the vernacular of the region in a creative but formal manner. Story writing would be encouraged. Also the development of the habit of reading with teachers suggesting authors for the parents to buy for the children to read at home. Film making and photography can be brought in. Children could take their own photos and make short films on the projects and topics they are covering. Science and EVS will be handled concept by concept. Children will be guided, questioned, provided material for their independent research and taught where needed. There will be a perfect tab on their quarterly grasp on the subjects they choose to study and the process they are undergoing and a monitoring of the same. Children will be independently assessed on their performance and encouraged and enhanced. There will be classes in gardening, art, music, dance, clay modeling and story and poetry writing. Their own creativity will be enhanced and allowed to grow. That will be encouraged and technique will be taught. They might be encouraged to pick up sports, cooking, tailoring, weaving and various other skills of study.

For the middle and secondary school there will be with regular study in the Sciences, Mathematics and the Social Studies and languages, a lot of stress on working on the farm land, learning about Agriculture and Organic Farming, growing crops and even going out

there and selling in the market so they learn business skills. They will be taught basic engineering skills, vocational skills like Beauty Culture and Tailoring, fashion designing and textile designing and depending on their taste encouraged to manufacture and sell within the school community and outside through stalls and retail shops so they learn the marketing methods and become skilled and business oriented individuals able to stand on their own feet from Day 1, in the outside world.

They will be encouraged to work in the Science lab for hours together if they so wish, even after school hours and encouraged to do research through experiments, reading, The Internet or with the help of the teachers in their subject of choice. This will go side by side with a sizing up of the basic concepts which need constant care and persistent attention. There will be a separate section on The Study of the Vedas and our Shatras and Vedic chanting will be taught by specially appointed teachers. This will go on from class 6 to 12 on a regular basis. The aim would be also to integrate the study of this with the regular study and that would be enhanced. There would be great care taken that the highest knowledge is imparted to the children in Science, Mathematics, Literature and the Arts. But it will be made certain that the children do a lot of self-study and pursue a study of their inclination, this could be maybe a passion for animals, or history, which the school will take great pains, in facilitating the child, whatever it takes. There would be regular parent interaction and the parents will be encouraged to share and record the child's process through the years and will be partners in the child's growth. For instance, they will be asked to participate and help the child with his study of animals, as he grows older, to the extent of keeping animal pets and helping the child in taking care of them. This could even include unusual animal pets, if the child so wishes. Or if the child is keen on Politics he could be taken to see Parliament sessions and meet various politicians and read Party Manifestoes etc. A child who is keen on Science could request

his parents to provide him with a small Science Lab at home with some requisite equipment which he could fiddle around with. It is amazing how much we adults can help in bringing up children in a beautiful and effective manner, the child`s way...

Children would be having special classes in the Arts and Music, maybe picking up a musical instrument and carrying on with it for several years.

The teachers will be specially trained to teach in the school. They will undergo a three-year teaching programme making them able to cover the entire gamut of activities that the school

pursues. They will be taught by trained professionals and the degree would be recognized by the Government. They will also be taught Yoga and Meditation to fulfill all their needs. It is preferable that there is a residential programme for the teachers. They will also be encouraged to take classes while they study and the third year will be an internship in the school.

So my ideal school would look something like this. Maybe one day if you get a chance to start a school you could incorporate some of these ideas, or suggest to your schools, some ideas given here. Parents could read and start discovering their children`s talents and encourage them in various ways. Take Care.....

INTEGRATING CULTURE INTO MATHEMATICS CLASSROOM TEACHING: SUGGESTED LESSON PLANS

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ABSTRACT

The need to integrate culture and its teaching into mathematics education is not a new debate, and has long been highlighted in countless studies. Yet, it seems to be a common practice that mathematics textbooks and classrooms frequently overlook the conclusions drawn in such studies and neglect the essential need to target the cultural understanding of students for better mathematical knowledge. The author of this paper, draws attention to this ignorance by using Culture as an application tool, and argues that there will always be something missing in maths learners' proficiency and use, if culture is left out in their learning. Thus, mathematics teachers are advised specific ways of integrating culture into their classroom lesson plans and supplementing their learning activities with cultural elements. As an implication, the author provides a practical macro-plan that includes a lesson showing practitioners, how to teach about Geometry and mensuration. This sample lesson demonstrates one of the creative ways for teachers to incorporate culture into their classrooms.

Keywords: Culture, culture teaching, mathematics, mathematics teaching.

INTRODUCTION

Culture is the way of life and schools are the places where we let our future generations learn and master the refined way of living life. Thus culture is an important tool of School education.

Kuykendall(1989), "Culture determines how children perceive life and their relationship to the world. Because culture also influences how and what children learn, educators can use culture to improve self-image and achievement. Not only must teachers show an appreciation of cultural diversity, they must also incorporate teaching strategies that are congruent with the learning styles of their students." Long before that, even John Dewey (1889) argued that the development of curricula should be based on students' own interests. Education, he felt, should be a child-centred process. He strongly believed in connecting curriculum to the interests and activities of students. He also urged teachers to connect each child's life experiences and interests to the existing curriculum. As a result, students would be able to understand and succeed in the traditional curriculum.

The role of Culture in Teaching-Learning process is not only to enhance the quality of experiences and understanding but it also accelerates the process of application of the theoretical knowledge to normal day life. Culture needs to be the soul of curriculum and pedagogy. The teacher has to understand that culturally responsive or relevant teaching can make students not only theoretically sound but also practically constructive in society.

Culturally responsive (or relevant) teaching has been described by Billings(1994) as "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural references to impart knowledge, skills,

and attitudes."What does this mean? It means that teachers make standard-based content and curricula accessible to students and teach in a way that students can understand. To do this, teachers must incorporate relatable aspects of students' daily lives into the curriculum. Such familiar aspects include language (which may include jargon or slang), social customs, local literature, and extracurricular interests such as music, arts and sports. Once students feel comfortable with socially relevant and their daily life related examples and activities, they will feel comfortable enough to focus and try to learn the content.

Culturally Relevant Teaching is an approach to education that puts the culture, language, and background of the students at the forefront, rather than the unrecognized background of the classroom. Gay (2001) defines culturally relevant teaching "as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively." She says it is based on the assumption that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have a higher interest appeal, and are learned more easily and thoroughly."

Culturally Relevant Teaching in Mathematics Classrooms

"No rules or scales, No inches or feet; No dates or numbers, on hours or street

No price or weight, No determining heights; No hour running through, Days and night

No zero, no birthday, No way to subtract; all of the guess work, surrounding the facts

No sizes for shoes, or suit or hat....; would not it be awful, to live like that?"

This poem explains how numbers and their relation i.e. mathematics is an essential part of

life. We can't live without mathematics and it will not be an exaggeration to say that mathematics is a way of life. But the "way of life" phenomenon is termed as Culture. Culture is "the evolved human capacity to classify and represent experiences with Symbols, and to act imaginatively and creatively." The same concept can be expressed as Mathematics, "the Science of Creativity, and the Art of Imagination and the Language of Symbols." Hence how can we isolate mathematics from Culture? Teaching and Learning of Mathematics need culture as a tool of application.

Moses (2001) in his Algebra Project underlies a principle which implies that mathematical concepts in general and algebra in particular, are discussed in language that is natural and intuitive for students before they are exposed to the technical terms found in textbooks. Analysis of schools using the Algebra Project has shown improvement in test scores

Mathematics is an analytical tool to make-sense of, critique and transforms the world. Thus Students must develop knowledge and skills to succeed in the "traditional sense" (standardized tests, graduation requirements). Therefore student orientation to mathematics must change from disinterest and disconnection towards an appreciation of its power to solve complex problems and actively change inequities.

Recent reform efforts in mathematics education stress teaching mathematics for understanding in an environment that is accessible to all students (NCTM, 2000). Literature on the nature of teacher planning in light of reform efforts to change the teaching and learning of mathematics is sparse (Simon, 1995; Simon & Tzur, 1999). The majority of research on teacher planning is not specific to mathematics nor does it address how teachers attend to the cultural aspects of teaching and learning or what teachers need to do to promote learning mathematics for understanding (McCutcheon, 1980; Yinger, 1980; Zahorik, 1975). Additionally,

research has not addressed how teaching mathematics for understanding and attending to students' cultural backgrounds can effectively be incorporated into teachers' lesson planning practices (Eisenhart, et al., 1993; Gutstein, Lipman, Hernandez & de los Reyes, 1997; Ladson-Billings, 1995; Putnam, Heaton, Prawat & Remillard, 1992).

Culturally Relevant Pedagogy in Mathematics Class:

Ladson-Billings (1994) has coined the term Culturally Relevant Pedagogy (CRP) and defines it as "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural reference to impart knowledge, skills, and attitudes." They chose the mathematics teaching cycle because it is grounded in the constructivists' view of learning, and as such, are consistent with CRP and teaching for understanding. The framework design utilized the three major components of the mathematics teaching cycle:

- PLANNING (drawing on teacher knowledge and the creation of a hypothetical learning trajectory),
- TEACHING (the enactment of classroom activities) and
- ASSESSMENT (formative).

An Example of CRP Lesson plan for a topic of Geometry (2 Dimensional shapes) can be understood herewith:

Planning Stage:

Class: 7th standard

Objectives:

- To identify Two-dimensional shapes.
- To comprehend the Relation between the Shape and its Area.

- To illustrate the Two-dimensional shapes through Cultural (Tangible Art) objects.
- To Solve the Problems related to the Area of Two-dimensional shapes (Square, Rectangle, Triangle, and Circle).

Teaching Aids: Rangoli Slide, Rangoli stencil and Rangoli Colours

Teaching Stage:

Teacher will show the Rangoli slide and will ask about its relevance in Indian Festivals. After establishing its link with students' cultural life, Teacher will ask them to draw a Geometric Rangoli Pattern using Rangoli stencil. Teacher will involve students in identifying its geometric shapes and relating the shapes to the food items used in Festival celebrations. Then Teacher will ask the students to fill Rangoli colours in the pattern and measure the area covered by different colours, thus understanding the concept of 2D geometric shapes by relating it to a cultural symbol i.e "Rangoli."

Evaluation Stage: Teacher will ask the students to illustrate the 2D shapes from their stationery, from their kitchen, from their devotional room and find their areas.

Culturally Relevant Teaching and Teachers

Although the role of the teacher is by no means the exclusive factor involved in creating a Culturally Relevant Classroom environment, it is nevertheless perhaps the single most influential factor involved. There has been substantial research that has been done to establish a broad understanding of the specific characteristics of Culturally Relevant teachers and elements of Culturally Relevant Pedagogy. Villegas and her associates (2002) outline six characteristics that are important culturally for responsive teachers:

- Teacher is socio-culturally conscious...;
- Has affirming views of students from

diverse backgrounds...;

- Sees himself or herself as both responsible for and capable of bringing about educational change that will make schools more responsive to all students;
- Understands how learners construct knowledge and is capable of promoting learners' knowledge construction;
- Knows about the lives of his or her students; and
- Uses his or her knowledge about student lives to design instruction that builds on what they already know while stretching them beyond the familiar.”

Ladson-Billings (2001) identifies three clear characteristics of culturally competent teachers. She has pointed out that “Successful teachers focus on individual student’s academic achievement, develop students' cultural competence and foster their sense of socio-political consciousness.” She further elaborates about specific indicators on whether these skills and attitudes have been adopted.

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PEDAGOGICAL SUGGESTIONS

There is a shift we need to make in the teaching of maths in Indigenous contexts. It is quite simply this: “Rather than trying to bring out the culture in maths, we need to bring out the maths in culture”. We also need to shift our understanding of what culture is for the purposes of education. Material culture is very important, but arguably is the least productive aspect of our culture to include in curricula. The more productive side of culture is the intangible, the unseen, the previously unexamined i.e. the genuine lived reality of our students. Some of the inputs for Culturally Relevant Pedagogy CRP Lesson plan topics can

be:

- Studying “Rangoli” (Geometric Patterns) to recognise 2D shapes and to measuring their areas and volumes.
- Working with plants and natural phenomena, biology and even measuring the dimensions of their own bodies.
- Finding the height of Historical monument through sextant and deriving its Trigonometric Concepts.
- A unit on Fibonacci can cover sequences, equations, geometry, decimals, multiplication, division, measurement, etc. As such, this theme can inform community-based projects like gardens, murals, etc.
- Studying the aerodynamics in the flight of boomerangs.
- Studying the trajectory of swings in local parks.
- Using pictorial graphs to make learning maps showing student progress and desired outcomes.
- Measuring natural objects from the local landscape.
- Sweat Shop Math: This activity examines the wages in states of India. The goal is to help students to understand how these wages effect living conditions and life. Students make mathematical connections to data analysis, and statistical inference.

“Educational researchers have proven time and again that culturally responsive teaching methods increase student achievement. So if our teaching is not culturally relevant, then we as educators are not relevant.” - Chike Akua

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MY EXPERIENCES OF A PLAYSCHOOL

By Suparna M Bhatnagar

This is the story of my experiments with small children. They are to-die-for! Innocence walking into the class-room, waddling in sharp at 9 and drifting guilelessly to some equipment. Some fascinating blocks, some awkward puzzle needing attention, some potato masher needing fixing or some old pot or pan which can be enabled to be a sizeable container for pouring water or rice from one ladle into another. Endless activity ensues, each absorbed corner swiddled with excitement, in utter concentration and bliss.

Children settle down with these things and begin their day. I introduced several Montessori Exercises for practical life like pouring rice, transferring beans, soaking a sponge with water and wrenching it off. These have tremendous pull for the children and 2 and a half year olds love to be with these with intense passion and concentration. It develops their mind, gross and fine motor skills and they reinforce endlessly in various formats to challenge their minds.

Children love to choose the activities themselves and stay absorbed and then like to switch when they do. Blocks seem to be very good for cognitive development. As they build various structures they are shaping their minds and making them more complicated. They again must be encouraged here to work alone and undisturbed or it becomes a racket. Groups working together with blocks should be guided or supervised and it should be ensured that no one child is disrupting the group. Children love blocks and they give immense possibility for growth and creativity.

There should be about an hour or a half given to this activity to begin the day in a playschool.

Then used to come Concept time or circle time. Here we would pick up a concept for the week

like fishes or marine animals like the Octopus, dolphin, turtle. We would do intensive research on the animal and note down facts palatable for small children. Believe you-me they might not gather much but they seem to absorb and understand a lot at a deeper level and it is very good to show them pictures and videos of the various animals and tell them facts. This understanding gets lost with regular school. They would want to watch again and again. One little boy Chetas, got scared of the turtle in the video and did not want to watch that day so we shut off the video but another day he kept after my life to watch the videos again....

In another school I took up the topic Science experiments. It was the most beautiful experience of my life to see the children hedged over each other watching one experiment after another unfold. It was sheer magic. So keen to watch in endless silence and pursuance! We showed them a water submarine and solubility and insolubility of substances, magnets at work, hot and cold water and temperature correlation and they were just mesmerized. They might not understand the concept or how it works but they have a sense for it and love to watch with deep interest.

There were various other experiences of valuable importance that I underwent in the school. I would provide them with paper, scissors, glue and let them freak out. They would come up with the most enlightening creations. All bizarre shapes and colours infused. Wrapped in deep calm and concentration they would go on and on, undisturbed by the wind. All working together in deep harmony, not a sound, not a stir, all children happily engaged in their independent ventures. Then there was the day I gave them cutouts of stars and some coloured paper. Cut

some triangles and squares and unknown shapes and had some glittering metallic discs for company. The children were embuzzled in deep charm and made the most original designs, glued on their squares and shapes and glitters on the stars., I have yet to see more beautiful stars in my life, rather than making them do some 2+2 crafts with everything done by the teacher, where all they do is sticking the right line in the right direction. That is good. It teaches them organization, but this is heightened creativity and the sheer joy of self-expression.

Then there was the time when we had a painting class. There was a definite process involved here. Very clear with some children, less with some others. They would be in sheer bliss with the brush in their hands and huge dollops of powder paint mixed in water and there would be droves and droves of blue or yellow or just black on the entire sheet. At this age the idea of form is foreign, its something before form, energy or a state that they portray. Some children are quicker so you see forms emerging. Some kind of scrawls which they will give some name to. Not very clear how much the form matches the name they give it. There was Alya who picked up the crayon and made endless complicated drawings, age 2 and a half. Unbelievable! How she drew and drew. At this age many children seem connected with their past births and some time talk in very strange ways that makes you think that. Alya had that old time air about her. One day she sat in my lap and began talking. She just carried on, an endless plethora of words strung together in magical, musical fashion. She would then dance around the class, make herself feel comfortable after some pointed sort of time and then begin some activity. Some kind of inner explosion. She was earlier a quiet child with deep concentration and self-involvement and would love to continue what she started.

Coming back to painting, Myra was one child with a very clear spirit. Distinct the way she would hold the brush, in pensive motion use a certain amount of minute colour and paint. This child

certainly had a way with paint. Very strong process emerged in her drawings. Then when we we were doing clay modeling she made this beautiful delicate cracked ball with the clay and crept very close to me and whispered to me that this was a tiger. I cannot forget that moment in my life. There was another child who was called Anvita who seemed only to be her own person and it seemed she got all her education at home, her parents driveling about dinosaurs and turtles to her. Same age, mad a very distinct turtle. Each to his own.

The children get mesmerized when you tell them stories. But be careful, no violence and dragons and rakshasas these days. That`s what I think. They get scared, get disturbed. Happy stories with kindness and gentleness and such virtues with animals and fairies are nice.

They just love puppet shows. Listen very carefully. We took the topic insects and talked in a story-like way about various insects, beetles, lady birds, butterflies and caterpillars using handmade stick puppets with paper drawing puppets of the insects. The children watched very quietly.

Then there was this time we thought , let the children at the Keyboard and what music the children made. Mesmerising, individualistic, could beat any Mozart. Perfect notes, not a single note out of place. It was amazing. Just make them sit around and maintain silence. Let them come one by one and play. Just make sure they are not disturbed. Let them play as long as they want to, instead of just singing rhymes and songs which someone else has made. Bring out their genius. They are born with it. Encourage the parents to buy them Keyboards at home and guide the children in this silent way. Let their music be recorded and the process watched for years. Later they can learn the technicalities involved viz. learning somewhere. It is better to use music as a filler, rather than some statutory diet for the children so go easy on your rhymes. Hum during snack time or while they are waiting

for some activity to begin. Make sure these flowers do not have to wait for hours, for an activity to begin. It is not nice to make them wait. Just because they don't say anything! They become sad and listless.

Then there was the story making sessions. Children spewed out stories nine-to-the dozen. Lots of stories with animals, simple sweet ones, all from their own minds, not making much sense in the beginning but later they became more coherent. Then we asked them to draw pictures with their stories, some direct, some obtuse but very beautiful and we stuck them together and made story books for them to take home, their own home-grown stories. It was an alarming experience. Just tell them to tell their story and write it down for them. Then ask them to

illustrate, 2 or 3 or 4 drawings to go with their stories. Ask them to draw a cover page too and handwrite it or type in bold print on the computer and take printouts and glue on the story. It's a miracle that gets achieved.

Another area I worked on was settling new children in. Do not harass or insult them. Let them feel comfortable, stick to you like glue, if they want. Let them sit outside and wait for Mama to come and get them at 12. Do not ignore them and involve them gently in an activity of their choice, when they are ready to join in. That's how it goes.....

That was a slip from my experience at the playschool.....Hope you enjoyed reading.....

APPLYING TOTAL QUALITY MANAGEMENT (TQM) IN EDUCATION

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Many educators believe that the Deming's concept of TQM provides guiding principles for needed educational reform. The concept of Total Quality Management (TQM) was developed by W. Edwards Deming an American psychologist, after Second World War, for improving the production quality of goods and services. The concept was not taken seriously by Americans. But the Japanese, who adopted TQM in 1950 to resurrect their postwar business and industry, they applied TQM principles to dominate world markets till 1990. By then most U.S. manufacturers had finally accepted that the nineteenth century assembly line factory model was outdated for the modern global economic markets.

The concept of TQM is applicable to academics. Many educators believe that the Deming's concept of TQM provides guiding principles for needed educational reform. In his article, "The Quality Revolution in Education, John Jay Boasting outlines the TQM principles he believes are most salient to education reform. He calls them the "Four Pillars of Total Quality Management."

SYNERGISTIC RELATIONSHIPS

According to this principle, an organization must focus, first and foremost, on its suppliers and customers. In a TQM organization, everyone is both a customer and supplier; this confusing concept emphasizes "the systematic nature of the work in which all are involved". In other words, teamwork and collaboration are essential. Traditionally, education has been prone to individual and departmental isolation. However, according to Boasting, this outdated

practice no longer serves us: "When I close the classroom door, those kids are mine!" is a notion too narrow to survive in a world in which teamwork and collaboration result in high-quality benefits for the greatest number of people. The very application of the first pillar of TQM to education emphasizes the synergistic relationship between the "suppliers" and "customers". The concept of synergy suggests that performance and production is enhanced by pooling the talent and experience of individuals.

In a classroom, teacher-student teams are the equivalent of industry's front-line workers. The product of their successful work together is the development of the student's capabilities, interests, and character. In one sense, the student is the teacher's customer, as the recipient of educational services provided for the student's growth and improvement. Viewed in this way, the teacher and the school are suppliers of effective learning tools, environments, and systems to the student, who is the school's primary customer.

CONTINUOUS IMPROVEMENT AND SELF EVALUATION

The second pillar of TQM applied to education is the total dedication to continuous improvement, personally and collectively. Within a Total Quality school setting, administrators work collaboratively with their customers: teachers. Gone are the vestiges of "Scientific management"... whose watchwords were compliance, control and command. The foundations for this system were fear, intimidation, and an adversarial approach to problem-solving. Today it is in our best interest to

encourage everyone's potential by dedicating ourselves to the continual improvement of our own abilities and those of the people with whom we work and live. Total Quality is, essentially, a win-win approach which works to everyone's ultimate advantage.

According to Deming, no human being should ever evaluate another human being. Therefore, TQM emphasizes self-evaluation as part of a continuous improvement process. In addition, this principle also laminates to the focusing on students' strengths, individual learning styles, and different types of intelligences.

SYSTEM OF ONGOING PROCESS

The third pillar of TQM as applied in academics is the recognition of the organization as a system and the work done within the organization must be seen as an ongoing process. The primary implication of this principle is that individual students and teachers are less to blame for failure than the system in which they work. Quality speaks to working on the system, which must be examined to identify and eliminate the flawed processes that allow its participants to fail. Since systems are made up of processes, the improvements made in the quality of those processes largely determine the quality of the resulting product. In the new paradigm of learning, continual improvement of learning processes based on learning outcomes replaces the outdated "teach and test" mode.

LEADERSHIP

The fourth TQM principle applied to education is that the success of TQM is the responsibility of top management. The school teachers must establish the context in which students can best achieve their potential through the continuous

improvement that results from teachers and students working together. Teachers who emphasize content area literacy and principle-centered teaching provide the leadership, framework, and tools necessary for continuous improvement in the learning process. According to the practical evidences, the TQM principles help the schools in following clauses:

- (a) Redefine the role, purpose and responsibilities of schools.
- (b) Improve schools as a "way of life."
- (c) Plan comprehensive leadership training for educators at all levels.
- (d) Create staff development that addresses the attitudes and beliefs of school staff.
- (e) Use research and practice-based information to guide both policy and practice.
- (f) Design comprehensive child-development initiatives that cut across a variety of agencies and institutions.

CONCLUSION

In order to achieve the real objectives of education at all levels we can apply the principles of total quality management as opportunities, in addition to patience, participatory management among well-trained and educated partners which is crucial to the success of TQM in education; everyone involved must understand and believe in principles and outcomes. Their vision and skills in leadership, management, interpersonal communication, problem solving and creative cooperation are important qualities for successful implementation of TQM.

UNDERSTANDING THE FRAMEWORK OF ADOLESCENCE EDUCATION

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ABSTRACT

This paper is focused on developing an appropriate understanding of the conceptual framework of Adolescence Education. Adolescence Education is an educational response to the needs, concerns and realities of adolescents. This article describes the realities of Indian adolescents, and adolescence education as a systematic response to address their concerns. Adolescents are a positive resource. They have energy and idealism. Adolescence is a transition period between childhood and adulthood. Adolescents need information and somebody who will answer their questions. Adolescence education is a response to the adolescents' need for authentic information, provided in a safe and friendly atmosphere. India is proud to be home to 327 million young people in the age group of 10-24 (WHO, 2007), and is also responsible for developing this vast human resource in the best possible ways.

Key Words: Adolescence Education, Life Skills, HIV, AIDS, Family Life Education

INTRODUCTION

Adolescence Education aims to respond to the concerns of adolescents, specifically the ones that are yet to be assimilated by school curriculum in full measure. The overall objective of Adolescence Education is to provide adolescents with accurate, age appropriate and culturally relevant information, promote healthy attitudes and develop skills to enable them to respond to real-life situations effectively. The

Main content areas of adolescence education include:

- the process of growing up,
- prevention of HIV and AIDS and,
- prevention of substance/drug Abuse;

Understanding of life skills development as a core objective and as a generic concept, not only related to the selective concerns of adolescents like peer pressure or risk taking behaviour. The need for participatory teaching/transaction methods that build on the experiences of learners rather than didactic and rote teaching-learning methods. One of the major objectives of adolescence education is to develop life skills to empower young people to respond to the real life situations in positive and responsible ways. Life Skills are psycho-social abilities that enable individuals to translate knowledge, attitude and values regarding their concerns into well-informed and healthy behaviours. Empowered with skills; young people are able to take decisions based on a logical process of "what to do, why to do, how to do and when to do."

NEEDS, CONCERNS AND REALITIES OF ADOLESCENTS IN INDIA

World Health Organization (WHO) defines that individuals in the age group of 10-19 are known as adolescents, in the age group of 10-24 as young people and in the age group of 15-24 as youth. India has 327 million young people in the age group of 10-24 (WHO, 2007) Eighty three percent young men and 78% young women in

the age group 15-24 expressed that they perceived family life education to be important (IIPS: Pop Council Youth survey, 2006-07). Young people (45% boys and 27% girls) voted for teacher as the most appropriate person to transact education on family life matters (IIPS: Pop Council Youth survey, 2006-07).

Findings from the National Family Health Survey 3 (NFHS 3, 2005-06) also show that young people are poorly informed on issues related to HIV prevention. Only 28% of young women and 54% of young men in the age group of 15-24 had comprehensive knowledge about HIV/AIDS. This is worrisome in the light of the fact that over 35% of all reported AIDS cases in India occur among young people in the age group of 15-24 years and more than 50% of the new HIV infections occur also among young people (NACO, 2005). Substance abuse among young people is also a matter of concern. Findings from NFHS-3 show that in the age group of 15-24, 40% young men and 5% young women had ever used tobacco, while 20% of young men and 1% of young women had ever consumed alcohol.

Although young people are considered healthy, findings from NFHS 3 indicate that a substantial proportion of young people suffer from anaemia (56% of females and 25% of males in the 15-24 age group) that can adversely affect their physical growth, cognitive development, performance in school and at work as well as reproduction.

GUIDING PRINCIPLES OF ADOLESCENCE EDUCATION

Adolescence is conceptualized as a positive stage of life, full of possibilities and potential. It should not be labelled as problematic and traumatic, and adolescents (and the 'peer group') should not be stereotyped in negative ways. Adolescence Education should recognize and respond to the reality that adolescents are heterogeneous: with diversity in terms of urban/rural, caste, class, religion, cultural

beliefs, and so on. Adolescence Education should enable adolescents to understand and negotiate existing and constantly changing lived realities. Teachers need to unlearn and learn in order to facilitate the effective transaction of this curricular area. This is relevant in respect of content, attitudes and pedagogical modalities. The program should enable adolescents to articulate their issues and know their rights, counter shame and fear, build up self-esteem and self-confidence, and develop ability to take on responsibility for self, relationships and (to an extent) society around them. Adolescence education should influence the entire school curriculum and ethos, rather than being an isolated, stand-alone component. The Adolescence Education programme should have inbuilt flexibility- in terms of content and process to be able to respond to dynamic needs of young people.

The program should empower young people through participatory, process oriented, non-judgemental approaches that build on the experiences of learners, and provide them with opportunities to think critically, analyse and infer learning rather than being prescriptive. Adolescence education should be strongly oriented towards the transformational potential of education, based on principles of equity and social justice rather than having a status-quo orientation.

LIFE SKILLS DEVELOPMENT: CORE OBJECTIVE OF ADOLESCENCE EDUCATION

Life skills are psycho-social abilities that empower individuals to connect with self as well as others and develop healthy life style and positive behaviours. Life skills equip individuals with competence to manage challenging situations and utilize existing opportunities optimally. These skills enhance coping resources and personal and social competencies of individuals.

- Life skills development is a life-long process that helps individuals grow and mature; build confidence in one's decisions taken on the basis of adequate information and thought and discover sources of strength within and outside.
- It is noteworthy that from times immemorial, every culture and society has invested in educating and empowering its younger generation to lead fulfilling and responsible lives. For example, the Panchatantra stories from India have important lessons in life skills enhancement that remain relevant for all generations.
- Education, and particularly school education plays a vital role in life skills development among individuals, as it exposes them to varied experiences in their formative years and has abundant potential to provide them with relevant simulated situations to learn and practice.
- Life skills are generic abilities, which can be effectively integrated in educational processes.
- Transaction approaches primarily focused on participatory and experiential modes of learning are effective for life skills development.

dependence to relative independence

PROFILE OF INDIAN ADOLESCENTS

The 2001 census tells us that 20 percent of the billion-strong population of the country would qualify as adolescents (age-group 10-19 years), i.e. every fifth person in this country is an adolescent. A significant aspect of adolescence is related to psychological development. It is a critical period for the development of self-identity. The process of acquiring a sense of self is linked to physiological changes, and also learning to negotiate the social and psychological demands of being young adults. Adolescents are affected by socio-economic disparities prevailing in the country. The National Family Health Survey - 3 (NFHS - 3) indicates high percentage of anaemia (56% of females and 25% of males in the 15-24 age group were anaemic), which affects their physical growth, cognitive development, performance in school and at work as well as reproduction.

A national-level study, 'Youth in India: Situation and Needs 2006-07' conducted by the Population Council, New Delhi and International Institute for Population Sciences, Mumbai, indicates that although most youth preferred to marry after age 18; as many as 19% of young women aged 20-24 were married before age 15, and 49% before age 18. Domestic violence is widely prevalent within marriage, with almost a quarter young (married) women reporting that they had been victims of one or other form of physical violence at some point of time within their marriage.

As high as 47% of women and 16% men reported they have never received any information on sexual matters from anybody. A large proportion of young people (78% young women and 83% young men) were in favour of imparting sex education or family life education to youth. The most commonly cited preferred sources for information were parents, teacher,

The special attributes that mark adolescence include:

- Rapid physical growth and development
- Physical, social and psychological maturity, not necessarily at the same time
- Sexual maturity and onset of sexual activity
- Urge to experiment/ try out new things
- Development of adult mental processes and adult identity
- Transition from total socio-economic

health care providers and other professionals and friends.

Gender roles are very distinctly defined, and adolescent girls continue to face gender based discrimination. This is evident in the declining sex ratio, incidence of domestic violence, under-age pregnancy, unsafe motherhood and increasing incidence of sexual abuse, abduction and trafficking (UNFPA, 2006). The findings from NFHS-3 do not indicate progressive gender role attitudes; 53% women and 56% men in the 15-24 age group felt that wife beating is justified under specific circumstances. Sexual Harassment in public spaces, institutions of education, in and around home and at the workplace is a well established fact. Child abuse, bullying and ragging are also common and more so among boys.

ADOLESCENCE EDUCATION: A RESPONSE TO ADOLESCENT REALITIES

It is universally accepted that the health needs, and particularly the Reproductive and Sexual Health (ARSH) needs of adolescents, continue to be ignored and neglected. As they stand at the threshold of adulthood, they need authentic knowledge that helps them understand the process of growing up with particular reference to their reproductive and sexual health needs. By developing a critical understanding, they have to be well equipped to cope with the problems which they confront. They need guidance and independence simultaneously, education as well as opportunities to explore life for themselves in order to attain the level of maturity required to make responsible and informed decisions.

OBJECTIVES, THEMES AND SCOPE OF ADOLESCENCE EDUCATION:

The concept of 'adolescence education' was preferred to terms like sex education, sexuality education, family life education, reproductive health education, puberty education, life skills education and AIDS education at the National Seminar on Adolescence Education, organised

by National Council of Educational Research and Training (NCERT) in 1993. The National Seminar endorsed the use of the concept of adolescence education and recommended the introduction of "suitable components of adolescence education in the curricula at all stages of schooling" (NCERT, 1994). As a follow up to its recommendations, a General Framework of Adolescence Education was finalised through nationwide consultations focusing on the following three requirements:

- Incorporating all the critical concerns of Adolescent Reproductive and Sexual Health (ARSH) in the specific context of Indian socio-cultural ethos;
- Preparing the scheme of contents suitable to provide adequate coverage to ARSH concerns in consonance with the nature and scope of existing school syllabi of different stages; and
- Identifying curriculum transaction strategies focused on promoting experiential learning suited to the specific needs of this new curricular area.

Analysis of school curriculum showed that some concerns were already incorporated in it. It was, therefore, thought logical for the adolescence education framework to focus on those concerns were not incorporated in the school curriculum. Content analysis of the existing curricula indicated that the three closely interrelated areas – process of growing up during adolescence, prevention of HIV/AIDS and prevention of substance (drug) abuse were not adequately covered in the school curriculum. Although the school syllabi and textbooks contain contents on the biological aspects of the reproduction system; education in these content areas cannot be complete by providing biological information only. There is a need to focus on physiological, emotional and socio-cultural dimensions of adolescent reproductive and sexual health (ARSH) in a holistic manner.

Adolescence education was thus conceptualized as an educational intervention, focusing on critical elements that would enable young people to deal effectively with the issues related to:

- Growing up healthy, including issues related to reproductive and sexual health
- Prevention of HIV/AIDS
- Prevention of substance (drug) abuse

After serious consideration, a consensus has been reached in favour of the introduction of adolescence education in schools with a view to providing authentic knowledge to students regarding the process of growing up, HIV/AIDS and substance (drug) abuse, influencing their attitudes, and developing in them the needed life skills to respond to real-life situations effectively. The 1993-96 version of the framework was missing out the element of life skills. In operationalizing the framework, it was realised that adolescence education should lay emphasis on life skills development, so as to empower adolescents to meet the challenges and optimize opportunities that may come their way. The present revised framework not only lays specific emphasis on life skills development but also conceptualises it based on pedagogical principles.

ARGUMENTS FOR AND AGAINST ADOLESCENT EDUCATION:

Arguments Against: Earlier there were many who did not think it proper to introduce elements relating to sexual development in the school curriculum. Even now such a mindset influences the thinking of some adults. They quite often put forth the following arguments:

- Sex and sexuality are intimately private matters which are not to be discussed in public, and that too with young children. In India individuals have been receiving information about these matters indirectly

through different sources available in their respective socio-cultural settings. Therefore, there is no need to introduce such an educational programme in Indian schools.

- If schools start providing knowledge about sexual development, young children will be encouraged to experiment with the newly acquired knowledge. This will promote promiscuity and sexual permissiveness, spoiling the youth and also the school and social environment.
- The regular discussion of sex and sexuality, which is a treasured sublime instinct of human beings, will reduce it to a mundane routine affair. The young students will be desensitised and will not be able to appreciate its sublime value in their future lives.

Arguments For: All these arguments were considered during the process of consensus building for introducing adolescence education in schools:

- It is a myth to regard the socio-cultural traditions of India as a safeguard against irresponsible sexual behaviour of individuals. There is definitely a need to make interventions to enable individuals, including young people to practice responsible behaviour and protect themselves from risky situations.
- A number of studies show that adolescents would like to get accurate information about the changes in their bodies including sexual development. However, discussion on issues related to sexuality is a taboo and there are no reliable sources of information to educate adolescents on these issues. This situation creates anxiety and confusion and generates myths and misconceptions among adolescents about various dimensions of their growing up.

- Since the average age at marriage is increasing, young people have a longer interval between their sexual maturity and marriage. In such a context, it is necessary for school curriculum to equip adolescents with authentic information on sexuality, HIV-AIDS and Sexually Transmitted Infections (STIs). This will enable adolescents to manage their sexual development responsibly and develop a healthy attitude towards sex and sexuality.
- Sexual abuse and exploitation of young girls and boys, and even minors, is a problem in Indian society. These situations demand urgent educational intervention, so that young people are made aware of the need to respect the inviolability of every person, and to safeguard themselves against abuse and exploitation.
- The impact of certain traditional values that used to influence sex-related behaviour of individuals has been waning. There is a need to reinforce those social and cultural values that may provide sustenance to responsible sexual behaviour.

Children and adolescents are exposed to sex-related ideas and thoughts, and that too at times in a crude manner, through sources like cinema, film magazines and other periodicals, video parlours, commercial advertisements and certain television programmes. It is necessary to empower adolescents through education, so that they may appreciate and analyse such exposures in a proper perspective.

- The AIDS pandemic has added urgency to introduce adolescence education in schools. Preventive education is necessary to promote behaviour changes which can prevent the spread of HIV infection.
- Studies indicate an increasing incidence of smoking and use of tobacco, alcohol and other harmful substances by young persons. Frequently adolescents tend to

see the use of these drugs as part of being grown up. It is, therefore, urgently needed to educate them on the effects of substance (drug) abuse.

- Studies indicate that education about reproductive and sexual health does not encourage students to experiment with their newly acquired knowledge. Rather, it encourages them to have positive attitude towards sex and inculcates in them responsible behaviour.
- The apprehension of teachers that teaching the elements of adolescence education will tarnish their "image" and promote indiscipline among students has been negated by experiences. Wherever teachers are responsive to the needs of adolescent students and help them cope with their problems, the teacher-pupil relation has become better and the school environment has improved.
- Although students always felt the need to get education in sex related matters, parents and teachers had serious apprehensions till very recently. But now a number of needs assessment studies conducted in different States have found that parents and teachers overwhelmingly favour the introduction of adolescence education in schools. The need to emphasise the development of life skills is being recognised on a greater scale.

CONCLUSION

Adolescence education is a new curricular area which is still undergoing the process of validation. It is yet to be considered as an established uniformly accepted curricular area like the existing subjects taught in schools. Many a time it is equated with sex education and made controversial. The life skills development being its core makes it a still more uncommon area. It, therefore, requires special efforts to adopt the transaction strategies for life skills development

into the existing education system. The strategies for the institutionalisation of adolescence education in the education system and methods of curriculum transaction, need to be carefully identified primarily. Orienting school curriculum towards responding to the need for life skill development has basic problem that derives from the difficulties of trying to introduce a curricular area into the existing system which is not so conducive to the popularly employed approaches. It will require a different pedagogy that frames the development of life skills as an educational process.

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USE OF INTERNET AND ITS IMPACT ON ACADEMIC ACHIEVEMENT AMONG POST -GRADUATE STUDENTS OF NEHU, TURA CAMPUS, TURA, MEGHALAYA

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ABSTRACT

The internet is a network of networks that consists of millions of private and public, academic, business and government networks of local to global scopes that are linked by cables, connections, and other technologies. The internet carries a vast array of resources and services, most notably the inter-linked documents of the World Wide Web (WWW) and the infrastructure to support. It is a powerful means of communication, dissemination and retrieval of information. It is one of the powerful / effective tools or technologies ever produced for getting information on fingertips from any part of the world even sitting at one's own location. Internet has been described as a system for allowing computers to communicate with each other. It also serves as a distribution system for e-books which made learners life very convenient by facilitating a large source of reference materials and data, required for all types of educational activities. Now the facility of Internet has been increasingly used for educational course delivery and an unavoidable necessity for every institution of higher learning and research. But it's easy access and availability is one of the problems students face which aspect the investigator focused here in this research paper i.e. its access and availability of in North-Eastern Hill University, Tura Campus, Meghalaya where this facilities are lacking due to geographical barriers and to what extent students are using internet for their academic

pursuits. The study found out that, higher the internet uses have higher the academic achievement besides all the difficulties.

Key Words: Internet use, Academic achievement, Post Graduate students, Motivation for internet use.

BACKGROUND

Education is the driving force of economic and social development in any of the countries. Considering this, it is necessary to find ways to make education of good quality, accessible and affordable to all by using the latest technology available and which demand Innovative use of Information and Communication Technology and can potentially solve the problem. (Kaul, 2006).

One of the measures of the quality of an education system is the nature and extent of the information that it makes available to students. Apart from it, the availabilities of institution libraries and textbook selections all these enhance and assist in maintaining a high standard in education. These resources along with the teacher's knowledge have traditionally been the dominant sources of information for all curricula. However, now day's internet is dominating in the field of education which is very paradigm shift. Students can have access to e-library that is hundreds of times as extensive as the institutional library. In addition, they gain access to computer-assisted learning. Students

can easily access up-to-date information that may not be in the textbooks and that is not familiar to the teachers. But, in a country like ours, getting access to the internet is still a stumbling block towards this paradigm shift.

As a pre-requisite to expansion of on-line education services, it is essential that various parts of the country be connected with high speed Internet. The National Policy on Education 1986, as modified in 1992, Educational Technology (ET) and Computer Literacy and Studies in Schools (CLASS), the National Curriculum Framework (NCF, 2005), Sarva Shiksha Abhiyan (SSA) and the Central Advisory Board of Education (CABE), in its report on Universal Secondary Education, in 2005 stressed the need to employ educational technology to improve the quality of education. (National Policy on Information and Communication Technology (ICT) In School Education, Government of India, 2011).

But it is a worry that, the lack of digital connectivity is impeding development in one of India's richest regions culturally and ecologically i.e. the North-East. This region of the country is landlocked and poorly connected with the outside world and where ICT can play a crucial role in overcoming its geographical exclusion and help develop in every respect. The government has begun an ambitious programme to wire up the entire North-East and remote border regions with telecom, WiMax (Worldwide Interoperability for Microwave Access) and broadband connectivity, and unleash an IT revolution in the region with an aim that, the North-East can work wonders and change the life of the people into a productive and serviceable. In the same direction many educational institutions are also playing the role by providing the internet facility to its people, out of which North-Eastern Hill University (NEHU), Tura Campus, Tura, Meghalaya is one.

Internet is a very effective and popular tool used by the students for education as well as variety of

other purposes including entertainment. Internet provides an interactive environment for sharing as well as seeing of information on a wide, diverse and variety of subjects. Internet is very versatile medium to meet the information needs of student as well as any other section of the society. Consequently, it has become very popular among the student community; and it is also used by them to supplement their studies. It is open, non-proprietary, computer communication infrastructure of the world. The use of the Internet in the educational environment has enabled easy access to many resources and information which sharing has, significantly increased. It provides teachers and students a guide for hands-on experiments. But its easy access and availability create problems for students which aspect the investigator wants to focus here in the study that to see to what extent students are using internet for their academic pursuits. Although the efficiency of this technology brings the desired result in student achievement and which does not exactly come out and is difficult to determine. Hence, much research has been conducted over time to understand the reasons for this situation. Here in this study the collected data discover the inherent facts on the same.

As per the review of the literature, it has been found out that, so many studies have been done on similar topic but no work has been done on the use of internet, its facilities and usefulness in NEHU, Tura in particular. In North East due to geographical barriers these facilities are lacking. Even wherever it is available connectivity is very slow which impedes the students' progress and they are not able to cope up with the national pace as far as its effect on academic achievement is concerned. In consideration of the above facts and the gaps in research findings in this area, the investigator felt the need to investigate on the use of internet among the postgraduate students and how much influence it has on their academic achievement and hence has taken up this study. Here, in this study Academic Achievement refers to the marks

obtained by the post-graduate students in their last semester final examination from their respective disciplines. The study delimited to the students of the five Departments of NEHU, Tura Campus only and the marks obtained in the final semester examination of the sampled students is considered as academic achievement.

The objectives of the study are:

- a) To study the pattern of internet use by the post-graduate students of NEHU, Tura Campus, Tura.
- b) To find out the motivational factors behind the use of internet.
- c) To discuss the extent of use of internet for scholastic and academic purposes.
- d) To study the obstacles faced and its impact on the students in using internet.
- e) To find out the impact of the internet use on academic achievement of post graduate students of NEHU, Tura.

METHODOLOGY

Keeping in view the nature and objectives of the present research, Descriptive Survey Research Method (Koul, L 1984) was used to find out the impact of Internet on academic achievement of Post graduate students of NEHU, Tura Campus, Tura, Meghalaya.

As per the delimitation of the study, sample was drawn from all the five post graduate (PG) departments of NEHU, Tura Campus, Tura, Meghalaya i.e. a) MBA, b) RDAP, c) Education, d) English and e) Garo literature. The total population from all the departments was 300 in total. In order to draw the sample at second phase only 33% of total population (large sample) of each department had been selected as per the Proportionate Stratified Random Sampling technique to take as final sample of the study which was 20 in each department and in

total 100.

Keeping in view the nature of the present problem, a self developed questionnaire was developed for the sample of the study which consists the components to cover all the objectives of the study i.e. Pattern of internet use by the students, Motivational factors behind internet use, The use of internet in scholastic and academic purposes, The obstacles faced and its impact on academic achievement. Component wise questionnaire was developed and the question items were discussed with the experts and were finalized. The data was collected by adopting proper testing conditions in the class and the same was analysed with the help of two statistical techniques that is percentage (%) and 't' test.

MAIN FINDINGS AND DISCUSSION

a) The data collected from 100 post graduate students of the entire five Post Graduate departments (20 each) of NEHU Tura Campus, Tura. They viewed that in an average 64% students from all the departments have their personal computer, out of which 88% have Laptop and remaining have desktop.

In an average only 39% Post Graduate students received some kind of training to use internet but 49% students used internet often (i.e. every day), 36% sometimes and the remaining were occasionally. Out of all the students 61% students used internet at their homes, 52% by mobile phones, 5% at cyber cafes and remaining (2%) from friends' or relatives' place but the speed of internet connectivity is medium responded by majority sampled students which is due to hilly terrain geographical status of North-Eastern part of the country.

Fig.1.1: Place of Access of Internet

The data reflected that 95% students visit Google site frequently followed by 72% face book, 59% Wikipedia, 33% YouTube and 23% yahoo and only a few visits Kaspersky site by

using different browsers such as 62% used Internet explorer, 45% Opera, 44% Mozilla Firefox, 4% Google chrome and 1% only used Netscape navigator. Maximum sampled students used internet for preparation of their assignments, updating knowledge on their own subject content, reading news, research work and preparation of their semester examination and they used internet up to 1 to 2 hours in a day.

Fig. 1.2: Frequently visited sites

These findings of the study similar with the findings of many other studies, such as : Jones and Madden (2002), Kumar and Kaur (2004), Mishra , Yadava and Bisht (2005), Biradar and others (2006), Ronke, Ajala and Lyro (2013), Ruzgar (2005), Poulter (2007) and Khan, Ahmad & Bhatti (2011) found that, different factors influence positively to use internet regularly and many students use internet at the University Library, cyber cafes as well as their departments and homes.

Therefore the Objective-1 i.e. to study the pattern of internet use by the post graduate students of NEHU, Tura campus has been reflecting positively with the above findings.

b) That 78% of the sampled postgraduate students motivated to use of internet i.e. for getting information easily, followed by news (54%), emails (43%), Use of e-books (40%), for entertainment, socializing and other factors. Further, it is found that 78% students feel availability of knowledge at any time, 69% for improvement of their knowledge, 66% for updating information, 54% for using their time in proper way, followed by latest research literature. It is interesting to note that maximum students (95%) from MBA department believed that social interaction is the main gratification that they got from internet. 75% of the sampled students admitted that teachers do encourage them to use internet for various academic purposes. It has been seen that students from almost all the departments had the same opinion

with regard to use of internet than the other sources to get information. They opined that internet is such a source that enables them to get new, detailed and recent information in a span of time. It gave instant news, helps to get large range of study materials, and brings everyone in one window and fast means of communication. Students from RDAP department also added that in contrast to library where many books have to be searched, internet enables us to get all such materials easily. In department wise analysis, maximum students from MBA department (95%) were found to be self-taught, followed by 70% from English department and 65% from Garo literature department. As far as Education department was concerned responses were mixed.

These above findings of the study match with the studies of Ruzgar (2005), Wanajak (2011) and Ronke, Ajala and Lyro (2013) found that internet helps to use leisure, relaxation and entertainment and information, receiving current news around the world, opportunity to know of and access information from foreign universities motivated them to use Internet.

Therefore, the Objective – 2 i.e. To study the Motivational factors for using Internet is being reflected with the above findings that different factors helps to motivate the P.G. students of NEHU, Tura for using internet.

c) That, the vast majority of the students (92%) feel that availability of internet has enhanced their academic achievement. The data indicates that 91% of the sampled students agreed that they got information related to their course while they used to browse internet, helps to complete their tasks quickly and helped them to a great extent in improving the quality of their work or assignments by getting latest a more information. 82% of the total respondents use internet for collecting study materials, 70% for assignments, and 40% for accessing online libraries for consulting journals while only 24% for accessing other universities to get some

relevant information and literature for project works. (90%) of students from Education and RDAP departments, 85% students from MBA department, 60% from English and only (20%) from Garo literature department expressed that, internet services has helped them in their academic pursuits by accessing knowledge and information. Also majority of students from all departments felt that it led to better preparation and getting up to date information and to locate answers to questions in projects /assignment. Overall analysis depicted that 77% of the total students felt it helped them to get up to date information. But this is a great fact that, majority of the sampled students' (55%) said that, using internet does not help them to cover their syllabus entirely. Department wise revealed that 80% students from English Department, 75% from Garo literature department, 60% from Education department and 50% from RDAP also expressed that internet use does not help them to cover their syllabus entirely.

These above findings of the study match with the studies of Mishra, Yadava and Bisht (2005), Balakrishnan (2010) found that internet provides up-to-date information on a variety of classroom related topics unavailable from other sources and enhances the content of the textbook, library and teacher knowledge of the subject matter.

Therefore, the Objective – 3 i.e. To study the extent of use of Internet for scholastic and academic purposes is being reflecting with the above findings, that the discussed result shows that use of internet helped the P.G. students of NEHU, Tura in a larger extent for their scholastic purposes.

d) That, 77% of the sampled students feel that slow access in internet troubles them most, 71% expressed that frequent power failure troubles them, 62% had shooting problem when they transfer the material and also financial problem followed by 49% said it takes too long time to view or download the page and 38% expressed

that, they have difficulty in finding relevant information which has been shown in figure 1.3 given below.

Fig.1.3: Problems faced in the use of internet

The data reveals that 40% of the sampled students expressed that they feel a little guilty for the time they spend on internet. 93% of the total respondents strongly felt that internet has really become an integral part of teaching-learning process. Some other information is that the students those who are using internet in late night, they used to suffer physically and mentally in their upcoming activities.

The above findings of the study match with the studies of Purnima and Herojit (2009), Nyokabi and Lukandu (2012) Luambano and Nawe (2004) and Ronke, Ajala and Lyro (2013) indicated that majority of the students were facing problems in using the Internet due to different causes. These findings were contrary to those by Ahmed, Shaqueel, Bhatti (2011) who revealed that other than inadequacy of computers with Internet access, overload of information on the Internet, Problems in formulating a search query, neglecting other activities like homework, sports, or social activities, Having academic problems such as school absences, poor grades, low performance were other negative aspects of Internet use.

Therefore, the Objective – 4 i.e. To study the obstacles faced and its impact on the post graduate students is retain that the discussed result shows that use of internet has many good and bad impact on the P.G. students' academic and personal life.

e) In comparison among different groups of internet users on their Academic Achievement scores, it was found out that, there exists significant difference in between high and low internet users at post –graduate level on their Academic achievement score and from the mean scores, it indicated that , high internet user students at post- graduate level have better

academic achievement than their counterparts of low internet users, those who are with them in the same platform.

Table- 1.3 ‘t’ test for high and low users of internet

There exists significant difference in between high and moderate internet users at post –graduate level on their Academic achievement score and from the mean scores, it indicated that, high internet user students at post-graduate level have better academic achievement than their counterparts of moderate internet users, those who are with them in the same platform.

Table- 1.4 ‘t’ test for high and Moderate users of internet

However, there does not exist significant difference in between moderate and low internet users at post –graduate level on their Academic achievement scores. But, from the mean scores, it is indicated that, moderate internet user students at post- graduate level have better academic achievement than their counterparts of low internet users, those who are with them in the same platform.

Table- 1.5 ‘t’ test for Moderate and low users of internet

Thus, the Objective 5 which states that “To find out the impact of the internet use on academic achievement of post graduate students of NEHU, Tura”, is retained with regard to higher to moderate and higher to low except moderate to low internet use groups. The analysis indicates that higher internet users of post - graduate level have high academic achievement.

In discussion to the above findings is supported by the studies of Lance (1999), Purnima and Herojit (2009), Goyal, Purohit, Bhaga, (2011), Nyokabi and Lukandu (2012) Bashir (2011), Shannon (2011) who found that heavy internet use among students improved educational

improvements and has great positive impact on academic achievement since they were in a position to access a very wide range of information through online such as e-journals and Wikipedia. Further, Shannon (2011) found that majority of students believe online activities distract them from studying, lead to procrastination, and displace time that would have otherwise been spent on academics and hence does not lead to improve in their academic achievement.

EDUCATIONAL IMPLICATIONS

As per the findings of this study, it may be recommended that the university needs to pay attentions to the problems of the students in regard to availability of internet facility and their training that, how to use internet in the campus, so that the frequency of the use of internet could be enhanced for their academic purposes. It is an urgent need that the university should organize workshops, seminars and short term training programme for creating awareness among the students about the need and usefulness of the internet for quality education and may educate them to avoid undesirable outcomes.

Also it can be recommended that arrangements be made of different e-competitions among students of NEHU Campus, Tura and may send the students to participate in different e-programmes outside the campus, invite experts from other universities to share information and skills on internet use for academic purpose. The examination system needs to be modified, where multimedia presentation, multimedia content, selection, download and upload should be part of the syllabus. By this, students will be compulsorily motivated to use internet for academic purposes and the teachers should help the students directly to use internet for all types of academic work. Classroom teaching needs to be modified into e-teaching system by which students will be motivated to devote more time on internet. If e-system is made compulsory

for the class room teaching-learning along with the syllabus, the students' will compel to search and prepare their assignments and notes properly with global information by spending their time with internet.

The study also reveals that a majority of the students are depending only on some of the commonest web sites such as Google Yahoo, Wikipedia, etc., for accessing the internet. Therefore, it is high time for the students to be educated and exposed also to other excellent and effective websites and search-engines so as to enable them to search for qualitative information for their work rather than just be satisfied with some of these common incumbent search-engines.

The study reveals some of the problems that the students face while working with the internet. Most of these problems such as slow access speed, lack of adequate computer knowledge, lack of previous internet oriented education and non-availability or insufficiency of internet connectivity in the departments.

Therefore, it could be suggested that these problems be tackled effectively and at the earliest so as to ensure that each department is allotted with sufficient number of computers with better internet connectivity for all the students.

This study brings to light some of the negative aspects expressed by the postgraduate students of NEHU. Some of the widely mentioned ones are virus and hackers, pornographic sites, slow speed, web addiction; adverse effects of late night use of internet on health and activities of students. These however do not wipe out its positive aspects.

In order to mitigate the negative aspect of internet use, the students should be properly introduced to it, motivated and trained so that they learn to use the web properly and to their advantage. Teachers and parents may keep close watch with their wards when they use internet. Government can also take some steps

to control the sites of pornography and crimes of hacking.

The collected data revealed that, high internet user students at post- graduate level have better academic achievement than their counterparts those who are with them in the same platform and low users of internet.

Therefore, for academic grades and learning satisfaction awareness among students and comparative statement on success rate need to be projected by which the students' academic pursuit may be generated at the right direction for the future. All these things may be done by accessing wide range of information through online, such as e-journals and Wikipedia. The adoption and use of ICTs in education have a positive impact on teaching, learning, which needs to be taken care in University too.

CONCLUSION

The above glaringly speaks out the importance of the use of internet in educational fields. It has been a boon to the students, who are able to move ahead in their quest for higher learning. The internet offers knowledge that goes beyond the classroom teaching of the teachers. Even though it has revolutionized learning, yet it has got its own loop holes that could have an adverse effect on the learning and the development of the students. It is the duty of the teachers as well as the parents to monitor and guide the students to make effective use of this mechanism so as to enhance teaching-learning of the students.

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VBPS PRINCIPAL RECEIVES STATE HONOUR

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Vikas Bharati, Rohini , in its path breaking exultance lionized the achievement of its Principal S. Premlatha who secured the Delhi State Teachers Award 2014 on 5 September at Thyagraj Stadium. In her 14yrs of eminence as a PGT economics in renowned schools and 12yrs of Principalship she has earned a formidable stature to reckon with in the educational domain. The Chairman the school A.S Solanki congratulated her and remarked it to be the well –deserved and much- awaited acclaim. She was accredited by the Chairman for shaping the school from its state of infancy to the magnanimity of present date. Her perfectionist approach with the strict indulgence to discipline, punctuality, devotion and perseverance has not merely invited the personal accolades for her but also rendered the school a trailblazing success in scholastic and co- scholastic areas. The versatility of her genius which is grounded on her extensive knowledge on every field has made her a profound facilitator for the students as well as teachers. Her entwining the global technology and innovations with the basic traditional strings of morality and values finds its due imprint on the demeanour of her students.

The school celebrated the news of its Principal's glory just after her return from the Award function. Amidst the arrangement of Teacher's Day she was welcomed by the students and teachers with the possessive warmth and affection for her. She was showered by the congratulatory remarks and bouquet by the Vice Principal Shali Jacob, making her emotional. She was more overwhelmed by the presentation prepared by the teachers unofficially capturing her journey in the school till date. Amid the cacophonous applaud of teachers and students,

she extended her gratitude towards the Management for supporting her initiatives in the interest of the schools and also held the students and teachers as the real recipients of the award. The celebration was a momentous travail for the entire school wrapping it in unusual mirth and merriment.



INDIAN RAILWAY UNIVERSITY TO BE MODELLED AFTER CHINA'S INSTITUTE

Prime Minister Narendra Modi has put forth a proposal for a Railway University in India, which will offer railway-related courses only. The university will be first of its kind in India and will be modelled after institutions in China. The Railway Ministry has informed the Cabinet Secretariat and the PMO that it has held considerations with the National Railway Administration, China for the purpose.

There are multiple universities in China that teach railway-specific courses and has been following the tradition for the past 100 years. Hence, Chinese officials can be relied for this purpose as they have a long-term experience in designing the curriculum, administration and optimum resource utilisation that can be quite useful for India.

IIT Kharagpur will collaborate for the same purpose with the Railway Ministry to introduce engineering courses specific to Railways - which

will be the first such initiative in the country. Moreover, Human Resource Development (HRD) Ministry had advised Indian Railways to collaborate with the IIT.

The Railway Ministry is also going to sign a contract with EdCIL on September 30, 2014 for the same purpose. EdCIL is an HRD-controlled PSU, which specialises in offering end-to-end solutions for setting up educational institutes.

However, the location of the proposed Railway University will be decided on the basis of the EdCIL project report and as advised by the HRD Ministry. Hence, there is a greater probability that the chosen city will be the one with ample connectivity by rail and air so that students and faculty can easily commute from one place to another. Railway courses as decided by the proposed university will include undergraduate and postgraduate courses on Railway Engineering and Management.

SCIENTISTS TO TAKE LECTURE CLASSES IN GOVERNMENT SCHOOLS, COLLEGES

Over 5,000 scientists, working in different central agencies including the Council for Scientific and Industrial Research (CSIR), should mandatorily undertake 12 hours of lecture classes in an academic year in public-funded schools and colleges across the country.

Announcing the decision, Union Science and Technology Minister Jitendra Singh said that the move is being taken up in coordination with the Ministry of Human Resources Development.

The minister said this kind of engagement would be "free of any honorarium" and it would be part of the duty the scientists have already committed to do.

Singh also mentioned that the government is preparing a methodology depending upon the

scientists' area of interest, area of excellence and specialisation.

In its attempt to encourage research among women scientists, the minister also announced a special promotion scheme-- KIRAN (Knowledge, Involvement, Research, Advancement through Nurturing) for women scientists. The scheme aims at bringing about, as far as possible, gender parity in the field of science and technology.

Throwing light on other achievements, the minister informed that department of science and technology got approval of Expenditure Finance Committee for India's participation in Thirty Meter Telescope (TMT) project involving astronomy research institutes in India, US, Canada, Japan and China.

195 SCHOOLS TO BE CLOSED DOWN BY THE ODISHA GOVERNMENT DUE TO LOW ATTENDANCE PROBLEM

After the school and mass education department identified schools where the attendance has gone down to just six students, the Odisha government is moving to shut down 195 schools. School and Mass Education Minister Debi Prasad Mishra said that the course of action will be decided only after replies to the show cause notices are received.

The step was taken after the school authorities started facing problems in implementing mid-day meal scheme, appointing teachers and others. Because of the poor turnout, at least 10 government primary schools of Sundargarh district would be shut. According to a government report of the last year, there are five students in Tunguripada Project Primary School against the teacher strength of two, as mentioned by a daily.

In Jharpadi Project Primary School, there are four students against one teacher, in Dhamakpur Project Upper Primary School there are four students and two teachers, in Kangabuha Project Primary School total five students are taught by one teacher and in Khatu Project Primary School student and teacher strength are four and one respectively.

Amulya Pradhan, the district project coordinator, Sarva Sikshya Abhijan said that a report is being prepared in response to OPEPA (Odisha Primary Education Programme Authority) and at least ten schools will be closed and that despite several attempts, the turnout in these schools has not improved and therefore the students and teachers of these school will be shifted to neighboring schools.

TRIPURA EYES 100% LITERACY RATE IN NEXT SIX MONTHS

India's northeastern areas are adding feathers to their caps and gaining media importance recently. Now Tripura has recorded first position in literacy in the country with 95.16 per cent and aims to attain cent per cent literacy in six months.

Chief Minister Manik Sarkar said, "Tripura attained the first position in literacy in India with 95.16 per cent last year. We have launched an all-out effort to make literate the remaining people with Class 3 standards by March 2015." On the occasion of International Literacy Day he also mentioned, "Tripura jumped to the first position in literacy among the states from the 12th position in the 2001 Census and the fourth position in the 2011 Census," he said.

According to the 2011 Census, the literacy level was 94 per cent in Kerala, 91.58 per cent in Mizoram and 88.7 per cent in Goa - these were among the most literate states in India. The Tripura success story is attributed to the involvement of local government bodies, gram panchayats, NGOs and local clubs under the close supervision of the State Literacy Mission Authority headed by the chief minister. The state government did not only try to make people literate, but it undertook specific plans to improve the functional literacy of the neo-literate. Tripura has shown that increase of female literacy is better than their male counterparts. Literacy rate of females during the period of 2001-2011 Census rose from 64.91 to 83.15 per cent, with

an increase of 18.24 per cent, while in the case of men the increase was just 11.18 per cent -- from 81 to 92.18 per cent.

While Mizoram and Tripura remain toppers in literacy in India, northeastern states, Arunachal Pradesh (66.95 per cent), is placed second lowest in literacy in the country, just above Bihar, which recorded the least literacy of 63.82 per cent. Kerala follows Tripura with 94 per cent literacy. The chief minister said that after Tripura attained 87.75 per cent literacy in 2011, a government survey was conducted by the eight district magistrates in August 2012 which resulted in only 131,634 people of the state's 37 lakh people, including those aged 50 and above, being illiterate. Over 85 master trainers have supervised the work of the VLWs, who have worked at the village and habitation levels. Anganwadi workers under the social welfare department have also assisted the VLWs in their endeavour.

Sarkar further added that the Left Front government has concurrently taken up a literacy programme and a job-oriented occupational training programme for the neo-literate so that they can become self-reliant. To build up sustainable livelihood, the state government is also considering providing financial, technical and logistical support to those who complete the literacy course and skill development training.

MADHYA PRADESH SEEKS TO RE-INTRODUCE BOARD EXAMS FOR CLASS V & VIII GOVERNMENT SCHOOLS

In a bid to improve the deteriorating state of education in Madhya Pradesh, the government has decided to re-introduce board examinations for classes V and VIII. Since the proposal contravenes Right to Education Act, it mandates an amendment.

Chief Minister Shivraj Singh Chouhan has sent a proposal to the Centre to repeal a section in the Right to Education Act. As per Section 30 of RTE Act, no board examinations would be conducted till class VIII.

The ministers in the state government, including school education minister Paras Jain, tribal welfare minister Gyan Singh and rural development minister Gopal Bhargava, have expressed concern over the depleting performance of school children in government

schools and cite the absence of board examinations as the reason for it.

The chief minister has also recommended the setting up of an education commission that will provide suggestions for improving the syllabus. It will comprise experts who would recommend changes in syllabus to state government and other related matters. Minister of state Deepak Joshi said in a newspaper report that 39,000 vacancies of teachers in the state will be filled up through the commission.

The proposal for re-introduction was announced at a felicitation function on Teacher's Day, wherein 12 teachers were given away Rs 25,000 each. Teachers conferred President's Medals last year were also felicitated on the occasion.

NIIT ANNOUNCES 24TH BHAVISHYA JYOTI SCHOLARSHIP

NIIT has announced IT & New-Age Careers Scholarship program - 'Bhavishya Jyoti Scholarship', to enhance employability of meritorious students by bridging the affordability gap and making them future-ready to meet the emerging needs of today's knowledge economy.

As per company release, the scholarship is NIIT's endeavour to attract meritorious student in NIIT ecosystem and reward students desirous of building successful careers in diverse industries. Bhavishya Jyoti is one of India's most recognized and trusted scholarship programs with 24 years of market presence that has benefitted over 4 lakh students since its inception.

To enable aspiring students to avail this opportunity, NIIT will award fee waivers of up to Rs. 60,000 across the country this year. NIIT will be offering over 10,000 scholarships for its popular IT and new-age career programs such as GNIIT/ Diploma/ Post Graduate Program in SE and FA and Diploma in HW Networking. In addition the scholarship applicants enrolling for

career programs in GNIIT Series /Diploma/PGPIT will be entitled of an Assured Merit Scholarship.

Students who have scored 60% and above in their XIIth/Graduation can apply for this scholarship. The scholarships will be awarded basis performance of the students in their XIIth board exams. The application forms for the scholarship are available at NIIT education centers across the country.

Announcing the launch of Bhavishya Jyoti Scholarship 2014, Amitabh Lahiri President, FTZ & Quality, SCG, NIIT Ltd. said, "At NIIT it has been our constant endeavour to offer challenging career opportunities to aspiring students in emerging areas of the knowledge society. The Bhavisya Jyoti Scholarship is an integral part of NIIT's commitment to encourage meritorious students of the country to build a successful career in IT and other industry aligned programs."

TEACHERS IN KARNATAKA TO BE GIVEN BENEFITS OF MEDICAL INSURANCE

Karnataka Minister for health and family welfare, UT Khader has said that the department is ready to extend benefits under Jyothi Sanjeevini medical insurance scheme to aided and private school teachers too.

Jyothi Sanjeevini scheme, which has been introduced by the state government, is of great use for school teachers.

Officials of the education department should expedite the process of preparing teachers list for the distribution of identity cards under the scheme, Khader said.

"There is a demand for the extension of Jyothi

Sanjeevini scheme benefits to teachers in aided and private schools too. Health department is prepared to take the challenge. Education department should make necessary arrangements to fulfill the demands of aided and private school teachers," said Khader.

He said that the contribution of teachers in nation building is significant.

Khader said, "Nation building process starts from classrooms and extra-curricular activities. The role of teachers in all the spheres of students' life is prominent. Hence, we have introduced a health scheme especially for teachers,"

BERHAMPUR UNIVERSITY ASKS LECTURES, READERS TO DO COMPULSORY RESEARCH

Berhampur University has asked all the lecturers and readers to compulsorily take part in research activities. The university has also asked them to publish at least one article in a reputed journal of the respective subject in the year.

The BU authorities have asked the lecturers and readers to submit their research project proposals with the probable names of the funding agencies by September 25. The Vice Chancellor of the university would coordinate with the funding agencies to get money for the respective research projects, sources said.

"It would boost research activities in the university and also help the lecturers and

readers in their career," said Deepak Kumar Behera, Vice Chancellor.

Reportedly, the tenure and budget of each research would be decided with the mutual agreement with the funding agencies and researchers.

The varsity has also decided to conduct research on four issues involving different departments, in collaboration with the National Institute of Rural Development (NIRD), Hyderabad. The university has already signed the memorandum of understanding with NIRD for collaborative researches in different aspects, .

AZIM PREMJI UNIVERSITY ORGANIZES KATHAVANA 2014 CHILDREN'S LITERATURE FEST

Bangalore: Azim Premji University has organized its third annual children's literature festival, KathaVana (September 10th-13th, 2014), with the intent of supporting educators in bringing children and literature together. This bilingual (Kannada and English) festival brings together children, storytellers, publishers, teachers, academicians and other educators each year to celebrate and explore the world of children's literature. Last year, this festival brought together over 1800 children and 100 teachers over four days. KathaVana showcases the tremendous role that literature can play in children's lives.

In this third edition of KathaVana, the theme, Children's Voices in Literature, asks how we can engage children with literature and bring their voices into classroom and school spaces. As a "pre-engagement" to the festival, Azim Premji University has been working with 21 partner schools over the past two months. Each of these schools has been working on a self-designed 'Folklore' project. The intent of these projects was to provide teachers and students with opportunities to learn more about folklore, thus connecting the worlds of home and school through a literary form. KathaVana 2014 will include a showcasing of some of these school folklore projects.

KathaVana has been held over four days, from September 10th-13th. On September 10th and 11th it was organised at the Azim Premji University; while on September 12th and 13th, it was moved to the premises of the historic children's organization, Makkala Koota, in Chamrajpet. Events at the university was designed for adults (teachers, librarians, University students and faculty, and allied professionals) and was include panel discussions, teacher professional development workshops and a colloquium lecture. Events at

Makkala Koota are designed with both children and teachers in mind. Activities for children include meet-the-author and meet-the-illustrator sessions, read-aloud and other literature-based activities, a book exhibition featuring some of the best publishers of Indian literature for children, as well as fun and learning filled performances. Teachers can enjoy brief "Share-a-Thought" sessions, view literature projects conducted by other schools, and browse through the book exhibition.

Azim Premji University is a not-for-profit, private, autonomous university under the Azim Premji University Act 2010. The University has a clear social purpose of working towards a just, equitable, humane and sustainable society. S. Giridhar, Registrar and Chief Operating Officer of Azim Premji University said, "All of us have a responsibility to use every precious opportunity to bring together children and literature in India. We believe Kathavana is that kind of opportunity. While allowing children to have fun with literature, we are also conscious of the meaningful nature of the engagement and hence keep it within the context of classrooms and schools."

Many well-known authors, publishers, educationists and artists from both the English and Kannada worlds, such as, Geeta Ramanujam, T. Lakshmi Narayana, N. Mangala – (Sanchari Theater), Dr. Mahabelshwar Rao (Educator), Mala Kumar (Pratham Books), Ravi (Windmill School for Migratory Labor) Dr. Rimli Bhattacharya (Centre for Studies in Social Sciences, Kolkata), Poile Sengupta (Author), Kosuraju Suresh (Manchi Pustakam) and Radhika Menon (Tulika Books), will be a part of

KathaVana. H.S. Venkateshmurthy, (Kannada poet, novelist and writer), will deliver the inaugural address at the University, while Na D'Souza (Author) will deliver the inaugural

address at Makkala Koota

The last day of the festival, Saturday, September 13th, was opened to the public.

RAFFELS MILLENNIUM INTERNATIONAL ORGANIZED A WORKSHOP ON DIGITAL PHOTOGRAPHY

New Delhi: Raffles Millennium International Delhi conducts a workshop on Digital Photography. Renowned Mr. Tarun Chawla, Photographer was invited as a Guest Speaker for the workshop.

Mr. Chawla explained various things related to digital photography with the help of practical examples eg. Shutter, focus, lens, products photography etc. This workshop tackles the challenges of photographing with creative intent while on the move with a digital camera. The workshop was designed to sharpen your skills behind the camera and in the digital darkroom. The Workshop attendees learn t all about their camera's functionality and how to take better photographs through live demonstration sessions and hands-on instructions.

Mr. Tarun Chawla shared various experiences, his works and projects with the students. Mr. Mike Yam (Vice President- Raffles India operations and Executive Director- Educomp Raffles Higher Education Limited) discussed on opportunities in the field of Photography in India. The workshop mesmerized all who were listening to him. The session seems like a never ending story.

Tarun Chawla's photography is more of contemporary wedding photography, it's a mixture of all styles of photography and not restricted to just candid moments. He won Wedding Photographer of year award in 2012 for capturing emotions. He said "I would suggest students to learn to use equipment, irrespective of how good you shoot, a blurred shot is waste of time & effort. Irrespective whether you use a digicam or a pro-dslr, you should know every single function of it!

GREENWOOD HIGH WINS " BEST SCHOOL FOR ACADEMIC PRACTICES " AWARD

Bangalore– Greenwood High, a highly-reputed Day cum Residential International School received award for the "Best School for Academic Practices" by Brands Academy at an event held in the city recently. Renowned actress and politician, Jaya Prada was the chief guest at the gala ceremony who handed over the award to Mr Aloysius D'Mello, Principal, Greenwood High International School. Brands Academy, conducted the 17th Brands Academy Excellence

Awards Ceremony to felicitate autonomous and private educational institutions that have displayed exemplary excellence as education providers to the young generation of India. Speaking on the occasion, Ms. Niru Agarwal, Trustee, Greenwood High International School said "We are very delighted to receive this recognition. I extend my hearty congratulations to the entire team at Greenwood High and dedicate the award to all, she added.

STUDENTS AND TEACHERS IN TRIPURA ARE EXCITED AFTER HEARING PRIME MINISTER NARENDRA MODI'S LIVE ADDRESS TO STUDENTS ON TEACHER'S DAY

Agartala: Students and teachers in Tripura are excited after hearing Prime Minister Narendra Modi's live address to students on Teachers' Day Friday.

"We are very happy that the prime minister has directly addressed us (students). We would be happier if we get a chance to directly interact with him," Sayantika Chakraborty, a class 6 student of the state-run Sishu Bihar Higher Secondary School here, said.

Anuradha Saha, a class 8 student of the same school, said: "This is unimaginable when we saw (on television) that the prime minister was interacting with the students of Delhi and other states. We expect that one day he would also interact with us and we would share our views and problems with him."

Like students, teachers are also equally thrilled after hearing the live telecast of Modi's address and his interaction with the students from different parts of the country. N. Sailo, a president award winning teacher of the school, said: "This kind of direct interaction and sharing of views between the prime minister and students would encourage the students and teaching faculties to perform better and to be a good human being."

She said: "Like students, we are also keen to interact with the prime minister directly to share our views and to take his advice." The Left Front

government in Tripura made the necessary arrangements so that students could listen to the live telecast of Modi's address.

"We have technical limitations for making arrangements in a large number of schools for students to hear the live address of the prime minister from New Delhi. However, we made arrangements in 38 schools across Tripura," Education Minister (Higher and School Education) Tapan Chakraborty said.

Of the 38, 30 are state-run while eight are government-aided private schools. The 53rd Teachers' Day was also observed separately across Tripura. The main programme was held here with Chief Minister Manik Sarkar addressing a gathering of students, teachers, guardians and officials.

Sarkar also felicitated 16 in-service and six retired teachers for their outstanding performance. The 'Pundit Ishwar Chandra Vidyasagar' award, instituted by the state government a few years back, was given to president award winning retired teacher Manoj Kanti Sarkar for lifetime excellence in teaching.

Besides, 11 best performing schools were felicitated with mementos. The birth anniversary of former president Sarvepalli Radhakrishnan, a respected scholar and teacher of philosophy, is celebrated every year as Teachers' Day.

AVANSE EDUCATION LOANS FORAYS INTO INSTITUTIONAL LENDING

~First education loan company in India to offer financial access to educational institutions, for expansion ~

Mumbai: Avanse Education Loans (Avanse), a new age education finance Company, has announced its foray into lending for educational institutions, towards fulfilling their expansion and growth plans. In addition to providing education loans to students to pursue their career aspirations, the Company now also funds educational institutions such as universities, colleges, schools, pre-school, coaching classes amongst others for expansion.

Mr Neeraj Saxena, CEO, Avanse Education Loans, said, "I am pleased that in addition to providing financial access to students, we are also looking at enabling better educational infrastructure in India, with this institutional lending business. Lending under this category could be for adding infrastructure such as buildings, libraries, laboratories, amongst others. The ticket size of such loans would be in the range of Rs 50 lakh to Rs 5 crore."

Avanse becomes the first dedicated education finance Company in India to venture into lending for educational institutions, towards their expansion plans.

The Company has been offering students flexible education loans for undergraduate and advanced education programmes, of upto 100% of all expenditure including living spends (especially if they are travelling for overseas studies). Avanse does not only provide education loans but also other value-added services / benefits for easing student challenges. Some of these services include Telecom services, Travel Assistance & Insurance, Personality and Etiquette training, ISIC Student

Card, Luggage Shopper Discounts, and Flight/Baggage Discounts.

Besides providing education loans for post graduate (both in India and overseas) and undergraduate courses, the Company also funds new age courses like photography, music, image consulting etc.

Avanse is an Associate Company of Dewan Housing Finance Corporation Limited (DHFL), India's second largest private housing finance company, set up in conjunction with the International Finance Corporation (IFC), an arm of the World Bank. IFC holds 20% equity stake in Avanse.

About Avanse Education Loans

Avanse Education Loans, a new age education finance company is an Associate Company of Dewan Housing Finance Corporation Limited (DHFL), India's second largest private housing finance company. The International Finance Corporation (IFC), an arm of the World Bank holds 20% equity stake in Avanse. Avanse is a Non-banking Finance Company (NBFC) and is regulated by the Reserve Bank of India. The Company was conceived with the aim to enable financial access to deserving students, thus enabling every student to pursue their right to advanced education of their choice. The word 'Avanse' has been derived from the French word 'Avance', which means 'to advance'. This meaning has become the cornerstone of the brand promise, which encourages students to chart out the course to their future. The essence of the brand has thus been distilled and well encapsulated in the tagline: "Aspire Without Boundaries".

Avanse provides financial assistance through Avanse standalone offices and also through the DHFL network offices. The Company funds students travelling to all key international advanced education destinations including US, UK, Australia etc. With Avanse's efficient

servicing network established across the world, servicing students in their overseas destinations is a differentiator for the Company. The Company has been enabling access to easy and fast funding for aspiring students who wish to study overseas.

WHAT IS THE FUTURE OF EDUCATION ?

There is a lot of discussion and debate about education now a days.

Everyone has a point of view on what is needed to fix the education system of India. Myriad seminars, conferences and forums on education take place all over the country almost every month. So one would wonder - what is the point of conducting another forum on education?

Here's why we felt that there is a big gap in the conversations on education in India:

1. Too much focus on narrow, incremental issues: While there is a lot of discussion on RTE, syllabus, cut-offs, transport, exam papers leaking etc., there is seldom discussion on the purpose of education. There is little debate on the future of education. No one really asks: Are we preparing our students for a future that we ourselves don't know for sure! It is time we raise the level of our discourse and ask real, hard questions about education.

2. Commerce masquerading as academics: Most seminars are conducted by industry associations, franchising companies or education service providers with a hidden agenda of selling something to schools or parents. These follow a similar pattern - rows of stalls displaying the latest wares with the promoters of those stalls given speaking opportunities. It soon becomes a case of scratching each other's back with the same set of people rotating as speakers and audience! It is time to purge the discussion of hidden sales and

focus purely on the future of learning.

3. Too narrow participation: Even in the more academically oriented seminars, participation is limited to Heads of Schools and in a few cases, teachers. Students and parents - both important constituents of the education system are conspicuous by their absence. It is as if those who learn and those who pay, don't matter! It is time to bring all stakeholders at the same platform.

4. Too much talk, too little action: Most seminars are designed as discourses. A few speakers talk and a lot of people listen. And then everyone goes back to life as usual. There is little scaffolding or monitoring of action in the classroom. It is time that insight is followed by action. And an enabling system is created to support participants take action in their schools, homes and classrooms.

LEAD 2014 is an endeavour to usher in a new movement in education. It is India's first International Education Forum that has participation from teachers, heads of school, students, parents and educators. It combines Keynote addresses with Workgroups to ensure every participant gets a voice and creates solutions to take back to his classroom, school or home. The Key theme of the Forum is : 'What is the Future of Learning'? The forum will explore three key strands of inquiry:

- What is worth learning for the future?
- Who is the learner of the future?
- How can schools, teachers and educators enable this future?

LEAD 2014 features a closed loop design with the LEAD 2014 Forum followed by an online community of practitioners, a commemorative book and periodic connects to monitor progress leading up to the next forum in 2015.

International educators from Australia, Singapore, the US and Europe will join top Indian

educators to facilitate the 2 day Forum. LEAD 2014 is being held at SNTD University, Santacruz on 19th and 20th September. To encourage teachers and heads from all schools to participate, the fee is deliberately kept very low at Rs. 900 for individuals and Rs. 600 for a group of 3 or more.

LEAD 2014 is being organised by Leadership Boulevard Pvt Ltd in

partnership with Dept of Human Development, SNTD University. It is a completely non-profit venture with the aim of creating & evangelising best practices in school education.

IIHMR RESPONDS TO PRIME MINISTER 'S CALL : PROPOSES TO CONSTRUCT NEW TOILETS IN 6500 SCHOOLS IN SUPPORTS OF “ SWACH BHARAT “ DRIVE

A total of 27.6 million children, to the 14.7% of total children enrolled do not have access to toilet facility in schools.

- It is estimated that 443 million school days are lost each year due to water-related illness (UNDP-HDR-2006).
- Designated as National Key Resource Centre (KRC) – Sanitation, from Ministry of Drinking Water & Sanitation Government of India.
- Plans to construct new toilet units in 6500 schools, separately for girls and boys with sanitary napkin disposal especially for girls in schools.
- Proposes to renovate existing toilet units in schools across Rajasthan.
- Creates awareness on privacy of women and girls.
- Proposes capacity building for headmasters, teachers and students to sustain sanitation interest in schools.
- Has constructed more than 40,000 toilets under the Aapni Yojna Program at Churu and Hanumangarh.

Responding to the call of the Prime Minister Narendra Modi from the Red Fort on the Independence Day, maintaining dignity of girls in the schools in the rural areas, IIHMR University has taken a major initiative to construct toilets in 6500 schools in rural areas, separately for girls and boys. IIHMR University, one of the globally recognized and leading healthcare research organizations' of the country has prepared a

proposal to construct new toilet units in Rajasthan and renovate existing toilet units under its Rural School Sanitation program.

According to the proposal, the University proposes to create an enabling school environment and improve students' health. It proposes to extend the activities that would include standardized hand washing facilities, disposal of sanitary napkins, provide privacy and comfort to girl students and female teachers and support retentions of girl students in higher classes of primary and higher primary schools.

Dr. S.D Gupta, President, IIHMR University said, "IIHMR University has constantly played a vital role in improvement of health care management and related programs of water and sanitation. As per the DISE 2009-10, NUEPA, New Delhi, although the availability of drinking water stands at 93% in school across India, yet a total of 6.50 million children i.e 3.46% children of the total enrollment do not have access to drinking water facilities in schools. A total of 27.6 million children i.e 14.1 million boys and 13.5 million girls according to the 14.7% of total children enrolled do not have access to toilet facility in schools. 7 states which include Orissa, Meghalaya, Chattisgarh, Jharkhand, Assam and Bihar, account for almost 50% i.e 13.8 million children without access to toilet facilities in schools.

Therefore, following the recent appeal made by our Hon. Prime Minister, Mr. Narendra Modi under the 'Swachh Bharat' Drive, IIHMR has already developed a proposal to construct new toilet units in 6,500 rural schools for sanitation and Hygiene separately for girls and boys in Rajasthan. The sanitation facilities will have doors, disposal facilities of sanitary napkins;

hand washing facilities as well as proper operation management system of these toilets will also be conducted by IIHMR Team. As an appeal to save the woman from various crimes and to maintain their privacy we have already constructed more than 40,000 toilets across Rajasthan state under the Aapni Yojna program also proclaimed under Open Defecation Free (ODF) program.”

Dr. Goutam Sadhu, Associate Professor & Dean-Rural Management, IIHMR University said, “It is estimated that 443 million school days are lost each year due to water-related illness (UNDP-HDR-2006). They are places for imbibing good habits and hygiene, which provide the foundation for life. Children who learn and imbibe proper hygiene practices are able to influence their siblings, parents and the community to adopt such practices.

Under the Rural School Sanitation program we have proposed the capacity building and training of Headmasters, Teachers and Students to train the already existing School management Committee into a vibrant committee which will play an active role in monitoring of school toilets and resource mobilization of schools. In this initiative, schools will adopt the proposed model of IIHMR to optimize the use of available funds, helping them to improve effectiveness and sustainability of rural School Sanitation programme, which can later on be replicated in all schools of the state. Under this programme, a model school will demonstrate good practices which other schools in the block can emulate. Recognitions of best performing schools will motivate others to adopt best hygiene practices in schools.”

The proposed Rural School Sanitation programme by IIHMR in Rajasthan will be able to improve hygiene and sanitation facilities and practices using existing State Government human and financial resources and will be based on the 3A's principle - Awareness, Accessibility & Absenteeism. It will serve as an entry point to involve the community to improve the quality of education in schools, will create a huge impact on school enrollment, girl/boy enrollment ratios, reduce absenteeism, improve school going experience of children, increase security of children, especially girls and instill good hygiene and sanitation practices amongst children.

IIHMR University has a vast experience of managing water and sanitation projects. It has implemented the prestigious AAPNI YOJNA in partnership with state government to provide regular supply of safe drinking water in 350 villages, installed over 40,000 sanitary latrines and bathrooms in rural households and 282 schools in the villages of Churu and Hanumangarh districts of Rajasthan. For its contribution in the area of safe drinking water and sanitation, the Government of India designated IIHMR University as National Key Resource Centre, especially for capacity building and implementation of WASH program and activities.

Embarking upon this noble cause of enhancing dignity and respect of women and girls, IIHMR University, has appealed to various corporate houses, trusts and foundations to come forward and join hands in realizing the dreams of the people.

PM's INTERACTION WITH STUDENTS ON TEACHER'S DAY

Education should become a force for the nation's character building. Dialogue with students: Enjoy childhood . Don't let the child in you die. We must restore respect for the teacher in our society. Can't India dream of exporting good teachers? Children can contribute to nation building through cleanliness , saving electricity and water The Prime Minister, Shri Narendra Modi, today called for education to be made a force for national character building.



PM releasing the brochure "Swachh Bharat, Swachh Vidyalaya", at the "Teachers' Day" function

In a unique interaction with students from across the country on Teachers' Day, the Prime Minister said the relevance of Teachers` Day on the birthday of Dr. Radhakrishnan needs to be reinterpreted in a changed world. He said it is essential to highlight the importance of a teacher in society, and restore respect for the teacher in our society. Only then can the teacher mould our new generation, he said.

The Prime Minister said there was a huge demand for good teachers worldwide. Can India

not dream of exporting good teachers to the world, the Prime Minister asked.

Highlighting the need for educating the girl child, the Prime Minister referred to his Independence Day address and said he had spoken of building a separate toilet for girls in every school within a year. He said this was essential to reduce the drop-out rate among girls.



The Prime Minister also expressed happiness at being asked about initiatives for education of the girl child by a female student from Dantewada, Chhattisgarh. He said, such a question, coming from a girl in Bastar, where Maoism has shed so much blood, should awaken the country.

Interacting with students and answering a range of questions posed by them, the Prime Minister referred to his recent visit to Japan, and how he was impressed by their education system. He said in Japan, the teachers and students together keep the school clean – this is part of their character building. Can we not make it a part of our national character building, the Prime Minister asked. The Prime Minister also mentioned the emphasis on discipline, technology and scientific temperament, in Japan's education system.

In response to a question on whether he would launch a programme on the lines of “Vaanche Gujarat” (Read Gujarat) at the national level, the Prime Minister referred to the Digital India mission, and said he hoped everyone would be able to get connectivity and access to knowledge that they needed. In response to another question, the Prime Minister highlighted the importance of skill development.

The Prime Minister also suggested to eminent citizens that they should try to teach at least one period a week in a nearby school. He said children could also contribute to nation-building by doing simple things such as striving for cleanliness, and helping to conserve electricity and water. He urged students to play hard, besides studying. He said students must enjoy, and not let the child in them die.



English rendering of the Text of Prime Minister Shri Narendra Modi's address during interaction with school children on "Teachers' Day"



“My dear students and friends from the different schools all over the country and those present in this function.

This is a moment of great happiness for me that I have got an opportunity to interact with children who are carrying dreams of future India in their eyes. Today is Teachers Day. Gradually this inspiring chapter is losing its importance, perhaps there would be many schools where 5th September is not remembered in this form. This has become limited to giving awards to teacher and having ceremonies. Need of the hour is to underline the importance of a teacher in our social life. Till the time we don't accept this importance neither will we feel the honour for a teacher nor be successful in changing the new

generation through the medium of teachers. That is why there is a need to update this great tradition and re-energize it.

There is a need for debate on the reasons why many bright students do not want to become teachers. All of us have to find the answer to this question. In a global context, it is believed that there is a great demand for teachers and good teachers are in short supply. India is a young nation. Can't India dream of exporting teachers of high calibre? Can't we instil this desire in the heart of today's children that I will become a great teacher and will contribute in the progress of my country? How to rekindle this feeling. Dr. Sarvapalli Radhakrishnan has done a great service to this country. He never used to

celebrate his birthday as he insisted that the birthday of a teacher should be observed. This concept of teachers' day is now prevalent in many countries. Ask any great person in the world about the success in the life he or she will definitely tell two things. First this is my mother's contribution and second, my teacher's contribution. We get to hear this from about almost every great personalities. But it holds importance only to the point till we follow it diligently. There was a time when this feeling was there for a teacher. If there was one most respected figure in the entire village, it was the teacher. His word was final. Gradually this situation has changed considerably. However, we can establish it once again.

As a child, you might be having many questions. Many of you must be finding difficult to enjoy holidays and will be eagerly waiting for Monday so that you can go and tell the teacher what all was done on Sunday. Things which can't be told to mother, brother and sister, one feels so eager to tell one's teacher. This is the level of closeness. The same teacher changes his/her life. Teacher's word brings the major change in the life of a student. I know of many students who talk like their teacher, dress like their teacher, he is their hero. This is a stage which needs to be enlivened to strengthen our new generation. There is a saying in China that those who think only for a year, they sow foodgrains, those who think for a decade, they plant fruits. But those who think for generations, they prepare humans. It means to educate, to imbibe culture and to prepare someone for life. How can we make our education system come alive with a zeal for life building.

I have said on 15th August that I want no school should remain without toilet for girls by the end of this year. A number of schools do not have toilets for girls. Some schools do not have toilets even for boys. Many may feel that this job is not worthy of a Prime Minister. But when I went into details, I found that this is a highly important job. However, for this I need help from every school of the

country and all the teachers who are listening, for creating an enabling environment for this. I was there in Japan couple of days ago. An Indian family met me, the wife was Japanese and the husband who was Indian came to me and said that 'I heard your Independence Day speech. You are insisting on cleanliness. There is a rule here in Japan that all of us, teachers and the students, together clean the school. Even the toilets are cleaned collectively. This is part of our character building in our school. Why is it not so in India?' I said that I have to go back and ask mediapople, otherwise it will run for 24 hours. Once, when I was in Gujarat, there was a programme on TV that was running that school children were cleaning the school. What kind of a school was that, what type of management was this, what teachers, exploitation of children! Anyway, I made light of that event. However, how will we make this a national trait. This can happen.

I call upon the senior people of the country. You may be doctors, lawyers, IAS officers or IPS officers. Can't you identify a school nearby and volunteer to teach there for at least one period after deciding appropriate subject with the school. If every educated Indian volunteer for one period of teaching every week. Howsoever senior an officer, why can't he or she can spend some time once in a week with children and teach them something. Please tell me if we agree that there are problems in the education system like lack of good teachers etc, can't this be rectified. Why can't we convert nation-building into a people's movement? We should align everybody's strength. We are not a country that should be left behind. We can go ahead a great deal. For this our emphasis should be on national character building. There should be collective efforts and this can be done.

As a student you might be having many dreams. I don't believe that situations in life can stop anyone. If the determination is strong, then I believe that youngsters and children of this country have the strength and talent to move

forward. Importance of technology is increasing day by day.

I will request all the teachers that if something is needed to be learnt, it should be learnt. We should keep on learning irrespective of our age being 40, 45 or 50. We are living with children who are growing in the age of technology. We should not keep them deprived from this. That will be a social crime. Our efforts should be that our children should be well versed with modern science and technology. The child should get ample opportunity to know the world in this form. This should be our effort.

Sometimes I ask this from children. I want to ask you also a question, will you reply? How many children sweat profusely four times in a day? How many? There is no one? If there is no sports in life, child will not bloom. This is a stage one should enjoy and spare time to sweat at least four times in a day. Will you do that? Are you sure? Your life should not be burdened with TV, books and computer. Life is also beyond these. We must have enjoyment in our lives. How many of you have hobby of reading books outside your curriculum? It seems there is a good number of such children. How many of you like to read autobiographies. It seems there are very few such children. I ask children to read biography of the person whom they like most. By reading biography we come closer to the history. We

know the contemporary history by reading about the life of a person. It is not necessary that we should read a particular type of biography only. If someone wants to advance in sports he should read biography of the person from that field. If someone has done well in cinema and you get the chance to read his biography, you must read. If someone has done well in the field of business his biography should be read. If someone has worked as scientist his autobiography should be read. By reading biography we get the chance to come closer to the history and to understand what truth is. We should strive for that. Otherwise, everything is done by Google Guru and you have the habit to go to Google if you have a question. One gets the information but not the knowledge. I have been told some students have questions, I would like to chat with them. Make the atmosphere lighter, there is no need to remain serious. Your teacher might have told you not to put your hand in this manner, don't do this. Have they told? You must follow instructions of your teacher but after leaving this place. Right now, be relaxed, then we will talk.

Again, I want to give you my best wishes. On the Teachers' Day I salute all the teachers and give them my best wishes. Teachers have played a big role in building lives of many like us. I feel indebted for that.

Thank You.