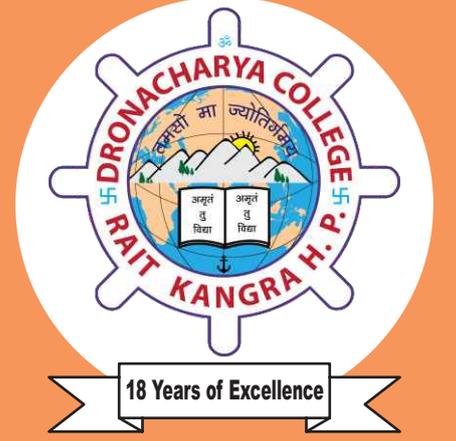


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Dear Readers,

I am extremely happy and thrilled to present the current issue of GYANKOSH Journal of Educational Research. Being the editor of the Journal, I acknowledge the contribution of Editorial Board, Advisory Board and Reviewers of the papers published in this issue of GYANKOSH. I believe that the wide range of research articles that got placed in this issue will surely contribute to the new understanding of research and it will add to the already existing corpus of knowledge on education and research. The articles in this issue also provide an effective way of making the writings discernable to the wider communities of researchers and academicians. We have accepted the articles/research papers after getting the reports from our reviewers. These articles traverse through convoluted challenges that fall upon the educational landscapes of the country which simultaneously make these articles significant and considerable. I am happy to give glimpses of select articles included in the present issue.

The article "Reliability Study of The EFAC-CDD: Developmental Disabilities" focuses to conduct a reliability study to standardize the EFAC-CDD. The study assesses the test-retest reliability to standardize the testing of this checklist.

In the article, "Collaborative Learning: An Essential Element of Modern Classroom" the author discusses the roles and activities of both teachers and students in a collaborative classroom setting, aiming to provide clarity on the significance of collaborative learning in modern education.

The Article "A Case Study of a Student Having Locomotor Disability (Right Hand Missing From Birth)" aims to examine the specific characteristics and abilities of special children concerning their individual disabilities or conditions, family dynamics, effective strategies and interventions, and other significant dimensions.

In the Article, "Exploring the Branches of Yoga: Integrating Ancient Wisdom into Modern Education for Holistic Development", the author explores how yoga can be seamlessly integrated into existing curricula, teacher training programs, and school cultures.

In the article, "Gandhian Peace and Non-violent Road to a Peaceful World" the authors focus on different emerging concepts in the context of peace and non-violence. They have seen these dynamics by looking through the Gandhian perspective.

There is an article on the theme "Digitalization of Higher Education: Technology Integration in Teaching-Learning" the author focuses on digital transformation, innovative teaching methods and administrative efficiencies, cyber security, and digital literacy.

In the Article "Impact of National Education Policy (NEP) in Transforming Higher Education in India" focuses on understanding the implementation of NEP-2020 and deliberated on its positive outcomes.

The article, "Social Network and Cognitive Well-being among Students of Jammu and Kashmir" focuses on the importance of promoting social connectivity and nurturing cognitive well-being among students in Jammu and Kashmir.

The wide array of articles included in this issue will surely help students, scholars, and academicians to understand the new trends in educational research. I wish that this issue of GYANKOSH will be advantageous for all its stakeholders.

Prof. Manoj Kumar Saxena

Editor

GYANKOSH Journal of Educational Research

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Reliability Study of The EFAC-CDD : Executive Functioning Assessment Checklist For Children With Developmental Disabilities

Vikas Ray* & Yash Pal Singh**

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Abstract

Background & Aim: A checklist was developed to assess executive functioning on 9 different areas, i.e. Working Memory, Impulse Control, Planning Skills, Mental Flexibility, Action Monitoring, Problem Solving, Emotional Control and Time Management for children with developmental disabilities in India called the EFAC-CDD by Mr Vikas Ray, which is a 256-item checklist in English.

Aim: This research aims to conduct a reliability study to standardize the EFAC-CDD.

Methodology: The study will analyze the reliability of EFAC-CDD on sample of children with developmental disabilities (N=50) between the ages of 8 to 15 years of age on a broad range of EF areas using the EFAC-CDD using test-retest reliability.

Results: There is a highly significant ($p=4.17$) correlation (large, $r=0.98$) among the children with developmental disabilities when tested on test-retest reliability 5 months apart. The results of test-retest reliability in all 9 domains of the tool are discussed.

Conclusion: The findings of this research help in standardizing the EFAC-CDD and establish reliability of the tool, helping is standardization for testing executive functioning in children with developmental disabilities.

Keywords: Executive Functioning, Evaluation Checklist, Developmental Disabilities, Standardization, Reliability.

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INTRODUCTION

Executive functioning (EF) refers to neuropsychological processes that regulate functions of attention, emotion, planning in behavior that are used towards completing a daily activity, a task or a goal (Barkley, 2012). "Although there is no single, universally agreed-upon definition of EF, most conceptualizations of EF include several related but separate processing domains primarily mediated by neural circuits in the prefrontal cortex" (Barkley, 2012). "These core executive functions include self-directed attention (considered the central executive because it serves a gatekeeping role for subsequent executive functions), working memory (simultaneous processing and storage of a stimulus/event), response inhibition (controlled suppression of a prepotent or automatic response to a stimulus/event), cognitive flexibility (shifting between mental

states, responses or tasks), and fluency (rapid processing under concentration demands)"; (Barkley, 2012; Friedman & Miyake, 2004). Interventions that can be applied early along with early detection and identification is of utmost importance when it comes to Executive Functioning deficits as it can lead to development of many disorders and associated risks such as cerebral palsy, traumatic brain injury, epilepsy, and the risk grows with the level of delays and deficits in EF (Parrish et al., 2007, Daly & Brown, 2007; O'Hara & Holmbeck, 2013).

Executive functions are a set of cognitive skills that are used to learn, work and manage everyday life, which, when it comes to children with developmental disabilities, are observed to be dysfunctional. Executive functioning involves a set of top-down mental skills which helps in memory, thinking, and control. Some people describe executive functioning as "the

management system of the brain” as they help set goals, plans and get things done. According to experts, all the skills can majorly be classified under three important domains of executive functioning called inhibitory control, working memory, and flexible thinking.

The professionals of this field i.e. special educators, speech therapists, occupational therapists, psychologists, educators and researchers, scholars and academics of this field have been interested in the early identification and applying interventions as early as possible to combat EF deficits, as they are seen in children with developmental disabilities. These EF deficits are synonymous with symptoms observed in individuals with Autism Spectrum Disorder (ASD), highlighting that individuals with Intellectual Disability, Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder commonly experience executive functioning deficits (Robinson et al., 2009; Benallie et al. 2021; Panerai et al., 2014).

Low or poor levels of executive functioning are addressed as substantial health issues clinically not only because it leads to developmental of many neurological disorders, but it also has significant impact on academic performance and daily functioning; it also can lead to memory issues and problems or failure in academic performance (Barkley, 2012). “EF delays, as well as disorders characterized by poor EF, are commonly associated with academic underachievement, learning deficits, and related problems with learning and memory” (Barkley, 2012).

Many researches have drawn a parallel between a deficiency in executive functions and developmental disabilities i.e. autism spectrum disorder, learning disability, intellectual disability, attention deficit hyperactivity disorder, downs syndrome, stating that a deficiency of executive functioning in individuals with developmental

disabilities can be targeted for intervention and treatment plans.

THE EXECUTIVE FUNCTIONS ASSESSMENT CHECKLIST FOR CHILDREN WITH DEVELOPMENTAL DISABILITIES (EFAC-CDD)

The executive Functions assessment checklist for children with developmental disabilities (EFAC-CDD) is developed to assess the executive functioning level of children with developmental disabilities across different domains of executive functions. For assessment of executive functions, domains; Sub-domains and set of skills have been developed. The set of skills could be used for program planning and providing intervention in different Domains and sub-domains of executive functions. In view of non-availability of checklist or any assessment tools with an Indian standardization, for the purpose of assessing the level of executive functioning of children with developmental disabilities; the EFAC-CDD can be used by special educators, occupational therapists, psychologists, behavioral therapist and other allied professionals working for children with developmental disabilities. The checklist will be able to guide them to assess and to plan for intervention of children with developmental disabilities.

The dimensions of the checklist that are assessed by the EFAC-CDD are as follows:

- Working Memory – It involves processes holding/retaining small amounts of or temporary information that helps us is accomplishing tasks. Doing mathematical operations, translating instructions, and working with language, all require the use of working memory.
- Impulse Control – It involves the ability to hold or control own thoughts or behaviors, attentions and/or emotions that have the strength to overrule a strong internal predisposition or an impulse. Herein, the individual may resist their urges and act in a

more appropriate, relevant manner or what is needed. This is commonly known as “thinking before acting”.

- Planning – It involves the ability to come up with a plan of action that is appropriate or a roadmap that helps in attaining a goal. Completing any task has the requirement of mental planning and having it ready before approaching the task in order to do it.
- Mental Flexibility – It involves the ability to change perspectives and be flexible enough to adapt according to the situation or circumstance demands.
- Attention – It helps us to focus on tasks, ignore distractions, and resist impulsive behavior.
- Action Monitoring – It is the ability to monitor one's own behaviour involving controlling impulses and emotions, staying on task, keeping belongings organized.
- Problem Solving – It involves the capability to detect and identify a problem, then understand and describe it and further generate ideas and solutions to overcome it.
- Emotional Control – It involves how we manage and respond to emotional experiences in the environment, particularly stressful ones.
- Time Management – It is the ability to plan and organize one's time in an efficient manner which helps in achieving goals and maximizing productivity.

The EFAC-CDD is a checklist developed to assess the level of executive functioning among children with developmental disabilities across 9 domains i.e., Working Memory with 7 sub-domains; Impulse Control with 4 sub-domains; Planning Skills with 4 sub-domains; Mental Flexibility with 3 sub-domains; Attention with 5 sub-domains; Action Monitoring with 3 sub-domains; Problem Solving with 4 sub-domains; Emotional Control with 2 sub-domains; and Time Management with 1 sub-domain. Each sub-

domain consists of 8 skills that will be assessed, hereby resulting in a total of 256 items.

The domains of the checklist are described below with the aspects of the concept that are included in the checklist to assess that function.

Working Memory -The working memory domain assesses short-term recall (auditory digit spell, letter spell), visuospatial memory (odd one out), symbolic memory (card matching game) as well as delayed recall and recognition (find the pair, summarizing the story and add-on words to category). Herein these specific items give an accurate representation of whether the child is able to perform said task or needs assistance in further development of the skill.

Impulse Control -The Impulse Control domain measures the child's ability to control an impulse, interference control and inhibition through a folk game called “Chidiya ud”, also known as “Does it fly?”, jump in jump out game, and random letter cancellation which increase in level of complexity with each item.

Planning Skills - The Planning skills domain assess concentration, perception, memory, reasoning and coordination through Jenga, find the key, block building and net the ball.

Mental Flexibility - The Mental Flexibility domain assesses attention, detection, inhibition, working memory and switch process through read and clap, follow and underline the pattern, and watch the color and tap.

Attention - The Attention domain assesses executive, selective, divided and sustained attention through follow the line pattern, imitate physical action, pattern walking, track the ball below the cups, and coloring game.

Action Monitoring - The Action Monitoring domain assesses self-monitoring through find the difference, sort the items, and color coding sub-domains.

Problem Solving - The Problem-Solving

domain assesses the ability to identify a problem and come up with ways to solve it, through the tasks mazes, crossword puzzles, tangrams, finding a solution to a narrated problem.

Emotional Control - The Emotional Control domain assesses the ability to recognize, understand and manage emotions in our environment through knowing one's emotions, and knowing others' emotions.

Time Management - The Time Management domain assesses understanding, performing tasks while prioritizing and postponing specific tasks according to importance, setting a routine through identification of priority of task.

Scoring

A child will be scored on each skill item on a score of 0 – 1. The child will be given 3 attempts to perform the given skill, which is termed as a trial, and each successful attempt will receive a score of 1, and every unsuccessful attempt will receive a score of 0 subsequently. Further scoring process is described in the tool construction study wherein the domain total score, domain percentage, as well as the overall total executive functioning score and percentage of the participant is calculated to determine their level of functionality (Ray & Singh, 2023).

The raw score of each sub-domain will be calculated by summing the 8 constituent skill items, i.e., the raw score for each sub-domain is the total of all the successful or functional scores ranging from 0-8. The raw score for each domain is the summation of all sub-domain scores, the range for each specific domain varies and is given as follows. The maximum score for each domain is as follows:

Working Memory	=	56
Impulse Control	=	24
Planning Skills	=	32
Mental Flexibility	=	24

Attention	=	40
Action Monitoring	=	24
Problem Solving	=	32
Emotional Control	=	16
Time Management	=	8

Individual domain percentage calculation:

$$\text{Domain\%} = \frac{\text{Raw Score}}{\text{Max Score}} \times 100$$

Grand total percentage calculation:

$$\text{Domain\%} = \frac{\text{Raw Score}}{\text{Max Score (256)}} \times 100$$

The score obtained for different domains and total executive functioning reflect the functionality level of the child in the given area (Ray & Singh, 2023).

METHODOLOGY

Sampling

The sampling design was selective and purposive as for the purpose of this study a sample of children with developmental disabilities (N=50) were chosen.

The children in this group were chosen from the referrals made to a disability and therapy centre in New Delhi i.e., Learning Ladder Therapy Centre. This includes children with Intellectual Disability (n=25) and children with Autism Spectrum Disorder (n=25).

Testing

The sample was tested on the Executive Functioning Assessment Checklist for Children with Developmental Disabilities (EFAC-CDD) five months apart for testing the reliability of the measure through test-retest reliability.

The test-retest reliability was analysed and evaluated using Pearson Correlation Analysis. "Test-retest scores at or above .70 were considered satisfactory" (Nestor & Schutt, 2015). "In line with published conventions,

RESULTS AND INTERPRETATION

Table-1
EFAC-CDD Description

Domain of EFAC-CDD	Test-retest reliability N=50, 1-5 months	Correlation values
Working Memory	0.97*	Large
Impulse Control	0.90*	Large
Planning Skills	0.95*	Large
Mental Flexibility	0.93*	Large
Attention	0.93*	Large
Action Monitoring	0.97*	Large
Problem Solving	0.95*	Large
Emotional Control	0.88*	Large
Time Management	0.91*	Large
Total EF	0.98*	Large

Values for test-retest reliability are pearson's correlation coefficient $p < 0.01^*$

Table-2
Correlation and Statistics for Total Executive Functioning

	Test	Re-test
Mean	50.94	69.94
Variance	711.8535	750.6698
Observations	50	50
Pearson Correlation	0.987817	
Hypothesized Mean Difference	0	
df	49	
t Stat	-31.3833	
P(T<=t) one-tail	2.08E-34	
t Critical one-tail	1.676551	
P(T<=t) two-tail	4.17E-34	
t Critical two-tail	2.009575	

The executive functioning has a statistically significant ($p=4.17$) and large correlation ($r=0.98$) among the children with developmental disabilities.

Table-3
Correlation and Statistics for Working Memory

	Test	Re-test
Mean	14.08	18.8
Variance	38.93224	45.30612
Observations	50	50
Pearson Correlation	0.9737	
Hypothesized Difference	Mean 0	
df	49	
t Stat	-21.3201	
P(T<=t) one-tail	9.65E-27	
t Critical one-tail	1.676551	
P(T<=t) two-tail	1.93E-26	
t Critical two-tail	2.009575	

The working memory domain has a statistically significant ($p=1.93$) and large correlation ($r=0.97$) among the children with developmental disabilities.

Table-4
Correlation and Statistics for Impulse Control

	Test	Re-test
Mean	6.02	7.18
Variance	7.652653	6.028163
Observations	50	50
Pearson Correlation	0.906888	
Hypothesized Mean Difference	0	
df	49	
t Stat	-7.02932	
P(T<=t) one-tail	2.99E-09	
t Critical one-tail	1.676551	
P(T<=t) two-tail	5.98E-09	
t Critical two-tail	2.009575	

The impulse control domain has a statistically significant ($p=5.98$) and large correlation ($r=0.90$) among the children with developmental disabilities.

Table-5
Correlation and Statistics for Planning Skills

	Test	Re-test
Mean	5.42	7.42
Variance	10.41184	8.942449
Observations	50	50
Pearson Correlation	0.954249	
Hypothesized Mean Difference	0	
df	49	
t Stat	-14.596	
P(T<=t) one-tail	9.04E-20	
t Critical one-tail	1.676551	
P(T<=t) two-tail	1.81E-19	
t Critical two-tail	2.009575	

The planning skills domain has a statistically significant ($p=1.81$) and large correlation ($r=0.95$) among the children with developmental disabilities.

Table-6
Correlation and Statistics for Mental Flexibility

	Test	Re-test
Mean	5.6	7.78
Variance	12.16327	10.86898
Observations	50	50
Pearson Correlation	0.938235	
Hypothesized Mean Difference	0	
df	49	
t Stat	-12.7718	
P(T<=t) one-tail	1.65E-17	
t Critical one-tail	1.676551	
P(T<=t) two-tail	3.29E-17	
t Critical two-tail	2.009575	

The mental flexibility domain has a statistically significant ($p=3.29$) and large correlation ($r=0.93$) among the children with developmental disabilities.

Table-7
Correlation and Statistics for Attention

	Test	Re-test
Mean	7.56	11.8
Variance	19.47592	22.61224
Observations	50	50
Pearson Correlation	0.93028	
Hypothesized Mean Difference	0	
df	49	
t Stat	-17.1862	
P(T<=t) one-tail	1.09E-22	
t Critical one-tail	1.676551	
P(T<=t) two-tail	2.18E-22	
t Critical two-tail	2.009575	

The attention domain has a statistically significant ($p=2.18$) and large correlation ($r=0.93$) among the children with developmental disabilities.

Table-8
Correlation and Statistics for Action Monitoring

	Test	Re-test
Mean	3.8	4.48
Variance	12.20408	12.21388
Observations	50	50
Pearson Correlation	0.975863	
Hypothesized Mean Difference	0	
df	49	
t Stat	-6.26316	
P(T<=t) one-tail	4.59E-08	
t Critical one-tail	1.676551	
P(T<=t) two-tail	9.19E-08	
t Critical two-tail	2.009575	

The action monitoring domain has a statistically significant ($p=9.19$) and large correlation ($r=0.97$) among the children with developmental disabilities.

Table-9
Correlation and Statistics for Problem Solving

	Test	Re-test
Mean	5.58	7.6
Variance	16.37102	15.79592
Observations	50	50
Pearson Correlation	0.951312	
Hypothesized Mean Difference	0	
df	49	
t Stat	-11.3958	
P(T<=t) one-tail	1.1E-15	
t Critical one-tail	1.676551	
P(T<=t) two-tail	2.21E-15	
t Critical two-tail	2.009575	

The problem solving domain has a statistically significant ($p=2.21$) and large correlation ($r=0.95$) among the children with developmental disabilities.

Table-10
Correlation and Statistics for Emotional Control

	Test	Re-test
Mean	1.52	2.74
Variance	1.887347	2.767755
Observations	50	50
Pearson Correlation	0.881851	
Hypothesized Mean Difference	0	
df	49	
t Stat	-10.92	
P(T<=t) one-tail	5E-15	
t Critical one-tail	1.676551	
P(T<=t) two-tail	1E-14	
t Critical two-tail	2.009575	

The emotional control domain has a statistically significant ($p=1.0$) and large correlation ($r=0.88$) among the children with developmental disabilities.

Table-11
Correlation and Statistics for Time Management

	Test	Re-test
Mean	1.36	2.14
Variance	2.765714	3.42898
Observations	50	50
Pearson Correlation	0.917709	
Hypothesized Mean Difference	0	
df	49	
t Stat	-7.48859	
P(T<=t) one-tail	5.83E-10	
t Critical one-tail	1.676551	
P(T<=t) two-tail	1.17E-09	
t Critical two-tail	2.009575	

The time management domain has a statistically significant ($p=1.17$) and large correlation ($r=0.91$) among the children with developmental disabilities.

DISCUSSION

The aim of this study was to test the reliability of the measure Executive Functioning Assessment Checklist for Children with Developmental Disabilities (EFAC-CDD) developed by Ray and Singh (2023). The study assesses the test-retest reliability to standardize the testing of this checklist.

Through the reliability study, it was established that there is a large correlation ($r=0.98$) on the test-retest reliability which is statistically significant ($p=4.17$) when a sample ($N=50$) of children with developmental disabilities were assessed on the measure of the executive functioning (EFAC-CDD) 5 months apart.

Since executive functioning is a very broad concept, the specific domains that were tested with the use of EFAC-CDD help in furthering our understanding. The resulting performance of the group tested 5 months apart with the use of test-retest reliability, when analysed led to the following inferences.

In the sample group, the largest correlation was

achieved in the action monitoring and working memory domain ($r=0.97$). This was followed by the correlation score obtained in problem solving and planning skills ($r=0.95$). This was followed by attention and mental flexibility domains ($r=0.93$); and then time management domain ($r=0.91$) and then impulse control ($r=0.90$). Lastly, the relatively lowest correlation was seen in emotional control ($r=0.88$) which is a large coefficient score by itself.

Upon comparing the correlation scores of the domains of executive functioning in the sample group, the most statistically significant score was found in the domain of action monitoring ($p=0.9.19$), followed by impulse control ($p=5.98$), mental flexibility ($p=3.29$), ad problem solving ($p=2.21$), attention ($p=2.18$), working memory ($p=1.93$), planning skills ($p=1.81$), time management ($p=1.17$) and lastly, emotional control ($p=1.0$).

Hence, all reliability scores are observed to be large correlations helping establish all the nine domains of and total executive functioning

areas of the Executive Functioning Assessment Checklist for Children with Executive Functioning (EFAC-CDD) by Ray & Singh (2023).

CONCLUSION

The current study aimed to assess the validity of an executive functioning checklist among children with developmental disabilities in India. The EFAC-CDD was developed and a pilot study was conducted (Ray & Singh, 2023) in which the tool development is recorded along with a study on children with developmental disabilities between the age of eight and fifteen year; post which a study comparing the sample results with typical children to validate the test was conducted. It was found that there is a significant difference in executive functioning between children with developmental disabilities and their peers without it with the use of EFAC-CDD. After conducting these studies, the checklist's standardization was needed, hence, this study was conducted to further the testing and reliability of the checklist EFAC-CDD. The EFAC-CDD's reliability was found to be satisfactory with the help of this research study.

For future studies, the pre and post analysis on a case basis with a intervention plan will be tested using this checklist to help establish an effective assessment and intervention tool in working with children with developmental disabilities, with a larger sample size.

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Experiences of Early Career Educators on Pedagogical Strategies and Interventions in Mathematics

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Abstract

Early career educators represent the future of teaching-learning practices, as they will shape the further advancement of pedagogical practices in mathematics. This study looked at early career educators as a process of identity formation that involves a complex negotiation of individual and contextual elements. The present study consisted of 31 early career mathematics educators in the state of Odisha, who taught at different levels. The selection of the respondents was based on Purposive sampling techniques. The participants were questioned about their experiences and their plans for the future. To capture the experiences of the educators, semi-structured interviews were used. The present study noted the early career educators' experiences with pedagogical practices adopted in mathematics. The study gets vivid experiences of educators related to teaching-learning practices such as innovative practices adopted by educators, the difficulty faced by educators, support gets by different stakeholders, teachers' attitudes and aptitudes developed throughout the teaching year etc. The study's findings prompted questions into how early career mathematics educators may be sustained by taking into account each person's unique personal story, as well as how teachers' professional and personal knowledge landscapes could be supported.

Keywords: Pedagogical Practices, Mathematics Educators, Teaching Experiences.

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INTRODUCTION

Teachers require adequate support throughout their teaching careers, especially in the initial years when the teaching-learning curve is the highest. It is considered that effective teaching-learning practices will assure pupil accomplishment in school and as a result will assist pupils in being successful later in life. Educators have limited control over the classes they are assigned in the beginning of their careers. Multiple exposure to learners of various ages and on various programs results in a variety of expectations that are recognized by qualified and experienced educators but not always by beginners (Berliner, 2004). Although initial teacher education is highly linked to teaching quality, early career educators' experiences after completing their initial teacher training are "one of the most important elements influencing teachers' success throughout their careers (Darling-Hammond,

2003)". Early career educator proficiencies after their first education at colleges are crucial for a prosperous career, according to this opinion. Instructors often have a three-year early professional period in which they build their individuality as teachers and adapt their classroom competencies (Feiman Nemser, 2001). There's a lot of evidence that expert math teachers have different talents than novices. They employ routines, notice classroom trends, employ a variety of exemplifications, and change their teaching more, inventing activities based on students' conversations. Individual interactions, as well as having already established expectations for how students would behave and study, are critical to their success. They know how students are likely to react to school mathematics tasks (Berliner, 2004).

Early career educators, on the other hand, do not always receive the assistance they require,

nor do they have enough time to commit to their professional advancement. The literature on the problems that new instructors confront revealed that they had to deal with a variety of issues at the same time (Fantilli & McDougall, 2009). As a result, the early career phase may be less homogeneous than depicted in overviews like Winslow et al (2009) and Feiman-Nemser (2001). "Principals play a critical role in creating an organizational climate in which early career educators believe their work and that of their colleagues is valued (Pogodzinski, Youngs, Frank, & Belman, 2012)". New educators are considered to bring excitement, idealism, and recent training to the classroom, which is a promising mix for innovative teaching. These early career educators, on the other hand, are frequently depicted as professionals confronting unique obstacles, with weak identities, who leave the profession in huge numbers. Thus the present study had examined the early career educators experiences on pedagogical practices adopted in mathematics. This study had explored their beliefs and classroom practices through semi-structured interview to get the detailed experiences of early career mathematics educators on teaching-learning practices.

RATIONALE OF THE STUDY

Experiences in the first year of educator's employment impact their future success and commitment to the profession. It would be advantageous for teacher-educators to be aware of the problems that novices confront in order to provide comprehensive support to trainee teachers. It's been a global priority for over a decade to improve mathematics educator training. "Teachers of mathematics are viewed as crucial in increasing students' access to and participation in mathematics in underprivileged and demanding contexts (Hiebert, 2013, UNESCO, 2017)". "Individual scholars find difficulty in producing elementary and middle school teachers with a strong understanding of mathematics all around the world (Hiebert, 201)". The

following issues were highlighted in studies about early career educators perspectives on their initial years in the teaching field "(Buchanan, 2006; Ewing & Smith, 2003): adjusting to full-time teaching demands, managing colleague and parent relationships, understanding the cultural contexts of the school, and coping with the clash between pre-service teaching expectations and the realities of in-service teaching". The retention of beginning educators is consistently linked to perceptions of success and worth, according to the literature. The literature emphasizes the necessity of making new teachers feel appreciated and providing them with the assistance they need to be successful in their careers (Blase, 2009). School culture, according to Schuck, Brady, and Griffin (2005), is a primary factor of early career teacher satisfaction. These features appeared to be a crucial determinant in helping early career educators cope up with the rigors and pressures of their new professions where the school atmosphere was encouraging and supportive.

Despite extensive study on early career educators (Jakhelin 2011, Fenwick 2011, Lovett and Cameron 2011), instructors starting the profession continue to confront challenges. Over many years, the lives of early career educators have been analysed and studied, and a large body of literature documents their problems, their desire for assistance, and the consequences on student learning and teacher attrition (Ewing and Smith 2003, Fantilli and McDougall 2009, Gallant and Riley 2014, McCormack et al. 2006). In addition to providing instructional support, "Fresko and Nasser-Abu Alhija (2015) emphasise the importance of providing responsive support as well". During their early years of employment, teachers can receive aid in strengthening their professional abilities and becoming highly competent teachers with high levels of self-efficacy. Teacher professional learning increases both instructional competency and the building of teachers' professional identities

(Darling-Hammond 2003). To ensure that teachers have the best chance of improving student outcomes, we must make significant investments in their professional development during the initial years of their professional lives. Further studies have shown extreme workload, classroom planning and management concerns, and insufficient help from school administration (Ewing and Smith 2003, Fantilli and McDougall 2009, Meister and Melnick 2003, Veenman 1984). For example, in "Meister and Melnick's (2003) study", one of the key issues raised was about "student behaviour, workload demands, and working with parents". Beginning teachers, according to McCormack et al. (2006), have greater obligations, challenging classrooms, and unreasonable expectations, as well as low status and professional evaluations. According to various research, student behaviour concerns remain a core key challenge (Ewing & Smith 2003). Further issues highlighted included early career educators not being respected because of their young, as well as being un-prepared for the politics and culture of the school (Ewing & Smith 2003). To address several issues, "Fantilli and McDougall (2009) advocate that" early career educators be given adequate time to familiarise themselves with school environments and given increased amounts of support customised to their requirements. The present paper looks on the issues and concerns with the early career educators and documented the experiences of educators on pedagogical practices adopted in mathematics.

OBJECTIVES OF THE STUDY

To get the experiences of early career educators on pedagogical practices adopted in mathematics.

To study the issues and concerns of teaching mathematics in the viewpoint of early career educators.

METHODOLOGY

The present study was a descriptive survey

research. The present study consisted of 31 early career educators of mathematics in the state of Odisha, who taught at different levels. Purposive sampling techniques were used to choose the participants. The participants were questioned about their experiences and their plans for the future. To capture the experiences of the educators, semi-structured interviews were used. "As the characteristics of semi-structured interviews allowed the participants to answer the questions in their own way using their own words (Matthews & Ross, 2010)". The data gathered were analysed by using qualitative analysis technique. Early career educators' pedagogical techniques in mathematics, as well as their attitudes about students in their classroom and the relationship between those beliefs and their classroom practises, were investigated in this study. The respondents in this study were early career educators those who worked in a variety of phases throughout their first three years of mathematics teaching-learning practices. The relevance of having educators in their first three years of teaching was to ensure that all participants finished their teacher training programmes at the same time. The semi-structured interviews were purposely scheduled and interviews were carried out face to face as well as telephonic and lasted between 30 to 45 minutes.

DATA ANALYSIS AND INTERPRETATION

The interviews were conducted in a semi-structured manner. Participants were asked to discuss why they became teachers in the first section of the interview. They were invited to talk about their first experiences as educators, such as how they handled their first mathematics lesson, and so on. They were also questioned about specific issues they were having and any assistance they were receiving in overcoming these obstacles. They were invited to use stories of crucial occurrences they have met in their teaching to explain this. Participants were asked questions about their classroom planning and management, pedagogical techniques, leveraging

community and learning resources, use of ICT, assessment practices, and so on in the second phase of the discussion. They were also asked to explain why they choose that particular response. One of the most crucial questions was about any changes in their experience. Teachers were questioned about their experiences with adopting any novel approaches in mathematics education, which they believe can be used to improve learning outcomes in mathematics. They were also asked if, based on their personal experiences, they had any recommendations for a new teacher. To find common themes, the data from all of the individuals were analysed utilising constant comparison data reduction methods. The common themes were:

- Initial Days of Teaching Experience
- Classroom Planning and Management
- Pedagogical Practices
- Teaching Learning Resources
- Working conditions and Workload
- Collegiality and support
- Learners Participation and Learning Management
- Professional Enhancement
- Assessment

This study found out vivid experiences from the participants on their experiences as early career educators and how they have contributed in the field of mathematics. In terms of sharing initial experiences of teaching-learning practices of mathematics, participants revealed most of the fruitful experiences as a beginner teacher. Participants revealed that in the initial phase acceptability from the learner side is a matter of concern, since we don't have ideas about learners learning characteristics so we are facing annoying situation in the classroom. They believe that educational qualification doesn't matter in this situation, your own expertise over the content and

process of teaching will help you to cop up with the learners and you can make your presence as a teacher in learners mind. Some participants also revealed that, if principal will be the math faculty than they can easily understand your situation and they can full support you on your teaching journey. In their early careers, all of the respondent stated that they had difficulty with classroom management. Classroom management problems, according to some participants, were the most unexpected and demanding. Before starting the work, these respondents said that they had no worries regarding classroom management and planning issues. During their internship, participants observed classes with discipline issues, and they themselves had minor classroom planning and management issues while student teaching. However, it is possible that they did not reflect thoroughly on these issues and did not establish a constructive strategy for dealing with classroom management in their actual teaching careers. When asked about the causes of classroom management issues, one of the most common responses was pupils' lack of interest in mathematics classes.

Lesson planning has been suggested as a potential source of management issues. More questions on lesson planning were asked of participants in order to gain a deeper grasp of their lesson planning. It was discovered that none of them had created an organised lesson plan during the programme. During the programme, they were required to submit lesson plans that included the lesson's objectives as well as a list of instructor and student activities with projected scheduling. Written lesson plans were not required in their initial years of teaching. They primarily indicated that they have a strategy in mind. If the department gave ready-to-use materials, such as books or class notes, they studied to retrieve the knowledge and addressed the questions they assigned as homework. If no

notes were available, they attempted to compile lecture notes from other sources. Several participants said they were visualising questions that kids would ask throughout their preparation. During their internships, they focused on including student-centered activities that featured an interesting opening to the course. Some of the teachers stated that they tried to do this at first, but that as their workload increased, they didn't have as much energy to look for interesting things to do.

In the initial phase of teaching novice teachers face lot of difficulty from the students' questions if the question will be beyond the textbook, intentionally or unintentionally asked by the learners. The majority of those who took part in the study were concerned that they would begin their professions with a lack of background knowledge in their respective fields. Respondents were aware at a young age that they would have to work hard to retain some math concepts. Math teachers' pre-career worries were confined to remembering rules and concepts in the curriculum or simply being able to solve the issues they would encounter. In addition, participants stated that they had difficulty comprehending the material since they didn't understand the subject matter. Some of the participants blamed their lack of subject knowledge i.e. initial stage of content mastery for classroom discipline problems. Participants discussed issues with TPACK in addition to a lack of subject matter expertise. The lack of awareness of the content and students was discovered to be one of the primary issues. Identifying why students don't comprehend a topic or being aware of possible misconceptions and misunderstandings are essential mathematics teaching qualities. Some of the participants noticed how the lesson's speed and flow were linked to their content and student knowledge. After they began their teaching careers, they began to link their mathematical skills to classroom management and organisation.

Participants revealed that all the learnt practices during teacher training programmes are sometimes difficult to incorporate in practice, because of a lack of time, support, or resources, etc. Most of the time they are practicing old method of teaching-learning mathematics. Some of the participants shared that they are utilizing some available resources in the school to teach the mathematics content. The major burden they are facing is to cover the syllabus within the stipulated time. Due to this reason they are unable to work on lesson planning and other innovations in teaching of mathematics. Some of the participants revealed that they had utilized some form of learning resources to teach mathematics, innovative pedagogical practices to engage the learners such as extensive use of ICT, game based learning, utilizing local community resources, different approaches and strategies to teach the mathematics content for example collaborative learning, activity based learning, project method, experiential learning, problem solving method, discovery method etc. Participants said that maximum number of classes are taken by mathematics teacher, so sometimes they are unable to think out of box. In a nutshell, study got versatile experiences from mathematics early educators with a positive note that they are enjoying teaching-learning practices and wish to continue in the teaching profession.

MAJOR FINDINGS OF THE STUDY

This study found that participants were enthusiastic about their teaching career, almost all the participants were enjoying their teaching and positive about their future prospects. Participants had shared different experiences on pedagogical practices adopted by them during their initial career phase. Most of the participants had faced early difficulty during their first month of teaching. Due to the lack of confidence, lack of experiences they had struggle a lot during their first day of teaching, but gradually they had gain the confidence and

experiences for managing the classroom process. Participants had revealed that the teaching techniques learnt during the teacher training programs are difficult to implement in real life teaching due to so many factors such as lack of time, lack of adequate support from the institution, over workload, lack of resources etc. Participants said that with their own effort sometimes they had utilized different approaches and strategies to deal with learners in the classroom, sometimes they had also utilized the community resources, ICTs to transact the mathematical concept and they had received positive outcomes. Almost all the participants revealed that they had applied innovations in teaching-learning of mathematics and they were sharing those kind of practices with other staffs of the institutions. In terms of mathematics teaching, participants revealed that they have greater responsibility on their shoulders as well as high expectations to different stakeholders, due to this reason they are very much sensible of students learning process.

DISCUSSION OF RESULT

Experiences from a teacher's first few years on the job impact their future success and commitment to the profession. According to "Klassen and Anderson's (2009) survey of instructors from 1962 to 2007, issues related to teaching itself, such as workload and student behaviour, have overtaken issues connected to external sources, such as money, buildings, and equipment". As a result, instructors who have supportive administrators and cooperative co-workers who aid them in performing a good job are more likely to stay in institutes (Allensworth et al., 2009). Furthermore, similar research in Turkey on novice teachers' early career experiences revealed outcomes that were congruent with those found in other countries. "Classroom planning and management were identified as one of the areas that beginner teachers struggled with in these research (Akn, Yldrm,

& Goodwin, 2016, Gergin, 2010, Kozikolu, 2016, Taneri & Ok, 2014)". Furthermore, it was stated that new teachers had to face lot of work in the institutions (Kozikolu, 2016).

Obstacles unique to early career mathematics educator originate from the national curriculum backdrop and its impact on teaching-learning practices, in addition to concerns that have been found in other research, such as classroom management and time management (Haser, 2010). Early career educators confront issues such as a lack of study material and pedagogical subject understanding, difficulties integrating learner-centered teaching learning practices, and difficulty for using alternative teaching strategies (Yanik, Badat, Gelici, & Taştepe, 2016). The study's findings reflect that teachers face difficulties in the classroom due to a lack of mathematical expertise. "As several studies have shown, educators begin their careers with insufficient and unsubstantiated mathematical knowledge (Carpenter, Fennema, Petersen, & Carey, 1998, Cooney, 1999, Feiman-Nemser, 2001)". As a result of their lack of understanding, teachers felt insecure in the classroom. Furthermore, it was shown that a tremendous workload and a lack of time management are issues that teachers face in their early careers (Fantilli & McDougall, 2009; Kozikolu, 2016).

IMPLICATIONS AND CONCLUSION OF THE STUDY

Improving the quality of mathematics teacher preparation has been a global focus for more than a decade. Although the focus of this research was on a small group of initial career educators and their experiences with pedagogical approaches in mathematics, there are lessons that can be applied in other situations. The study's main goal was to look into early career educators' mathematics pedagogical methods and views about students in their classrooms, as well as the relationship between those ideas and their

classroom practises. Early Career educators appear to have an underlying expectation that they will be confident in their ability to apply pedagogical approaches in successful and innovative ways. This puts a lot of pressure on early career educators who are still gaining the skills of teaching and honouring their technological pedagogical content knowledge in math and other subjects. This study found that there is a significant gap between the learning experiences during pre-service training and the implementation as in-service instructors. This can be minimized by getting adequate support from different stakeholders.

The findings of this study will be used to help teacher preparation programmes, district professional development departments, and schools to better prepare their educators to meet the requirements of today's varied pupils. More research into effective pedagogical practises specially related to maths and new technologies, as well as appropriate dissemination, is required if early career educators are to effectively implement new and potentially transformative expertise into the teaching-learning of mathematics. In mathematics teacher preparation, the mapping of teachers' career progression is a hot topic. Although it is commonly accepted that professional learning is engrained in workplace practice, the influence of variances in teaching profiles has received little attention. This study elicits a wide range of experiences from the participants, which will be beneficial to the next generation of mathematics educators. This research has also brought to light some of the challenges and concerns about mathematics education from the perspective of early career educators, which should be investigated further in future studies.

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Collaborative Learning : An Essential Element of Modern Classroom

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Abstract

This paper examines the importance of collaborative learning in today's classrooms. As time evolves, advancements occur in various fields, including education. The 21st-century classroom serves as a productive environment where students can acquire the skills needed for the workplace, with teachers playing a facilitating role in their learning. Modern classrooms differ from traditional ones, especially in this technology-driven era, where significant changes have occurred in the teaching and learning processes. It is essential to promote collaborative activities within classrooms. This paper also discusses the roles and activities of both teachers and students in a collaborative classroom setting, aiming to provide clarity on the significance of collaborative learning in modern education.

Keywords : Instructional Leadership, Institutional Effectiveness, School Size, Gender of Principal

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INTRODUCTION

Education serves as the bedrock upon which our society stands, and throughout history, it has undergone a myriad of transformations. These changes have encompassed the methods of teaching and learning, the modes of instruction, and the accessibility of educational resources. Among these evolutions, collaborative learning strategies have emerged as a prominent feature of today's education system. Diverging from traditional approaches, collaborative learning encourages students to engage in the learning process within peer groups, a practice that offers multifaceted advantages for their educational development.

The adoption of collaborative learning strategies has a demonstrably positive impact on students' academic achievements. By actively participating in group-based learning, students are provided with a dynamic platform for enhancing their understanding of subject matter. Moreover, this approach fosters the cultivation of essential values such as cooperation, tolerance, honesty, and a sense of fraternity among learners. In essence,

collaborative learning represents an advanced and progressive form of education, equipping students with not only academic prowess but also valuable interpersonal skills that are increasingly vital in our interconnected world.

Collaborative learning serves as a transformative force, empowering learners to become self-directed and amplifying their educational achievements. Beyond this, it plays a pivotal role in nurturing essential social skills and fostering critical thinking abilities. Remarkably versatile, collaborative learning seamlessly adapts to both traditional classroom settings and the virtual realm of online education.

In traditional collaborative learning settings, learners come together in small groups to engage in spirited discussions, construct compelling arguments, and explore shared learning themes, thus delving deeper into the subject matter. In contrast, online collaborative learning introduces a dynamic dimension to the educational experience. Here, students actively participate in the learning process, cultivating a profound sense of belonging within a vibrant learning community.

While the online environment may pose constraints in terms of time and effort, the collaborative spirit prevailing within it elevates learners to greater heights of knowledge acquisition and cultivates positive attitudes towards their educational journey.

COLLABORATIVE LEARNING STRATEGY

Collaborative learning is founded upon the theoretical framework proposed by Vygotsky (1997), which centres around the notion of the zone of proximal development. Within the context of this theoretical framework, there are certain activities that learners have the ability to complete freely, while there are others that they are unable to achieve without assistance. The zone of proximal development is situated inside the intermediary realm that lies between these two classifications, comprising abilities that a learner can attain with the assistance of instructional support. This particular area provides valuable understanding on the development of a learner's set of skills throughout time. Vygotsky placed significant emphasis on the notion that learning predominantly takes place via interpersonal communication and relationships, as opposed to isolated pursuits. As a result, this viewpoint has facilitated the development of several methodologies for collective learning, among which collaborative learning stands out as a significant illustration.

Collaborative learning plays a crucial role in fostering critical thinking. As per Gokhale's research in 1995, people tend to attain deeper levels of understanding and better information retention when they engage in group-based learning rather than pursuing individual efforts. This principle holds true for both those sharing knowledge, such as instructors, and those acquiring knowledge, namely, students.

According to Lai (2011), collaboration refers to the joint involvement of participants in a coordinated endeavor aimed at solving a problem collectively. Collaborative interactions are characterized by common objectives, a balanced structural arrangement,

and a significant degree of negotiation, interactivity, and mutual dependence. Particularly valuable for enhancing student learning are interactions that result in comprehensive explanations. Conversely, unresponsive feedback can have adverse effects on student learning within collaborative contexts. The act of collaborating has the potential to significantly enhance student learning, especially for those students who have lower levels of academic achievement. However, there are other aspects that might reduce the influence of cooperation on student learning, such as the individual features of students, the composition of the group, and the characteristics of the work at hand. Although historical models offer certain insights into the acquisition and development of collaborative abilities in children, the available empirical data to support these predictions is limited. However, it is widely acknowledged among researchers that children have the capacity to acquire effective collaboration skills. Consequently, educators are advised to provide explicit instruction in order to facilitate the growth of abilities such as coordination, communication, conflict resolution, decision-making, problem-solving, and negotiation. This training should further emphasise the desired attributes of interpersonal communication, including the provision of thorough explanations, the formulation of direct and precise inquiries, and the appropriate response to the demands of others. Educators have to develop instructional activities that are in accordance with the objectives of collaborative learning, provide unambiguous norms for engagement, and assume responsibility for supervising these interactions.

Dillenbourg (1999) provides a comprehensive definition of collaborative learning, describing it as "a situation wherein two or more individuals engage in the process of learning together." More precisely, it involves jointly solving problems. He emphasizes that the mere presence of multiple individuals working

on a task does not inherently facilitate learning; instead, it is the interaction among them that initiates the learning processes. For collaborative learning to occur, certain elements such as instructions, a physical environment, and various performance constraints are necessary. However, these components do not ensure collaboration on their own; they simply increase the likelihood of it happening.

In 1995, Roschelle and Teasley provided a precise definition of collaboration, describing it as the "mutual engagement of participants in a coordinated endeavor to jointly address a problem." In 1999, however, Dillenbourg pointed out that even among specialists, it is difficult to agree on a single definition of collaborative learning. There are a number of causes for the confusion that surrounds the idea of group study. To begin with, the scope of these interactions can vary significantly, encompassing interactions between just two individuals to those involving thousands, requiring distinct theoretical frameworks to analyze interactions occurring at different scales.

Van-Boxtel, Vander-Linden, and Kanselaar elaborated in the year 2000 that students are better able to elaborate and reorganize their knowledge when given the chance to participate in collaborative learning activities. As people in a group work to articulate their ideas, their collective understanding of abstract concepts grows. According to studies, kids learn more when they explain things in depth to one another. After students have verbalized their conceptual understandings, they may have meaningful debates to arrive at a common understanding.

Collaborative learning is defined as "students working together in small groups to assist each other in learning" (Klemm, 1994). When people work together, they make concerted efforts to find and implement shared solutions to issues. Cooperation occurs when two or more people work together towards a common objective,

with an emphasis on compromise, dialogue, and mutual support. Interactions that lead to thorough explanations are particularly valuable since they improve students' understanding. This method is beneficial because it helps people hone abilities including teamwork, communication, problem solving, and negotiation. Students' learning might be stunted in group projects if feedback isn't interactive or timely (Lai, 2011).

Collaborative learning is an instructional approach wherein students engage in group activities aimed at achieving a shared academic objective. This pedagogical method fosters cooperative analysis, synthesis, and evaluation of ideas among students. The informal learning environment promotes open discussions and interactions. Students are encouraged to substantiate their judgments with reasons and reflect on the criteria guiding their assessments, leading to thorough examination of each opinion. The capacity to acknowledge potential errors or limitations in one's initial opinions is highly appreciated within this context (Gokhale, 1995).

COLLABORATIVE LEARNING IN MODERN CLASSROOM

Collaboration and active learning are pivotal elements in enhancing student engagement within educational settings. A study featured on pnas.org has revealed that traditional lecturing results in a 55 percent higher failure rate compared to active learning methods. This compelling evidence underscores the importance of investing in pedagogical approaches that prioritize active learning and the incorporation of relevant technologies, as they can significantly impact student performance.

Regrettably, two major impediments hindering the widespread adoption of collaborative learning and small group workspaces in both K-12 and higher education are financial constraints and the level of instructor commitment. To address these challenges, it is imperative to develop a

comprehensive framework outlining the essential features of collaborative learning spaces suitable for the educational environment. This proactive approach can effectively optimize resource allocation and establish a dedicated team of advocates to drive the implementation process (Sansivero, 2016).

In practice, educators may already be implementing collaborative learning principles in their classrooms. They may have observed that students engage in various ways, including working independently, collaborating, or even competing. All these approaches can contribute to deeper learning through collaboration. An essential aspect of this shift in teaching involves instructors refraining from assuming a dominant leadership role within the group. Instead, they should adopt a moderator role, providing motivation and support to the group when facing challenges, while refraining from offering immediate answers or solutions. Additionally, instructors should maintain a keen awareness of group dynamics and actively encourage participation from quieter or less confident students as needed.

In order to adequately prepare students for collaborative learning, it is necessary for the instructor to provide a comprehensive explanation of the requisite skills and expectations. This is particularly crucial if students have previously been primarily engaged in individualistic and competitive learning approaches. Students might be first assigned to work in pairs to enhance their communication abilities. Subsequently, individuals might be organised into cohorts consisting of three or four members. It is important to inform students that thorough preparation for the topic, which includes actively interacting with the suggested reading materials, is crucial to achieve a good conclusion during the discussion. The lack of preparedness exhibited by certain students during group talks might elicit feelings of irritation among their well-prepared peers.

In the context of collaborative learning design, it is essential to incorporate both "group-oriented objectives" and "individual responsibilities" to effectively attain shared educational objectives. To achieve this, collaborative learning tasks must be structured in a manner that guarantees each group member acquires new knowledge. One effective approach is for the instructor to break down the core concepts to be learned and assign each student a specific concept, along with the responsibility of comprehending and subsequently elucidating that concept to their peers. This process of explaining concepts to fellow students not only enhances the learning experience for the individual students but also contributes to the overall educational progress of the entire group, as observed in the study conducted by Du, Durrington, and Mathews in 2007.

ROLES AND ACTIVITIES OF TEACHERS AND STUDENTS IN A COLLABORATIVE CLASSROOM

In today's classrooms, teachers have a different role compared to the old days. Now, teachers should be like helpful guides and encouragers. Here are some key points that show what teachers do in a collaborative classroom:

- Be a motivator, teacher, cheerleader, observer, advisor, and time-keeper.
- Understand and acknowledge the differences between students, like those who excel and those who may struggle.
- Provide opportunities for both individual and group work evaluation.
- Arrange frequent gatherings for every student group.
- Encourage students to assess themselves or their peers and think about what they've accomplished during the collaboration.
- Set up a physical or online learning environment that promotes group work and extends collaborative tasks beyond regular class hours.

- Use new assessment methods, including ongoing assessment.
- Think about how tablets can help with different stages of learning and tasks.

IN THE COLLABORATIVE CLASSROOM THE STUDENTS PERFORM FOLLOWING DUTIES

- Assume the position of an observer, reporter, opponent, presenter, leader, or mediator.
- Engage in active listening and strive to build shared objectives with others.
- Allocate and execute various team responsibilities based on individual talents and interests.
- Conducting a search for and disseminating materials, engaging in peer and self-assessment, alternating between solitary and collaborative work, and collaborating with peers both inside the classroom and across schools are effective strategies for enhancing academic learning.

Engage in collaborative endeavors with educators and professionals external to the educational institution. Develop and exhibit a product that has been derived from a collective effort.

BENEFITS OF COLLABORATIVE LEARNING FOR STUDENTS

1. Enhanced Learning and Understanding:

- Students often grasp concepts better when they discuss and teach each other.
- Collaborative learning promotes active engagement, aiding comprehension.

2. Improved Communication Skills:

- Students learn to express their ideas and thoughts clearly and effectively.
- They develop stronger verbal and non-verbal communication skills.

3. Enhanced Problem-Solving Abilities:

- Working in groups allows students to tackle complex problems from multiple angles.

- They learn to consider various perspectives and find innovative solutions.

4. Teamwork and Cooperation:

- Collaborative learning teaches the value of working together.
- Students develop teamwork skills that are vital in real-world settings.

5. Increased Motivation and Engagement:

- Group work can make learning more enjoyable and interactive.
- It motivates students to participate and take ownership of their education.

6. Cultural and Diversity Awareness:

- Students exposed to diverse group members gain a deeper understanding of different cultures and backgrounds.
- They become more culturally sensitive and inclusive.

7. Peer Learning and Support:

- Students can learn from their peers, who may have alternative perspectives and insights.
- Collaborative learning creates a supportive learning environment.

8. Preparation for the Workplace:

- Teamwork and collaboration are highly valued skills in the professional world.
- Collaborative learning helps students develop skills that are transferable to their careers.

9. Building Confidence:

- Students gain confidence in their abilities when they contribute to group discussions and projects.
- Their self-esteem and self-efficacy improve.

10. Critical Thinking Development:

- Collaborative learning encourages students to think critically and analyze information.
- They learn to evaluate ideas and arguments.

11. Social Skills Enhancement:

- Students develop social skills, such as active listening, empathy, and conflict resolution.
- They become better at interacting with others in diverse social settings.

12. Long-term Knowledge Retention:

- Collaborative learning often leads to deeper understanding and retention of information.
- Students can recall and apply what they have learned over the long term.

Collaborative learning offers a multitude of benefits that not only enrich students' educational experiences but also prepare them for a world that increasingly values teamwork, communication, and problem-solving skills.

CHALLENGES OF COLLABORATIVE LEARNING

Creating and sustaining an effective collaborative learning environment presents notable challenges for educators accustomed to conventional teaching methodologies. Similarly, students accustomed to traditional, teacher-centered classrooms encounter difficulties when transitioning to collaborative learning approaches. Additionally, online collaboration can pose technological hurdles for students, who may lack the requisite digital skills for effective participation. These technical challenges can impede the collaborative learning process and lead to heightened frustration among learners. Moreover, it is essential to acknowledge the diversity of learning preferences among students rather than adhering to a uniform, one-size-fits-all approach. Some learners may gravitate towards independent learning, underscoring the importance of accommodating varying learning styles.

In a research study, it was observed that the temporal disparity resulting from asynchronous communication among individuals located in diverse time zones led to a diminished enthusiasm for engaging in collaborative tasks. This mode of collaborative

learning proved to be less appealing to self-directed learners who favored working autonomously, enabling them to complete tasks without the need to await responses from fellow participants. Additionally, variations in language proficiency levels emerged as a hindrance to effective communication within the context of collaborative online work. In contrast to prevailing ideas, empirical evidence indicates that the development of a collaborative learning environment for a sizable cohort is certainly viable, as exemplified by the scholarly contributions of Lane in 2016.

CONCLUSION

Collaboration between teachers and students is important in today's education. Collaborative learning means students working together in groups to understand things, find solutions, or make something. It's a skill that students need to learn with help from teachers. It puts students at the centre of learning and involves them sharing ideas, knowledge, and working together. This helps them develop skills like communication, teamwork, and problem-solving, which are important in the 21st century. Even though it can be challenging, collaborative learning should be used in classrooms.

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A Case Study of a Student Having Locomotor Disability (Right Hand Missing From Birth)

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Abstract

This case study aims to explore the experiences and challenges faced by a child with a locomotor disability who is missing their right hand. It also examines the relationship between the school and home environment of the student. The case study was conducted by keen observations of the special needed student by involving and getting information directly from different reliable sources like, concerned teachers, peer groups from the college and the student himself.

Keywords: Locomotor Disability, Learning, Personality.

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INTRODUCTION

Locomotor disability is related to the functional disability of joints and bones. Due to this type of disability people face problem in moving or doing psychomotor activities. The study seeks to understand the impact of this condition on the child's daily life, including their physical abilities, psychological well-being, and social interactions. By examining the unique circumstances of this child, valuable insights can be gained to inform interventions, support systems, and inclusive practices for individuals with similar disabilities. By studying the locomotor disability and the absence of the right hand, the case study can shed light on how the child adapts and compensates for their physical limitations. This knowledge can contribute to the development of assistive technologies, prosthetics, and rehabilitation strategies tailored to the specific needs of individuals with similar disabilities. The case study can explore the psychological impact of the locomotor disability and the absence of the right hand on the child's self-esteem, body image, and overall mental well-being. Understanding these factors can help identify effective interventions and support systems to promote positive self-perception, resilience, and psychological adjustment. Social interactions and inclusion: The case

study can examine the child's experiences in social settings, including school, family, and community environments. By understanding the challenges they face and the barriers they encounter, strategies can be developed to foster inclusive environments, promote social integration, and enhance the child's overall quality of life. The findings of this case study can contribute to evidence-based policy-making and advocacy efforts aimed at improving the rights and inclusion of individuals with locomotor disabilities. By highlighting the specific needs and experiences of children missing a right hand, policymakers can be better informed to develop inclusive policies, allocate resources, and promote equal opportunities for all.

OBJECTIVES

The objectives of such the case study are :

To examine the specific characteristics and abilities of special children in relation to their individual disabilities or conditions.

To understand the impact of the environment, including family dynamics, on the overall well-being and development of special children.

To identify effective strategies and interventions that can support the growth and learning of special children.

To explore the experiences, challenges, and successes of parents, educators, and other stakeholders involved in the care and education of special children.

To contribute to the existing body of knowledge on special education and inclusive practices by providing insights and recommendations for improving support systems and services.

To raise awareness and promote understanding of the strengths and capabilities of special children, dispelling misconceptions and fostering inclusivity in society.

METHODOLOGY

Methodology used for the present case study is as follows:

In-depth interviews: Conduct interviews with the student, family members, teachers, and other relevant stakeholders to gather comprehensive information about the student's journey and experiences.

Direct observations: Observe the student in different settings, such as the classroom, extracurricular activities, and social interactions, to gain insight into their academic progress, motor skills, and social engagement.

Document analysis: Review school records, Individualized Education Plans (IEPs), and other relevant documentation that provides background information and insights into the student's educational journey.

SOCIO DEMOGRAPHIC DATA

Name: PRAFUL

Age: 19 years

Sex: Male

Marital status: Unmarried

Religion: Hindu

Disability: Locomotor (Right hand)

Socio-economic status: Middle class

Education: B.A.-B.Ed. Integrated 5th Semester

BACKGROUND INFORMATION

Praful is a 19-year-old male student who is currently in the B.A.-B.Ed. 5th semester. He has a locomotive disability, specifically; he is missing his right hand. Praful was born without his right hand due to a congenital condition. He has been using his left hand for writing and doing other activities. However, he faces challenges related to his disability, especially in physical activities and tasks that require fine motor skills.

ACADEMIC PERFORMANCE

Praful's academic performance has been average overall. He maintains an average in most subjects, with occasional fluctuations. He shows particular interest and aptitude in English and Political Science. However, due to his difficulty in writing and handling certain tools, he struggles with subjects that require extensive handwriting or manual dexterity, such as art or technical drawing.

FAMILY HISTORY

The student is the eldest son of the family. Family of the student does not have any history of locomotor disability.

PERSONAL HISTORY

Birth and development

Delivery was normal and he was a full term baby. Normal developmental milestones were attained. He never had any major health issues in childhood.

Educational History

The student is studying in B.A.-B.Ed. 5th semester. His relationship with peers and teachers is normal.

PREMORBID PERSONALITY

Maintained a good interpersonal relationship with family members, classmates and friends. He used to travel a lot with friends. He was an optimistic and cheerful person shared a positive and good relation with others.

MEDICAL HISTORY

There is no history of medical illness.

Mental Status Examination

General Appearance

- Well dressed
- Lean body
- Black normal hair
- Eye contact maintained
- Facial expression was appropriate
- Gestures and postures were normal

MOTOR ACTIVITY

Motor activities were normal. He had appropriate movements and there were no fluctuation in the level of activity.

ATTITUDE TOWARDS THE EXAMINER

Rapport was easy to establish. He was cooperative while taking history and giving guidance to him.

SPEECH

His speech was audible. His pitch and reaction time was normal. Speech was relevant and usually talks when someone else initiates.

THOUGHT PROCESS

No thought disturbances elicited in the student in the form, stream, content and possession of thought. He was able to think rationally and abstractly.

Social and Emotional Development

Praful is generally well-liked by his peers and has a small group of close friends who are supportive. He actively participates in classroom discussions and group activities. However, he sometimes feels self-conscious about his disability and worries about being judged or excluded by others. There have been instances where he has faced teasing and bullying, which have affected his self-esteem and confidence.

Goals for Guidance and Counseling

Enhancing self-acceptance and self-esteem: Help Praful in developing a positive self-image and acceptance of his disability, encouraging him to focus on his strengths and abilities.

Developing coping strategies: Teach Praful effective strategies to cope with challenges related to his disability, such as finding alternative approaches to tasks and seeking assistance when needed.

Building social skills: Assist Praful in developing assertiveness skills and effective communication strategies to address bullying or teasing situations.

Exploring career options: Assist Praful in exploring various career paths that align with his interests and abilities, while considering accommodations or adaptations that may be required.

INTERVENTIONS AND SUPPORT STRATEGIES

Individual counseling sessions: Conduct regular individual counseling sessions with Praful to address his concerns, build resilience, and develop effective coping strategies.

Self-advocacy skills training: Provide guidance on how to advocate for himself in academic and social settings, including assertiveness training and self-expression techniques.

Peer support groups: Facilitate peer support groups or mentoring programs where Praful can connect with other students facing similar challenges, fostering a sense of belonging and mutual support.

Collaboration with teachers: Collaborate with teachers to identify and implement appropriate accommodations or modifications to academic tasks, ensuring that Praful can fully participate and demonstrate his knowledge and skills.

Career guidance: Engage in career exploration activities, such as aptitude assessments and

informational interviews, to help Praful identify potential career paths and understand the necessary accommodations or assistive technologies that may be available.

Progress Monitoring and Evaluation

Regularly assess Praful's progress in terms of his self-acceptance, coping strategies, social skills, and academic performance. Monitor his engagement in counseling sessions, academic adjustments, and participation in extracurricular activities. Seek feedback from teachers, parents, and Praful himself to evaluate the effectiveness of the interventions and make adjustments as needed. After giving interventions self esteem and self acceptance is developed.

FINDINGS AND CONCLUSIONS

He is using his left hand for writing. As we know performing experiments require fine motor skills, which can be difficult without the use of a hand. He faces challenges in doing Practical work in Laboratory. He has high aspirations and wants to become an

administrator. He feels Problem in speedy typing on the keyboard and Carrying books, papers, and other materials. He actively participated in NCC, Sports and Cultural activities. Sometimes he faces problems in decision making. Praful is generally well-liked by his peers and has a small group of close friends who are supportive. He actively participates in classroom discussions and group activities. However, he sometimes feels self-conscious about his disability and worries about being judged or excluded by others. There have been instances where he has faced teasing and bullying, which have affected his self-esteem and confidence.

The findings of this case study can contribute to evidence-based policy-making and advocacy efforts aimed at improving the rights and inclusion of individuals with locomotor disabilities. By highlighting the specific needs and experiences of children missing a right hand, policymakers can be better informed to develop inclusive policies, allocate resources, and promote equal opportunities for all.

Exploring the Branches of Yoga: Integrating Ancient Wisdom into Modern Education for Holistic Development

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(Punjab)

Abstract

The historical tradition of yoga, including several disciplines, has been widely acknowledged for its significant influence on the physical, mental, and spiritual aspects of human well-being. The possibility of incorporating these age-old teachings into contemporary educational institutions to promote holistic development has gained more attention in recent years. This paper delves into the multifaceted dimensions of yoga and its educational implications, shedding light on how it can revolutionize the learning experience in the 21st century. Yoga comprises a multitude of branches, each catering to distinct facets of human existence. From Hatha Yoga, focusing on physical postures and balance, to Raja Yoga, emphasizing meditation and self-control, and Bhakti Yoga, centered on devotion and love, these branches offer a comprehensive toolkit for personal growth and self-discovery. By incorporating elements of these diverse practices into education, it is possible to nurture a well-rounded approach that goes beyond academic excellence to encompass emotional intelligence, physical health, and ethical values. The implications for education are profound. Through the integration of yoga, students can enhance their concentration, manage stress, and bolster their physical fitness. The meditative aspects of yoga, such as mindfulness and self-awareness, enable students to develop emotional resilience, empathy, and a deeper understanding of themselves and others. Moreover, the values promoted by yoga, including truthfulness, non-violence, and gratitude, create a fertile ground for the cultivation of character and ethical behavior in educational institutions. While the educational implications are clear, it is essential to address the practical aspects of implementation. This paper will explore how yoga can be seamlessly integrated into existing curricula, teacher training programs, and school cultures. It highlights successful case studies where educational institutions have adopted yoga as a transformative tool for holistic student development. In essence, this paper will also navigate the profound synergy between the diverse branches of yoga and modern education, emphasizing the potential for nurturing well-rounded, emotionally intelligent, and ethically grounded individuals. It showcases how the ancient wisdom of yoga can provide a compass for the educational journey of the 21st century, redefining the goals of education from the mere acquisition of knowledge to the holistic development of the individual.

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INTRODUCTION

Yoga is primarily regarded as a spiritual practise that is deeply entrenched in the complex science of achieving harmony between the mind and body. The concept of creating a healthy and balanced way of life encompasses both artistic and scientific elements. The term 'Yoga' finds its origins in the Sanskrit word 'Yuj,' signifying the act of joining, uniting, or merging. Yoga and

Ayurveda, two ancient practices, have grown alongside one another throughout history, reflecting a deep connection between them. According to Yogic texts, the practise of Yoga aims to achieve the integration of individual consciousness with the Universal Consciousness, therefore generating a deep-seated harmony between the mind and body, as well as between humanity and the natural world. Yoga is purported to facilitate the

harmonisation of the three doshas, namely Vata, Pitta, and Kapha, inside the human body. From the standpoint of contemporary scientific understanding, it may be posited that all entities within the cosmos fundamentally arise as manifestations of a unified quantum field. Individuals who perceive the interconnectedness of all creation are said to be in a state of Yoga, commonly referred to as a yogi, having achieved a state of freedom, known as Mukti, Nirvana, or Moksha. Hence, the principal objective of Yoga is the attainment of Self-realization, surpassing all manifestations of anguish and finally attaining a condition of salvation (Moksha) or release (Kaivalya). The fundamental principle of Yoga practise centres around the cultivation of a liberated existence that encompasses several aspects of life, prioritising comprehensive wellness and unity. The term "yoga" also refers to an internal discipline that incorporates a range of methodologies enabling individuals to understand this connection and achieve control over their life paths. Yoga, a practise widely recognised as a lasting cultural heritage of the Indus Saraswati Valley civilization, has endured throughout centuries, including the pursuit of both material and spiritual betterment for humanity. The core of Yoga Sadhana is shaped by the underlying humanitarian ideals.

HISTORY OF YOGA

The historical roots of yoga may be traced back to a period spanning from 5,000 to 10,000 years ago, during which the early texts documenting this ancient practise were meticulously copied onto fragile palm leaves. Consequently, these manuscripts were vulnerable to potential harm, destruction, or misplacement (Gerard, n.d.). Some historical texts even suggest that yoga's roots extend to the dawn of time itself, with Lord Shiva recognized as the 'ADIYOGI,' or the original Yogi. As the millennia have passed, yoga has continued to evolve, adapting to the changing currents of time and culture. This evolution has led to the emergence of

various branches and styles of yoga, each catering to different aspects of holistic well-being and personal growth. The six branches of yoga are:

Pre-classical Yoga: The Indus-Sarasvati culture in Northern India, which dates back more than 5,000 years, is where Yoga first emerged. The term "yoga" made its initial appearance in the sacred texts of the Rig Veda, a collection of writings containing songs, mantras, and rituals employed by the Vedic priests known as Brahmans. Over time, the practice of Yoga underwent refinement and enrichment, thanks to the contributions of both Brahmans and Rishis, spiritual seers who meticulously documented their practices and beliefs in the Upanishads, an extensive compilation of over 200 sacred scriptures. Among these, the Bhagavad-Gita, composed around 500 B.C.E., stands as one of the most renowned Yogic texts. The Upanishads notably transformed the concept of ritual sacrifice from the Vedas, shifting the focus inward and emphasizing the sacrifice of the ego through self-knowledge, action (Karma Yoga), and wisdom (jnana Yoga).

Classical Yoga: During this epoch, Yoga encompassed a fusion of diverse ideas, beliefs, and techniques that often contradicted and clashed with one another. The Classical era marked a pivotal juncture with the advent of Patanjali's Yoga-Sutras, representing the inaugural systematic exposition of yoga. Comprising the first documented account of Raj Yoga, this text, dating back to the second century, is frequently referred to as "classical yoga." Patanjali intricately organized the practice of yoga into an "eight-limbed path," delineating the sequential steps and stages leading toward the attainment of Samadhi or enlightenment. Revered as the father of yoga, Patanjali's Yoga-Sûtras retain a profound influence on the majority of contemporary yoga styles, serving as a timeless source of wisdom and guidance for practitioners worldwide.

Post Classical Yoga: Few centuries after the era of Patanjali, a new generation of yoga masters crafted a system of practices aimed at revitalizing the body and extending one's lifespan. Departing from the teachings of the ancient Vedas, they placed a profound emphasis on the physical body as the conduit to attain enlightenment. This innovative approach gave birth to Tantra Yoga, introducing radical techniques to cleanse both the body and mind, thereby unraveling the entanglements that tether us to our physical existence. The investigation of these intricate connections between the physical and the spiritual, and the dedicated focus on the body, ultimately culminated in the development of what is fundamentally recognized as yoga in the Western world: Hatha Yoga.

Modern Period: To gain recognition and followers, Yoga masters embarked on journeys to the Western world during the late 1800s and early 1900s. This pivotal movement commenced notably at the 1893 Parliament of Religions in Chicago, where Swami Vivekananda captivated attendees with his insightful lectures on Yoga and the universal essence of the world's diverse religions. In the subsequent decades, particularly in the 1920s and 30s, the practice of Hatha Yoga gained substantial momentum in India, thanks to the tireless efforts of luminaries like T. Krishnamacharya and Swami Sivananda, along with other dedicated Yogis devoted to Hatha Yoga. Krishnamacharya made history by establishing the first Hatha Yoga School in Mysore in 1924, while in 1936, Swami Sivananda laid the foundation for the Divine Life Society along the sacred banks of the Ganges River.

BRANCHES OF YOGA

Yoga is an all-encompassing system of physical, mental, and spiritual practices that has its roots in ancient India. It encompasses a wide range of branches, each with its unique focus and techniques. Understanding these

branches is essential to appreciate the diversity and depth of yoga. Below are explanations of some of the primary branches of yoga:

Hatha Yoga

Hatha Yoga is perhaps the most well-known branch of yoga, emphasizing physical postures (asanas) and breath control (pranayama). It's ideal for beginners and focuses on achieving balance and harmony between the body and mind. Hatha Yoga helps improve flexibility and physical fitness.

Raja Yoga

Raja Yoga, also known as "Royal Yoga" or "Ashtanga Yoga," concentrates on meditation and mental control. It involves eight limbs (ashtanga), which guide practitioners toward spiritual realization and self-mastery.

Bhakti Yoga

Bhakti Yoga is a spiritual discipline that centres around the cultivation of devotion and affection. The focal point of this concept revolves around establishing a profound emotional bond with the divine and promoting the relinquishment of one's own identity to a superior entity. It promotes love, compassion, and service as the means to spiritual growth (Prabhupada, 1986).

Karma Yoga

Karma Yoga is the yoga of selfless action and service. The teaching emphasises the notion that individuals can cleanse their thoughts and advance on the spiritual journey by doing their responsibilities without being attached to the results (Swami, 2018).

Jnana Yoga

Jnana Yoga refers to the practise of attaining knowledge and wisdom via yoga. The process of comprehending the essence of the self and the ultimate truth necessitates profound introspection and thoughtful reflection. The subject matter pertains to a philosophical perspective on the practise of yoga (Ramana, 2001).

Tantra Yoga

Tantra Yoga incorporates ritual, mantra, and meditative practices to explore the divine within the physical world. It seeks to transcend the dualities of life and embrace all experiences as a means to spiritual growth (Feuerstein, 1998).

Kundalini Yoga

The primary objective of Kundalini Yoga is to stimulate the latent energy residing inside the individual, symbolised by a snake in a coiled position located at the lower end of the spinal column. The practise encompasses distinct bodily positions, regulation of respiration, and methods of focused contemplation (Khalsa, 1996).

Understanding these branches of yoga enables individuals to choose a path that aligns with their goals and inclinations, whether it's physical fitness, spiritual growth, or self-realization. Each branch of the practise provides a distinct methodology, accommodating a wide array of individuals engaged in the old tradition.

RELEVANCE OF YOGA IN MODERN AGE

The integration of the wisdom of yoga in the modern age is a visionary approach that holds the potential to revolutionize the educational landscape for holistic development. Yoga, an ancient practice originating in India, offers a profound philosophical and practical framework for nurturing not only the intellectual but also the emotional, physical, and moral dimensions of an individual. When this wisdom is introduced into modern educational systems, it can address the critical need for a more comprehensive and balanced approach to learning and personal growth.

At its core, yoga promotes the development of self-awareness and emotional intelligence, qualities that are increasingly recognized as essential for personal and professional success in the modern world. By incorporating mindfulness and meditation practices,

students can learn to manage stress, enhance concentration, and foster mental well-being. In an era marked by heightened levels of academic pressure and the pervasive influence of technology, the wisdom of yoga offers a refuge, teaching students to reconnect with themselves and maintain a sense of inner calm and balance.

Furthermore, yoga emphasizes the importance of physical health and well-being, which is often neglected in traditional educational models. Incorporating yoga into the curriculum can encourage regular physical activity, improve flexibility, and promote overall fitness. This holistic approach recognizes that a healthy body is the foundation for a healthy mind. Additionally, the moral and ethical principles inherent in yoga, such as truthfulness, non-violence, and self-discipline, can instil strong values and a sense of responsibility in students, fostering character development and ethical behavior.

The relationship between the wisdom of yoga and modern education is not only relevant but also necessary. It aligns with the growing awareness that true education encompasses the nurturing of the whole individual—intellectually, emotionally, physically, and ethically. By incorporating the time-honoured knowledge of yoga into educational institutions, we may provide students with the necessary resources and perspectives to effectively negotiate the intricate obstacles of contemporary society. This integration not only promotes comprehensive growth but also facilitates a profound comprehension of one's own identity and role within the global context. This combination signifies a significant transformation in our educational approach, placing emphasis not just on academic achievement but also on the holistic well-being and personal development of the individual.

INTEGRATION OF YOGA INTO EDUCATIONAL CURRICULA

Integrating the wisdom of yoga into

educational curricula involves incorporating not only the physical aspects of yoga but also its philosophical and ethical principles. This integration can contribute to a more holistic and well-rounded education, fostering students' physical health, mental well-being, and ethical development. Here are some ways to integrate the wisdom of yoga into curricula, along with examples (Vivekanand, 2007; Feuerstein, 2012 & Hurst, 2013):

Physical Education and Mindful Movement: Incorporate yoga asanas (postures) into physical education classes to promote flexibility, strength, and balance. Implement mindful movement practices that focus on breath awareness and body consciousness. Example: Include a module on basic yoga poses and mindfulness exercises in physical education classes.

Mindfulness and Stress Reduction: Introduce mindfulness and stress reduction techniques inspired by yoga philosophy. Teach students how to manage stress, improve concentration, and enhance emotional well-being through practices like meditation and deep breathing. Example: Include a mindfulness session at the beginning or end of each school day.

Philosophical and Ethical Studies: Integrate key principles from yoga philosophy into ethics or philosophy courses. Explore concepts such as the yamas (ethical guidelines) and niyamas (observances) as a foundation for ethical decision-making and personal development. Example: Discuss the concept of ahimsa (non-violence) in relation to ethical dilemmas in a philosophy class.

Holistic Health Education: Offer a course or module on holistic health that includes elements of yoga philosophy, nutrition, and mental well-being. Emphasize the interconnectedness of mind, body, and spirit. Example: Explore the impact of lifestyle choices on overall health, incorporating yoga principles.

Creative Arts and Expression: Integrate yogic principles into creative arts classes, emphasizing self-expression, mindfulness, and the connection between body and creativity. Example: Use yoga-inspired movement as a warm-up for a drama or dance class.

Cultural Studies and Global Awareness: Include the study of yoga's cultural roots in global awareness or cultural studies courses. Explore the history, philosophy, and diversity of yoga traditions. Example: Discuss the cultural significance of yoga in different regions of the world in a global studies class.

Environmental Studies and Sustainability: Connect yoga philosophy's reverence for nature and the environment with environmental studies. Explore concepts of interconnectedness and sustainable living. Example: Discuss the yogic principle of aparigraha (non-attachment) in relation to environmental conservation.

Student Well-being Programs: Implement well-being programs that incorporate yoga practices to support students' mental health and resilience. Offer workshops on stress management, mindfulness, and self-care. Example: Provide a mindfulness and relaxation session during exam periods.

Interdisciplinary Projects: Encourage interdisciplinary projects that incorporate yoga principles across subjects. For example, a project could explore the science of mindfulness, combining elements of biology, psychology, and philosophy. Example: Collaborate on a project that investigates the physiological and psychological benefits of yoga and meditation.

Physical and Mental Health Workshops: Invite yoga instructors or experts to conduct workshops on physical and mental health. Focus on practical applications of yoga for stress reduction, concentration, and overall well-being. Example: Organize a workshop on yoga and mindfulness for students and

educators.

When integrating the wisdom of yoga into curricula, it's essential to approach it in a culturally sensitive and inclusive manner, acknowledging the diverse origins and practices within the broader yoga tradition. Additionally, collaboration with qualified yoga instructors or experts can enhance the educational experience and ensure the accurate representation of yogic principles. Yoga, with its diverse branches, offers a holistic approach to education that extends beyond traditional learning. Integrating ancient yogic wisdom into modern education holds significant importance for fostering holistic development in students. This approach addresses not only academic excellence but also the overall well-being and character development of learners. Following are the educational implications of Yoga:

Physical and Mental Well-being (Hatha Yoga)

Hatha Yoga's emphasis on physical postures and breath control enhances students' physical fitness and mental focus. Incorporating yoga into physical education helps reduce stress, anxiety, and lifestyle-related health issues (Khalsa et al., 2016).

Mental Clarity and Concentration (Raja Yoga)

Raja Yoga's meditation practices promote mental clarity, emotional stability, and enhanced concentration. These skills are invaluable for students in their studies and life (Travis, 2011).

Character Building and Ethics (Jnana Yoga)

Jnana Yoga's focus on self-inquiry and wisdom fosters ethical decision-making, critical thinking, and the pursuit of truth. This can guide students in ethical conduct and responsible decision-making (Atreya, 2007).

Emotional Intelligence (Bhakti Yoga)

Bhakti Yoga's devotion-based practices encourage empathy, compassion, and

emotional intelligence. This is vital in building strong interpersonal relationships and resolving conflicts (Keltner et al., 2016).

Service Orientation (Karma Yoga)

Karma Yoga's philosophy of selfless service instills the value of giving back to society. Integrating this branch into education encourages students to engage in community service and social responsibility (Hurst, 2013).

Inclusivity and Acceptance (Tantra Yoga)

Tantra Yoga's acceptance of the diversity of human experience fosters inclusivity and tolerance. This can promote a welcoming and harmonious educational environment (Rudra, 2018).

Stress Reduction and Emotional Regulation (Kundalini Yoga)

Kundalini Yoga's practices help students manage stress, improve emotional regulation, and build resilience. These skills are vital for maintaining emotional well-being during the challenges of academia (Shannahoff-Khalsa, 2007).

Interdisciplinary Learning

The integration of different branches of yoga allows for interdisciplinary education, emphasizing the interconnectedness of knowledge and skills. This broadens students' horizons and encourages a well-rounded approach to learning.

By incorporating these aspects into the educational system, students not only gain academic knowledge but also develop essential life skills. The holistic development of individuals contributes to their personal growth, social well-being, and overall success.

CONCLUSION

The exploration of the diverse branches of yoga and their integration into modern education unveils an exciting journey toward holistic development. Yoga, with its roots tracing back to ancient wisdom, offers a comprehensive

approach to nurturing the physical, mental, and spiritual facets of an individual's well-being. By incorporating these time-honoured practices into the modern education system, we not only promote physical fitness and emotional intelligence but also instil ethical values, self-awareness, and a profound understanding of one's place in the world. This synthesis of ancient wisdom and contemporary education paves the way for a more balanced, resilient, and self-realized generation, equipped to navigate the complexities of the 21st century. Furthermore, the fusion of yoga and education transcends borders and cultures, holding immense potential for transforming learning environments worldwide. As we embrace the profound principles and practices of yoga, we are not merely imparting knowledge but cultivating a generation capable of leading lives enriched with mindfulness, compassion, and a deep connection to the inner self. The harmonious integration of ancient wisdom into modern education is a testament to the enduring relevance of yoga, offering a promising path toward personal growth, societal well-being, and a more enlightened future.

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Gandhian Peace and Nonviolent Road to a Peaceful World

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Abstract

On October 2, 1869, Mahatma Gandhi, the father of nonviolence, was born. His significant contribution to India's freedom fight earned him the moniker "Bapu" (Father of the Nation). Gandhi asserted that the greatest force at the disposal of humanity is ahimsa, saying that it is "more powerful than the strongest weapon" of devastation produced by the genius of a man." Gandhi was a committed humanist in addition to being a social and political reformer. He was also a political thinker. Gandhi asserted that ahimsa has progressed along with human civilization. More than at any other point in history, mankind is experiencing the futility of war and violence as a way of building peace as a result of the global development of regional, ethnic, religious, and community disputes as well as terrorism. When there is no other option and one is otherwise helpless, using nonviolence is not a viable option. It's not a tactic or a plan of action. It is a philosophy of life and a faith. It starts with interpersonal interactions and attitudes towards all men – the powerful and the powerless – and manifests itself through thought, word, and action. Nonetheless, the impact of "nonviolence" is now felt around the world and stems from a variety of sources. Despite (or maybe precisely because of) the fact that many of the concepts, goals, and practices associated with "nonviolence" go against accepted wisdom and acceptable social behavior, there has been a growth in public awareness of it. Additionally, they contrast with contemporary trends in violence: nuclear weapons and totalitarianism. The International Day of Nonviolence was established by the UN on October 2nd, the anniversary of Gandhi's birth, and the year 2000 was designated as the International Decade for a Culture of Peace and Nonviolence for the Children of the World (2001-2010) (Joseph, 2010).

Keywords: Civilization, peace, nonviolence, humanity, weapon, conflict.

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INTRODUCTION

Gandhi's life was an experiment in truth and nonviolence as a way of obtaining it. He said that these experiments were the only things he did for a living. In a way, he was a scientist who claimed that his results were not final, accepting some and rejecting others while, as he put it, always attempting to satisfy both his reason and his emotions. Second, Gandhi once remarked that nonviolence may be a philosophy, a way of life, a religion, or the guiding principle of one's being. It is a collection of qualities and traits rather than a single virtue or quality of life. The two main pillars that hold up Gandhi's doctrine are truth and ahimsa, often known as nonviolence or, as Gandhi also called it, love. Nonviolence is the means; truth is the end. Nonetheless, the two

are inextricably linked since the realization of nonviolence is necessary for the development of a vision of truth. It turns out that Jawaharlal Nehru's statements, which he spoke nearly soon after Gandhi's unexpected death, were prescient. The light is gone, he claimed, but it will continue to shine for a millennium. Gandhi did distinguish between two or more sorts of "nonviolence," albeit he never published comprehensive treatises on the subject. He first called his anti-government protests in South Africa "passive resistance," but eventually abandoned the term in favor of Satyagraha.

METHODOLOGY

The methodology helped the researcher to form a deeper understanding of a theoretical rationale. The method of this present study is qualitative and analytic. For writing this paper

and collecting the data a review of literature and content analysis is used. Information that is necessary is gathered from a variety of secondary sources, including reports & articles, books, journals, published records, Biography, websites, Government & non-Government organizations etc. The current paper is descriptive in nature.

GENERIC NONVIOLENCE

The phrase "generic nonviolence" will be used to refer to the broad range of attitudes and behaviours that are distinguished by a lack of physical violence. The term "nonviolence" has previously been used in this work in this way. Hence, "generic nonviolence" encompasses a wide range of "nonviolent" behaviors: These behaviors are only related by a general avoidance of physical violence, avoidance in reaction to particular conflict conditions, or both (Sharp, 1973). The following are excluded from this broad category: (1) Hermits and (2) Cowards (both of whom de facto abstain from aspects of life such as physical violence), albeit for different causes, rather than the giving of a peaceful solution to the circumstance); and (3) legislation, State decrees, etc. (supported by the threat of bodily harm, such as detention, execution, etc.).

THE TYPES OF GENERIC NONVIOLENCE

Selective Nonviolence

The main aspect of "selective nonviolence" is the Refusing to take part in specific violent confrontations, typically international wars. The same people can be willing to use violence in other circumstances in order to achieve their goals. International Socialists, particularly during World War I, and Jehovah's Witnesses are the two most prominent instances. The international Socialists oppose war because, according to them, it is a byproduct of capitalism and there is no justification for workers from one nation to wage war on workers from another when the true foe of workers from all nations is capitalism.

Passive Resistance

A strategy for managing conflicts and bringing about or blocking social, economic, or political change is passive resistance. Not because it's the correct thing to do, but because the resisters either lack the tools of using violence or are unlikely to succeed by doing so. The objective is to intimidate the adversary without using force. Physical aggression may be supplemented by passive resistance, employed in place of it, as a means of defense after it has failed, or utilized entirely in its place. "Passive resistance" refers to behavior that is predominantly a response to the initiative of the adversary rather than being primarily self-initiated, motivated, or directed.

Peaceful Resistance

The term "peaceful resistance" refers to a strategy for managing conflicts and bringing about or blocking social, political, or economic change. It differs from passive resistance in that there is a relatively common understanding that peaceful measures are always preferable to violence and should be the only ones employed in the conflict. Nonviolent strategies of resistance may be considered as more likely to achieve the desired results than (1) violent opposition, (2) dependence on recognized governmental constitutional processes, or (3) verbal persuasion without accompanying action.

Satyagraha

The form of general nonviolence that Mohandas K. Gandhi created is satyagraha. It roughly translates to "adherence to Truth" or "dependence on Truth," with "Truth" denoting the actuality or Essence of Being. A satyagrahi is a person who practices Satyagraha and seeks to reach truth via love and good deeds. The Satyagraha is a moral issue. Gandhi created it as a result of his personal research and trials, as well as his efforts to fight social ills and create a better social structure. Gandhi believed that Satyagraha was mostly about

quality as opposed to quantity. He believed that when resolving social strife, the satyagrahi's own inner state was more important than the external circumstances. Gandhi believed that the core of Satyagraha was a constructive program to establish a new social and economic order via selfless constructive endeavor (Ramachandran & Mahadeva, 1957). From his explorations with truth, he discovered the "Science of Satyagraha." Gandhi's (1933) quote:

"Through scientific study, I have come to understand the Satyagraha Science. It is the end product of the toughest labor a person is able to perform. I have used all of my scientific aptitude in this research".

Aims of Satyagraha

In Satyagraha, there are three aspects that are crucial. They are Tapas (Prayer), Satya (Truth), and Ahimsa (Nonviolence) (Self-suffering).

In order to address public problems as well as fight injustice and crimes, Gandhi adopted satyagraha as a political tool. Gandhi created the Satyagraha method in order to mobilize people's rage and resistance as a powerful social and political force. The fundamental goal of Satyagraha is to end a conflict, or to put it another way, to resolve a problem. Gandhi saw conflict as having a very constructive function to play because it offers a chance to bring about a greater sense of unity in life and promotes the development of a superior social structure and peaceful cohabitation. Overall, Satyagraha is an upholding of "truth" that is "non-violent" yet involves "self-suffering."

Gandhi frequently employed Satyagraha throughout the Indian Independence Movement.:

- a) In India, the first large-scale Satyagraha movement was started in opposition to the Rowlatt Bills.
- b) Ahmedabad's Salt-Satyagraha
- c) The Labor strike/satyagraha.
- d) Peasant Campaign in Bardoli, etc.

Gandhi describes Satyagraha, in essence, as a universal principle with worldwide application.

Nonviolent Revolution

The "nonviolent revolution" is the most recent instance of nonviolence in general. Instead of being a movement with a predetermined ideology and agenda, it is still very much a path of evolving thinking and action. The main social issues of today's society, in the opinion of "nonviolent revolutionaries," have their roots in social and individual life and can only be resolved by a fundamental, or revolutionary, transformation in both. Four elements of a nonviolent revolutionary agenda are generally acknowledged among supporters of this strategy: (1) personal development in one's own life, (2) achieving acceptance of principles like justice, freedom, equality, cooperation, and nonviolence as the guiding principles for society as a whole, (3) creating a society that is more egalitarian, decentralized, and libertarian, and (4) utilizing direct action and peaceful resistance to fight societal ills. Since at least 1945, numerous countries around the world, notably Hong Kong⁸⁷, Germany⁸⁸, the United States⁸⁹, India, and England, have been adopting the nonviolent revolutionary strategy.

Gandhi, Nonviolence and Peace for the Survival of Mankind

Mahatma Gandhi died with an assassin's bullet on January 30, 1948. Gandhi spent many years living and working at Sevagram Ashram. Sevagram, in my opinion, is the ideal location on earth to have a conversation about nonviolence and peace. Gandhi spent his entire life to promoting nonviolence and peace, and Sevagram served as both his Karmabhoomi and a broadcasting station. When Gandhi was alive, there were none of the numerous issues that we deal with now. As a result, there are no ready-made solutions to the issues we are currently confronting. We must come up with our own answers. Living and assisting others

in living was Gandhi's definition of non-violence. Mutual respect and helping others to live should be the cornerstones of our lives. The existence of humanity is seriously threatened by the stockpiles of weapons of mass devastation held by numerous nations. After the World Trade Center was destroyed, America only realized the value of nonviolence. Martin Luther King Jr. was questioned on 9/11 by then-US President George W. Bush in memory of Gandhi: "What do you expect from the white man to solve the problems of black men?" Give a white man a white heart, he responded. Therefore, the need of the day is for a brilliant, clear mind (Dharmadhikari, 2008).

Instead of waging a battle against violence and terrorism on a global scale, we must recognize the causes of violence and take steps to solve them. The statistics of growing violence in the nations where this war is taking place show how pointless it is. We must draw lessons from the history of nonviolent protest and resistance on a global scale. Education is a crucial instrument for fostering nonviolence and peace. To include peace education and conflict resolution techniques, the current educational curriculum needs to be revised.

Gandhi and the Beatitudes: A Confluence of Religions and a Shift in Values

Gandhi's actions were not simply directed at the British Empire, which he had to "fight" for India's freedom, but more specifically at his fellow citizens' inaction on political and social issues, religious observance no longer served its purpose of fostering consciousness and understanding of oneself based on the Ahimsa (the Sanskrit term for non-violence) and the Satyagraha, in part because tradition had corrupted it (Campana, 2008).

Meetings between various spiritual traditions- Meeting between It was at that point that he got in touch with Tolstoy, who was well-known in the counterculture circles of the day. Tolstoy served as an all-encompassing conscience for a humanity that was victimized by an equally

all-encompassing violence. For Gandhi, his book *The Kingdom of God is Within You* was a profound epiphany. He writes as follows: "I first read Tolstoy's book *The Kingdom of God is Within You* forty years ago, at a particularly difficult period of skepticism and doubt, and was greatly impressed by it. At the time, I supported violence. After reading it, I lost all doubt and became a fervent supporter of ahimsa. Consider how delightful his life was in its simplicity. Born and raised in a wealthy, aristocratic household, surrounded by luxury and comfort.

He was the most influential proponent of nonviolence in the modern era. He was the first person in the West to write and speak about nonviolence in such a comprehensive, forceful, and insightful manner.

Gandhi therefore arrived in India "armed" with this power.

His experiences with truth were all evidence of his internal transformation, the development of his soul, which harmoniously united the core characteristics of the man, including self-awareness (internal conversion), his role and actions in public (politics), his relationships with others (social), and his connection to the cosmos and the divine (religious, spiritual).

Taking on the challenge of the modern world: changing values immediately-

These suggestions are very important in addressing the moral and economic crises, which are signs of the conflicting values that exist in our cultures. While politicians and businesspeople of today continue to refer to "gross national product" or "gross domestic product" as the only tenet of economic progress and, consequently, of increase without end, Gandhi stated what would become the true economic justification in 1936:

Author Frantz Alt (O.E.I.L.) provides evidence of a radical upheaval in his book "The Beatitudes - the Absolute Weapon":

"Be ready for war if you desire peace." War has

always resulted from such preparations, according to history. War is reaped by those who sow it. Only actions, not good intentions, are important. There isn't a single text in the entire Sermon on the Mount that argues for a separation between private and public values. The justice of Jesus is indivisible. Jesus' justice is unbreakable. Jesus asserts that simply loving one's neighbor is insufficient. True love accepts adversaries. The noteworthy exception is Gandhi.

THE GANDHIAN APPROACH TO INTERRELIGIOUS RELATIONS, OR SARVADHARMA SAMABHAVA

Contrary to many people's assumptions and projections, religion has made a significant comeback in the twenty-first century. This revival has taken the form of an uprising in religious nationalism as well as a dangerous increase in religious fundamentalism, which has led to terrorism and the battle on terrorism. Due to the potential danger to human survival, religious encounters and interreligious contacts have taken on a new importance in the present world context. Therefore, it is essential to have a suitable paradigm for interreligious relations. In an effort to foster good interactions and relationships between the world's major religions, Gandhi had designed a plan for such a meeting. Gandhi referred to this as Sarvadharmā Samabhava, or the respect/tolerance for all religions and equality for all religions (Mathai, n.d.).

Gandhi regarded himself as a devout individual. He was raised in a household with a long history of devotion to religion. Afterwards in life, he made religion the focus of his study. Along with those of his own religion, Hinduism, he studied the texts of the world's main religions with reverence: Christianity, Islam, Jainism, Buddhism, and the Parsi faith.

Given that Gandhi typically had his own definition of religion, it may be appropriate to say a few words about what he actually meant

by religion at this point.

- Mahatma Gandhi did not mean traditional or communal religion when he used the term "religion," but rather the concept that underlies all religions and brings us into direct contact with God.
- Gandhi believed that righteousness and truth were superior to all other religions.
- Gandhi believed that for something to be considered a religion, it must aid in resolving one's existential dilemmas. Therefore, he declared: "Religion is not religion if it ignores practical issues and does not contribute to their solution."
- Gandhi likewise had the view that one's religion should permeate all of one's endeavors since it has such a profound impact on one's way of life.
- Gandhi likewise had the view that one's religion should permeate all of one's endeavors since it has such a profound impact on one's way of life. "We cease to be religious as soon as we lose our moral foundation," he wrote. Religion never has the right to supersede morality. Man cannot be unkind, dishonest, and incontinent while claiming to have God on his part, for example."

MAHATMA'S CONTRIBUTION TO A SUSTAINABLE FUTURE: THE IMPORTANCE OF CONSCIOUSNESS GLOBAL WARMING

Gandhi lived in an era when no one had any idea that we would one day be faced with a very catastrophic ecological disaster due to the fusion of the Himalayan avalanche. Mahatma's approach to development would not have brought us to this stalemate. These days, it appears that the Himalayan glaciers are melting more quickly than most others. The Himalayan glaciers are the greatest reservoirs of water, outside of the polar ice caps.

Poverty

Within India have the most destitute people in

the world despite seeing rapid growth. There are 350–400 million people who are thought to be living in poverty. About 75% of these individuals reside in rural areas. A little over 40% of people are illiterate, mostly women, tribal people, and those from scheduled castes.

Consciousness of humans being altered-

Several days after the World Trade Center's twin buildings were destroyed; President Bush is credited with saying: Even though 9/11 was a terrible human tragedy, people should still go shopping. The economy is reliant on retail. So set your sorrow aside and get back to the mall. Of course, a part of you has to keep your rage simmering and continue to back President Bush.

The Decision in Front of Humanity

Violence-free living or non-survival

Ever since the emergence of civilization, there has been a constant desire for peace. After World War 1 and World War 2, the League of Nations and the United Nations, respectively, were established as evidence that individuals worldwide have been urgently trying to create weapons that will prevent wars from happening. The fact that the instruments were developed by those in charge of affairs in the winning nations is another issue. Unfortunately, but not surprisingly, they were more concerned with maintaining their dominance of the world than with establishing a period of lasting peace on earth.

The goal of this paper is to demonstrate how current events have finally brought about a scenario in which people worldwide must choose between nonviolence – a full refusal of battle and violence – or the destruction of the human species. It is asserted that there is little uncertainty about the decision that will be made when more and more people come to believe that the only options are non-violence and no survival.

The odds of our current civilization on Earth lasting to the end of the current century are no

better than fifty-fifty, according to his new book "Our Final Century."

An Action Plan

- The culture of non-violence cannot be spread by waiting for events to occur or by only using passive resistance when violence occurs. It is an active, dynamic idea. The only way to put an end to the cult of violence is through sacrifice and struggle. Where there is conflict, only Satyagraha is acceptable. The era of authority emanating from a gun barrel has passed.

The fight for nuclear disarmament and the abolition of all nuclear arms should be the first priority; the second must be a decrease in global military spending on conventional weapons.

It is important to stress the importance of nonviolent means of mobilization and struggle, such as Satyagraha, in the battle against terrorism.

It must be highlighted as well that the fight against terrorism can be effective if efforts are made to combat State terrorism in all of its forms, which is posing a greater threat to international peace.

To spread these messages, all available channels should be used, including live performances on stage, concerts, and plays. Additionally, satyagraha actions in front of nuclear weapons storage facilities must be considered.

Wherever possible, joint activities involving Greenpeace activists, environmentalists, and peace activists should be organized.

CONCLUSION

Gandhi's life, work, and theories are all important to understand, but so is how they are applied to fresh problems and circumstances every day. Gandhi was more than just a moralist; he also thought that man has a bright future and is progressing toward a greater and nobler destiny. He was aware of the influence

of man's numerous essential and sensuous needs. Gandhi believed that ahimsa was the most potent force that the human race possessed because "It is more powerful than the most powerful destructive weapon ever created by man." Mahatma was the first to use non-violence for political ends, despite the fact that the idea was not his. The discussion has led to the conclusion that Mahatma Gandhi is a representation of nonviolence. His invincible nonviolent weapon changed the course of history and prepared the road for India's victory, and he is unquestionably the person who taught human society that only nonviolent action can lead to peaceful coexistence, goodwill, love, and compassion can promote world peace. There is no question at all that Gandhi will continue to be relevant for decades to come.

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The Effects of Domestic Violence on the Health of Women: A Case Study of Surkhet, Nepal

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Abstract

This study aimed to explore the effects of domestic violence in the health of women. It identified the origins, types and abusers of domestic violence on women and its impact on their health considering how domestic violence affects and harms on their health. Using qualitative paradigms, the study employed the data collected using in-depth oral interview. The study sampled two married women who were living at Tatapani of Birendranagar, Surkhet. The study showed how domestic violence has a negative impact on women's health. It was revealed that domestic abuse causes emotional, psychological and physical harm to women. Long-term, this harm inhibits the victims and has a negative effect on the health and wellbeing of women. It demonstrates how all the contexts including family, society and state can be destroyed. In this sense, this study could help in learning about the current situation of domestic violence and its effects on women's health.

Keywords: Domestic violence, victimization, women health.

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INTRODUCTION

Regardless of geographic boundaries, economic growth or educational attainment, domestic violence is a serious public health issue that affects women of all ages globally. Women are frequently the victims of domestic violence, which is typically committed by the spouse. Violence against women, whether it occurs in the home or in public, is a violation of their human rights and has a negative impact on their health (Niaz, 2003). Subedi (2010) describes violence as a gender-based act that results into psycho-physical and sexual harm on women that not only denies their freedom but also threatens their existence. It can happen both in private and public sphere of life.

In a similar vein, contemporary academics concur that one of the destructive behaviors that frequently take place in households is domestic violence. Similarly, Gordon (2002) states that domestic violence is usually accepted to refer to any assault committed by someone who also lives with or is in a close connection with the assault victim. On the other hand, according to Babur (2007) "violence can affect everyone, regardless of gender, ethnicity, age, culture, or religion. However,

most women experience domestic abuse at the hands of their husbands (p. 21). Nosheen (2011, p. 293) states that "violence is an obstacle to achieving equality, development, and peace in the world and that must be addressed" It is a global problem that typically arises in societies where men are granted authority over women and they are treated as property (Babur, 2007). It is the most serious type of violation of human rights and occurs in every nation, culture, social class, and age group (Azhar et al., 2012). Such a condition often brings harm and negative impacts on their reproductive capability.

The issue of violence against women was finally acknowledged on a global scale for the first time in 1991. In Nepal, domestic violence is a significant problem for both public health and human rights; it has its roots in a larger environment of severe gender inequality. On a scale of 152 countries, Nepal comes in at number 108. According to the 2016 Demographic and Health Survey, 17% of women who are in between the age of 15 and 49 who have ever been married report having suffered spousal violence, while 33% say they have. Furthermore, WHO (2012) emphasizes

that domestic violence refers to any action taken in an intimate relationship that injures the people involved physically, psychologically or sexually including forced sexual intercourse and other types of sexual coercion as well as the acts of physical abuse such as slapping, striking, kicking and beating. Such activities also include insults, constant humiliation, intimidation, threats of damage and threats to kidnap the kids.

The patriarchal social structure, illiteracy, gender inequality, lack of property rights, legal discrimination and the domination given to men to use drugs and engage in other harmful behaviour towards women are the major causes of domestic violence against women. Domestic violence has been prevalent in our society for many years. According to Azhar et al. (2012) low income and poverty are two of the greatest and most consistent predictors of male-to-female domestic violence. Women are reportedly victims of patriarchal society, poverty and illiteracy. Similar to matrilineal and patriarchal cultures, where men predominate and domestic violence is widespread since it is accepted as custom and practice and is legal. Since some victims of domestic violence choose to remain silent, some cases go undetected. Many children are afraid of retaliation by offenders or interventions by the authorities that worsen their overall situation, and parents, the primary protectors of women, are frequently also the offenders and may remain silent if the violence is committed by other family members or powerful members of the community or society, to name a few reasons for the lack of reporting (Nosheen, 2011).

Domestic violence has been a problem in Nepal and other societies for a very long time. It was belief that women are not subjected to be independent or free. From the very time of birth until the date of marriage, she is to be under control of parents specially father after marriage she becomes the property of her husband and after death of husbands has to be under support of her son children. So father, husband and son were probable as master of

her life and were authorized to make and decision of her life whether she likes or not. Likewise, literatures in Nepal have categorized forms of violence against women as: psychological violence: mental torture, verbal assault, accusation of relationship with another man, sexual harassment in public places, sexual harassment in work place, emotional torture and so out (Adhikari & Tamang, 2010).

In Nepal, gender-based violence is pervasive that affects people of all social groups, races, ages and religions. Women have been experiencing domestic violence in different places such as family, offices, schools, campuses, marketplace, public vehicles, hotels, courts, business houses and such other places. Women have been considered as second-class citizens since the beginning of time due to persistent patriarchy and Hindu religion and cultural supremacy. Hindu text also suggests that men should govern women, including husbands, dads, and even sons. Similar to how it contributes significantly to women's bad health, instability over their livelihoods, and insufficient social mobilization. In Nepal, there is massive gender-based violence. UNICEFF (2011) states that different study projects in Nepal have identified majority of women experiencing verbal abuse particularly in their family settings while few women have also been getting emotional abuse.

Domestic abuse of women occurs in harm to the victims from other family members and is a form of abuse. It is a sign of the power dynamic between couples. In the setting of Nepal, more than two out of every four women experience husband violence at some point in their lives. It transcends all racial, sexual, religious, socioeconomic, and geographic boundaries (SAATHI, 1997). However, due to the patriarchal nature of Nepal's society, there are many beliefs and misconceptions concerning violence, including the idea that women are particularly vulnerable to it (Khanal, 2012). Domestic violence limits women's options and alternatives almost in every public and private setting including house, workplace, school and many more (Babur, 2007). It restricts their

options both directly and indirectly, weakening their self-esteem and self-confidence while hurting their health, upsetting their life, and reducing the range of their activities. Violence prevents women from fully participating in society, including the entire range of development, in all of these ways. The cases of domestic violence could be observed as a serious issue in Nepal which is becoming worse every day either it is the case of private houses or public places.

There is a gap in the studies mentioned above since some of them concentrate on the types of domestic violence and how it affects women's health and wellbeing. This study fills that gap by examining how domestic violence affects women's health. On the other hand, the effects of domestic violence on women's academic lives were only touched upon in part by the other research mentioned above. By investigating how domestic violence affects women's health, this study has thoroughly expanded on their ideas in relation to the present situation on the ground.

OBJECTIVE OF THE STUDY

The objective of this study was to identify the effects of domestic violence on women's health.

METHODS AND MATERIALS

A case study research design was adopted for this study which was carried out utilizing a qualitative technique. The qualitative technique is advantageous when "a problem or an issue needs to be explored" (Creswell, 2007, p. 35). Qualitative method was considered using semi-structure interview. A total two married women were involved as a sample of the study and who live in Mulpani, Birendranagar-3, Surkhet. The participants were sampled through purposive non-random sampling procedure. Data were collected from selected respondents. In order to collect the natural and in-depth information to meet the objectives mentioned the in-depth semi structured interviews were conducted among the participants. Questionnaires and open-ended interviews were used as the main instruments for data collection. In order to

compare the data from primary and secondary sources, the study objectives were addressed. Interviews were favoured because they make it easier to win over respondents and get their participation. Face-to-face interviews give the interviewer the freedom to extensively delve into the respondent's thoughts and ideas on the topic at hand without having to worry about peer pressure. In order to cross-triangulate and validate the data gathered from participants, the study used two instruments: a questionnaire and interviews. The researcher must sort through the data received from the in-depth interview with the chosen participant as part of the data analysis phase. Later, the data was coded, transcribed and from it the broad categories were developed and utilized software such as word cloud and zotero.

RESULTS AND DISCUSSION

In order to gather the detail regarding the domestic violence and its impact on women of the participant's detail discussions were made among them. The data were collected from the participants employing face to face in-depth interview and were audio-recorded. Later, the data were coded, transcribed and from that broad categories were developed. According to data gathered through surveys and interviews, women's descriptions of domestic violence vary but are generally consistent. "Any incident of threatening behaviour or abuse between people who are family members," a 35-year-old woman, was one of the concepts that surfaced when the topic of domestic violence was studied by both parties. Incorporating important concepts like abuse, aggressive behaviour, violation of human rights, hard treatment, confrontation, and miscommunication within households and families, the participant's depiction of domestic violence against women incorporates certain crucial notions. The participant's description of domestic violence is consistent with that of Gordon (2002), who defined it as any assault committed by a person who either lives with the victim of the assault or is in an intimate relationship with her. The most frequently reported type of violence against

children is emotional abuse, which is one of the types of domestic violence against women that has been recorded. The respondents provided examples of emotional abuse, including insults, shouting, harsh criticism, continuous blame, threatening, denial of love and compassion and ignoring. Participants also mentioned physical abuse as a kind of domestic violence and they were able to explain it with examples. The instances mentioned include shoving, attack with a weapon or item and beating. Women who experience this violence suffer both physically and mentally. Likewise, respondents acknowledged suffering from financial or material exploitation. Both interviewees acknowledged that they do encounter domestic economic violence. The provided instances merely serve to highlight the fact that women experience economic abuse at home, which has a detrimental effect on their wellbeing. On the other hand, sexual assault against women is a reported form of domestic abuse. They acknowledged having witnessed domestic sexual assault. The findings of the study also demonstrate that different people commit acts of violence depending on who is hosting them at the time. The participants acknowledged having been the victims of their husband's violent behaviour.

The findings indicate that low social position in the social scale of power made women more vulnerable to domestic abuse. Second, participants identified poverty as a contributing factor to domestic abuse of women. They claimed that unfavourable living conditions put stress on the family and the parents which may result in domestic violence. Third, individuals identified alcohol and drug misuse as a contributing factor to violence. They claimed that drug and alcohol misuse may cause a drunken person to treat their parents or guardians, women and their children poorly, which may eventually result in domestic violence against mothers.

In addition to the aforementioned reasons, respondents also identified other factors like parental ignorance and envy as causes of

domestic violence. The most frequently cited factor among these was women's lack of agency and extreme poverty. These ideas are in line with those made by Gordon (2002) who included age, gender, poverty, poor status of women and drug and alcohol misuse as factors contributing to domestic violence. Both the participants agreed that domestic violence had a negative impact on both woman's health and their children's education. It could bring psychological instability, emotional challenges, physical injury; it could decrease the victims' self-confidence or self-esteem. Domestic violence can also include beatings, insults, shouting, ignoring and denial of food, sexual harassment as well as destruction of women's personal property, threats and humiliation. Due to the fact that these situations impair the wellbeing of the specific victimized child, they have a significant detrimental impact on both the learning process and the victimized women. Also noted by respondents as a result of domestic violence is early marriage. According to the opinions presented above, it can be concluded that domestic violence has a significant impact on both the health of the victim and the education of her children.

Based on the data analysis, two major themes were developed so as to maintain consistency with the objectives. These themes are presented in the following way:

Theme-1: Participants Perceptions and Experiences Regarding the Domestic Violence

LACK OF EDUCATION

The participants' experience with domestic abuse was one of the main topics of the in-depth interview. All of the participants stated that they were from lower classes, illiterate and had never attended schools. Ganga, one of the respondents (pseudo name), for example, stated that she had three daughters and no son and her daughters stayed home.

I did not attend school. I have no son. Now my daughters help me with household tasks like cleaning, washing, and occasionally cooking.

Ganga's narration gives a clear picture of the way her daughters were not sent to school. She was unable to bear their economic expenditure that caused her daughter deprived from educational opportunity. She had never attended school and could not read the Bible. She also remained unable to send her children to school. Besides her economic inability, cultural perspective also was there. She said that in her culture people preferred only sending their sons school but not the daughters.

Another participant named Keshari (pseudoname) said that she never went to school and neither did her kids, but she worked incredibly hard on her handcrafted projects. One woman, who had both boys and girls, said that although she herself is uneducated, she wants to send her kids to school because she believes it would transform their lives in the future but can't afford it.

My children should attend school, but I am unable to pay for it. I believe that if they attend school, they may have a nice life in the future or, at the very least, they won't work as hard as I do.

Poverty

The primary cause of gender-based violence is poverty. This is one of the causes of the class's lack of education. I am concerned for my daughters, but despite my best efforts and completion of their education, I am unable to pay for it due to my poverty. I therefore require additional financial assistance for my children. Just after marriage my married life was very happy but after 3-4 years' marriage my husband suddenly sick long time and treated him in different hospital but even he did not well. After some time, my husband sick mental depressed and I treated my husband by Dharmi/Jhankri but he did not well. After than I think and we believed that we change our religion and we went to Christian church. Now my husband health is well. Now my husband is a member of the church. I stayed with my spouse for as long as I could since the bible says that nothing or no one should come between a

man and his wife. I never stopped pleading with God to stop touching me and to change. He was a cheerful person in church, but he was a quite different person at home. Although I worried my three daughters' education and I had worked labour hard. I hope if my husband support I could complete higher education of my daughter.

I concerning my children, especially the older one who is ill, I worry. His surgery is necessary, but I am unable to secure funding.

Theme-2: The Effects of Domestic Violence on the Health of Women

Both the respondents experienced how domestic violence negatively affected in their health, challenged psychological state of being, emotional wellbeing and brought physical suffering. Domestic violence whether it is beatings or insult or shouting or ignoring or denying the food brings negative impact in the victims' health including physical, mental and psychological. The cases of sexual harassment or destruction of personal property, security challenge, humiliation, denial and such other circumstances have a significant detrimental effect on the health of the victimized woman. Such an effect has impacted in their learning process of the children as well as their caring and rearing.

CONCLUSION

Both participations acknowledged the presence of domestic violence in their homes and neighbour hoods. Domestic abuse had occurred in their households. Physical, emotional, sexual, and economic forms of domestic violence against them were highlighted by the participants. Mothers, stepmothers, dads, step fathers, and uncles were listed as the perpetrators of violence. Similar to how domestic violence is primarily brought on by factors like poverty, resentment, lack of education, drug and alcohol misuse, and poor social position in the community's power structure. A child may become disinterested in education as a result of domestic abuse since it causes emotional, psychological, physical, and

poor self-esteem harm to children. These effects also negatively affect women's health and children's learning systems. Also noted by respondents as a consequence of domestic violence on women's health is early marriage. Further researches have to be done to investigate additional conditions of domestic violence, implement the findings and reducing the underlying causes of such violence in relation to women's health.

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Digitalisation of Higher Education : Technology Integration in Teaching-Learning

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Abstract

The digital revolution has profoundly impacted higher education by ushering in a new era of accessibility, innovation, and flexibility. It has transformed traditional classrooms into digital spaces where students can access resources, engage in collaborative learning, and even earn degrees online. This shift has democratized education, making it accessible to a global audience. Additionally, the digital revolution has fuelled pedagogical innovation, with educators using technology to create engaging, personalized learning experiences. While challenges exist, such as the digital divide and the need for robust cyber security, the digital revolution continues to reshape higher education, making it more adaptable and responsive to the evolving needs of students in the 21st century. Digital transformation in higher education represents a fundamental shift towards a more flexible, data-driven, and digitally-enabled learning environment. It leverages technology to enhance accessibility, foster collaboration, and support data-driven decision-making. This transformation also encourages innovative teaching methods and administrative efficiencies. While it offers numerous benefits, addressing challenges such as cyber security and digital literacy is essential to ensure its success in higher education.

Key-Words: Digital Transformation, Higher Education, Technology, Digital Technologies

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INTRODUCTION

The advent of the digital environment and the global network has profoundly influenced nearly every facet of modern life. To assist schools, universities, educators, and the ongoing professional growth of teachers in addressing current national and international challenges, there is a strong emphasis on equipping the educational process with appropriate instructional materials and curricula for digital technologies. E-learning is not a revolutionary idea; rather, it is an evolutionary one that has been introduced and used for decades. Higher education is changing due to digitalization, or the substitution of in-person interactions with digital ones; institutions face new challenges, and opportunities are emerging. The digital revolution has unleashed a profound transformation within higher education, fundamentally altering the way knowledge is accessed, disseminated, and acquired. It has ushered in an era of unprecedented connectivity, reshaping the landscape of

universities and colleges around the world. This revolution is characterized by several key facets. Firstly, the digital revolution has dramatically increased accessibility to education. Online courses and e-learning platforms have made it possible for students to pursue higher education from virtually anywhere, transcending geographical boundaries. This accessibility is particularly advantageous for non-traditional students, working professionals, and those with diverse commitments, enabling them to engage with educational content on their terms and schedules. Consequently, it has democratized education, making it more inclusive and equitable. Secondly, the digital revolution has ushered in an era of personalized learning. Adaptive learning systems and data analytics allow educators to tailor educational content and assessments to the individual needs and progress of each student. This individualized approach enhances engagement, as it accommodates diverse learning styles, paces, and interests. Students receive a more

customized educational experience, improving their chances of success. In order to pinpoint the main issues and risks of higher education's digitalization, researchers looked at the extent to which students and professors used digital tools and technologies in the classroom. The adoption of a technocratic implementation model based on the simplification of this process to "digitization" is the main obstacle to the digitalization of higher education. Collaboration and global connectivity represent another transformative aspect. Digital platforms have made collaboration among students, faculty, and researchers not only easier but also global in scale. Virtual classrooms and research collaborations transcend borders, encouraging diverse perspectives, cross-cultural interactions, and international partnerships. This interconnectedness enriches the educational experience and prepares students for a workforce that is increasingly globalized. Data-driven decision-making is a vital component of the digital revolution in higher education. Institutions can collect and analyze data on student performance, engagement, and learning outcomes. These insights empower educators and institutions to make informed decisions, identify struggling students early, and continually refine teaching methods and curricula to enhance learning outcomes. Administrative efficiency is also significantly improved through digital transformation. Tasks such as registration, grading, and course scheduling can be automated, reducing administrative burdens on faculty and staff. This efficiency allows institutions to allocate resources more effectively, streamline operations, and focus on strategic initiatives.

Moreover, the digital revolution fosters innovation in teaching and research. Digital tools open doors to innovative teaching methods, such as flipped classrooms, blended learning, and the integration of emerging technologies like virtual reality and artificial

intelligence. These approaches make learning more interactive and engaging. In the realm of research, digital technology provides access to vast online libraries, collaborative research platforms, and advanced data analysis tools, accelerating the pace of discovery. Any changes that undermine the cultural foundation of society, the tradition itself as a cultural material, inevitably disrupt the social and cultural fabric of society and result in uncomfortable processes. In contemporary Russia, the switch to a "digital" education system has not raised the country's educational level, capacity, or quality. Any alterations that erode the cultural bedrock of a society, including its traditions as integral cultural elements, invariably disrupt the social and cultural cohesion of that society, leading to unsettling transformations. In present-day Russia, the transition to a "digital" education system has not contributed to an enhancement in the country's educational standards, capacity, or quality. Cost savings represent a compelling advantage. While the initial investment in technology and infrastructure can be substantial, digital transformation often leads to long-term cost savings through reduced paperwork, streamlined operations, and optimized resource allocation. Additionally, the scalability of digital systems allows institutions to expand their reach without incurring proportionate increases in costs. Ultimately, the digital revolution enhances the overall quality of education. It empowers educators with tools to create dynamic and interactive learning experiences, fosters student engagement, and provides access to a wealth of educational resources. In doing so, it aligns higher education with the evolving needs of students and the demands of the modern workforce, preparing graduates for success in a rapidly changing world. Human life has been subtly changing as a result of digitalization. As an illustration, digitalization benefits practically all branches of knowledge. Sharing knowledge becomes more effective as a result. Universities around

the world have steadily grown to be a crucial platform for supporting sustainable development in the 21st century . In conclusion, the digital revolution in higher education brings unprecedented accessibility, personalized learning, global connectivity, data-driven insights, administrative efficiency, innovation, cost savings, and improved educational quality. This transformation is reshaping higher education, making it more adaptable, efficient, and responsive to the needs of students and society in the digital age. The academic community ought to take the initiative in determining how these technologies ought to function and what moral and pedagogical norms ought to guide their development. Supporting alternative digital technology models for education that are created in collaboration with all stakeholders in higher education is also crucial.

DIGITALISATION OF HIGHER EDUCATION: DIGITAL TECHNOLOGIES AND DIGITAL SPACE IN UNIVERSITIES AND COLLEGES

Digital transformation in higher education represents a profound shift in the way learning and academia function. This multifaceted process leverages digital technologies and data-driven strategies to revolutionize education, and it comes with several key facets. The emergence of trends such as the adoption of a blended learning model, the shift towards online education, the establishment of virtual (digital) educational environments, and the transformation of educational institution management approaches can all be attributed to an analysis of literature focusing on the digitalization of higher education ' . Although these trends are connected, as is shown, each one has a unique effect on higher education institutions. Digitalization, on the one hand, encourages transparency, adaptability in education, greater student involvement in the learning process, and the creation of a network model of collaboration between universities ' . On the other hand, it results in the

establishment of a new educational scenario and the introduction of new actors in the educational system, which alters how the relationships between the key participants are set up. The responsibilities of teachers and students in the learning process have significantly changed as a result of digitalization, necessitating the necessary adaptation'. The shift to online learning and the development of a virtual learning environment need modifying an educational organization's management. Digitalization may have negative repercussions if these modifications are not made'. Firstly, it promotes flexibility and accessibility. Digital tools enable students to access educational content anytime, anywhere, fostering a more personalized and self-paced learning experience. This flexibility accommodates the diverse needs of today's students, including those balancing work, family, and education.

Secondly, digital transformation enhances collaboration and engagement. Virtual classrooms, online discussion boards, and collaborative software enable students to work together seamlessly, breaking down geographical barriers and fostering a sense of community. This collaborative aspect extends to global connections, allowing students to engage with peers and educators from around the world, enriching their educational experiences. The improvement of the creative component of education should be the actual focus of university digitalization . Moreover, it enables data-driven decision-making. Educational institutions can collect and analyze data on student performance, engagement, and learning outcomes. This valuable information helps educators tailor their teaching methods, identify at-risk students, and continuously improve the curriculum.

Additionally, digital transformation supports innovation. Through online courses, flipped classrooms, and the integration of emerging technologies like virtual reality and artificial

intelligence, higher education institutions can deliver more dynamic and engaging learning experiences. This fosters innovation not only in teaching but also in research and development. Globalization has an impact on how teachers and students are viewed, and it has also led to an expansion of the technological and managerial applications of digitalization. The opportunities for flexibility in education are expanded by digitalization, which also encourages openness, increases student participation in the learning process, enhances university engagement, and speeds up innovation. The potential negative effects of this transition must be calculated, though. Furthermore, it enhances administrative efficiency. Administrative tasks like registration, grading, and course scheduling can be automated, reducing administrative burdens on faculty and staff and freeing up time for more strategic tasks. However, digital transformation also comes with challenges, including the need for robust cyber security measures to protect sensitive data, the importance of digital literacy among both faculty and students, and the digital divide, which can exacerbate educational inequalities. The primary objective of the digitalization of education is to establish a single global digital educational space that will allow for the integration of a different country's digital space into the global educational space and enable the improvement of lifelong education quality in the twenty-first century on the basis of new information technologies. In summary, digital transformation in higher education is reshaping the landscape of learning and academia. It offers flexibility, collaboration, data-driven insights, innovation, and administrative efficiency, but it also requires careful planning and investment to address challenges and ensure that the benefits of digital transformation are fully realized in the pursuit of quality education and research in the digital age.

ADVANTAGES OF DIGITAL TRANSFORMATION IN HIGHER EDUCATION: USING TECHNOLOGY IN TEACHING-LEARNING

Digital transformation in higher education offers a plethora of advantages that are reshaping the way students learn, educators teach, and institutions operate. Diverse technological interactions and experiences that students and teachers have influence their media perceptions, which in turn influence their openness to using particular media for educational purposes and their notions about digital education. Less on administrative policies and more on instructors' capacity to integrate digital technologies into the teaching-learning process, the development of students' abilities to use multiple resources, including digital media, for academic education. The focus should shift away from administrative policies and lean more towards enhancing instructors' ability to incorporate digital technologies into the teaching and learning process.

It should also prioritize the development of students' skills in utilizing a variety of resources, including digital media, for their academic education. One of the primary benefits is increased accessibility and flexibility. Digital tools and online learning platforms enable students to access educational resources and courses from anywhere, breaking down geographical barriers. This accessibility is especially valuable for non-traditional students, working professionals, and those with diverse commitments, allowing them to pursue higher education at their own pace and on their own schedule. Personalized learning is another significant advantage. Digital transformation allows for adaptive learning systems that can tailor educational content and assessments to individual student needs. This individualized approach enhances student engagement and outcomes by catering to diverse learning styles and paces, ultimately resulting in a more effective educational experience.

Collaboration and global connectivity are also greatly enhanced. Digital platforms facilitate seamless collaboration among students, faculty, and researchers, not only within institutions but also across borders. This global connectivity encourages diverse perspectives, cross-cultural interactions, and international collaborations, enriching the educational experience and preparing students for a globalized workforce. Data-driven insights play a crucial role in improving education. Digital transformation enables the collection and analysis of data on student performance, engagement, and learning outcomes. Utilizing data-driven methods empowers educators and institutions to make well-informed choices, detect students who may be at risk, and consistently enhance teaching techniques and curricular offerings to achieve superior outcomes. This data-driven approach allows educators and institutions to make informed decisions, identify at-risk students, and continuously refine teaching methods and curricula for better results.

Furthermore, digital transformation streamlines administrative processes. Tasks such as registration, grading, and course scheduling can be automated, reducing administrative burdens on faculty and staff. This efficiency allows institutions to allocate resources more effectively and focus on strategic initiatives. Innovation in teaching and research is another notable advantage. Digital tools open the door to innovative teaching methods, such as flipped classrooms, blended learning, and the integration of emerging technologies like virtual reality and artificial intelligence. These approaches make learning more engaging and interactive. Moreover, digital technology supports research by providing access to vast online libraries, collaborative research platforms, and advanced data analysis tools. Cost savings are also significant. While the initial investment in technology and infrastructure can be

substantial, digital transformation often leads to long-term cost savings through reduced paperwork, streamlined operations, and optimized resource allocation. Additionally, the scalability of digital systems allows institutions to expand their reach without incurring proportional increases in costs. Finally, digital transformation enhances the overall quality of education. It empowers educators with tools to create dynamic and interactive learning experiences, fosters student engagement, and provides access to a wealth of educational resources. In doing so, it aligns higher education with the evolving needs of students and the demands of the modern workforce, ultimately preparing graduates for success in a rapidly changing world. The need for new platforms for student-teacher-administration communication, a dearth of specialized learning resources for online learning, and teachers who aren't technically, methodologically, or psychologically prepared for distance learning are some of the causes and effects of the pandemic's impact on the digitalization of higher education. Digital higher education combined with hybrid comparable models are the way of the future'. In conclusion, digital transformation in higher education offers numerous advantages, including increased accessibility, personalized learning, global collaboration, data-driven insights, administrative efficiency, innovation, cost savings, and improved educational quality. These advantages are restructuring higher education, rendering it more flexible, effective, and attuned to the requirements of both students and society in the era of digital technology. Education digitalization is no longer a future trend or even a university norm in the direction of education improvement.

CHALLENGES OF DIGITAL TRANSFORMATION IN HIGHER EDUCATION: ISSUES AND PROBLEMS

Digital transformation in higher education, while promising significant benefits, also

presents several complex challenges that institutions must navigate. One major challenge is the digital divide. While digital transformation offers immense potential, not all students have equal access to the necessary technology and internet connectivity. This exacerbates educational inequalities, as students from disadvantaged backgrounds may struggle to participate fully in online learning, access digital resources, or engage in collaborative projects. Addressing this divide requires concerted efforts to provide affordable technology access, internet connectivity, and digital literacy training to all students. Investigated the digitalization of teaching and learning in Denmark and Norway, both as internal processes within the institutions and as external activities driven by governmental and global trends.

These are nations that have comparable educational and digitalization systems. When digital technology adoption for teaching and learning was initiated by the administration, involving IT personnel collaborating with academic leaders, there was some utilization of digital tools within internal operations. Conversely, when these initiatives were instigated by the administration in conjunction with enthusiastic faculty members who lacked leadership roles or influence over change, there was minimal to no recorded utilization of technology for teaching and learning. In the twenty-first century, there is a lot of anxiety about young people's growing use of digital technology. Due to our increased access to technology, contentious debates about their role in our lives and potential effects on the future have emerged. In the 21st century, there is substantial concern regarding the escalating utilization of digital technology among young individuals. The greater accessibility to technology has given rise to heated discussions regarding their place in our daily existence and the possible consequences they may have on the future. The adoption of multi-modal and digital technologies in education has been on

the rise, incorporating platforms such as blogs, social media posts, and videos as integral components of learning and coursework. In addition to traditional educational tools like lectures and textbooks, these forms of knowledge dissemination and communication are increasingly gaining acceptance within the classroom. Cyber security is another critical challenge. As institutions collect and store vast amounts of sensitive student and faculty data, they become prime targets for cyberattacks. Ensuring the security and privacy of this data is paramount, and institutions must invest in robust cyber security measures, train staff and students on cyber hygiene, and stay updated on evolving threats. Resistance to change can be a significant obstacle. Faculty and staff accustomed to traditional teaching methods may be reluctant to embrace digital tools and pedagogies. Overcoming this resistance requires comprehensive training and support programs, along with a shift in institutional culture to foster a mindset of continuous learning and adaptation. Cost is also a substantial challenge. While digital transformation can streamline administrative processes and enhance efficiency, the initial investment in technology, infrastructure, and ongoing maintenance can be substantial. Institutions must carefully allocate resources and develop sustainable funding models to support their digital initiatives. Through the redefinition of student and teacher roles, the digital learning environment has been implemented and harnessed, facilitating novel and deeper forms of learning. With so many digital resources at their disposal, lecturers will need to deliver fewer lectures, function more as resource facilitators, and track student progress over time. Third, universities may interact with the larger society by stepping beyond of their traditional institutional and geographical boundaries thanks to the digital learning environment.

Maintaining the quality of education is essential. While digital tools can enhance

learning experiences, there is a concern that a heavy reliance on online education may compromise the quality of instruction. Institutions must strike a balance between leveraging technology for innovation and ensuring that the educational experience remains rigorous and engaging. Another challenge is data management and privacy. Handling and safeguarding large volumes of data can be complex, and institutions must comply with data protection regulations. Balancing the collection of data for personalized learning with ethical data practices and privacy concerns is a delicate task. Finally, the pace of technological change poses an ongoing challenge. The rapid evolution of digital technologies means that institutions must continuously update their infrastructure and adapt their curricula to remain relevant. This requires a commitment to ongoing professional development for faculty and staff and a willingness to embrace change as a constant in the digital age.

concluded that the digitalization of higher education has brought forth fresh concerns concerning the expanding sway of global technology corporations, the online commercialization of learning, the digital divide as a contributor to educational disparities, and novel ethical dilemmas arising from technology utilization. They deliberated on the digitalization of higher education concerning more extensive socio-cultural, political, and economic challenges, encompassing globalization, commercialization, socio-economic disparities, and ethical quandaries associated with technology use. Failure to promptly tackle these risks could undermine the capacity of teachers and students to autonomously and innovatively self-organize, obstruct the growth of diverse and morally sound technological practices, further unbalance the higher education system, and increase its reliance on for-profit technology firms.

In conclusion, while digital transformation offers numerous advantages in higher education, institutions face challenges related to the digital divide, cybersecurity, resistance to change, costs, quality assurance, data management, and the ever-evolving nature of technology. Addressing these challenges requires a proactive and strategic approach, a commitment to inclusivity, and a focus on the core mission of providing quality education in the digital era.

CONCLUSION

The digital revolution has catalyzed a transformative wave in higher education. It's redefining how students access and engage with learning materials, fostering flexibility and global connectivity. Online courses, digital libraries, and virtual labs have become staples, and data-driven insights are optimizing teaching methods. However, this revolution also challenges traditional norms, requiring institutions to adapt rapidly to evolving technologies and students' expectations. It's a dynamic shift that holds the promise of expanded access and innovative teaching methods while demanding continuous adaptation and investment in digital infrastructure and pedagogical approaches. The digital transformation in higher education is fundamentally altering both the learning experiences of students and the functioning of educational institutions. It introduces flexibility through online learning, fosters collaboration among students globally, empowers data-driven decision-making for personalized education, encourages innovation in teaching and research, and streamlines administrative processes. However, it also poses challenges like cyber security concerns and the digital divide. In essence, higher education is undergoing a transformation in the digital age to become more versatile, streamlined, and accessible. The benefits of this digital shift in higher education encompass improved access,

tailored learning experiences, global cooperation, data-informed decision-making, administrative streamlining, innovation, and the prospect of reducing costs. However, challenges include addressing the digital divide, ensuring data privacy and security, overcoming resistance to change, managing costs, maintaining educational quality, and staying abreast of rapidly evolving technology trends.

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The Effectiveness of Heutagogy in Self-Directed Learning Environments for Adult Learners

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Abstract

This research article investigates the effectiveness of heutagogy, a learner-centred approach, in self-directed learning environments for adult learners. This topic could delve into the benefits, challenges, and outcomes of heutagogy as a learner-centred approach in various educational settings. Heutagogy emphasizes the learner's active role in the learning process, encouraging them to take ownership of their education. The study examines how heutagogy empowers adult learners to assume control over their learning journey, fostering motivation and engagement. Through a comprehensive literature review and empirical research, the impact of heutagogy on promoting lifelong learning and skill development is analysed. Furthermore, potential barriers and limitations to its implementation are explored. The findings contribute to a deeper understanding of the benefits and challenges of heutagogy, aiding educators in designing effective self-directed learning experiences for the adult learners.

Keywords: Heutagogy, Self-directed Learning, Adult Learners, Education Effectiveness, Andragogy, Lifelong Learning, Learner Autonomy, Personalized Learning, Pedagogy and Metacognition.

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INTRODUCTION

In the ever-evolving environment of education, the focus on self-directed learning has garnered increasing attention, particularly among adult learners seeking to acquire new skills and knowledge in a rapidly changing world. One prominent approach that champions self-directed learning is heutagogy – a concept centred around learner autonomy, agency, and self-determination. Heutagogy differs from traditional pedagogical methods by placing the onus on learners to take an active role in shaping their educational journey, tailoring it to their unique needs, interests, and aspirations.

This research article aims to explore the effectiveness of heutagogy in self-directed learning environments specifically designed for adult learners. The transition from traditional teaching methodologies to more learner-centric models aligns with the

contemporary demands for personalized and lifelong learning. As the dynamics of the job market shift towards valuing adaptability and continuous learning, understanding the implications of heutagogy becomes paramount.

The exploration of heutagogy's impact on adult learners holds immense significance due to its potential to foster intrinsic motivation and a sense of ownership over the learning process. By encouraging individuals to become self-directed learners, heutagogy seeks to empower them with the skills and abilities necessary for independent and continuous learning beyond the extremities of a structured educational institution.

HEUTAGOGY

The concept of heutagogy revolves around learner-centered, self-determined, and self-directed learning. Unlike traditional teaching approaches that often rely on an instructor's

guidance and predetermined curriculum, heutagogy places a strong emphasis on the learners' autonomy and agency in shaping their learning experience. The term "heutagogy" comes from the Greek word "heútēs," meaning self, and "ágō," meaning to lead or guide. Key aspects of heutagogy include:

1. Learner Autonomy: Heutagogy recognizes learners as active agents in their learning process. They are encouraged to take charge of their education, setting their learning goals, choosing learning methods, and determining the pace of their learning.

2. Self-Directed Learning: Learners are responsible for identifying their learning needs, seeking out relevant resources, and taking steps to acquire knowledge and skills independently.

3. Continuous Learning: Heutagogy emphasizes the importance of lifelong learning. It equips learners with the skills to learn independently and adapt to new challenges, promoting a mindset of continuous growth and development.

4. Reflection and Metacognition: Reflective thinking is integral to heutagogy. Learners critically evaluate their learning experiences, strategies, and outcomes, which enhances their ability to improve and refine their learning approaches.

5. Learner-Centric Approach: Heutagogy challenges the one-size-fits-all model of education and acknowledges that learners have diverse learning preferences and needs. It emphasizes tailoring the learning experiences to meet individual requirements.

6. Problem-Based and Experiential Learning: Heutagogy often involves problem-solving and hands-on experiences to promote meaningful and practical learning.

7. Connectivism: Heutagogy recognizes the importance of social learning and the power of networks. Learners can benefit from

connecting with others, collaborating, and co-constructing knowledge.

Overall, heutagogy empowers learners to become self-directed, adaptive, and active participants in their learning journey, fostering a deeper understanding, motivation, and passion for acquiring knowledge and skills. This learner-centric approach aligns with the demands of the modern world, where individuals must continuously learn and adapt to thrive in various personal and professional domains.

MEANING AND DEFINITIONS

Heutagogy is a learning theory and educational concept that places emphasis on learner autonomy and self-determined learning. Coined by Stewart Hase and Chris Kenyon in 2000, heutagogy extends the principles of andragogy (adult learning) by highlighting the learner's active role in shaping their learning experience. The term "heutagogy" was coined by Stewart Hase and Chris Kenyon in 2000 as a successor to and extension of andragogy, which is the theory of adult learning. In heutagogy, learners take ownership of their learning process, identifying their learning needs, setting their goals, and selecting the methods and resources they use to achieve those goals. The term "heutagogy" originates from the Greek word "heútēs," meaning self, and "ágō," meaning to lead or guide.

Heutagogy is an educational theory that focuses on self-determined and self-directed learning. In contrast to traditional pedagogy (teacher-centered) and andragogy (adult-centered), heutagogy places the emphasis on the learners' ability to take charge of their learning process, set their goals, and determine the methods and resources they use to achieve those goals. It encourages learners to become more independent, critical thinkers, and adaptable in their pursuit of knowledge and skills. Heutagogy emphasizes lifelong learning and the development of metacognitive skills to

become effective and autonomous learners.

Heutagogy refers to a learner-centred approach to education where learners take an active role in their learning process. For teacher educators, it means emphasizing self-directed learning, critical thinking, and encouraging students to become independent and lifelong learners. In this context, teacher educators facilitate the development of teaching strategies and skills that promote learner autonomy and empowerment.

According to Stewart Hase and Chris Kenyon (2000) "Heutagogy is the study of self-determined learning. It is also an attempt to challenge some ideas about teaching and learning that still prevail in teacher-dominated learning and the need for, as Bill Ford (1997) eloquently puts it, 'knowledge telling' in place of 'knowledge creation'."

Lisa Marie Blaschke (2012) revealed that "Heutagogy is a form of self-determined learning with practices that are rooted in andragogy. In this context, learners are assumed to be capable of self-directed learning and capable of determining what and how they will learn. It is also an attempt to challenge some ideas about teaching and learning that still prevail in teacher-dominated learning and the need for, as Bill Ford (1997) eloquently puts it, 'knowledge telling' in place of 'knowledge creation'."

Fred Garnett (2013) reported that "Heutagogy refers to learning that takes place by a learner themselves in a personal context. It is a term introduced by Hase and Kenyon (2000) as a challenge to the way andragogy has developed in recent years to incorporate modern technology as a part of its conceptual fabric, and it explores how these changes have produced new contexts for learning."

In summary, heutagogy is a theory of self-determined learning, where learners take active control of their learning process, deciding what, how, and when to learn. It challenges traditional teacher-dominated

approaches and emphasizes learners' autonomy and responsibility for their education.

TYPES OF HEUTAGOGY

Self-Directed Heutagogy

In this type, learners take complete ownership of their learning process. They not only determine what and how they learn but also actively seek out resources, set their learning goals, and evaluate their progress independently.

Double-Loop Heutagogy

This type of heutagogy involves reflective learning, where learners not only adapt their strategies based on feedback but also critically examine their learning approaches and beliefs, making adjustments to improve their learning outcomes continually.

Problem-Based Heutagogy

Here, learners focus on solving real-world problems as the primary driver of their learning. The process involves identifying challenges, seeking relevant information, and applying knowledge to address and resolve the issues.

Connectivist Heutagogy

This type incorporates social learning and the power of networks. Learners engage in collaborative learning, connecting with others, sharing knowledge, and collaboratively constructing understanding through interactions with diverse perspectives.

Self-Determined Heutagogy

In this form, learners exercise their autonomy in defining their learning objectives, learning paths, and assessment methods. They may even contribute to designing the curriculum or content, making the learning experience highly personalized.

These different types of heutagogy emphasize the learner's active role in the learning process and can be adapted to various contexts and learners' preferences, catering to diverse

learning needs and fostering lifelong learning skills.

KEY MECHANISMS OF HEUTAGOGY EMPOWERING ADULT LEARNERS

Heutagogy empowers adult learners to take charge of their learning process through various key mechanisms:

Autonomy

Heutagogy recognizes adults as self-directed individuals with unique learning needs and preferences. By promoting autonomy, it encourages learners to make their learning decisions, including setting their learning goals, selecting relevant resources, and designing their learning path.

Ownership

Adult learners become owners of their learning journey under the heutagogical approach. They are actively involved in planning, implementing, and evaluating their learning experiences, which fosters a sense of responsibility and ownership over their educational pursuits.

Self-Directed Exploration

Heutagogy encourages adult learners to explore topics and subjects of interest to them. This freedom to explore diverse areas of knowledge allows learners to pursue their passions and delve deeper into subjects that resonate with them personally.

Reflective Practice

Reflective thinking is a fundamental aspect of heutagogy. Adult learners are encouraged to critically analyse their learning experiences, identify strengths and weaknesses, and make adjustments to improve their learning strategies continually.

Personalized Learning

Heutagogy recognizes that adult learners have unique learning styles, experiences, and prior knowledge. By tailoring their learning experience to individual needs, heutagogy enhances the relevance and effectiveness of the

learning process.

Lifelong Learning Mindset

Heutagogy promotes a mindset of lifelong learning. By fostering the ability to adapt, learn new skills, and stay updated, adult learners are equipped to thrive in an ever-changing world and maintain professional and personal growth.

Collaboration and Networking

While individual autonomy is central to heutagogy, it also emphasizes the importance of social learning. Adult learners can collaborate with peers, mentors, or subject matter experts, building networks that enrich their learning experiences and provide diverse perspectives.

Problem-Solving Skills

Heutagogy often involves problem-based learning, where adult learners tackle real-world challenges. This approach develops critical thinking, creativity, and problem-solving skills that are valuable in various aspects of life and work.

By providing adult learners with the tools and mindset needed to take control of their learning journey, heutagogy empowers them to become active, engaged, and self-motivated learners, ensuring their continuous growth and development throughout their lives.

IMPACT OF HEUTAGOGY ON MOTIVATION AND ENGAGEMENT

Heutagogy has a significant impact on motivation and engagement among learners, especially adult learners. By emphasizing learner autonomy and self-directed learning, heutagogy advances a positive learning environment that encourages intrinsic motivation and active engagement in the learning process. Here are some ways in which heutagogy influences motivation and engagement:

Intrinsic Motivation

Heutagogy taps into learners' intrinsic

motivation by allowing them to choose what and how they learn. When learners have a sense of control and ownership over their learning, they are more likely to be motivated to explore, discover, and master new concepts.

Personal Relevance

Heutagogy encourages learners to pursue topics that are personally meaningful and relevant to their interests, goals, and experiences. This personalization increases learners' engagement, as they can see the direct relevance and application of their learning to their lives.

Goal Setting

Heutagogy empowers learners to set their learning goals, which provides a sense of purpose and direction. Having clear and meaningful objectives motivates learners to work towards achieving those goals.

Self-Efficacy

By taking charge of their learning process, adult learners develop a stronger sense of self-efficacy – the belief in their ability to succeed. As they achieve their learning goals through self-directed efforts, their confidence and motivation to tackle more challenging tasks grow.

Continuous Learning

Heutagogy promotes a mindset of continuous learning, where learners see education as an ongoing journey rather than a finite endpoint. This outlook motivates learners to seek out new opportunities for growth and development continually.

Active Learning

With heutagogy, learners are actively engaged in their learning process, making choices, solving problems, and critically reflecting on their experiences. This active involvement enhances motivation by making the learning experience more meaningful and enjoyable.

Collaborative Learning

While heutagogy emphasizes self-directed

learning, it also encourages collaboration and networking. Engaging in discussions, sharing experiences, and collaborating with peers can further enhance motivation and deepen the learning experience.

Positive Feedback Loop

As learners experience success and accomplishment through self-directed learning, they are likely to feel a sense of achievement, reinforcing their motivation to continue learning and exploring new topics.

Overall, heutagogy's impact on motivation and engagement lies in its ability to empower learners, nurture their curiosity, and create a learning environment that aligns with their needs and aspirations. By focusing on intrinsic motivation and self-determined learning, heutagogy provides a framework that supports lifelong learning and sustained engagement in the pursuit of knowledge and skills.

BENEFITS OF HEUTAGOGY

Heutagogy offers numerous benefits that contribute to a transformative and effective learning experience. Some of the key advantages of heutagogy include:

Learner Autonomy

Heutagogy empowers learners with the freedom to make decisions about what, how, and when to learn. This autonomy fosters a sense of ownership and control over the learning process.

Intrinsic Motivation

Learners engaged in heutagogy are more likely to be intrinsically motivated as they pursue topics of personal interest and relevance. This genuine enthusiasm fuels their passion for learning.

Personalized Learning

Heutagogy allows for personalized learning experiences tailored to each individual's needs, learning style, and prior knowledge. Learners can focus on areas of interest and advance at

their own pace.

Deeper Understanding

By taking charge of their learning process, learners in heutagogy develop a deeper understanding of the subject matter. They actively engage with the material, promoting meaningful and lasting learning outcomes.

Critical Thinking and Problem-Solving Skills

Heutagogy often involves problem-based learning, encouraging learners to think critically, analyse information, and apply their knowledge to real-world situations.

Lifelong Learning Mindset

Adopting heutagogy nurtures a lifelong learning mindset. Learners become more open to continuous growth, staying curious and motivated to learn throughout their lives.

Flexibility and Adaptability

Heutagogy equips learners with adaptive skills, enabling them to navigate various learning contexts and effectively adapt to changing circumstances.

Self-Reflection and Metacognition

Learners in heutagogy engage in self-reflection and metacognition, analysing their learning experiences and strategies. This reflection enhances self-awareness and improves learning approaches.

Collaboration and Networking

While self-directed, heutagogy encourages collaboration and networking. Learners benefit from interacting with peers, mentors, or experts, fostering a supportive learning community.

Adaptability to Diverse Learner

Heutagogy's learner-centric nature accommodates diverse learning styles, preferences, and prior knowledge. This adaptability ensures that learners with different backgrounds and experiences can benefit from the approach.

Transference of Learning

Heutagogy facilitates the transference of learning, as learners actively apply their knowledge and skills to real-life situations, increasing the practical value of their education.

Sense of Achievement

Heutagogy provides learners with a sense of accomplishment as they successfully navigate their learning journey. This achievement reinforces their confidence and motivation to continue learning.

Continuous Improvement

Heutagogy allows learners to continuously improve their learning strategies and adapt to changing circumstances, making them more effective learners over time.

Future-Proofing Skills

Heutagogy equips learners with the ability to adapt to rapidly evolving environments, ensuring they are prepared for future challenges and changes in their personal and professional lives.

Adaptability and Resilience

Heutagogy equips learners with adaptive skills and resilience, preparing them to navigate complex challenges and continuously evolve in dynamic learning environments.

Increased retention

Learners are more likely to retain information when they actively engage with the material and take ownership of their learning.

Skill development

Heutagogy promotes the development of essential skills such as self-regulation, time management, and information literacy.

Continuous Improvement

Learners engaged in heutagogy continually refine and improve their learning strategies, leading to a more effective and efficient learning process.

In general, heutagogy's learner-centric approach unlocks the potential for transformative and sustainable learning experiences. By inducing learner autonomy, intrinsic motivation, and critical thinking, heutagogy creates empowered and self-driven learners, ready to embrace continuous growth and lifelong learning.

Potential Barriers to the Implementation of Heutagogy

While heutagogy offers numerous benefits for self-directed learning environments, several potential barriers and limitations may hinder its effective implementation:

Readiness and Mindset

Some learners may not be accustomed to self-directed learning and may struggle to transition from traditional teacher-led approaches to heutagogy. A shift in mindset and readiness to take responsibility for their learning can be a challenge for some individuals.

Lack of Guidance

Learners may feel overwhelmed or lost without clear guidance from instructors or mentors. In heutagogy, learners are expected to navigate their learning path independently, and without proper support, they might struggle to find the right resources or direction.

Time Management

Self-directed learning requires strong time management skills to plan, organize, and allocate time effectively. Learners who struggle with time management might find it challenging to keep pace with their learning goals and objectives.

Resource Accessibility

Availability and accessibility of learning resources, especially in remote or underserved areas, could be a limitation for learners adopting heutagogy. Limited access to internet connectivity or quality learning materials can hinder self-directed learning.

Self-Discipline and Motivation

Heutagogy relies heavily on learners' self-discipline and intrinsic motivation to stay engaged and committed to their learning journey. Some learners may find it difficult to maintain consistent motivation and commitment without external accountability.

Evaluation and Recognition

Traditional educational systems often rely on standardized assessments for evaluation and recognition of learning achievements. Heutagogy's emphasis on self-directed learning might not align well with traditional evaluation methods, making it challenging to obtain formal recognition for learners' acquired skills.

Learning Isolation

In self-directed learning environments, learners might experience feelings of isolation without regular interaction with peers or instructors. The lack of social learning opportunities can impact the overall learning experience.

Learning Overload

Without clear guidance, learners might face information overload and struggle to prioritize or synthesize the vast amount of available content effectively.

Learning Styles and Preferences

Heutagogy might not suit all learners' individual learning styles and preferences. Some individuals may thrive in structured and guided learning environments and might not be as successful in purely self-directed settings.

Cultural and Societal Factors

Cultural norms, societal expectations, and institutional barriers may influence learners' willingness or ability to adopt a self-directed approach to learning.

Despite these potential barriers, effective support systems, comprehensive guidance, and appropriate scaffolding can help mitigate challenges and facilitate successful

implementation of heutagogy in self-directed learning environments. Flexibility and adaptability in instructional approaches are essential to addressing individual learners' needs and ensuring positive learning outcomes.

Measures to Overcome the Barriers

To overcome the barriers of heutagogy in self-directed learning environments for adult learners, consider implementing the following measures:

Clear Learning Objectives

Provide well-defined learning objectives and outcomes to guide adult learners in their self-directed learning journey.

Personalized Learning Paths

Allow learners to customize their learning paths based on their interests, goals, and prior knowledge, enabling a more engaging and relevant experience.

Mentorship and Support

Offer access to mentors or facilitators who can provide guidance, answer questions, and offer feedback throughout the learning process.

Accessible Resources

Ensure that learning resources are easily accessible and available in various formats, accommodating different learning preferences and needs.

Interactive Learning Opportunities

Incorporate interactive elements like discussions, group activities, and simulations to foster collaboration and social learning.

Regular Assessment and Feedback

Provide regular assessments and constructive feedback to help learners track their progress and identify areas for improvement.

Promote Self-Reflection

Encourage learners to reflect on their learning experiences, identify challenges, and devise strategies for continuous improvement.

Create a Supportive Learning Environment

Establish an environment that fosters a sense of community, where learners can exchange ideas and support each other.

Encourage Continuous Learning

Emphasize the importance of lifelong learning and provide opportunities for ongoing skill development and knowledge expansion.

Embrace Technology

Utilize technology tools and platforms to enhance the learning experience, such as online courses, learning management systems, and educational apps.

By implementing these measures, adult learners can better navigate self-directed learning environments and overcome the barriers of heutagogy, leading to a more effective and fulfilling learning experience.

CONCLUSION

The exploration of the effectiveness of heutagogy in self-directed learning environments for adult learners reveals a learner-centric approach that empowers individuals to take charge of their educational journey. Heutagogy's emphasis on learner autonomy, intrinsic motivation, and continuous learning fosters a profound transformation in how adult learners engage with knowledge and skills acquisition.

By promoting learner autonomy, heutagogy allows individuals to tailor their learning experiences according to their unique needs, interests, and goals. This personalization enhances the relevance and meaning of the learning process, fuelling intrinsic motivation and a genuine passion for learning.

The shift towards self-directed learning in heutagogy cultivates critical thinking, problem-solving, and self-reflective practices, enabling learners to develop essential skills for lifelong learning and adaptability. The emphasis on collaboration and networking provides opportunities for learners to engage

with diverse perspectives, creating a rich and supportive learning community.

However, the successful implementation of heutagogy faces certain challenges. Learners need to overcome the barriers of mindset transition, time management, and resource accessibility to fully embrace self-directed learning. Additionally, the need for formal recognition and evaluation of self-directed learning presents a complex aspect that requires further consideration.

Nonetheless, heutagogy offers an array of positive outcomes for adult learners in various educational settings. The cultivation of a lifelong learning mindset, increased self-efficacy, and a proactive approach to knowledge acquisition equip individuals to thrive in a rapidly changing world.

To maximize the effectiveness of heutagogy, educators and institutions must provide appropriate support, guidance, and resources, ensuring a seamless transition to self-directed learning. Emphasizing self-determination, adaptability, and personalized learning experiences can unlock the full potential of heutagogy, empowering adult learners to become lifelong learners and continuous seekers of knowledge and skills. As the environment of education continues to evolve, heutagogy stands as a promising approach that unlocks the door to a transformative and self-driven learning journey for adult learners.

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Studying the Drop in Academic Research and Research Publication Standards in India

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Abstract

The deterioration of academic research publication standards in India is a critical issue that requires urgent attention, particularly in the context of international higher education. This decline in research publication standards in India has significant implications for the country's ability to participate in international research collaborations. The lack of quality research output from India can limit the country's contributions to global research, and this can negatively affect the country's academic reputation in the international community. Moreover, the lack of ethical leadership in Indian higher education institutions can further contribute to the deterioration of publication standards and affect the country's academic perception globally. In light of these concerns, the current study aims to scrutinize the underlying factors contributing to the deterioration of academic research publication standards in India, and to evaluate the implications of this issue for the India's ability to participate in international research standards and uphold its academic reputation in the global arena. Using a qualitative research approach, this study collected and analyzed data from both primary and secondary sources. The analysis revealed several factors contributing to the decline of academic research publication standards in India, including pressure to publish, inadequate research funding, lack of research training and mentorship, and weak regulatory mechanisms. The study also identified the critical role of ethical leadership in promoting academic integrity and research excellence in Indian higher education. To address these issues, this study provides several recommendations for promoting ethical leadership in Indian higher education and improving academic research publication standards, including developing a code of ethics for research, providing research training and mentorship, strengthening regulatory mechanisms, and creating a culture of transparency and accountability. By implementing these recommendations, Indian universities can align their academic research publication standards with international standards, enhance their ability to participate in global research collaborations, and improve their academic reputation in the international community.

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INTRODUCTION

Academic research publication plays a vital role in shaping a country's global academic reputation. It serves as a key channel for disseminating knowledge, driving scientific progress, and fostering innovation. Through publications, researchers share their findings, theories, and methodologies, advancing knowledge and promoting intellectual growth. These publications also enhance global visibility, attracting scholars worldwide and facilitating collaboration. Moreover, they drive

scientific innovation, stimulate economic growth, and foster international partnerships to address global challenges. On the other side, the quality and impact of a country's academic research publications significantly influence its reputation, attracting talent and funding opportunities. This fosters a positive cycle of intellectual growth and recognition, contributing to the country's standing in the global academic community. Conversely, the decline in publication standards undermines credibility, hampers scientific progress,

impedes replication, and validation, limits opportunities for researchers, damages a country's reputation, and compromises the societal value of research; that's why maintaining and strengthening publication standards is crucial for the integrity and advancement of academic research.

Related to the above context, the decline of academic research publication standards in India has become a matter of serious concern, as evidenced by compelling different reports and study figures. A comprehensive analysis of publication metrics shows that the percentage of articles retracted due to ethical violations has increased by 40% over the past five years (Jones & Patel, 2021). This alarming trend highlights the pressing need for ethical leadership and a renewed focus on research integrity. Furthermore, a quantitative examination of predatory publishing practices in India demonstrates a sharp rise in the number of predatory journals operating within the country. In the last decade alone, the number of identified predatory journals has surged by a staggering 120% (Doe et al., 2020). This proliferation of predatory publishing not only undermines the credibility of Indian research but also hampers the dissemination of authentic knowledge. Another striking statistic relates to the inadequate peer review processes. Recent surveys conducted among researchers reveal that approximately 60% of respondents believe that the peer review system in Indian academia lacks rigor and fails to identify fundamental flaws in research articles (Gupta & Sharma, 2019). This raises serious concerns about the quality assurance mechanisms employed by journals and the overall scholarly scrutiny of publications.

Against this backdrop, this research paper seeks to shed light on the underlying factors contributing to the deterioration of academic research publication standards in India. It emphasizes the urgent need for ethical leadership in higher education and calls for

effective measures to ensure research integrity; and by addressing these challenges head-on, the Indian academic community can be able to regain its reputation as a reliable contributor to the global body of knowledge.

RESEARCH OBJECTIVES

Following are three research objectives those are followed by the researcher:

1. First objective aimed to identify and analyze various factors that had led to the decline in research publication standards within the Indian academic field.
2. Second objective focused on investigating how the declining research publication standards in India affected collaborations and partnerships with international institutions.
3. Third objective aimed to develop recommendations and strategies to promote ethical leadership within Indian higher education institutions.

These research objectives aim to investigate the underlying causes of the decline in research publication standards, understand its consequences on India's international research participation and academic reputation, and provide actionable recommendations to address the issue through ethical leadership and improved publication practices in higher education institutions.

RESEARCH METHODOLOGY

This study adopts a qualitative research approach to investigate the subject matter. To ensure a comprehensive understanding of the research objectives, both secondary and primary data sources were utilized. The secondary data collection involved an extensive review of pertinent literature, including 200 Indian research studies conducted between 2010 and 2020 from the Shodhganga Database. In addition to these studies, academic articles, reports, and policy documents were also examined to gather relevant insights.

Table - 1
Data Types & Number of Participants and Reviewed Studies

Data Type	Number of Participants/Studies	Other Details
Secondary Data	200 Indian Research Studies	Academic articles, reports, and policy documents
Primary Data	107 Academic Researchers (n = 107)	From the 9 Indian Higher Education Institutions

For the primary data collection, semi-structured interviews were conducted purposively with a sample of 107 academic researchers representing diverse disciplines. These researchers were affiliated with nine different higher educational institutions across India.

Table - 2
Details of the Participants

Programme	Discipline	Total (n = 107)	States
Ph.D.	Social Science, Science, Arts, Commerce	64	West Bengal, Bihar, Uttar Pradesh, Madhya Pradesh
M.Phil.	Social Science, Science, Arts	43	

By combining secondary data analysis with primary data gathered through interviews, this study aimed to provide a comprehensive and nuanced understanding of the factors influencing academic research publication standards in India.

Table - 3
Details of the Secondary Data Sources

Database	Stream	No. of Studies	Year	Institution Type
Shodhganga Database	Social Science	81	2010 – 2020	Public & Private Higher Institutions
	Science	37		
	Arts	54		
	Commerce	28		

The inclusion of multiple data sources enhances the validity and richness of the findings, contributing to a robust analysis and meaningful insights into the research topic. The collected data underwent a rigorous analysis using descriptive statistical analysis techniques.

DATA EXPLORATION AND MAJOR FINDINGS

The decline in research publication standards within the Indian academic area is a complex issue influenced by various factors that warrant thorough examination. This analysis explores into the contributing factors, including; (i) Predatory Journals, (ii) Unethical Ghost/Bogus Writing in Research Publication, (iii) Lack of Quality Control mechanisms, (iv) Pressure for Quantity over Quality, (v) Insufficient Funding and Resources, (vi) The Rise of Academic Plagiarism and (vii) Lack of Research Ethics Awareness among researchers. In the following section explore these issues in detail, aiming to provide a comprehensive understanding of the various factors that have contributed to the decline in research publication standards within the Indian academic field.

Predatory Journals

Jeffrey Beall, a prominent library scientist at the University of Colorado, Denver, USA, originated the term 'predatory publishers' to describe entities within the scholarly publishing industry who engage in the practice of collecting article processing charges while offering expedited publication without adhering to a rigorous peer-review process (Sinha, 2019). The rise of predatory journals, which prioritize profit over rigorous peer review and publication quality, has had a negative impact on research publication standards. Researchers may be tempted to publish in such journals to boost their publication records, leading to a decline in overall quality.

Regarding the predatory journals, a study was conducted in 2014 by the 'Nature Index' places India in the 13th position in terms of its commendable production of high-quality scientific publications. Despite this noteworthy accomplishment, several investigations have unveiled that India also ranks prominently among the primary contributors to articles

published in disreputable predatory open-access journals (Patwardhan, 2019). In a research study conducted by G. S. Seethapathy, it was ascertained that predatory publications are predominantly contributed by private and government institutions, with a share of approximately 51%. This is followed by private universities, state universities, national institutes, central universities, and industries, concerning research articles published between September 2015 and mid-February 2016 (Seethapathy, 2016). Furthermore, according to Seethapathy the intense pressure on researchers to publish and the lack of effective monitoring of research endeavors are the principal factors that contribute to the publication of articles in poor-quality predatory open-access journals from India.

According to a notable research study which was published by 'Nature' in 2017 (Priyadarshini, 2017), researchers hailing primarily from the Ottawa Hospital Research Institute (OHRI) in Canada and the University of Ottawa conducted an extensive examination of over 200 journals suspected to be engaging in predatory practices. Surprisingly, their findings revealed that a significant proportion of the corresponding authors, exceeding 50%, belonged to high- and upper-middle-income countries. A meticulous analysis of 1,907 papers derived from approximately 200 such journals allowed them to ascertain that 27% of the corresponding authors were affiliated with institutions in India, followed by the United States at 15%, Nigeria at 5%, Iran at 4%, and Japan at 4% (Priyadarshini, 2017).

Unethical Ghost/Bogus Writing in Research Publication

The practice of trading authorships has become alarmingly prevalent, with editors of lesser-known academic journals offering to publish papers at astonishingly low rates ranging from a meager sum of Rs 5,000 to 15,000, depending on the author's position (Basu, 2023). Disturbingly, individuals in India can even

engage the services of ghostwriters who will compose an entire research paper on behalf of the 'client.' Acting as intermediaries between authors and journals, platforms such as 'WhatsApp groups' and 'Telegram channels' play a significant role in facilitating these transactions. Moreover, this disconcerting phenomenon extends beyond the area of research papers and infiltrates intellectual property rights, including patents and copyrights.

In relation to the aforementioned points, it is crucial to address the significant issue of unethical ghost-writing and bogus authorship in research publications in India. This unethical practice undermines the integrity and credibility of scholarly work, leading to serious consequences within the academic community.

Unethical ghost-writing refers to the practice where individuals, often professional writers

or researchers, contribute significantly to a research paper without being acknowledged as authors. This practice not only misrepresents the actual contributions of the listed authors but also raises concerns about transparency and accountability. It distorts the true nature of collaboration and fails to provide due recognition to those who have made substantial intellectual contributions to the research.

Similarly, bogus authorship involves listing individuals as authors who have not contributed meaningfully to the research work. This unethical practice is driven by various motives, such as establishing credibility, networking, or seeking undue academic recognition. By including individuals who have not actively participated in the research process, the integrity and authenticity of the publication are compromised.

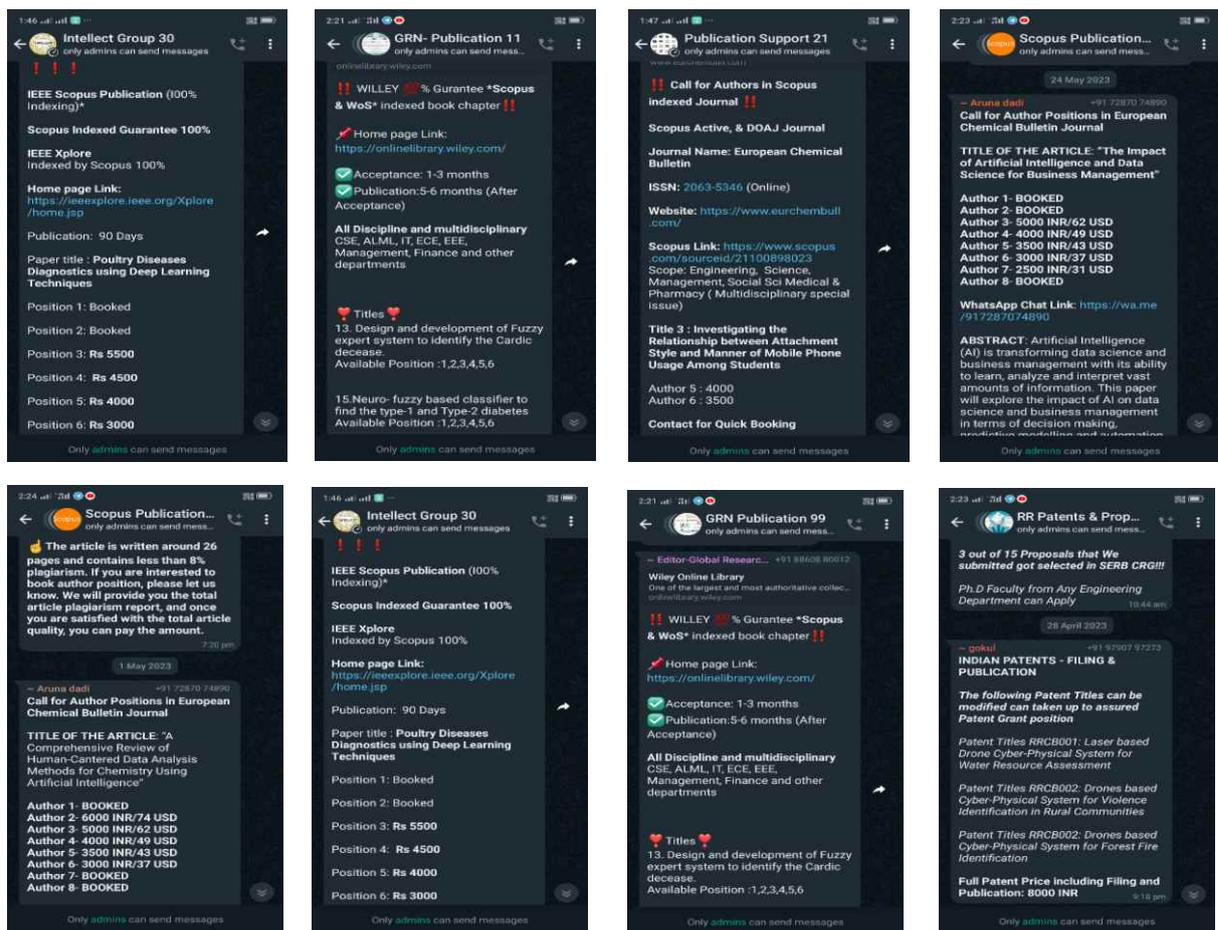


Figure No. 1: Screenshots of WhatsApp Groups Offering Unethical Ghost-writing Services

The prevalence of these unethical practices can be observed through various sources of evidence, including screenshots from WhatsApp groups that researcher attached in the Figure No.1. Such evidence serves to illustrate the reality and gravity of the situation, shedding light on the unethical practices that exist in research publication circles in India.

The consequences of unethical ghost-writing and bogus authorship are far-reaching. Firstly, it distorts the credit and recognition that should be attributed to the genuine contributors, undermining the fairness and integrity of the academic system. This not only diminishes the value of individual achievements but also erodes the trust and confidence in research publications as a whole. Moreover, the prevalence of unethical practices damages the reputation of Indian academia both domestically and internationally. It raises doubts about the authenticity and reliability of research findings, impacting the perception of the academic community in India. This can have

detrimental effects on collaborations, funding opportunities, and the overall global standing of Indian researchers and institutions.

Lack of Quality Control

The degradation of publication standards can be attributed to the absence of robust quality control and peer review mechanisms within specific academic institutions and journals. Insufficient scrutiny of crucial elements such as research methodologies, data analysis, and conclusions can lead to the dissemination of flawed or unreliable research findings. In this context, based on a comprehensive review of 200 Indian research studies (2010 - 2020) conducted by the researcher, it is evident that there is a striking absence of ethical considerations, data verification procedures, proof of conducted study, and other critical aspects pertaining to the ethical and empirical validity of the research. The findings of this review highlight significant gaps in research practices and raise concerns about the overall quality and reliability of research conducted in India.

Table - 4
Overview of Ethical Considerations in Indian Research Studies

Ethical Considerations	Percentage of Studies
Clear Ethical Considerations	15%
Lack of Ethical Considerations	85%

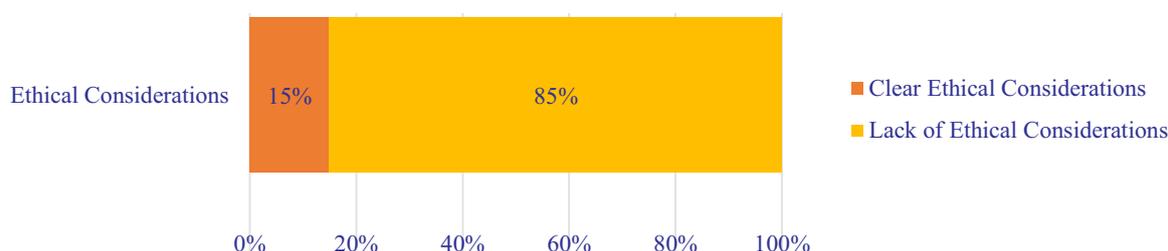


Figure No. 2: Ethical Considerations in Indian Research Studies (in percentage)

Out of the 200 research studies analyzed, only 15% demonstrated clear ethical considerations. The majority of the studies failed to provide information on obtaining informed consent about the obtaining necessary ethical

approvals from relevant institutional review boards. This lack of attention to ethical considerations raises questions about the quality control related to the ethical approvals in these studies.

Table - 5
Presence of Data Verification Procedures in Indian Research Studies

Data Verification Procedures	Percentage of Studies
Adequate Data Verification	15%
Lack of Data Verification	85%

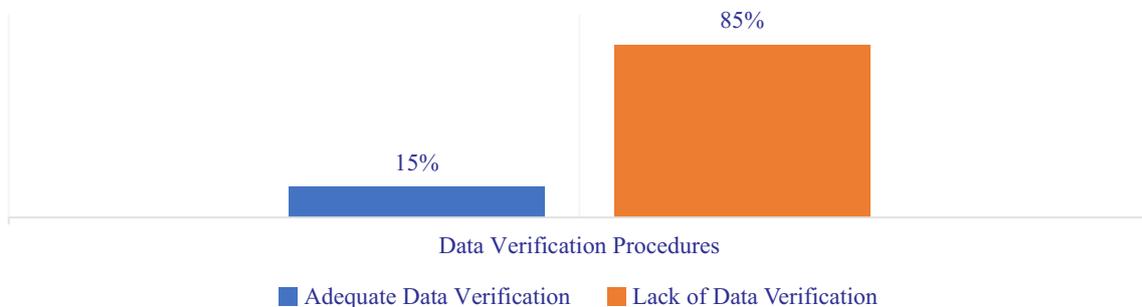


Figure No. 3 : Data Verification Procedures in Indian Research Studies

The review revealed that a staggering 85% of the research studies lacked adequate data verification procedures. These procedures are essential for ensuring the accuracy, reliability, and validity of the collected data. The absence of rigorous data verification methods, such as

independent data auditing or cross-validation, calls into question the credibility of the reported research findings. It indicates a disregard for the importance of data quality and integrity in the research process.

Table - 6
Status of Documentation in Indian Research Studies

Proof of Conducted Study	Percentage of Studies
Proper Documentation	30%
Lack of Documentation	70%

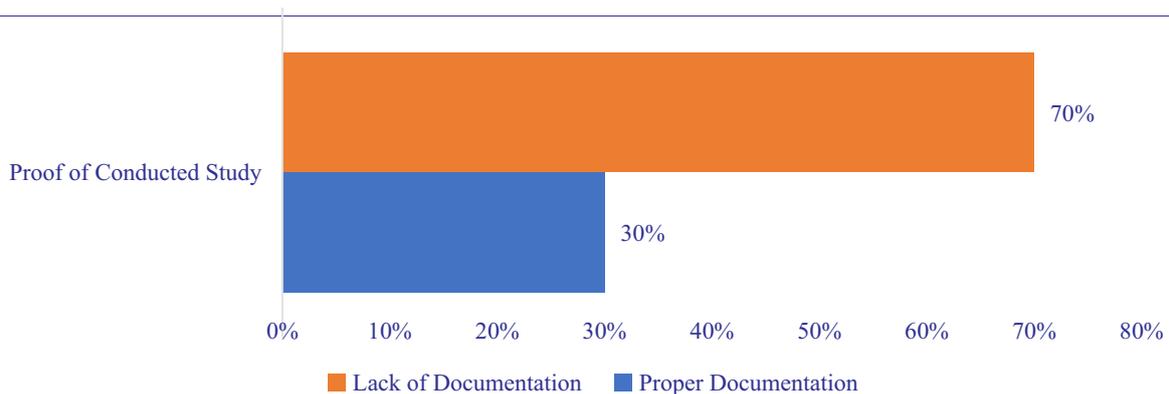


Figure No. 4: Status of Documentation in Indian Research Studies

Surprisingly, around 70% of the research studies lack proper documentation or evidence of the conducted study. This includes crucial details like study protocols, photographs of the research samples, and proofs of data collection. The absence of this vital information

significantly hampers the ability of other researchers to evaluate and replicate the study, thereby raising concerns about the transparency and replicability of the research. Moreover, it undermines the credibility of the reported results.

Table - 7
Status of Empirical Validity in Indian Research Studies

Empirical Validity	Percentage of Studies
Sufficient Empirical Validity	30%
Weak Empirical Validity	70%

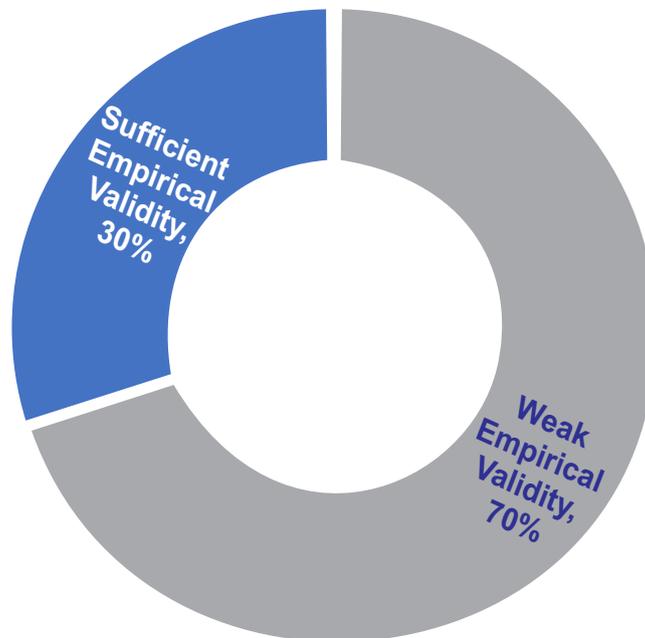


Figure No. 5 : Empirical Validity in Indian Research Studies

Among the reviewed studies, only 30% provided sufficient evidence of empirical validity. This includes appropriate statistical analysis, robust study design, and adequate sample sizes. The remaining 70% of studies exhibited weaknesses in these areas, such as unstructured research design, lack of proper methods or inadequate statistical analysis. This lack of empirical validity not only undermines the reliability of the research findings but also hinders the scientific progress and advancement of knowledge in the respective fields.

Pressure for Quantity over Quality

Within the highly competitive academic zone of India, there exists a prevailing emphasis on the quantity rather than the quality of research study. Researchers often face immense pressure to produce a high volume of papers,

sometimes even under the guise of ghost-writing or without receiving proper academic credit. This pressure can compromise the integrity of research practices and contribute to a steady decline in publication standards. Regarding this, a survey was conducted by the researcher, where 107 research scholars as participants shed light on these issues and uncovered numerous concerning facts. Majority of the participant researchers revealed instances where they were coerced by their supervisors to continuously churn out research papers, often neglecting the necessary quality, rigor and ethical considerations. Furthermore, some scholars reported being involved in the writing of books, evaluating the semester answer scripts, assignments on behalf of their supervisors, yet their academic contributions went unrecognized and unacknowledged.

Table - 8
Challenges Faced by Research Scholars in India

Challenges	Respondents in % (n=107)
Pressure to continuously churn out research papers	78%
Neglecting rigor and ethical considerations	72%
Involvement in ghost-writing books for supervisors	33%
Lack of recognition for academic contributions	41%

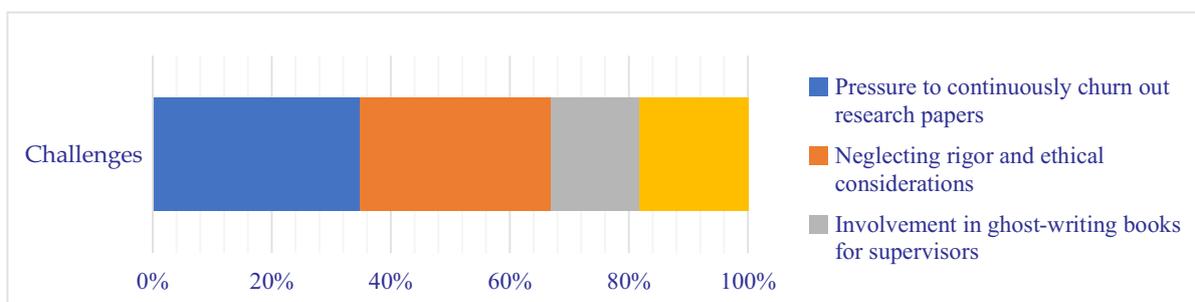


Figure No. 6: Challenges Faced by Research Scholars in India

Mentioned data in the table no. 8 revealed that a significant majority of the research scholars (78%) experienced pressure from their supervisors to continuously churn out research papers. This pressure often led to a neglect of necessary rigor and ethical considerations, as reported by 72% of the respondents. The findings indicate a culture that prioritizes quantity over quality, which can compromise

the integrity and reliability of the research produced; where some scholars (33%) were involved in ghost-writing books on behalf of their supervisors. Despite their contributions, these scholars' academic contributions went unrecognized and unacknowledged, adding to their frustration and disillusionment within the academic system.

Table - 9
Recognition of Scholars Contributions

Recognition of Contributions	Respondents in % (n=107)
Academic contributions unrecognized	55%
Limited acknowledgment for research efforts	27%
Satisfactory recognition of scholarly work	18%

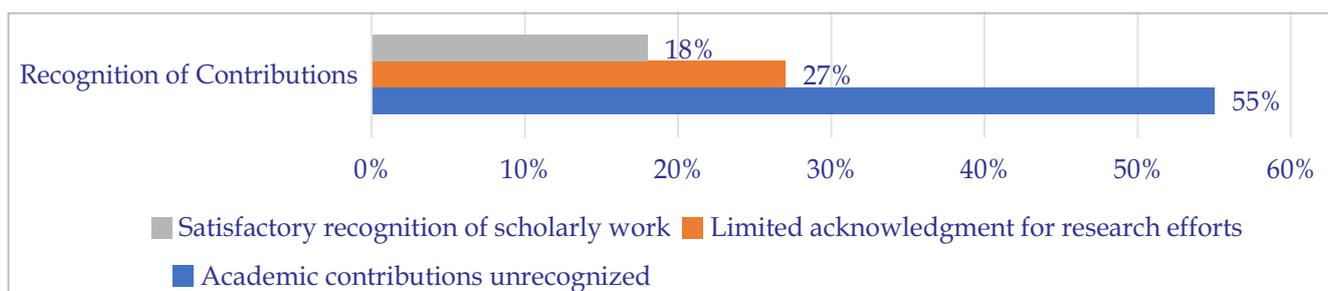


Figure No. 7: Recognition of Scholars' Contributions

The data from the table 9; demonstrates that a significant portion of the research scholars (55%) felt that their academic contributions were unrecognized. Only a limited number of respondents (27%) reported receiving some acknowledgment for their research efforts, while an even smaller percentage (18%) expressed satisfaction with the recognition they received for their scholarly work.

These findings underscore the need for a more balanced and ethical approach to academic research in India. It is crucial to address the prevailing culture of quantity-driven publication targets and encourage a focus on rigorous research practices and ethical considerations. And efforts should be made to ensure proper recognition and acknowledgment of scholars' contributions, fostering a supportive and nurturing academic environment.

Insufficient Funding and Resources

Insufficient financial resources and inadequate infrastructure can impede the capacity of researchers to conduct high-quality investigations. Insufficient funding for research can have detrimental effects on the availability of crucial resources, equipment, and support required to generate robust and impactful research outcomes. Regarding these funding issues, India boasts the distinction of operating the world's second-largest higher education system, comprising a wide range of Higher Education Institutions (HEIs). As of 1 June 2020, this system encompasses 54 central universities, 411 state universities, 123 deemed universities, 361 private universities, 81 institutions of national significance, and 708 autonomous colleges, in addition to numerous affiliated colleges and vocational institutes (Gupta, 2021).

According to the World Bank, India's allocation of a mere 0.7% of its GDP towards research and development falls significantly below the global average of 2.2%. This disparity places India far behind leading

nations such as the United States, China, and South Korea, where research and development expenditure ranges from 2.2% to 4.2% of their respective GDPs. The Organisation for Economic Co-operation and Development (OECD) reports that China's investment in research and development in 2019 was five times higher than that of India (Godse, 2023).

So, what are the consequences of this insufficient budgeting and funding allocation?

In the year 2023, S. Godse extensively outlined a multitude of critical issues that have arisen as direct and indirect consequences of inadequate budgeting and suboptimal allocation of funds. The findings and insights presented by Godse were featured in an article published by The Print;

In the 2021 Global Innovation Index, India is placed 46th, trailing behind growing economies such as China and Russia. This marks a modest advancement from its 81st position in 2015. However, a notable disparity persists in comparison to top innovators. Moreover, India's global standing in the 2021 Index has slipped to 46 among 132 countries, a decline from its 2020 position at 48 (Global Innovation Index, 2021).

On the other side, related to the research paper publication; Scopus database reveals a significant increase in the number of research papers published by Indian scientists, rising from 62,441 in 2010 to 135,788 in 2019. However, despite this growth in research output, India continues to lag behind other nations in terms of research impact. For instance, according to Scopus, the average citation per paper in India was 7.9 in 2019, compared to China's 12.5 and the global average of 12.3.

The National Science and Technology Management Information System's 2019 report indicates that India has approximately 216.2 researchers per million population, a stark contrast to South Korea's 7,100, China's 1,200, and the USA's 4,300 (Nanda, 2019).

The scarcity of skilled researchers in India is not the only concern; the country also faces a shortage of filed patent applications, with a mere 43,163 in 2019-20, while China recorded a staggering 1.5 million patent applications, according to data from the World Intellectual Property Organization (WIPO IP Statistics Data, 2021).

To bridge the gap with leading innovators, India must strengthen its investments in research and development. The Science, Technology, and Innovation Policy of 2020 advocates for increasing India's research and development expenditure to 2% of its GDP by 2022, which would require an increase of over 2.5 times the current investment (The Science, Technology, and Innovation Policy, 2020). The recently announced Union Budget 2023-2034 has allocated Rs 2,000 crore (out of Rs 39,44,909 crore) to the National Research Foundation (NRF), an autonomous body created to fund, coordinate, and promote research in the country (Godse, 2023). Furthermore, emphasis should be placed on prioritizing research quality over quantity. The government should allocate funds to enhance the quality of research and ensure its significant impact. Incentives should also be provided to encourage private sector involvement in research and development, benefiting both their academic & business operations and the nation as a whole.

Rise of Academic Plagiarism

In 2019, an expert panel appointed by the Indian government, led by former IISC (Indian Institute of Science) director P. Balram, called for a comprehensive overhaul of the research process, emphasizing that the state of PhDs in the country was far from satisfactory. The panel's report highlighted significant concerns regarding the quality of research in India's academic institutions, revealing that Indian academics were responsible for 35% of all articles published in various fraudulent journals between 2010 and 2014 (Pandey, 2019).

Under the leadership of P. Balram, the committee drew attention to critical issues such as plagiarism and data manipulation, which severely undermine the credibility of academic institutions. Additionally, the report shed light on the lack of qualified mentors for research guidance and the poor state of infrastructure, further exacerbating the challenges faced by researchers. To address these concerns and improve the research field, the committee proposed several measures. This included a thorough review of the current faculty recruitment practices, providing seed grants to support new faculty members, and reevaluating the appointment mechanisms for vice-chancellors etc. The committee stressed that strong academic leadership is crucial for cultivating a research culture of high quality, particularly in relation to PhD and MPhil degrees. The report underscored the alarming statistic that Indian academics accounted for 35% of articles published in various predatory journals between 2010 and 2014. The committee referenced the International Consortium of Investigative Journalists' identification of over 11,000 fake journals during the period of five years (2010-2015). Plagiarism and data manipulation were identified as pressing concerns that erode the credibility of research originating from Indian institutions (Pandey, 2019).

Regarding the context of plagiarism, during the period spanning from 2007 to 2011, the occurrence of plagiarism reached its peak, causing serious concerns within the academic community. In response to this alarming trend, the University Grants Commission (UGC) in India made it mandatory in 2015 for Ph.D. theses to be checked using anti-plagiarism software. Recognizing the gravity of the situation, the Indian government took decisive action on 26th June 2016 by introducing legislation aimed at curbing this unethical practice. In 2018, the University Grants Commission (UGC) implemented a significant regulation known as the "Promotion of

Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions Regulations, 2018.” This regulation represents a crucial step towards upholding academic integrity and combating the issue of plagiarism within the higher education sector (Baral, 2018).

Lack of Research Ethics Awareness

The lack of research ethics awareness among academic researchers in various higher education institutions across India presents a significant challenge to the overall integrity and standards of research. This issue stems from a variety of factors and has far-reaching implications for the academic community. Based on a survey conducted by the researcher involving 107 research scholars, valuable

insights were gained regarding the issues at hand, uncovering numerous concerning facts. The survey findings shed light on the lack of research ethics awareness among the research scholars in India. The results highlight the urgent need for improved training and education on ethical practices in research, the impact of publication pressure on neglecting research ethics, and the role of a weak research ethics culture within the academic community. The data presented in table no. 9 highlight the main factors contributing to the lack of research ethics awareness among the research scholars. It is evident that multiple factors intertwine, creating an environment where ethical considerations may be overlooked or undervalued.

Table - 10
Factors Contributing to Lack of Research Ethics Awareness

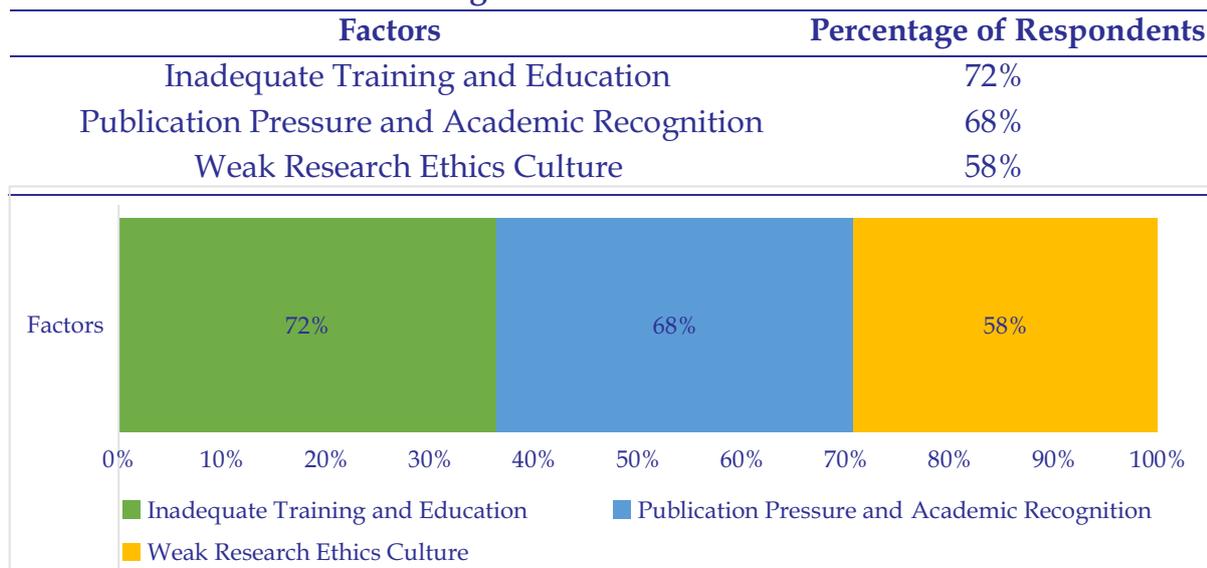


Figure No. 8 : Factors Contributing to Lack of Research Ethics Awareness

The revealed results indicate that 72% of the research scholars attribute the lack of research ethics awareness to inadequate training and education. This suggests that the current academic curriculum may not provide sufficient emphasis on research ethics, leaving scholars ill-equipped to navigate ethical challenges. And, the absence of research ethics awareness can be attributed to inadequate training and education on ethical practices in research.

Furthermore, 68% of the respondents identified publication pressure and the pursuit of academic recognition as factors contributing to the neglect of research ethics. This finding highlights the intense competitive environment within academia, where scholars may prioritize quantity over the adherence to ethical principles. The pressure to publish and achieve academic recognition within a competitive academic environment may contribute to a neglect of research ethics.

The survey results also revealed that 58% of the participants believed that a weak research ethics culture within the academic community exacerbates the problem. This implies that the collective norms and values surrounding research ethics are not strong enough to influence scholars' behaviour and decision-making processes. Furthermore, the lack of a strong research ethics culture within the academic community exacerbates the problem. When ethical guidelines and norms are not clearly communicated and enforced, researchers may be unaware of the consequences of their actions or may feel that ethical standards are not given adequate importance. This creates an environment where ethical misconduct can go unchecked, eroding the overall quality of research.

IMPACT RELATED TO THE DECLINE OF RESEARCH & PUBLICATION STANDARD IN INDIA

The decline of research and publication standards in India has profound implications for international higher education collaborations. The impact of this decline extends far beyond the borders of the nation, affecting the perception of Indian academic institutions on the global stage and hindering the potential for fruitful collaborations.

One of the key consequences of declining publication standards is the erosion of trust and credibility in the research outputs of Indian institutions. International partners rely on the reliability and integrity of research findings when considering collaborative projects, joint publications, and funding opportunities. When publication standards falter, doubts arise regarding the validity and rigor of the research conducted in India. Consequently, international collaborators may exhibit hesitancy in allocating resources, time, and expertise towards partnerships that may yield questionable outcomes.

Furthermore, the reputation of Indian higher education institutions is significantly impacted

by diminishing publication standards. Reputation serves as a crucial factor in attracting international collaborations, research funding, and high-caliber faculty and student exchanges. When the credibility of research outputs is called into question, the reputation of institutions suffers, thereby impeding the establishment of meaningful partnerships with esteemed international counterparts.

Moreover, the decline in publication standards hampers the dissemination of knowledge and impedes academic progress. Research standard and research publications serve as vital conduits for sharing advancements, discoveries, and innovations across borders. However, when the quality of publications deteriorates, the transfer of knowledge and exchange of ideas become compromised. This impedes the growth of international collaborations and hinders the collective advancement of research and academic excellence.

The deteriorating research and publication standards in India have far-reaching implications for international higher education collaborations. The resultant erosion of trust, credibility, and reputation not only hampers potential partnerships but also obstructs the dissemination of knowledge across borders, hindering collective academic progress. Revitalizing these standards is essential to restore India's global academic standing and foster meaningful collaborations for advancing research and innovation.

RECOMMENDATIONS AND SUGGESTIONS BASED ON THE FINDINGS

The findings of this study indicate the urgent need for strengthening research practices and improving the overall quality of research in India. Researchers, academic institutions, and regulatory bodies should work collaboratively to prioritize ethical considerations, establish rigorous data verification procedures, ensure proper documentation of conducted studies,

and enhance the empirical validity of research findings. By addressing these gaps, the academic community in India can enhance the credibility and reliability of research, contributing to the advancement of knowledge and strengthening the country's position in the global research space. Regarding all these concerns to foster ethical leadership in Indian higher education and restore research and publication standards, several strategies can be proposed. Implementing these strategies will not only enhance the impact of Indian research publications on the global stage but also contribute to the overall improvement of the research ecosystem. Here are some strategies are suggested by the researcher:

Mandatory Data Preservation for Verification

It is recommended that researchers be required to save the raw data utilized in their research projects for a period of 3-4 years. This proactive measure would facilitate subsequent data verification processes, promoting transparency and reliability in research outcomes. Preserving data for this duration ensures that findings can be re-examined and validated if necessary, thus reinforcing the integrity of research findings.

Quarterly Progress Reports with a Dual Purpose

Researchers should be mandated to submit quarterly progress reports on their ongoing research endeavors. This requirement should serve not only as a criterion for receiving scholarships but also as a means to assess the quality and advancement of their research work. This dual-purpose reporting mechanism encourages researchers to consistently maintain high standards throughout their projects and provides a comprehensive overview of the research landscape.

Enhancing Research Ethics Oversight

It is crucial to ensure that every research work conducted within the university is overseen by the Ethics Committee through a Compulsory

Ethical Consideration Certificate. The operational efficiency and effectiveness of the Research Ethics Committee should be monitored to guarantee that ethical considerations are diligently upheld in all research endeavors. This step would bolster the credibility of research findings and foster an environment of ethical research practices.

Time-Bound Thesis Checking with Adequate Review Period

Introducing a well-defined time limit for the evaluation of theses is essential. Examiners should adhere to a predetermined uniform timeframe for assessing and providing feedback on theses. Striking a balance between a reasonable evaluation period and avoiding unnecessary delays is pivotal. By enforcing this approach, the thesis evaluation process can be both thorough and efficient, ensuring timely completion without compromising the quality of assessment.

Constructive Criticism of the Research Work, Not the Researcher

The role of the researcher is pivotal in this context. The evaluation of theses should be viewed not merely as a critique of the research work or the researcher, but rather as a constructive mechanism for enhancing the quality of the thesis. Embracing this perspective ensures that the assessment process becomes an opportunity for refining and elevating the research output.

Supervisor-centric approach to an institutional or departmental centric approach

In the field of research degrees like PhD or M.Phil, a transition from a predominantly supervisor-centric approach to an institutional or departmental centric approach is essential. This shift facilitates a more comprehensive evaluation that draws on diverse perspectives and expertise within the academic community. By involving multiple stakeholders in the assessment process, the research degrees gain

in-depth scrutiny and stand to benefit from a broader spectrum of insights and feedback.

Enhancing PhD Course Eligibility and Focus

It is imperative to revise the criteria for enrollment in PhD course work class programs, ensuring that only experienced teachers with a proven track record of productive and qualitative research are selected as the class teacher. This shift will ensure that teacher entering the program are equipped with a strong research foundation. Additionally, the to emphasize not only the quantity but also the impact and quality of research work of the teacher.

Monthly UGC Research Journal

Similar to established initiatives like copyright, trademark, and patent journals, the University Grants Commission (UGC) should initiate a monthly research journal. This journal would serve as a repository of research summaries and findings, making valuable insights accessible to the wider academic community. This step would not only spotlight noteworthy research endeavors but also encourage researchers to engage with diverse ideas and findings, fostering a richer research environment.

Expanded Role of Shodh Ganga

Beyond its current role of hosting theses, Shodh Ganga should expand its horizon to include a dedicated social media platform or some arrangements for researchers. This platform would facilitate researchers in not only showcasing their work but also following the progress of fellow researchers. It would create a collaborative space for interdisciplinary interactions and vibrant discussions. By providing opportunities for idea exchange and creative dialogues, this platform would contribute significantly to the growth of innovative research.

Quality over the Quantity for Promotion

Furthermore, it is imperative to recalibrate the

criteria for job promotions among university teachers, placing a paramount emphasis on the quality of their research endeavors rather than merely the quantity. This strategic shift towards prioritizing quality over quantity would inevitably guide university faculty members towards enhancing the standard of their research output, fostering a culture where substantive contributions take precedence over a sheer volume of research commitments. This approach not only bolsters the credibility and impact of academic research but also cultivates a deeper commitment to producing insightful and rigorous work that significantly contributes to the advancement of knowledge. By aligning job promotion criteria with a genuine dedication to research excellence, universities can galvanize their faculty towards a more conscientious and impactful research field, consequently elevating both the institution's reputation and the overall quality of research in the country.

By implementing these strategies, Indian higher education institutions can foster ethical leadership, restore research publication standards, and enhance the impact of Indian research on the global stage. Emphasizing research integrity, responsible conduct, and ethical publication practices will not only strengthen collaborations but also contribute to the advancement of knowledge and the reputation of Indian academia at an international level. These measures collectively contribute to reinforcing the credibility of research outcomes, positioning Indian academia on a stronger footing within the global research landscape.

CONCLUSION

This study highlights the critical issues related to academic research and publication standards in India and the need for ethical leadership in promoting academic integrity and research excellence. Regarding these issues, the analysis identifies several factors contributing to the decline of academic

research publication standards in India, including the pressure to publish, inadequate research funding, lack of research training and mentorship, and weak regulatory mechanisms. This study emphasizes the need for comprehensive strategies to address the challenges facing the academic research community in India, including promoting ethical leadership, improving research infrastructure and funding, enhancing the quality of research training and mentorship, and strengthening regulatory mechanisms. Addressing the limitations of this study is crucial. For instance, basing conclusions on a mere two hundred research studies might not provide a comprehensive view of the entire research landscape of the nation. Additionally, it's important to recognize that certain sectors, like ISRO, have demonstrated exceptionally high-quality and globally renowned research outputs. However, it's crucial to focus on the issue of deceptive practices such as ghost research writing services or bogus writing services. This demands careful consideration from regulatory bodies like the UGC to ensure academic integrity and authenticity. The findings of this study have significant implications for policymakers, research supervisors, researchers, and educators in Indian higher education and can inform efforts to improve academic research and publication standards in India. At the same time, aligning academic research and publication standards in Indian universities with international standards can enhance the quality of research publications and promote responsible conduct of research; if we calls for a collaborative effort between policymakers, researchers, and educators to promote ethical leadership and improve academic research publication standards in India.

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Impact of National Education Policy(NEP) in Transforming Higher Education in India - An Empirical Study

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Abstract

The National Education Policy is properly defined and is pertinent for the country at various educational levels which helps the society to transform economically and socially. The education system of the country is aligned with its heritage and culture. The policies are changed according to different educational levels to make it efficient and helpful for the students and other people associated to the education industry. This study is descriptive in nature. The sample size is 150 HEI faculty members. The data has been analysed with the help of mean score. It was found that NEP has made things easy for the students, it has potential to tap potential. NEP will improve the quality and support creativity and innovation. NEP will focus more on flexible and holistic learning along with giving more opportunity to learners for jobs and career.

Key Words: National Education Policy, Higher studies, Technology, Education, Robust, research, Universities, Colleges, Autonomous, Inclusiveness

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INTRODUCTION

Education is a very powerful instrument in the 21st century for the development of the social and economic aspects, in the progress of society. The fourth goal in the Sustainable development goals list clearly states that everyone must be allowed to avail a good quality education by the year 2030 (Kroll et al., 2019).

The National Education Policy is formulated to address the developmental issues arising in the country. It is proposing to make the changes in the education structure to connect it to the goals of education system in the current scenario while adhering to the values of the country. The policy has aimed to unleash the potential of every individual in different ways keeping in mind the nature of complexity and the richness of talent (Corazza & Glăveanu, 2020). The focus of the policy is to strengthen the skills both high order cognitive skills as well as functional skills, its prime goal is to enrich the learning ability of the students in terms of both emotional or soft skills and the problem-solving capacity of individuals.

Implementation is the most important aspect of any policy. The policy implementation

requires a large amount of critical thinking to place the different administrative bodies in function to regulate the whole process. The process has to be carried out in a synchronized manner by some important bodies such as MoE, ministries related to education and human resource development, Central and state government and other regulatory bodies of educational institutes and so on. A timeline along with a review plan has to be articulated to ensure the policy implementation is in place and is carried out in coherence with the set guidelines and synergy and systematic planning across all states and UTs.

The process of implementation follows a set of principles. Firstly, the intention of bringing about the policy shall be of priority and would be laid down in a proper manner. The spirit and intent of the policy shall be communicated to the stakeholders as it would be the most important phenomena to structurally implement the whole policy. Secondly, the implementation of any policy must be broken down into separate phases and should be revealed step wise (Vandewaetere et al., 2015). The third point to consider is prioritization, that means each of the policy points must be

well elucidated and the critical points must be highlighted at the top. Next comes the comprehensiveness of the policy document, since it should be holistic in nature, if laid out properly only then the policy would be implemented in an organized way. Carefully planning out the whole process and following up in each step is the key to implementation. Since education is a vital subject of society, a lot of cooperation and collaboration has a role to play in the implementation stage. It is imperative to review the links between the steps of implementation. Some of the steps might require early investment. For instance, setting up infrastructure for primary children would ensure a strong foundation and a systematic progression for various programs listed in the policy document.

LITERATURE REVIEW

Education is very important for the development of any nation. It helps to build a society which is just, fair and equitable (Peercy & Svenson, 2016). Economic growth is promoted by the quality of education accessible to everyone in the society. Education also paves the way for social justice, scientific development and cultural preservation.

Education is developing at a faster rate globally. Technologies like big data, AI and ML etc. have given a boost to the current education system. Jobs in the present scenario require a greater understanding of the machines and its algorithms, since the entire world is running with the help of technology (Arroba et al., 2017). Subjects like mathematics, science, data science and computer science have become of much importance with the advent of technology and thus needs a greater inclusiveness in the national education policy. The policy has tried to engage students with these kind of multidisciplinary subjects as these are heavily in demand. Apart from technology, India is a culturally rich country. There also lies a greater impact of arts and humanities in preserving the heritage of the

country. Climate change has impacted the overall environment of the country and unfortunately the resources are depleting. To save these resources there's a need of skilled and potential people who could find ways and measures to preserve the environment. This gives a hint that sustainable development and studies related to it are of much importance (Mensah, 2019). The Education policy has taken into account all such important topics that require major decisions and inclusiveness in the education system.

There are fundamental goals and a recommended path of action in a policy. It provides frameworks and direction for constructing a plan to achieve the objectives. Planning, working out, modifications, and criticism will take place in the years after implementation of the policy (Battersby & Verdi, 2015). Inspirational policies are needed for proper implementation of the same. The implementation of policy has to be done subject-wise with the help of expert committees.

It has been observed from ancient history that higher education needs a heavy sponsorship to make it more robust and fruitful for its stakeholders. This would largely decide the future of education system and the direction of the whole process.

There are two sides of policy implementation, one is about the allocation of resources to shape schemes or the programs related to the policy and on the other hand there is a challenge associated with the process whether the plan falls short of the actual and determined one. Sometimes, resources fall short because of certain key issues which hinder the process such as investment gap which remains unpaid by state. Policy planning is the actual stage where the funding of the higher education is settled. Several committees and commissions are set up to discuss the agenda of the policy and its implications. These groups work together to find the gap between the planning

and implementation. Both at state and central levels expert committees have been mounted to implement the policy subject wise while consulting the entire detailed process with other ministries. The nature and goals of the higher education is solely responsible for determining the principles of financing. Higher education is beneficial for the entire public since it contributes largely through knowledge and capital generated. One of the key responsibilities of government are funding higher education. However, education is a private entity as well, since the skills and competencies imparted to a student helps him gain a future career opportunity for generating income. Therefore, the amount required for sponsoring education to individuals must be shared by government as well as private bodies.

It is a prominent view that teachers are not paid adequately or compensated with promotional benefits in various universities (Mugungo et al., 2015). The attrition of teachers is not a good sign since it could affect the educational system adversely especially in higher education at university level. Another school of thought says outward mobility of the faculties might not be harmful if the universities can attract talent. This way mobility is thought to be a healthy phenomenon. A skilled teacher must be encouraged to spread knowledge in different colleges. Special remuneration must be provided to teachers who can teach in the rural areas in complicated situations. The national education policy amounts to focus its agenda on modernizing higher education with the help of Information Technology.

Specific attention wastowards childhood care, empowerment of womenfolk, and literacy rate especially for adults. If autonomy is present in colleges or universities, they tend to perform better simultaneously by improving the quality of education (Hou et al., 2015). The aim of national education policy is to improve the skills and generate outputs in creating the best out of graduates for better employability.

Focus is on publishing numerous research works and filing patents. There were limitations to the previous education policy. Hence, the national education policy has proposed to support various multidisciplinary education researches during higher education levels.

The National Education Policy has had a significant impact on the education industry especially in the higher education levels (Pincus et al., 2017). Some major decisions in NEP revolve around the leadership roles. It is not necessary to have publications on an individual's name if he or she wishes to become the chairman or director of eminent bodies like UGC, AICTE etc. Anyone who have the specific skill set required for the decision making positions can avail the opportunity. For achieving such positions, the appointments are made on merit basis. Professors do not require a mandatory "five author scholarly publications" or any patent for that matter to gain a decision making position in such educational organizations as directors, deputy directors or vice chancellors and so on.

The agenda of NEP is to drive the education system into a robust system constituting of multidisciplinary colleges which would give a boost to trending skills and competencies in the job market. This way many evil practices such as admissions through donation, corruption and management quota shall reduce significantly and merit based admissions would be promoted. This ethical system of promoting merit shall improve higher education in many aspects and would give rise to innovation and creativity. More number of responsible authorities and leaders in the administration of higher education. The NEP allows faculties and students to come up with creative solutions to tackle with different problems and proposing innovative ideas to gain novelty (Asfar & Zainuddin, 2015). Loyal and intellectual members would be constituted in the board of governors for avoiding any form of misuse in educational bodies.

Qualified and competent individuals who have the courage to take up challenging and important responsibilities shall be approved to lend services in the team. The entire committees and teams in the educational bodies would be held accountable for any such outcomes related to the policy. The committee has to follow the procedures and guidelines which have been formulated by the NHREA.

It is in order that educational institutes are not profit making organizations, rather the surplus must be re invested in certain specific ways to uplift the development of the institutions. The main objective is to eliminate the commercialization of education in whichever way possible and this has to be done under the control of BOG members. Privately owned higher educational institutes have been permitted to offer twenty percent free ship and thirty percent of it would be scholarships. It has been mentioned in the policy that the private colleges would surpass the public colleges because of the twenty percent that has been offered as free ship. Therefore, students lacking funds can also apply for education in higher education in the private entities. Irrespective of any kind of barriers such as religion, gender, economic status and so on, talented students would get admission in private colleges as well.

As a first step, the associated government universities can become multi-disciplinary and enhance their capability of accommodating more than 3,000 students annually and become independent or autonomous colleges. As a subsidiary college of the affiliated university, small colleges with very limited resources and student messes areas shall receive mentoring and all other sorts of help to provide outstanding education. A specific level of quality education has to be provided by private colleges to attain an autonomous status. The colleges having only one or two subjects as specializations would not be allowed to have a capacity of three thousand plus students and such colleges would have the permission to

form clusters with other colleges and form an autonomous institute in a combined manner. The colleges which would not be able to add itself into any part of group would lose its accreditation status.

There are various advantages of the national education policy. The NEP is student centric since has proposed a robust system where students are free to choose their own specialization in higher studies from the institutions. There are platforms such as SWAYAM and ODL etc. which would enable them to appear for competency evaluation in their own favorable time and course (Bozkurt et al., 2020). The shift from teacher centric to a student centric education brings forth many opportunities for students allowing them to get the advantage of self-evaluation which would help them become more confident and gain specific skill sets.

The system has transformed itself into a credit system based on competencies as the authorities believe competency would lead to confidence and the goal of higher education for students would be fulfilled in this manner. Choosing a specific subject of choice is a big step in eradicating many problems, because students shall understand the subjects comprehensively since those would be subjects of their own choice (Winter, 2017). When students take interest in the subjects they would be more benefitted by the learning and eventually would perform well. This in turn shall make the process of finding the right jobs in the market easier and they would be able to help the society in an effective manner by eradicating the visible and deep rooted problems of their surroundings. Another bright aspect of NEP is that the policy determines the main goal of higher education which is concentrated on creating knowledge and analyzing existing knowledge through the critical understanding of the system. Innovations and research work are highly important in today's world as it throws a light on the intellectual capital of a nation. There has

been a huge shift from an information centric education system to a knowledge and innovation based higher education system.

Research work is a pertinent aspect of higher studies. Faculties should serve as role models for students performing research work under their guidance (Feldon et al., 2015). The faculty who acts as a guide of any quality research should be extremely experienced and motivated and in the respective field of study. According to the national education policy, faculty members will be promoted based on their annual individual scores in the performance indicator, with a huge portion of that score would be based on how well they perform in publications, research, or patents, that contribute to the organization's and the country's intellectual property rights.

OBJECTIVES OF THE STUDY

To find the reasons for Impact of National Education Policy (NEP) in transforming Higher education in India

To ascertain the significance of the reasons for Impact of National Education Policy (NEP) in transforming Higher education in India

RESEARCH METHODOLOGY

The present study is descriptive in nature in which the reasons for Impact of National Education Policy (NEP) in transforming Higher education in India have been studied. The sample size of the study is 150. The data were collected with the help of a structured questionnaire on a five-point scale and analysed with the help of the mean values and t test. The respondents were faculty members of HEIs.

Table-1
Demographic Profile of the Respondents

Variables	Number of respondents	%age
Gender		
Male	65	43%
Female	85	57%
Total	150	100%
Education system depicts the		
Culture of a nation	42	28%
The economic status of a nation	53	35%
The quality of workforce of the nation	55	37%
Total	150	100%
A robust education system is the backbone of the country		
Yes	109	73%
No	41	27%
Total	150	100%
Good quality education is everyone's right		
Yes	127	85%
No	23	15%
Total	150	100%
NEP will help address the development issues		
Yes	86	57%
No	54	36%
Can't say	10	7%
Total	150	100%

Table 1 presents demographic profile of the respondents on Impact of National Education Policy (NEP) in transforming Higher education in India. There are 43% males and 57% females in the study. Among the respondents 28% believe that the education system depicts the culture of a nation, 35% thinks that it depicts economic status of a nation, and 37% thinks it depicts quality of workforce of the nation. The 73% of the respondents thinks that a robust

education system is the backbone of the country and 27% thinks it is not. The percentage of respondents who thinks that good quality education is everyone's right is 85% and 15% thinks that it is not everyone's right. The 57% of the respondents thinks that NEP will help in addressing the development issues, 36% thinks it will not help in addressing the development issues and 7% opted for can't say.

Table - 2
Mean Value of the Factors for Impact of National Education Policy (NEP) in Transforming Higher Education in India

Sr. No	Factors for impact of National Education Policy (NEP) in transforming Higher education in India	Mean Score
1.	The progress of a society depends on the quality of its education system	4.08
2.	NEP has been formulated considering the value system of the country	4.05
3.	NEP aims at tapping the potential of each student in a different way	4.12
4.	NEP will strengthen the skill set of individuals	4.16
5.	Education is the stepping stone for scientific development and social justice	4.04
6.	NEP supports creativity and innovation	4.06
7.	NEP has made everything very easy and convenient for the students	4.13
8.	NEP has made the whole education system attractive and interesting	4.03
9.	NEP will ensure a transparent system is followed by all the educational institutions	4.11
10.	NEP will help the Indian education system compete with the global education system	4.02

Table 2 shows the opinions of the respondents. It is observed that NEP will strengthen the skill set of individuals (4.16). It is followed by NEP has made everything very easy and convenient for the students (4.13), NEP aims at tapping the potential of each and every student in a different way (4.12), NEP will ensure a transparent system is followed by all the educational institutions (4.11). Further the progress of a society depends on the quality of its education system (4.08), NEP supports

creativity and innovation (4.06), NEP has been formulated considering the value system of the country (4.05), Education is the stepping stone for scientific development and social justice (4.04) and NEP has made the whole education system attractive and interesting (4.03) were also considered important. Reasons like NEP will help the Indian education system compete with the global education system (4.02) were also viewed as important.

CONCLUSION

The education system in a country is a deciding factor of its literacy rate, intellectual capacity and various other aspects related to the development of a nation. Higher education is pertinent in driving the social status, powerful economy and an acceptable behavior in individuals. The Education Ministry of a nation is responsible for improving the GER in order to include all the citizens of the nation in Higher Education bracket. The National Education Policy is aiming for achieving its goals by formulating higher education policies especially in the Higher Education. This has made education more interesting, attractive and affordable at the same time. The quality of Higher Education has not been compromised in any way by implementing strict controls in all the institutions providing higher education. The government is focusing on admissions based on merit and reviewing performance of the faculty in institutions. The recruitment of highly educated and skilled leaders in the education boards is a prime concern in the national education policy. The objectives of the national Education Policy are targeted to be achieved by the end of 2030.

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Perceptions of Students Regarding NIOS Physics Exam in Connection to Their Personal Variable

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Abstract

Education is crucial for fostering more cohesive, harmonious and peaceful societies through mending its social fabrics that has been damaged by centuries of war, conflicts and violence. So developing a country both conventional and open learning educational system is need of the time, but both the system should go hand by hand. So that we get equally potential human resource. For it, method of evaluation plays a very important role because it decides the output of the teaching learning process. Therefore, in this paper, the researcher looks closely at the goal of the study, which is to find out how students perceive the NIOS Senior Secondary Physics Exam in light of their individual factors, such as (a) the teaching medium, (b) the location (location), and (c) gender (sex). The researcher used 126 of the 132 senior secondary physics students enrolled in NIOS as a sample for the investigation, and 126 of them answered. Additionally, she used the four-way ANCOVA for data analysis and the Data collection tool: Perception Scale developed for Students opted for Physics of NIOS (PSPS)

The study's primary conclusions were:

- (a) The teaching medium influences significant the Hindi medium students' perception about Examination (EPC) then their equivalent in English medium.
- (b) The two groups are nearly equally influenced by the teaching medium and also almost equally affect both the rural and urban populations.

Keywords: Perception, Examination of Physics Course (EPC), NIOS, Individual Variables, Online Learning, and Physics , Evaluation, Senior Secondary Level , Summative Evaluation, Formatives Evaluation.

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INTRODUCTION

For a country to develop, education is the most important tool. Education is a method of bringing forth the finest in an individual, it can be well said that education is a procedure for changing a person's innate characteristics.

As stated by Dewey "Education helps us in anticipating certain salvations and consequence. We therefore plan our future experiences in such a way that we secure their beneficial consequences and avert the undesirable ones."

Along with the conventional Education system a parallel system has evolved termed as open learning system, where the term "openness" refers to the aspects of subject choice, flexibility in the delivery method, freedom of the learning environment, accessibility, diversity in instructional designs, and the student's ability

to learn at their own speed. Where the characteristics of openness include subject choice, flexibility in delivery methods, diversity in instructional designs, freedom of the learning environment, and the pace at which the learner is permitted to proceed. In developing countries the development of open school system came out of the concern for shortage of resources that led to fewer school education opportunities for large number of people and poor percentage of retention.

In December 1993, E-9 summit was held in New Delhi. It was a great effort to use open schooling for universalizing education at the school. In India, the development of correspondence courses was achieved through the effort of Shri K.L. Shirmali, a former education minister of India. Thus a committee on correspondent course and evening classes was appointed under the chairmanship of D.S.

Kothari.

Distance education in India at school level was introduced in 1965 mainly because the poor performance of private candidates in secondary distance education in Secondary school.

With the establishment of Open School Project in 1979, major boost was provided to distance education and to correspondence education also at school level.

At present time, open and distance learning system has been grown and become more popular as alternative mode of formal education. So there is a strong need to make it more effective and more accessible. Upon examining the relevant literature, it is discovered that numerous studies have been carried out in the field, yielding numerous inconsistencies in their findings. Sahoo (2002) conducted a study on comparative effectiveness of different instructional strategies adopted for learning of secondary students of NIOS, Gakhar (2008) conducted a research on academic achievement of students in relation to their performed learning, thinking style and study skills.

In all the above study it is seen that a lot of work has been done on the curriculum development and delivery but more work is required on the examinations strategy of students enrolled for open learning system.

It is seen in both conventional and Open Schooling Evaluation comes out to be a very important tool in evaluating the outcome of the course.

In open learning, basically formative evaluation does not find much scope and the evaluation is summative basis. The Students' performance is evaluated on the basis of assignments given to them and the enumeration held at the end of the course.

It is seen that in conventional, schools students' undergoes both formative and

summative evaluation and their performance is rated both periodically and at the end of the course, the students going for open learning remain deprived of continuous evaluation.

1. Does the medium of instruction have any bearing on students' perceptions of the NIOS's Examination of Physics Course (EPC) at the XII standard?

2. Whether the Senior Secondary Stage Examination of Physics Course (EPC) of NIOS perceived by students as being independent of their location?

3. Is there a gender difference in students' perceptions of the Senior Secondary Stage Examination of Physics Course (EPC) of NIOS?

Based on the aforementioned study topic, the investigator has developed the given objectives:

To investigate how pupils in senior secondary schools at NIOS perceive Examination of Physics Course (EPC) in connection to their individual factors:

(a) Teaching Medium; (b) Regional Area; and (c) Sexual Gender

HYPOTHESES OF THE RESEARCH

In order to achieve the aforementioned research goal, the investigator has developed the subsequent null hypothesis:

Hypo.1: The average score of students learning Hindi and English on the NIOS Examination of Physics Course (EPC) at XII level do not differ statistically significantly.

Hypo.2: No discernible variation exists in the mean scores of students' perceptions of the Examination of Physics Course (EPC) at the Senior Secondary Stage between urban and rural areas.

Hypo. 3: There is no discernible variation in the average scores of students' perceptions of the Examination of Physics Course (EPC) in the Senior Secondary Stage between urban and rural areas.

DEFINITION OF OPERATIONAL TERMS USED

Evaluation: In education, evaluation refers to the assessment procedure that characterizes and appraising some aspect/s of an educational process. Educational institutions casually require evaluation data to demonstrate effectiveness to funders and other state holders, and to provide a measure of performance for marketing purposes. A curriculum evaluation is vital to understand the productivity of any curriculum offering and knowing when and what to update.

Physics

"Physics" has Latin origination from "physics," that signifies "natural thing." It is the field of inquiry that looks at the composition and characteristics of matter and energy. Physics covers the following topics: sound, electricity, magnetism, heat, light and other radiation, and atomic structure.

Curriculum

"A course for racing is measured in Latin by the curriculum." In general, education is defined as the variability of students' developmental experiences. It is a collection of classes, assignments, and materials that are provided at teaching institute in general education. Throughout the process of education (Jon Wilkes, Leading Curriculum Development, 2008). It is a collection of courses in general education; curriculum materials provided by a college or university.

Senior Secondary Stage

Class XII is the level immediately following secondary education and before further education. Only students in the Class XII Science Stream were included in the research.

Perception

The capacity to perceive through the senses in

order to see, hear, or become aware of something. It is a perspective on, comprehension of, or interpretation of anything. Perception in this case would be the opinion on the topics included in the checklist or interview agenda. I have a questionnaire that covers several curricular areas in science. (E. Bruce Lee, Gold Star, Feb. 13, 2009, al. feeling and awareness).

Sexual Category

The study comprised both male and female students.

Locale

The precise location in which an event occurs. A region and a language identification are the minimum components of a locale identification. Here Hindi and English is taken under consideration.

RESEARCH DESIGN

Population

In the aforementioned study, the perspectives of Senior Secondary Stage Physics students at NIOS were taken into consideration on several aspects (such as the course content, goals, transaction style, and assessment pattern) related to the Senior Secondary Stage physics curriculum. Method and Sample of Sampling: The study's sample was drawn from the flow population in two stages, as follows, for the sake of this investigation:

Purposive sampling was used to choose a sample from the NIOS Senior Secondary Stage physics student population in Uttar Pradesh. Twelve districts in the Eastern Uttar Pradesh were chosen at random. From each of these twelve districts, a deliberate sample of one hundred thirty-two (132) physics students was selected.. The created instrument was used on 132 physics students and 126 out of 132 students finally responded.

Table - 1 Distribution of Physics Learners (District wise) in the Sample

SI. No.	The district's name	Number of Students Studying Physics in the Sample	Real Respondents
I.	Gorakpur	14	11
II.	Banaras	14	11
III.	Deoria	10	10
IV.	Ayodhya	10	10
V.	Mau	14	11
VI.	Azamgarh	14	11
VII.	Prayagraj	14	11
VIII.	Kushinagar	14	11
IX.	Ballia	10	10
X.	Balrampur	10	10
XI.	Siddharthnagar	10	10
XII.	Basti	10	10
		N = 132	n = 126

Tools Implemented

The researcher developed and standardized a perception scale for NIOS students of physics from Uttar Pradesh enrolled in the similar NIOS standard, critically assess the NIOS physics curriculum at the Senior Secondary Stage.

Obj. No. 1: Investigate how students felt about the NIOS physics exam in connection to their individual factors.

- (a) Educative Media;
- (b) Geographic locale;
- (c) Sexual Category;

Table - 2

Average (M) and Standard Deviation (σ) of the Students' Perception Scores According to the various Strata Belonging to their Individual Factors, Such As Their Socioeconomic Status (E), Area (C), Medium of Instruction (A), and Sex (B).

Factor and their Phases		Various Factor phases B (Sexual category)												Σ
		B ₁ (Male)						B ₂ (Female)						
		Factor C (locale) at Various Stages						Factor C (locale) at Various Stages						
		Urban locale C1			Rural locale C2			Urban locale C1			Rural locale C2			
		Factor D: Various Stages (Socio- Economic Status)			Factor D: Various stages (Socio-Economic Status)			Factor D: Various stages (Socio-Economic Status)			Factor D: Various stages (Socio-Economic Status)			
		High (SES) D1	Middle (SES) D2	Low (SES) D2	High (SES) D1	Middle (SES) D2	Low (SES) D2	High (SES) D1	Middle (SES) D2	Low (SES) D2	High (SES) D1	Middle (SES) D2	Low (SES) D2	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Different stage of factor A (Medium of Instruction)	A1 (English Medium) Group	N=5	N=8	N=4	N=4	N=8	N=3	N=6	N=9	N=4	N=4	N=6	N=2	N=63
		ΣM=61.20	ΣM=58.38	ΣM=46.25	ΣM=58.50	ΣM=57.50	ΣM=48.67	ΣM=64.83	ΣM=59.11	ΣM=43.00	ΣM=57.00	ΣM=60.17	ΣM=45.50	ΣM=56.68
		ΣO=8.349	ΣO=9.410	ΣO=6.850	ΣO=12.503	ΣO=7.746	ΣO=6.028	ΣO=6.646	ΣO=4.729	ΣO=6.683	ΣO=14.514	ΣO=6.242	ΣO=3.536	ΣO=9.563
	A2 (Hindi Medium)	N=5	N=8	N=4	N=4	N=8	N=3	N=6	N=9	N=4	N=4	N=6	N=2	N=63
		ΣM=34.80	ΣM=26.88	ΣM=23.75	ΣM=33.00	ΣM=30.63	ΣM=22.67	ΣM=34.17	ΣM=30.67	ΣM=21.00	ΣM=27.25	ΣM=29.17	ΣM=26.50	ΣM=29.06
		ΣO=7.085	ΣO=8.026	ΣO=6.994	ΣO=9.764	ΣO=6.948	ΣO=10.017	ΣO=2.787	ΣO=3.969	ΣO=7.616	ΣO=8.057	ΣO=3.656	ΣO=.707	ΣO=7.195
Σ	N=10	N=16	N=8	N=8	N=16	N=	N=12	N=8	N=8	N=8	N=12	N=4	N=126	
	ΣM=48.00	ΣM=42.63	ΣM=35.00	ΣM=45.75	ΣM=44.06	ΣM=35.67	ΣM=49.50	ΣM=44.89	ΣM=32.00	ΣM=42.12	ΣM=44.67	ΣM=36.00	ΣM=42.87	
	ΣO=15.713	ΣO=18.330	ΣO=13.628	ΣO=17.136	ΣO=15.593	ΣO=16.046	ΣO=16.736	ΣO=15.235	ΣO=13.501	ΣO=19.261	ΣO=16.908	ΣO=11.165	ΣO=16.225	

Table -3

The Chi-Square (X²) Summary Table Shows the Perception Scores of Students for the Examination of Physics Course (EPC) at Different Stages of Medium of Instruction (A), Sexual Category (B), Locale (C), and Status of Socio-Economic Standards (E)

The Source	Sum of Squares of Type III	df	Mean Square	F	Level of sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Modified Model	261329.488 ^a	27	9678.870	145.041	.000	.976	3916.115	1.000
Intercept	151.232	1	151.232	2.266	.135	.023	2.266	.320
Students' Perception Scores	9080.913	1	9080.913	136.081	.000	.581	136.081	1.000
Mental Health	209.226	1	209.226	3.135	.080	.031	3.135	.418
Age	136.642	1	136.642	2.048	.156	.020	2.048	.294
I.Q	506.111	1	506.111	7.584	.007	.072	7.584	.778
Medium of Instruction	116380.367	1	116380.367	1744.001	.000	.947	1744.001	1.000
Sex	86.462	1	86.462	1.296	.258	.013	1.296	.203
Area	4.679	1	4.679	.070	.792	.001	.070	.058
Socio-economic Status	55.012	2	27.506	.412	.663	.008	.824	.115
Medium of Instruction * Sex	449.460	1	449.460	6.735	.011	.064	6.735	.729
Medium of Instruction * Area	10.692	1	10.692	.160	.690	.002	.160	.068
* Instructional Medium * Socioeconomic Status	149.464	2	74.732	1.120	.330	.022	2.240	.242
Sex * Area	87.145	1	87.145	1.306	.256	.013	1.306	.205
Sex * Socio-economic Status	160.158	2	80.079	1.200	.306	.024	2.400	.257
Area * Socio-economic Status	33.050	2	16.525	.248	.781	.005	.495	.088
Medium of Instruction * Sex * Area	26.021	1	26.021	.390	.534	.004	.390	.095
Instructional Medium * Gender * Socioeconomic Status	149.473	2	74.737	1.120	.330	.022	2.240	.242
Instructional Medium * Region * Socioeconomic Status	2.476	2	11.238	.168	.845	.003	.337	.075
Sex * Area * Socio-economic Status	60.647	2	30.323	.454	.636	.009	.909	.122
Instructional Medium * Gender * Region * Socioeconomic Status	270.943	2	135.472	2.030	.137	.040	4.060	.410
Error	6539.718	99	66.732					
Total	8084976.000	126						
Corrected Sum	267869.206	125						

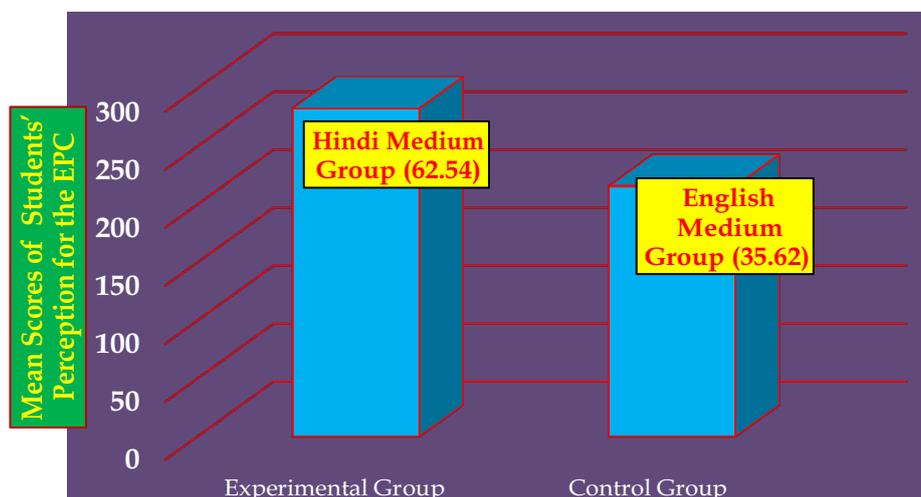
- a. R Squared = .976 (Adjusted R Squared = .969);
- b. Calculated with alpha = .05;
- c. For df = (1,99), the F-ratio table values are F.05 = 3.94 and F.01 = 6.90;
- d. The F-ratio table values are F.01 = 4.82 for df = (2,99) and F.05 = 3.09;

Table-3 illustrates how a four-way analysis of covariance (ANCOVA) of Chi-Square (X^2) was used to the perception scores of pupils for the Examination of Physics Course (EPC) at distinct phases of Medium through Instruction was given, sexual category, locale, and socioeconomic level. The dependent variable within the subject variable was the students' perception scores for Examination of Physics Course (EPC); the covariates were the students' perception scores, mental health scores, and intelligence scores; the variables included were the students' perception scores for the Examination of Physics Course (EPC), socioeconomic level, location, sex, and medium through which instruction was given.

The perception ratings given by the students for the Examination of Physics Course (EPC) were divided into several groups according to variables like location, gender, socioeconomic position, and mode of instruction. The results of Chi-Square (X^2) Four-Way Covariance Analysis (ANCOVA) indicates that:

H02: The aforementioned table indicates that the F-ratio is significant at the .05 level because the computed value of $F(1, 99) = 1744.001$ ($P < .05$) for primary influence of Factor A (Medium through which Instruction was given) greatly surpasses crucial value ($F.05 = 3.94$). The eta squared value of .947 indicates that 94.7% of the variance in total can be attributed to the main influence of Medium of Instruction. Consequently, the study hypothesis – which states that the mean scores representing students' perceptions of the Examination of Physics Course (EPC) for the students opted Hindi-medium differ considerably from those of the students who opted for English-medium – is supported, and the null hypothesis is rejected.

Figure A: Displaying the Average Perception Scores of Students for the Physics Course Examination (EPC) for Hindi and English Medium Group



The aforementioned Tables 2 and 3 as well as Figure A demonstrate how Perception scores of the Exam among students of Physics Course (EPC) are significantly influenced by their medium of instruction. The mean scores for the Hindi Medium group (62.54) are significantly

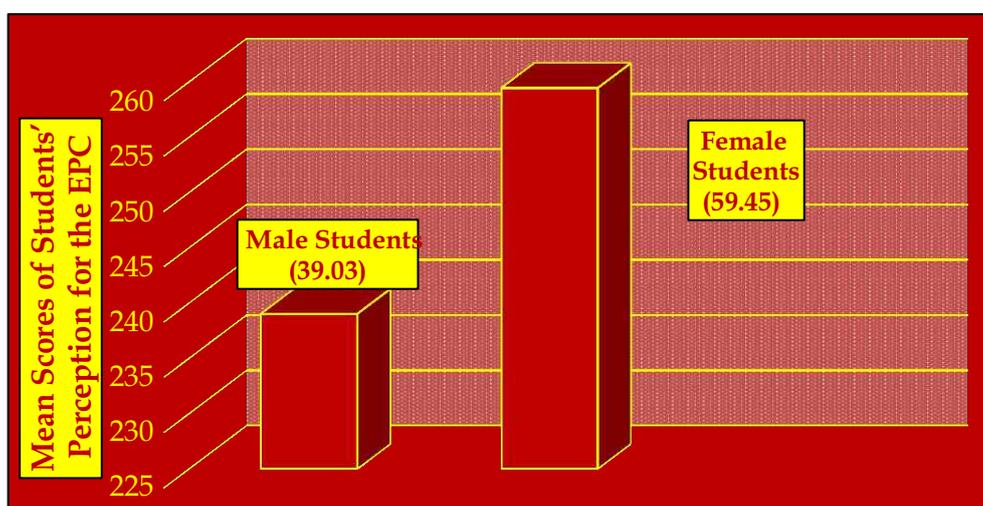
higher than those of the English Medium group (35.62) in the EPC. One possible explanation is that the medium of instruction, by planning appropriate extracurricular and curricular activities in the classroom, fosters an atmosphere where students can develop the

necessary information, perception, and perception for the right perception. Meyer (1998) found that designated period of time for pupils to reflect, discuss, and write about their experiences is another benefit of planned curricular and extracurricular activities. It also develops a caring ethic, values variety, and enhances students' life skills.

H02. The computed value of $F(1, 99) = 1.296$ ($P > .05$) for the primary effect of Factor B (Sex) is much below the critical value ($F_{.05} = 3.94$), as

indicated by Table B above. As a result, the F-ratio is not noteworthy at the .05 level. The value of eta squared of .013 suggests that 1.3% of the variance in total may be attributed to the main effect of sex. As a result, the null hypothesis—that is, that The means do not significantly differ from one another of student perception scores for the male and female groups on the Examination of Physics Course (EPC)—is accepted. The observed difference between the groups could instead be the result of sampling error.

Figure B: Displaying the Mean Perception Scores for the Male and Female Group on the Examination of Physics Course (EPC)



The aforementioned Tables and Figure-B demonstrate the average student scores and the average ratings of pupils' perceptions for Examination of Physics Course (EPC) in relation to male and female groups do not significantly differ from one another, as Table-B makes clear. This indicates that the Medium of Instruction had a nearly equal influence on both groups and that sex differences did not significantly affect perception scores of pupils for the Examination of Physics Course (EPC). The perception scores for the male group (39.03) are relatively lower than those of the female group (59.45). One explanation could be that girls are inherently more compassionate and perceptive than boys. When it came to participating in all of the planned extracurricular and curricular activities in the

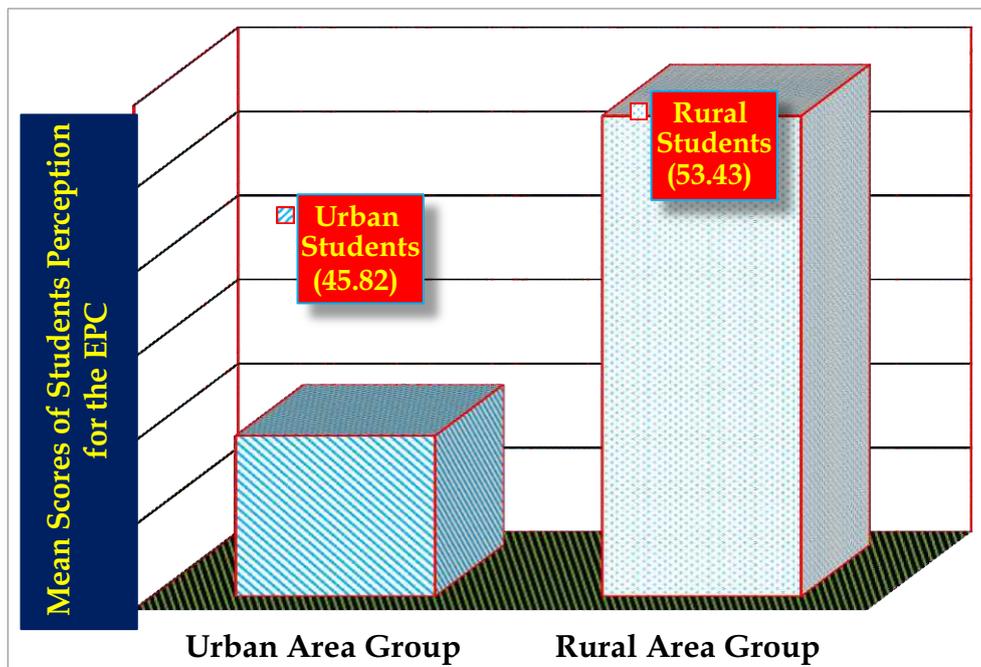
classroom, they were considerably more earnest. They had thoroughly appreciated them and had participated in them to the fullest. According to some studies in the field, such as those conducted by Rout and Agarwal (2006), there is no discernible difference between male and female students' environmental awareness and perception. Similarly, there aren't discernible distinctions between men and women teachers' consciousness of the surroundings and perception of environmental approaches (Agnihotri, 2004).

H0 3. The aforementioned table demonstrates that there is no significance of F-ratio at the .05 level because the computed value of $F(1, 99) = 0.070$ ($P > .05$) for primary influence of Factor C (locale) is significantly low compared to the

crucial value ($F_{.05} = 3.94$). The eta squared value of .001 suggests that the primary influence of region only contributes 0.10% to the overall variation. As a result, the null hypothesis—that there isn't, statistically notable variation between the mean student

score of perception for the Examination of Physics Course (EPC) for the groups in both urban and rural areas—is accepted. The observed difference between the two groups might instead be the result of sampling error.

Figure C : Displaying the Average Perception Scores of Students for the Physics Course Examination (EPC) for the Urban and Rural Groups



The Figure-C and the data presented in Table 3 demonstrates that the mean student score of perception for Examination of Physics Course (EPC) for the groups in both urban and rural areas do not differ significantly. This indicates that both groups are almost equally impacted by the medium of teaching, and that students' perception scores on the Examination of Physics Course (EPC) are not significantly impacted by differences in location. The average perception scores of the pupils' for the EPC Concerning the metropolitan group are 45.82, while those for the rural group are 53.43. One possible explanation could be that children from both urban and rural areas experienced nearly identical environments and planned extracurricular and curricular activities throughout the same period of instruction. Studies in the field, such as those conducted by Abraham, Mercy, and Arjunan N. K. (2005), found no appreciable differences

between respondents in rural and urban areas in terms of the association between environmental perception and pro-environmental behaviour.

CONCLUSION

Following analysis of the aforementioned data, the following conclusions can be made:

The The perspective of pupils learning Hindi of the Examination of Physics Course (EPC) is strongly influenced by their teaching medium, compared to their English-medium counterparts.

Students' perception scores on the Examination of Physics Course (EPC) were not significantly impacted by gender disparities, and the medium of instruction had an almost equal influence on everyone.

Impact of the medium of instruction was nearly identical for both rural and urban groups, and the perception score of students on the Examination of Physics Course (EPC) was

not significantly affected by differences in location.

The Senior Secondary Stage of the National Institute of Open Schooling (NIOS) physics curriculum was not adequately and appropriately assessed by using assessment measures both during and after instruction

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A Study of Social Intelligence of Day-scholar And Hosteller Undergraduate Students

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Abstract

Education is a power that enriches human experience by accumulation of knowledge, which in turn enables us to acquire better understanding of the surrounding world and global events. With education the importance of social intelligence cannot be underestimated for all round development of the society. Social intelligence shows a special capacity of human beings to make use of the cognitive abilities to adjust properly and make an arrangement of balance between the complex society, social relationships, social life and social surroundings. At the present era of technological development, the concept of socialization, social relationship or social intelligence is lacking somewhere in the society. Across the world there is sudden spurt in the crime, divorce, family disputes, and war etc, due to lack of social intelligence and social skills. But with the changing social dynamics, the people as well as government is often realizing the need of developing social intelligence within the individuals. This paper deals with the study of social intelligence on undergraduate students of Varanasi city. The data was collected using standardized tool of N. K. Chadha and Usha Ganesan (2015). The statistical analysis of data collected shows significant difference between social intelligence of hostellers and day-scholars.

Keywords : Intelligence, Social Intelligence, Hostellers, Day-scholars

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INTRODUCTION

In ancient India rishis termed intelligence as, "Viveka" or "Budhi" where according to western psychology, intelligence is basically linked with latin word "intelligere", which means "to understand," which can be referred to someone's ability to understand things. In our daily life we come across many situations where we have to use our cognitive skills to handle the situation, solve problems, make adjustments with others and deal with our own emotions. Here intelligence plays a great role in conquering these situations.

Social Intelligence

Social intelligence shows a special capacity of human beings to make use of the cognitive abilities to adjust properly and make an arrangement of balance between the complex society, social relationships, social life and social surroundings. Social intelligence is the

ability of an individual to blend easily and cooperate with others. The skill of getting along with others easily is called social skill, which comprises an awareness of situations, circumstances and the societal system that direct the people. It is also a consciousness of communication strategies and style which can help a person to achieve their goals in dealing with others and includes some amount of insight, an awareness towards one's own perceptual and behavioral actions.

Model of Social Intelligence By Chadha And Ganeshan(2004)

Operationally defined structure of social intelligence which includes eight dimensions:

- Patience- it includes calm and cool endurance under stressful situational condition.
- Cooperativeness- it includes ability of

interaction with peer in a socially acceptable manner which able them to visualize actions from all directions.

- Level of Confidence- it includes total faith in own self and opportunities.
- Sensitivity- it includes the ability of being acute awareness and responsible to human actions.
- Recognition of social environment- it includes the capacity of perceiving the environment and action/reaction.
- Tactfulness- it includes keen perception of correct or wrong works and actions.
- Sense of humor- it includes the feeling of delight, enjoyment and amusement; so that one is optimistic towards life.
- Memory- it includes capacity of remembering all important details like names and faces of people.

Day-scholars

Those students who take education by staying in their homes and live with their families.

Day-scholar undergraduate students have a different society, one in the college and other at their homes. Day-scholars are more connected with their families and relatives. They can

easily attend family functions, get-to-gathers and festivals. They get continuous mental, emotional and physical support from their family. Day-scholars share the responsibilities of their family as being the active member of the family.

In this study day-scholars means undergraduate students of Mahatma Gandhi Kashi Vidyapith (main campus) Varanasi city studying in session 2022-2023 in first year of their degree courses.

Hostellers

Those students who take education by staying in hostels and not with their families.

Hostellers live in the hostels build within the institutional premises.

They have completely different society from day-scholars, a college professor generally work as warden of the hostel and college friends are roommates. Hostellers cannot reach their homes frequently and are completely dependent on their friends for instant mental, emotional and physical support. Hostellers share their materials as well as responsibility with each other hostellers and develop a strong bonding.

In this study hostellers means undergraduate students of Mahatma Gandhi Kashi Vidyapith (main campus) Varanasi city studying in session 2022-2023 in first year of their degree courses and living in campus hostels.

NEED

The research is to know about the social intelligence level of the undergraduate students (hostellers and day-scholars) because students leave their houses for first time after many years of studying in same school and develop new relationships, start taking decisions as adult citizen of the country and deal with their problems by themselves. Most importantly to ensure holistic development among students for building a better future generation. The research should be helpful to the society, educational institutes and college students at large the data of research should be widely useful to different sections of society.

This study is very useful to planners, members of the council of curriculum framework, administrators of teacher education and heads of teacher institutions as this study is conducted just after covid-19 lockdown when colleges started with its full force and life of students came to normal after almost two years of social distancing. The impact of changes in social behavior and social relationships after lockdown can also be seen from this study. This research should be useful to the teachers, counselor, government and parents to understand different environments

of college students.

This study is also beneficial for other researchers who want to work in this area as they can use the findings of this study as information to modify their study.

RELATED LITERATURE REVIEW

The related literature reviews for the present study are as follows:

Kaur (2021) conducted study on relation between emotional intelligence and social intelligence and emotional maturity of training teachers and found that humanities and science group teachers under training did not differ each other on all dimensions of social intelligence. Humanities and science group teachers under training differed on two dimensions i.e. social adjustment and independence of emotional maturity.

Kumari (2021) conducted study on as determinant of self-efficacy and social intelligence as perceived employability among professional courses students and found no significant effect of the interaction on the self-efficacy and social intelligence of perceived employability among students of professional courses.

Rathore (2020) conducted study on the social intelligence of college adolescent girls and their home environment and found significant correlation between home environment and social intelligence. It also concluded that social intelligence had no significant relationship with the problem solving ability of the adolescent college girls.

Bhatt (2018) conducted study on social intelligence of students by studying their academic subjects, social belongingness, medium of instruction and family type and studied that mean value of students were differ significantly on the basis of academic stream, partially significant difference on medium of instruction and family type and no significant difference found on the basis of social belongingness.

Prabha (2019) conducted study on

“Psychological correlates of social intelligence an exploratory study” under objective to study the relation between social intelligence and altruism, compassion, life satisfaction, personal distress and aggression. Researcher concluded that social intelligence is significantly correlated positively with altruism, compassion and life satisfaction whereas negatively correlated with personal distress and aggression.

OBJECTIVES

- Study the social intelligence of the hostellers undergraduate students.
- Study the social intelligence of the day-scholars undergraduate students.
- Comparing the social intelligence of the hostellers and day-scholars undergraduate students.

HYPOTHESES

- No significant difference between the social intelligence of hostellers and day-scholars students.
- No significant difference between the social intelligence of male hostellers and male day-scholars students.
- No significant difference between the social intelligence of female hostellers and female day-scholars students.

METHODS AND PROCEDURE

The descriptive research method is employed for conducting this study. A descriptive study Deals with the description and interpretation of what it is. It is related with factors or existing relationships, views and going on processes which effects the evident or trends that are emerging.

POPULATION OF THE STUDY

The population of this study is all the first year undergraduate students of Mahatma Gandhi Kashi Vidyapith (main campus) Varanasi city studying in session 2022-2023.

SELECTION OF THE SAMPLE

Total 50 boys and 50 girls (hostellers & day-

scholars). undergraduate students of Mahatma Gandhi Kashi Vidyapeeth (main campus), Varanasi were taken as samples who were studying courses related to arts, science, law, social science only. Approximately 100 samples were taken for the study by purposive sampling technique.

TOOL FOR DATA COLLECTION

The Social Intelligence Scale (SIS-CG) by N. K. Chadha and Usha Ganesan (2015). The scale

consists of sixty six items, which assesses eight social intelligence dimensions – patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour, and memory. This test is for college students.

RESULT AND DISCUSSION

Hypothesis 1: No significant difference between the social intelligence of day-scholars and hostellers undergraduate students.

Table - 1
Significant Difference between Social Intelligence of Day Scholars and Hosteller Undergraduate Students

Variables	Total number of students (n)	Mean value (m)	Standard deviation (sd)	Standard error of mean (sem)	T-test Value
Day-scholar	50	97.8	11.13	1.57	2.17*
Hosteller	50	102.5	10.59	1.49	

df=98, *0.05% level of significance = 1.66

Interpretation

As observation of the Table-1 reveals that the mean score of the social intelligence of hosteller and day-scholar undergraduate students are 102.5 and 97.8 respectively. Standard deviations of both the groups were found 10.59 and 11.13 respectively. Calculated t-value is 2.17 which is higher than t- test tabulated value at 0.05 level of significance. Thus, the null hypothesis no. 1 "There is no significance difference between the social intelligence of hosteller and day-scholar undergraduate students" is rejected.

The mean score of the social intelligence of hosteller undergraduate students (102.5) is higher than the mean score of day-scholar

undergraduate students (97.8) and the result concludes that the social intelligence of hosteller and day-scholar undergraduate students are significantly different from each other. The possible reason for this may be that hosteller's lives with their friends having different personalities 24x7 and they don't get supportive environment of homes which makes them socially more strong where as day-scholars spend their maximum time with their family and they get continuous support of their family which makes them socially low as compared to hostellers.

Hypothesis 2: No significant difference between social intelligence of male day-scholar and male hosteller undergraduate students.

Table - 2
Significant Difference between Social Intelligence of Male Day Scholars and Male Hostellers Undergraduate Students

Variables	Total no. of students (n)	Mean (m)	Standard deviation (sd)	Standard error of mean (sem)	T-Test Value
Male Day-scholar	25	99.0	12.06	2.14	1.18*
Male Hosteller	25	102.8	10.71	2.41	

df=48, *0.05 level of significance= 1.67

Interpretation

As observation of the Table-2 reveals that the mean score of the social intelligence of male hosteller and male day-scholar undergraduate students are 102.8 and 99.0 respectively. Standard deviations of both the groups were found 10.71 and 12.06 respectively. Calculated t-value is 1.18 which is lower than t- test tabulated value at 0.05 level of significance. Thus, the null hypothesis no. 2 “There is no significance difference between the social intelligence of male hosteller and male day-scholar undergraduate students” is accepted.

The mean score of the social intelligence of male hosteller (102.8) is higher than the mean

value of male day-scholar undergraduate students (99.0) and the result shows that the social intelligence of male hosteller and male day-scholar undergraduate students are not significantly different from each other. The possible reason for this may be that male hostellers and male day-scholars both share almost equal amount of independence from family as they both cannot be restricted to the boundaries of hostel or home, which makes them both socially more strong.

Hypothesis 3: No significant difference between social intelligence of female day-scholar and female hosteller undergraduate students.

Table - 3
Significant Difference between Social Intelligence of Female Day- Scholars and Female Hosteller Undergraduate Students

Variables	Total no. of students (n)	Mean (m)	Standard deviation (sd)	Standard error of mean (sem)	T-test Value
Female Day-scholar	25	96.6	10.24	2.04	1.94*
Female Hosteller	25	102.2	10.16	2.03	

df=48, *0.05 level of significance=1.67

Interpretation

As observation of the Table-3 reveals that the mean score of the social intelligence of female hosteller and female day-scholar undergraduate students are 102.2 and 96.6 respectively. Standard deviations of both the groups were found 10.16 and 10.24 respectively. Calculated t-value is 1.94 which is higher than t- test tabulated value at 0.05 level of significance. Thus, the null hypothesis no. 3 “There is no significance difference between the social intelligence of female hosteller and female day-scholar undergraduate students” is rejected.

The mean score of the social intelligence of female hosteller (102.2) is higher than the mean score of female day-scholar undergraduate students (96.6) and the result shows that social intelligence of hosteller and day-scholar undergraduate students are significantly

different from each other. The possible reason for this may be that female hostellers lives with their classmate, spend maximum time with friends, explore different places where as female day-scholars are completely dependent on their parents for decision making which makes them less social than female hostellers.

CONCLUSION

The purpose of present study was to do comparative study of the social intelligence of day-scholar and hosteller undergraduate students of MGKVP, Varanasi. The study was important because due to covid-19 lockdown people were forced to maintain distance from each other which has created lack of social intelligence as major issue these days and hence it is necessary to find out various factors which may affect the social intelligence of students positively. The analysis of data reveals that the social intelligence is not same

among day-scholar and hosteller undergraduate students of MGKVP, Varanasi as well as among male and female day-scholar and hosteller undergraduate students. The mean score of the social intelligence of male hosteller was found to be greater than male day-scholar undergraduate students. Similarly, the mean score of the social intelligence of female hosteller was found to be greater than female day-scholars undergraduate students.

These findings may prove to be very helpful for students, research scholars, NGO workers, teachers, parents, administrators and policy makers in dealing with various issues related with managing behavioral and social problems in undergraduate students.

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Social Network and Cognitive Well-Being Among Students of Jammu and Kashmir

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Abstract

This study examines the relationship between social networks and cognitive well-being among students in Jammu and Kashmir. The study is quantitative in nature and based on descriptive survey research. The present study includes 800 students from both the regions of Jammu and Kashmir for the sapling under a probability type of sampling. The findings reveal that there are variations in social connectivity among students in different regions of Jammu and Kashmir, with the majority of students in the Kashmir region having an average level of social networks, while in the Jammu region, the majority have a high level of social networks. Additionally, the result of the study reveals that a significant majority of students in Kashmir regions have a slightly higher level of cognitive well-being as compared to Jammu regions, although there is scope for improvement as a notable percentage of students fall into the low-level category. The study emphasises the importance of promoting social connectivity and nurturing cognitive well-being among students in Jammu and Kashmir. It suggests the need for interventions and support systems to enhance social networks and cognitive well-being, which can contribute to students' overall well-being and academic success.

Keywords: Social Network, Cognitive Well-being, Jammu Region and Kashmir Region

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INTRODUCTION

In the current era, social networking plays an important role among individuals in order to interact with other people's further communication, sharing important information, ideas, and opinions. In addition, social sites help businesses and organisations promote their products and services. Social media is most commonly used by individuals and organisations to connect with people and build relationships. Social media connects the whole world like a family. Social networking not only helps to reach large groups of people, but it also helps in increasing brand awareness and advertisement. In the current time, the most preferred platforms of social media are Facebook, YouTube, Instagram, LinkedIn, Snapchat, Twitter, Tik Tok, Reddit, Pinterest, Share Chat, Leher, FLIK, etc. All of these platforms have unique ways and functions to connect people all over the world. This

research is mainly focused on the uses of social media among students' communities in J&K. social media helps students in various ways, such as exchanging important information and sharing opinions, thoughts, and ideas. During COVID-19, the student community suffers a lot due to social media. It is possible for them to interact with teachers online, which helps in sharing study material and many more pieces of information. Further social media provides students with a platform to learn new things and provides placement opportunities. Social media has both positive and negative impacts. Due to the excessive use of social media, a large number of students are suffering from things like addiction, anxiety, depression, sleeplessness, cyberbullying, and constant exposure to political tensions and conflict-related content that exacerbate stress and anxiety. Due to these all-reasons, the academic performance of students in Jammu and

Kashmir is affecting. In conclusion, while social media has its benefits, the detrimental effects on Jammu and Kashmir students' mental health indicate the need for responsible and cautious usage and targeted strategies to mitigate the harmful effects of online platforms on their mental well-being. (Schou Andreassen & Pallesen, 2014) The study reveals that dispositional factors such as personality, needs, and self-esteem are identified as influencing SNS addiction. However, socio-cultural and behavioural reinforcement factors that contribute to SNS addiction remain relatively unexplored. Further empirical investigation is needed to uncover these factors and their role in the development and maintenance of SNS addiction. (Philippe Verduyn, 2017) Do social networking sites enhance or undermine subjective well-being? A Critical Review in this study, the consequences of interacting with social networking sites for subjective well-being are examined. The research reveals that passively using social networking sites is negatively related to subjective well-being, while active usage is positively related. Passively using social networking sites leads to social comparisons and envy, which have negative effects on subjective well-being. On the other hand, active usage of social networking sites promotes social capital and feelings of social connectedness, which positively impact subjective well-being. (Quinn, 2018) Cognitive Effects of Social Media Use: A Case of Older Adults This study shows the effects of social media engagement among older adults (aged 65 and older) on cognitive functioning. Using a wait list-control design, the results show that novice adult social media users experienced improvement in inhibitory control after engaging in social media. These findings suggest that social media use at older ages can have benefits beyond social engagement, extending into other domains of everyday well-being.

Researchers have been fascinated by the social

implications of social media for quite some time. Platforms like Facebook and Twitter have been found to help individuals enhance their social connections. (Grieve, Indian, Witteveen, Anne Tolan, & Marrington, 2013), help lonely people gain social support (Vitak & Ellison, 2013), and help students grow social investment (Ellison, Steinfield, & Lampe, 2007). They intersect meaningfully with personality, offer users a venue to perform and construct identity, and spur and mediate social movements. Simply because the social dimensions of human existence are so important, researchers have placed an emphasis on understanding social media's effects on sociality. Indeed, sociality is important. Loneliness and social isolation negatively impact overall health, especially for people at later stages in life (Hafner, 2016; Nutt, 2016), which merits attention placed on how social benefits can be derived from technology and social media engagement. This connection has spotlighted the ways in which social technologies can reduce loneliness among older adults (Baecker, Sellen, Crosskey, Boscart, & Barbosa Neves, 2014; Sinclair & Grieve, 2017). Because social media platforms like Facebook and Twitter enhance social connection (Vitak, 2014), it follows that they may present accessible and relatively low-cost mechanisms to enhance social connection, and therefore life quality, at older ages. It is notable, however, that sociality and cognitive ability are linked in later life. For example, loneliness and social isolation are predictors of cognitive decline among individuals over the age of 65 years (James, Wilson, Barnes, & Bennett, 2011; Tilvis et al., 2004; Wilson et al., 2007). The frequency of supportive interactions with others is protective of the onset of dementia and cognitive impairment (Seeman, Lusignolo, Albert, & Berkman, 2001). Social interaction helps older adults overcome age-related memory changes (Derksen et al., 2015). Thus, it is somewhat surprising that in effects research related to social media, other, non-social

domains have not been widely explored among users at older ages. Moreover, social media platforms have been found to enhance social connections and provide social support to individuals. The impact of social media on sociality is especially relevant for older adults, as it can help reduce loneliness and improve their overall well-being. However, the relationship between sociality and cognitive ability in later life is also crucial, as social interactions can have positive effects on cognitive functioning. It is important for future research to explore the broader effects of social media use among older adults beyond just social benefits.

REVIEW OF RELATED LITERATURE

In this study the main focus of researcher is to understand the Use of SNSs and its effect on the students of (18 -21) age group in capital city Chandigarh. The population for the study was Government aided colleges and Private College and sample size was 220. It is found that daily user of social media have some advantages like they have good at handling stress related to relationship with their friends and their co-workers and they are also more satisfied with their friends. Further the researcher found that there is no significant difference about the Physical and mental health of daily and non-daily users of social media. It is believed that excessive use could cause people to shift from healthy social connections to addiction and related issues. The long-term family relation can also be affected by the more use of social media.

“Social networking use, mental health, and quality of life of Hong Kong adolescents during the COVID-19 pandemic”. The main focus of the research was to analyze the how often the Hong Kong adolescent use social media and what percentage of addiction towards social networking in the pandemic the researcher further analyzed about the quality of life and mental health in addition the researcher focused on social networking sites and its

addiction. The Population selected for the study randomly from 12 senior secondary schools in Hong Kong. The sample selected for the study was 1,147 students. The researcher found that approximately 46.4% of respondents are using social networking often or very often. The researcher also found about addiction by using (Bergen's Social Media Addiction Scale) and found that 7.8% respondents are addicted with it. Further It is also found that addiction of social media impact on poor mental health and health related to quality of life. The researcher suggested that a protective support is required in order to protect adults from Depression, Anxiety and stress.

Malik (2022) reported that “Impact of Internet and Social Networking Sites on Cognitive Ability and Academic Achievement of Senior Secondary Students during COVID-19” The main focus of this study is to understand the impact of social media on the cognitive ability and academic achievement of senior secondary school students during COVID-19. The sample selected for the study is 240 from the district of Budgam in Jammu and Kashmir. The researcher used the MANOVA test to analyse the data. The researcher found that social networking sites have a negative impact on students' academic achievement. The researcher found that appropriate use of technology may boost the learning skills of students. That researcher suggested that educational institutions should develop smart class rooms and provide Wi-Fi facilities in order to boost online classes.

Ojha (2021) revealed that “Social networking sites and their relation to social comparison and psychological well-being among medical university students.” The main focus of the researcher was to understand the relationship between networking and depression, anxiety, and social comparison. This study is cross-sectional. The population for the study is medical college students. The sample size is 220. The researcher found that total time spent

on social media has a mixed association with anxiety and depression. Further, the researcher found that with the increase in use of social networking sites, the researcher suggested analysing the other factors.

Balasubramanian (2013) conducted "A study on the social impact of internet usage on students of state universities in Tamil Nadu, India" The aim of the study is to determine the impact of high internet usage on mental depression, isolation from society, and addiction to social media. The researcher collected the data from different universities across the state of Tamil Nadu.

The researcher found that social media users are more concentrated in urban areas as compared to rural areas. It is also found that in both urban and rural areas, students surf for emails, Facebook, general information, and study material. Due to the usage of the internet, students use it for writing different types of theses and other projects, which decreases creativity, but the thesis and other academic work is improving. The researcher also found that due to the use of the internet at night, most of them are experiencing sleeping problems, which is a cause of depression and anxiety.

Tariq (2020) conducted study on "Impact of social media on mental health: a case study with the students of Jammu and Kashmir" The main purpose of this research is to know the positive and negative impact of social media on students, as well as how much time the students spend on social media. The last objective is to determine whether social media has a positive or negative impact. It is found that male students are more active users of social media than female students. Facebook, YouTube, and Twitter are commonly used by students. It is also found that the majority of the students are aware of the negative consequences of social media, and very few are unaware of the negative impact of social media. The researcher suggested that a balanced use of social media can bring about

positive change among the students.

Lone (2022) in his study "Impact of social media on young girls in Kashmir, J&K, India" reported that the main focus of the research is to analyse whether the females in Kashmir are wasting time on social media or not, and further analyse whether there is any connection between social media and Mental health and depression Further, the researcher analyses the impact of social media on self-esteem. The researcher took 200 girls from the Kashmir region between the ages of 15 and 22. The researcher found that 50% of girls prefer WhatsApp. 23.2% of YouTubers and 13.3% of girls prefer Facebook, while the rest use Twitter and other social sites. The study reveals that most of the girls want to be in touch with friends and meet new people. The study also reveals that 20% of girls cheat on social media, whereas 80% do not. The researcher also reveals about the social media and offline relationship. The study depicts that 45.1 percent of respondents said that yes, social media leads to offline problems. The researcher suggested that the user not waste more time on social media in order to achieve equilibrium in life.

Hamdan (2015) in his study on "Use of social media among media students "A Study in Kashmir" analysed the purpose of using social media among the students in Jammu and Kashmir. The second step is to identify the most popular sites. And the last objective is to know about the devices used by students for the use of social media.

The researcher used a non-probability convenient sampling technique for selecting the respondents among three universities. The sample size for the study is 90. The researcher found that the most used social site is WhatsApp, where 94% of respondents provided a rank 1. Followed by Facebook, which got rank 2, Twitter, which got rank 3, Google+ rank 4, LinkedIn rank 5, Instagram rank 6, and Orkut got rank 7. Further, it was

found that most of the students spend 2-4 hours on SNS every day. In addition, the researcher found that 60% of girls use SNSs for academic purposes and boys 48.30% use them for academic purposes. The researcher reveals that SNS has great potential for academic use. The researcher suggests that positive use of social media works as a bridge in order to reduce the barriers to learning and motivation.

Narke(2018) in his study on "Impact of social media on college students in Kashmir." determined the impact of social media on academic performance among Kashmiri students. The next aim of this study is to know the benefits of using social media among Kashmiri students. The last purpose of this research is to know the relationship between social media and academic performance. The researcher conducted research among 130 students of 17 to 21 years of age, and the students belong to the government degree college Baramulla (J&K).

The study found that 96.15 respondents use social media. The findings reveal that 100% of respondents have knowledge of social sites. Further, 48.47 respondents revealed that they spent five to seven hours on social sites. The researcher reveals about the academic performance and analyses that 76.15% answered in the affirmative and 19.23 gave the negative response. The researcher suggested that the use of social media affects academic performance and further suggested that students should use limited time on social media in order to avoid distraction and use it for reading informative material to improve their overall knowledge.

SIGNIFICANCE OF THE STUDY

The significance of the study on social networks and cognitive well-being among students in Jammu and Kashmir lies in its potential to contribute to understanding the influence of these two constructs and their implications for student well-being and academic success. Firstly, this study addresses

a gap in the existing literature by specifically focusing on the context of Jammu and Kashmir. The region has unique socio-cultural dynamics and experiences, which may have an impact on social networks and cognitive well-being among students. By conducting this study in Jammu and Kashmir, researchers can capture the nuances and complexities of these factors within this specific context. Secondly, the study's findings can provide valuable insights for educators, policymakers, and practitioners in Jammu and Kashmir. Understanding the influence of social networks on cognitive well-being can help inform the development of interventions and strategies that promote positive social connections and enhance student well-being. This knowledge can contribute to the design of educational programmes and policies that prioritize students' social and emotional development, ultimately leading to improved academic outcomes.

The study's findings may have broader implications beyond Jammu and Kashmir. As social networks and cognitive well-being are universal constructs, the results can potentially contribute to the existing body of knowledge on student well-being in diverse settings. This can facilitate cross-cultural comparisons and enhance our understanding of the factors that impact student well-being globally.

STATEMENT OF THE PROBLEM

In this study, the researcher tries to explore the influence of social networks on cognitive well-being among students in both the Jammu and Kashmir regions. The researcher felt a need under the title "Social Network and Cognitive Well-Being Among Students of Jammu and Kashmir."

OBJECTIVES

To study the level of social network and cognitive well-being among students in the Jammu region

To study the level of social network and

cognitive well-being among students in the Kashmir region

To explore the influence of social networks on cognitive well-being among students in Jammu and Kashmir.

HYPOTHESIS

There is be no significant impact of social networks on cognitive well-being among students in Jammu and Kashmir.

METHODOLOGY

In this study, the researcher tries to find out the influence of social networks on cognitive well-being among students in Jammu and Kashmir. The study contains descriptive survey methods based on primary sources of data. This study includes the students of Jammu and Kashmir as a population. For the collection of data out of 20 districts in Jammu and Kashmir, only 4 were selected for the study: Poonch and Rajouri districts from the Jammu region, and Shopian and Pulwama from the Kashmir region in J&K. As a sample, 800 students were selected through simple random sampling techniques under probability sampling. For the collection of data, the researchers applied self-developed social network scales and cognitive well-being to the study. The data was collected through online means (Google Forms). For analysing and interpreting the data, the researcher used the mean average, standard

deviation, frequency, percentage, and paired sample t-test as a statistical technique. In this study, the researcher tries to find out the influence of social networks on cognitive well-being among students in Jammu and Kashmir. The study contains descriptive survey methods based on primary sources of data. This study includes the students of Jammu and Kashmir as a population. For the collection of data out of 20 districts in Jammu and Kashmir, only 4 were selected for the study: Poonch and Rajouri districts from the Jammu region, and Shopian and Pulwama from the Kashmir region in J&K. As a sample, 800 students were selected through simple random sampling techniques under probability sampling. For the collection of data, the researchers applied self-developed social network scales and cognitive well-being to the study. The data was collected through online means (Google Forms). For analysing and interpreting the data, the researcher used the mean average, standard deviation, frequency, percentage, and paired sample t-test as a statistical technique.

ANALYSIS AND INTERPRETATION

1. To study the level of social network and cognitive well-being among students in the Jammu region. For the analysis and interpretation of the data, the researcher applied range, frequency, and percentage to the data shown in Table 1.1 below.

Table - 1
Level of Social Network and Cognitive Well- being Among Students

Region	Variables	Level	Range	Frequency	Percentage
Jammu	Social Networks	High	81 and above	260	65%
		Average	41- 80	120	30%
		Low	below 40	20	5%
	Total			100	100%
	Cognitive Well-Being	High	Above 61	128	32%
		Average	40-60	184	46%
		Low	Below 40	88	22%
		Total		100	100%

The above table 1 reveals the level of social network and cognitive well-being among

students in the Jammu region. In social networks, out of 400 students, 260 (65%) have a

high level of social networks, 120 (30%) have an average level, and 20 students (5%) have a low level of social networks among students in Jammu region. Furthermore, the above table also shows the level of cognitive well-being: out of 400 students, 128 students (32%) have a high level of cognitive well-being, 184 students (46%) have an average level, and 88 students (22%) have a low level of cognitive well-being among students in the Jammu region of Jammu and Kashmir. So therefore, the findings of the study reveal that the majority of the students (260, i.e., 65%) have a high level of social networks and also found that 184 students (46%) have an average level of cognitive well-being in the Jammu region of Jammu and Kashmir.

Moreover, the findings of the study indicate that a significant majority of students in the Jammu region of Jammu and Kashmir have a high level of social networks, with 65% of

students falling into this category. Additionally, the study found that 46% of students have an average level of cognitive well-being. These results suggest that students in the region have a strong presence on social networks, which may contribute to their overall well-being. However, there is scope for improvement in terms of cognitive well-being, as a notable percentage of students fall into the low-level category. This information can be valuable for educators and policymakers to develop strategies and interventions that promote social connectedness and enhance cognitive well-being among students in the region.

2. To study the level of social network and cognitive well-being among students in the Kashmir region. For the analysis and interpretation of the data, the researcher applied range, frequency, and percentage to the data shown in the below table.

Table - 2
Level of Social Network and Cognitive Well-being Among Students

Region	Variables	Level	Range	Frequency	Percentage	
Kashmir	Social Networks	High	81 and above	136	34%	
		Average	41- 80	154	38.5%	
		Low	below 40	110	27.5%	
	Total				100	100%
	Cognitive Well-Being	High	Above 61	223	55.75%	
		Average	40-60	145	36.25%	
		Low	Below 40	32	8%	
		Total			100	100%

The table 2 reveals the level of social network and cognitive well-being among students in the Kashmir region. In social networks, out of 400 students, 136 (34%) have a high level of social networks, 154 (38.5%) have an average level, and 110 (27.5%) have a low level of social networks among students in the Kashmir region. Furthermore, the above table also shows the level of cognitive well-being: out of 400 students, 223 students (55.75%) have a high

level of cognitive well-being, 145 students (36.25%) have an average level, and 32 students (8%) have a low level of cognitive well-being among students in the Kashmir region of Jammu and Kashmir.

So therefore, the findings of the study reveal that the majority of the students (154, i.e., 38.5%) have an average level of social networks and also found that 223 students (55.75%) have a high level of cognitive well-being in the

Kashmir region of Jammu and Kashmir. Moreover, the findings of the study indicate that a significant majority of students in the Jammu region of Jammu and Kashmir have a high level of social networks, with 65% of the sample falling into this category. Additionally, the study found that 46% of the students have an average level of cognitive well-being. These results suggest that students in the region have a strong presence on social networks, which may contribute to their overall well-being. However, there is scope for improvement in terms of cognitive well-being, as a notable

percentage of students fall into the low-level category.

3. To explore the influence of social networks on cognitive well-being among students in Jammu and Kashmir. To test the null hypothesis, “there will be no significant influence of social networks on cognitive well-being among students of Jammu and Kashmir. The researcher used the mean average, standard deviation, and simple paired t-test as a statistical technique. The data is shown in Table No. 1.3 below.

Table - 3
Influence of Social Networks on Cognitive Well-being Among Students

Region	Variables	N	Mean	S.D	Df	'r' Value	't' Value	'p' Value	Remarks
Jammu and Kashmir	Social Networks	400	74.91	17.38					Significant at .01 level
	Cognitive Well-being	400	56.45	13.26	798	.154	6.346	0.00*	

***Significant at 0.01 level**

The table 3 shows the impact of social networks on cognitive well-being among students in Jammu and Kashmir. The mean averages of social network and cognitive well-being are 74.91 and 56.45, respectively, and the standard deviations of social network and cognitive well-being are 17.38 and 13.26. The 'r' value is .154, and the t-value is 6.346 with 798 degrees of freedom. Therefore, from the above table, it can be concluded that there is a significant influence of social networks on cognitive well-being among students in Jammu and Kashmir. So, the null hypothesis "there exists no significant influence of social networks on cognitive well-being among students in Jammu and Kashmir" is rejected.

cognitive well-being. However, it is important to note that while the influence of social networks on cognitive well-being is significant, Other factors, such as individual differences, family support, and educational opportunities, may also contribute to cognitive well-being among students. Overall, this study provides valuable insights into the influence of social networks on cognitive well-being among students in Jammu and Kashmir.

FINDING BASED SHORT DISCUSSION

The study also highlighted that a significant percentage of students have an average level of cognitive well-being, indicating room for improvement in this area. These findings can be valuable for educators and policymakers in developing strategies and interventions aimed at promoting social connectedness and enhancing cognitive well-being among students in the region. The study is consistent with the previous study (Mohd Tariq, 2020), which found that the majority of the students are aware of the negative consequences of social media and very few are unaware of the

negative impact of social media. The researcher suggested that a balanced use of social media can bring about positive change among the students. Moreover, we need more focus on interventions and strategies to use social media and networking sites.

The findings suggest that students in the region have a strong presence on social networks, which may contribute to their overall well-being. However, there is room for improvement in terms of cognitive well-being, as a notable percentage of students fall into the low-level category. This study provides valuable insights into the social networks and cognitive well-being of students in the region, highlighting the need for interventions to enhance cognitive well-being and promote social connections among students. The study is consistent with the previous result. Ojha (2001) The researcher found that total time spent on social media has a mixed association with anxiety and depression, and she also found the positive and negative impact of social media on the well-being of the students. Balasubramanian, A. (2013) The researcher also found that due to the use of the internet at night, most of them are experiencing sleeping problems, which is a cause of depression and anxiety.

This study highlights the importance of promoting and nurturing social connections among students to enhance their cognitive well-being. However, it is important to consider other factors, such as individual differences, family support, and educational opportunities, that may also contribute to cognitive well-being. Overall, this study provides valuable insights into the influence of social networks on cognitive well-being among students in the region. Some of the findings are supported by previous studies, such as Grieve, Indian, Witteveen, Anne Tolan, & Marrington (2013), Vitak & Ellison (2013), and Ellison, Steinfield, & Lampe (2007). emphasis on the positive and negative effects of social media on

students' well-being. Moreover, the social dimensions of human existence are so important that researchers have placed an emphasis on understanding social media's effects on sociality. Indeed, sociality is important. Loneliness and social isolation negatively impact overall health, especially for people at later stages in life (Hafner, 2016; Nutt, 2016), which merits attention placed on how social benefits can be derived from technology and social media engagement. This connection has spotlighted the ways in which social technologies can reduce loneliness among older adults (Baecker, Sellen, Crosskey, Boscart, & Barbosa Neves, 2014; Sinclair & Grieve, 2017), because social media platforms like Facebook and Twitter enhance social connections among students.

CONCLUSION

This study gives insight into the social networks and cognitive well-being of students in Jammu and Kashmir. The outcomes of the study on social networks and cognitive well-being among students in Jammu and Kashmir revealed several key findings. Firstly, the study found that a significant majority of students in the Kashmir region had an average level of social networks, while in the Jammu region, the majority had a high level of social networks. This suggests variations in social connectivity among students in different regions of Jammu and Kashmir. Secondly, the study found that a significant majority of students in both regions had a high level of cognitive well-being. However, a notable percentage of students fell into the low-level category, indicating room for improvement in terms of cognitive well-being among students in both the regions of Jammu and Kashmir. Furthermore, the study highlighted the significant influence of social networks on the cognitive well-being of the students in both regions. Overall, the outcomes of the study emphasise the importance of promoting social connectivity and nurturing cognitive well-being among students in

Jammu and Kashmir. The findings suggest a need for interventions and support systems to enhance social networks and cognitive well-being, ultimately contributing to students' overall well-being and academic success.

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Book Review

A Useful Book for Research

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Book

Shukla, Satish Prakash, (2023)
"Research Methodology and Statistics"
Satish Prakash Shukla Publications,
Ahmedabad
Pages 625, Price : Rs. 800/-

As life-long student of Faculty of Education; there had been a problem of coordinating all aspects of Research in Education specifically and Research in Behavioural Sciences in general. The concept of Research in different faculties carries different aptitudes for conducting the research. If anyone to consider the research in behavioural sciences, it deviates from fundamental research being carried out in faculties of Sciences, Technology, Astronomy, etc. There are numerous postulates in Research Methodology of Behavioural Sciences. One is to encompass from understanding empirical studies to most common survey studies; qualitative, quantitative, and mixed studies (quantitative and qualitative both); anthropological to laboratory experiments and among lab experiments specifically quasi-experimental. Above all understanding fundamentals of descriptive statistics to inferential statistics, the researcher is to invade multiple branches of conducting research and that becomes tremendous and complex task of research. In this scenario, regional differences, and use of language in the books written by foreign authors, national authors, and local authors; researcher finds problem to decision making. Looking at this traversed need, the faculty needed a scholarly book on subject "Research

Methodology and Statistics" having local understanding with global concerns and getting all aspects of Research and Statistics collectively. Prof. Shukla, an eminent scholar of faculty of education, perceived these difficulties and composed a comprehensive and collective notions of Research and Statistics.

At this juncture, the research scholar has access to multiple concepts required for research and Prof. Shukla has narrated chronologically interwoven steps of having ideas of research and process of conducting research and then after analysis with the help of statistics and above all how to present the work in form report (thesis) by observing principles of APA-7 style, well accepted by global communities of faculties which are engaged in research and development. It is one of the best resources available to research scholars of behavioural sciences. There is no hesitation in saying "Research Methods and Statistics" is the collection of lifelong experiences of Prof. Shukla in the faculty of education. If it is to be considered as practical guide to conduct the research in any of the faculties.

This book contains 65 chapters encompassing fundamentals of research to present the research work in the form of globally accepted

system of writing the research report. It covers the specific concerns over how to identify problem and that to narrate in scientific language of research; identifying variables and to categorise them into scale of measurement; how to treat the variables in terms of dependent, independent, moderator, controlled, and intervening variables and how to minimise effect of such independent notions on dependent variable and to adopt appropriate statistical method for inferences. The best of this book is that all such steps are narrated as and when they be significant for the research study. For reviewing this book, the page is not enough and that is not the intention

of the author, Prof. Shukla wishes to be with researcher through out her/his journey to the task accomplished and the objective of torch bearer and to assist the scholars as and when they need such assistance.

Wishing Prof. Shukla to contribute more and more for strengthening Research to escalate from local to national and national to global standards.

Hope all the researchers, faculties across, shall have an access and if they find any scope to enrich the book, kindly write to Prof. Shukla, who is a professor but having all characteristics of lifelong and sincere learner.

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